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## Education Committee

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### HB 1735

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

**Sponsors:** Representatives Reykdal, Parker, Seaquist, Walsh, Bergquist, Holy, Maxwell, Haigh, Stonier, Kagi, Hargrove, Ryu, Clibborn, Tarleton, Tharinger, Pollet, Morrell, Santos and Magendanz.

#### Brief Summary of Bill

- The Office of Superintendent of Public Instruction (OSPI) must establish interagency agreements with state agencies providing high school transition services for students with disabilities.
- The OSPI must ensure that special education teachers and school psychologists receive training to be appropriately prepared to address the transition needs of these students.
- The Education Research & Data Center (ERDC) must monitor these students outcomes after high school graduation.
- The OSPI must prepare an annual report on the data and outcomes and submit the report to the Legislature.

**Hearing Date:** 1/20/14

**Staff:** Megan Wargacki (786-7194).

#### **Background:**

Currently, the Office of Superintendent of Public Instruction (OSPI) serves approximately 130,000 students eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

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*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.*

For each special education services student, school districts create an Individualized Education Program (IEP), which is reviewed and revised annually. Transition services must be included in a student's IEP beginning at age 16, or earlier if appropriate, so the IEP can be focused on preparing the student for life after secondary school. To coordinate responsibilities for providing these services, the OSPI has five interagency agreements, including agreements with the Department of Social and Health Services (DSHS), the Department of Services for the Blind (DBS), the Department of Health, and the Division of Vocational Rehabilitation.

The OSPI is required to report annually on the performance of the State of Washington in providing special education services to students. The performance of each individual school district must also be included in this yearly report. This performance data must include the post-high school outcomes for special education services students. The OSPI works with the Center for Change in Transition Services to track and report this data.

Special education teachers and school psychologists must be licensed by the State of Washington. To become a special education teacher, teachers must earn a bachelor's or master's degree program from a regionally-accredited university as well as completing a state-approved teacher preparation program. The training requirements for school psychologists are a minimum of 60 graduate semester hours including a year-long internship.

The Education Research & Data Center (ERDC) in the Office of Financial Management collaborates with agencies representing education and employment and the Legislative Evaluation and Accountability Program to conduct analysis of early learning, K-12, and higher education programs and workforce issues.

### **Summary of Bill:**

The OSPI must establish interagency agreements with the DSHS, the DSB, and any other state agencies that provide high school transition services for students with disabilities or students covered under a section 504 plan. The purpose of these agreements is to foster effective multiagency collaboration to provide these services to students age 14 through 21, or until they graduate from high school, whichever occurs first. These agreements are also intended to streamline services and programs, promote efficiencies, and establish a uniform focus on improved outcomes related to self-sufficiency.

The OSPI must ensure special education teachers and school psychologists receive training to be appropriately prepared to address the transition needs of these students.

To the extent the data is available, the ERDC must monitor the following outcomes for these students after high school graduation:

- (a) The number of students who, within one year of high school graduation enter certain types of integrated employment or a postsecondary education or certain training programs;
- (b) The wages and number of hours worked per pay period;
- (c) The impact of employment on benefits for individuals with disabilities;
- (d) Indicators of the types of settings in which these students primarily reside;
- (e) Indicators of improved economic status and self-sufficiency; and

(f) Certain data on those students for whom a postsecondary or integrated employment outcome does not occur within one year of high school graduation.

To the extent that the necessary data are not available to the ERDC, the OSPI must collect the data.

The OSPI must prepare an annual report on the data and outcomes and submit the report to the Legislature.

The term "integrated employment" is defined.

**Appropriation:** None.

**Fiscal Note:** Requested on January 17, 2013.

**Effective Date:** The bill takes effect 90 days after adjournment of the session in which the bill is passed.