



**IN! Colorado Initiative for Inclusive Higher Education
d.b.a. IN! Pathways to Inclusive Higher Education**

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HB 22-1107 Inclusive Higher Education Opportunities

Second Annual Report

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BACKGROUND & REQUIREMENTS

In 2008, the Federal Higher Education Opportunity Act launched a national initiative to provide inclusive college programs for students with intellectual disability (ID) to experience all the rights, responsibilities, and benefits that result from higher education. In 2014, disability advocates, educators, and family members began working to create inclusive opportunities for students with ID within Colorado, forming a formal 501c3 organization: IN! Pathways to Inclusive Higher Education (IN!). As a result of IN!'s advocacy, in 2016, the Colorado SB-0196 Inclusive Higher Education Pilot Program established three pilot inclusive higher education programs across Colorado colleges.

The ongoing success of Colorado's first pilot programs and the many advancements that have been made for inclusive higher education since their establishment has led to significant demand for more opportunities throughout the state. In 2022, House Bill 1107, the "Inclusive Higher Education Opportunities Act," was signed into law. This bill allocated funds to establish and expand college pathways for students with ID at state institutions of higher education throughout Colorado with a particular focus on increasing equity for students with ID experiencing additional barriers within rural, low-income, and underrepresented communities.

The act requires the Colorado Department of Higher Education (CDHE) to contract with an organization that has demonstrated success in assisting students with ID to attend institutions of higher education to administer the grant program, perform annual evaluations of the grant recipients, and produce an annual report. As the contracted administering entity, IN! leveraged the resources offered by Colorado state legislation to successfully increase higher education access, competitive integrated employment, and independent living outcomes for students with ID statewide.

Today, Colorado offers eight inclusive higher education pathways, enrolling approximately 114 students with ID that are participating in traditional classes and coursework, living inclusively on campus, participating in college social life, and preparing for their careers. While students with ID have historically been denied college options, inclusive higher education has proven that when given the opportunity, they are reaping the benefits from post-secondary education, including increased access to competitive employment, socialization, community belonging, and greater independence.

HB 22-1107 included the following provisions:

- (1) There is created in the department the inclusive higher education grant program to provide grants to state institutions of higher education for the purpose of establishing, or expanding existing, inclusive higher education programs for students with intellectual and developmental disabilities.
- (2) a state institution of higher education that receives a grant through the grant program shall use the money for the purpose of establishing an, or expanding an existing, inclusive higher education program.
- (3) to receive a grant, a state institution of higher education must submit an application to the administering entity in accordance with policies adopted by the commission.
- (4) the administering entity shall review the applications received pursuant to this section.

Evaluation and Reporting Requirements:

(1) The administering entity shall perform an evaluation of the performance of the inclusive higher education program at each state institution of higher education that received a grant. The evaluation must:

- (a) review each inclusive higher education program and compare the programs to recognized accreditation standards and best practices;
- (b) include comprehensive surveys of inclusive higher education program stakeholders, including students, students' families, peer mentors, faculty, and staff; and
- (c) include assessments for students to demonstrate growth in independent living, including self-care, socialization, career readiness, healthy lifestyle choices, and financial literacy.

(2) The administering entity shall perform a comprehensive survey of former students and former students' families. The survey must solicit information concerning the former students, including their housing circumstances, careers, and social activities or associations. The administering entity shall retain the surveys and evaluate successes that are a consequence of inclusive higher education programs and identify opportunities to improve outcomes for current and future students.

(3) The administering entity shall submit a report to the department, to include:

- (a) a summary of the findings from the evaluation performed
- (b) an analysis of the findings from the evaluations performed, including comparisons between the current year's and previous years' findings to evaluate the long-term impacts of inclusive higher education for current students participating in an inclusive higher education program and former students who participated in a program; and
- (c) a description of expenses made with the grant money.

GRANT PROGRAM

In January 2023, IN! selected a grant manager and gathered a strategic multi-disciplinary committee to formalize the Inclusive Higher Education (IHE) grant program, which provided state institutions of higher education with a process by which they can apply, receive grant funding to develop or enhance an IHE program, and participate in ongoing technical assistance and data collection. The committee collaboratively facilitated outreach to higher education institutions across the state, published the grant applications and pertinent resources, oversaw the grant review process, and guided the contracting process with grant recipients. All grant applications were reviewed and scored by an additional interdisciplinary review committee of local and national professionals from K-12 and higher education fields.

Since the inception of the IHE grant program, IN! has successfully completed three grant cycles, resulting in four new institutions of higher education establishing an IHE program and three existing IHE programs enhancing their services. In 2024, IN! began a fourth grant cycle aimed at increasing IHE pathways on the Western Slope of Colorado. Due to the loss of state funds, this fourth grant cycle was not able to be completed.

For further details regarding the grant applications and processing, see:

- [IHE Grant Cycle 1 RFP](#)

- [IHE Grant Cycle 2 RFP](#)
- [IHE Grant Cycle 3 RFP](#)
- [Anticipated IHE Grant Cycle 4 - Western Slope Initiative](#)

Program Pillars & Guiding Model

All grant applicants were expected to propose the development of a program or program enhancements that align with the Colorado Inclusive Higher Education Consortium’s model and national standards. This guiding model is founded upon providing holistic support across four pillars: academic growth, social development, career advancement, and increased independence. The graphics below identify statewide best practices in each pillar, both of which serve as a programmatic guide for all IHEs in CO.

PILLAR	IMPLEMENTATION: Students are...	IMPACT STATEMENT
Academic Growth	<ul style="list-style-type: none"> → Enrolled via alternative admission process → Paying tuition with access to financial aid and scholarships → Included in college courses alongside neurotypical peers in a chosen field → Accessing individualized accommodations, modifications, and academic support both inside and outside of the classroom → Earning college credit toward an institutionally approved certificate/credential 	<p>“I [now] see how capable these students are... I can honestly say my perception has shifted 180 degrees. It has been a wonderful experience for the whole class and myself.” - Faculty</p>
Social Development	<ul style="list-style-type: none"> → 100% included across campus activities and programs → Participating in an average of 4 social activities per week including student government, clubs, athletics, and Greek life → Supported naturally by trained peer mentors 	<p>“I see a group of young women and men who feel a sense of belonging who otherwise would not have had the opportunity to belong.” - Institutional Staff</p>
Career Advancement	<ul style="list-style-type: none"> → Engaged in career development via internships, career planning, and pre-employment training → Meaningfully employed on campus and in their communities → Connected to vocational supports from DVR and other community agencies in collaboration with IHE staff 	<p>“[Inclusion in college] gives you a neat opportunity to discover yourself and what your role is in this world.” - Student with ID</p>
Increased Independence	<ul style="list-style-type: none"> → Engaged in person-centered planning and self-advocacy → Navigating campus with independence → Learning essential life skills such as financial management → Living inclusively in dorms or apartments at select universities → Supported naturally by peer mentors and program staff as needed 	<p>“We are truly seeing our son as an independent adult; as a result, our expectations have shifted profoundly. We are so grateful for this opportunity!” - Parent</p>



Grant Recipients & Progress:

Newly developed IHE Programs

There have been four new institutions of higher education that have opened their doors to students with ID in Colorado since the launch of the Inclusive Higher Education grant program, doubling program offerings since the first pilot years. After a dedicated phase of planning and hiring for necessary staff, all have successfully launched their programs and begun serving students with ID inclusively across their campuses.

IN! facilitates regularly scheduled technical assistance meetings with each grant recipient and collects quarterly progress reports to identify key milestones, successes, barriers, and needed support for program development. Additionally, all grantees are active participants in the Colorado Inclusive Higher Education Consortium, which meets on a quarterly basis to share resources, insights, and best practices within the field. Below is a brief summary of grant recipients' progress made toward program development since the beginning of their grant terms:

Colorado State University (CSU) - RAM Scholars Program

CSU was awarded an inclusive higher education grant to fund the development of the [RAM Scholars program](#), which takes a unique, innovative approach to inclusive higher education with a focus on career development in the STEAM and Agriculture fields. Students within RAM Scholars have access to hands-on coursework and immediate experience in their area of interest. Beginning their third year of enrollment, RAM Scholars is serving 12 students with ID during the 25-26 academic year. All RAM Scholars are earning credits toward a credential within the field of agricultural sciences and are receiving robust support from Peer Mentors who are enrolled in a Peer Mentoring for Neurodiverse Learners

course. The program has submitted their CTP application to the Federal Department of Education and are awaiting approval. Additionally, RAM Scholars has begun conversations with local school districts to pilot a concurrent enrollment program for students in 18-21 transition programs in the coming year.

Metropolitan State University of Denver (MSU Denver)

MSU Denver was awarded an inclusive higher education grant to fund the development of the [Inclusive Support Services \(ISS\) program](#), housed within their Inclusive Higher Education Solutions department. ISS aims to improve the postsecondary outcomes for students with ID by providing a supportive transition from secondary school programming to inclusive higher education academics, independent living, community inclusion, and meaningful employment. Beginning their second year of enrollment, ISS is serving 9 students with ID during the 25-26 academic year. All students are earning credits toward an institutionally approved credential across fields of study such as culinary, anthropology, early childhood education, and sports management. The program has submitted their CTP application to the Federal Department of Education and are awaiting approval. Additionally, ISS has begun conversations with local school districts to pilot a concurrent enrollment program for students in 18-21 transition programs in the coming year. Of note, students have grown leaps and bounds in their digital literacy and reading comprehension skills due to the direct instruction provided within study halls and life-skills courses. All courses provided to ISS students are available to the entire MSU Denver student body, leading to a robust inclusive model.

