

# 2015 Disability Task Force Report

Pursuant to Senate Bill 5180 (2013 Session)

## RECOMMENDATIONS

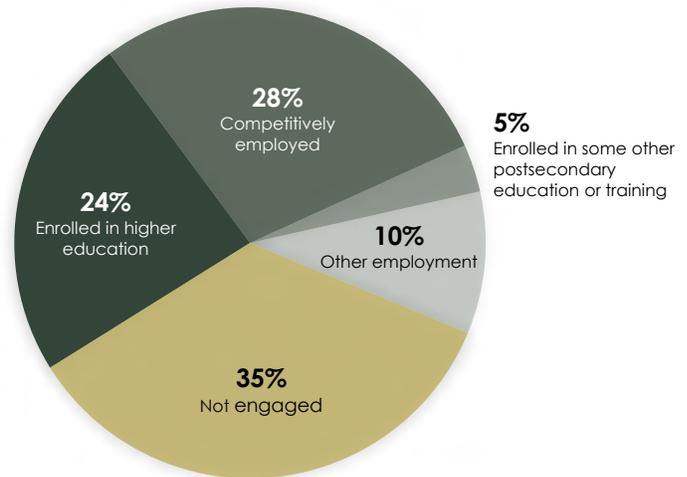
1. The state should restore funding for comprehensive support services and staffing levels to improve successful completion of postsecondary education by students with disabilities.
2. The state should ensure that students with disabilities have access to the formal evaluations required by postsecondary institutions.
3. The state should provide resources to increase professional development opportunities for K-12 and postsecondary educators on transitions for students with disabilities.
4. The state should support expanded learning opportunities for students with disabilities. These opportunities should include work-based learning through internships and job shadowing as well as in-person and web-based leadership, peer-mentoring, and postsecondary support programs.
5. Pre-service educator standards should include information specific to serving students with disabilities.
6. The Statewide Disability Task Force should continue to meet after its sunset date on January 1, 2016, as a way to share effective practices and promote collaboration between educational sectors. The task force should serve as an advisory committee to the Washington Student Achievement Council.

## DATA SPOTLIGHT

### Adjusted Four-Year Cohort Rates

Class of 2014	Students who graduated		Students who dropped out	
	Number	Percent	Number	Percent
Special education students	5,097	55.7%	1,662	18.2%
Section 504 students	2,767	74.8%	440	11.9%
All students	60,680	77.2%	9,670	12.3%

### 2013-14 Post-School Outcomes for Special Education Students



## BACKGROUND

Substitute Senate Bill 5180 passed during the 2013 Legislative Session, creating a task force to identify and recommend strategies for improving access to postsecondary education for students with disabilities. The 24-member task force represents a wide variety of interests and groups, including K-12 and postsecondary education, citizens, government, and non-government organizations. The 2015 report focuses on critical issues and recommendations associated with student transitions, postsecondary documentation requirements, outreach, and sharing best practices among K-12 and postsecondary institutions.

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## TASK FORCE PROGRESS

**Washington Assistive Technology Transferability (WATT) Workgroup**—The task force formed a workgroup to identify and address barriers limiting the transfer of assistive technology (AT) to follow students when they move from one school district to another or transition from K-12 to postsecondary education. To facilitate AT transfer, the workgroup is composing a transfer guide for school districts.

**Pave the Way Conference Breakout Session**—The task force presented a joint K-12 and postsecondary education breakout session on education transitions at Pave the Way, a statewide diversity conference. The task force is interested in participating in statewide diversity events on a regular basis.



**Comprehensive List of Secondary and Postsecondary Disability Programs**—Task force staff developed a working list of disability programs at K-12 schools and postsecondary education institutions in Washington State.

**Guidelines for Integrating the High School and Beyond Plan and the Individualized Education Program**—The task force is finalizing guidelines for educators on how to integrate elements of the High School and Beyond Plan with the Individualized Education Program.

**Documentation Guidance**—Task force staff are working with Washington Association of Postsecondary Education and Disability (WAPED) to develop general documentation guidance for Washington State. The guidance would be used to inform parents, students, and K-12 educators about documentation standards in general rather than to set documentation policy.

**Ready, Set, Grad Content**—The task force is finalizing disability-specific content to be integrated into ReadySetGrad.org. ReadySetGrad.org contains information and resources that help students plan for college.

