

SENATE BILL REPORT

SB 5706

As Reported by Senate Committee On:
Early Learning & K-12 Education, February 21, 2013

Title: An act relating to holding state agencies accountable for providing opportunities for certain students to participate in transition services.

Brief Description: Concerning accountability in providing opportunities for certain students to participate in transition services.

Sponsors: Senators McAuliffe, Litzow, Fraser, Shin, Kohl-Welles, Conway, Keiser, Chase, Rivers, Bailey, Braun, Holmquist Newbry, Rolfes, King, Nelson, Billig, Cleveland, Fain, Becker and Hewitt.

Brief History:

Committee Activity: Early Learning & K-12 Education: 2/20/13, 2/21/13 [DPS-WM].

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: That Substitute Senate Bill No. 5706 be substituted therefor, and the substitute bill do pass and be referred to Committee on Ways & Means.

Signed by Senators Litzow, Chair; Dammeier, Vice Chair; McAuliffe, Ranking Member; Rolfes, Assistant Ranking Member; Billig, Brown, Cleveland, Fain, Hill, Mullet and Rivers.

Staff: Katherine Taylor (786-7434)

Background: Currently, the Office of Superintendent of Public Instruction (OSPI) has an interagency program agreement with Division of Vocational Rehabilitation and the Department Services for the Blind for the implementation and assignment of responsibility for each agency as to its role in coordinating transitions for students who are eligible for special education services under the Individuals with Disabilities Education Act.

OSPI offers transition services as a component of an Individualized Education Program starting at age 16, which is consistent with federal law. OSPI must provide post-high school data to the U.S. Department of Education each year on post high school outcomes for special education services students. OSPI also works with the Center for Change in Transition Services, housed at Seattle University, to track and report on post-school outcomes for special education services students.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

The Education Research & Data Center (ERDC) is located in the Washington State Office of Financial Management. Along with ten agencies representing education and employment and the Legislative Evaluation and Accountability Program committee, ERDC analyzes early learning, K-12, and higher education programs, and workforce issues across the P-20 system.

Summary of Bill (Recommended Substitute): OSPI must establish interagency agreements with agencies that provide high school transition services to students with disabilities or students covered by section 504 of the federal Rehabilitation Act. The purpose of interagency agreements is to foster multiagency collaboration to provide transition services for students with disabilities and students with a section 504 plan that are ages 14 through 21, or through high school graduation, whichever occurs first. Also, the agreements are intended to streamline services and programs, promote efficiencies, and establish a uniform focus on improved outcomes related to self sufficiency. However, transition service plan development in addition to what already exists in law is not required.

OSPI must collaborate with the Professional Educator Standards Board (PESB) to build into existing and ongoing educator requirements that special education teachers and school psychologists receive training to be appropriately prepared to address the transition needs of students with disabilities and students with a section 504 plan.

ERDC must monitor a number of outcomes for students with disabilities and students with section 504 plans after high school graduation, to the extent that data is available through data-sharing agreements established by ERDC. To the extent that the data elements are not available to ERDC, OSPI must collect the data. OSPI must attempt to collect data through a single communication after a student's graduation. OSPI must prepare an annual report on the data and outcomes and submit the report to the Legislature.

EFFECT OF CHANGES MADE BY EARLY LEARNING & K-12 EDUCATION COMMITTEE (Recommended Substitute): Clarifies that transition service plan development in addition to what already exists in law is not required.

Requires OSPI to collaborate with PESB to build into existing and ongoing educator requirements that special education teachers and school psychologists receive training to be appropriately prepared to address the transition needs of students with disabilities and students with a section 504 plan.

Requires OSPI to attempt to collect data through a single communication after a student's graduation.

Appropriation: None.

Fiscal Note: Available.

Committee/Commission/Task Force Created: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony on Original Bill: PRO: Counties are already providing transition services. We would like to work with K-12 on transitions. This bill helps with transitions. It is a social injustice that schools are not talking about how many students have disabilities. We need effective transition planning. Some agencies are already working together. Students who receive these transition services outperform other students. This would open the door to sharing of best practices. We need effective school to work programs. We are using tax dollars instead of being tax-paying citizens. We will save Washington money. Washington is a leader in disability rights. It is hard to get these transition programs to work for students.

Persons Testifying: PRO: Mike Hatzenbeler, PROVAIL; Darla Helt, Clark County Parent Coalition; Abby Murphy, WA State Assn. of Counties; Jerry Bender, Assn. of WA School Principals.