



2025 Legislative Report

California Center for Inclusive College

Year 1 Report
Budget Year: 2024-2025



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Executive Summary

Purpose and Statutory Authority

This Year 1 Grant Implementation Report is submitted pursuant to the State Budget Act of 2024, Assembly Bill (AB) 447 (Chapter 2, Statutes of 2024), codified in California Education Code (EC) Section 66032.2, which established the California Center for Inclusive College (CCIC). EC Section 66032.2 directs the CCIC to provide statewide technical assistance, coordination, and capacity building to expand inclusive postsecondary education opportunities for students with intellectual and developmental disabilities (IDD), and to report annually to the Governor, Legislature, and Department of Finance on the status and needs of inclusive college programs (ICPs) across California.

CCIC is jointly led by the Los Angeles County Office of Education (LACOE) and the Sacramento County Office of Education (SCOE) through a five-year competitive grant. In Year 1 (January 1 - June 30, 2025 due to state fiscal allocation), CCIC's work centered on understanding California's current inclusive postsecondary landscape, capturing and elevating the expertise of existing programs, and identifying statewide barriers and opportunities that must be addressed to expand access equitably.

Why Inclusive Postsecondary Education Matters

Inclusive college programs represent a shift from historically segregated, low-expectation pathways for students with IDD toward full participation in higher education alongside nondisabled peers. These programs are designed to provide genuine college experiences and include academic coursework, campus life and belonging, employment opportunities, and independent living skill development, leading to improved postsecondary outcomes.

Expanding inclusive postsecondary education is an equity priority and an economic imperative. Adults with IDD face disproportionately high rates of unemployment and social isolation. Inclusive postsecondary education strengthens pathways to competitive, integrated employment, independent living, and increased community participation, leading to outcomes that benefit students and families and can reduce long-term reliance on state services.

Year 1 Approach: Listening to the Field and Learning from Existing Programs

To ensure the CCIC is responsive to the needs of California's ICPs, CCIC convened an Advisory Workgroup composed of program leaders from established inclusive

college programs across the University of California (UC) and California State University (CSU) systems. Between February and June 2025, CCIC held five convenings (four in-person at universities and one virtual). Participants represented six established programs:

- California State University, Fresno (Fresno State)
- California State University, Long Beach (CSULB)
- California State University, Northridge (CSUN)
- California State University, San Francisco (SF State)
- University of California, Davis (UC Davis)
- University of California, Los Angeles (UCLA)

The CCIC also conducted site-based convenings and gathered qualitative information through empathy interviews, campus observations, artifact collection, and direct engagement with students with IDD, peer mentors, faculty, and program staff. The Year 1 learning agenda was designed to surface what is working in California, identify the barriers limiting equitable access and sustainability, and clarify the most urgent statewide technical assistance needs.

Key Insights: What Is Working in California ICPs

California's ICPs are producing strong outcomes in academic engagement, self-advocacy, independent living, and employment readiness. Programs consistently demonstrate:

- **Peer mentorship** as a cornerstone, promoting belonging, skill development, and reciprocal benefits for mentors.
- **Inclusive academic participation**, supported by faculty partnerships and Universal Design for Learning (UDL) practices.
- **Meaningful employment experiences** that build confidence, professional identity, and readiness for competitive work.
- **High-impact residential and independent living opportunities** that strengthen real-world skills.
- **Strong student persistence**, with high retention once students are enrolled.

Key Challenges and Barriers

In addition to strong outcomes, the Workgroup identified persistent barriers that limit equitable access, consistency, and sustainability:

- **Unstable and inequitable funding** that restricts long-term planning, staffing stability, and program growth, and creates significant regional disparities.

- **Fragmented systems and a lack of standardization** across Regional Centers, Department of Rehabilitation (DOR) offices, and campuses resulting in duplicated effort, inconsistent access, and inefficient use of staff time.
- **Capacity limitations** on campuses, including small cohort sizes, limited staffing, and dependence on a few key champions, which constrains expansion.
- **Inconsistent data collection and outcome measurement**, making it difficult to demonstrate impact statewide, inform policy, and strengthen funding advocacy.
- **Gaps in Preschool to Grade Twelve (P–12) preparation and transition alignment**, including limited access to rigorous academics, weak literacy preparation, and transition planning that defaults to segregated pathways.
- **Low awareness of ICPs among educators, families, and agency partners**, reducing early planning and student readiness.
- **Faculty and staff preparedness gaps**, particularly in UDL, inclusive pedagogy, and disability competence, which can limit authentic academic participation.
- **Campus integration challenges**, where students are sometimes viewed as program participants rather than full members of the college community.
- **Housing and transportation barriers**, which limit access to residential experiences and restrict participation for students from under-resourced regions.
- **Workforce sustainability issues**, including burnout, turnover, and difficulty recruiting staff with expertise in inclusive postsecondary education.
- **Complex family navigation demands**, as families must manage multiple systems (college, Regional Center, DOR, benefits, housing) with little coordinated guidance.
- **Ableism as a cross-cutting barrier**, shaping low expectations, resistance to inclusion, restricted access to coursework and employment, and limited belief in students' capabilities.

Advisory Workgroup Recommendations: What California Needs Next

The Workgroup emphasized practical tools, aligned systems, and capacity building. Priorities include:

- **Statewide tools and resources:** Implementation-ready toolkits for establishing and sustaining ICPs, funding navigation guidance for DOR and Regional Center partnerships, model Memorandums of Understanding (MOUs), vendorization guidance, and sample contracts and forms.

- **Funding:** Funding navigation guidance and clarification of existing funding sources for better state alignment across DOR and Regional Center state and local partnerships, and establishment of proven funding models to improve access to ICPs.
- **Faculty and campus capacity building:** Professional learning in UDL, inclusive practices, and disability awareness for college professors, supported by annual convenings.
- **Family engagement and early awareness:** Multilingual, culturally responsive, and anti-ableist materials and training for early outreach to students and families, and guidance for navigating DOR and Regional Center systems.
- **P–12 and postsecondary alignment:** Tools and training to align Individualized Education Plan (IEP) goals with inclusive college pathways, strengthening academic rigor (with special focus on literacy), and self-determination. Build stronger collaboration across partners.

