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# 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 having disabilities  
11 for 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 having disabilities.



1           Currently, not all students having 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 having disabilities,  
9 when 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 having 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 having disabilities,  
18 especially those having 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 having disabilities;

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

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

19 To ensure the graduation rates for high school students having  
20 disabilities at public schools and public charter schools, the



1 State needs to provide effective transition services to promote  
2 successful post-school employment or education.

3 The purpose of this part is to:

4 (1) Establish a statewide transition success network for  
5 high school students having disabilities at public  
6 schools and public charter schools; and

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

9 **§302A-C Statewide transition success network; established.**

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

13 (b) The superintendent shall:

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

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



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



1 of assisting high school students having disabilities  
2 prepare for and have successful transitions to  
3 postsecondary education or employment at a competitive  
4 wage in an integrated setting, and manage the district  
5 transition center advisory council;

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

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

19 (4) Direct the coordinator of the transition center to  
20 work with high schools in its district to implement a



1 transition plan for each high school described in  
2 subsection (d);

3 (5) Direct the coordinator to work with the university of  
4 Hawaii center on disability studies to support  
5 students at integrated work sites; provided that the  
6 university of Hawaii center on disability studies  
7 shall provide job coaches and serve as an intermediary  
8 between the schools and the businesses that will work  
9 with students having disabilities; and

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

15 (d) Each high school shall:

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



- 1           (2) According to the timing provided for in paragraph (1),  
2           develop an annual transition plan that reflects  
3           benefits and opportunities for all students in that  
4           school who have disabilities; provided that the plans  
5           include:
- 6           (A) The number of students having disabilities who  
7           are individualized education programs, section  
8           504 of the Rehabilitation Act of 1973 (29 U.S.C.  
9           section 791) plans, or in the process of  
10          determination for eligibility for either;
- 11          (B) Data regarding the most recent area complex  
12          annual needs assessment;
- 13          (C) A description of priority activities for students  
14          eligible to exit school in the next two years;  
15          and
- 16          (D) A description of the extent to which a school  
17          receiving an allotment under this part will  
18          coordinate and offer access to training, services  
19          and support, beyond what is currently available  
20          for students having disabilities, related to  
21          academic material, access to customized





1 employment opportunities, soft skill preparation  
2 needed in higher education, employment, or other  
3 community settings, job readiness, job sampling,  
4 internships, and apprenticeships, self-  
5 determination, skill building in communication  
6 and relationship building, independent living,  
7 financial literacy, and technology literacy, job  
8 related clubs, coaching through simulations and  
9 real life experiences, including job fairs and  
10 higher education recruitment events at individual  
11 schools and district level events, benefits  
12 planning, and access to service and support from  
13 other state agencies.

14 Any service or support offered to students with  
15 disabilities, supported by funds through this part,  
16 shall be included in the transition plan in the  
17 individualized education programs mandated by the  
18 Individuals with Disabilities Education Act or section  
19 504 of the Rehabilitation Act of 1973 (29 U.S.C.  
20 section 791) plans of these students.



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

3 **302A-D Responsibilities related to distribution of**  
4 **funding.** (a) The superintendent shall distribute funds to each  
5 district to create a statewide transition success network as  
6 directed in section 302A-C(b).

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

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

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

16 **302A-E Authorization of funding; distribution.** (a) The  
17 superintendent shall have the responsibility to receive and  
18 distribute funds according to this part.

19 (b) Ten per cent of funding appropriated in school year  
20 2021-2022 and thereafter for the purpose of this part shall be



1 allocated to the university of Hawaii center on disability  
2 studies to implement the provisions in section 302A-C(d).

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

6 (1) Remaining funds shall be distributed to school  
7 districts proportionally, based on the number of  
8 students having disabilities who attend high school in  
9 the previous school year in each high school;

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

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

15 SECTION 2. There is appropriated out of the general  
16 revenues of the State of Hawaii the sum of \$                    for fiscal  
17 year 2020-2021 or so much thereof as may be necessary to be used  
18 solely for purposes consistent with this Act, which may include  
19 expenditures related to personnel, consulting services,  
20 stipends, travel, convening, and other appropriate



1 implementation and evaluation obligations; provided that the sum  
2 shall be allocated as follows:

- 3 (1) \$ to initiate a pilot program of the  
4 provisions of 302A-C(c) in one high school; and  
5 (2) \$ to begin start-up and technical assistance  
6 activities for participation in the statewide  
7 transition success network.

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

10 SECTION 3. In codifying the new sections added by  
11 section 1 of this Act, the revisor of statutes shall substitute  
12 appropriate section numbers for the letters used in designating  
13 the new sections in this Act.

14 SECTION 4. This Act shall take effect on July 1, 2050;  
15 provided that section 2 shall take effect on July 1, 2050.



**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. Effective 7/1/2050. (SD2)

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