Pikes Peak State College (PPSC)

PPSC was awarded an inclusive higher education grant to fund the development of the [ASPIRE Scholars program](#). ASPIRE Scholars is dedicated to fostering an inclusive, supportive, and empowering environment while increasing financial access to IHE for students with ID in Colorado Springs. Beginning their first year of enrollment, ASPIRE Scholars is serving 5 traditional students with ID during the 25-26 academic year and anticipates welcoming 2 concurrent enrollment students in the Spring term. Enrolled students are earning credits toward an institutionally approved credential across fields of study such as broadcasting, early childhood education, and environmental sustainability. The program has submitted their CTP application to the Federal Department of Education and are awaiting approval. With strong institutional support from the beginning, ASPIRE Scholars is leading the state in concurrent enrollment partnership development for 18-21 transition program students. With one finalized partnership with a local district, ASPIRE continues to build partnerships and agreements with surrounding districts to continue increasing the financial access to IHE in their region.

Lamar Community College (LCC)

LCC was awarded an inclusive higher education grant to fund the development of the [Cultivate@LCC program](#). LCC strategically serves diverse student populations and provides greater access to students with ID within rural communities in Southern Colorado. Beginning their first year of enrollment, Cultivate is serving 2 students with ID during the 25-26 academic year. Both students are pursuing a traditional Associates of Arts degree and feel honored to be included in the college environment. The program has submitted their CTP application to the Federal Department of Education and are awaiting approval. Due to limited funding and staffing, Cultivate is being facilitated by one part-time staff person for the current year until other forms of funding are secured. They intend to enroll smaller cohorts to ensure high-quality supports are still available.

Existing IHE Programs

Three of the four existing IHE programs in the state received short-term grant funding to enhance the services they currently provide and ensure increased equity across program offerings. IN! facilitated mid-year reviews of program enhancements, provided school-specific reports that highlight successes and areas of improvement based upon survey results, and gathered necessary reports to assess progress made toward program goals. Below is a brief summary of each recipient's program enhancements made:

University of Colorado at Colorado Springs (UCCS)

UCCS' Office of Inclusive Services was awarded an inclusive higher education grant to fund one year of program expansion and diversification efforts with a specific commitment to building community partnerships to increase the diversity of the student population, providing targeted job coaching, and enhancing independent living services.

University of Northern Colorado (UNC)

UNC GOAL was awarded an inclusive higher education grant to fund one year of program expansion and diversification efforts with a specific commitment to equitable recruitment and outreach, inclusive curriculum and programming, faculty and staff development, and community partnerships.

Arapahoe Community College (ACC)

Elevate at ACC was awarded an inclusive higher education grant to fund one term of program expansion and diversification efforts with a specific commitment to equitable recruitment and increased outreach.

Funding Updates & Grant Expenses

Despite the success of the Inclusive Higher Education grant program and the continued demand for the growth of IHE pathways throughout Colorado, the final two years of funding from HB 22-1107 have been repealed, totalling a loss of \$900,000.

As each newly established grant program intended to reach self-sustainability after years four or five of grant funding, the immediate loss of funding poses a significant challenge for grantees to continue their inclusive work. In response, IN! has conducted formal meetings with each institution to review the financial feasibility of program continuation and has been avidly seeking external funding sources and creative funding models to ensure their continued success. With the severe financial constraints, IN! is proud to report that all grant recipients are able to continue program facilitation for the current academic year, though several require outside funding sources in order to continue their establishment beyond fiscal year 2026. IN! continues to offer regular technical assistance and guidance for all grantees and remains dedicated to maintaining an active partnership with each institution. Furthermore, IN! will continue building community partnerships necessary for future expansion efforts. Details regarding grant expenses and amended funding impacts are outlined in the tables below:

Table 1: Grant Award Amounts & Impacts of Lost Funding			
Inclusive Higher Education Grant Recipients	Initial Funding Anticipated	Amended Funding Awarded	Funding Lost
Colorado State University (CSU)	\$449,636	\$305,000	\$144,636
Metropolitan State University of Denver (MSU Denver)	\$370,000	\$350,000	\$20,000
Pikes Peak State College (PPSC)	\$303,000	\$175,000	\$128,000
Lamar Community College (LCC)	\$250,000	\$160,000	\$90,000
University of Colorado Colorado Springs (UCCS)	\$40,000	\$40,000	\$0
University of Northern Colorado (UNC)	\$40,000	\$40,000	\$0
Arapahoe Community College (ACC)	\$10,000	\$10,000	\$0

Table 2: Description of Grant Expenses			
Grant Awards	Fiscal Year 2023-Fiscal Year 2024	Fiscal Year 2025	TOTALS
CSU	\$305,000	-	\$305,000
MSU Denver	\$250,000	\$100,000	\$350,000
PPSC	\$45,000	\$130,000	\$175,000
LCC	\$40,000	\$120,000	\$160,000
UCCS	\$40,000	-	\$40,000
UNC	\$40,000	-	\$40,000
ACC	-	\$10,000	\$10,000
Total Grant Awards	\$720,000	\$360,000	\$1,080,000
Administrative Costs	Fiscal Year 2023-Fiscal Year 2024	Fiscal Year 2025	TOTALS
Program Manager Salary & Benefits/Taxes	\$112,476	\$78,484	\$235,452
Database/Evaluation	\$7,000	\$3,500	\$10,500
Materials	\$3,000	\$1,500	\$4,500
Computer/Software	\$3,000	\$1,500	\$4,500

Table 2: Description of Grant Expenses			
Travel	\$8,000	\$4,000	\$12,000
Total Administrative Costs	\$133,476	\$88,984	\$222,460
TOTAL	\$853,476	\$448,984	\$1,302,460

Grant Program Summary

Since the launch of the Inclusive Higher Education grant program, \$1,080,000 has been awarded across seven institutions of higher education committed to inclusively serving students with intellectual disabilities, and \$222,460 has been allocated to administrative costs. The total received funding (\$1,302,460 of the originally appropriated \$2,205,000) has allowed Colorado to make great strides in its establishment of high-quality inclusive higher education pathways for students with ID. Of note is the expansion to more regionally diverse and financially accessible institutions. IHE offerings span beyond the Denver Metro area and include more Spanish-speaking and low-income serving institutions, actively working to remove barriers to postsecondary education for all students. In the coming years, it is projected that more than 160 students with ID will be enrolled across three community colleges, four public universities, and one private university.

In addition to increased IHE offerings and enrollment across the state, IN! is proud to report statewide efforts to build concurrent enrollment pathways for students in 18-21 transition programming. In collaboration with CDE's Office of Special Education, four of the eight institutions have begun building relationships with local school districts and aim to pilot this innovative expansion within the next two years. In doing so, Colorado will be able to serve more students with ID who are experiencing financial barriers to postsecondary education and continue strengthening postsecondary outcomes for our state.

IN! remains committed to the work of increasing inclusive college pathways for students with Intellectual Disability statewide and looks forward to ongoing partnership with CDHE and state legislators in our effort to do so.

IHE ENROLLMENT DEMOGRAPHICS & PROGRAM ENGAGEMENT

As of Fall 2025, there are eight inclusive higher education programs with enrolled students, totaling 114 students with ID attending college statewide. Of the enrolled IHE students, 100% are earning credit-bearing credentials across 23 unique areas of study, and nearly 50% of enrolled students are currently participating in paid or unpaid work experiences. Students represent more than 16 Colorado counties and 24 Colorado school districts.

Even with exponential growth from 4 to 8 programs since this legislation was passed, there remains a clear need for inclusive college pathways for students across the state. For the fall 2025 term, 108 students with ID applied to inclusive higher education programs in Colorado, but only 41 were afforded a placement in a program: a 37.96% acceptance rate. This continues to reveal the ongoing demand for more inclusive college pathways across Colorado and our responsibility to continue advocating for expansion opportunities. The tables below reflect enrollment data and program engagement metrics from 2024 and 2025, showcasing the breadth of student participation while enrolled in an IHE program.

Table 3: IHE Enrollment Demographics	2024	2025
Students Enrolled		
ACC	17	17
CSU	11	12
LCC	NA - program launch FA25	2
MSU Denver	4	9
PPSC	NA - program launch FA25	5
Regis University	23	25
UCCS	23	25
UNC	22	19
Total Enrollment Statewide	100	114
Progression in Program		
First Year	35	41
Second Year	37	33
Third Year	19	29
Fourth Year	9	11
Gender		

Table 3: IHE Enrollment Demographics	2024	2025
Male	58	57
Female	38	51
Not Reported	4	6
Race/Ethnicity		
White/Caucasian	64	65
Black	7	7
Latino/Hispanic	7	6
Pacific Islander	1	1
Asian	2	3
Multiple Races	1	1
Not Reported	18	31
Age Range	18-36, Avg: 21	18-33, Avg: 21
From # of Colorado Counties	18 Counties + 6 Out of State	16 Counties + 5 Out of State
Colorado School Districts Represented	22 Colorado School Districts	24 Colorado School Districts

Table 4: IHE Program Engagement	2024	2025
Unique Areas of Study Pursued	17	23
Academic Credential Pursued		
Comprehensive Higher Education Certificate in Area of Study	Not Reported	100
Industry Credential	Not Reported	11
Associates Degree	Not Reported	3
Living Situation		
On Campus Residence Hall or Apartments	58	61
Off Campus Independent	6	2
Off Campus with Family / Group Home	32	45
Other / Not Reported	4	6
Employment Experience		
On Campus Internship	Not Reported	5
On Campus Employment	Not Reported	17
Off Campus Internship	Not Reported	15
Off Campus Employment	Not Reported	19

PROGRAM EVALUATIONS

Evaluation Approach

A priority of the legislation is to evaluate the performance of and outcomes associated with each inclusive higher education program in the state of Colorado. IN! is committed to measuring the impact of its work and the work being accomplished across partnering institutions. The evaluation plan for the Inclusive Higher Education grant program, as outlined in legislation, includes three strategies that seek to holistically measure the development and success of each IHE. All three evaluative strategies are based upon the national coordinating center for inclusive higher education research and best practice, Think College, and their [published accreditation standards](#). This second and final legislative report includes comparisons of evaluation efforts from the first iteration and the most recent findings, in order to showcase the continued improvement of IHE programming and continued goal attainment of participating students.

