

Collaborative Efforts to Improve Access to Postsecondary Education for Students with Disabilities

Report to the Legislature Pursuant to
Substitute Senate Bill 5180

Task Force on Students with Disabilities

December 2013

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EXECUTIVE SUMMARY

Students with disabilities face challenges transitioning through the educational system that other students do not. This report focuses on critical issues associated with student transition, postsecondary documentation requirements, outreach, and sharing best practices among institutions.

In 2013, legislation was passed establishing a task force representing a wide variety of interests and groups including K-12, postsecondary education, citizens, government and non-government organizations. In the short time since the task force was first convened, we have identified several challenges to be addressed:

- Secondary and postsecondary education programs are governed by different laws, causing significant differences in the corresponding student and institutional rights and responsibilities across sectors. For example, the delivery of specially designed instruction in secondary schools may contain substantial curriculum modifications, while postsecondary institutions are not required to substantially modify the curriculum and face strong disincentives for doing so. Postsecondary schools are required to accommodate students with disabilities within the existing structure of the postsecondary setting.
- Communication between and among secondary and postsecondary institutions can be improved.
- Many students with disabilities lack adequate self-advocacy skills needed for success in the postsecondary education setting.
- The information available to parents and students can be difficult for them to navigate and understand.
- Post-school transition planning in High School and Beyond Plans (HSBP) varies among school districts in terms of timing, level of rigor, and alignment with Individualized Education Programs (IEP).
- Outreach to students with disabilities and their parents (e.g. outreach about services and supports available at the postsecondary level and how they differ from services and supports available in high school) varies across school districts. This can result in negative outcomes for students with disabilities hoping to pursue postsecondary education.

In order for students with disabilities to make a successful transition to postsecondary educational programs and meaningful careers, we must reduce identifiable barriers and promote improved communication. To accomplish this, the task force recommends the following:

Key Findings and Recommendations

1. The Washington Student Achievement Council should enhance the ReadySetGrad.org website by adding comprehensive transition information for students with disabilities.
2. School districts should improve alignment between the High School and Beyond Plans (HSBP) and Individualized Education Programs (IEP).
3. As with all students, K-12 staff should encourage students with disabilities to enhance college and career readiness skills and give them opportunities to practice those skills.
4. The state should allocate new funding for four purposes:
 - a. To cover costs associated with the evaluations required to document students' disabilities and receive accommodations in postsecondary settings.
 - b. To help secondary and postsecondary institutions provide more comprehensive services and accommodations for students with disabilities throughout the system.
 - c. To provide increased professional development opportunities in K-12 and postsecondary education settings.
 - d. To develop more postsecondary education outreach programs for students with disabilities.
5. The Washington Student Achievement Council should develop or adapt a statewide listserv for communication and sharing of best disabilities-related practices between and among K-12 education institutions and postsecondary education institutions.

BILL SUMMARY

Substitute Senate Bill 5180 passed during the 2013 Legislative Session, creating a task force to improve access to postsecondary education for students with disabilities. The goal of the task force is to “develop recommendations that will directly increase the success rate for students with disabilities who are transitioning from secondary to postsecondary education, which are distinctively different parts of the educational system.”¹ The task force must carry out the following goals:

1. Make the transition from K-12 education to postsecondary education more seamless and successful.
2. Select a statewide method for sharing best practices between and among K-12 education institutions and postsecondary education institutions.

3. Review documentation of disabilities at postsecondary education institutions; and develop resources to help school districts, in collaboration with students and their families, get disability documentation applicable for postsecondary education institutions completed before a student's high school graduation.
4. Create a plan for how school districts and postsecondary education institutions can improve outreach to students and their families regarding available options in postsecondary education.^a

TASK FORCE

The task force is composed of 29 members appointed by 10 different organizations. The task force represents a wide variety of interests and groups from K-12, postsecondary education, citizens, government and non-government organizations. Although task force members have different areas of expertise and backgrounds, they share the same ultimate goal to improve the success rate of students with disabilities who are transitioning from secondary to postsecondary education.^b

Principles and Values

The task force established a set of shared values intended to be high level statements that guide our work. The following principles and values frame our recommendations and will continue to guide our efforts.

- Consistent with the goals stated in the Americans with Disabilities Act, we aim to enhance independence, full participation, equality of opportunity, and economic self-sufficiency for students with disabilities.
- We value self-determination and self-advocacy among students.
- To the extent feasible, we endeavor to build on programs already in existence to accomplish the legislative goals outlined in SSB 5180.
- We value interagency coordination and communication between K-12 and postsecondary sectors.
- We must be mindful of differences among geographical regions. Something that works for an urban district may not be well suited to a rural one.