Looking Ahead

Year 1 learnings confirm that California’s inclusive college programs are producing powerful outcomes and that expansion is both necessary and achievable. The Workgroup’s insights also confirm that scaling inclusive postsecondary education statewide will require more than isolated campus efforts. California needs coordinated infrastructure: predictable funding pathways, standardized tools, informed faculty, aligned transition systems, and intentional strategies to dismantle ableism.

In Year 2, CCIC will build on the Year 1 learning agenda by strengthening cross-system partnerships; expanding statewide resources and technical assistance; enhancing data collection; and developing a robust public-facing platform to share tools, program information, and best practices. With coordinated statewide leadership and sustained investment, California is positioned to increase equitable access to inclusive postsecondary education so that more students with IDD can pursue college experiences that lead to academic achievement, meaningful employment, independent living, and full community participation.

I. Background and Statutory Authority

The California Center for Inclusive College (CCIC), established by Assembly Bill 447 (Chapter 2, Statutes of 2024), and codified in California *Education Code (EC)* 66032-66032.2, is a new state technical assistance center created for the purpose of expanding and sustaining inclusive postsecondary education programs for students with intellectual and developmental disabilities (IDD) at California colleges and universities. Its primary statutory charges include assisting colleges and universities in aligning programs with federal model standards, helping programs secure federal and state funding, and facilitating critical collaboration between local educational agencies (LEAs), Regional Centers, Department of Rehabilitation (DOR) offices, and other relevant programs. Ultimately, the CCIC was created to help build capacity statewide, ensuring students with IDD have access to genuine college experiences, including academic courses, independent living skills, and meaningful employment. It is required to report annually to the Governor, the Legislature, and the Department of Finance.

II. Introduction

The concept of inclusive college programs (ICPs) represents a critical shift from traditional models, granting students with IDD the opportunity to fully participate in higher education alongside their nondisabled peers. Traditional models typically separate students with IDD from their nondisabled peers, focusing primarily on vocational training and limited social or academic opportunities. In response to these limitations, these ICP are essential as they move beyond vocational training to encompass full academic and social integration, leading to recognized postsecondary credentials, independent living skills, and significant improvements in post-graduation employment rates. Expanding these opportunities is not just a matter of equity; it is an economic imperative. Currently, adults with IDD face disproportionately high rates of unemployment and social isolation. By investing in and systematically expanding ICPs, as supported by *EC* Section 66032.2, California strategically enhances opportunities for IDD students, promotes a more inclusive workforce, and significantly reduces the need for long-term state support services.

As a newly established statewide technical assistance center, the CCIC is poised to help expand access to inclusive postsecondary education for California students with IDD. This five-year grant was selected through a competitive process and is jointly led by the Los Angeles County Office of Education (LACOE) and the Sacramento County Office of Education (SCOE).

As directed in statute and to ensure the CCIC is well-informed and responsive to the needs of ICPs, the CCIC convened an advisory workgroup (hereafter referred to as

the Workgroup) composed of university program leaders from established ICPs throughout California. These convenings provided a platform for university program leaders to share their knowledge and experiences, highlight strengths and challenges, and offer actionable insights. The Workgroup meetings provided an opportunity to collaborate on long-term programmatic and fiscal sustainability, share best practices, barriers, and challenges to establishing and expanding inclusive college programs. The feedback gathered will inform the development of statewide resources and tools, scale best practice models, and develop and strengthen partnerships, which will be key features of CCIC's technical assistance approach.

From February through June 2025, the Workgroup convened four times at universities across the state and once virtually, bringing together inclusive program leaders from both the University of California (UC) and California State University (CSU) systems. These convenings helped to surface current local, regional, and state-level challenges and opportunities, providing a better understanding of the ICP landscape within California. Participants included representatives from six of California's established ICPs at the following California public universities:

- California State University, Fresno (Fresno State)
- California State University, Long Beach (CSULB)
- California State University, Northridge (CSUN)
- California State University, San Francisco (SF State)
- University of California, Davis (UC Davis)
- University of California, Los Angeles (UCLA)

The insights gathered from these Workgroup convenings will inform CCIC's technical assistance, resource development, and ongoing work. The perspectives shared by participating institutions of higher education reflect a breadth of ICP models and underscore the systemic and structural barriers that continue to hinder access to higher education for students with IDD.

III. Key Insights from Existing California Inclusive College Programs

Through convenings held at four universities across the state with existing ICPs, including Fresno State, CSULB, UC Davis, and UCLA, the CCIC was able to gain valuable insights to guide its work. These convenings provided opportunities for CCIC and California Department of Education (CDE) staff to gather artifacts, tour the campus, observe classrooms, and engage directly with inclusive college students, peer mentors, and program staff to better understand each institution's structure, implementation, and culture. Of particular interest were the firsthand experiences and insights from current and former students enrolled in each of these programs.

California ICPs are demonstrating notable success in promoting academic achievement, independent living, career readiness, and employment opportunities for students with IDD. Data from the first graduating class (June 2025) of UC Davis Redwood SEED Scholars, California's first four-year ICP that includes a residential component, indicate promising outcomes, with seven of eight graduates completing the program with paid employment, and many with plans to live independently in the Davis community.

Several strengths were consistently present and observed across the visited programs. The most notable are the student-centered support systems that have been developed through peer mentorships. Programs, such as UC Davis Redwood SEED Scholars, UCLA Pathways, and Fresno State Wayfinders, have established comprehensive peer mentoring structures that include undergraduate or graduate-level students from a broad cross-section of degree pathways, who serve as supports for students' academic, social, emotional, and professional development. These relationships not only enhance the individual student experience but also contribute to a culture of inclusivity and belonging across campus. Through peer mentorship, students have opportunities to engage in campus activities, university classes, and environments with nondisabled peers, offering natural support for students and fostering meaningful relationships with peer mentors, which can influence future careers in education, medicine, healthcare, counseling, and many other fields. This reciprocal benefit underscores the broader systemic impact of ICPs within the higher education ecosystem.

Providing rich opportunities for students to participate in a diverse range of college coursework tailored to their individual employment, independent living goals, individual passions, and intellectual interests is an essential component of ICPs and was noted across California ICPs. Students, supported by individualized program plans, participate alongside their peers and have access to a broad range of campus classes such as Health Science, Video Production, Animal Science, and Women's Studies. Professors promote autonomy and meaningful engagement by utilizing inclusive instructional strategies that expand their professional practice.

