

**2SSB 5330 - S AMD 120**

By Senators McAuliffe, Litzow, Hargrove

**ADOPTED 03/06/2013**

1 On page 20, after line 1, insert the following:

2 "NEW SECTION. **Sec. 17.** A new section is added to chapter 28A.155  
3 RCW to read as follows:

4 (1) The office of the superintendent of public instruction must  
5 establish interagency agreements with the department of social and  
6 health services, the department of services for the blind, and any  
7 other state agency that provides high school transition services for  
8 students with disabilities. The purpose of the interagency agreements  
9 is to foster effective multiagency collaboration to provide transition  
10 services for students with disabilities age fourteen through twenty-  
11 one, or through high school graduation, whichever occurs first.  
12 Interagency agreements are also intended to streamline services and  
13 programs, promote efficiencies, and establish a uniform focus on  
14 improved outcomes related to self-sufficiency. This subsection does  
15 not require transition services plan development in addition to what  
16 exists on the effective date of this section.

17 (2) The office of the superintendent of public instruction must  
18 collaborate with the professional educator standards board to build  
19 into existing and ongoing educator requirements that special education  
20 teachers and school psychologists receive training to be appropriately  
21 prepared to address the transition needs of students with disabilities.

22 (3) To the extent that data is available through data-sharing  
23 agreements established by the education data center under RCW  
24 43.41.400, the education data center must monitor the following  
25 outcomes for students with disabilities after high school graduation:

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

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

1 (ii) Enter a postsecondary education or training program focused on  
2 leading to integrated employment;  
3 (b) The wages and number of hours worked per pay period;  
4 (c) The impact of employment on any state and federal benefits for  
5 individuals with disabilities;  
6 (d) Indicators of the types of settings in which students who  
7 previously received transition services primarily reside;  
8 (e) Indicators of improved economic status and self-sufficiency;  
9 (f) Data on those students for whom a postsecondary or integrated  
10 employment outcome does not occur within one year of high school  
11 graduation, including:  
12 (i) Information on the reasons that the desired outcome has not  
13 occurred;  
14 (ii) The number of months the student has not achieved the desired  
15 outcome; and  
16 (iii) The efforts made to ensure the student achieves the desired  
17 outcome.  
18 (4) To the extent that the data elements in subsection (3) of this  
19 section are not available to the education data center through data-  
20 sharing agreements, the office of the superintendent of public  
21 instruction must attempt to collect the data through a single  
22 communication after the student's graduation.  
23 (5) The office of the superintendent of public instruction must  
24 prepare an annual report on the data and outcomes in subsection (3) of  
25 this section and submit the report to the legislature."

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26 On page 1, line 6 of the title, after "43.09 RCW;" insert "adding  
27 a new section to chapter 28A.155 RCW;"

**EFFECT:** The Office of the Superintendent of Public Instruction

(OSPI) must establish interagency agreements with agencies that provide high school transition services to students with disabilities to foster multiagency collaboration to provide transition services and to streamline services and programs, promote efficiencies, and establish a uniform focus on improved outcomes related to self-sufficiency.

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.

The Education Data Center (EDC) must monitor a number of outcomes for students with disabilities after high school graduation, to the extent that data is available through data-sharing agreements established by EDC. To the extent that the data elements are not available to EDC, 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.

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