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## **SB-196 Inclusive Higher Education Pilot Program**

### **Second Annual Report**

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# SB-196 Inclusive Higher Education Pilot Program Annual Report

## Background

Senate Bill 16-196 created a program to establish inclusive higher education Pilot programs at the University of Northern Colorado, University of Colorado at Colorado Springs, and Arapahoe Community College, for students with intellectual and developmental disabilities (I/DD).

SB 16-196 came about through the collaborative efforts of parents of students with intellectual and developmental disabilities (I/DD) and other committed stakeholders who formed a nonprofit, IN! Colorado Initiative for Inclusive Higher Education. The leadership of IN! was inspired by a movement across the country to create opportunities in institutions of higher education (IHE) (both two and four-year programs) for students with intellectual and developmental disabilities to experience and gain from inclusive higher education programs.

The creation of such higher education opportunities nationally was stimulated by the Federal 2008 Higher Education Opportunity Act. Under this Act Congress appropriated \$10.6 million toward creating a model program for states to use to foster the development of such efforts. Under this funding, the Transition Post-Secondary Education Program for Students with Intellectual Disabilities (TPSID), 27 IHE received funding for “creating, expanding or enhancing high quality inclusive higher education experiences to support positive outcomes for individuals with I/DD.”<sup>1</sup>

Grants were awarded again in 2015 to a second cohort of 25 IHE to implement the TPSID program: Think College report

(<https://thinkcollege.net/sites/default/files/files/resources/TC%20reports%20data%20summary%20web%20F.pdf>).

Under the TPSID program Congress also appropriated funding for a National Coordinating Center to support the TPSID projects. This center, Think College, became a resource for the IN!/families as they began their pursuit of inclusive postsecondary opportunities in Colorado. The Think College materials, and reports and the visits to IHE around the country

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<sup>1</sup> Colorado State University received one of these grants, but the program has not met the needs of the families who started IN! as the students admitted under the program need to meet the standard admission requirements. SB196 Pilot students do not need to meet requirements of standardized tests.

helped IN! develop a vision of post-secondary education opportunities including college living experiences.

The IN! group, with active participation from the state Arc chapter and JFK Partners, CU School of Medicine, Colorado's University Center of Excellence in Developmental Disabilities Education, Research and Service and with the encouragement of Sen. Bill Cadman, Senate President at the time, began to pursue state of Colorado funding to initiate "pilot programs" at Colorado's IHE. As one of the first steps in planning for the legislation several people from the IN! board met with Kachina Weaver from the Colorado Department of Higher Education to determine whether the CDHE could be the home agency if a bill was passed. This location was agreed to and legislation was pursued.

SB 16-196 was signed into law by Governor Hickenlooper on June 6, 2016. [http://www.leg.state.co.us/clics/clics2016a/csl.nsf/fsbillcont/B364570ACA74A58087257F770055BF34?Open&file=196\\_enr.pdf](http://www.leg.state.co.us/clics/clics2016a/csl.nsf/fsbillcont/B364570ACA74A58087257F770055BF34?Open&file=196_enr.pdf)

The act included the following provisions:

- State funds were provided to three "Pilot" IHE, Arapahoe Community College, University of Colorado at Colorado Springs and University of Northern Colorado, to initiate and develop an inclusive higher education program for students with Intellectual Disabilities.
- Funding for the program from the legislation is intended to continue for four years.
- JFK partners is expected to provide a written evaluation report to CDHE yearly and CDHE shall include this report in its' yearly presentation to the House and Senate Education Committees.
- The goal is to grow to a total of 40 students served in this program at each institution over four years.
- Funding of \$75,000 goes to each of the IHE for the "Pilot" program and \$25,000 goes to the University of Colorado School of Medicine JFK Partners to evaluate the Program.

SB 16-196 specified requirements for the Pilots include:

- (a) An institutional assessment to determine training needs, technical assistance, and other capacity needed to provide a higher education program for students with intellectual and developmental disabilities;
- (b) Identification of state and institution regulations, policies, and practices that foster or impede inclusive higher education;

- (c) Offer programming and necessary supports for students with intellectual and developmental disabilities that allow a student to take for credit or to audit a minimum of two on-campus undergraduate courses each semester in his or her chosen area of interest, and to take a course each semester that is designed to meet the needs of students with intellectual and developmental disabilities, resulting upon completion in the award of a certificate from the institution;
- (d) To the greatest extent possible, integrate students socially and academically into the normative offerings of the institution and give the student all of the rights and responsibilities of a typically matriculating student;
- (e) Include peer mentoring;
- (f) Coordinate with available vocational rehabilitation supports through the Department of Labor and Employment;
- (g) Prepare the student for gainful competitive employment;
- (h) Admissions standards that do not require a student to participate in a curriculum-based, achievement college entrance exam that is administered nationwide;
- (i) Determining whether the program is sustainable and if so, to become a certified transition program, as defined in the "Higher Education Opportunity Act", pub. L. 110-315, [https://www.uc.edu/content/dam/uc/registrar/docs/higher\\_education\\_opportunity\\_act\\_of\\_2008.pdf](https://www.uc.edu/content/dam/uc/registrar/docs/higher_education_opportunity_act_of_2008.pdf) giving students in the program access to federal financial aid opportunities; and
- (j) Require the institutions of higher education to develop a five-year plan for sustainability, including enrollment projections for the inclusive higher education program.