These inclusive academic opportunities are created through collaborative partnerships with faculty, many of whom report that the inclusion of students from university ICPs has provided valuable opportunities for professional learning and has increased their skills as instructors in meeting the variable needs of all students. Professors frequently noted that having students with IDD in their classrooms catalyzes incorporating more universal design into their teaching practices, enriching their instruction for all students. This reciprocal relationship between ICPs and

university faculty contributes to a more inclusive academic culture, helping to affirm the role of students with IDD as valuable members of the campus community.

Another feature of existing California ICPs is the participation of students in community-based employment and on-campus job opportunities. Some examples of current jobs include working in the university library, the student athletic center, and the veterinary clinic among others. Hands-on experiences have been shown to foster the development of practical job skills and build self-confidence, strengthen professional identity, and prepare students for the transition to competitive, integrated employment. Equally important, these opportunities reinforce students' belief in their own capabilities and elevate the expectations of those around them. By showcasing the talents and contributions of students with IDD in real-world work settings, these experiences also play a pivotal role in challenging societal biases and misconceptions, expanding the mindsets of employers and peers, and dismantling long-standing mental models that have limited access to meaningful employment. Central to the success of these efforts are strong, sustained partnerships with community-based organizations, businesses, and campus offices, which underscore the critical role of cross-sector collaboration in advancing postsecondary outcomes for students with IDD.

The residential and independent living component of ICPs is another notable feature and identified area of growth for California programs. For those campuses that offer on-campus housing, students reported campus independent living as one of the most impactful aspects of their college experience. Regional Centers, managed by the Department of Developmental Services (DDS), are local agencies that provide resources and support to individuals with developmental disabilities and their families. Some programs have leveraged partnerships with their local Regional Centers by providing support with housing expenses and offering opportunities for students to develop essential life skills such as independent living, financial management and budgeting, personal care, relationship building, and conflict resolution. Students are supported in this process by ICP staff, community-based nonprofits, and peer mentors, who provide guidance and hands-on assistance as students build the skills necessary for independent living. Students consistently report that these residential experiences meaningfully enhance their overall college journey, strengthen their ability for self-advocacy, promote positive emotional well-being, and increase peer relationships. These living arrangements not only mirror the full collegiate experience but also serve as critical preparation for meaningful independence in adulthood. Students gain hands-on experience in managing an apartment, balancing shared responsibilities, and effectively organizing their time,

ultimately laying a strong foundation for confident and independent living beyond college.

An area for growth identified by the Workgroup is the expansion of programs to broaden access to inclusive college experiences for additional students. Data provided by five of the six university partners indicate an average acceptance rate of 56% for ICPs, with rates ranging from 30% to 90%. University partners report that lower acceptance rates are primarily due to limited program capacity, stemming from constraints in staffing and support resources, as well as varying levels of readiness among prospective students to demonstrate the skills necessary for success in inclusive postsecondary settings. While acceptance rates represent an area for growth, retention rates after the first year exceed 90% across all programs. This strong retention underscores the critical role of scholar readiness and the provision of appropriate supports in fostering successful participation and continued engagement in inclusive college experiences.

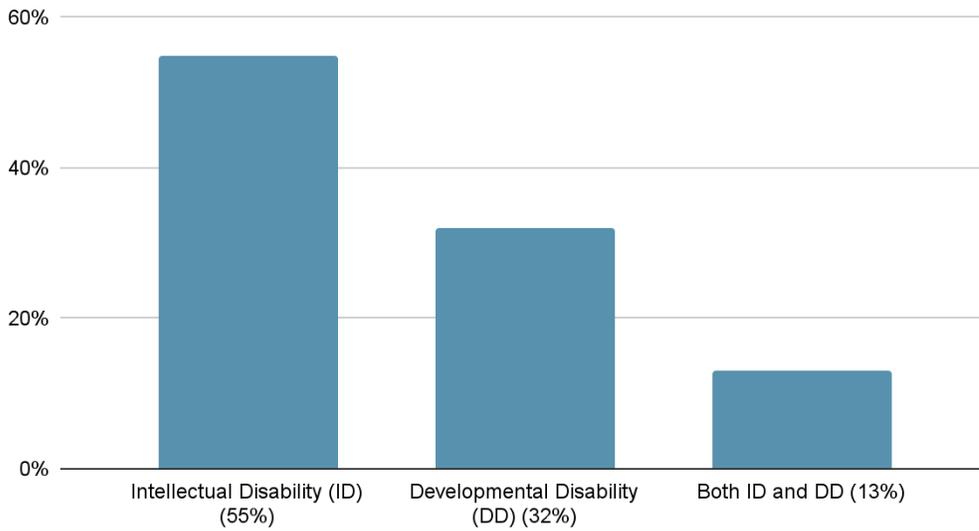
The collective insights gained through conversations with the Workgroup underscore the importance of sharing across programs to capture and scale the unique features and offerings that have been developed by individual programs to meet the needs of their students.

As California ICPs are building and expanding their programs, data collection remains an area of growth, particularly as it relates to statewide data. As part of the work of the CCIC in year two of the grant, there will be a strong focus on data collection to better capture the depth and breadth of what is happening in California related to ICPs.

To provide a cursory snapshot of current trends in student-level data at four-year colleges and universities, the following graphs represent demographic information gathered from a sample group consisting of ICP program student data from five universities with ICPs who participated in the Workgroup.

