
SECOND SUBSTITUTE SENATE BILL 5958

State of Washington

63rd Legislature

2014 Regular Session

By Senate Ways & Means (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 individualized education plan eligible special education students
17 from the beginning of transition planning through age twenty-one, or
18 through high school graduation, whichever occurs first. Interagency
19 agreements are also intended to streamline services and programs,

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

5 (2) To the extent that data is available through data-sharing
6 agreements established by the education data center under RCW
7 43.41.400, the education data center must monitor the following
8 outcomes for individualized education plan eligible special education
9 students after high school graduation:

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

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

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

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

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

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

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

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

26 (i) Information on the reasons that the desired outcome has not
27 occurred;

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

30 (iii) The efforts made to ensure the student achieves the desired
31 outcome.

32 (3) To the extent that the data elements in subsection (2) of this
33 section are available to the education data center through data-sharing
34 agreements, the office of the superintendent of public instruction must
35 prepare an annual report using existing resources and submit the report
36 to the legislature.

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