Overall, the evaluation approach centers on gathering meaningful feedback from key stakeholders to understand both their satisfaction with the services provided and the broader outcomes and impacts of inclusive higher education. This includes examining how well services meet the needs of students, families, and institutional partners, as well as identifying successes, challenges, and areas for growth. By combining measures of satisfaction with evidence of long-term impact, the evaluation process ensures that programs are both responsive to stakeholders and aligned with the overall goal of expanding inclusive opportunities in higher education.

Since the first round of program evaluations, IN! has refined survey methods, including a simplification of survey questions and a transition to a more robust survey analysis system. Despite the changes made, IN! has seen a continued decline in survey participation. This is largely due to survey fatigue, as it is noted that fewer recurring students and graduates complete the survey in comparison to first year students or first year graduates. However, despite survey response rates representing only a small sample size, the conclusions drawn from both quantitative and qualitative feedback help to highlight strengths and potential growth areas within IHE programming and ultimately guide best practices statewide.

Strategy 1: Comprehensive Survey of Current Stakeholders

During the Spring of 2025, IN! reviewed, refined, and redistributed a comprehensive survey for Inclusive Higher Education Program Stakeholders to reflect on their satisfaction with program services across each pillar of IHE support. At the time of stakeholder survey dissemination, six of the eight IHE programs had enrolled students: ACC, UCCS, UNC, Regis, CSU, and MSU Denver. PPSC and LCC had not yet launched their first cohort of students and therefore were not expected to participate. Of the six institutions that did, CSU and MSU Denver were conducting their first formal year of program services, while the remaining four had established program models. IN! recognizes that each IHE program is unique in its stage of development, which leads to differing perceptions of satisfaction across service provision. Because of this, IN! facilitates strategic support to each institutional partner based upon their current stage in program development and the feedback received. Program directors receive a formal report of survey feedback and recommendations for continued program improvement as well as ongoing guidance and technical assistance that responds to survey findings.

The Stakeholder Survey was created utilizing feedback from the Colorado UCEDD and Think College National Coordinating Center. Questions were designed to align with national accreditation standards as

set forth by the Inclusive Higher Education Council. The survey questions focus on the four pillars of IHE in Colorado and reveal overall satisfaction rates regarding services provided by each IHE program. Stakeholder surveys include both quantitative and qualitative data gathering methods, which are reviewed and summarized to maintain anonymity while highlighting key themes of success and areas of growth. To review the full list of survey questions and correlated accreditation standards, see **Attachment A**.

The anonymous, online survey was disseminated in April 2025, on IN!’s behalf, by school partners to required stakeholder groups, including:

- All students enrolled in an IHE program in Colorado during the 24/25 school year
- All families with a student enrolled in an IHE program during the 24/25 school year
- Faculty who instructed IHE students during the 24/25 school year
- Institutional staff from various campus departments (minimum of 5 per campus) who partner/interact with IHE students regularly.
- All peer mentors who worked with IHE students during the 24/25 school year

The table below provides the number of respondents within each stakeholder category. While the responses represent only a small sample size, the data and conclusions drawn help to highlight strengths and growth areas for the entire state.

Survey Respondents by Stakeholder Category	ACC	UCCS	UNC	Regis	CSU	MSU	STATEWIDE RESPONSE RATES
<u>Students</u>	6	20	2	6	0	5	42%, n=39
<u>Families</u>	6	5	4	3	4	3	30%, n=25
<u>Peer Mentors</u>	3	0	0	6	4	3	*16
<u>Faculty/Instructors</u>	9	0	7	14	0	1	*31
<u>Institutional Staff</u>	7	0	2	4	1	4	*18
TOTAL	31	25	15	33	9	16	129

*An accurate response rate percentage is unable to be calculated due to unknown/fluctuating numbers of all potential recipients within the respondent category.

As noted above, there were fewer survey participants in 2025 than in 2024. 2024’s student response rate was 56.5% and the family response rate was 38.2%, contrasting with 2025’s student response rate of 42% and family response rate of 30%. Additionally, 2024 collected a total of 132 survey responses in comparison to 129 received this year. While the findings in this report provide valuable insight, they should be interpreted with this context in mind.

IN! and national experts place the highest value on student and family satisfaction responses, as they are the primary beneficiaries of inclusive higher education programming. Therefore, a brief summary of student and family responses within each pillar of IHE is represented in the tables below. Percentages indicate state averages and include respondents who selected satisfied or neutral for related questions.

Satisfied and neutral responses were combined due to qualitative comments that indicated positive experiences.

Table 6: Students and Families Satisfied/Neutral with IHE Supports Provided in 4 Pillars		2024	2025
Academics	Student Response	100%	100%
	Family Response	90.1%	89%
Social	Student Response	100%	96.67%
	Family Response	89.3%	87.5%
Vocational	Student Response	93.2%	96.67%
	Family Response	74%	93.89%
Independence/Self-Advocacy	Student Response	88.8%	93.3%
	Family Response	96.4%	88%

Table 7: Student and Family Agreement that IHE helps Students Reach Their Goals in 4 Pillars		2024	2025
Academic Goals	Student Response	97.4%	100%
	Family Response	80.25%	87.5%
Social Goals	Student Response	93.7%	96.67%
	Family Response	80.3%	89.72%
Vocational Goals	Student Response	91.4%	92.67%
	Family Response	83.2%	71.67%
Independence Goals	Student Response	95%	93.3%
	Family Response	87.6%	88%

Table 8: Additional Student Input in 4 Pillars		2024	2025
Academics	The classes I take are helping me toward my career goals.	96.9%	100%
Social	I am an included and welcomed member of my campus community.	93.7%	96.7%
Vocational	I have had job experiences during my time in IHE.	68.89%	79.67%
Independence	I have made progress in speaking up for myself.	88.8%	96.67%

Survey Analysis

Overall, stakeholders from IHE programs with enrolled students during the 23/24 and 24/25 school years report significant levels of satisfaction with program services and student support across all four pillars of IHE. The majority of response categories indicate either a maintained or increased satisfaction rate from the previous year, which is remarkable when considering that 33% of the institutions evaluated were only in their first year of program facilitation. This indicates the strong program development model that Colorado has established, exemplified by the three pilot institutions and easily implemented by the new expansion sites.

Of note is the large increase in both student and family satisfaction with vocational support provided. This is largely due to the implemented recommendations from surveyed programs in the previous year, focusing on increasing vocational support provision and ensuring clear communication to students and families about the services provided.

While there are two family response categories that indicate slight drops in satisfaction rates regarding (1) supports provided in independence and (2) student vocational goal attainment, this is likely due to including two institutions within their first year of programming. With newly established programs that do not have on-campus living options (often associated with independence) and have not begun job placement services (such as internships or paid employment), it is not uncommon for families to have lower satisfaction rates. However, it is expected that in subsequent years, families associated with these programs will begin to clearly see the robust support provided in all four pillars and satisfaction rates will continue to indicate strong IHE offerings.

Table 8 reflects increased student satisfaction across all four pillars, representing IHE students that feel their college experience is purposeful, inclusive, and self-directed.

Beyond what is represented in the charts above, survey findings provide the following insights:

Academically, students are being included and challenged across a wide range of courses that are geared toward their career goals. Statewide, 100% of faculty respondents indicated that they would readily welcome IHE students in their future classes, stated that non-IHE peers are accepting and inclusive, and reported their satisfaction with the academic support provided to the IHE students within their course(s). Recommendations for improvement include a request for more course offerings at select institutions.

Socially, 96.67% of IHE students report participating in campus activities and social settings alongside their college-age peers, and subsequently report feeling like an included and welcomed member of their campus community. This is supported by 100% of institutional staff respondents indicating their satisfaction with supports provided for students to engage in campus activities and be included in the campus community. Recommendations for improvement include more direct instruction on social norms and more autonomy in selecting social activities across campus.

Vocationally, all IHE students are actively engaged in a progression of career readiness experiences including career exploration/assessments, resume development, internships, and paid employment. Stakeholder survey responses indicated that nearly 80% of students respondents were actively participating in an internship or paid employment at the time of the survey. Of those, 100% feel they were receiving the support they needed to complete their job expectations. Recommendations for improvement include more rigorous job experiences during the program and an assurance that they align with students' explicit career goals.

Independently, 93% of IHE students enrolled in residential programs were living in on-campus housing and receiving support from peer mentors and/or staff. Additionally, 96.67% of all IHE students received adequate support from their IHE program to create their own lifelong goals as a part of their regular person-driven planning. Recommendations include increased instruction in money management and transportation.

Furthermore, students report a love for learning, growth in new skills, and enjoyment in reaching their goals. Comments shared include: **“I love [IHE] and everybody helping me learn new skills.” & “I am happy! I wish I knew about [IHE] sooner!”** Families express great pride in student growth since attending IHE, with several comments like: **“After only one year, the benefits of this kind of program have resulted in tangible benefits.” & “We are extremely proud of the growth we've seen. [IHE] has created an environment where our student can take ownership of their journey, build real-world skills, and develop the confidence needed for adulthood. From academics to social inclusion to career development, [IHE] has provided a strong foundation for them to succeed — on their terms.”**

It is evident that Colorado IHE programs are providing valuable supports for students with ID to develop the necessary skills for a more autonomous and successful life while also increasing the inclusive cultures across each institution. Each surveyed stakeholder category indicated incredible gratitude for the work of IHE programs and the impact it is having on students, staff, families, and our community at large.

