
SUBSTITUTE SENATE BILL 5958

State of Washington

63rd Legislature

2014 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators McAuliffe, Hargrove, Rolfes, Mullet, Hasegawa, Chase, McCoy, Fraser, Kline, Fain, Hill, Keiser, King, and Rivers)

READ FIRST TIME 02/11/14.

1 AN ACT Relating to holding state agencies accountable for providing
2 opportunities for certain students to participate in transition
3 services; and adding a new section to chapter 28A.155 RCW.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.155
6 RCW to read as follows:

7 (1) The office of the superintendent of public instruction must
8 establish interagency agreements with the department of social and
9 health services, the department of services for the blind, and any
10 other state agency that provides high school transition services for
11 special education students. Such interagency agreements shall not
12 interfere with existing individualized education programs, nor override
13 any individualized education program team's decision-making power. The
14 purpose of the interagency agreements is to foster effective
15 collaboration among the multiple agencies providing transition services
16 for special education students from the beginning of transition
17 planning through age twenty-one, or through high school graduation,
18 whichever occurs first. Interagency agreements are also intended to
19 streamline services and programs, promote efficiencies, and establish

1 a uniform focus on improved outcomes related to self-sufficiency. This
2 subsection does not require transition services plan development in
3 addition to what exists on the effective date of this section.

4 (2) The office of the superintendent of public instruction must
5 collaborate with the professional educator standards board to build
6 into existing and ongoing educator requirements that special education
7 teachers and school psychologists receive training to be appropriately
8 prepared to address the transition needs of special education students.

9 (3) To the extent that data is available through data-sharing
10 agreements established by the education data center under RCW
11 43.41.400, the education data center must monitor the following
12 outcomes for special education students after high school graduation:

13 (a) The number of students who, within one year of high school
14 graduation:

15 (i) Enter integrated employment paid at the greater of minimum wage
16 or competitive wage for the type of employment, with access to related
17 employment and health benefits; or

18 (ii) Enter a postsecondary education or training program focused on
19 leading to integrated employment;

20 (b) The wages and number of hours worked per pay period;

21 (c) The impact of employment on any state and federal benefits for
22 individuals with disabilities;

23 (d) Indicators of the types of settings in which students who
24 previously received transition services primarily reside;

25 (e) Indicators of improved economic status and self-sufficiency;

26 (f) Data on those students for whom a postsecondary or integrated
27 employment outcome does not occur within one year of high school
28 graduation, including:

29 (i) Information on the reasons that the desired outcome has not
30 occurred;

31 (ii) The number of months the student has not achieved the desired
32 outcome; and

33 (iii) The efforts made to ensure the student achieves the desired
34 outcome.

35 (4) To the extent that the data elements in subsection (3) of this
36 section are not available to the education data center through data-
37 sharing agreements, the office of the superintendent of public

1 instruction must attempt to collect the data through a single
2 communication after the student's graduation.

3 (5) The office of the superintendent of public instruction must
4 prepare an annual report on the data and outcomes in subsection (3) of
5 this section and submit the report to the legislature.

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