## **Evaluation Approach**

The Evaluation of SB 16-196 involves the active participation of the multiple stakeholders at the three pilot schools and IN! as a private nonprofit group of committed stakeholders. The Evaluation Plan identifies four strategies that the three Pilots and IN! have adopted.

## **Strategy 1. Review of Program Standards.**

The intent of the legislation was that the Pilots were to use the newly developed Inclusive Higher Education, Think College program standards as SB 16-196 Pilot program standards as applicable. Each of the Pilot schools reviewed the Think College (best practice standards) and assessed their status vis-à-vis the standards and benchmarks and set goals where they wish to improve their standing. Standards were formally reviewed in the fall of 2016 and updated in the fall of 2017.

In the course of rating status on the benchmarks attached to each standard, differences in interpretation of the benchmarks and differences in the priority given to standards and benchmarks were identified. Initially the Consortium approach was to see the benchmarks as requirements. However, in the course of reviewing them multiple times we came to see some as more important than others. The 2017 ratings reflect a reprioritization of the benchmarks. The appropriateness of a more selective approach was confirmed in discussions with a Think College staff member who pointed out that benchmarks are to be viewed as suggestive rather than universally applicable.

In discussion of the 2017 ratings all agreed that development of work experiences needs to be an absolute program priority. Particular emphasis is being placed upon development of work experience for the second-year cohorts at UCCS and ACC.

The composite Year 1 and Year 2 Standards assessment is included here as Attachment A. The ratings reflect the intent to defer some benchmarks for future development.

**Obtain Comprehensive Transition and Post-Secondary Program Status.** One of the expectations for the Pilots is that their institution receives Comprehensive Transition and Post-Secondary program status. While the Pilots can initiate this application, it requires approval from the administration of the IHE. This status is beneficial as it may make some students eligible for federal aid for tuition. UNCO has submitted its application to the appropriate administrative office, but is waiting for a previous submission to clear before this request can proceed. UCCS is in the process of developing its application. At ACC all of the second-year students are pursuing an established Associates Degree or certificate

program available to any ACC student and are maintaining Satisfactory Academic Progress, so they are currently eligible for federal financial aid (Pell grants, Colorado student grants, work study and subsidized/unsubsidized student loans. ACC expects to begin development of alternative options for Elevate students. Once an alternative degree or certificate is developed then ACC will develop a CTP program application.

## **Strategy 2. Documentation of Stakeholder Satisfaction with Pilots.**

### **Parents of Pilot Students.**

In year 1 there were 12 students enrolled. Eight returned to the schools they attended the previous year. Contact was made by phone or email with these eight parents during late summer 2017. These parents were uniformly positive about their student's experiences. All reported that they saw considerable growth in independence and responsibility on the part of their children. While all had been positive about Year 1 they commented on how hectic the Year 1 startup had been and how Year 2 got off to a much better start. One parent whose daughter had started at ACC in the 15-16 Academic Year (AY) commented that her daughter struggled some that year and became aware of the Elevate program and was able to become an Elevate student in the 16-17 AY. Her mother was very appreciative of her joining Elevate and felt it was contributing to her success. These returning parents or grandparents were all appreciative of the opportunities coming to their student. First and second year students will be surveyed for satisfaction and recommendations at the end of each semester. Attachment B contains the questions posed to parents.

### **Pilot Students.**

Systematic interviews were not conducted with the students in response to Year 1. However, there is good documentation through materials developed by IN! that make it clear that the students were very positive about their experience (<https://www.youtube.com/watch?v=b2r9xr3oC3Y&feature=youtu.be>). These returning students are becoming engaged in work experience as well as the academic, independence and social aspects of their experiences. Plans are in place to survey all students after each semester. Attachment B contains the questions posed to students.

### **Faculty with Pilot students enrolled in their classes.**

It was possible to interview several faculty at UCCS and ACC regarding their satisfaction with the supports they received from the Pilot faculty and

staff. At UCCS faculty were provided with a rubric for grading given modifications made for the student. UCCS faculty were uniformly positive about their experience with Pilot students. One faculty member commented that the Pilot student was more conscientious than her typical peers. Faculty at ACC were positive, but one faculty member objected to the placement of all five students in her section of a required course. ACC took note of this objection and distributed placement of students the next semester. For the 17-18 AY all faculty with Pilot students will be surveyed regarding satisfaction with the experience and recommendations going forward. The questions in this survey are included in Attachment B.

### **Strategy 3: Establish a Cross Pilot database.**

Common data regarding characteristics of the students participating in the Pilot is collected. The Think College National Coordinating Center (NCC) Annual Report (<http://www.thinkcollege.net>) has been used to identify key variables to be documented about the students. NCC reports were used to guide the design of a cross site database. In addition to information about the students, data will be collected regarding the activities in which they participate, and supports they receive. The data set was modeled after the Think College data set used for reporting by the federally funded grant. In order to maintain confidentiality of the data set, each IHE assigns a unique ID to each student and maintains that ID in their records so that they can track their students longitudinally. Table 1 contains enrollment information about the first and second cohorts of students. Table 2 contains summary information regarding the student's activities during 16-17 AY.

