

JAN 23 2020

A BILL FOR AN ACT

RELATING TO EDUCATION.

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

1 SECTION 1. Chapter 302A, Hawaii Revised Statutes, is
2 amended by adding a new part to be appropriately designated and
3 to read as follows:

4 "PART . STATEWIDE TRANSITION SUCCESS NETWORK

5 §302A-A Short title. This part may be cited as the Hawaii
6 Transition Success Network Act.

7 302A-B Findings and purpose. The legislature finds that
8 disability is a natural part of the human experience and in no
9 way diminishes the right of individuals to participate in or
10 contribute to society. Preparing students with disabilities for
11 success after high school experiences in postsecondary
12 education, vocational training, and employment in an integrated
13 setting at a competitive wage is an essential element of our
14 state policy of ensuring equality of opportunity, full
15 participation, independent living, and economic self-sufficiency
16 for individuals with disabilities.



1 Currently, not all students with disabilities may receive
2 the full range of appropriate services and support in high
3 school to prepare them for a successful transition to after high
4 school opportunities. The Hawaii two-track option for exiting
5 high school can limit the opportunity for high school students
6 to access job-preparation and job-related experiences,
7 especially those with developmental or intellectual
8 disabilities. Some high school students with disabilities, when
9 exiting high school, fail to meet set eligibility criteria,
10 preventing them from accessing publicly-funded services that
11 could contribute to transition success. The lack of adequate
12 resources and coordination among a variety of state agencies and
13 community organizations within some schools may limit the high
14 school student with a disability from a full range of services
15 for a successful transition after high school.

16 The legislature further finds that the State needs to have
17 high expectations for high school students with disabilities,
18 especially those with developmental or intellectual
19 disabilities, and ensure their access to the general education
20 curriculum in the regular classroom, to the maximum extent
21 possible, in order to meet developmental goals that have been



1 established for all children and be prepared to lead productive
2 and independent adult lives. The State also needs to strengthen
3 the role and responsibility of parents and other family members,
4 by partnering with them in the education of their children at
5 school and at home, through a proactive investment in family
6 engagement by schools and communities, coordinate what is
7 contained in this part with other improvement efforts related to
8 high school students with disabilities, provide appropriate
9 special education and related services and aids and support in
10 the regular classroom, to high school students with
11 disabilities, and offer ethnic and culturally appropriate
12 interventions when assisting high school students with
13 disabilities make a successful transition after high school. To
14 ensure the graduation rates for high school students with
15 disabilities, the State needs to provide effective transition
16 services to promote successful post-school employment or
17 education.

18 The purpose of this part is to:

19 (1) Establish a statewide transition success network for
20 high school students with disabilities; and



1 (2) Appropriate funds for the establishment of the
2 statewide transition success network.

3 **§302A-C Statewide transition success network; established.**

4 (a) The department, through the board and its superintendent,
5 shall establish and administer the statewide transition success
6 network.

7 (b) The superintendent shall:

8 (1) Disburse funds according to section 302A-D;

9 (2) By October 1, 2020, appoint a statewide transition
10 coordinator to collect and monitor progress on complex
11 area needs assessments and high school transition
12 plans authorized under this part, address technical
13 assistance requests from complex area transition
14 centers, and manage the state level advisory council;

15 (3) By January 1, 2021, appoint the statewide advisory
16 council made up of representatives from the complex
17 area transition centers' advisory councils, community
18 organizations, employers, families, and school
19 personnel with interest in, responsibility for, or
20 experience in assisting high school students with



1 disabilities making successful transitions after high
2 school to postsecondary education or employment; and
3 (4) Beginning in 2021, hold a statewide annual conference
4 on the activities and results accomplished by the
5 statewide transition success network.
6 (c) Each school district shall:
7 (1) Establish a transition center by school year 2020-
8 2021;
9 (2) By October 1, 2020, appoint a coordinator to assist
10 high schools in the school district implement their
11 transition plans described in subsection (d), oversee
12 the completion of the annual needs assessment
13 described in paragraph (6), and manage the district
14 transition center advisory council;
15 (3) By January 1, 2021, appoint an advisory council made
16 up of representatives from high school designated
17 liaisons, state agencies, community organizations,
18 employers, families, and school personnel with
19 interest in, responsibility for, or experience in
20 assisting high school students with disabilities
21 making successful transitions after high school to



1 postsecondary education or employment. Within the
2 advisory council, there shall be an interagency
3 coordinating committee to assist high schools in the
4 district implement their school plans described in
5 subsection (d);

6 (4) Direct the coordinator of the transition center to
7 work with high schools in its district to implement
8 high school transition plans described in subsection
9 (d);

10 (5) Direct the coordinator to explore the option of
11 working with University of Hawaii center on disability
12 studies to arrange for activities in its complex area
13 to promote the purposes of this part, particularly
14 needs arising from the annual needs assessment and
15 common elements in high school transition plans; and

16 (6) Each year, beginning in school year 2020-2021,
17 undertake a needs assessment of the transition issues
18 of importance to families and educators by November 1
19 and share the results with high school principals and
20 advisory councils within two months.