Strategy 2: Comprehensive Survey of Graduates and Graduate Families

The graduate survey evaluation will not reflect data from newly developed IHE programs, as many will not have a cohort of graduates to survey until the summer of 2028. However, IN! seeks to continuously gather statewide graduate outcomes from all existing IHE programs (ACC, UCCS, UNC, and Regis University) to show the benefits and impact of IHE programming and to inform program development at new institutions. This report includes data gathered from three years of graduate survey responses: 2023-2025.

The graduate survey questions were designed to reflect the four pillars of Colorado’s IHE model, addressing both graduate and graduate families’ satisfaction with academic, social, career, and independent experiences since graduating from college. Survey questions solicited information about the former students’ housing circumstances, jobs, and social lives. Although the surveys were nearly identical, graduates and parents filled out separate surveys for ease of data analysis and to better reflect student satisfaction with personal goal achievement. Graduate surveys include both quantitative and qualitative data gathering methods, which are reviewed and summarized to maintain anonymity while highlighting key themes of success, growth, and recommendations. To review the full list of survey questions and correlated accreditation standards, see **Attachment B**.

At the time of the first graduate surveys in 2023, there were 44 IHE graduates across three institutions: ACC, UCCS, and UNC. In 2024, Regis University graduated their first cohort of IHE students and began participating in the graduate survey process. As of May of 2025, there have been a total of 88 IHE graduates in Colorado across ACC, UCCS, UNC and Regis.

The table below provides the number of respondents and their reported demographics. The responses represent only a small sample size and may not reflect the positive outcomes that IHE staff anecdotally

track. Regardless, the data and conclusions drawn help to highlight strengths and growth areas within each IHE program.

Table 9: Graduate Survey Respondents by School & Category		2023 (44 Grads)	2024 (63 Grads)	2025 (88 Grads)
UCCS	Graduates	6	7	10
	Families	4	6	6
UNC	Graduates	4	3	5
	Families	7	4	1
ACC	Graduates	9	7	5
	Families	3	2	3
REGIS	Graduates	NA	1	3
	Families	NA	1	3
TOTAL RESPONSE RATES	Graduates	43.2%, n=19	28.57%, n=18	26.14%, n=23
	Families	31.8%, n=14	20.63%, n=13	13.64%, n=12

As noted above, IN! has observed a continual decrease in survey participation with graduate response rates dipping from 43.2% in 2023 to only 26.14% in 2025. However, we did see the highest number of graduate respondents in 2025 and continue to observe consistent themes across each year. While the findings in this report provide valuable insight, they should be interpreted with this context in mind.

While IN! seeks to assess all four pillars of inclusive higher education, the majority of long-term postgraduate outcomes fall into the categories of social life, employment, and independence. Therefore, Table 10 provides a brief overview of academic details from survey respondents, while the following tables indicate outcomes and satisfaction in the remaining three pillars over three years.

Table 10: Graduate Academic Details	2023	2024	2025
Graduate Year			
2020	10.5%	16.7%	9%
2021	26.3%	16.7%	9%
2022	36.8%	22.2%	39%
2023	26.3%	27.8%	17%
2024	NA	16.7%	9%
2025	NA	NA	17%
Credential Earned Through IHE			

Table 10: Graduate Academic Details	2023	2024	2025
Certificate	89.5%	92.3%	87%
Associates or higher	10.5%	7.7%	13%
Pursued Further Education After IHE Completion (according to families)			
Yes	16.7%	15.4%	7.6%
No	83.3%	84.6%	92.4%

Table 11: Statewide Graduate Reported Outcomes Across Pillars	2023	2024	2025
Social Outcomes			
Socially engages in their community	89.5%	83.3%	93.3%
Employment Outcomes			
Currently Employed	84.2%	77.8%	86.9%
Currently looking for a new job	36.8%	61.1%	37.5%
Working multiple jobs	37.5% of employed graduates	14.3% of employed graduates	30% of employed graduates
Average hourly wage	\$16.48	\$17.66	\$18.65
Earning above minimum wage	77%	67%	66%
Average hours worked per week	Reported as averaging 16.5 hours	1-10 hrs: 50% 11-20 hrs: 31.3% 21-30 hrs: 6.3% 31-40 hrs: 12.5%	1-10 hrs: 57% 11-20 hrs: 36% 21-30 hrs: 0% 31-40 hrs: 7%
Currently desiring more hours	56.2%	71%	42%
Independent Living Outcomes			
Currently living with family	63.2%	77.8%	80%
Currently living independently	36.8%	22.2%	20%
Independently grocery shops	31%	33.3%	31.5%

Table 11: Statewide Graduate Reported Outcomes Across Pillars	2023	2024	2025
Independently cooks	42%	44.4%	37.5%
Independently cleans	78.9%	83.3%	62.5%
Independently manages bank account	21%	33.3%	18.75%

Table 12: Satisfaction with graduate outcomes across pillars		2023	2024	2025
Current Social Life	Graduate Response	63.2%	72.2%	86.6%
	Family Response	28.5%	30.8%	45.45%
Current Employment	Graduate Response	84%	61.1%	69.5%
	Family Response	57%	38.5%	61.5%
Current Living Situation	Graduate Response	89.4%	77.8%	80%
	Family Response	71.5%	53.8%	72.72%

Table 13: Agreement that IHE prepared students to attain their goals across pillars		2023	2024	2025
Social: IHE prepared graduates for community engagement	Graduate Response	89.5%	83.3%	93.3%
	Family Response	78.6%	76.9%	72.72%
Employment: Of the employed graduates, IHE prepared them for their current job(s)	Graduate Response	82%	77.8%	100%
	Family Response	87.5%	66.7%	100%
Independence: IHE prepared graduates for their ideal living situation	Graduate Response	79%	66.7%	86.7%
	Family Response	71%	84.6%	54.5%

Survey Analysis

Since beginning the graduate data collection, IN! has recognized the importance of differentiating between graduate goals for themselves and family goals for their graduates. A foundational element of inclusive higher education programs is person-driven planning, which is the prioritization of the student’s voice and choice regarding their goals and desired outcomes in each pillar. It is imperative to allow the graduates to be the drivers of their goal attainment and outcome measurement, which is why our survey analysis places the priority on graduate satisfaction rates while still taking into account the family perspective.

IN! is proud of the continued outcomes Colorado IHE graduates experience, especially when they are held in contrast to statewide or national outcomes for individuals with ID who do not pursue higher education. We are observing students with ID attain meaningful employment, live more independently, maintain community connections, and ultimately prove the value of access to higher education for all learners. **While there are always ways to improve outcomes for the population we serve, we are confident that the IHE model established in Colorado will continue to meet the needs of students with ID and prepare them for a future of purpose, economic stability, and rich community participation.**

The past three years of graduate data collection have shown a year over year average that indicates a steady and/or increasing satisfaction rate in graduate outcomes, particularly in their social engagement and acknowledgement that IHE prepared them to reach their post-graduate goals across all pillars. Similarly, families show an average increase in satisfaction with graduates' post-college outcomes in all pillars, highlighting the phenomenal strides their graduates have made as a result of IHE support. Below is a brief summary of outcomes in all pillars along with noted areas for growth:

Education:

100% of IHE graduates in Colorado proudly earn a college credential in over 12 areas of study. Whether students attain a modified certificate or a non-modified degree, all IHE students take inclusive college courses for credit and are challenged academically. Several graduates reflected on the specific courses taken during their college career that prepared them for their current employment and many respondents note the value of inclusive college coursework as a skill-builder for inclusion in the community. With access to several areas of study and courses across the institution, graduates had the opportunity to develop in-demand job skills and essential soft skills, such as collaboration, communication, and time management. Only a small portion of graduates went on to attain further education after completing their IHE program, indicating the sufficiency of the credential earned for attainment of their post graduate pursuits. In future years, IHE programs aim to increase credential offerings to include more industry specific certifications and stackable credentials.

Social:

Nearly all graduate respondents indicate engagement in their communities after college, with **93.3% sharing activities that they participate in regularly with friends and family** and 86.6% indicating satisfaction with the level of social engagement they have. Many share about the social experiences they had during IHE that increased their confidence in social settings and have led to their ability to pursue community inclusion post college. Of note is the value of inclusive social experiences during IHE that helped our graduates see they can and should be included in a variety of settings. From recreational sports leagues to church groups, graduates are plugging into multiple areas of their community and finding purpose. IHE programs have identified the inevitable change in social dynamics after college and have worked diligently to equip and empower their graduates to continue taking the lead of their social interactions and pursuing community engagement.

Employment:

In 2025, **86.9% of graduate respondents were competitively employed**, 100% of which indicated their IHE experience directly prepared them for their current employment. This not only stands in stark contrast to the national employment rate of individuals with ID, but also exceeds the 74% employment rate of IHE graduates at the national level (Papay, Bukaty, & Choiseul-Praslin, 2025, Think College Fast Facts). Of the currently employed graduates, **100% earn at or above minimum wage with an average**

hourly wage of \$18.65 statewide. Graduates are employed across several job industries including hospitality, education, advocacy, health and wellness, digital technology, entertainment, and service, and many truly love what they do.

While we see graduates attaining powerful employment outcomes and experiencing great success, there is still more work to be done. Of all graduate respondents, only 69.5% were satisfied with their current employment with the most common reason for dissatisfaction being too few hours of work per week. While graduates expressed enjoyment of their work, the majority are only working between 1-10 hours on a weekly basis in their chosen fields. Because of this, 30% are working two jobs and 42% are desiring more hours within their current roles. We see that IHE provides graduates with access to employment they previously did not have the skills to attain or maintain, but the employment sector has not fully embraced the ID population and therefore has limited their ability to continue excelling. One family member put it this way, “College opened a lot of opportunities and doors, the world ‘after college’ wants to keep them closed.” Accordingly, most disapproval with employment outcomes over the past three years are largely due to difficulties experienced within the employment sector rather than lack of employment experiences and/or trainings while enrolled in IHE. While IHE programs cannot guarantee post graduate employment more so than any higher education institution, it is a priority of IHE programming to continue increasing the diversity, rigor, and hours worked within post graduation employment. Graduates with ID face additional barriers to employment and often have to navigate complex systems for support. In response, IN! and the Colorado Inclusive Higher Education Consortium continues to actively build a partnership with the Division of Vocational Rehabilitation to ensure ongoing support of graduates in their career goals and increased support to potential employers. IN! is also working alongside the IHE programs to inform local employers about the value of hiring individuals with ID. Please see attachments D & E to read specific graduate stories and see an employer flyer.

