Consent Received to Share Student Information with State Transition Agencies

Application User Guide

2025-2026 School Year

Washington Office of Superintendent of
PUBLIC INSTRUCTION

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Using the Consent to Share Student Information with State Transition Agencies Application

Introduction

Consent to Share Student Information with State Transition Agencies is an annual required data collection specific to students with disabilities enrolled and served in special education within a local education agency (LEA). This application collects data required by Senate Bill 5790 (enacted during the 2022 legislative session) to facilitate the sharing of student information with Washington State Transition Agencies, when consent is provided.

Current year LEA Comprehensive Education Data and Research System (CEDARS) data generates the data in this application. Students will populate if they **have an IEP, are 16 years of age or older**, and are reported in File K of the CEDARS submission. Consent is identified based on the data reported in CEDARS element K27- Was Consent Received to Share Information with State Transition Agencies.

The reporting cycle for this data collection is July 1 to June 30, annually. All activities in this application must be completed and submitted by **June 30, 2026**. If errors are found, districts must correct and resubmit the data through CEDARS.

For more information about CEDARS data, please see the CEDARS Data Manual and Appendices for the reporting school year.

This user guide will detail:

- Accessing the application
- Reviewing Consent Received records
- Submitting Consent Received report
- Downloading records
- Resources

Purpose

CONSENT TO SHARE

An additional directive from Senate Bill 5790 (passed in the 2022 legislative session) authorizes and directs the OSPI to share student information with the state transition agencies that support transition and post-school services for individuals with intellectual and developmental disabilities when consent is provided
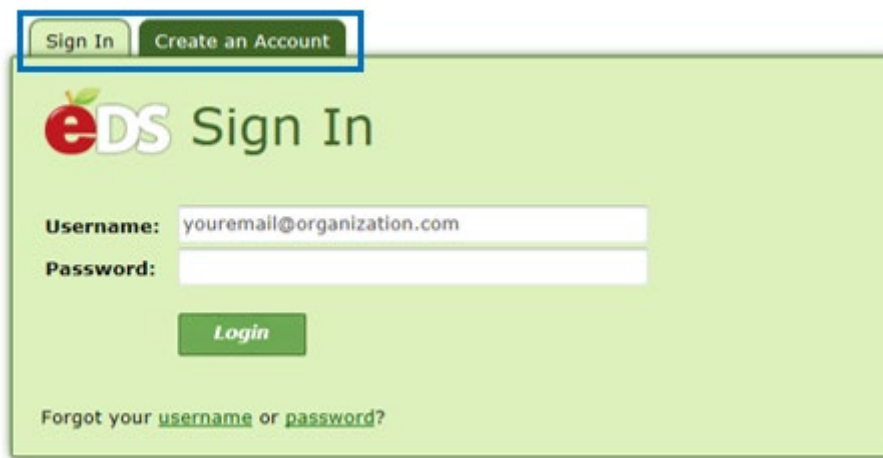
Accessing the Application

To access the Consent to Share Student Information with State Transition Agencies Application:

- Log into the Education Data System (EDS) (eds.ospi.k12.wa.us). **Make sure you are not working in the test server! If reports are submitted through the test server instead of the production server they are not considered submitted.**

- Select 'I Agree' on the Acceptable Use window.

- Select the 'View My Applications' link.

- Select the 'Special Education Reporting' link.

If you do not have an EDS account, you can:

- Create an account by accessing the Create an Account tab at the EDS sign-in screen; or,

- Contact your District Data Security Manager (DDSM).

