

Policy & Legislative Activity in Postsecondary Education for Students with Intellectual Disability by State

State	Program Legislation	Reports	Task Forces	Funding Status
California		<p><u>AB 2434: Blue Ribbon Commission on Public Postsecondary Education</u></p> <p><i>Released from committee without further action: November 30, 2016</i></p>	<p><u>Report of California's Statewide Task Force on Special Education</u></p> <p><i>Issued: March 2015</i></p>	One-time General Fund costs (\$1,000,000)
		<p>Establishes a Blue Ribbon Commission to develop recommendations for access and affordability.</p> <p>The commission will have nine members appointed equally by the governor, the Senate Committee on Rules and the speaker of the assembly.</p> <p>Will determine amount of increased investments needed for universal PSE.</p> <p>Will submit recommendations to the governor and California legislature.</p>	<p>Calls for the creation of a data collection system that will track students with IDD in California so that information therein can be used to monitor and evaluate existing PSEs.</p> <p>Calls for more state collaboration with LEAs, ROPs, and CMOs.</p> <p>Urges inclusive PSE curriculum developers to place greater emphasis upon preparing students with IDD for adult independent living.</p>	

CMO: Charter Management Organization
 CTP: Comprehensive Transition Program
 FPCTP: Florida Postsecondary Comprehensive Transition Program
 IDD: Intellectual and Developmental Disabilities
 IHE: Institution of Higher Education
 KEES: Kentucky Educational Excellence Scholarships

LEA: Local Education Agency
 NCC: National Coordinating Center, Think College
 RFP: Request for Proposal
 ROP: Regional Occupation Program
 THECB: Texas Higher Education Coordinating Board

State	Program Legislation	Reports	Task Forces	Funding Status
Colorado	<p><u>SB 196: Inclusive Higher Education Act</u> Signed: June 6, 2016</p>			Line Item (FY 2016-2017 through FY 2020-2021).
	<p>Creates a pilot program at University of Northern Colorado, University of Colorado at Colorado Springs, and Arapahoe Community College.</p> <p>The program is supported through a collaboration between the Department of Higher Education, JFK Partners, and the Colorado Initiative for Inclusive Higher Education.</p> <p>Program site institutions must collaborate with Colorado Dept. of Labor and Employment to identify VR supports and opportunities.</p>			
Delaware	<p><u>HB 326: An Act to amend title 14 of the Delaware Code relating to the Delaware Advance Scholarship Program.</u> Passed: June 13, 2018</p>			
	<p>Creates the Delaware Advance Scholarship Program, which provides grants for Delaware students with intellectual disabilities who are seeking a degree or comprehensive certificate at a CTP at a Delaware public higher education institution.</p> <p>Scholarship recipients must be high school graduates with either a diploma or certificate of completion.</p> <p>They must begin attending classes at the institution where they use the scholarship no later than two years after finishing high school unless they lived in foster care between ages 16 and 18 or developed an intellectual disability between 18 and 21.</p> <p>Recipients must also be under 25 and have been eligible for IDEA supports previously. They do not need to have received supports under IDEA to qualify for the scholarship.</p> <p>The first scholarships will be disbursed in FY2018-2019.</p>			

State	Program Legislation	Reports	Task Forces	Funding Status
Florida	<p><u>SB 672: Florida Postsecondary Comprehensive Transition Act</u> <i>Signed: January 21, 2016</i></p>			Line Item: \$95,336,000
	<p>Creates a \$7,000 CTP Scholarship at individual public higher education institutions.</p> <p>Creates the Florida Center for Students with Disabilities, which will review reports from FPCTPs and determine creation of new ones in conjunction with the NCC.</p>			
Georgia		<p><u>HR 642: House Study Committee on Postsecondary Education and Employment Options for Individuals with Intellectual and Developmental Disabilities</u> <i>House Passed: March 25, 2015</i></p>		
		<p>This committee conducted a study into PSE needs for individuals with IDD from September to November 2015.</p> <p>It recommended that the Georgia legislature create an Employment First Georgia Council under the Georgia VR Agency.</p>		
Kentucky	<p><u>HB 158: An act relating to postsecondary financial aid for students with disabilities.</u> <i>Signed: April 26, 2016</i></p>			
	<p>This authorizes an increase in the amount of Kentucky Educational Excellence Scholarships (KEES) for students with IDD who enroll in a CTP in Kentucky.</p> <p>Such students will be eligible for a \$500 KEES if they are enrolled in at least six credit hours in a term, or \$250 if they are enrolled in less than six credit hours.</p>			

