

Date of Hearing: April 26, 2022

ASSEMBLY COMMITTEE ON HIGHER EDUCATION

Jose Medina, Chair

AB 2920 (Arambula) – As Amended March 24, 2022

SUBJECT: Postsecondary education: students with disabilities: inclusive college pilot programs

SUMMARY: Requires the California State University (CSU) and requests the University of California (UC) establish inclusive pilot programs to establish and maintain inclusive college programs for students with intellectual and developmental disabilities at four-year public postsecondary educational institutions, subject to an appropriation as specified. Specifically, **this bill:**

- 1) Specifies that, subject to an appropriation of funds by the Legislature in the annual Budget Act or another statute as specified, CSU will, and UC is requested to, establish inclusive pilot programs to establish and maintain inclusive college programs for students with intellectual and developmental disabilities at four-year public postsecondary educational institutions.
- 2) Declares that pilot program funds may be used to establish new inclusive college programs at campuses that currently do not have a program or have a program in development, or to provide continuing support to established inclusive college programs to help those programs reach capacity and sustainability.
- 3) Specifies that an inclusive college pilot program funded pursuant to this section shall do all of the following:
 - a) Serve students with intellectual and developmental disabilities who are at least 18 years of age, even if the students are not taking courses for credit or a traditional degree;
 - b) Provide students with a person-centered planning process and the opportunity to pursue an educational credential, including, but not limited to, a degree, certificate, or nondegree credential issued by the institution;
 - c) Provide inclusive academic enrichment, socialization, independent living skills, and integrated work experiences that develop career skills that can lead to gainful employment;
 - d) Provide individual supports and services for academic and social inclusion in academic courses, extracurricular activities, housing, and other aspects of campus life; and,
 - e) Establish strategies to recruit and support students from historically underserved communities.
- 4) Specifies that pilot program funds may be used for any of the following purposes:

- a) Administrative salaries, including a program director at a campus with an inclusive pilot program and other administrative staff, including academic coordinators, employment and internship coordinators, social inclusion coordinators, and residential coordinators;
 - b) Additional program staff, including instructors, peer mentors, residential support staff, and administrative assistants;
 - c) Training for higher education faculty in evidence-based best practices;
 - d) Augmentation of existing assistive technologies and other academic support services offered by campus disability programs and resource centers;
 - e) Scholarships for student tuition, fees, and living expenses;
 - f) Additional student supports, including counseling, residential needs, mentor services, and transportation services;
 - g) Outreach, including internet website design, disseminating information to high school transition programs, local educational agencies, special education local planning areas, and college and career centers, and advertising placements and campaigns, including the cost of printing any materials; and,
 - h) Data collection and dissemination.
- 5) Requires an inclusive college pilot program must comply with the requirements for, and will apply for, federal status as a Comprehensive Transition and Postsecondary Program so that its students can apply for federal financial aid.
- 6) Requires an inclusive college pilot program to investigate long-term sustainability by securing funding from multiple sources, including funds from the Department of Rehabilitation, regional centers, and financial aid programs.
- 7) Establishes the following definitions:
- a) “Intellectual and developmental disabilities” has the same meaning as “developmental disability,” as specified; and,
 - b) “Local educational agencies” means school districts, charter schools, and county offices of education.
- 8) Makes the Legislative finding and declaration that California lacks programs to provide inclusive college opportunities for students with disabilities.
- 9) Specifies that it is the intent of the Legislature to establish or expand upon existing inclusive college programs with the goal of providing inclusive college programs for students with intellectual and developmental disabilities at public four-year postsecondary educational institutions.

EXISTING LAW:

- 1) Establishes the UC as a public trust to be administered by the Regents of the UC; and, grants the Regents full powers of organization and government, subject only to such legislative control as may be necessary to insure security of its funds, compliance with the terms of its endowments, statutory requirements around competitive bidding and contracts, sales of property and the purchase of materials, goods and services (Article IX, Section (9)(a) of the California Constitution).
- 2) Establishes the Donahoe Higher Education Act, setting forth the mission of the UC, CSU, and CCC (Education Code (EDC) Section 66010, et seq.).
- 3) Confers upon the CSU Trustees the powers, duties, and functions with respect to the management, administration, control of the CSU system and provides that the Trustees are responsible for the rule of government of their appointees and employees (EDC Sections 66606 and 89500, et seq.).
- 4) Declares the intent of the Legislature that public higher education in California strive to provide educationally equitable environments that give each Californian, regardless of age, economic circumstance, or the other characteristics as specified, a reasonable opportunity to develop fully his or her potential (EDC Section 66030)