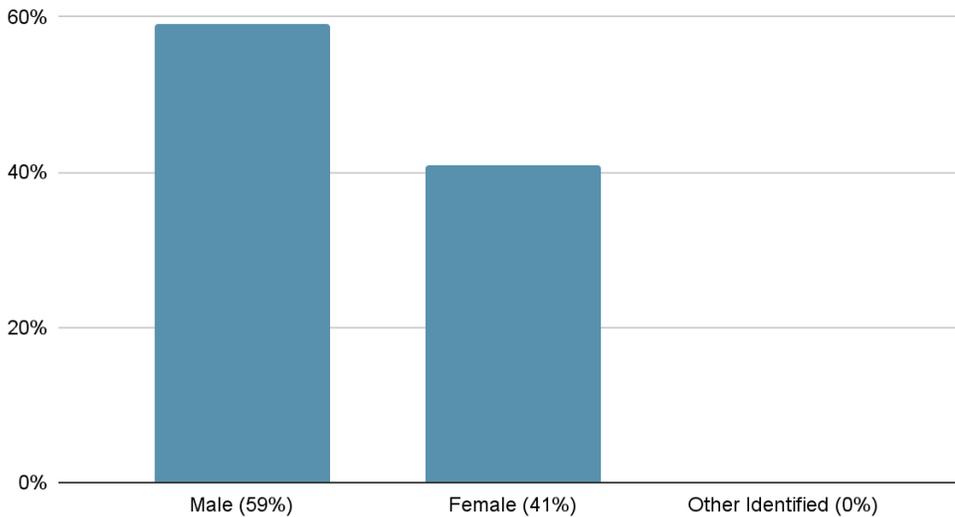
- Graph 1 depicts the distribution of students from the sample group across disability categories.
- Graph 2 illustrates the distribution of students from the sample group by gender.
- Graph 3 presents the distribution of students from the sample group by race.

Percentage of Students in ICP Sample Group by Disability Category

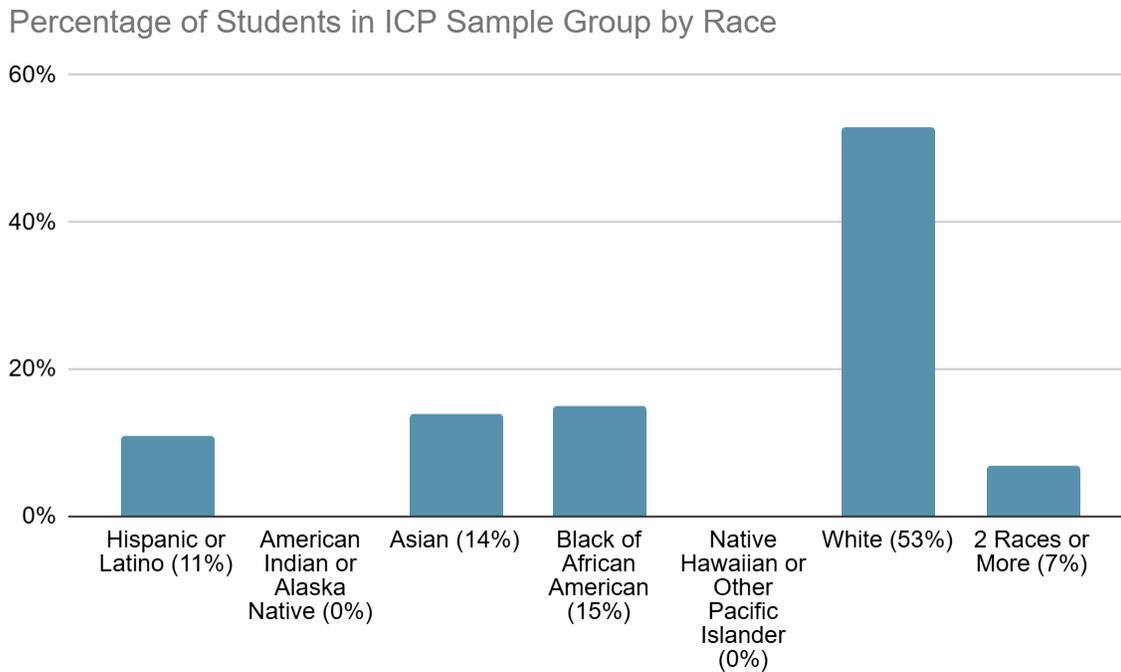


Graph 1 - Percentage of Students in ICP Sample Group by Disability Category
Source: CCIC 2025 Advisory Workgroup Sample Data. *n*=133

Percentage of Students in ICP Sample Group by Gender



Graph 2 - Percentage of Students in ICP Sample Group by Gender
Source: CCIC 2025 Advisory Workgroup Sample Data. *n*=133



Graph 3 - Percentage of Students in ICP Sample Group by Race
 Source: CCIC 2025 Advisory Workgroup Sample Data. *n*=133

IV. Identified Challenges and Barriers

As ICPs expand across California, they continue to demonstrate powerful outcomes for students with IDD. However, despite these successes, programs face a complex landscape of structural and institutional barriers that impede equitable access and sustainability. Through the Workgroup’s discussions, site-based convenings, and empathy interviews regarding funding, several recurring challenges emerged, ranging from fragmented systems, inconsistent funding, limited P–12 awareness about postsecondary opportunities for IDD students, faculty preparedness, and persistent ableism. Addressing these challenges is essential to scaling inclusive postsecondary education in a way that is both effective and equitable. The following section outlines the most pressing barriers identified by program leaders and partners.

Funding Insecurity

An ongoing and overarching challenge facing ICPs throughout California is the lack of stable, sustainable funding to create, implement, and expand programs. The need for support with identifying potential funding sources to establish, sustain, or expand their ICP was frequently cited. Program leaders emphasized that financial support is often inconsistent and highly dependent on grants, individual partnerships, and

relationships with local Regional Centers and local DOR offices, creating significant inequities across programs and campuses throughout the state. Some programs, through strong local partnerships, have been able to offer more comprehensive support than those navigating the agency approval process independent of their local partners. These barriers ultimately limit equitable student access and program sustainability, due in part to regional practices and guidelines. During the Workgroup convenings, the lack of funding was identified as a barrier to expanding programs. In years past, a Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) federal grant was offered to colleges and universities for the expansion and sustainability of programs. With the uncertainty of federal funding, the Workgroup maintained a supportive stance and CCIC was ready to assist ICPs with the development and submission of federal comprehensive transition and postsecondary program applications.

