

2015 DRAFTING REQUEST

Bill

Received: 11/4/2015 Received By: tkuczens
For: Katrina Shankland (608) 267-9649 Same as LRB:
May Contact: By/Representing: Annika
Subject: Education - children w/ disablty Drafter: tkuczens
Education - school finance Addl. Drafters:
Extra Copies:

Submit via email: YES
Requester's email: Rep.Shankland@legis.wisconsin.gov
Carbon copy (CC) to: fern.knepp@legis.wisconsin.gov
tracy.kuczenski@legis.wisconsin.gov

Pre Topic:

No specific pre topic given

Topic:

Create grant program to provide incentives to school districts for post-secondary education and employment outcomes for children with disabilities (uses DPI budget request)

Instructions:

See attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/?	tkuczens 11/9/2015		_____			
/P1	tkuczens 12/7/2015	kfollett 12/8/2015	_____	lparisi 11/10/2015		State S&L
/P2	tkuczens	kfollett	_____	sbasford		State

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
	12/14/2015	12/15/2015	_____	12/8/2015		S&L
/P3	tkuczens 12/22/2015	eweiss 12/22/2015	_____	lparisi 12/15/2015		State S&L
/1			_____	lparisi 12/22/2015	lparisi 2/8/2016	State S&L

FE Sent For:

@ INTRO

<END>

Kuczynski, Tracy

From: Petty, Annika
Sent: Tuesday, November 03, 2015 7:38 PM
To: Kuczynski, Tracy
Subject: Drafting Request - Special Education Job Development
Attachments: Better Bottom Line_drafting instructions.pdf

Tracy,

Rep. Shankland would like a bill drafted to create a program to improve the special education job development capabilities of school districts and CESAs. This bill should be modeled after DPI's "Better Bottom Line" budget request, which is attached.

The provisions in the budget request (attached) should be replicated in the bill draft, with a few minor changes:

- Fund the program at \$1.5 million over two years (\$750,000 per year) instead of \$1.5 million per year
- Include a requirement that the job sites participating in the program must pay the student employees minimum wage or higher
- Include a reporting requirement for DPI. DPI must report on the program's impact on the participating businesses, workplaces, and schools.

Please let me know if you have any questions!

Thank you,

Annika

Annika Petty
Office of Rep. Katrina Shankland
Assistant Democratic Leader
(608) 267-9649

apetty@legis.wisconsin.gov

Info for drafting

DPI 2015-17 BIENNIAL BUDGET REQUEST

DECISION ITEM 6009 – SPECIAL EDUCATION BETTER BOTTOM LINE JOB DEVELOPMENT SPECIALISTS

**257– Aid for Special Education Job Development
s. 20.255 (2) (bg)**

FISCAL SUMMARY		
	2015-16 Request	2016-17 Request
Requested Funding	\$0	\$1,500,000
Less Base	\$0	\$0
Requested Change	\$0	\$1,500,000

→ over 2 years
(\$750,000 per
year)

Request/Objective

The Department requests \$1,500,000 GPR in FY17 for a new categorical aid program to improve special education job development capabilities of school districts and/or (Cooperative Educational Service Agencies) CESAs. This initiative will focus on creating competitive work opportunities for students with disabilities not served by existing intensive programs in other state agencies.

Problem

Too few Wisconsin special education students are successfully transitioning to competitive work and post secondary education (see data in DIN 6008 Special Education Better Bottom Line – Transitions).

Other Wisconsin programs (i.e. the Department of Workforce Development (DWD) Division of Vocational Rehabilitation (DVR) PROMISE, Youth On-the-Job Training (Y-OJT), etc), effectively serve a targeted and/or small subset of the 35,000 Wisconsin high school students with disabilities. For the remainder of these students, there is a lack of employment opportunities for students with disabilities to gain experience necessary to qualify for competitive employment post graduation.