Independence:

80% of graduates report satisfaction with their current living situation. While the majority of respondents still live with their families, nearly all have expressed growth in their independent living skills and autonomy in general. Over the years of graduate surveying, we have seen the most fluctuating responses in this particular pillar, which we believe is largely due to how each respondent perceives independence. Some may assume that independence requires living alone, while others may view independence as growth in self-determination and life-skill acquisition. These differing definitions can sway satisfaction rates greatly. It is worth noting that graduates report higher rates of satisfaction within the category of independence than families do but all have indicated growth in independent skill development since attending IHE.

Additionally, many students continue to live with family members post graduation due to the increased cost of living within Colorado. Several family comments noted that it is not due to lack of ability for graduates to live alone, but simply due to a lack of resources or knowledge of financially accessible housing options.

Overall:

Respondents provided valuable feedback within long form responses as well. Read several direct quotes from graduates and families as they reflect on the impact of IHE in their lives:

Graduate Comments:

- College helped me believe I CAN do things.
- I loved going to college and I’m glad I was able to go.

- I'm more responsible. I check email and my work schedule independently.
- I have a new perspective on life. I have gone from relying on people to not relying on people when something in my life is really challenging.
- Everyone has helped me so much and [IHE] has given me so much support.
- I had many jobs in college that helped me prepare my future a lot more.
- I learned how to speak for myself.
- I have a great life!

Family Comments:

- The gradual increase in independence during college set them up for success.
- The [IHE] experience gave [my graduate] a sense of responsibility, growth, and making the best of opportunities.
- The combination of academic coursework, hands-on learning, and mentorship gave them the confidence and skills they needed to succeed.
- Nothing has helped him rise up more than college, to believe in himself and believe in his abilities-I am forever grateful.
- Inclusive higher education played a vital role in helping our graduate reach their goals.
- Having our graduate go to college was life-changing...For them, it was an opportunity to grow, build confidence, and see themselves as a capable, contributing adult. It gave them a sense of purpose, belonging, and independence that continues to shape their life in meaningful ways. For our family, it shifted how we saw the future. College helped us move from uncertainty to hope. It showed us what's possible when students with intellectual disabilities are given the chance to learn, connect, and thrive in an inclusive setting. We are deeply grateful for the experience and the lasting impact it's had on all of us.
- Since completing college, our graduate has shown remarkable growth in their independence and self-advocacy... It's been inspiring to watch them step into adulthood with a stronger sense of identity, purpose, and belonging.

Strategy 3: Student Assessment Methods

IN! initially intended to establish a statewide student assessment method that uniformly tracks student growth in independent living, socialization, career readiness, healthy lifestyle choices/self-care, financial literacy, and other key skills. In an effort to do so, IN! established an Inclusive Higher Education Consortium work group dedicated to formalizing student assessment methods across all IHE programs. After the first several meetings and discussion with national experts, it was identified that each institution will have its own preferred method for how to measure said competencies based on the structure of their IHE program. Some institutions will gather quantitative data, while others focus on qualitative data, both of which are acceptable for accreditation purposes and do not need to be uniformly gathered.

With the national feedback and program discussion, this third evaluation strategy continues to be in the development phase as the consortium works to provide guidance for programs in their student assessment practices based upon their current stage of program implementation. In its current state, each IHE program with enrolled students has committed to tracking student goals and skill attainment via a person-driven plan that is facilitated at the start of each academic year and reviewed at the end of each semester. The person-driven plans, while individualized to each student and unique across each program, address student goals in each pillar of IHE and ways to measure the skills attained in pursuing said goals. IN! looks forward to further collaboration with all IHE programs to streamline assessment methods in future iterations of this strategy.

CONCLUSION

As a direct result of HB22-1107, students with intellectual disabilities throughout Colorado have had increased access to inclusive college pathways, boasting high levels of satisfaction and student skill development in academics, social life, career readiness, and independence. Since 2022, the number of Inclusive Higher education programs in Colorado has more than doubled, adding four new IHE programs since its inception and continuing to ensure regional accessibility. All IHE programs are making rapid progress in their efforts to solidify high quality inclusive higher education and graduate students with ID prepared to work, live, and engage in the community with independence.

The findings of this report demonstrate the powerful outcomes of inclusive higher education in our state. Students who participate in these programs not only gain valuable academic and social experiences, but they also transition into adulthood with higher rates of employment and greater engagement in their communities. These outcomes underscore the importance of sustaining and expanding inclusive higher education opportunities as a proven pathway to long-term success and community inclusion. Furthermore, it is our responsibility to improve IHE pathways by ensuring regional diversity and financial feasibility in order to see all students with ID have equal access to college.

Therefore, IN! and the Colorado Inclusive Higher Education Consortium remain committed to support the ongoing work of inclusive higher education statewide, until we see our vision come to fruition: Students with intellectual disabilities will be welcomed on college campuses and allowed to continue their education and preparation for life, as inclusive pathways become part of the fabric of all colleges and universities throughout Colorado.

We thank you for the support you have provided thus far and ask for continued partnership as we enhance IHE offerings and continue making a difference in the lives of students with ID throughout Colorado.

ATTACHMENTS

- A. Stakeholder Survey Questions**
- B. Graduate Survey Questions**
- C. IHE Pillars & Outcomes Flyer**
- D. IN! Graduate Stories & Stats Flyer**
- E. Employer IN!fo 1 pager**

ATTACHMENT A: Stakeholder Survey Questions

IN! Annual Stakeholder Survey - Background Information & Question Outline

In accordance with HB22-1107 evaluation methods and the Colorado Inclusive Higher Education Consortium data collection agreements, IN! will facilitate the dissemination of an annual stakeholder survey. Survey methods will follow the below guidance from the Colorado Department of Higher Education:

The administering agency shall perform an evaluation of the performance of the Inclusive Higher Education program at each Institution of Higher Education that received a grant. The evaluation must:

- *Review each Inclusive Higher Education program and compare the program to [recognized accreditation standards \(self assessment\)](#) and [best practices](#).*
- *Include comprehensive survey of Inclusive Higher Education Programs Stakeholders, including students (1), students' families (2), peer mentors (3), faculty (4), and staff (5)*

To remain compliant with this policy and to strive for continuous improvement of inclusive higher education across Colorado, IN! intends to send the following surveys to each stakeholder group, respectively.

Most questions fall into the categories of academic, social, career, independence, and general programmatic best practices. Questions related to accreditation standards are noted with a number corresponding to the standard (ie 3.3). Questions will be asked in a satisfaction ranking (satisfied, neutral, not satisfied), True/False, or long form format. All surveys will be conducted anonymously using Survey Monkey, which allows for additional security measures (i.e. one device can only take the survey once, etc.). All mentions of “program” will be changed in final drafts to specifically identify the name of the inclusive office.

Dissemination Language

IN! Pathways to Inclusive Higher Education is an organization working to establish inclusive college options for students with intellectual disability (ID) throughout Colorado. As a leader of the statewide inclusive higher education consortium, IN! seeks to **strengthen existing inclusive higher education** through stakeholder feedback. Your answers to this survey are **anonymous** and will help us continuously improve inclusive higher education at [school] and across the state.

This survey will take less than **15 minutes** to complete and all questions will ask about your experience with [program] . We greatly value your **honest feedback**; thank you for sharing your input and helping us grow!

Stakeholder Category

Please let us know which category best fits your role with [program name at school]

I am a....

- [program] Student
- Parent/Guardian of [program] Student
- [program] Peer Mentor
- Faculty/Course Instructor with [program] Students in my classes
- Non-instructional staff member on campus

Current Students

Student Academics

Questions about classes, professors, and more.

1. How satisfied are you with the variety of classes offered?
2. T/F: I get to choose which classes to take. (3.2)
3. T/F: I take academic classes with students who are not part of [program]. (7.5)
4. T/F: The classes I take are helping me toward my career goals. (3.5)
5. How satisfied are you with the support you receive for your classes? (3.7)
6. Select which supports you receive for your classes (you may choose many)? (2.3)
 - a. Peer Mentor Assistance
 - b. Accommodations
 - c. Modifications
 - d. Tutoring
 - e. Professor Office Hours
 - f. Notes/Graphic Organizers
 - g. Study Halls
 - h. Other (write in)
7. What support do you wish you received for your classes? (2.3)
8. How satisfied are you with how you are included by professors and students in your classes? (i.e. do you feel welcome, comfortable, able to participate?) (3.6)
9. T/F: [Program] helps me understand what is expected of me in each class. (2.3)
10. T/F: [Program] is helping me reach my academic goals. (2.1)
11. What other thoughts and/or recommendations do you have about the way [program] helps you build academic skills?

Social Life

Questions about clubs, activities, and campus life.

1. T/F: I participate in clubs and social activities on campus. (3.6; 7.5)
2. How satisfied are you with the support provided by [program] to participate in social activities on campus? (3.6)
3. Select which social support you receive (3.6; 4.5)
 - a. Peer Mentor Assistance

- b. List of available activities/events
 - c. Help with selecting/signing up for events
 - d. Learning specific social skills
 - e. Other (write in)
4. What social supports do you wish you received?? (3.6; 4.5)
 5. T/F: I am an included and welcomed member of my campus community. (7.5)
 6. T/F: If I do not follow the rules on campus, I believe [program] staff will help me make better choices in the future. (9.3)
 7. T/F: If **other students** do not follow the rules on campus, I believe [program] staff will help me problem-solve. (9.3)
 8. T/F: [Program] is helping me reach my social goals (i.e. making friends, joining clubs, participating in campus activities, etc.). (2.1)
 9. What other thoughts and/or recommendations do you have about how [program] helps you build social skills?