Resolving the financial insecurity does not end with identifying sources of funding. While some programs have successfully cultivated strong funding partnerships, for example, through local DOR offices, these successes are often the result of individual regional program initiative rather than a coordinated, statewide approach. Navigating the application process for potential funding sources and student financial assistance opportunities is also challenging. One program reported that all ten of its students received full financial support from DOR, including tuition, fees, transportation, textbooks, and technology. This was made possible by direct engagement with a local DOR supervisor and a case manager who understood how inclusive postsecondary education mapped directly to employment goals and, as such, were able to streamline the application process. However, such outcomes were not found to be the norm. Other ICPs reported challenges in establishing consistent communication with their local DOR or Regional Center offices, noting frequent delays, unclear processes, or a lack of follow-through on vendor applications. Additionally, where strong funding partnerships exist, programs reported a strong correlation between individual leaders within local DOR and Regional Center offices having existing knowledge about ICPs, and greater support of ICPs.

Some programs report having spent years attempting to become vendor providers, submitting multiple applications without progress. This lack of ability to acquire vendorization has led to families having to bridge the costs of the program in the interim. Even where progress has been made, at least half of the universities participating in the Workgroup shared how their programs lack clarity about which services are billable and how funding streams can be structured to support critical aspects of the program. This variability across regions of the state highlights the

urgent need for a more streamlined approach that can better guide programs through vendorization, contract negotiation, and sustainable budgeting practices.

A sentiment shared at every convening was the concern that the reliance on short-term grant funding and small internal awards creates operational strain. Programs that initially launched with state or federal grant support, such as the DDS-funded initiative that provided seed money to several CSU campuses, often lose critical staffing and administrative capacity when the grant period ends. One program reported that the expiration of such a grant led to the loss of faculty release time and a part-time assistant, which significantly limited their ability to maintain or expand the program. Additionally, internal financial awards, such as those used to support graduate student mentors, are competitive, modest, and not guaranteed year-to-year. Two universities reported that their Regional Center funding, which had previously been secured for students, was reduced and then restricted as a result of another Regional Center office determining their funding could not be used for ICP attendance, thus creating a domino effect of lost funding.

This patchwork approach to funding is highly dependent on local advocacy, temporary grants, and volunteer labor, posing significant barriers to scaling inclusive postsecondary education programs equitably and sustainably. Workgroup members stressed the importance of developing a more coordinated and predictable funding infrastructure to support long-term program planning, consistent staffing, and equitable student access statewide.

Fragmented Systems and Lack of Standardization

A common theme expressed at every Workgroup convening by ICPs and through interviews with program leaders is the absence of streamlined, standardized statewide processes, policies, and systems for equitable implementation and support. ICPs have had to navigate highly variable processes while working with local Regional Centers and local DOR offices, leading to inconsistent access to funding and services. Each program is often required to develop individual Memoranda of Understanding (MOUs) and vendor relationships, a time-consuming process that places disproportionate strain on small or emerging programs. Workgroup members have requested technical assistance and partnership between DOR, DDS, CDE, and CCIC to develop and make available standardized tools such as statewide MOUs, Individual Program Plan (IPP) templates, a shared collection of model agreements, and a systematic approach to local Regional Center and DOR office collaboration. Facilitating collaboration between LEAs, Regional Centers, local DOR field offices, and ICPs is essential to supporting students with IDD and their parents, families, and supporters as they plan for postsecondary transition. The

current fragmentation within the system also underscores the need for ICPs to align with federal requirements, standards, and quality indicators established by the National Center for Information and Technical Support for Postsecondary Students with Disabilities. By adhering to these national guidelines, ICPs can promote greater consistency and coherence across programs, ensure accessibility and accountability, and ultimately enhance student outcomes and program sustainability for individuals with IDD.

Gaps in P–12 Preparation and Transition Awareness

Inclusive college programs frequently encounter students who are underprepared due to systemic shortcomings in P–12 education, including academic limitations in literacy skills and a lack of preparation in independent living skills, self-advocacy, and personal care. Outdated instructional models, particularly in separate P–12 educational settings, lack academic rigor and perpetuate low expectations for students with IDD. These low expectations contribute to limited college readiness. Students with IDD are disproportionately served in separate settings, which creates an inherent barrier to future inclusion and access to academic rigor. High schools are often unaware of the existence of ICPs, and transition planning tends to prioritize day programs and certificates of completion over earning a high school diploma and seeking inclusive postsecondary options. As a result, students and families may be discouraged or misdirected during critical decision-making periods. The Workgroup identified a need for broader awareness campaigns and professional learning opportunities for P–12 educators to elevate inclusive college as a viable and desirable option and to offer financial planning workshops earlier in the transition process.

College Faculty Preparedness and Engagement

While strong faculty partnerships have been identified as key to successful ICP implementation, many university professors and faculty report feeling underprepared to support students with IDD in their classrooms. They may not receive sufficient training in Universal Design for Learning (UDL), inclusive culturally relevant pedagogy, or disability awareness, which can sometimes result in hesitation to welcome students with IDD into their courses. In some cases, professors may fail to review individual students' academic contracts or remain unresponsive to students' needs and accommodations. These gaps may result in students feeling like guests rather than full members of their campus and classroom communities.

Workgroup members recommended targeted professional learning modules for professors, faculty, and campus personnel, along with intentional strategies to meaningfully center students with IDD in the academic and social fabric of the

university. It was reported that faculty partnerships found success where funding supported release time or stipends to ensure faculty preparedness. Faculty engagement improved when programs had stable administrative funding to coordinate training and mentorship. Holding meetings and annual workshops to share best practices and provide technical assistance can support developing, establishing, and expanding ICPs.

Ableism

Ableism can be characterized as prejudice or discrimination toward individuals with disabilities, either subtly or directly, portraying individuals with disabilities as inherently inferior to nondisabled people. Deeply entrenched ableism was identified by the Workgroup as one of the most pervasive barriers to the advancement of ICPs, impacting students with IDD across both P–12 and higher education systems. Within P–12 settings, ableist beliefs among educators often manifest in low expectations, limited encouragement for students to pursue postsecondary opportunities, and a reluctance to provide access to the general education curriculum. As a result, many students with IDD are directed toward certificates of completion rather than high school diplomas, leaving them underprepared for college-level academics. This systemic marginalization restricts their options before students with IDD even reach the threshold of higher education.