^aSee Appendix B for full text of Substitute Senate Bill 5180.

^bSee Appendix C for a list of task force members and Student Achievement Council staff providing support to the task force.

- We seek to identify and remove barriers that impede student success as students transition from high school to postsecondary institutions and beyond.

INTRODUCTION

Postsecondary education provides tremendous benefits to individual citizens as well as society as a whole. People who earn postsecondary credentials benefit monetarily, experience an improved quality of life, and in return provide a skilled workforce to the economy.² Unfortunately, despite these benefits, individuals with disabilities consistently transition less successfully to postsecondary education than their peers.

In Washington, there are 136,099 students in special education and 23,889 students who qualify for services under Section 504 of the Rehabilitation Act (Appendix D). This group combined makes up roughly 15 percent of our student population in Washington. Students receiving special education services are less likely to graduate from high school; the class of 2012 had a graduation rate of 78.9 percent compared to 62.7 percent for students with disabilities (Appendix E).

Students with IEPs also are less likely to transition successfully to postsecondary education. Data show that of the 2011 high school graduates with IEPs in Washington, only 28 percent were enrolled in postsecondary education or training within one year after high school (Appendix F).

These students face challenges that prevent them from entering and succeeding in postsecondary education programs. Some of these challenges include:

- Inadequate preparation for the advanced level of material and course complexity in postsecondary education, where accommodations are allowable but curriculum modifications are not required by law. Accommodations and modifications are not synonymous terms. For example, an accommodation may allow a student to take an exam in a quiet room or have a reader, while a modification may allow a student to take an exam multiple times or write a shorter length paper. Such differences can cause students and families to have expectations that postsecondary institutions cannot meet.
- Lack of meaningful post-school transition planning in high school.
- Difficulty navigating postsecondary options.

After entering postsecondary environments, students with disabilities face additional challenges. These include insufficient knowledge of support systems and resources they may need to obtain services and/or accommodations, as well as the adjustment to independent living.³ This is due in large part to a critical shift of responsibility from the

school system to the student. In postsecondary education, students assume responsibility for documenting their eligibility, seeking services, and requesting reasonable accommodations.

BACKGROUND

There are three main federal disability-related laws:^c

- The Individuals with Disabilities Education Act (IDEA)
- The Americans with Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act

All three laws apply in elementary and secondary education, but the IDEA requirements do not apply beyond high school. The dramatic change in governing laws creates a significant barrier for students with disabilities. Unless students are adequately prepared and families adequately informed, those accustomed to the IDEA environment may be surprised by the reduction in scope of help or “life support” they receive in the postsecondary environment under the ADA and Section 504.

For example, the ADA and Section 504 require postsecondary institutions to provide appropriate academic adjustments and reasonable accommodations. However, they do not require academic modifications, which are allowable under the IDEA in high school. Academic modifications can fundamentally alter the curriculum or reduce course requirements. This is a significant difference because modifying the curriculum and individualizing instruction are core IDEA principles. In other words, there is no special education in the postsecondary setting.

In addition to the three laws listed above, there are others that impact education for students with disabilities. For example, the current authorization of the Elementary and Secondary Education Act (ESEA) requires schools to disaggregate statewide test score statistics by various subgroups, including students with disabilities. However, there is no similar requirement in postsecondary education. State laws reflect and support the federal provisions of the IDEA, ADA, Section 504, and ESEA.

In Washington, an emphasis on local control in education governance through publically elected school boards means that schools have some leeway in adopting practices that meet legal requirements. Local control is prevalent in K-12 public education governance.

^cAppendix A outlines some major differences between the elementary and secondary legal framework defined by the IDEA and the postsecondary legal framework defined by the ADA (and by extension Section 504, since in most cases, Section 504 and the ADA have the same effect in postsecondary education).

Similarly, public and private postsecondary institutions in Washington have a degree of autonomy with regard to the practices they implement to meet ADA and Section 504 requirements.

Although some communication and coordination mechanisms exist (e.g. the State Board for Community Colleges' Disability Support Services Council (DSSC) and Washington Association on Postsecondary Education and Disability (WAPED)), there is considerable variation in disability-related policy and practice across institutions. Furthermore, there are currently no broad-based mechanisms for sharing information between K-12 and postsecondary educational sectors.