Career Development

Questions about job skills, job experiences, and preparing for work after college.

1. How satisfied are you with the help you receive in identifying job goals? (2.2)
2. How satisfied are you with the help you receive in building job skills (i.e. writing a resume, interviewing, showing up on time, completing tasks at work, etc.)? (2.3)
3. T/F: I have had job experiences during my time in [program] (i.e. internships, on-campus jobs, off-campus jobs). (3.5)
 - a. If true: How satisfied are you with the job experiences you have had while at [program]?
 - b. If true: T/F: In my job experiences, I received the support I needed from [program](7.6)
 - c. What job support do you wish you received? (7.6)
4. T/F: [Program] is preparing me to reach my job goals. (2.1)
5. What other thoughts and/or recommendations do you have about how [program] helps you build job skills?

Independence

Questions about self-advocacy, daily living skills, and support from others.

1. How satisfied are you with the progress you have made in speaking up for yourself?
2. How satisfied are you with where you live right now?
3. T/F I live on campus (only for residential programs)
4. How satisfied are you with the support you receive from [program] in daily living skills? (i.e. transportation, managing your money, self-advocacy, making good decisions, laundry, self-care, cleaning your room, etc.)? (2.1)
5. T/F: [Program] has helped me become more independent. (2.2)
6. I would like [program] staff to provide my family with: (7.4)
 - a. fewer updates about how I am doing.
 - b. the same amount of updates about how I am doing.
 - c. more updates about how I am doing.

7. What other thoughts and/or recommendations do you have about how [program] helps you build independence skills?

Overall

Questions about your overall college experience.

1. T/F: [Program] staff help me create my own goals. (3.5)
 2. T/F: [Program] staff meet regularly with me to review progress on my goals. (2.4)
 3. How satisfied are you with the amount of choice and input you have in your goal setting meetings? (3.2)
 4. T/F: I receive support in understanding my behavior expectations on my college campus. (9.3)
 5. T/F: I have a trusted staff member on campus who can help me through problems and concerns. (9.3)
 6. T/F: I am happy to be a part of [program] at [school].
 7. Is there anything else you would like to share about your college experience?
-

Current Families

Questions about your student's academics

1. How satisfied are you with the academic support your student receives from [program] (i.e. peer mentors, modifications, class advising, accessing traditional campus offices - writing center, tutoring center, etc.)? (2.3; 7.2)
2. Select the academic supports your student receives and write in any others.
 - a. Peer Mentor Assistance
 - b. Accommodations
 - c. Modifications
 - d. Tutoring
 - e. Professor Office Hours
 - f. Notes/Graphic Organizers
 - g. Study Halls
 - h. Class Advising
 - i. Accessing Traditional Campus Offices
 - j. Other (write in)
3. What academic support do you wish your student received? (2.3)
4. T/F: My student has adequate choice in the class selection process.
5. T/F: The classes my student takes will help them reach their career goals.
6. T/F: Because of [program], my student is working toward academic goals. (2.1; 7.2)
7. Please share any thoughts or recommendations you have for [program] about academic skill development, or use this space to elaborate on any of the above questions.

Questions about your student's social life & development

1. T/F: My student has opportunities to participate in clubs and social activities on campus. (3.6; 7.5)

2. How satisfied are you with the social support your student receives through [program]? (3.6)
3. How satisfied are you with the social skill development your student has experienced while on campus (i.e. reaching out to friends, attending events, problem solving skills, etc.)? (2.1; 2.2; 3.6)
4. T/F: Because of [program], my student has developed more social skills. (3.6)
5. Please share any thoughts or recommendations you have for [program] about social skill development, or use this space to elaborate on any of the above questions.

Questions about your student's job skill development

1. How satisfied are you with the job skills/employment readiness training your student receives through [program] (i.e. resume writing, interview skills, career exploration, etc.)? (3.5)
2. Select the career development supports your student has received [from program] and write in any others.
 - a. Resume writing
 - b. Interview skills
 - c. Career exploration
 - d. Job shadowing/volunteering
 - e. On-campus job/internship placements
 - f. Off-campus job/internship placements
 - g. Job coaching (onsite)
 - h. Other (write in)
3. What support do you wish your student received? (7.6)
4. T/F: My student has had job experiences (paid/unpaid internships or employment) while enrolled in college.(3.5)
 - a. If true, how satisfied are you with the job experiences your student has had?
5. T/F: Because of [program], my student is preparing to reach their career goals. (2.2; 7.6)
6. Please share any thoughts or recommendations you have for [program] about career skill development, or use this space to elaborate on any of the above questions.

Questions about your student's independence development

1. How satisfied are you with your student's current living arrangement?
2. What support does your student receive from [program] surrounding independent living skill development?
3. What support do you wish your student received? (3.7)
4. T/F: As a result of [program], my student is preparing to reach their independence goals. (2.2)
5. T/F: As a result of [program], my student has stronger self-advocacy skills.
6. Please share any thoughts or recommendations you have for [program] about independence skill development, or use this space to elaborate on any of the above questions.

Questions about the overall program experience

1. How satisfied are you with your family's college orientation process? (7.3)
 2. How satisfied are you with the communication you receive about your student? (7.4)
 3. T/F: I feel appropriately included in my student's college life, with regards to their goals, academic progress, and challenges/successes. (6.2; 7.4)
 4. T/F: If my student has to go through a grievance or disciplinary process, I believe [program] staff will be supportive. (9.3)
 5. T/F: I received support in understanding the institution's grievance or disciplinary policies. (9.2)
 6. Y/N + comments: Do you have any other thoughts or recommendations about your student's overall college experience with [program]?
-

Peer Mentors

For satisfaction-based questions, peer mentors have an additional "not-applicable" option

Supporting Students' Academics

- 1) T/F: [Program] students are fully included in their classes (consider professors and other peers). (3.1; 3.3)
- 2) T/F: [Program] students receive adequate academic support which is appropriate for their individual needs. (2.3)
- 3) How satisfied are you with the preparation you received from [program] staff to support students in class? (4.5)
- 4) Please share any thoughts or recommendations you have for [program] about academic skill development, or use this space to elaborate on any of the above questions.

Supporting Students' Independence Development

- 1) T/F: [Program] students develop appropriate self-advocacy skills and are supported in developing desired skills (when appropriate).
- 2) T/F: [Program] students are appropriately supported in their independence (consider how behavioral concerns might change in quantity and/or severity if the levels of support were different). (3.7)
- 3) How satisfied are you with the preparation you received from [program] staff to support students in their living environments? (If applicable) (4.5)
- 4) Please share any thoughts or recommendations you have for [program] about independence skill development, or use this space to elaborate on any of the above questions.

Supporting Students' Social Development

- 1) How satisfied are you with the level of social acceptance [program] students experience on campus (consider how welcomed [program] students are as members of the campus community)? (3.6?)
- 2) T/F: [Program] students have adequate support in developing and maintaining appropriate social skills and norms. (3.6)

- 3) How satisfied are you with the preparation you received from [program] staff to support students socially? (4.5)
- 4) Please share any thoughts or recommendations you have for the program about social skill development, or use this space to elaborate on any of the above questions.

Supporting Students' Career Development

- 1) T/F: I believe *most* [program] students have an appropriate understanding of what career they can attain within their identified field. (7.6)
- 2) T/F: I believe *most* [program] students have an appropriate understanding of what vocational skills they will need to attain a career in their chosen field. (3.5; 7.6)
- 3) T/F: I believe [program] students receive enough support and training in developing **soft skills** (general skills, such as professionalism, organization, and punctuality). (3.5)
- 4) T/F: I believe [program] students receive enough support and training in developing **hard skills** (skills specific to each career field). (3.5)
- 5) How satisfied are you with the preparation you received from [program] staff to support students in their job skill development? (If applicable) (4.5)
- 6) Please share any thoughts or recommendations you have for the program about the career skill development, or use this space to elaborate on any of the above questions

Supporting Students: Overall Questions

- 1) T/F: I feel I receive adequate and appropriate supervision and feedback from [program] staff regarding my roles and responsibilities as a peer mentor. (4.5)
- 2) If you had unlimited resources, how would you improve [inclusive program]?
- 3) Please share any other thoughts you have regarding [program] and/or your role as a peer mentor.

Faculty (instructors)

1. With which department are you affiliated on campus? (3.3)
2. T/F: Elevate staff are readily available to provide support and guidance when a student issues arise.(4.7)
3. How satisfied are you with the communication and information received from [program] staff about students' classroom expectations, learning needs, and provided support? (2.3; 4.6; 4.7)
4. T/F: I understood the students' learning outcomes. (2.2; 4.7)
5. T/F: I understood the students' approved accommodations/modifications. (2.3; 4.7)
6. T/F: I understood how the students would be evaluated in my class. (2.3; 4.7)
7. How satisfied are you with the academic support [program] students receive inside your classroom? (2.3)
8. How satisfied are you with the academic support [program] students receive outside of your classroom to aid in understanding course expectations/assignments? (2.3)
9. What additional support or training do you wish the [program] staff provided to help you better support [program] students in your classroom? (4.6)

10. T/F: Based on my experiences with [program], I would welcome [program] students in my future classes.
 11. T/F: The students in my classes were accepting and inclusive of [program] students.
 12. Please share any additional thoughts or recommendations you have for [program].
-

Institutional Staff (interdepartmental)

1. Which department do you work in? (3.3; 7.2; 7.5)
 2. T/F: [Program] staff were readily available to provide support and guidance regarding students' participation in campus activities. (4.6; 4.7)
 3. T/F: [Program] staff were readily available to provide support and guidance when a student issue arose. (4.6; 4.7)
 4. T/F: [Program] staff has developed a collaborative partnership with my department. (4.2)
 5. How satisfied are you with the support students receive from [program] to appropriately engage in campus activities? (3.6; 4.6)
 6. T/F: I perceive that [program] students are included and welcomed members of the campus community. (3.6)
 7. What additional support or training do you wish [program] staff provided to help you better support [program] students in your department? (4.6)
 8. Please share any additional thoughts or recommendations you have for [program].
-

ATTACHMENT B: Graduate Survey Questions

IN! Annual Graduate Survey - Background Information & Question Outline

In accordance with HB22-1107 evaluation methods and the Colorado Inclusive Higher Education Consortium data collection agreements, IN! will facilitate the dissemination of an annual graduate survey to both graduates and their family members. Survey methods will follow the below guidance from the Colorado Department of Higher Education:

The administering agency shall perform a comprehensive survey of former students and former students' families. The survey must solicit information concerning the former students, including their housing circumstances, careers, and social activities or associations. The administering agency shall retain the surveys and evaluate successes that are a consequence of Inclusive Higher Education programs and identify opportunities to improve outcomes for current and future students.