Workgroup members report ableism as persisting on college campuses as well. They reported encountering resistance when advocating for students to enroll in courses aligned with their interests or to participate in hallmark university experiences, such as commencement ceremonies. As a result, some ICPs reported having to hold their own separate graduations. Program leaders also described challenges in establishing partnerships with campus departments and community employers, often because of deeply held assumptions about what students with IDD can or cannot do. These limiting mindsets restrict students' access to meaningful academic, employment, and social opportunities. The Workgroup emphasized the urgent need to reframe inclusive postsecondary education as a civil right and social justice imperative. Creating a truly inclusive campus culture demands more than procedural access; it requires active, ongoing efforts to confront and dismantle ableist structures. This includes strategic communication, institution-wide training on disability and inclusivity, as well as visible leadership commitment.

V. Recommendations

Building on the key themes and insights surfaced through the Workgroup convenings, ICP leaders also articulated a clear and strategic vision for how the CCIC can most effectively serve to meet the needs of ICPs as a statewide technical

assistance center. Their recommendations reflect the real-world needs of ICPs navigating complex systems, as well as a shared commitment to expanding equitable access and improving outcomes for students with IDD. This section outlines both the immediate priorities and long-term aspirations identified by the Workgroup to guide the CCIC's technical assistance, systems coordination, and statewide leadership efforts.

Develop Practical Tools and Statewide Resources

One of the most immediate and consistent recommendations focused on the need for clear, user-friendly tools to help campuses navigate the complex systems that surround inclusive postsecondary education. Program leaders expressed a strong desire for the CCIC to develop implementation-ready resources, including tool kits that outline the steps for securing funding through the DOR and Regional Centers, examples of vendor contracts, and guidance for obtaining Comprehensive Transition and Postsecondary program status. Because many campuses are forced to develop these materials independently, this redundancy not only wastes time and effort but also creates inconsistency in student access across regions. A shared library of statewide templates, sample documents, and proven funding models and tool kits would provide the needed support for both new and existing programs. Additionally, CCIC will develop information and materials about inclusive colleges, which will include information about ICP services, supports, accommodations, mentoring, and employment. This information will be disseminated to LEAs, local DOR offices, Regional Centers, students, and families.

The limited pool of identified potential funding sources for establishing, sustaining, and expanding ICPs can be expanded through shared information and resources through CCIC meetings and information sharing systems such as a website. In addition to identifying potential funding sources, the CCIC can develop resources and partner with ICPs to assist with applying for potential funding sources and student financial assistance opportunities. To assist ICPs in preparing and submitting federal comprehensive transition and postsecondary program applications, CCIC will offer technical assistance through webinars, one-on-one consultations, and interactive workshops.

Additionally, the current fragmentation within the system highlights the importance of aligning with federal requirements, standards, and quality indicators identified by the National Center for Information and Technical Support for Postsecondary Students with Disabilities. Statewide support and shared resources provided by the CCIC will be critical in equipping ICPs with templates, tool kits, and guidance to meet these national guidelines. By developing and disseminating practical tools and statewide

resources, the CCIC can help ICPS align with the federal requirements, standards, and quality indicators. This coordinated approach not only addresses the lack of standardization but also fosters coherence, accessibility, and accountability. Ultimately, these statewide supports will enhance student outcomes and ensure the long-term sustainability of ICPs throughout California, positioning them to lead in quality and equity for all students.

Build Faculty and Campus Capacity

The Workgroup emphasized the critical role faculty and staff play in creating inclusive campus environments. While many professors are eager to support students with IDD, they often lack the training or resources needed to do so effectively. The CCIC was encouraged to develop professional learning opportunities for university faculty focused on alignment to federal requirements, standards, and quality indicators, UDL, inclusive instructional strategies, culturally responsive pedagogy, and disability awareness. By providing accessible training modules and highlighting the voices of faculty already engaged in this work, the CCIC can help shift perceptions, build faculty confidence, and foster a culture of shared responsibility for inclusion across academic departments and student services. Furthermore, by holding meetings and annual workshops to share best practices and provide technical assistance, the CCIC can support the development of intercollegial information and resource distribution or expansion.

Strengthen Family Engagement and Early Awareness

Families are essential partners in the success of ICPs, but many may have limited awareness or access to accurate information about postsecondary options. The Workgroup urged the CCIC to prioritize the creation of family-centered materials that are multilingual, culturally responsive, and grounded in a strengths-based vision of disability. Also identified was a need for accessible information geared towards families of students who may want to attend ICPs on topics such as academically preparing for college, saving and paying for education, and navigating supports for college from DOR and Regional Centers. Recommendations also included the facilitation of regular meetings to inform and educate educational partners about inclusive college and ongoing practices to improve access to academics and support services. In addition, the CCIC can play a key role in helping families understand and confront ableism, particularly when it comes to advocating for inclusion and supporting self-determination. Reaching families earlier in the P–12 journey, particularly during middle school and high school years, was identified as a critical step in shifting long-standing beliefs and expectations.

Support the P–12 to College Transition

Workgroup members also identified the need for more robust collaboration between P–12 systems and ICPs. Too often, students with IDD exit high school underprepared for postsecondary education, not because of their capabilities, but because of systemic barriers, limited access to the general education curriculum, especially reading and writing, and low expectations. To support transition, the Workgroup recommended that the CCIC develop tools and training opportunities for P–12 educators, transition teams, and Special Education Local Plan Areas (SELPAAs). Building awareness of ICPs within secondary education and aligning individualized education program goals with inclusive college pathways will be essential in building a stronger and more equitable pipeline. To help students with IDD and their families plan for postsecondary transition, CCIC will create collaborative spaces and foster partnerships among LEAs, Regional Centers, DOR field offices, and ICPs. By encouraging communication, sharing resources, and promoting best practices, CCIC aims to build a more integrated, equitable, and supportive inclusive higher education access and opportunities.

VI. Conclusion

The CCIC stands at a pivotal moment in the evolution of inclusive postsecondary education in California. Through the Workgroup process, per statute, a diverse group of program leaders, faculty, and practitioners from across the UC and CSU systems have shared invaluable insights about what works, where the barriers lie, and what is most urgently needed to build truly inclusive post-secondary education programs at colleges and universities for students with IDD.

