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**FISCAL IMPACT STATEMENT**

**LS 6990**

**BILL NUMBER:** HB 1309

**NOTE PREPARED:** Jan 10, 2012

**BILL AMENDED:**

**SUBJECT:** Educational Equity.

**FIRST AUTHOR:** Rep. Harris

**FIRST SPONSOR:**

**BILL STATUS:** As Introduced

**FUNDS AFFECTED:**  **GENERAL**  
 **DEDICATED**  
 **FEDERAL**

**IMPACT:** State & Local

**Summary of Legislation:** This bill establishes the Office of Educational Equity (Office) within the Department of Education (Department). It provides that the Office shall establish a framework to assist the state and school corporations in recognizing and responding to disproportionality within certain programs. It provides that the Office shall establish a framework to assist the state and school corporations in recognizing and responding to disproportionality. It provides that the Office shall work with other offices and centers within the Department to develop effective monitoring and program development to combat disproportionality that is found in school corporations. It makes conforming amendments.

**Effective Date:** Upon passage.

**Explanation of State Expenditures:** *Summary:* The cost of establishing this office is indeterminable at this time. The cost would depend on the scope of the mandate for the office and the number and qualifications of the individuals selected to staff it. One estimate, based on the number of staff personal assigned to this office when it was previously an agency in the Department of Education, indicated that the cost could be about \$500,000 annually. The funds and resources required could be supplied through existing staff and resources currently being used in another program or with new appropriations. Ultimately, the source of funds and resources required to satisfy the requirements of this bill will depend on legislative and administrative actions.

**Additional Information:**

The bill establishes the Office of Educational Equity to coordinate and monitor issues of disproportionality within and among the following programs, including:

1. Student achievement.
2. Discipline.
3. Special Education.
4. Alternative Education.
5. Dropout prevention and graduation.
6. High ability.

The Office would be headed by an associate superintendent for educational equity, appointed by the state superintendent. Its primary mission would be to assist the state and school corporations in eliminating disproportionality. The Office would create a database system capable of displaying state and school corporation level data on the extent of disproportionality within the program areas outlined above, establish a statewide advisory board to assist the Department in addressing issues associated with disproportionality, work with other departments and agencies to ensure accountability, and coordinate with colleges and universities within the state in conducting disproportionality related research.

Under the bill, the Office would develop guidelines to reduce and eventually eliminate disproportionality that school corporations can incorporate into their strategic continuous improvement plan. The office would also publish an annual report describing the extent of disproportionality at the state and local corporation levels.

As part of its outreach program, the Office shall disseminate information on the various factors that typically influence disproportionality: poverty, unequal educational opportunities, decision making processes that result in unequal outcomes, and cultural effects.

*Background Information: Office of Educational Equity:* The state had an office until 1996 when the federal government decided to provide the services on a regional basis. The office at that time consisted of a director, a fiscal assistant, an administrative assistant, and three consultants.

*Disproportionality:* Disproportionality refers to the over or under-representation of certain groups (e.g. racial/ethnic, gender, age, etc) in a particular program or system relative to the group's proportion in the general population. It is usually caused by disparities within the environment in which the individual resides. These disparities are often social, political, economic, cultural and attitudinal in nature. Societal factors such as discrimination based on the race, gender, class, culture etc have historically caused some students to endure disparate treatment.

**Explanation of State Revenues:**

**Explanation of Local Expenditures:** School corporations would have to incorporate procedures in their school improvement plans to recognize and eliminate the existence disproportionality in their schools. Corporations should be able to implement this within existing resources.

**Explanation of Local Revenues:**

**State Agencies Affected:** State Superintendent of Education, Department of Education

**Local Agencies Affected:** School corporations.

**Information Sources:** Positioning Public Child Welfare Guidance,

<http://www.ppcwg.org/disparity-definition.html>

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