To remain compliant with this policy and to strive for continuous improvement of inclusive higher education across Colorado, IN! intends to send the following surveys to each graduate and graduate family from inclusive higher education programs/offices across Colorado.

All surveys will be conducted anonymously using Survey Monkey, which allows for additional security measures (i.e. one device can only take the survey once, etc.). Qualitative and quantitative data will be gathered, reviewed, and reported to each school individually as well as in an annual report provided to the state.

IN! Graduate Survey - 2025

This survey is for all students who graduated from an inclusive higher education program in Colorado! The survey is anonymous and will take less than 15 minutes to complete. Questions will ask about your job experiences, social activities, and living situation since graduation.

Answer as many questions as you can on your own, or ask family members/other supports for guidance.

Your response will help improve inclusive higher education and the resources shared with graduates.

If you have any questions or concerns, contact Shayna Laing (shayna@inclusivehighered.org, 720-485-9922)

Thank you for your time and input!

School Information

1. Which inclusive higher education program did you graduate from?
 2. What year did you graduate?
 3. What did you study?
 4. I graduated with a
 - a. Certificate
 - b. Industry Credential
 - c. Associate's Degree or higher
 - d. Not sure
 5. Did you pursue more education after graduating from your inclusive higher education program?
 - a. Yes
 - b. No
 - c. Not sure
-

Current Work

Tell us about your current work experience

1. Y/N: Are you currently working?
2. How satisfied are you with your job situation right now?
3. Why?

Follow up work questions:

4. How many jobs do you have?

- a. 1 job
 - b. 2 or more jobs
5. Where do you currently work? (name of company/employer)
6. When did you begin working at your job?
7. What do you do at your job? (list your job title and tasks)
8. How many hours do you work each week?
- a. 1-10 hours/week
 - b. 11-20 hours/week
 - c. 21-30 hours/week
 - d. 31-40 hours/week
 - e. More than 40 hours/week
9. Do you want to work more hours?
- a. Yes
 - b. No
 - c. Maybe
10. How much are you paid? (is it per hour, day, week, month, etc.)
11. Do you receive additional benefits (health insurance, dental care, etc.)
- a. Yes
 - b. No
 - c. Not sure
12. Who helped you get this job? (check all that apply)
- a. My Inclusive Higher Education program staff
 - b. DVR - Department of Vocational Rehabilitation
 - c. Agency Job Coach (ex: Easterseals, Day Program, etc.)
 - d. Family Members
 - e. Friends
 - f. Unsure
 - g. Other (please specify)
13. Did your college experience prepare you for your current job?
- a. Yes
 - b. No
 - c. Not sure
14. How so?

Job Searching

15. Are you currently looking for a job?
- a. Yes
 - b. No
 - c. Maybe
16. What kind of job are you looking for?
17. Who is helping you with the job search process? (check all that apply)
- a. My Inclusive Higher Education program staff
 - b. DVR - Department of Vocational Rehabilitation

- c. Agency Job Coach (ex: Easterseals, Day Program, etc.)
- d. Family Members
- e. Friends
- f. No one
- g. Unsure
- h. Other

18. What successes/challenges have you had in the job search process?

Social Life

Tell us about your current social life

1. How satisfied are you with your social life right now?
 2. Why?
 3. What do you like to do socially or in the community?
 4. Did your college experience help prepare you to be socially engaged in your community?
 5. How so?
-

Independence

Tell us about your current living situation

1. Who do you live with?
 - a. Alone
 - b. With roommates
 - c. With family
 - d. With a significant other
 - e. With an aide
 - f. In a group home
 - g. In a host home
 - h. Other
2. Who offers you living support? (check all that apply)
 - a. My family - parents, grandparents, or siblings
 - b. My aide/caseworker - someone paid to help me
 - c. My friends/significant other - natural supports that can offer help when needed
 - d. No living supports - I do most things independently
 - e. Other
3. How satisfied are you with your living situation right now?
4. Why?
5. For each of these “adulting” skills, please check if you do them by yourself or if you get help:
 - a. Grocery shopping
 - b. Cooking

- c. Cleaning
 - d. Managing a bank account
 - e. Paying bills
 - f. Managing my benefits
 - g. Planning social activities
 - h. Transportation
6. Did your college experience help to prepare you for your living situation?
- a. Yes
 - b. No
 - c. Not sure
7. How so?
-

Overall Growth

Tell us about how you've grown since college

1. How have you grown since graduating from college?
 2. Is there anything else you want to share about successes or struggles you've experienced since graduating?
 3. Is there anything else you want to share about how college impacted your life?
-

Demographics

You are almost done! Just a few quick demographic questions.

1. What county do you live in? (Ex: Arapahoe, Douglas, Jefferson, El Paso, etc.)
2. What is your age?
3. What is your gender?
4. What is your race/ethnicity? (check all that apply)
 - a. Asian
 - b. Black or African American
 - c. Hawaiian or Pacific Islander
 - d. Hispanic/Latino
 - e. Indigenous
 - f. White
 - g. Other
5. What is your primary language?
6. What is your primary disability?

If you are interested in connecting with IN! further or even learning more about our alumni association, [please click this link](#) to leave your information.

IN! Graduate Family/Caregiver Survey - 2025

The purpose of this survey is to gather the ongoing outcomes for graduates of inclusive higher education programs across Colorado. This anonymous survey will take less than 15 minutes to complete and will ask questions about your graduate's job experiences, social activities, and living situation since completing college.

Your responses will help improve inclusive college programs and the resources shared with graduates and families.

All the information we collect will be stored securely and confidentially by IN! If you have any questions or concerns, contact Shayna Laing (shayna@inclusivehighered.org, 720-485-9922)

Thank you for your time and input!

School Information

1. Which inclusive higher education program did your graduate attend?
 2. Which year did they graduate?
 3. What did they study?
 4. What credential did they earn?
 - a. Certificate
 - b. Industry Credential
 - c. Associate's Degree or higher
 - d. Other
 5. Have they pursued education after their inclusive higher education program? If so, where?
-

Current Work

Tell us about your graduate's current work experience

Current work:

1. Y/N: Is your graduate currently working?
2. How satisfied are you with your graduate's job situation right now?
3. Why?

Follow up work questions:

1. How many jobs does your graduate have?
 - a. 1 job
 - b. 2 or more jobs
2. Where does your graduate currently work? (name of company/employer)
3. Approximately when did they begin working this job?

4. What do they do at this job? (Job title and tasks)
5. On average, how many hours do they work each week?
 - a. 1-10 hours/week
 - b. 11-20 hours/week
 - c. 21-30 hours/week
 - d. 31-40 hours/week
 - e. More than 40 hours/week
6. Do you want them to work more hours?
 - f. Yes
 - g. No
 - h. Maybe
2. How much **money** does your graduate make at this job? (per hour, day, week, month, etc.)
3. Does your graduate receive **additional benefits** (health insurance, dental care, etc.) through the employer?
 - a. Yes
 - b. No
4. Who helped them get this job? (check all that apply)
 - a. The Inclusive Higher Education program staff
 - b. DVR - Department of Vocational Rehabilitation
 - c. Agency Job Coach (ex: Easterseals, Day Program, etc.)
 - d. Family Members
 - e. Friends
 - f. Other
5. In your opinion, did their college experience prepare them for their current job?
 - a. Yes
 - b. No
 - c. Not sure
6. How so?

Job Searching

1. Is your graduate currently looking for a job?
 - a. Yes
 - b. No
 - c. Maybe
2. What kind of job are they looking for?
3. Who is helping them with the job search process? (check all that apply)
 - a. The Inclusive Higher Education program staff
 - b. DVR - Department of Vocational Rehabilitation
 - c. Agency Job Coach (ex: Easterseals, Day Program, etc.)
 - d. Family Members
 - e. Friends
 - f. No one - they are doing so independently
 - g. Other

4. What successes/challenges has your graduate experienced in the job search process?
-

Social Life

Tell us about your graduate's current social life

1. How satisfied are you with your graduate's social life right now?
 2. Why?
 3. What do they like to do socially or in the community?
 4. Did your graduate's college experience help prepare them to be socially engaged in the community?
 - a. Yes
 - b. No
 - c. Not sure
 5. How so?
-

Independence

Tell us about your graduate's current living situation and "adulting" skills

1. Who does your graduate live with?
 - a. Alone
 - b. With roommates
 - c. With family
 - d. With a significant other
 - e. With an aide
 - f. In a group home
 - g. In a host home
 - h. Other
2. Who offers your graduate living support? (check all that apply)
 - a. Family
 - b. Aide/caseworker
 - c. Friends/significant other
 - d. No living supports
 - e. Other
3. How satisfied are you with your graduate's current living situation?
4. Why?
5. For each of these "adulting" skills, please check if your graduate primarily does it independently or with support from someone else:
 - a. Grocery shopping
 - b. Cooking
 - c. Cleaning

- d. Managing a bank account
 - e. Paying bills
 - f. Managing my benefits
 - g. Planning social activities
 - h. Transportation
6. In your opinion, did your graduate's college experience help to prepare them for their ideal living situation?
- a. Yes
 - b. No
 - c. Not sure
7. How so?
-

Additional Feedback

What else would you like to share with IN!?