We also lack a broad-based mechanism for informing families and students, which means that families and students cannot easily find information vital to success in postsecondary education. For example, postsecondary institutions have varying requirements for documentation to receive an accommodation, and the subject of what constitutes adequate documentation is a matter of current debate between K-12 and postsecondary education providers. Consequently, students with disabilities and their families face a steep learning curve as the student transitions from secondary to postsecondary education.

CHALLENGES

K-12 students with disabilities face many barriers their peers do not face when transitioning to postsecondary education. Over the course of three task force meetings in 2013, we identified several key challenges. The task force will examine these and other issues during its work in 2014 and 2015.

K-12 to Postsecondary Transition

A major hurdle for students with disabilities is the transition from K-12 to postsecondary education, which are “distinctly different parts of the educational system.”¹

K-12 schools are responsible for developing an IEP for every child determined eligible under the IDEA, regardless of the disability category under which they qualify. In theory, the IEP is developed with active participation from the parent, student (if appropriate), teachers, and other professionals. In practice, a critical problem is the frequent lack of meaningful involvement by students in the IEP process at the secondary level. Despite widely recognized advantages of student participation in IEP meetings, this practice is not always evident.⁴

At the secondary level, IEPs are informed by evaluation data and transition assessments. A transition assessment establishes the student's current levels of academic and functional performance, and also includes student preferences, interests, needs and strengths. A

review of this information helps the IEP team identify the student's individualized postsecondary goals. Once postsecondary goals are identified, the team sets annual IEP goals to support the student's postsecondary goals and identifies any Specially Designed Instruction (SDI) the student may need to support the annual goals. The team also identifies related services the student may need to benefit from SDI along with accommodations needed for the student to access her education.

According to the IDEA, IEPs must contain post-school transition services beginning at age 16, or younger if determined appropriate by the IEP team. These services are intended "to promote successful post-school employment and/or education."⁵ However, recent research has found that transition plans are often "weak and lacking in serious substantive content."⁶ This occurs for a number of reasons.

First, as a result of increased academic accountability associated with ESEA, transition plan goals often focus on academic skills without including important "soft skill" goals that contribute to postsecondary success. These skills are associated with career preparation, lifestyle, and independence. Second, there is a deficit of information about the different laws governing K-12 and postsecondary institutions. This deficit interferes with effective communication between school staff and parents and students.

In Washington, all students are required to create a High School and Beyond Plan (HSBP) by 9th grade. Students must complete this plan to meet high school graduation requirements.⁷ The High School and Beyond Plan includes students' goals immediately after high school, but there could be more substantial post-high school information incorporated into the plan. Furthermore, alignment with IEP transition planning could be improved.

Another challenge for students with disabilities is the rigorous curriculum in postsecondary education. High school IEPs often contain modifications to course expectations and/or course requirements, based on students' individual disability-related needs. However, there is a fundamental difference between special education and postsecondary education – postsecondary institutions are not required to make such modifications. This can make things difficult for students with disabilities because IEP modifications to curriculum can cause students to be less academically prepared for postsecondary education.⁶

In addition to increased academic rigor at the postsecondary level, students with disabilities must adjust to more independent lifestyles. Schools are better able to address this issue if they incorporate activities such as internships or teach self-advocacy skills associated with independence. Families are better able to address this issue if they teach and instill these skills outside of school. This is especially important because responsibility shifts from the school to the student once the student attends a postsecondary institution,

regardless of the student's disability status. For students with disabilities, this means taking the lead on seeking out disability services and accommodations necessary to support their learning.

Some students who require specialized adaptive equipment face yet an additional challenge in the transition process. Currently, there is no federal or statewide mechanism to transfer specific equipment, software, or resources purchased on behalf of an individual student by school districts or postsecondary institutions in Washington. A statewide database to catalog equipment at both K-12 and postsecondary institutions could be useful, but a number of technical and proprietary obstacles would need to be overcome to make this feasible. For example, if a database of disability equipment was created, the state would have to figure out 1) how to track the equipment, and 2) how to transfer the equipment within state and federal fiscal guidelines. We would also need to meet the accountability requirements associated with different funding streams.

Practical concerns would also need to be addressed. Would equipment follow student need? If so, who would be responsible for shipping costs? Schools, districts, and postsecondary institutions may prefer to reuse the equipment.

There are instances where the transferability of equipment would be beneficial. An example is a piece of equipment that is specifically designed or shaped for one student, making it impossible for anyone else to use. The current legal framework does not easily allow equipment to follow students since the equipment was purchased with public funds. As a result, a school district may be required to purchase new equipment each time a student enters from another district, and equipment may go unused in the previous district.