State	Program Legislation	Reports	Task Forces	Funding Status
Maryland	<p><u>Senate Bill 872: James W. Hubbard Inclusive Higher Education Grant Program</u> Signed: May 25, 2017</p>		<p><u>Task Force to Study the Impact of Expanding Credit and Noncredit Courses for Students with Developmental Disabilities</u> Created: July 2013</p>	<p>Funding for SB 872 shall be as provided in the State Budget.</p>
	<p>This would establish a new program to award competitive grants to institutions that create and implement inclusive pilot programs for students with IDD.</p> <p>Recipient institutions would need to develop a program that promotes inclusion within all aspects of student life, and ensure that students have inclusive academic access, instruction, career development, campus engagement, self-determination, paid work experience, campus living, and social activities.</p>		<p>Task Force created by the Maryland General Assembly in July 2013.</p> <p>Recommends that Maryland develop an RFP to create two inclusive PSEs for students with IDD, with a \$1 million investment in planning and initial implementation.</p> <p>Also recommends that Maryland should create a state-level scholarship program for students with disabilities, establish universal design principles for accessible courses, and announce CTP guidelines that require at least 50% of courses in PSE programs for students with IDD be fully inclusive.</p> <p>Urges higher education institutions to create scholarships of their own for students with IDD.</p>	
	<p><u>Senate Bill 272: Financial Aid – Deaf and Hearing Impaired Students – Out of State Institutions of Higher Education</u> Signed: April 26, 2016</p>			
	<p>This law expands eligibility for a Howard P. Rawlings Educational Excellence Award to include deaf and hearing-impaired students.</p> <p>The Educational Excellence Award is a need-based state grant given to degree-seeking students in 2- and 4-year programs at Maryland colleges and universities.</p>			

State	Program Legislation	Reports	Task Forces	Funding Status
Massachusetts	<p><u>H4286: An Act creating higher education opportunities for students with intellectual disabilities, autism, and other developmental disabilities.</u></p> <p><i>Reported favorably/recommended by Joint Committees on Health Care Financing and Ways and Means and referred to House Committee on Ways and Means: June 7, 2018</i></p>			Funding for H4561 would have been as provided in the State Budget.
	<p>The Massachusetts Executive Office of Education will develop and administer a discretionary grant program that will support partnerships aimed at providing inclusive concurrent enrollment options to students with disabilities age 18 to 21. The partnerships will be between school committees and public higher education institutions in Massachusetts.</p> <p>Partnerships supported by the grant program should enable students with severe intellectual disabilities, autism, or other developmental disabilities to take inclusive credit-bearing and non-credit courses, participate in on-campus student life, and prepare themselves for competitive employment. They must also waive said students' tuition and provide all supports and services necessary to facilitate their participation in the aforementioned activities.</p> <p>Eligible students must be considered to have "severe intellectual disabilities, autism spectrum disorders, or other developmental disabilities". Students age 18 to 19 inclusive must have been unable to achieve the competency determination necessary to pass the statewide assessment test</p>			
	<p><u>H4561: An act relative to the inclusive concurrent enrollment grant program.</u></p> <p><i>Ordered to a third reading: July 31, 2016</i></p>			
	<p>The Massachusetts Executive Office of Education must develop and administer a discretionary grant program to fund partnerships between public higher education institutions and school committees that create inclusive concurrent enrollment program options for students with IDD aged 18-21.</p> <p>The Executive Office of Education will produce a report on the programs in question by December 2017.</p>			
	<p><u>H3955: An act relative to strengthening and expanding affordable, quality higher education opportunities for residents of the Commonwealth.</u></p> <p><i>Referred to Committee: January 21, 2016.</i></p>			Budget
	<p>Broadly expands higher education funding across Massachusetts for FY 2016-2017.</p>			