- If you have an EDS login, but do not see the Special Education Reporting link in your list, contact your DDSM. A listing of the district security managers can be found in EDS.
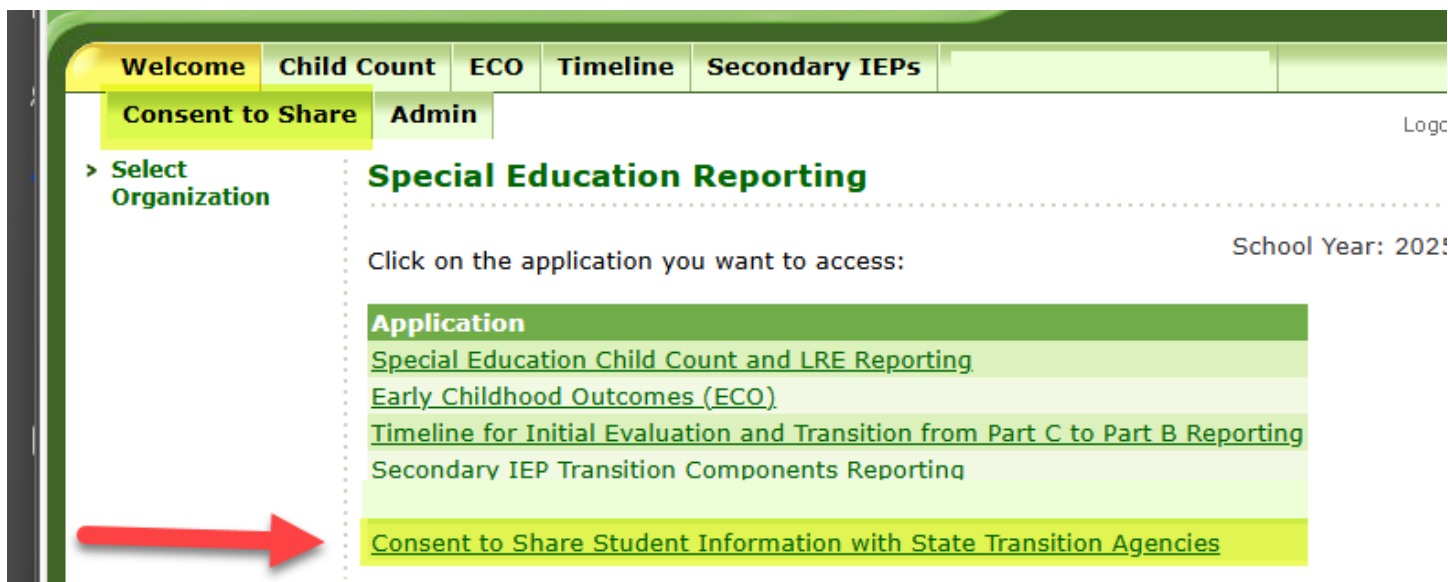

The following EDS user roles give access to the Special Education Reporting applications:

- CEDARS District Administrator
- Special Ed Report User

Please work with your CEDARS District Administrator to analyze and plan any corrections to student data.

The welcome screen below is the first screen you will see after logging into Special Education Reporting.

On the landing page, select the *Consent to Share Student Information with State Transition Agencies* application. The Welcome page explains the purpose and process for completing the reporting requirements of this application.
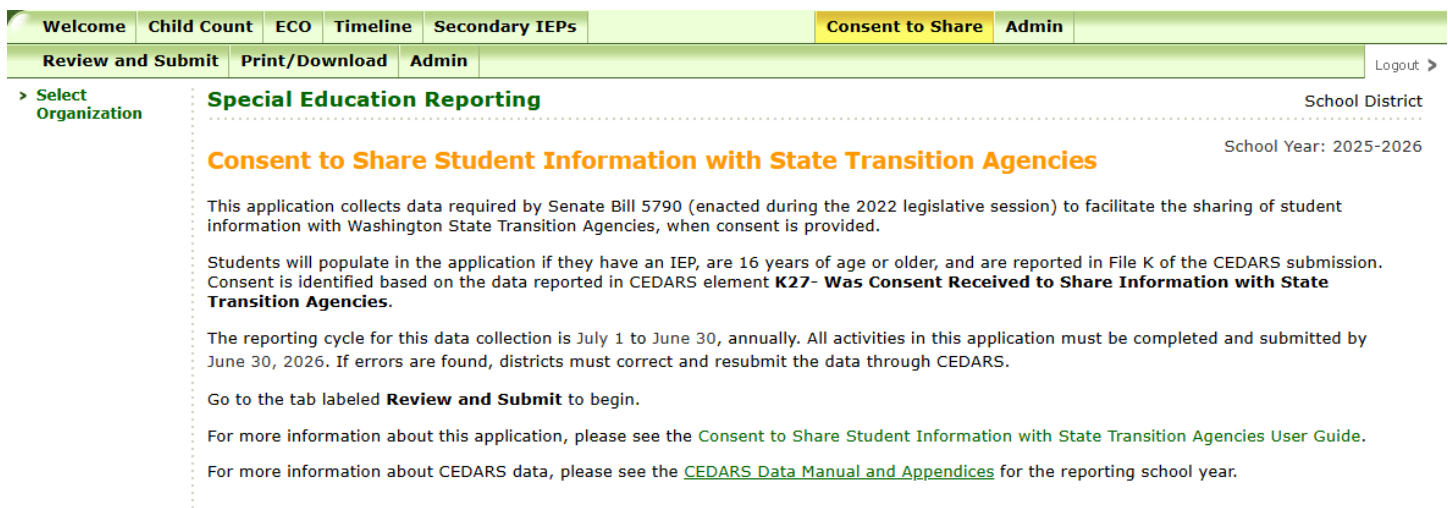
There are two tabs to choose from: Review and Submit and Print/Download. The body of the computer screen window above outlines the steps for completion.

Required Activities in this Application

Review and Submit Tab

The required activity on the Review and Submit tab is to verify that the information in the 'Consent Received' column is accurate. The information populating in the *Review and Submit* tab is generated with the list of students with IEPs ages 16 and older reported in CEDARS element **K27-Was Consent Received To Share Information with State Transition Agencies**.