Students on all three campuses were active in both academic and social activities. The first year at all three schools were predominantly focused on initial adjustment to a more demanding environment. All three programs had to start up with minimal preparation. The first priority at each school was to establish the required specialized learning experience and getting students enrolled in at least two classes with their peers.

A co-occurring priority was that of getting the students acclimated to the campus environment and particularly to College life. While all agreed that paid and unpaid employment opportunities were important to develop, work in that area has been deferred until the current academic year.

For the 2017 – 2018 Academic Year there are a total of 34 students enrolled across the three IHE. Arapahoe community college has a total of 16 students (11 new and 5 returning). University of Colorado, Colorado Springs has a total of 11 (8 new, 3 returning) students. University of Northern Colorado has seven new students and no returning students. There were several reasons cited by the students and families for the students not returning to the UNC GOAL program. One factor was the lack of academic credit for courses taken. Another factor was lack of things to do on weekends. One student was older than the rest by several years and felt that difference. A report was made about one student regarding violations of the student code of conduct. The student decided to leave the program

As there are only two cohorts with 26 new and 8 continuing students it is too soon to make any conclusions regarding the characteristics of students enrolling in the Pilots. The Pilot's, the evaluator and IN! remain committed to documenting student characteristics and experience with reference to the national database. Now that the elements of the database are in place, data will be collected for each semester.



**Table 1. Demographic Characteristics of SB196 Pilot Students**

<b>Number of students admitted each year</b>	<b>2016</b>	<b>2017</b>
ACC	5	11
UCCS	3	8
UNC*	4	7
Total	12	26**
<b>Gender</b>		
Male	4	17
Female	8	9
<b>Race</b>		
White	11	22
Black	1	1
Asian	0	3
Hispanic	0	0
<b>Age Range</b>	20 yrs - 33 yrs	18 yrs - 29 yrs
<b>Most frequent diagnosis</b>		
Autism	3	7
Intellectual Disability	6	12
<b>Living situation</b>		
With family	7	15
Inclusive housing	4	10
Other	1	1
<b>Enrollment with Vocational Rehabilitation</b>		
Currently applying	0	4
Eligible	9	14
Have not applied	3	8
<b>IEP status in HS</b>		
Yes	12	25
<b>High School Status</b>		
Graduated	12	25
GED		1
<b>Attended a Transition Program</b>		
Yes	5	15
Dual enrolled		1

\*None of these students returned

\*\*Thirty-four students enrolled for the 17-18 AY

**Table 2. Pilot Students Participation in Campus Life**

<b>Living Situation</b>	2016-2017 AY
With family	7
Campus residential	4
Other – roommate in apartment	1
<b>Course Work</b>	
Pilot specialized course	12
Classes in regular curriculum	12 (Range of credit hours 6-12)
<b>Employment</b>	
Student had paid employment not arranged by program	1
<b>Unpaid Career Experience</b>	
Career Development	5/12
Service Learning	5/12
<b>Social Activities</b>	
1-3 hours per week	3/12
4-8 hours per week	7/12
9-15 hours per week	1/12
<b>Example of use of Campus Resources</b>	
Inclusive courses	12/12
Student center	12/12
Library	12/12
Sports, recreation	7/12
Computer lab	10/12
Financial aid	9/12
Health center	7/12
Tutoring services	7/12

**Strategy 4: Meetings of Evaluator, Pilot faculty and staff and IN Board.**

One of the expectations in the design of the Colorado legislation and IN! was that the Pilots would benefit from experiences of one another. Pilot faculty and staff, the Evaluator and IN! Board President and staff have met at least 6 times since the Pilots began. The liaison for the CDHE participated in meetings as available. This participation was especially helpful in discussions of pursuit of a credential.

The group collectively adopted the evaluation plan and agreed on the use of the Think College Standards. The group also agreed to collectively pursue the development of a Colorado Inclusive Education Credential. The expectation is that the credential will be jointly designed and submitted for

approval at each institution. The work on such a credential has just begun. It is a goal for the 17-18 AY that a draft will be developed.

**Colorado Division of Vocational Rehabilitation.** In the course of Year 1 it was noted that families in each Pilot school were applying for Vocational Rehabilitation service with varying success. Under the leadership of IN! an approach was made to Vocational Rehabilitation to meet to create a mutual understanding by Vocational Rehabilitation, the Pilots and IN!. Vocational Rehabilitation met with the Consortium in the early summer of 2017 and explained that they were in the course of reviewing their guidance to their counselors in an effort to establish greater consistency within and across offices in the guidance and supports given to students and their families. This work is ongoing.

Priorities for the Consortium this next year include continued sharing of experiences and best practices.

### **Summary.**

The SB16-196 Pilot programs have had successful starts to their second academic year. There is now a total enrollment of 34 students, 8 of 12 returning from the year one cohort and 26 students in the year two cohort, 25 new students and one student who moved from one Pilot to another Pilot. Each program has unique characteristics, but all are making good progress in their efforts to establish a high quality inclusive higher education program for students with intellectual disabilities. A one-page description of highlights of each Pilot and IN! are included as Attachment C.