Background

Work experiences are a critical component of preparing youth for transition to adulthood. Potential benefits for youth who participate in work experiences include: 1) gaining career readiness skills, including the “soft skills” that employers look for in entry level workers; 2) increasing one’s knowledge of specific occupational skills and workplace settings; 3) establishing a work history and connections with employers that can aid in future job searches; and 4) developing an understanding of different occupations in order to make informed career choices. In addition, research studies suggest that work-based learning may increase school attendance, decrease dropout rates, reduce school suspensions, and increase school engagement (Medrich, Calderon, & Hoachlander, 2002). Students who participated in work-based learning are more likely to attend college or go to work compared to their peers (Jobs for the Future, 2007).

While work experiences are beneficial to all youth, they are particularly valuable for youth with disabilities. One of the most important findings from the research shows that work experiences for youth with disabilities during high school help them acquire jobs at higher wages after they graduate (Colley & Jamison, 1998). Also, students who participate in occupational education and special education in integrated settings are more likely to be competitively employed than students who have not participated in such activities. (Blackorby & Wagner, 1996; Colley & Jamison, 1998; Luecking & Fabian, 2000; Rogan, 1997).

Proposal

The Department proposes creating a special education job development pilot program to bring a focused business development role to Wisconsin school districts. This pilot program would develop ongoing relationships between school districts and businesses with the purpose of creating and maintaining jobs to integrate more students with disabilities into the workforce.

This new program supports both the Governor's Better Bottom Line initiative to increase employment for people with disabilities and the State Superintendent's mission to ensure all children, including students with disabilities, graduate ready for college or a career.

The Special Education Job Development Program would create job opportunities for high school students with disabilities in the community. Special education job development specialists would bring a business focused role to schools and CESAs to increase job opportunities for students with disabilities. They would work with employers to develop and maintain job sites to assist students with disabilities in obtaining marketable job skills while completing their high school education.

The role of the special education job development specialist would include, but not be limited to, the following:

- Develop and maintain an ongoing pipeline of employment opportunities.
- Engage and network to develop long-term employer relationships.
- Understand employer workforce needs.
- Promote and demonstrate the value to employers of working with students with disabilities.
- Market specific students to employers.
- Implement job carving strategies (i.e., working with employers to modify or restructure existing jobs or bring together a combination of job tasks that fill the work needs of an employer while capitalizing on the skills and strengths of students with disabilities).
- Manage relationships between employers and school districts.
- Track and report results to school districts and CESAs.
- Provide businesses with information regarding the Governors' Better Bottom Line Initiative and state funding available for training and hiring employees with disabilities.

The Department proposes to conduct a pilot program targeting large and small school districts in suburban, urban and rural areas geographically dispersed across Wisconsin. The Department would select pilot participants to reflect the geographic, economic and demographic diversity of the public schools in Wisconsin. The pilot would target participants with Indicator 14 results in the bottom half of school districts over the past three to five years. The pilot program would be voluntary. The Department would include individual school districts, school district groups (i.e. multiple school districts working together and sharing the job specialist) and CESAs in the pilot program, in order to assess the results of the pilot program and determine the benefits of employing the special education job development specialist within different organization structures. The pilot program would include approximately 12-15 special education job development specialists. The Department would administer and monitor the pilot program to understand results and best practices with the intent of scaling the program in the pilot areas and also in additional areas of the state in future biennia.

An individual school district, school district group, or a CESA would receive funding to employ one to two (depending on student population and geographic area) special education job development specialist(s). Funding would be used to pay for the special education job development specialist's personnel costs, including salary, travel expenses, equipment, supplies, etc.

In the event that identifying a person with expertise in both business development and special education is difficult for some school districts or CESAs, they could hire people with business development backgrounds and provide general special education training; or hire people with a special

education background and provide business development training. The special education job development specialists could have a teaching license, but this would not be a requirement.

While there are existing programs in other agencies working to place students with disabilities in jobs (i.e. the DWD DVR Wisconsin PROMISE, Y-OJT initiatives, etc), these programs serve a small subset of the approximately 35,000 Wisconsin high school students with disabilities. This new initiative would have a broader impact across a significantly larger population to create more opportunities for all students with disabilities.