Sharing Best Practices

Washington lacks a statewide forum where schools and postsecondary institutions communicate with each other and share best practices. Such communication is critically important in supporting successful postsecondary transitions, ensuring documentation requirements for postsecondary schools are met, and collaborating on timely outreach strategies to parents and students.

Documentation and Accommodations in Postsecondary Education

Students with disabilities struggle with altered expectations and responsibilities in education. In K-12 IEP development, modifications and some accommodations are initiated by the school district (with opportunities for parent/student input in the process). In

contrast, postsecondary students are responsible for locating the on-campus services to obtain disability accommodations, and/or providing the necessary documentation to receive an accommodation. Disability documentation requirements vary among postsecondary education institutions, and what is acceptable at one institution may not meet the requirements of another. The task force will explore the extent to which this can be standardized.

IEPs from the K-12 setting do not transfer to the postsecondary education setting. However, IEPs and the most current evaluation data regarding eligibility for special education services may be considered by postsecondary institutions when determining accommodation needs. Documentation of a disability in postsecondary institutions is reliant upon three sources:

- The student’s disclosure of their disability.
- Professional staff observations of the student’s disability.
- A third party professional, e.g. medical and educational records, reports and assessments.

Although all three sources are taken into account when determining a student’s accommodation needs, it is often the third party’s professional documentation that carries the most weight.⁸ This is especially important because while certain disabilities may be apparent, others are not quite so evident. Unfortunately, it can be difficult for students to get official documentation for some disabilities due to lack of resources.

Furthermore, postsecondary education institutions do not generally receive sufficient state or federal funding to provide assessments and comprehensive accommodations for students with disabilities. As a result, equipment or services that would have been provided by the district in the K-12 setting would be the student’s responsibility (and expense) in a postsecondary setting. For example, postsecondary schools are not required to provide students with personal care attendants or certain personal devices (Appendix A). These services are funded under the IDEA in K-12, because IDEA is an entitlement program supported by federal and state funding, whereas Section 504 is a civil rights statute that is not accompanied by supplemental funding at the federal or state level.

Another barrier to obtaining accommodations in postsecondary institutions is that many students do not self-identify as having a disability. This is partly because of the stigma associated with disabilities in our society. It is also because many students with “invisible” disabilities such as students with learning disabilities fear teachers may not believe them. Nationally, only about 24% of students with learning disabilities disclose that information to colleges.⁹

Once they are in a postsecondary classroom, some students with disabilities face another difficulty – they struggle to adapt to postsecondary instruction. Although faculty are educated in their specific field, they do not necessarily have the specialized teaching knowledge for students with disabilities that K-12 special education teachers possess.

Outreach

Students with disabilities, like all students, benefit from postsecondary institutions that offer specific programs well suited to their needs. Thus, it is important for students with disabilities to know what postsecondary options are available to them and which of those meet their unique needs. Students with disabilities have many options such as career and vocational schools, community and technical colleges, or baccalaureate colleges and universities. In order to ensure students are receiving proper and relevant information, effective outreach strategies must be employed.

Currently, there is insufficient dissemination of information about attending college directed at students with disabilities. For example, high school “college nights” do not typically include representatives trained to reach out to students with disabilities, or who are familiar with the services that would be available on campus for these students. Although some school districts and colleges may seek to provide this kind of outreach, it does not happen consistently.

RECOMMENDATIONS

To help address the issues identified thus far, the task force makes the following preliminary recommendations. These recommendations do not address every issue and will be augmented and adjusted as necessary in subsequent reports. Timelines for the recommendations will vary, depending on which entity is implementing each recommendation. However, the task force would like to see implementation begin during 2014.

1. The Washington Student Achievement Council should enhance the ReadySetGrad.org website by adding comprehensive transition information for students with disabilities. The site should include a clearly labeled section specifically for students with disabilities and their families, explaining how to apply to postsecondary institutions and how to prepare for life as a postsecondary student. It should contain links to other websites that provide useful information on transition services for students and parents, such as the Center for Change in Transition Services. Information currently available to students with disabilities and their parents in these areas is diffuse and difficult to navigate—there is not a comprehensive source of information. The proposed addition to ReadySetGrad.org would provide a centrally based location for information and would be accessible via social media.

