

REVENUE: No revenue impact

FISCAL: Fiscal statement issued

Action:	Do Pass and Be Referred to the Committee on Ways and Means by Prior Reference
Vote:	9 - 0 - 0
Yeas:	Fagan, Gomberg, Gorsek, Huffman, Parrish, Reardon, Sprenger, Whisnant, Gelser
Nays:	0
Exc.:	0
Prepared By:	Rick Berkobien, Administrator
Meeting Dates:	4/1, 4/17

WHAT THE MEASURE DOES: Directs Oregon Department of Education (ODE) 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 for: 1) providing students with disabilities information about opportunities available after high school; 2) assisting in applying for post-secondary funding; 3) securing employment; and 4) accessing support services. Directs ODE to identify at least five districts to participate in pilot program including: 1) one school district that serves 10,000 or more students; 2) one small school district; and 3) one school district that serves a rural community. Directs ODE to award grants to school districts participating in pilot program. Appropriates \$100,000 of General Fund to establish pilot programs. Declares emergency, effective on passage.

ISSUES DISCUSSED:

- Potential positive outcomes
- Parents' experience with transition services
- Need for legislation

EFFECT OF COMMITTEE AMENDMENT: No amendment.

BACKGROUND: The transition from high school to young adulthood is a critical stage for all teenagers. For students with special needs, this stage may require 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 usually 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 typically 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, the 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.

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