The special education job development specialist role, as proposed here, is a new function and is not intended to replace a special education job coach function which exists in some Wisconsin school districts currently. A job coach works directly with student with disabilities in a work site to help the student learn specific requirements of the job, learn work-related activities and requirements, and learn appropriate work-related behaviors. A job coach is currently an allowable cost today under the Individuals with Disabilities Education Act (IDEA) and is eligible for state special education regular and high cost categorical aid.

The special education job development specialist role is intended to create job opportunities for students with disabilities. The Department's Special Education Better Bottom Line Transitions request (Din 6008) funding would be used by school districts to better prepare students with disabilities for these job opportunities and help ensure their success in these jobs, in addition to better preparing students with disabilities for postsecondary education. See DIN 6008 for information and for examples of how school districts could spend the transitions incentive grants.

The Department is requesting GPR funding for this new aid program because the special education job development specialists are not an allowable cost under IDEA and are not eligible for state special education categorical aid.

Statutory Language

The Department is proposing statutory language related to this request.

**DEPARTMENT OF PUBLIC INSTRUCTION
2015-17 BIENNIAL BUDGET
DRAFTING REQUEST TO THE LEGISLATIVE REFERENCE BUREAU**

Draft for Possible 2015-17 Budget Bill Introduction (*Agency Decision Item No. 6009*)

Subject: Special Education Job Development Specialists

Request Date: November 10, 2014

Agency Contact: Erin Fath, 266-2804

Brief Description of Intent:

Create an annual, local assistance, GPR appropriation of \$1,500,000 GPR in FY17 that would be used to provide an annual grant to school districts and CESAs to hire special education job development specialists. The special education job development specialist role is intended to create job opportunities for students with disabilities who receive special education or related services.

The Department proposes to conduct a pilot program targeting large and small school districts in suburban, urban and rural areas geographically dispersed across Wisconsin. The Department would select pilot participants to reflect the geographic, economic and demographic diversity of the public schools in Wisconsin. The pilot would target participants with Indicator 14 results in the bottom half of school districts over the past three to five years.

The Department would include individual school districts, school district groups (i.e. multiple school districts working together and sharing the job specialist) and CESAs in the pilot program. The pilot program would include approximately 12-15 special education job development specialists. The Department would administer and monitor the pilot program to understand results and best practices with the intent of scaling the program in the pilot areas and also in additional areas of the state in future biennia.

An individual school district, school district group, or a CESA would receive funding to employ one to two (depending on student population and geographic area) special education job development specialist(s). Funding would be used to pay for the special education job development specialist's personnel costs, including salary, travel expenses, equipment, supplies, etc.

In the event that identifying a person with expertise in both business development and special education is difficult for some school districts or CESAs, they could hire people with business development backgrounds and provide general special education training; or hire people with a special education background and provide business development training. The special education job development specialists could have a teaching license, but this would not be a requirement. The special education job development specialist role, as proposed here, is a new function and is not intended to replace a special education job coach function which exists in some Wisconsin school districts currently.

Related Stat. Citations:

Create s. 20.255 (2) (bg), Wis. Stats., Aid for Special Education Job Development.

Create a new program in Wis. Stats. to provide special education job development specialist grants.

Kuczenski, Tracy

From: Petty, Annika
Sent: Thursday, December 03, 2015 4:57 PM
To: Kuczenski, Tracy
Subject: RE: Draft review: LRB -3791/P1
Attachments: LRB 3791 draft edits - job developers.docx

Tracy,

Thank you for drafting LRB 3791/P1 for us. I have some edits to the bill, which are attached. To see the edits, please make sure you're viewing the document with "track changes" on.

Thank you!