2. School districts should improve alignment between the High School and Beyond Plan (HSBP) and the Individualized Education Program (IEP). Specifically, the HSBP should establish clear educational, career, and personal goals that will help inform the IEP transition plan. Currently, the quality, rigor, and timing of the HSBP vary by district, and the HSPB is not necessarily aligned with transition plan outlined in the IEP. Moreover, planning may benefit students more if begun earlier. The task force plans to consider timing recommendations at future meetings.
3. As with all students, K-12 staff should encourage students with disabilities to enhance their college and career readiness skills. Staff should also give students opportunities to practice those skills, including:
 - a. Perseverance in learning.
 - b. Responsibility for academic habits.
 - c. Attention to detail.
 - d. Intellectual engagement.
 - e. Effective communication with a variety of audiences and for different purposes.

To support development of these skills, K-12 students should be encouraged to take part in internships, extracurricular activities, and other activities to promote self-determination and self-advocacy skills. These skills will help students academically, support their transition to postsecondary education, and support successful postsecondary outcomes.

4. The state should allocate new funding for four purposes:
 - a. To cover costs associated with the evaluations required to document students' disabilities and receive accommodations in postsecondary settings. Lack of resources on part of the student and/or family should not prevent students with disabilities from receiving accommodations or having the tools and resources they need to succeed in postsecondary education and training.
 - b. To help secondary and postsecondary institutions provide more comprehensive services and accommodations for students with disabilities throughout the system.
 - c. To provide increased professional development opportunities in K-12 and postsecondary education settings. These opportunities would include more specific training on supporting students' transitions and would ensure information is being communicated effectively.
 - d. To develop more postsecondary education outreach programs, such as in-person and web-based programs where students with disabilities in postsecondary education have the opportunity to communicate with and mentor K-12 students. For example, programs like the Governor's Committee

on Disability Issues and Employment's Youth Leadership Forum, which currently serves 30-40 people, could be more broadly available.

5. The Washington Student Achievement Council should develop or adapt a statewide listserv to facilitate communication and sharing of best disabilities-related practices between and among K-12 education institutions and postsecondary education institutions.

NEXT STEPS

The task force met three times during 2013; it began by making administrative decisions and establishing group norms. The task force then identified significant issues associated with SSB 5180 goals, and began developing recommendations. However, the task force has not come to a consensus on how to approach all issues. For example, the task force is discussing possible recommendations for how to coordinate assessments in K-12 to align with postsecondary documentation requirements. K-12 is already paying for assessments; if these assessments could be aligned with postsecondary institution documentation requirements, students and families could be spared the cost of new assessments.

The group has outlined a plan for what to expect in subsequent reports. In 2014 and 2015, it will analyze issues in greater depth, perhaps dedicating a meeting to each issue area. It may also identify new issues. It will develop thorough plans to address any new issues and continue development of recommendations.

The third annual report will contain a detailed plan for addressing the goals and considerations stated in the bill. It will also include the task force's final recommendations to the Legislature.

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APPENDIX A

Comparison of the IDEA and the ADA Requirements

Comparison of the Requirements and Procedures of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA)		
Rights guaranteed by the law	IDEA (K-12)	ADA (College)
	Free, appropriate public education (FAPE)	Prohibits discrimination on the basis of disability
Who is covered	Every eligible child age 3-21; Concept of zero reject.	Students who are “otherwise qualified”
Identification and evaluation of students with disabilities	District is responsible for identifying students with disabilities, evaluating them, and covering costs	College has no responsibility to identify or evaluate students with disabilities. Student must self-identify and provide appropriate documentation. If an evaluation is needed, the expense is the student’s responsibility
Determining Services	Individualized Education Program (IEP) developed by team Curriculum modifications and special programs are common	Reasonable accommodations, including auxiliary aids and services, must be requested by student. Academic adjustments that equalize opportunity for participation are required; Substantial modifications to curriculum and lowering standards are not required
Personal devices and services such as wheelchairs, hearing aids, and personal care attendants	Provided by district if determined to be necessary (and included in IEP)	Colleges are not required to provide these
Role of parents	Parents must be included in decision-making	College students are over 18 and are considered adults. No parent consultation is required
Appeals process	Right to due process as spelled out in the law	College grievance procedure or complaint with the USDOE Office of Civil Rights

Source: College of New Jersey¹⁰

Note: In postsecondary education, the ADA and Section 504 of the Rehabilitation Act have essentially the same effect, because most postsecondary institutions (including private ones) receive government funding of some sort. The exception is private postsecondary institutions that do not receive government funds. ¹¹