State	Program Legislation	Reports	Task Forces	Funding Status
Minnesota	<p><u>HF4464: A bill for an Act relating to higher education; requiring the Office of Higher Education to inform students of postsecondary education options for those with intellectual and developmental disabilities; appropriating money for a grant to Minnesota Life College; amending Minnesota Statutes 2016, section 136A.87.</u></p> <p><i>Referred to the Committee on Higher Education and Career Readiness Policy and Finance: April 25, 2018.</i></p>			<p>FY 2019 line item appropriation (\$100,000) will support a one-time grant to Minnesota Life College.</p>
	<p>The Minnesota Office of Higher Education will make available to all residents information about planning and preparing for postsecondary opportunities, beginning in 7th grade through adulthood. This includes but is not limited to postsecondary education options for students with intellectual and developmental disabilities.</p> <p>All Minnesota students and parents will receive broader information from the Office about planning for PSE early, appropriate courses to take in high school, how to evaluate PSE programs before applying to or enrolling in them, how to transfer credits across institutions, and financial assistance options in the state.</p> <p>The bill also appropriates \$100,000 to create a one-time grant to Minnesota Life College, a three-year life skills training PSE program for youth with ASD and “other learning differences”.</p>			
	<p><u>HF2896: A bill for an act relating to higher education; requiring implementation of a pilot program for students with intellectual and developmental disabilities at certain state universities.</u></p> <p><i>Referred to Committee: March 10, 2016</i></p>			
	<p>Establishes a new two-year pilot academic program for students with IDD. The program will be located at four state universities and will admit at least ten new students every year.</p> <p>The program will provide mentoring supports and internship/apprenticeship opportunities to students and will aim to promote independent living.</p> <p>The Board of Trustees of Minnesota State Colleges and Universities will design the program and report regularly to the legislature.</p>			

State	Program Legislation	Reports	Task Forces	Funding Status
New York	<p><u>A8075: An Act to amend the education law, in relation to establishing a college experience program for students with developmental disabilities.</u></p> <p><i>Referred to Committee on Higher Education: January 3, 2018</i></p>			
	<p>This bill requires the trustees of SUNY and CUNY to create regulations that will establish a two-year college experience program for students with developmental disabilities at each SUNY and CUNY postsecondary education institution.</p> <p>The college experience program must include academic components focused on practical living skills, including cooking, personal finance, health and wellness, internships, and interpersonal communications.</p> <p>The program must provide housing for students.</p> <p>State university trustees have control over admissions standards, including the level of academic proficiency needed to qualify as a student in such a program.</p> <p>Students may pay tuition through HCBS waivers and SSI.</p>			
North Carolina	<p><u>HB 97: 2015 Appropriations Act</u></p> <p><i>Signed: September 18, 2015</i></p>	<p><u>North Carolina State Education Assistance Authority 2016 Report</u></p>		State Budget
	<p>FY 2016-2017 State Budget</p> <p>This authorizes the development of a program and new fiscal policies to broaden PSE options.</p> <p>Instructs state agencies, community colleges and the public university system to create and implement new data indicators to monitor professional outcomes of students with IDD.</p>	<p>This reviews existing financial aid resources for students with IDD. It finds that most students rely on federal financial aid, private loans and VR assistance to pay for higher education.</p> <p>The report recommends that the state expand eligibility for the UNC need-based grant program and the North Carolina Education Lottery Scholarship to include students in CTPs.</p>		

State	Program Legislation	Reports	Task Forces	Funding Status
Ohio	<p><u>House Bill 49: FY 2018-2019 Operating Budget</u> <i>Line Item Veto Receipt: February 2, 2018</i></p> <p>This bill authorizes the Ohio state budget for 2018-2019. It also extends eligibility for the Ohio College Opportunity Grant (OCOG) to certain individuals with intellectual disabilities. These individuals must be enrolled in a comprehensive transition and postsecondary program (CTP) in order to qualify.</p>			
	<p><u>Senate Bill 5: Address college affordability</u> <i>Passed (Senate): June 20, 2017</i> <i>Currently Pending House Approval</i></p> <p>This bill increases the maximum income tax deduction that is allowed for contributions to a disability expense account or federally tax-advantaged college savings plan in Ohio. The legislation doubles the permitted maximum income tax deduction from \$2,000 to \$4,000 per year for each beneficiary. It also creates a Joint Committee on Ohio College Affordability to review and recommend strategies to lower the cost of attending college.</p> <p>The Joint Committee on Ohio College Affordability will consult with the Chancellor of Higher Education and representatives of colleges and universities when developing strategies to lower the cost of attending college in the state. The Committee will be made up of ten members, five of whom will be members of the Ohio Senate and five of whom will be members of the Ohio House of Representatives. Committee members will be appointed by the President of the Senate and the Speaker of the House of Representatives respectively. Neither one may appoint more than three members who belong to the same political party.</p> <p>As of September 2017, SB5 has been referred to committee in the state House. No hearings have been scheduled.</p>			