Annika

Annika Petty
Office of Rep. Katrina Shankland
Assistant Democratic Leader
(608) 267-9649

apetty@legis.wisconsin.gov

From: LRB.Legal
Sent: Tuesday, November 10, 2015 4:53 PM
To: Rep.Shankland <Rep.Shankland@legis.wisconsin.gov>
Subject: Draft review: LRB -3791/P1

Following is the PDF version of draft LRB -3791/P1.

2015 – 2016 LEGISLATURE

PRELIMINARY DRAFT – NOT READY FOR INTRODUCTION

1. **AN ACT to create** 20.255 (2) (bg) and 115.815 of the statutes; **relating to:** pilot
2. program for school districts to employ special education job development
3. specialists and making an appropriation.

Analysis by the Legislative Reference Bureau

This bill requires the Department of Public Instruction (DPI) to create a pilot program in the 2016–17 school year to pay for the employment of special education job development specialists in a school district, consortia of school districts, or cooperative educational service agency ("school district"). The special education job development specialists will be responsible for identifying ~~or creating postsecondary education job opportunities for children and securing paid jobs for transition-age students~~ with disabilities in the school district. DPI

must give preference in awarding funding to a school district that has demonstrated below-average postsecondary ~~education-employment~~ outcomes for children with disabilities in the preceding five school years.

For further information see the **state and local** fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

4. **SECTION 1.** 20.005 (3) (schedule) of the statutes: at the appropriate place, insert
5. the following amounts for the purposes indicated:

2015 – 2016 Legislature – 2 – LRB-3791/P1

TKK:kjf

SECTION 1

1. **2015–16 2016–17**
2. **20.255 Public instruction, department of**
3. (2) AIDS FOR LOCAL EDUCATIONAL PROGRAMMING
4. (bg) Aid for special education job
5. development specialist grants GPR A –0– 750,000
6. **SECTION 2.** 20.255 (2) (bg) of the statutes is created to read:
7. 20.255 (2) (bg) *Aid for special education job development specialist grants.* The
8. amounts in the schedule for the special education job development specialist pilot
9. program under s. 115.815.
10. **SECTION 3.** 115.815 of the statutes is created to read:
11. **115.815 Special education job development specialist pilot program.**
12. (1)The department shall establish for the 2016–17 school year a pilot program
13. under which a school district, a consortia of school districts, or a cooperative
14. educational service agency that is selected to participate in the program will receive
15. funding from the appropriation under s. 20.255 (2) (bg) to improve ~~postsecondary~~employment
16. ~~education-outcomes of children~~transition-age students with disabilities in the school district,
- consortia of
17. school districts, or in school districts within the cooperative educational service
18. agency.
19. (2) The department shall select for participation in the pilot program school
20. districts and cooperative educational service agencies from urban, suburban, and
21. rural areas throughout the state in accordance with application procedures and
22. criteria established by the department. The department shall give preference to a
23. school district, consortia of school districts, or cooperative educational service agency

SECTION 3

1. that, in the preceding 3 to 5 school years, has performed below average on transition
2. services indicators established under 20 USC 1416 (a) (3) (B).
3. A school district, consortia of school districts, or cooperative educational
4. service agency that receives grant funding under this section shall do all of the
5. following:
 6. (a) Apply the funding towards the salary, benefits, travel expenses, equipment,
 7. supplies, and, if necessary, training of one or more special education job development
 8. specialists who shall be responsible for identifying or creating ~~job opportunities~~ paid jobs for
 9. ~~individuals transition-age students with disabilities~~ who, at the time of their enrollment in a school in the school district,
 10. consortia of school districts, or in a school district within the cooperative educational
 11. service agency, had an individualized education program in effect. The school
 12. district shall ensure that each job opportunity made available through the pilot
 13. program pays minimum wage or greater in an integrated setting to pupils employed through the program.
 14. (b) Give preference in hiring as a special education job development specialist

~~15.~~ 15. to an individual who possesses education, skills, or training in both business

~~16.~~ development and special education meeting the workforce needs of the business

~~16.~~ community and working with people with disabilities to secure employment. If no

such candidate applies for the special

~~16.~~ 17. education job development specialist position, the school district, consortia of school

