

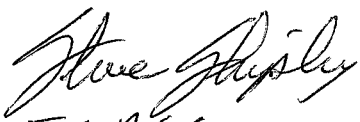
I am very appreciative of my opportunity to be here this morning and participate in the legislative process. Even as we speak, there are people in other parts of the world that are fighting and dying for the right to address their government. I do not take this for granted, but see it as a responsibility and a freedom that is worth fighting for.

The provisions of this bill that refer to the creation of 4 additional PBMAS indicators is problematic for the following reasons:

- 1). §29.0111(1) is identical in content to the State Performance Plan Indicator #13. Transition planning is mandated under the IDEA and these are rules that are already in place.
- 2). §29.0111(2) & (3) Calling for meetings between outside agencies and students and/or their parents require that school districts be held accountable for the actions or inactions of a state agency over which the local school district has no authority or control.
- 3). §29.0111(4) requires that districts be held accountable for the actions or inactions of students, their parents, or the decisions made by employers, potential employers or post-secondary education/training providers. Further complicating the gathering of the data are privacy issues. Once a student has reached the age of majority, their personal lives and that of their families becomes as sacrosanct as any other citizen and the imposition of government intrusion may not be welcome. While the purpose of the intrusion may be well intended it may not be well received. Consequently, holding a district accountable for a percentage of students. . . who held competitive or supported employment for at least six months or attended postsecondary education and training programs for at least one semester, is not justifiable. Further, this same information is gathered through the State Performance Plan, Indicator #14.

The title of Sec. 29.0111 is TRANSITION INFORMATION. If this is indeed the intent of this section, that being the gathering of information, the Performance Based Monitoring and Analysis System should not be used. PBMAS is used by the TEA for the imposition of sanctions and corrective action plans for districts that fail to meet certain standards. It was not designed for any other purpose. The inclusion of the additional indicators asked for in this bill would unnecessarily add to an already complicated program. Currently, there are 8 indicators for NCLB, 10 indicators for Career and Technology, and Bilingual programs have 12. Special Education currently has 18.

I, nor the professionals I represent, would be opposed to this bill if the reference to the creation of 4 additional PLI was to be removed. There are other vehicles for the gathering and disseminating of data related to transition activities that are more appropriate to that purpose. The lowering of the age at which we statutorily begin transition activities is not something we are opposed to. In reality many of our students begin receiving transition services at age 14 or even earlier if the individual situation requires it.

  
TCASE  
806.670.0590