
SENATE BILL 5958

State of Washington

63rd Legislature

2014 Regular Session

By Senators McAuliffe, Hargrove, Rolfes, Mullet, Hasegawa, Chase, McCoy, Fraser, Kline, Fain, Hill, Keiser, King, and Rivers

Read first time 01/13/14. Referred to Committee on Early Learning & K-12 Education.

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. The purpose of the interagency agreements
12 is to foster effective collaboration among the multiple agencies
13 providing transition services for special education students from the
14 beginning of transition planning through age twenty-one, or through
15 high school graduation, whichever occurs first. Interagency agreements
16 are also intended to streamline services and programs, promote
17 efficiencies, and establish a uniform focus on improved outcomes
18 related to self-sufficiency. This subsection does not require

1 transition services plan development in addition to what exists on the
2 effective date of this section.

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

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

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

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

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

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

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

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

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

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

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

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

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

34 (4) To the extent that the data elements in subsection (3) of this
35 section are not available to the education data center through data-
36 sharing agreements, the office of the superintendent of public
37 instruction must attempt to collect the data through a single
38 communication after the student's graduation.

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

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