Goals for the 17-18 AY include: 1) Refinement and documentation of program procedures; 2) Development of supports to faculty with Pilot students in their courses; 3) Submission of Certified Transition Program applications; 4) Development of structure and content for a certificate to be awarded to students.

# Composite Think College Standards Responses

**Instructions:** Complete the following grid by indicating a level of implementation score for each benchmark

Unit of measure: Level of implementation

0 = not planning to implement this academic

1 = no progress

2 = in progress but not fully implemented

3 = fully implemented

<b>STANDARD 1 INCLUSIVE ACADEMIC ACCESS: To facilitate quality academic access for students with intellectual disabilities, the comprehensive postsecondary education program should:</b>							
<b>Quality Indicator 1.1 Provide access to a wide array of college course types that are attended by students without disabilities, including:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						<b>NOTES</b>
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
1.1A: Enrollment in noncredit-bearing, non-degree courses (such as continuing education courses) attended by students without disabilities.	3	0	2	3	3	3	
1.1B: Auditing or participating in college courses attended by students without disabilities for which the student does not receive academic credit.	0	0	2	3	3	3	
1.1C: Enrollment in credit bearing courses offered by the institution attended by students without disabilities, when aligned with the student’s postsecondary plans.	0	3	2	3	3	3	
1.1D: Access to existing courses rather than separate courses designed only for students with intellectual disabilities.	3	3	2	3	3	3	
1.1E: College course access that is not limited to a pre-determined list.	3	3	2	3	3	3	
1.1F: Participation in courses that relate to their personal, academic and career goals as established through person-centered planning.	3	3	2	3	3	3	
1.1G: Collection of objective evaluation data on college course participation.	1	2	2	2	3	2	

<b>Quality Indicator 1.2 Address issues that may impact college course participation, including:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		<b>NOTES</b>
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
1.2A: College policies regarding placement tests, ability to benefit testing and prerequisites that negatively impact college course participation access.	3	3	2	3	3	3	
1.2B: Access to and instruction in the use of needed public or personal transportation, such as public buses, taxis, para-transit, ride-sharing with other students and other naturally occurring transportation options.	2	2	2	3	3	3	
1.2C: Access to college Disability Services for accommodations typically provided by that office.	1	2	3	3	3	3	
1.2D: Access to and instruction in the use of needed technology.	2	2	2	3	3	3	
1.2E: Access to educational coaches who receive ongoing training and supervision.	2	2	2	3	2	2	
1.2F: Access to peer support such as mentors, tutors, and campus ambassadors.	3	3	2	3	2	2	
1.2G: Faculty training in universal design for learning principles.	1	1	2	3	1	1	
<b>Quality Indicator 1.3 Provide students with the skills to access on-going adult learning opportunities, including:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		<b>NOTES</b>
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
1.3A: Knowledge of the adult learning opportunities available in their community, such as college courses, community education, etc.	1	1	2	3	2	2	
1.3B: Knowledge of resources available to assist them to access or fund adult learning opportunities in their community.	1	2	2	3	2	2	

<b>STANDARD 2 CAREER DEVELOPMENT: To facilitate career development leading to competitive employment for students with intellectual disabilities, the comprehensive postsecondary education program should:</b>							
<b>Quality Indicator 2.1 Provide students with the supports and experiences necessary to seek and sustain competitive employment, including:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						<b>NOTES</b>
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
2.1A: The provision of person-centered planning to identify career goals.	1	2	2	2	3	2	
2.1B: Access to job coaches and developers who receive ongoing training and supervision.	1	1	2	2	1	1	
2.1C: Participation in time-limited internships or work-based training in settings with people without disabilities.	1	1	2	2	2	1	
2.1D: Opportunity to participate in academically focused service learning experiences.	1	1	2	3	2	2	
2.1E: Participation in paid work experiences related to personal choice and career goals, such as paid internships, work-study, service learning or other paid work on or off campus.	1	1	2	2	1	1	
2.1F: Connection with community rehabilitation and other adult service providers to sustain employment.	1	3	2	2	3	2	
2.1G: The collection of objective evaluation data on student employment.	1	1	2	2	0	0	

<b>STANDARD 3 CAMPUS MEMBERSHIP: To facilitate campus membership for students with intellectual disabilities, the comprehensive postsecondary education program should:</b>							
<b>Quality Indicator 3.1: Provide access to and support for participation in existing social organizations, facilities and technology, including:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						<b>NOTES</b>
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
3.1A: Campus programs, such as clubs and organizations, community service, religious life, student government, Greek system, co-curricular experiences, service learning, study abroad, student sports and entertainment events, recreational facilities and programs, etc.	2	3	2	3	3	3	
3.1B: Residence life facilities and activities, including, when desired, the off-campus housing office.	1	2	0	0	3	2	
3.1B: Technology for social communication, including email, texting, cell phone, Facebook, Twitter, Skype).	3	3	2	3	3	3	
3.1C: Social activities facilitated by students without disabilities who serve as natural supports.	2	2	2	3	2	2	

