
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
4 opportunities after high school. The Hawaii two-track option
5 for exiting high school can limit the opportunity for high
6 school students to access job-preparation and job-related
7 experiences, 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:

3 (1) Strengthen the role and responsibility of parents and
4 other family members, by partnering with them in the
5 education of their children at school and at home,
6 through a proactive investment in family engagement by
7 schools and communities;

8 (2) Coordinate what is contained in this part with other
9 improvement efforts related to high school students
10 with disabilities;

11 (3) Provide appropriate special education and related
12 services and aids and support in the regular
13 classroom, to high school students with disabilities;
14 and

15 (4) Offer ethnic and culturally appropriate interventions
16 when assisting high school students with disabilities
17 make a successful transition after high school.

18 To ensure the graduation rates for high school students with
19 disabilities at public schools and public charter schools, the
20 State needs to provide effective transition services to promote
21 successful post-school employment or education.



1 The purpose of this part is to:

2 (1) Establish a statewide transition success network for
3 high school students with disabilities at public
4 schools and public charter schools; and

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

7 **§302A-C Statewide transition success network; established.**

8 (a) The department, through the board and its superintendent,
9 shall establish and administer the statewide transition success
10 network.

11 (b) The superintendent shall:

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

13 (2) By October 1, 2021, appoint a statewide transition
14 coordinator to collect and monitor progress on high
15 school needs assessments and transition plans for high
16 schools authorized under this part, address technical
17 assistance requests from complex area transition
18 centers, and manage the state level advisory council;

19 (3) By January 1, 2022, designate the existing interagency
20 planning group as the statewide advisory council
21 consisting of representatives from the complex area



1 transition centers' advisory councils, community
2 organizations, employers, families, and school
3 personnel with interest in, responsibility for, or
4 experience in assisting high school students with
5 disabilities making successful transitions after high
6 school to postsecondary education or employment; and
7 (4) Beginning in 2021, use the annual footsteps to
8 transition fair to highlight the activities and
9 results accomplished by the statewide transition
10 success network.
11 (c) Each school district shall:
12 (1) Establish a transition center by school year 2021-
13 2022;
14 (2) By October 1, 2021, appoint a coordinator to assist
15 high schools in the school district implement their
16 transition plans described in subsection (d), oversee
17 the consideration of the implications of annual needs
18 assessment described in paragraph (6), for the purpose
19 of assisting high school students with disabilities
20 prepare for and have successful transitions to
21 postsecondary education or employment at a competitive



1 wage in an integrated setting, and manage the district
2 transition center advisory council;

- 3 (3) By January 1, 2022, allow the community children's
4 council to also function as the advisory council for
5 the purpose of this part consisting of representatives
6 from high school designated liaisons, state agencies,
7 community organizations, employers, families, and
8 school personnel with interest in, responsibility for,
9 or experience in assisting high school students with
10 disabilities making successful transitions after high
11 school to postsecondary education or employment.

12 Within the advisory council, there shall be an
13 interagency coordinating committee to assist high
14 schools in the district implement their school plans
15 described in subsection (d);

- 16 (4) Direct the coordinator of the transition center to
17 work with high schools in its district to implement a
18 transition plan for each high school described in
19 subsection (d);

- 20 (5) Direct the coordinator to explore the option of
21 working with University of Hawaii center on disability



1 studies to arrange for activities in its complex area
2 to promote the purposes of this part, particularly
3 needs arising from the review of annual needs
4 assessment and common elements in high school
5 transition plans, for example, creating or expanding
6 customized employment opportunities for students with
7 disabilities; and

8 (6) Each year, beginning in school year 2021-2022,
9 undertake a needs assessment of the transition issues
10 of importance to families and educators by November 1
11 and share the results with high school principals and
12 advisory councils within two months.

13 (d) Each high school shall:

14 (1) By March 31, 2022, submit its plan for participation
15 in the statewide transition success network to its
16 district transition center coordinator for the
17 following school year to be reviewed for consistency
18 with this part;

19 (2) According to the timing provided for in paragraph (1),
20 develop an annual transition plan for students with
21 disabilities in its school, which reflects benefits



1 and opportunities for students with disabilities in
2 all grades; provided that the plans include:

3 (A) The number of students with disabilities with
4 individualized education programs, section 504 of
5 the Rehabilitation Act of 1973 (29 U.S.C. section
6 791) plans, or in the process of determination
7 for eligibility for either;

8 (B) Data regarding the most recent area complex
9 annual needs assessment;

10 (C) A description of priority activities for students
11 eligible to exit school in the next two years;

12 (D) A description of the extent to which a school
13 receiving an allotment under this part will
14 coordinate and offer access to training, services
15 and support, beyond what is currently available
16 for students with disabilities related to
17 academic material, access to customized
18 employment opportunities, soft skill preparation
19 needed in higher education, employment, or other
20 community settings, job readiness, job sampling,
21 internships, and apprenticeships, self-



1 determination, skill building in communication
2 and relationship building, independent living,
3 financial literacy, and technology literacy, job
4 related clubs, coaching through simulations and
5 real life experiences, including job fairs and
6 higher education recruitment events at individual
7 schools and district level events, benefits
8 planning, and access to service and support from
9 other state agencies.

10 Any service or support offered to students with
11 disabilities, supported by funds through this part,
12 shall be included in the transition plan in the
13 individualized education programs mandated by the
14 Individuals with Disabilities Education Act or section
15 504 of the Rehabilitation Act of 1973 (29 U.S.C.
16 section 791) plans of these students.

17 (e) The department may adopt rules under chapter 91,
18 necessary for the purposes of this part.

19 **302A-D Responsibilities related to distribution of**
20 **funding.** (a) The superintendent shall distribute funds to each



1 district to create a statewide transition success network as
2 directed in section 302A-C(b).

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

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

7 (d) To encourage and promote collaboration among high
8 schools and complex areas, education officials may undertake
9 activities that benefit from pooling of funds, including but not
10 limited to partnering activities with middle schools, families,
11 community organizations, and employers.

12 **302A-E Authorization of funding; distribution.** (a) The
13 superintendent shall have the responsibility to receive and
14 distribute funds according to this part.

15 (b) Ten per cent of funding appropriated in school year
16 2021-2022 and thereafter for the purpose of this part shall be
17 allocated to the University of Hawaii center on disability
18 studies to implement the provisions in section 302A-C(d).

19 (c) The superintendent may reserve up to five per cent of
20 any funds appropriated for purposes of this part to implement
21 the provisions of this part; provided that:



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

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

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

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

18 (1) \$ to initiate a pilot program of the
 19 provisions of 302A-C(c) in one high school; and



1 (2) § to begin start-up and technical assistance
2 activities for participation in the statewide
3 transition success network.

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

6 SECTION 3. In codifying the new sections added by
7 section 1 of this Act, the revisor of statutes shall substitute
8 appropriate section numbers for the letters used in designating
9 the new sections in this Act.

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



Report Title:

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

Description:

Establishes a statewide transition success network for high school students with disabilities starting fiscal year 2021-2022, with a pilot project to begin in fiscal year 2020-2021. Appropriates funds. (SD1)

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

