

DRAFT

SUMMARY

Digest: Tells the HECC to create a college program for youth with certain disabilities. Sets forth the needs for the program. Gives money to the HECC for the program. Creates a task force to look into possible law changes to improve the experience of students with certain disabilities. Ends the task force on January 2, 2028. Declares an emergency and takes effect on July 1, 2025. (Flesch Readability Score: 60.4).

Requires the Higher Education Coordinating Commission to work with Portland State University and community colleges to establish a post-secondary program for youth with intellectual and developmental disabilities. Specifies the requirements of the program.

Appropriates moneys to the commission for allocation to Portland State University to support the Career and Community Studies program.

Appropriates moneys to the commission for allocation to community colleges that participate in establishing a program for youth with intellectual and developmental disabilities.

Establishes the Task Force on Ensuring Post-Secondary Educational Opportunities for Individuals with Disabilities for the purpose of investigating whether statutory changes would improve the experience and outcomes of students with disabilities.

Sunsets the task force on January 2, 2028.

Declares emergency, effective July 1, 2025.

A BILL FOR AN ACT

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2 Relating to post-secondary education for individuals with disabilities; and
3 declaring an emergency.

4 **Be It Enacted by the People of the State of Oregon:**

5 **SECTION 1. (1) The Higher Education Coordinating Commission**
6 **shall work with Portland State University and community colleges**
7 **operated under ORS chapter 341 to establish a program that provides**
8 **a full post-secondary educational experience for youth with intellec-**

NOTE: Matter in **boldfaced** type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted. New sections are in **boldfaced** type.

1 tual and developmental disabilities.

2 (2) The program established under subsection (1) of this section
3 shall:

4 (a) Establish and plan for the expansion of an individualized model
5 of support that provides the opportunity to learn and succeed within
6 a community college experience to youth with intellectual and devel-
7 opmental disabilities who enroll in a two-year program at participating
8 community colleges;

9 (b) Ensure that youth with intellectual and developmental disabili-
10 ties who complete a two-year program at participating community
11 colleges have the option to complete their studies in the nondegree
12 prebaccalaureate Career and Community Studies program at Portland
13 State University;

14 (c) Provide individualized support for youth with intellectual and
15 developmental disabilities across inclusive academic, employment and
16 social engagement activities at the campus of each participating
17 community college and at Portland State University;

18 (d) Include, to the degree possible, partnership with community
19 stakeholders and nonprofit organizations to provide needed employ-
20 ment and community living supports to youth with intellectual and
21 developmental disabilities;

22 (e) Prepare youth with intellectual and developmental disabilities
23 for post-graduation outcomes, including pathways to employment that
24 are aligned with career goals and that promote independent living and
25 engagement within neighborhoods and communities;

26 (f) Support the commitment of community college and public uni-
27 versity faculty to establish instructional routines that serve a full
28 range of learners through a focused universal design for learning; and

29 (g) Support equitable access to an inclusive college experience for
30 youth with intellectual and developmental disabilities by encouraging
31 undergraduate students and graduate students to serve as academic

1 coaches, peer navigators and career counselors for youth with intel-
2 lectual and developmental disabilities.

3 (3) As used in this section, “youth with intellectual and develop-
4 mental disabilities” means individuals between 16 and 26 years of age
5 with an intellectual or developmental disability who:

6 (a) Require modifications to the standard academic curriculum in
7 order to successfully engage in coursework, integrated supported em-
8 ployment and social activities; and

9 (b)(A) Enroll in the nondegree prebaccalaureate Career and Com-
10 munity Studies program at Portland State University; or

11 (B) Enroll at a community college in a two-year program that is
12 developed under this section.

13 SECTION 2. In addition to and not in lieu of any other appropri-
14 ation, there is appropriated to the Higher Education Coordinating
15 Commission, for the biennium beginning July 1, 2025, out of the Gen-
16 eral Fund, the amount of \$600,000, to be allocated to Portland State
17 University for the support of the Career and Community Studies pro-
18 gram, including the academic support, job development and employ-
19 ment services components of the program.