~~17.~~ 18. districts, or cooperative educational service agency may provide appropriate

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18-19. ___ training to an individual who possesses education, skills, or training in either

19-20. ___ meeting the workforce needs of the business community or working with people with disabilities to secure employment~~business development or special education.~~

20-21. ___ (4) The department shall do all of the following:

21-22. ___ (a) Monitor the administration of the pilot program in a school district,

22-23. ___ consortia of school districts, and in the school districts within a cooperative

23-24. ___ educational service agency that receives funding under this section to evaluate the

24-25. ___ effectiveness of and make adjustments to the program and to identify best practices

2015 – 2016 Legislature – 4 – LRB-3791/P1

TKK:kjf

SECTION 3

1. for application in other school districts or cooperative educational service agencies
2. in subsequent school years.
3. (b) At the end of the 2016–17 school year, submit a report to the appropriate
4. standing committees of the legislature under s. 13.172 (3) on the impact of the pilot
5. program on pupils employed under the program; participating school districts,
6. consortia of school districts, and cooperative educational service areas; and
7. participating workplaces and businesses.
8. **(END)**



State of Wisconsin
2015 - 2016 LEGISLATURE

P2
LRB-3791/PT
TKK:kjf
RMR

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

in 12/4/15

wanted 12/8

legen

1 AN ACT *to create* 20.255 (2) (bg) and 115.815 of the statutes; **relating to:** pilot
2 program for school districts to employ special education job development
3 specialists and making an appropriation.

Analysis by the Legislative Reference Bureau

This bill requires the Department of Public Instruction (DPI) to create a pilot program in the 2016-17 school year to pay for the employment of special education job development specialists in a school district, consortia of school districts, or cooperative educational service agency ("school district"). The special education job development specialists will be responsible for identifying or creating postsecondary education job opportunities for children with disabilities in the school district. DPI must give preference in awarding funding to a school district that has demonstrated below-average postsecondary education outcomes for children with disabilities in the preceding five school years.

and securing paid jobs

employment

who are at the age of transition

For further information see the **state and local** fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

4 SECTION 1. 20.005 (3) (schedule) of the statutes: at the appropriate place, insert
5 the following amounts for the purposes indicated:

1 2015-16 2016-17

2 20.255 Public instruction, department of

3 (2) AIDS FOR LOCAL EDUCATIONAL PROGRAMMING

4 (bg) Aid for special education job

5 development specialist grants GPR A -0- 750,000

6 SECTION 2. 20.255 (2) (bg) of the statutes is created to read:

7 20.255 (2) (bg) Aid for special education job development specialist grants. The
8 amounts in the schedule for the special education job development specialist pilot
9 program under s. 115.815.

10 SECTION 3. 115.815 of the statutes is created to read:

11 115.815 Special education job development specialist pilot program.

12 (1) The department shall establish for the 2016-17 school year a pilot program
13 under which a school district, a consortia of school districts, or a cooperative
14 educational service agency that is selected to participate in the program will receive

15 funding from the appropriation under s. 20.255 (2) (bg) to improve postsecondary
employment

16 education outcomes of children with disabilities *who are at the age of transition* in the school district, consortia of
17 school districts, or in school districts within the cooperative educational service
18 agency.

**** NOTE: What is the transition age? 14? or 18? Or?

19 (2) The department shall select for participation in the pilot program school
20 districts and cooperative educational service agencies from urban, suburban, and
21 rural areas throughout the state in accordance with application procedures and
22 criteria established by the department. The department shall give preference to a
23 school district, consortia of school districts, or cooperative educational service agency

**** Note: "Transition-age student with disabilities" is not a defined concept in the statutes. For that reason I retained "children with disabilities"

1 that, in the preceding 3 to 5 school years, has performed below average on transition
2 services indicators established under 20 USC 1416 (a) (3) (B).