<b>STANDARD 4: SELF DETERMINATION: To facilitate the development of self-determination in students with intellectual disabilities, the comprehensive postsecondary education program should:</b>							
<b>Quality Indicator 4.1: Ensure student involvement in and control of the establishment of personal goals that:</b>							
Benchmarks	Implementation Scale						NOTES
	UCCS		ACC		UNC		
	16	17	16	17	16	17	
4.1A: Reflect student interests and desires as indicated by person centered planning.	3	3	2	3	3	3	
4.1B: Are reviewed regularly and modified as needed to reflect changes in student interests and preferences.	2	3	2	3	2	2	
4.1C: Address accommodation and technology needs.	2	3	2	3	3	2	
4.1D: Lead to outcomes desired by the student.	3	3	2	3	3	2	
4.1E: Reflect family input when desired by the student.	3	3	2	3	3	3	



<b>Quality Indicator 4.2: Ensure the development and promotion of self-determination skills for students with intellectual disabilities as evidenced by students:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		<b>NOTES</b>
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
4.2A: Monitoring their own progress toward their personal goals.	2	2	2	3	2	2	
4.2B: Directing their choice of courses, activities, and employment experiences.	2	2	2	3	3	2	
4.2C: Involvement in course registration, accommodation requests, and payment of tuition.	2	2	2	3	2	2	
4.2D: Being involved in all aspects of employment, such as creating a resume, setting up job interviews, follow up phone calls, negotiating job change, etc.	1	2	2	2	2	1	
4.2E: Interacting directly with faculty and employers including the articulation of needed accommodations.	1	2	2	2	2	2	
4.2F: Managing personal schedules that include courses, employment, and social activities.	2	2	2	2	2	2	

<b>Quality Indicator 4.3: Have a stated process for family involvement that reflects:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		<b>NOTES</b>
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
4.3A: Clearly defined roles and responsibilities for parents and students.	2	2		2	1	2	
4.3B: A process for the provision of information to parents on resources, effective advocacy and transition planning.	2	2		2	1	2	
4.3C: Student control over how parents are involved with their experience	1	1	2	3	2	2	
4.3D: Adherence to the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA)	3	3	2	3	3	2	

<b>STANDARD 5: ALIGNMENT WITH COLLEGE SYSTEMS AND PRACTICES: To facilitate alignment with college systems and practices for students with intellectual disabilities, the comprehensive postsecondary education program should:</b>							
<b>Quality Indicator 5.1: As required in the HEOA, identify outcomes or offer an educational credential (e.g., degree or certificate) established by the institution for students enrolled in the program, including assurance that:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						<b>NOTES</b>
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
5.1A: Outcomes established by the program for achievement of an educational credential are measurable.	1	2	2	1/3	1	1	
5.1B: Program outcomes are publicly available (e.g. brochure, website, program application).	1	3	3	1/3	2	2	
5.1C: Courses and internships are related to achieving and maintaining gainful employment.	3	3	2	2	3	2	
5.1D: Outcomes/credentials established by the program also addresses engagement in college community life, service opportunities, etc.	1	2	2	3	2	2	
<b>Quality Indicator 5.2: Provide access to academic advising that:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						<b>NOTES</b>
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
5.2A: Uses person centered planning in the development of a students' course of study (curriculum structure).	1	3	2	3	3	3	
5.2B: Reflects the institution's policy for determining whether a student enrolled in the program is making satisfactory academic progress.	1	2	2	3	3	2	
5.2C: Is aligned with the educational credential established by the institution for students enrolled in the program.	1	1	2	1/3	3	3	

<b>Quality Indicator 5.3: Provide access to college campus resources, including:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						<b>NOTES</b>
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
5.3A: Admissions, registration and orientation.	2	3	2	3	3	3	
5.3B: College identification cards.	3	3	2	3	3	3	
5.3C: Health and counseling centers, athletic center, information technology, career services, dining services, Greek system, clubs, student organizations, student government, etc.	2	3	2	3	3	2	
5.3D: Co-curricular activities including practicum and learning communities.	1	1	2	2	3	2	
5.3E: Support for participating in existing on and off-campus university housing owned or university-affiliated housing.	1	2	0	0	2	1	
5.3F: Orientation, training and resources for parents of incoming students.	1	3	2	2	3	3	
5.3G: Campus shuttle buses to different campuses and the community.	3	3	0	0	3	3	
<b>Quality Indicator 5.4: Collaborate with faculty and staff, including:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						<b>NOTES</b>
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
5.4A: Accessing existing professional development initiatives on campus (i.e. workshops on Universal Design principles).	1	1	2	3	2	2	
5.4B: Offering expertise of the program staff and students to faculty, other college personnel and students through trainings, course presentations, etc.	1	1	2	3	2	2	

<b>Quality Indicator 5.5: Adhere to the college’s schedules, policies and procedures, public relations and communications as evidenced by:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						<b>NOTES</b>
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
5.5A: Review of the college's code of conduct with students.	1	2	2	3	3	3	
5.5B: Participation of students in courses and/or social events during afternoons, evenings, and weekends.	3	3	2	3	3	3	
5.5C: Participation of students in graduation exercises and experiences.	1	1	2	1/3	1	1	
5.5D: Observation of college vacations and holidays, not local education agencies (if dual enrollment) or that of outside agencies.	3	3	2	3	3	3	
5.5E: Recognition of students with intellectual disabilities as a representative population in the IHE’s diversity plan.	1	1		3	1	1	
5.5F: The presence of students with ID on campus reflects the college’s commitment to diversity and has a presence in college communications, strategic plan, mission statement, president’s messages, system reviews.	2	2		3	1	1	