State	Program Legislation	Reports	Task Forces	Funding Status
Oklahoma	<p><u>HR 1065: A Resolution Supporting the Development of Comprehensive Transition and Postsecondary Programs for Students with Intellectual and Developmental Disabilities</u></p> <p><i>Signed: April 21, 2016</i></p>			Funding will be determined via state appropriations.
	<p>Directs Oklahoma IHEs to work with all government agencies that provide services to individuals with IDD to develop comprehensive transition and postsecondary education programs.</p> <p>Programs created from such partnerships must also include private sector businesses that can create practical learning opportunities for students.</p> <p>IHE transition programs must work with national disability groups to collect and analyze student outcome data.</p>			
Rhode Island			<p><u>SB 2476: An Act Relating to State Affairs and Government – Governor’s Workforce Board</u></p> <p>Signed: June 28, 2016</p>	
			<p>The Governor’s Workforce Board must produce a strategic statewide employment and training plan for expanding career opportunities for individuals with disabilities.</p> <p>The plan will be developed over two fiscal years and submitted to the governor.</p> <p>The workforce board must also convene an advisory committee to find ways to broaden employment opportunities via the State Career Pathways System.</p>	

State	Program Legislation	Reports	Task Forces	Funding Status
Tennessee	<p>HB 1983: <u>Scholarships and Financial Aid – As enacted, revises various provisions governing Tennessee STEP UP scholarships.</u></p> <p><i>Signed: May 2, 2016</i></p>			Funding will be determined via state appropriations.
	<p>This act enables recipients of the STEP UP scholarship to apply its funds to enrollment in four-year PSE programs. STEP UP could only be used for two-year programs previously.</p> <p>This expands eligibility for the Tennessee STEP UP scholarship, which supports students with IDD who complete high school and pursue PSE at Lipscomb University, Union University, Vanderbilt University, the University of Memphis, or the University of Tennessee.</p>			
Texas	<p>HB 1807: <u>An act relating to requiring the Texas Higher Education Coordinating Board to maintain an inventory of postsecondary educational programs and services for persons with intellectual and developmental disabilities.</u></p> <p><i>Signed: June 17, 2015</i></p>	<p><u>Survey of Recruitment & Inventory of Postsecondary Programs and Services for Persons with Intellectual and Developmental Disabilities (IDD)</u></p> <p><i>Issued: October 2016</i></p>		
	<p>Directs the Texas Higher Education Coordinating Board to publicize information about PSE programs for students with IDD online and update it completely at least once every two years.</p>	<p>In October 2016, the Texas Higher Education Coordinating Board issued a survey of public higher education institutions regarding recruitment of students with IDD.</p> <p>The survey concluded that institutions do not have enough resources or staff devoted to identifying and recruiting students with IDD.</p> <p>Students who do enroll have difficulty transitioning, are often underprepared, and face travel-related accessibility challenges.</p>		

State	Program Legislation	Reports	Task Forces	Funding Status
Washington			<p><u>HB 2949: Establishing a Commission on Persons with Disabilities</u> <i>First Reading, Referred to House Committee on Early Learning & Human Services: January 29, 2018</i></p>	
			<p>Creates a statewide commission on persons with disabilities that will advance economic opportunity and equality, and promote full participation in communities, schools and workplaces.</p> <p>Every three years, the commission will produce a comprehensive statewide plan to address the needs of people with disabilities at all stages of life.</p> <p>From 2019 onwards, the commission will also create an annual report for the governor that analyzes disability policy and programs in Washington</p> <p>The commission will advise the governor, who will appoint its executive director. The executive director must have “substantial professional or administrative experience in disability policy”. He or she will have full supervisory power over the commission.</p> <p>The governor will also appoint a twelve-member Persons with Disabilities Advisory Council to advise the executive director on developing policy recommendations and assessing disability needs. Seven members must be persons with disabilities.</p> <p>All council meetings will be open to the public.</p>	
			<p><u>SB 5946: Establishing a Comprehensive Plan to Improve Education</u> <i>Reintroduced and Retained in Present Status: March 10, 2016</i></p>	
			<p>Creates a blue ribbon commission to develop a strategic plan to improve education at all levels for students with disabilities.</p> <p>Commission members would include education advocates, researchers, educators, parents, students, and mental health professionals appointed by the governor.</p>	