
MEMORANDUM

Legislative Fiscal Office
900 Court St. NE, Room H-178
Salem, Oregon 97301
Phone 503-986-1828
FAX 503-373-7807

To: *Education Subcommittee*

From: *Tim Walker, Legislative Fiscal Office*
(503) 986-1827

Date: June 6, 2013

Subject: *HB 3264 A*
Work Session

HB 3264 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.

The measure had a public hearing in this Subcommittee on May 21, 2013.

The Work Session packet, including measure, staff measure summary, and amendment are available on the Oregon Legislative Information System (OLIS). The measure has no revenue impact and a fiscal impact.

Amendment

The –A2 amendment changes the appropriation language to reflect appropriating \$50,000 General Fund to the Department of Education to fund grants for pilot programs.

Motion #1: Move the –A4 amendment to HB 3264.

Measure as Modified

The measure, as amended, is recommended to be moved to the full Committee on Joint Ways and Means.

Motion #2: Move HB 3264 to the full committee with a “do pass” recommendation, as modified.

Chair to assign carriers:

Full: _____

House: _____

Senate: _____

FISCAL IMPACT OF PROPOSED LEGISLATION

Measure: HB 3264 - 2

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: 06/10/2013

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:

	2013-15 Biennium	2015-17 Biennium
General Fund	\$69,264	
Lottery Funds		
Other Funds		
Federal Funds		
Total Funds	\$69,264	\$0
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 \$19,000. The bill also appropriates \$50,000 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.

Joint Committee on Ways and Means

Carrier – House: Rep.
Carrier – Senate: Sen.

Revenue:

Fiscal:

Action:

Vote:

House

Yeas:

Nays:

Exc:

Senate

Yeas:

Nays:

Exc:

Prepared By: Tim Walker, Legislative Fiscal Office

Meeting Date: [Full Committee Meeting Date]

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.

ISSUES DISCUSSED:

-

EFFECT OF COMMITTEE AMENDMENT: No 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.

HB 3264-2
(LC 3532)
6/7/13 (HRL/ps)

**PROPOSED AMENDMENTS TO
HOUSE BILL 3264**

1 On page 2 of the printed bill, line 11, delete "\$100,000" and insert
2 "\$50,000".

3