**STANDARD 6: COORDINATION AND COLLABORATION: To facilitate collaboration and coordination,**

<b>the comprehensive postsecondary education program should:</b>							
<b>Quality Indicator 6.1: Establish connections and relationships with key college/university departments, as evidenced by:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						<b>NOTES</b>
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
6.1A: Students with ID effectively using campus resources, such as disability services, financial aid services, course registration, academic advising, health services and career services.	1	2	2	3	2	2	
6.1B: Program staff effectively using college infrastructure such as IT support, maintenance, etc.	1	3	2	3	3	3	
6.1C: Program staff being aware of the governance and administrative structures of the college or university that may impact the program.	2	2	3	2	3	2	
6.1D: Program staff participating in faculty/staff governance, or committees as part of their contribution to the college.	1	1	3	3	2	2	
<b>Quality Indicator 6.2: Have a designated person to coordinate program-specific services of the comprehensive postsecondary education program, including:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						<b>NOTES</b>
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
6.2A: Scheduling and implementing interagency team meetings.	1	1	2	2	1	1	
6.2B: Conducting person-centered planning and assuring that the results of those meetings are infused into the students' daily activities.	1	3	2	3	3	3	
6.2C: Assuring that data collection and program evaluation activities occur.	1	1	2	3	2	2	
6.2D: Providing outreach to families.	3	3	2	3	2	2	
6.2E: Providing training and supervision for educational coaches, job coaches and job developers.	3	3	2	2	1	1	

<b>STANDARD 7: SUSTAINABILITY: To facilitate sustainability, the comprehensive postsecondary education program should:</b>							
<b>Quality Indicator 7.1: Utilize diverse sources of funding, including:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		<b>NOTES</b>
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
7.1A: Maintaining a relationship to the campus financial aid office.	3	3	2	3	2	2	
7.1B: Ensuring that eligible students and families apply for financial aid.	1	2	2	3	2	2	
7.1C: Providing information to students on sources of funds for tuition and other costs, such as National Service grants, work-study, use of Medicaid waiver funds, vocational rehabilitation, etc.	3	3	2	3	2	2	
7.1D: Using state funds, IDEA funds, developmental services agency funds, family funds, private and federal grant funds to provide core funding for the program.	3	3	2	2/3	2	2	
<b>Quality Indicator 7.2: Have a planning and advisory team which:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		<b>NOTES</b>
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
7.2A: Includes representatives from the college including administrators (deans, provosts, department chair), disability services, faculty, as well as disability specific agencies, relevant community agencies, local business leaders, workforce development providers, families, and students.	1	1	2	2	1	2	
7.2B: Supports collaboration both between the college and the program and with outside entities.	1	1		2		2	
7.2C: Addresses program policies and practices (costs, access, partnerships) and student outcomes (data review) to ensure sustainability.	1	1	2	2	2	2	
7.2D: Communicates regularly.	1	1	2	2	2	2	

<b>STANDARD 8: ONGOING EVALUATION: To facilitate quality postsecondary education services for students with intellectual disabilities, the comprehensive postsecondary program should:</b>							
<b>Quality Indicator 8.1: Conduct evaluation on services and outcomes on a regular basis, including:</b>							
<b>Benchmarks</b>	<b>Implementation Scale</b>						<b>NOTES</b>
	<b>UCCS</b>		<b>ACC</b>		<b>UNC</b>		
	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>17</b>	
8.1A: Collection of data from key stakeholders, such as students with and without disabilities, parents, faculty, disability services and other college staff.	1	2	1	3	1	1	
8.1B: Collection of student satisfaction data.	1	1	1	3	0	1	
8.1C: Collection of student exit data.	1	1	1	1	0	1	
8.1D: Collection of student follow-up data.	1	1	1	3	0	1	
8.1E: Review of all data compiled by the advisory team and other stakeholders.	1	1	1	3	0	1	
8.1F: Implementation of program changes as a result of data review.	1	1	1	3	0	1	

## Attachment B

The questions will be the same across sites but personalized to the school and UNC GOAL is used as the illustration

# IN Evaluation UNC GOAL - Parents

1. Overall how is this experience with Higher Education going for your student? For you?
2. Were you able to prepare your student for college life? With respect to what you did? What the program did?
3. Are there suggestions you have for other families considering application to the program?
4. What would you suggest that UNC GOAL could do to improve orientation?
5. Is there an appropriate balance in the experience between academics, work experience, skills of daily living and social life at UNC?
6. What are your priorities for your student's experience?
7. Are there experiences you expected your student to have that are not being provided or your student is having difficulty accessing?
8. Has your relationship with your student changed? If so how?
9. Do you have goals for yourself in relation to your students' enrollment in higher education?
10. Are there any additional impacts you see from your students' enrollment? On your student? On you? On your family?
11. Are there any recommendations you have for UNC GOAL?
12. What is important to consider that hasn't already been asked?



