

## FISCAL IMPACT OF PROPOSED LEGISLATION

Measure: HB 2743

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

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

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### **Measure Description:**

Establishes Task Force on High School and Transition Success for Students with Disabilities.

### **Government Unit(s) Affected:**

Oregon Department of Education (ODE), Legislative Administration Committee (LAC), Department of Community Colleges and Workforce Development (CCWD), Department of Human Services (DHS), Oregon Student Assistance Commission (OSAC), Oregon University System (OUS), Bureau of Labor and Industries (BOLI)

### **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:**

House Bill 2743 establishes the 24-member Task Force on High School and Transition Success for Students with Disabilities charged with studying and making recommendations for increasing post-secondary educational opportunities for students with disabilities. Based on data and information collected, the task force is directed to make recommendations to the Oregon Education Investment Board about specific goals for achievement compacts for school districts, education service districts, community colleges, and public universities. The task force must submit an update to the Legislative Assembly by February 20, 2014, and a final report by July 1, 2014. The bill contains an emergency clause and is effective on passage. The task force sunsets on the convening of the 2015 legislative session.

### Oregon Department of Education (ODE)

The fiscal impact of House Bill 2743 on the Department of Education is estimated to be \$297,932 General Fund [1.50 FTE] for the 2013-15 biennium. The bill requires the collection and analysis of information and data regarding students with disabilities including the:

- Understanding of modified diplomas and extended diplomas by high school counselors, educators, parents and teachers.
- Consideration of modified diplomas and extended diplomas by admissions officers of public universities.
- Application of career related learning standards to students with disabilities as those students prepare to work, including enhancing the ability for those students to participate in internships, apprenticeships and job shadow programs.
- Rate of participation of students with disabilities in high school courses, programs or activities that could result in college credit.
- Standards for documentation to receive student support services for a disability.
- Policies for disability-related accommodations and the administration of college placement exams.
- Use of technology in high school and post-secondary education as an accommodation for students with disabilities.
- Rate of regular diploma graduation for students with disabilities.

- Physical and sensory access for students with disabilities including a long-term plan for improving accessibility to the buildings at community colleges and public universities

The bill also requires the formulation of strategies for:

- Increasing college affordability for students with disabilities and to expand the role of state financial aid.
- Encouraging students with disabilities to consider enrollment in post-secondary education.
- Reaching out to businesses to employ students with alternate diploma options.
- Enabling collaboration between school districts, community colleges, and public universities including the possible payment of school districts to pay for college credits.
- Working with Think College Oregon to increase post-secondary education opportunities for students with disabilities.
- Facilitating the recruitment of students for career pathway programs and apprenticeship programs.
- Enabling high schools to educate students about accommodations, financial aid and student service options available in post-secondary education.

Some of the data required by this bill (such the rate of participation of students with disabilities in high school courses, programs or activities that could result in college credit) are not easily culled from the multiple existing systems (technological and operational). Currently, the tracking and reporting of the required data does not exist in a unified system. In addition, the Department of Education reports that the intense scope of activities and the short timeline to gather information, formulate strategies, and develop legislation would require the establishment of three part-time, limited duration positions: One Education Program Specialist 2 to oversee the data collection and analysis; and two Information Systems Specialist 7 to carry out system programming and modifications. ODE estimates the Personal Services and related Services and Supplies to be \$297,932 General Fund [1.50 FTE] for the 2013-15 biennium.

#### Legislative Administration

The fiscal impact of this bill on the Legislative Administration is indeterminate depending on the number and geographic location of meetings, the scope of the study undertaken, and the donations garnered by the task force. The task force is allowed to accept donations of staff support, office space and equipment from any business or nonprofit entity. At this time, no such entity has been identified. The bill requires the Legislative Administration Committee to provide staff support to the task force. The bill allows the task force to specify the times and places of the meetings. If meetings are held outside the Capitol Building, support staff will incur travel expenses. Although the 2013-15 Legislative Branch budget contains funds allocated for interim committee and task force, if the work required by this task force, or if the cumulative enactment of other legislation with interim committees and task forces exceeds expenditure levels beyond those assumed in the 2013-15 budget, additional General Fund resources may be required.

#### Legislative Assembly

There is no fiscal impact to the Legislative Assembly. All members of the task force serve as volunteers, and are not entitled to compensation or reimbursement.

#### Oregon University Systems (OUS), Oregon Student Access Commission (OSAC), Bureau of Labor and Industries (BOLI), Department of Human Services (DHS), Department of Community Colleges and Workforce Development (CCWD)

The Oregon University Systems, the Oregon Student Access Commission, the Bureau of Labor and Industries, the Department of Human Services, and the Department of Community Colleges and Workforce Development are required to appoint representatives to serve on the task force. The fiscal impact on these agencies is anticipated to be minimal. Each agency will use existing staff and resources to serve the task force in an advisory role.

This bill requires budgetary action for the appropriation of General Fund and position establishment.