21 (d) Each high school shall:



- 1 (1) By March 31, 2021, submit its plan for participation
2 in the statewide transition success network to its
3 district transition center coordinator for the
4 following school year to be reviewed for consistency
5 with this part;
- 6 (2) According to the timing provided for in paragraph (1),
7 develop an annual transition plan for students with
8 disabilities in its school, which reflects benefits
9 and opportunities for students with disabilities in
10 all grades; provided that the plans include:
- 11 (A) The number of students with disabilities with
12 individualized education programs, section 504 of
13 the Rehabilitation Act of 1973 (29 U.S.C. section
14 791) plans, or in the process of determination
15 for eligibility for either;
- 16 (B) Data regarding the area complex needs assessment
17 conducted by the complex area technical
18 assistance center;
- 19 (C) A description of priority activities for students
20 eligible to exit school in the next two years;



1 (D) A description of the extent to which a school
2 receiving an allotment under this part will
3 coordinate and offer access to training, services
4 and support, beyond what is currently available
5 for students with disabilities related to
6 academic material, soft skill preparation needed
7 in higher education, employment, or other
8 community settings, job readiness, job sampling,
9 internships, and apprenticeships, self-
10 determination, skill building in communication
11 and relationship building, independent living,
12 financial literacy, and technology literacy, job
13 related clubs, coaching through simulations and
14 real life experiences, including job fairs and
15 higher education recruitment events at individual
16 schools and district level events, benefits
17 planning, and access to service and support from
18 other state agencies.

19 Any service or support offered students with
20 disabilities, supported by funds through this part,
21 shall be included in the transition plan in the



1 individualized education programs or section 504 of
2 the Rehabilitation Act of 1973 (29 U.S.C. section 791)
3 plans of these students

4 (e) The director of the University of Hawaii center on
5 disability studies shall establish the statewide transition
6 success network technical assistance center to assist the State,
7 the education district transition centers, and high schools by
8 providing:

- 9 (1) Innovative strategies for exiting high school with
10 qualifications to enter a trade school, higher
11 education, or secure a job;
- 12 (2) Assistance with needs assessments described in
13 paragraph (c)(6) or other evaluation-related requests;
- 14 (3) Assistance with the development of school transition
15 plans;
- 16 (4) Training for families and students on what to do now
17 to be ready for the future;
- 18 (5) Training on cross-agency collaboration;
- 19 (6) Training on family engagement;
- 20 (7) Outreach and engagement with employers to develop job
21 opportunities;



- 1 (8) Policy exploration, drafting, and research;
- 2 (9) Reports on progress of the statewide transition
- 3 success network to the general public;
- 4 (10) Development and maintenance of a website for statewide
- 5 transition success network;
- 6 (11) Reports to the legislature every year on statewide
- 7 transition success network progress; and
- 8 (12) Assistance with customized requests from complex area
- 9 transition centers, high schools, and the Hawaii
- 10 Department of Education.

11 (f) The department may adopt rules under chapter 91,
12 necessary for the purposes of this part.

13 **302A-D Responsibilities related to distribution of**
14 **funding.** (a) The superintendent shall distribute funds to each
15 district to create a statewide transition success network as
16 directed in section 302A-C(b).

17 (b) Each district who receives funds through this part
18 shall use funds as directed in section 302A-C(c).

19 (c) Each high school who receives funds through this part
20 shall use funds as directed in section 302A-C(d).



1 (d) To encourage and promote collaboration among high
2 schools and complex areas, education officials may undertake
3 activities that benefit from pooling of funds, including but not
4 limited to partnering activities with middle schools, families,
5 community organizations, and employers.

6 **302A-E Authorization of funding; distribution.** (a) The
7 superintendent shall have the responsibility to receive and
8 distribute funds according to this part.

9 (b) Ten per cent of funding appropriated in any year for
10 the purpose of this part shall be allocated to the University of
11 Hawaii center on disability studies to implement the provisions
12 in section 302A-C(d).

13 (c) The superintendent may reserve up to five percent of
14 any funds appropriated for purposes of this part to implement
15 the provisions of this part; provided that:

16 (1) Remaining funds shall be distributed to school
17 districts proportionally, based on the number of
18 students with disabilities attending high school in
19 the previous school year in each high school;

20 (2) Each high school shall receive an allotment consistent
21 with its school transition plan budget; and



1 (3) Each school district may use excess funds for district
2 wide technical assistance initiatives recommended by
3 the district advisory council."

4 SECTION 2. There is appropriated out of the general
5 revenues of the State of Hawaii the sum of \$2,000,000 or so much
6 thereof as may be necessary for fiscal year 2020-2021 to be used
7 solely for purposes consistent with this Act, which may include
8 hiring personnel, pay for consulting services, stipends, travel,
9 convening, and other appropriate implementation and evaluation
10 obligations; provided that the sum shall be allocated as
11 follows:

12 (1) \$250,000 to the department of education to begin
13 start-up activities for participation in the statewide
14 transition success network;

15 (2) \$50,000 to each district for each high school in its
16 jurisdiction to begin start-up activities for
17 participation in the statewide transition success
18 network; and

19 (3) \$250,000 to the University of Hawaii center on
20 disability studies to begin start-up activities for



1 participation in the statewide transition success
2 network.

3 The sum appropriated shall be expended by the department of
4 education for the purposes of this Act.

5 SECTION 3. In codifying the new sections added by section
6 302A of this Act, the revisor of statutes shall substitute
7 appropriate section numbers for the letters used in designating
8 the new sections in this Act.

9 SECTION 4. This Act shall take effect upon its approval;
10 provided that section 2 shall take effect on July 1, 2020.

11

INTRODUCED BY:

Thomas Merando K.

at request



S.B. NO. 3156

Report Title:

Statewide Transition Success Network; Students; Disabilities;
Established; Appropriation

Description:

Establishes a statewide transition success network for high school students with disabilities. Appropriates funds.

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.