3 (3) A school district, consortia of school districts, or cooperative educational
4 service agency that receives grant funding under this section shall do all of the
5 following:

6 (a) Apply the funding towards the salary, benefits, travel expenses, equipment,
7 supplies, and, if necessary, training of one or more special education job development
8 specialists who shall be responsible for identifying or creating ^{paid} job opportunities for
9 individuals ^{a children with disabilities who are at the age of transition and} who, at the time of their enrollment in a school in the school district,
10 consortia of school districts, or in a school district within the cooperative educational
11 service agency, had an individualized education program in effect. The school
12 district shall ensure that each job opportunity made available through the pilot
13 program pays minimum wage or greater to pupils employed ^{in an integrated setting} through the program.

14 (b) Give preference in hiring as a special education job development specialist
15 to an individual who possesses education, skills, or training in both ^{meeting the workforce needs of the} business
16 development and special education. ^{a community and working with people with disabilities to secure} If no such candidate applies for the special
17 education job development specialist position, the school district, consortia of school ^{employment}
18 districts, or cooperative educational service agency may provide appropriate
19 training to an individual who possesses education, skills, or training in either
20 ^{meeting the workforce needs of the} business development or special education. ^{a community or working with people with disabilities to secure employment}

21 (4) The department shall do all of the following:

22 (a) Monitor the administration of the pilot program in a school district,
23 consortia of school districts, and in the school districts within a cooperative
24 educational service agency that receives funding under this section to evaluate the
25 effectiveness of and make adjustments to the program and to identify best practices

1 for application in other school districts or cooperative educational service agencies
2 in subsequent school years.

3 (b) At the end of the 2016-17 school year, submit a report to the appropriate
4 standing committees of the legislature under s. 13.172 (3) on the impact of the pilot
5 program on pupils employed under the program; participating school districts,
6 consortia of school districts, and cooperative educational service areas; and
7 participating workplaces and businesses.

8 (END)

Kuczenski, Tracy

From: Petty, Annika
Sent: Friday, December 11, 2015 10:35 AM
To: Kuczenski, Tracy
Subject: RE: Draft review: LRB -3791/P2
Attachments: 15-3791_P2.pdf

Tracy,

Here are our responses to your drafting notes in LRB 3791/P2. Please let me know if you have any questions.

*****NOTE: "Transition-age student with disabilities" is not a defined concept in the statutes. For that reason, I retained "children with disabilities" as the defined term, and added the clause "at the age of transition." Ok?*

- **Instead of "children with disabilities who are at the age of transition," we would like to change it to "children with disabilities who have transition planning and transition services in place."**

*****NOTE: What is the transition age? 14? or 18? Or?*

- **The age of transition is 14 for students with disabilities under state special education law and as intended in this bill (115.787(2)(g)).**

Additional edit:

- **Page 3, line 2: Please change "3 to 5 school years" to simply "5 school years"**

Please let me know if you have questions about any of these three changes.

Thank you!

Annika

Annika Petty
Office of Rep. Katrina Shankland
Assistant Democratic Leader
(608) 267-9649

apetty@legis.wisconsin.gov

From: LRB.Legal
Sent: Tuesday, December 08, 2015 12:28 PM
To: Rep.Shankland <Rep.Shankland@legis.wisconsin.gov>
Subject: Draft review: LRB -3791/P2

Following is the PDF version of draft LRB -3791/P2.



State of Wisconsin
2015 - 2016 LEGISLATURE

P3
LRB-3791/P2
TKK:kjf
Rmcr

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

in 12/14

Wanted 12/15 or 16

Regen

1 **AN ACT to create** 20.255 (2) (bg) and 115.815 of the statutes; **relating to:** pilot
2 program for school districts to employ special education job development
3 specialists and making an appropriation.