## IN Evaluation UNC GOAL - Student

1. How is your college experience going? Is it not good, okay, good, great.
2. Why?
3. Where are you living? What do you like about where you are living? Is there anything you would like to change about where you are living?
4. What classes are you taking?
5. What do you like about your classes? What do you wish was different about your classes?
6. Are you receiving the supports you need for your classes? What help are you getting for your homework and classwork?
7. Do you feel the professors welcome you in class?
8. Do you feel your classmates accept you in class?
9. Are you receiving the supports you need for your day to day activities? Getting to and from class and activities? Maintaining your calendar/schedule?
10. Are you receiving the supports you need for social activities?
11. What additional supports if any would you like?
12. Has it been easy or difficult to adjust to college? What has been easy? What has been difficult?
13. What are the three things you like best about college?
14. What are the things you like least?
15. What goals have you set for work after college?
16. Have your goals changed at all since you started college?
17. If so in what way?
18. How often does your family contact you and how? Is it too much? Too little? Just right?
19. How much contact do you have with students not in GOAL? Is it the right amount?
20. Is there anything else you would like to say about your experience at UNC?

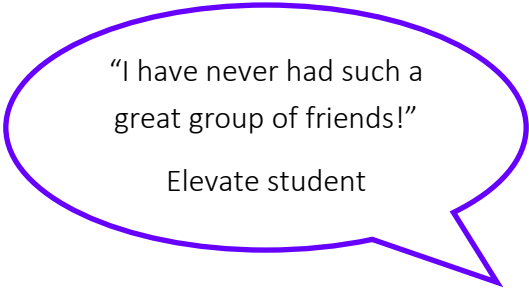
## IN Evaluation

### UNC GOAL – Faculty with Student Enrolled in Class

1. What is the name of the class where you have had a UNC GOAL Student?
2. How many UNC GOAL students do you have in class?
3. What has been your previous experience if any with students with Intellectual and Developmental Disabilities?
4. How, if at all, have you adjusted your class to accommodate the UNC GOAL student(s)?
5. Have the modifications made for the student by GOAL Staff seemed appropriate?
6. Are there things that need to be done to help you as a professor to support UNC GOAL students?
7. Do you feel other students in the class are accepting of the students of UNC GOAL in your class?
8. Do you have any reservations about having UNC GOAL students in future classes? If so what are they? What might be done to address them?
9. Has your perception as an educator changed after have an UNC GOAL student in your class? How so?
10. What recommendations do you have for UNC GOAL going forward?
11. Are there additional considerations regarding UNC GOAL?



# Elevate at ACC Highlights



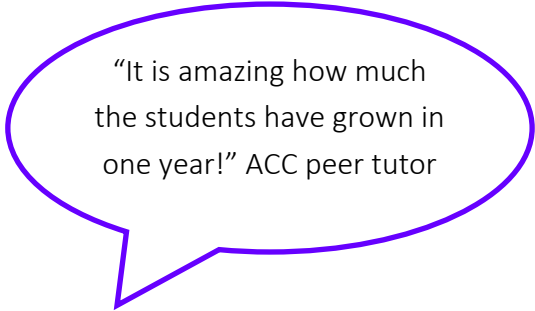
"I have never had such a great group of friends!"

Elevate student



The Elevate students established an official campus club in the spring semester of 2016. The club's mission is to promote disability awareness and educate the campus community.

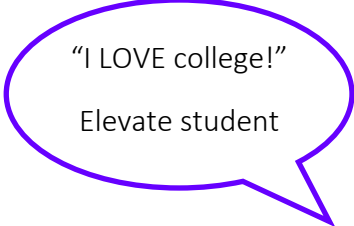
An Elevate student was recently selected to serve on the ACC President's Student Advisory Board.



"It is amazing how much the students have grown in one year!" ACC peer tutor



Four of the first year Elevate students were selected to participate in the National Society on Leadership and Success (NSLS) based on their academic performance.



"I LOVE college!"

Elevate student



# Inclusive Services

UNIVERSITY OF COLORADO  
COLORADO SPRINGS



"I love UCCS and college is the BEST!"

" I love living in my own apartment. Classes are challenging, but good."

I LOVE UCCS! The Lodge has my favorite food, french fries and ice cream."

UCCS Students

UCCS students served by the Office of Inclusive Services have partnered with UCCS students from the College of Education who are learning to be teachers. They are engaged in a joint semester long project to learn about self determination and achieving their goals.



"Nick, I'm glad that you got a chance get to soak in downtown a bit ...and then share it with the class. You have a clear description here of a sound observation. You provide some discussion about usual, weird sounds in a quite insightful way. You make reference to the ideas/concepts from video lecture.

WELL DONE! Excellent, relevant- photos! with captions! You should study photography, Nick! You have a very interesting eye for a good photo frame--better than most of your classmates!" **UCCS Professor**



UNIVERSITY OF  
NORTHERN COLORADO

GOAL

GOAL is designed for students to achieve maximum independence through the development of academic skills, social skills, employability, and self-determination through successful completion of traditional, inclusive college courses, specialized instruction, career exploration, campus engagement, and on-campus housing.