Throughout the convenings, Workgroup members articulated not only their immediate technical assistance needs but also a bold, long-term vision for what inclusive postsecondary education in California should and can become. This includes ensuring that ICPs are fully embedded within the culture and infrastructure of their institutions, not positioned on the margins. Programs must be aligned with system-wide goals around equity and student success and included in their strategic planning efforts.

The Workgroup also called for statewide alignment with quality standards, including the adoption of national benchmarks developed by Think College, a national technical assistance, research, and evaluation center. These standards are essential to ensuring program consistency, transparency, and long-term sustainability. At the same time, participants emphasized the importance of centering students themselves, not just as beneficiaries, but as leaders, ambassadors, and cocreators

of inclusive postsecondary systems. Their voices must inform all aspects of CCIC's work moving forward.

In short, the groundwork for ICPs has been established. California is home to a growing network of ICPs that are achieving remarkable outcomes. The insights captured in this report demonstrate that with the right supports, such as aligned systems, stable funding, informed faculty, and empowered students and families, students with IDD can and do thrive in college. The CCIC is now well-positioned to support this momentum toward scalable statewide impact.

The next steps for the CCIC include expanding collaborative spaces with educational partners, including students, parents, CDE, DDS, DOR, LEAs, and public postsecondary institutions. The goal of these collaborative spaces will assist with the continuous improvement of California's inclusive college offerings. Additionally, CCIC will create and disseminate technical assistance materials by developing a robust public-facing website and deepening engagement with Think College, state partners, educators, students, families, and other key collaborators. The materials will include resources about California's array of inclusive college programs, including services, supports, internships, mentoring, and employment opportunities. The information will be provided via CCIC's website, conferences, presentations, transition fairs, and other opportunities. In addition, the CCIC will continue to formalize a cross-campus network that supports innovation, peer learning, and student leadership. With this collaborative infrastructure in place, the CCIC can help California colleges and universities expand inclusive postsecondary education opportunities to meet the growing demand of students with IDD who see college in their futures.

VII. Appendices

Appendix A. Statute and Report Crosswalk Table

Statute Section	Requirement	Report page(s)
66032.2(c)(1)	Assisting California inclusive college programs in aligning with the federal requirements, standards, and quality indicators identified by the National Center for Information and Technical Support for Postsecondary Students with Disabilities and the coordinating center described in Section 1140q(b) of Title 20 of the United States Code, pursuant to Section 1140q of Title 20 of the United States Code.	13, 14, 17, 18
66032.2(c)(2)	Assisting California inclusive college programs with the development and submission of federal comprehensive transition and postsecondary program applications.	13, 17
66032.2(c)(3)	Facilitating collaboration between local educational agencies, regional centers, local Department of Rehabilitation field offices, and inclusive college programs to support students with intellectual disabilities and their parents, families, and supporters to plan for postsecondary transition.	14, 19
66032.2(c)(4)	Assisting public postsecondary educational institutions and inclusive college programs with the identification of potential funding sources to establish, sustain, or expand upon inclusive college programs, including student financial assistance opportunities.	12-14, 17
66032.2(c)(5)	Supporting inclusive college programs with guidance and assistance when applying for potential funding sources and student financial assistance opportunities.	12, 14, 17
66032.2(c)(6)	Holding meetings and annual workshops to share best practices and provide technical assistance on developing and establishing an inclusive college program, including opportunities to transition two-year programs to four-year programs and to incorporate a residential living component.	15-16, 18
66032.2(c)(7)	Disseminating to local educational agencies, local Department of Rehabilitation field offices, and regional centers information about, but not limited to, all of the following:	17, 20

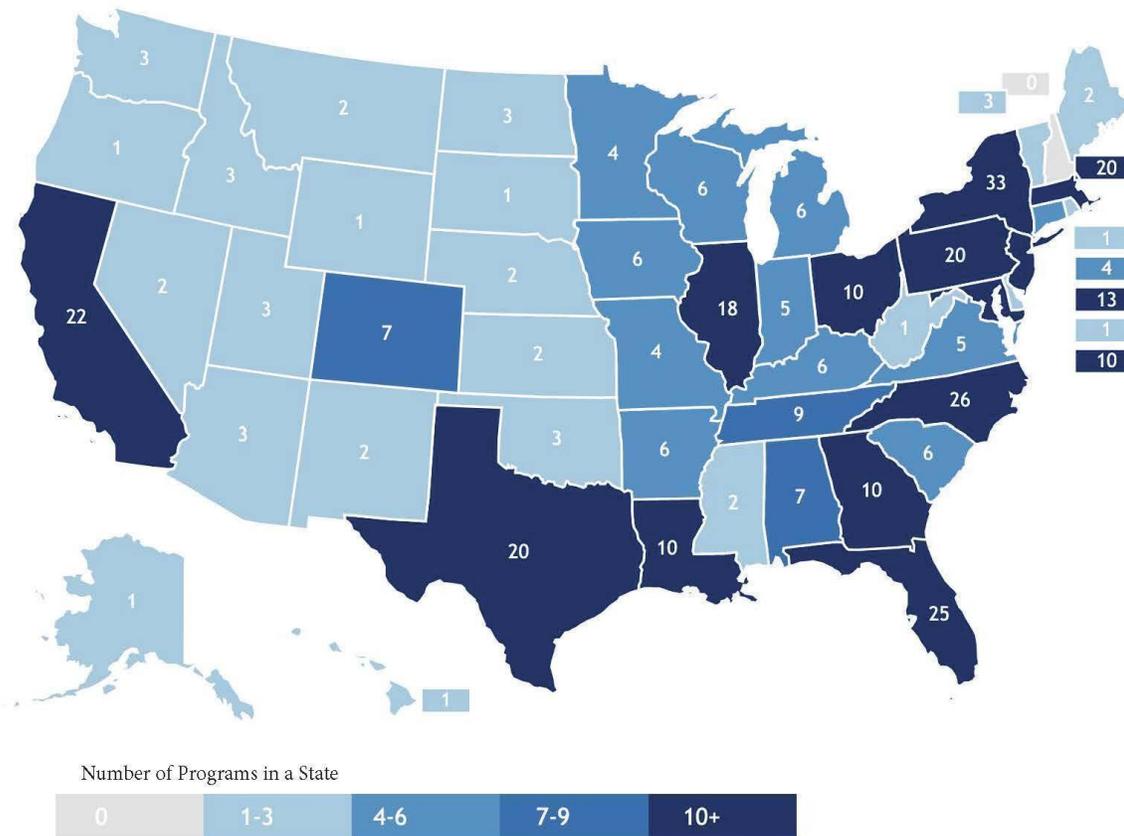
Statute Section	Requirement	Report page(s)
	<p>(A) Education programs, services, and resources that are available at inclusive college programs.</p> <p>(B) Supports, accommodations, technical assistance, and training provided by inclusive college programs.</p> <p>(C) Mentoring, networking, and employment opportunities available at inclusive college programs.</p>	
66032.2(c)(8)	<p>Meeting regularly with interested parties, including, but not limited to, people with intellectual disabilities and their parents, families, and supporters; staff of the State Department of Education, the State Board of Education, the State Department of Developmental Services, the Department of Rehabilitation, and the State Council on Developmental Disabilities; and public postsecondary educational institutions, with the goal of providing continuous improvement to the delivery of inclusive college programs to students with intellectual disabilities, by doing both of the following:</p> <p>(A) Identifying federal grant funding opportunities for state agencies and assisting inclusive college programs in investigating options for long-term programmatic and fiscal sustainability.</p> <p>(B) Sharing best practices, barriers, and challenges to establishing or expanding inclusive college programs.</p>	18, 20