20 SECTION 3. In addition to and not in lieu of any other appropri-
21 ation, there is appropriated to the Higher Education Coordinating
22 Commission, for the biennium beginning July 1, 2025, out of the Gen-
23 eral Fund, the amount of \$900,000, to be allocated to community col-
24 leges that participate in establishing the program for youth with
25 intellectual and developmental disabilities described in section 1 of this
26 2025 Act.

27 SECTION 4. (1) The Task Force on Ensuring Post-Secondary Edu-
28 cational Opportunities for Individuals with Disabilities is established.

29 (2) The task force consists of 19 members appointed as follows:

30 (a) The President of the Senate shall appoint two members from
31 among members of the Senate.

1 **(b) The Speaker of the House of Representatives shall appoint two**
2 **members from among members of the House of Representatives.**

3 **(c) The Governor shall appoint:**

4 **(A) Five members who are:**

5 **(i) Current or former students at public universities listed in ORS**
6 **352.002 and community colleges operated under ORS chapter 341; and**

7 **(ii) Members of a diverse range of disability communities;**

8 **(B) Five members who are disability community advocates; and**

9 **(C) Five members who are staff from public universities and com-**
10 **munity colleges who have worked with students with disabilities.**

11 **(3) The task force shall investigate whether statutory changes, in-**
12 **stitutional policy changes or financial investments would improve the**
13 **experience and outcomes of students with disabilities.**

14 **(4) A majority of the voting members of the task force constitutes**
15 **a quorum for the transaction of business.**

16 **(5) Official action by the task force requires the approval of a ma-**
17 **jority of the voting members of the task force.**

18 **(6) The task force shall elect one of its members to serve as chair-**
19 **person.**

20 **(7) If there is a vacancy for any cause, the appointing authority**
21 **shall make an appointment to become immediately effective.**

22 **(8) The task force shall meet at times and places specified by the**
23 **call of the chairperson or of a majority of the voting members of the**
24 **task force.**

25 **(9) The task force may adopt rules necessary for the operation of**
26 **the task force.**

27 **(10) The task force shall submit a report in the manner provided**
28 **by ORS 192.245, and may include recommendations for legislation, to**
29 **the interim committees of the Legislative Assembly related to higher**
30 **education no later than September 15, 2026.**

31 **(11) The Higher Education Coordinating Commission shall provide**

1 staff support to the task force.

2 (12) Members of the Legislative Assembly appointed to the task
3 force are nonvoting members of the task force and may act in an ad-
4 visory capacity only.

5 (13) Members of the task force who are not members of the Legis-
6 lative Assembly are not entitled to compensation or reimbursement
7 for expenses and serve as volunteers on the task force.

8 (14) All agencies of state government, as defined in ORS 174.111, are
9 directed to assist the task force in the performance of the duties of the
10 task force and, to the extent permitted by laws relating to
11 confidentiality, to furnish information and advice the members of the
12 task force consider necessary to perform their duties.

13 (15) As used in this section:

14 (a) “Disability communities” includes individuals with intellectual
15 and developmental disabilities, individuals with physical disabilities,
16 individuals who utilize mobility aids, individuals with mental illness,
17 neurodivergent individuals, individuals with vision impairment, indi-
18 viduals who are deaf or hard of hearing, individuals with acquired
19 brain injuries and individuals with acquired spinal injuries.

20 (b) “Neurodivergent individuals” includes individuals who have
21 autism, attention-deficit/hyperactivity disorder, dyslexia, dyscalculia
22 or obsessive compulsive disorder.

23 SECTION 5. Section 4 of this 2025 Act is repealed on January 2, 2028.

24 SECTION 6. This 2025 Act being necessary for the immediate pres-
25 ervation of the public peace, health and safety, an emergency is de-
26 clared to exist, and this 2025 Act takes effect on July 1, 2025.

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