

REVENUE: No revenue impact

FISCAL: Fiscal statement issued

Action:	Do Pass as Amended and Be Printed Engrossed and Rescind the Subsequent Referral to the Committee on Ways and Means
Vote:	8 - 0 - 1
Yeas:	Fagan, Gomberg, Gorsek, Huffman, Parrish, Reardon, Whisnant, Gelser
Nays:	0
Exc.:	Sprenger
Prepared By:	Rick Berkobien, Administrator
Meeting Dates:	3/8, 4/12

WHAT THE MEASURE DOES: Establishes Task Force on High School and Transition Success for Students with Disabilities consisting of 21 members to be appointed by Chief Education Officer, including one person with a disability who graduated from high school within five years of the time of appointment; one parent of a student with a disability; and one member from Disability Rights Oregon. Outlines areas of high school transition for the task force to study and upon which to make recommendations. Requires task force to make recommendations to Oregon Education Investment Board (Board) about goals for achievement compacts for school districts, education service districts and other educational entities. Requires task force to recommend legislation based on its study. Stipulates that task force consider how proposed modifications to funding formula align with Board policies state goal for graduation rates and post-secondary educational attainment. Declares emergency, effective on passage.

ISSUES DISCUSSED:

- Composition of task force membership
- Variety of needs of students involved

EFFECT OF COMMITTEE AMENDMENT: Changes composition of task force members to be appointed by the Chief Education Officer and reduces the total number of task force members from 24 to 21 members. Adds to composition of membership: one person with a disability who graduated from high school within five years of the time of appointment; one parent of a student with a disability; and one member from Disability Rights Oregon.

BACKGROUND: The transition from adolescence to adulthood can include employment, postsecondary education, or both. For youth with disabilities, this period can also include transitioning from receiving services and supports from their school district or another youth-oriented service agency to adult services providers. Recognizing the importance of maintaining a continuum of services beyond high school and into adulthood, federal disability legislation requires the inclusion of transition planning in each child's Individualized Education Program. By the time a student reaches the age of 16 (if not before), the IEP *must* include measurable postsecondary goals and identify appropriate transition services. House Bill 2743 recognizes the importance of transition planning by establishing a twenty-one member task force of stakeholders to study issues and make recommendations to the Legislative Assembly.