Analysis by the Legislative Reference Bureau

This bill requires the Department of Public Instruction (DPI) to create a pilot program in the 2016-17 school year to pay for the employment of special education job development specialists in a school district, consortia of school districts, or cooperative educational service agency ("school district"). The special education job development specialists will be responsible for identifying and securing paid jobs for children with disabilities in the school district who are at the age of transition. DPI must give preference in awarding funding to a school district that has demonstrated below-average postsecondary employment outcomes for children with disabilities in the preceding five school years.

For further information see the **state and local** fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

4 **SECTION 1.** 20.005 (3) (schedule) of the statutes: at the appropriate place, insert
5 the following amounts for the purposes indicated:

Planning and transition services in place

1 2015-16 2016-17

2 20.255 Public instruction, department of

3 (2) AIDS FOR LOCAL EDUCATIONAL PROGRAMMING

4 (bg) Aid for special education job

5 development specialist grants GPR A -0- 750,000

6 SECTION 2. 20.255 (2) (bg) of the statutes is created to read:

7 20.255 (2) (bg) Aid for special education job development specialist grants. The
8 amounts in the schedule for the special education job development specialist pilot
9 program under s. 115.815.

10 SECTION 3. 115.815 of the statutes is created to read:

11 115.815 Special education job development specialist pilot program.

12 (1) The department shall establish for the 2016-17 school year a pilot program
13 under which a school district, a consortia of school districts, or a cooperative
14 educational service agency that is selected to participate in the program will receive
15 funding from the appropriation under s. 20.255 (2) (bg) to improve employment
16 outcomes of children with disabilities who are at the age of transition in the school
17 district, consortia of school districts, or in school districts within the cooperative
18 educational service agency. who have transition planning and transition services in place

****NOTE: "Transition-age student with disabilities" is not a defined concept in the statutes. For that reason, I retained "children with disabilities" as the defined term, and added the clause "at the age of transition." Ok?

****NOTE: What is the transition age? 14? or 18? Or?

19 (2) The department shall select for participation in the pilot program school
20 districts and cooperative educational service agencies from urban, suburban, and
21 rural areas throughout the state in accordance with application procedures and
22 criteria established by the department. The department shall give preference to a

1 school district, consortia of school districts, or cooperative educational service agency
2 that, in the preceding 3 to 5 school years, has performed below average on transition
3 services indicators established under 20 USC 1416 (a) (3) (B).

4 (3) A school district, consortia of school districts, or cooperative educational
5 service agency that receives grant funding under this section shall do all of the
6 following:

7 (a) Apply the funding towards the salary, benefits, travel expenses, equipment,
8 supplies, and, if necessary, training of one or more special education job development
9 specialists who shall be responsible for identifying or creating paid jobs for children
10 with disabilities who ^{have} are at the age of transition ^{planning and transition services in place} and who, at the time of their
11 enrollment in a school in the school district, consortia of school districts, or in a school
12 district within the cooperative educational service agency, had an individualized
13 education program in effect. The school district shall ensure that each job
14 opportunity made available through the pilot program pays minimum wage or
15 greater to pupils employed in an integrated setting through the program.

16 (b) Give preference in hiring as a special education job development specialist
17 to an individual who possesses education, skills, or training in both meeting the work
18 force needs of the business community and working with people with disabilities to
19 secure employment. If no such candidate applies for the special education job
20 development specialist position, the school district, consortia of school districts, or
21 cooperative educational service agency may provide appropriate training to an
22 individual who possesses education, skills, or training in either meeting the work
23 force needs of the business community or working with people with disabilities to
24 secure employment.

25 (4) The department shall do all of the following:

Kuczenski, Tracy

From: Petty, Annika
Sent: Monday, December 21, 2015 10:19 AM
To: Kuczenski, Tracy
Subject: Re: Draft review: LRB -3791/P3
Attachments: 15-3791_P3.pdf

Hi Tracy,

We have one final edit to LRB 3791:

Page 3, Line 8: change "...identifying or creating paid jobs..." to "identifying or DEVELOPING paid jobs..."

This should be our final edit, so if you could re-draft the bill as an introducible /1, I would appreciate it.

Thanks!

