

# FINAL BILL REPORT

## 2SSB 5958

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Synopsis as Enacted

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

**Sponsors:** Senate Committee on Ways & Means (originally sponsored by Senators McAuliffe, Hargrove, Rolfes, Mullet, Hasegawa, Chase, McCoy, Fraser, Kline, Fain, Hill, Keiser, King and Rivers).

**Senate Committee on Early Learning & K-12 Education**  
**Senate Committee on Ways & Means**  
**House Committee on Education**

**Background:** Currently, the Office of Superintendent of Public Instruction (OSPI) has an interagency program agreement with the Division of Vocational Rehabilitation and the Department of Services for the Blind addressing implementation and the responsibility of each agency 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 (IEP) 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.

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, higher education programs, and workforce issues across the P-20 system.

**Summary:** OSPI must establish interagency agreements with agencies that provide high school transition services for IEP eligible special education students. The purpose of the interagency agreements is to foster multiagency collaboration to provide transition services for special education students from the beginning of transition services through age 21 or high school graduation, whichever occurs first. However, interagency agreements entered into by OSPI must not interfere with existing individualized education programs, nor override any individualized education program team's decision-making power.

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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.*

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 services plan development in addition to what already exists in law is not required.

ERDC must monitor a number of outcomes for special education students after high school graduation, to the extent that data is available through data-sharing agreements established by ERDC. OSPI must prepare an annual report on the data and outcomes and submit the report to the Legislature within existing resources.

**Votes on Final Passage:**

Senate	47	0
House	91	7

**Effective:** June 12, 2014