

**FISCAL IMPACT OF PROPOSED LEGISLATION**

**Measure: HB 3264**

Seventy-Seventh Oregon Legislative Assembly – 2013 Regular Session  
Legislative Fiscal Office

*Only Impacts on Original or Engrossed  
Versions are Considered Official*

Prepared by: Tim Walker  
Reviewed by: Doug Wilson  
Date: 05/16/2013

**Measure Description:**

Establishes pilot program for purpose of assisting students with disabilities to make transition into life after high school.

**Government Unit(s) Affected:**

Education Service Districts (ESD), Department of Education, School Districts

**Summary of Expenditure Impact:**

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|                    | 2013-15 Biennium | 2015-17 Biennium |
|--------------------|------------------|------------------|
| General Fund       | \$226,959        |                  |
| Lottery Funds      |                  |                  |
| Other Funds        |                  |                  |
| Federal Funds      |                  |                  |
| <b>Total Funds</b> | <b>\$226,959</b> | <b>\$0</b>       |
| Positions          | 2                |                  |
| FTE                | 0.75             |                  |

**Local Government Mandate:**

This bill does not affect local governments' service levels or shared revenues sufficient to trigger Section 15, Article XI of the Oregon Constitution.

**Analysis:** This bill establishes a pilot program in the Oregon Department of Education (ODE) to partner with five school districts to develop a program that will assist students with disabilities in making the transition to life after high school.

ODE would need to establish and maintain the pilot program, provide management and support, monitor progress, establish a progress reporting system and collect and report results to the Legislature. ODE estimates these services will cost approximately \$127,000. The bill also appropriates \$100,000 to provide grants to the five school districts selected to participate in the pilot program.

School districts do not anticipate a fiscal impact outside of the grants received to establish the pilot programs.

**PRELIMINARY STAFF MEASURE SUMMARY**

CARRIER:

House Committee on Education

**REVENUE:** May have revenue impact, statement not yet issued**FISCAL:** May have fiscal impact, statement not yet issued**SUBSEQUENT REFERRAL TO:** Joint Committee on Ways and Means**Action:****Vote:**

Yeas:

Nays:

Exc.:

**Prepared By:** Rick Berkobien, Administrator**Meeting Dates:** 4/1

**WHAT THE MEASURE DOES:** Directs Department of Education to establish pilot program for purpose of helping students with disabilities transition to life after high school. Directs school districts, under the pilot program, to develop and implement strategies: to provide students with disabilities information about opportunities available after high school; to assist in applying for post-secondary funding; securing employment; and to access support services. Directs Department of Education to identify at least five districts to participate in pilot program including: one school district that serves 10,000 or more students; one small school district; and one school district that serves a rural community. Directs Department of Education to award grants to school districts participating in pilot program. Declares emergency, effective on passage.

**ISSUES DISCUSSED:****EFFECT OF COMMITTEE AMENDMENT:**

**BACKGROUND:** The transition from high school to young adulthood is a critical stage for all teenagers; and for students with special needs, this stage requires extra planning and goal setting. Factors to consider include post-secondary education, the development of career and vocational skills, as well as the ability to live independently. The first step in planning for a successful transition is developing the student's transition plan.

A transition plan is the section of the Individualized Education Program (IEP) that outlines transition goals and services for the student. The transition plan is based on a high school student's individual needs, strengths, skills, and interests. Transition planning is used to identify and develop goals which need to be accomplished during the current school year to assist the student in meeting his post-high school goals.

The federal Individuals with Disabilities Education Act (IDEA) requires that in the first IEP that will be in effect when the student turns 16 years of age, his annual IEP must include a discussion about transition service needs. A statement of those needs, based upon his transition assessment and future goals, must then be written into his IEP. The IDEA mandates that the annual IEP meeting focus on more specific planning and goal setting for the necessary transition services. Factors to be included are: academic preparation, community experience, development of vocational and independent living objectives, and, if applicable, a functional vocational evaluation. The agreed upon plans must then be documented in the student's IEP. The law also requires that a statement of the student's transition goals and services be included in the transition plan. Schools must report to parents on the student's progress toward meeting his transition goals.

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*This summary has not been adopted or officially endorsed by action of the committee.*