APPENDIX B

SUBSTITUTE SENATE BILL 5180

Passed Legislature – 2013 Regular Session

State of Washington

63rd Legislature

2013 Regular Session

AN ACT Relating to improving access to higher education for students with disabilities; creating new sections; and providing an expiration date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1.1.** The legislature finds that postsecondary education helps individuals to become productive and contributing members of society, and that individuals with disabilities are equally benefited by obtaining postsecondary education. The legislature also finds that students with disabilities face a disproportionate number of challenges when transitioning to postsecondary education, and that people who have disabilities are less than half as likely to have a baccalaureate degree compared to people who do not have a disability. The legislature finds it is incumbent upon the state to address these challenges in order to provide all students in Washington state with an equal opportunity to pursue a successful future.

In calling together a diverse group of experts from throughout the state, the legislature intends to develop recommendations that will directly increase the success rate for students with disabilities who are transitioning from secondary to postsecondary education, which are distinctively different parts of the educational system.

NEW SECTION. **Sec. 1.2.** (1) A legislative task force on improving access to higher education for students with disabilities is established.

(2) The task force must collaborate to carry out the following goals:

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(a) Make the transition from K-12 education to higher education more seamless and successful;

(b) Select a statewide method of sharing best practices between and among K-12 education institutions and postsecondary education institutions;

(c) Review documentation of disabilities at postsecondary education institutions, including developing resources for how school districts, in collaboration with students and their families, can get disability documentation applicable for postsecondary education institutions completed before a student's high school graduation; and

(d) Create a plan for how school districts and postsecondary education institutions can improve outreach to students and their families regarding available options in higher education.

(3) The task force must consist of not more than twenty-nine members and must include the following members:

(a) Seven members appointed by the governor as follows:

(i) Four private citizens with experience advocating and providing services for students with disabilities, at least one of whom must currently be or who in the past was a parent of a student with a disability, at least one of whom must be a current student at a postsecondary education institution in Washington, and at least one of whom must have experience advocating for veterans with disabilities; and

(ii) Three representatives from nonprofit organizations focused on advocating for citizens with disabilities or providing services for citizens with disabilities, or both;

(b) Eight members appointed by the office of the superintendent of public instruction as follows:

(i) Two representatives from the office of the superintendent of public instruction;

(ii) Two representatives from educational service districts; and

(iii) Four representatives from local school districts that have high concentrations of students with disabilities enrolled in the district;

(c) Four members appointed by the state board for community and technical colleges as follows:

(i) One representative from the state board for community and technical colleges; and

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(ii) Three representatives from public community or technical colleges;

(d) Four members appointed by the council of presidents, including one representative from the council and three representatives from a regional university as defined in RCW 28B.10.016;

(e) One member appointed by the superintendent of the state school for the blind, from the state school for the blind;

(f) One member appointed by the secretary of the department of social and health services, from the department of social and health services;

(g) One member appointed by the executive secretary of the governor's committee on disability issues and employment, from the governor's committee on disability issues and employment;

(h) One member appointed by the chair of the developmental disabilities council, from the developmental disabilities council;

(i) One member appointed by the superintendent of the state school for the deaf, from the state school for the deaf; and

(j) One member appointed by the workforce training and education coordinating board, from the workforce training and education coordinating board.

(4) The purpose of the task force is to make recommendations to the legislature and to coordinate and implement the goals in subsection (2) of this section.

(5)(a) When making the recommendations regarding subsection (2)(a) of this section, the task force must consider:

(i) How to ensure students' interests, goals, and strengths guide the transition planning process;

(ii) How to enable collaboration and communication between and among schools, institutions of higher education, and relevant state agencies to provide an effective transition;

(iii) How assessment and disability documentation that is acceptable to postsecondary institutions should best be determined and obtained;

(iv) How to identify the types of supports and accommodations that students will need in postsecondary environments;

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(v) How students can plan their high school coursework to sufficiently prepare for the higher education environment; and

(vi) If a statewide database of student disability accommodation equipment, software, and resources owned by school districts and postsecondary education institutions should be created to assist students' educational transitions and, if created, what public entity is best suited to be responsible for the creation, maintenance, and the scope of that database.

(b) When making recommendations regarding subsection (2)(c) of this section, the task force is encouraged to consider:

(i) What should constitute a proper and complete documentation of a disability;

(ii) How recently the documentation must have been completed; and

(iii) Which testing information, if any, must be included in the documentation.

(6) The student achievement council must provide staff support to the task force within existing funds. The task force is encouraged to use technology to expand access and limit costs.

