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FISCAL IMPACT REPORT

ORIGINAL DATE 2/6/09
 LAST UPDATED 2/9/2009 **HB** _____

SPONSOR Nava

SHORT TITLE Use of Student ID Numbers on Transcripts **SB** 317

ANALYST Varela/Aguilar

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY09	FY10		
	None Indicated		

(Parenthesis () Indicate Expenditure Decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY09	FY10	FY11	3 Year Total Cost	Recurring or Non-Rec	Fund Affected
Total		Indeterminate (See Below)				

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

Public Education Department (PED)
 Higher Education Department (HED)
 Department of Finance and Administration (DFA)

SUMMARY

Synopsis of Bill

Senate Bill 317 requires the use of student identification numbers on transcripts and general educational development (GED) certificates.

FISCAL IMPLICATIONS

This bill carries no appropriation; however, there may be modest operating budget implications for the department.

SIGNIFICANT ISSUES

According to PED, at present, the GED system uses student’s social security numbers to identify individual student records. Since most students in the state leave public education prior to taking the GED test, presumably all of these students would have a unique student identifier assigned to them and the test contractor would only have to acquire the identifier at the time of test administration. For those students attending private institutions or arriving from other states and not attending public school, a mechanism would have to be put in place for assigning these students a unique identifier.

SB-317 also requires school districts to add the student’s state unique identification number to individual transcripts. This could be accomplished by existing data entry personnel.

PED reports that the Family Educational Rights and Privacy (FERPA) Act guidelines may be implicated, however these guidelines must be followed by all districts when handling and disbursing student information and should not be an issue.

PED and HED have applied for a grant of \$3 million from the Institute of Education Sciences (IES) that could be used, if approved, to support this bill.

ADMINISTRATIVE IMPLICATIONS

Districts should be able to meet the provisions of this bill within existing appropriations. PED may require some additional support but the level remains unclear at this time. Required support should be modest.

RELATIONSHIP

Senate Bill 317 relates to SB152.

PV:PA/mt