- 1. Is there anything else you want to share about your graduate's overall growth since completing college?
 - 2. Is there anything else you want to share about how your graduate going to college impacted your and/or your graduate's life?
 - 3. Is there anything else you want to share about successes or struggles since your graduate completed college?
 - 4. Is there anything else you want to share about how inclusive higher education did or did not help your graduate **reach their goals** (or the goals you have for them)?
-

Demographics

You are almost done! Just a few quick demographic questions.

- 1. What county do you live in? (Ex: Arapahoe, Douglas, Jefferson, El Paso, etc.)
- 2. What is your primary language?
- 3. What is your race/ethnicity? (check all that apply)
 - a. Asian
 - b. Black or African American
 - c. Hawaiian or Pacific Islander
 - d. Hispanic/Latino
 - e. Indigenous
 - f. White
 - g. Other
- 4. What is your graduate's primary disability?

If you are interested in connecting with IN! further or even learning more about our alumni association, [please click this link](#) to leave your information.

ATTACHMENT C: IHE Pillars & Outcomes Flyer



PATHWAYS TO INCLUSIVE HIGHER EDUCATION



www.inclusivehighered.org

info@inclusivehighered.org

720.629.0196

STUDENTS WITH INTELLECTUAL DISABILITY (ID) CAN PURSUE HIGHER EDUCATION IN CO!

Inclusive higher education (IHE) allows students with ID to continue their education and preparation for competitive, integrated employment and a more independent life.

Accessing all the benefits of a college education, IHE students earn a certificate in their area of study and graduate with greater independence, self-determination, & in-demand skills.

Joining the 360+ IHE opportunities nationwide, Colorado offers IHE pathways at 8 institutions:



BENEFITS AND SERVICES OF IHE IN COLORADO:

- Students participate in person-centered planning regarding academic and vocational goal attainment
- Students receive robust support through individualized advising, peer mentors, and specialized skills training
- Beyond what is typically available at the college level, IHE provides additional support to students in 4 pillars: (1) Vocational Preparation, (2) Academic Access, (3) Social Skill Development, & (4) Greater Independence

PILLARS OF SUPPORT	IHE SERVICES	GRADUATE OUTCOMES (state average from 2023-2025)
Vocational Preparation	<p>Students engage in progressive vocational preparation via career exploration and planning, pre-employment training, work experiences and internship placements. IHE staff support each student's vocational skill development in accordance with their person-centered plan.</p> <p><u>Workplace implication:</u> Progressive work experiences provide students with hard skills, equipping graduates to attain competitive, integrated employment in their chosen field.</p>	<p>83% Competitively employed across 7+ job industries</p>
Academic Access	<p>Students are fully included in college courses, earning an institutionally-approved certificate in their chosen area of study. Students receive both accommodations and modifications to coursework as needed.</p> <p><u>Workplace implication:</u> Coursework aligns with career goals and allows for critical skill development and hands on experience in a desired field.</p>	<p>100% Earn a credit-bearing certificate or higher</p>
Social Skill Development	<p>Students are fully included across campus activities and programs, engaging in normative scenarios that develop critical thinking, decision making, interpersonal relationship management, and communication skills.</p> <p><u>Workplace implication:</u> Structured social experiences prepare students for appropriate communication with future employers, coworkers, and customers.</p>	<p>89% Say IHE prepared them to engage in their community</p>
Greater Independence	<p>Students navigate campus and the surrounding community with independence while receiving direct instruction in essential life skills, such as financial management, time and task management, independent living, self-advocacy, and more.</p> <p><u>Workplace implication:</u> Development of soft skills allows graduates to maintain and retain employment while reducing reliance on long-term employment supports.</p>	<p>78% Say IHE prepared them for their current living situation</p>



ATTACHMENT D: IN! Graduate Stories & Stats Flyer



Colorado has seen 88 students with intellectual disabilities (ID) graduate from Inclusive Higher Education (IHE) since 2020, and they are going on to accomplish amazing things! Hear just a few of the many remarkable outcomes from our IHE grads!



100%

100% of graduates of Inclusive Higher Education in Colorado earn a credit-bearing certificate or higher in their chosen area of study.

83%

83% of graduates who completed Colorado Inclusive Higher Education are competitively employed and receiving at or above minimum wage one year after graduation.

ACC Grad, Jazmine Murphy



Jazmine is an inaugural 2020 graduate from Arapahoe Community College's Elevate Program. She earned both the modified Comprehensive Higher Education Certificate (CHEC) and the non-modified **Certified Nursing Assistant (CNA)** credential. Although Jazmine experienced difficulties within the employment sector immediately after graduation, she ultimately landed her dream job as a **Dietary Technician at Sky Ridge Hospital**. She indicates that this is the perfect position for her, melding together her natural desire to help people and her passion for meeting patients' nutrition needs. In this role, Jazmine is directly applying the knowledge she received from college and the many skills the Elevate program helped her develop.

Beyond employment, Jazmine lives independently, uses public transportation, and has a fulfilling social life, including a long-term relationship. When reflecting on her growth, Jazmine shares: **"I'm most proud of achieving goals I was told by some that were not possible for me, [including] going to college and living on my own. It's all come together for me and I couldn't be more happy."**

UCCS Grad, Ryan Stringer



Ryan graduated from the University of Colorado Colorado Springs Office of Inclusive Services (OIS) in 2022. He earned his Comprehensive Higher Education Certificate (CHEC) in Human Services with a goal to work in the hospitality field. With limited verbal speech, Ryan mainly communicates with sign language and an augmented communication device. Because of the growth he experienced in college, Ryan's post-grad life is full, including working **two part-time jobs in his chosen field!** Ryan works at a local co-working facility and is a Banquet Server at the Broadmoor, where he recently earned Employee of the Month! Ryan's boss gave a teary-eyed speech in which he spoke about his initial hesitance to hire Ryan but went on to say that **hiring Ryan was "a great decision...and I'm just so happy that [he is] a part of our team."**

"The bar has been set high, and the students have risen and reached it! They have been presumed competent and their lives changed."
- IHE Parent

UNC Grad, Shannon Murphy



Shannon graduated from the University of Northern Colorado's GOAL program in 2022 with her Comprehensive Higher Education Certificate (CHEC) in Human Services. Though she tried a few different areas of study before finding the right academic path, Shannon always knew she wanted to do something to improve her community. Upon graduating, Shannon returned to her hometown of Grand Junction, CO, where she began working part-time at a foster care agency. Though she enjoyed the job, she continued to seek full-time employment and was ultimately hired as a **paraprofessional in a special education classroom**. In her current role, Shannon helps prepare high school students with disabilities for their postsecondary goals. Shannon loves getting to inspire her students every day by being a role model for what's possible. Shannon shares, **"I personally believe anyone can do anything. You just have to have the mindset to do it."** In addition to her full-time employment, Shannon now lives in an apartment with roommates and remains socially engaged with coworkers and her local church community.

ATTACHMENT E: Employer Info 1 pager

YOU CAN HIRE COLLEGE GRADUATES WITH INTELLECTUAL DISABILITY (ID)!

Inclusive higher education (IHE) allows college opportunities for students with ID to foster academic growth, social development, greater independence, and career advancement.

Joining the 330+ IHE opportunities nationwide, Colorado serves college students with ID at 8 institutions: Arapahoe Community College, Colorado State University, Lamar Community College, Metropolitan State University of Denver, Pikes Peak State College, Regis University, University of Colorado Colorado Springs, and University of Northern Colorado.





Accessing all the benefits of a college education, graduates of IHE earn a Comprehensive Higher Education Certificate in their area of study and graduate with greater independence, in-demand skills, and professional job experiences. IHE graduates are skilled employees who work in various fields, including social work, education, healthcare, marketing, animal sciences, and so many more!

BENEFITS OF HIRING GRADUATES OF INCLUSIVE HIGHER ED:

The positive impacts of employing IHE graduates are far-reaching:

- Employers have access to a historically untapped workforce with relevant skills and clear commitment.
- All employees experience the benefit of inclusion and are better equipped to successfully engage in an increasingly diverse world.
- Organizations further their diversity, equity, and inclusion efforts, ultimately becoming stronger advocates and leaders in their communities.
- When companies engage with a diverse workforce, they gain a reputation of inclusion, setting them up to better serve their communities and clientele ([Alemamy & Vermeulen, 2023](#)).



AREA OF SUPPORT IN COLLEGE	IMPLEMENTATION IN COLLEGE	BENEFITS TO EMPLOYERS
Academic 	Students are fully included in college courses, earning a credential approved by the institution and the Colorado Department of Higher Education. Courses align with career goals and ensure skill development.	Graduates have a skillset specific to their chosen employment sector. Employers can tap into this well of knowledge and experience!
Social 	Students are fully included across campus activities and programs, participating in an average of 4 social activities per week. These include student government, clubs, athletics, Greek life, and more.	Graduates are used to inclusive environments! Their experiences can enrich any employment setting, as they take on leadership roles to spearhead or continue inclusion efforts within new settings.
Career 	Students engage in individualized career development via internships, career planning, and pre-employment training.	Graduates are experienced employees who are eager to contribute to their employment settings.
Independence 	Students engage in person-driven planning and self-advocacy development. They navigate campus with independence and learn essential life skills such as financial management, independent living, and more.	With appropriate training, graduates can work independently. They are used to speaking up for their needs and sharing what types of support work best in various situations.