(7) The task force shall report its recommendations for each goal to the legislature by December 1, 2013, and annually each December 1st thereafter until expiration of the task force.

(8) This section expires January 1, 2016.¹

APPENDIX C

Task Force Members and Student Achievement Council Staff

Organization	Name	Position	Appointed by:
Office of the Education Ombudsman	Stacy Gillett	Education Ombudsman	Governor's Office
Washington Access Fund	Jack Brummel	Executive Director	Governor's Office
NA	Carol Solow Freedman	Citizen	Governor's Office
NA	Karen DeYoung	Citizen	Governor's Office
University of Washington Tacoma	Rai Nauman Mumtaz	Student	Governor's Office
	TBD		Governor's Office
	TBD		Governor's Office
Office of Superintendent of Public Instruction	Doug Gill	Director of Special Education	Office of Superintendent of Public Instruction
Office of Superintendent of Public Instruction	Kristin Hennessey	Program Supervisor	Office of Superintendent of Public Instruction
Educational Service District 112	Mary Mertz	Associate Superintendent, Specialized Services	Office of Superintendent of Public Instruction
Educational Service District 101	Fran McCarthy	Director, Center for Special Education Services	Office of Superintendent of Public Instruction
Moses Lake School District	Heidi Johnson	Assistant Director for Special Services	Office of Superintendent of Public Instruction
Shelton School District	Cheryl Williams	Board Director	Office of Superintendent of Public Instruction
Lake Washington School District	Paul Vine	Director of Special Education	Office of Superintendent of Public Instruction
Issaquah School District	Marnie Maraldo	Board Director	Office of Superintendent of Public Instruction
State Board for Community and Technical Colleges	Scott Copeland	Policy Associate, Student Services	State Board for Community and Technical Colleges
Green River Community College	Deb Casey	Vice President for Student Affairs	State Board for Community and Technical Colleges
Shoreline Community College	Kim Thompson	Associate Dean of Students	State Board for Community and Technical Colleges

Bellingham Technical College	Mary Gerard	Coordinator for Disability Support Services	State Board for Community and Technical Colleges
Central Washington University	Wendy Holden	Access & Disability Consultant	Council of Presidents
The Evergreen State College	Meredith Inocencio	Director for Access Services	Council of Presidents
University of Washington	Bree Callahan	Director, Disability Resources for Students	Council of Presidents
Council of Presidents	Jane Sherman	Associate Director for Academic Policy	Council of Presidents
Washington State School for the Blind	Lori Pulliam	Director of Transition Services	Washington State School for the Blind
Washington State Center for Childhood Deafness and Hearing Loss	Rick Hauan	Director	Washington State Center for Childhood Deafness and Hearing Loss (formerly State School for the Deaf)
Department of Social and Health Services	Andres Aguirre	Director, Division of Vocational Rehabilitation	Department of Social and Health Services
Washington State Developmental Disabilities Council	Aaron Morrow	Vice Chair, Council Member	Washington State Developmental Disabilities Council
Governor's Committee on Disability Issues and Employment	Toby Olson	Executive Secretary of the Committee	Governor's Committee on Disability Issues and Employment
Workforce Training and Education Coordinating Board	Nova Gattman	Legislative Liaison/Policy Analyst	Workforce Training and Education Coordinating Board
Washington Student Achievement Council	Randy Spaulding	Director of Academic Affairs and Policy	Task Force Staff
Washington Student Achievement Council	Anne Messerly	Project Coordinator	Task Force Staff
Washington Student Achievement Council	Mark Bergeson	Associate Director of Academic Affairs and Policy	Task Force Staff

APPENDIX D

Washington K-12 Enrollment in Special Programs

	Number of Students	Percentage
May 2013 Student Enrollment Count	1,047,390	
Special Programs		
Special Education (May 2013)	136,099	13.0%
Section 504 (May 2013)	23,889	2.3%

Source: OSPI¹²

APPENDIX E

Washington High School Graduation and Dropout Rates

Table 2: Adjusted Cohort Graduation Rate (Five-Year)