Appendix B. Map of Inclusive College Programs

The following maps provide information about the number of inclusive college programs (ICPs) throughout the United States and California.

Map 1 identifies each state and the number of ICPs within the state. The information from Map 1 was gathered from Think College, a national federally-funded technical assistance, research, and evaluation center. The diagram below lists the number of self reported programs in individual states that are affiliated with an accredited college or university that serves students with intellectual disabilities, and as of October 2025, there are 361 postsecondary programs nationally.

Map 1



Think College, "College Search," accessed October 27, 2025, <https://thinkcollege.net/college-search>

Map 2 identifies inclusive college programs in California. Within California, there are 22 colleges and universities with ICPs according to Think College.

For a growing list of California programs, visit the California Center for Inclusive College (CCIC) website at: <https://www.cainclusivecolleges.org/programs.html>.

Note: California Center for Inclusive College (CCIC) will be updating its website with new programs as they become available and also with existing programs not noted on the Think College website. Detailed program data (including from community college programs) is being collected in year two of CCIC grant.

Map 2



California Center for Inclusive College, "Colleges and Universities," accessed October 27, 2025, <https://www.cainclusivecolleges.org/programs.html>

Appendix C. Glossary

Acronyms

AB - Assembly Bill
CA - California
CDE - California Department of Education
CCIC - California Center for Inclusive College
CSU - California State University
DDS - Department of Developmental Services
DOR - Department of Rehabilitation
EC - Education Code
ICP - Inclusive College Program
IDD - Intellectual and Developmental Disabilities
IPP - Individual Program Plan
IPSE - Inclusive Postsecondary Education
LACOE - Los Angeles County Office of Education
MOU - Memorandum of Understanding
SCOE - Sacramento County Office of Education
SELPA - Special Education Local Plan Area
UC - University of California

Glossary of Terms

California Center for Inclusive College: CCIC, as a technical assistance center, supports the development and expansion of Inclusive College Programs (ICP) at California colleges and universities. ¹

Inclusive college program (ICP): In accordance with California *EC* Section 66032.1(b), inclusive college programs (ICPs) are defined as a college program administered by a public postsecondary educational institution for students with intellectual disabilities in the state that offers students an inclusive program of study that includes opportunities to take courses, learn independent living skills, have employment experiences, and engage in social activities and organizations in a setting with other peers with and without disabilities, and that requires students with intellectual disabilities to have at least one-half of their participation in the program, as determined by the institution, focus on academic components through one or more of the following activities:

- Taking credit-bearing courses with students with and without disabilities.
- Auditing or otherwise participating in courses with students with and without disabilities for which the student does not receive regular academic credit.

¹ California Center for Inclusive College (CCIC), "Home," accessed October 26, 2025, <https://cainclusivecolleges.org/>

- Taking noncredit-bearing, nondegree courses with students with and without disabilities.
- Participating in internships or work-based training in settings with individuals with and without disabilities.

Inclusive postsecondary education (IPSE): Inclusive postsecondary education, or IPSE, is a college or university that intentionally includes students with intellectual disability alongside students without disabilities. Students attending IPSE programs enroll in classes with peers with and without disability. Students have access to internships, social clubs, Greek Life, athletics, recreation, residence and dining halls, campus offices, and employment opportunities. Students take classes for audit or credit and work toward earning a certificate or credential. When they have completed their coursework, they graduate from their program and go on to more learning opportunities or to live and work in the community.²

Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID): The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) provides 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. The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) provides 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.³

² Stinnett, C.V., Lazo, R., & Pound, S. (2023). "Think Higher. Think College." A Resource Guide for Inclusive Postsecondary Education for Students with Intellectual Disability. Institute for Community Inclusion University of Massachusetts Boston.

³ U.S. Department of Education, "Transition and Postsecondary Programs for Students with Intellectual Disabilities," accessed October 26, 2025, <https://www.ed.gov/grants-and-programs/grants-special-populations/grants-individuals-disabilities/transition-and-postsecondary-programs-students-intellectual-disabilities>.

Appendix D. Resources

Stinnett, C.V., Lazo, R., & Pound, S. (2023). "Think Higher. Think College." A Resource Guide for Inclusive Postsecondary Education for Students with Intellectual Disability. Institute for Community Inclusion University of Massachusetts Boston.

https://thinkhighered.net/uploads/TCcampaign-resource-booklet_R-fixed.pdf

This comprehensive resource guide offers practical tools, strategies, and insights for educators, families, and institutions to foster meaningful college opportunities that promote academic, social, and career success for students with intellectual disabilities.

Appendix E. Acknowledgments

We are incredibly thankful to the members of the California Center for Inclusive College (CCIC) Advisory Workgroup who generously devoted time and shared their deep knowledge and expertise to inform this report.

Workgroup Members

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- Kelli Sanderson, California State University, Long Beach
- Ellen Stohl, California State University, Northridge
- Ryan Wilson, California State University, Fresno

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