FISCAL EFFECT: Unknown

COMMENTS: *Purpose.* According to the author, “Our state has long recognized the importance of addressing the needs of youth with disabilities in education. There are benefits not only to the individual immersed in the classroom setting, but also to the campus community around them. Colleges should continue to expand the inclusion of students with disabilities into their academic environment. AB 2920 will create a pilot program to establish new and expand existing inclusive college programs for students with intellectual and developmental disabilities, specifically focusing on 4-year programs within the UC and CSU campuses. These scholars will have an opportunity to take part in internships and jobs both on and off campus with the goal of competitive, integrated employment. They will also be given the opportunity to live alongside other UC or CSU students in on-campus housing and participate in extracurricular clubs and organizations.”

Background. Since 2011 the U.S. Department of Education has provided grants to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities through the Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) program.

According to the California State Council on Developmental Disabilities (SCDD), in 2016 (the most recent data available), the employment rate of people with developmental disabilities was 14.2%. The employment rate of people with all types of disabilities was 35.0%, and the employment rate of the general population was 76.5%. These rates have remained constant over time, and the situation has surely only gotten worse during the pandemic.

When looking at the Federal TPISD model, a survey of students that completed a TPISD program published in the Annual Report of the Cohort 2 TPISID Model Demonstration Projects

(Year 5, 2019-2020) found that one year after completing the program, 59% of students had a paid job. 26% of respondents reported they were pursuing further education.

The UC Davis Redwood SEED Scholars Program is the first four-year, residential inclusive college program in California. This is a four-year program dedicated to fully including students with intellectual disabilities onto the campus of UC Davis. It is a collaborative effort between UC Davis and UC Davis Medical Investigation of Neurodevelopmental Disorders (MIND) Institute through the UC Davis Health System. They welcomed the first cohort of students in fall of 2021. Students take foundational courses created just for them, UC Davis academic courses in their area of interest, develop independent living and communication skills while living in the dorms with other first-year students and have internship and employment opportunities on campus as well.

Arguments in support. California State Council on Developmental Disabilities, the sponsor of AB 2920, wrote that “SCDD strongly supports the goals and vision of people with intellectual and/or developmental disabilities (PwI/DD) through 1) policy initiatives, 2) outreach, training, and technical assistance, and 3) monitoring of important supports and services that ensure independence and inclusive access to public services. AB 2920 will further these goals by expanding supportive access to post-secondary education (PSE) and fully inclusive, community-based education for adults with I/DD, which will, more importantly, support PwI/DD in obtaining increased wages and competitive, integrated employment opportunities.”

“SCDD is highly invested in California’s application(s) for federal grant monies through the U.S. Department of Education’s Model Comprehensive Transition and Post-Secondary Programs for Students with Intellectual Disabilities (TPSID). As of 2020, 67% of TPSID graduates had a paid job, as opposed to a 12% statewide employment rate for PwI/DD and a 3.1% employment rate for regional center clients. Currently, only three (3) of California’s educational institutions are receiving TPSID funds, and, of the 18 PSE programs (for PwI/DD) in California, only 5 are located on 4-year university campuses.”

“AB 2920 (Arambula) will establish and expand existing inclusive college programs for students with I/DD on public 4-year university campuses, increasing the wage-earning capacity of PwI/DD throughout the state and ultimately reducing their dependence on public entitlement programs. By offering a sustainable funding source, AB 2920 will enhance PSE programs for PwI/DD, supporting their goals of obtaining both a college education and increased opportunities to gain competitive, integrated employment. The Council’s sponsorship and support of AB 2920 is fully in line with its mission to represent and support the voices, goals and dreams of people with intellectual/developmental disabilities throughout California.”

Committee comments. Should the members of the Committee see fit to advance AB 2920, the author should consider amending the bill to include a reporting requirement and the implementation of a sunset, as these are common components of other pilot programs in current law.

REGISTERED SUPPORT / OPPOSITION:

Support

Disability Rights California
Disability Rights Education and Defense Fund
Inclusive College Alliance of California
State Council on Developmental Disabilities
Supporting Inclusive Practices (SIP) Project
The Arc and United Cerebral Palsy California Collaboration

Opposition

None on file.

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