Student Group	<i>Received High School Diploma</i>	<i>Graduated w/ Associates Degree</i>	<i>Received HS diploma w/ IEP modification</i>	<i>Total All Graduates</i>	<i>Adjusted Cohort</i>	Adjusted 5-Year Cohort Rate
All students	64,267	157	96	64,520	81,759	78.9%
Amer. Indian	911	0	6	917	1,620	56.6%
Asian/Pac Islander (Combined)	5,519	5	5	5,529	6,565	84.2%
<i>Asian</i>	5,102	4	5	5,111	5,937	86.1%
<i>Pacific Islander</i>	417	1	0	418	628	66.6%
Black	2,736	2	4	2,742	4,017	68.3%
Hispanic	8,568	2	10	8,580	12,181	70.4%
White	44,007	138	64	44,209	54,149	81.6%
Two or More Races	2,519	10	7	2,536	3,161	80.2%
Special Education	5,645	0	96	5,741	9,158	62.7%
Limited English	2,765	0	2	2,767	4,632	59.7%
Low income	25,548	31	62	25,641	37,348	68.7%
Migrant	1,445	0	0	1,445	2,088	69.2%
504 Plan	1,753	1	0	1,754	2,130	82.3%
Foster Care*	284	0	4	288	630	45.7%
Female	32,751	98	34	32,883	40,095	82.0%
Male	31,516	59	62	31,637	41,664	75.9%

*Foster Care identifies those students served in foster care during 2011–12, 2010–11 and 2009–10 school years. Data identifying students in foster care prior to 2009–10 was not available for this report.

Source: OSPI ¹³

APPENDIX F

Washington Post-School Outcomes for Students on IEPs (Individualized Education Programs)

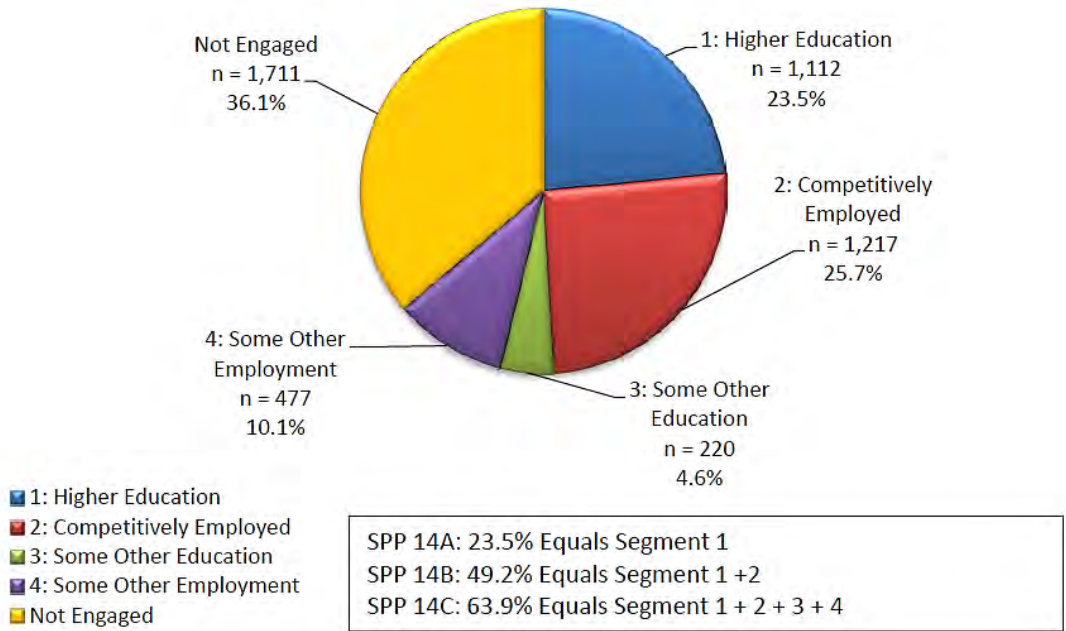
<i>Table 1 Response Rate Calculation</i>	
Number of leavers in the state	6,939
Less the number of youth ineligible (those who had returned to school or were deceased)	0
Number of youth contacted	4,917
Number of completed surveys	4,737
Response rate: $(4,737/6,939)*100$	68.3%

Applied:

For 2010–11 Leavers in Washington state, there were 4,737 total respondents. Each leaver is counted only once in the highest category:

- (1) = 1,112 respondent leavers were enrolled in “higher education”.
- (2) = 1,217 respondent leavers were engaged in “competitive employment” (and not counted in 1 above).
- (3) = 220 of respondent leavers were enrolled in “some other postsecondary education or training” (and not counted in 1 or 2 above).
- (4) = 477 of respondent leavers were engaged in “some other employment” (and not counted in 1, 2, or 3 above).
- (5) = 1,711 respondents were not engaged.

Figure 1. Post-School Outcomes for 2010-11 Exitters



Source: OSPI¹⁴

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