**RICHARD HANKS, PSYD**  
Executive Director



**JAMES SLAUGHTER, M.A.**  
Director of Campus Inclusion & Student Development



**MADELYN SMITH, M.A.**  
Academic Coordinator

The residential component allows students to live in on-campus housing and develop independent living skills alongside their peers. Mentors help GOAL students develop goals and action plans specific to their residential support needs.



Tiered Support Model:  
Peer Mentors 1:1  
Residence Life Mentors 1:4  
Universal Support: Housing & Residential Education

Structured peer support strategies help the students get connected across all areas of college life. Through naturally occurring social interactions GOAL Students develop a model of who they are, who they want to be, and what strengths and interests they may have in common with individuals across the campus community – Developing authentic friendships.



GOAL Peer Mentors are typically matriculated UNC undergraduate students that provide support in the areas of Campus Engagement, Residence Life, Academics, Clubs & Organizations, etc.



Social opportunities are defining moments of all college-aged students. GOAL students participate in campus wide social events, activities, clubs, and organizations to increase socialization opportunities and develop authentic, healthy friendships. GOAL students are actively involved in a number UNC student programs such as: Cheerleading, NAVS, Bear Catholic, Personal Training, ASL Club, Intramural Sports, Club Sports, Community Council, etc.

Each semester students create a personalized schedule with three main focuses: courses selected based on career interest, core curriculum courses, and specialized instruction designed to support students with ID in Post-Secondary Education.



Peer mentors work closely with the Academic Coordinator to help guide the students through their coursework while utilizing strategies to accommodate the student's specific learning needs.



*“Living in the dorms has taught me a lot. This is something that I have not experienced before. I enjoy living on my own for the first time. Living with roommates has been interesting. I am learning a lot about myself.”*  
-GOAL Student

*“With already having a year of college under my belt, it has helped them ask questions about school and help them adapt. College can be overwhelming and being a peer mentor has helped the students become comfortable and familiar with college and build relationships with other peers on campus.”*  
-Peer Mentor



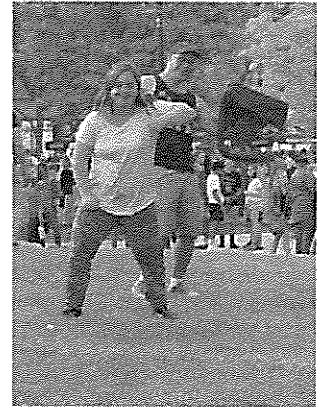


## IN! Colorado Initiative for Inclusive Higher Education

The Colorado Initiative for Inclusive Higher Education (IN!) is a 501c3 non-profit organization founded in 2014 by educators, disability leaders, students and families who have a vision for better and more fulfilling career opportunities for people with intellectual disabilities (ID).

### Mission Statement

Create fully inclusive college opportunities in Colorado for students with intellectual disabilities to foster academic growth, social development and career advancement.

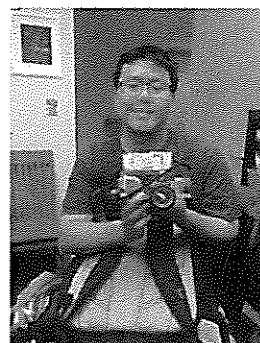
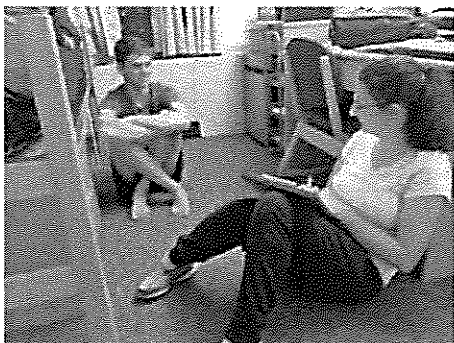


## Senate Bill 16-196 "Inclusive Higher Education Act"

An inclusive opportunity for students with intellectual disabilities to attend college in Colorado.

IN! was integral in getting the legislation passed, designing the sustainable pathway model, and identifying the school partners. IN! continues to provide oversight through funding, program guidance, and monitoring to the schools during the pilot stage to establish best practices and support the expansion of additional inclusive opportunities in Colorado. IN!'s vision for the future is that students with ID will be welcomed on all colleges and universities in Colorado and that the administration, faculty, staff and students at the colleges and universities will be knowledgeable and skilled at providing the appropriate services that enable individuals with ID to succeed and thrive.

The Colorado Inclusion Consortium was developed to provide collaborative oversight of the Pilot Initiative. Led by IN!, the team meets monthly and includes key staff from each school pilot initiative, the program evaluator from JFK Partners, a representative from the Colorado Department of Higher Education and Colorado Vocational Rehabilitation, and the Executive Director and Board Chairman of IN!. The objectives of this group are to a) share the progress and struggles of each school, b) develop best practices, c) collaborate with presentations, and d) establish a standardized statewide credential for students who complete an inclusive program in Colorado.



Questions: Contact IN! 303-756-6101 / [www.inclusivehighered.org](http://www.inclusivehighered.org)