Annika

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State of Wisconsin
2015 - 2016 LEGISLATURE

LRB-3791P3

TKK:kj Remw

RMK

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

12/22 Today

1 **AN ACT to create** 20.255 (2) (bg) and 115.815 of the statutes; **relating to:** pilot
2 program for school districts to employ special education job development
3 specialists and making an appropriation.

Analysis by the Legislative Reference Bureau

This bill requires the Department of Public Instruction (DPI) to create a pilot program in the 2016-17 school year to pay for the employment of special education job development specialists in a school district, consortia of school districts, or cooperative educational service agency ("school district"). The special education job development specialists will be responsible for identifying and securing paid jobs for children with disabilities in the school district who have transition planning and transition services in place. DPI must give preference in awarding funding to a school district that has demonstrated below-average postsecondary employment outcomes for children with disabilities in the preceding five school years. ^{developing}

For further information see the ***state and local*** fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

4 **SECTION 1.** 20.005 (3) (schedule) of the statutes: at the appropriate place, insert
5 the following amounts for the purposes indicated:

1 2015-16 2016-17

2 **20.255 Public instruction, department of**

3 (2) AIDS FOR LOCAL EDUCATIONAL PROGRAMMING

4 (bg) Aid for special education job

5 development specialist grants GPR A -0- 750,000

6 **SECTION 2.** 20.255 (2) (bg) of the statutes is created to read:

7 20.255 (2) (bg) *Aid for special education job development specialist grants.* The
8 amounts in the schedule for the special education job development specialist pilot
9 program under s. 115.815.

10 **SECTION 3.** 115.815 of the statutes is created to read:

11 **115.815 Special education job development specialist pilot program.**

12 (1) The department shall establish for the 2016-17 school year a pilot program
13 under which a school district, a consortia of school districts, or a cooperative
14 educational service agency that is selected to participate in the program will receive
15 funding from the appropriation under s. 20.255 (2) (bg) to improve employment
16 outcomes of children with disabilities in the school district, consortia of school
17 districts, or in school districts within the cooperative educational service agency who
18 have transition planning and transition services in place.

19 (2) The department shall select for participation in the pilot program school
20 districts and cooperative educational service agencies from urban, suburban, and
21 rural areas throughout the state in accordance with application procedures and
22 criteria established by the department. The department shall give preference to a
23 school district, consortia of school districts, or cooperative educational service agency

1 that, in the preceding 5 school years, has performed below average on transition
2 services indicators established under 20 USC 1416 (a) (3) (B).

3 (3) A school district, consortia of school districts, or cooperative educational
4 service agency that receives grant funding under this section shall do all of the
5 following:

6 (a) Apply the funding towards the salary, benefits, travel expenses, equipment,
7 supplies, and, if necessary, training of one or more special education job development
8 specialists who shall be responsible for identifying or ~~creating~~^{or developing} paid jobs for children
9 with disabilities who have transition planning and transition services in place and
10 who, at the time of their enrollment in a school in the school district, consortia of
11 school districts, or in a school district within the cooperative educational service
12 agency, had an individualized education program in effect. The school district shall
13 ensure that each job opportunity made available through the pilot program pays
14 minimum wage or greater to pupils employed in an integrated setting through the
15 program.

16 (b) Give preference in hiring as a special education job development specialist
17 to an individual who possesses education, skills, or training in both meeting the work
18 force needs of the business community and working with people with disabilities to
19 secure employment. If no such candidate applies for the special education job
20 development specialist position, the school district, consortia of school districts, or
21 cooperative educational service agency may provide appropriate training to an
22 individual who possesses education, skills, or training in either meeting the work
23 force needs of the business community or working with people with disabilities to
24 secure employment.

25 (4) The department shall do all of the following:

Parisi, Lori

From: Petty, Annika
Sent: Monday, February 08, 2016 1:12 PM
To: LRB.Legal
Subject: Draft Review: LRB -3791/1

Please Jacket LRB -3791/1 for the ASSEMBLY.