The reporting cycle for this data collection is July 1 through June 30 annually, utilizing the LEAs CEDARS Submissions of File K and other demographic data available through CEDARS.

Once this data has been reviewed and confirmed to be accurate and complete, click the "Submit" button to notify OSPI staff. This will notify OSPI Special Education staff the report is completed and submitted. The submitter will also receive an email confirming submission. If changes need to be made, refer to the section titled *Revising the Application*. This must be completed no later than June 30, 2026. If an error is discovered LEAs will need to resubmit corrected data through a CEDARS submission. **There is no other submission mechanism to complete for the Consent Received To Share Information with State Transition Agencies activity.**

If your LEA has no records to submit, then click the "Submit" button confirming no students to report.

A copy of state form 3c: Consent to Share Contact Information with State Transition Agencies (also a part of updated form 6d) is located at: Model Forms for Services to Students in Special Education | OSPI (www.k12.wa.us).

Records can be downloaded from this page (see screenshot above), which includes all records in this section. Additional downloads are available from the Print/Download tab, where separate reports are available for records with consent received and records without consent received.

After the report has been submitted, the Review and Submit tab will display a message similar to the screenshot below. The submitter will receive an email confirming this as will OSPI Special Education staff.

Print/Download Tab

The available downloads and print-friendly formatted reports are listed under this tab. The school year selection drop menu will be defaulted to the current school year.

- Consent Received
- No Consent Received

The *Download* button next to each report will ask you to open or save a copy of the report in Excel or text format.

Please remember, it is the LEAs responsibility to keep a copy of these reports.

As a reminder, IEP teams should discuss the Consent Form to Share Student Information with State Transition Agencies with families and students as part of the IEP meeting for all students who have an IEP Transition Plan and then seek verbal confirmation of that decision at each subsequent annual IEP meeting.

Revising the Application

There will be instances in which the User will need to revise a record after the application has been submitted. The User will need to log in to the application and navigate to the *Review and Submit* tab. Click on the link requesting an unlock (see screenshot below).

Clicking the link will generate an email to OSPI Special Education staff who will then unlock the LEAs data as requested. The person requesting the unlock will receive an email when the application has been unlocked.

Once the application is unlocked, the User can revise record(s) in the application. The application must be resubmitted after the revisions are complete.

General Reporting Tips

REVIEWING DISTRICT CEDARS SUBMISSIONS AND CORRECTING DATA

Most errors are resolved prior to data populating the EDS application. Check for any missing records by logging into CEDARS and reviewing any submission errors. For more detailed information log into CEDARS and navigate to Submission Exceptions and choose the CEDARS file to review the records.

School Year	Submission Id	Date Submitted	Submission Status	Logical Delete Threshold Reached	Overri Warni
2024	887303	10/20/2023	submission processed	No	No
2023	885393	9/19/2023	submission submitted	Yes	No
2022	887309	10/25/2023	submission submitted	Yes	No
2021	829981	12/13/2022	submission processed	No	No
2020	830128	12/14/2022	submission processed	No	No
2019	830154	12/14/2022	submission processed	No	No

Submissions

Submissions by School Year

School Year	Submission Id	Date Submitted	Submission Status	Logical Delete Thresho
2024	891449	10/13/2023	submission submitted	No
2023	890980	10/11/2023	submission submitted	No
2022	890819	10/11/2023	submission submitted	No
2021	890723	10/11/2023	submission submitted	No
2020	890714	10/11/2023	submission submitted	No
2019	890811	10/11/2023	submission submitted	No
2018	890803	10/11/2023	submission submitted	No
2017	891150	10/12/2023	submission submitted	No
2016	576447	9/23/2019	submission processed	No
2015	535518	4/1/2019	submission processed	No
2014	659920	12/14/2020	submission processed	No
2013	610455	3/10/2020	submission processed	No
2012	592378	11/25/2019	submission processed	No
2011	432408	11/8/2017	submission processed	No
2010	521344	1/11/2019	submission processed	No

2024 CEDARS Submission

Select one of the CEDARS files listed below to look for the missing record(s). A record missing from the application could be due to an error in the DistrictStudent File, SchoolStudent File, StudentPrograms File, or SpecEdPrograms File.

Exception Summary for SpecEdPrograms

Note that records can fail more than one validation, resulting in a total error count that is higher than the number of error records above

Table Name	Validation Type	Error Message	Error Count	Error Details
SpecEdPrograms	Business	SpecEdPrograms.PreKApproBehaviorAndSkillsExit (element K23) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKApproBehaviorAndSkillsProgress (element K24) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.LRECode (element K06) must be appropriate for the age and grade level of a student based on the CEDARS Data Manual - Appendix W for this school year. The reported valid value can only be used for students: age 5 and in grade level PK; or ages 3-4 (regardless of grade level).	2	View
SpecEdPrograms	Business	SpecEdPrograms.LRECode (element K06) must be appropriate for the age and grade level of a student based on the CEDARS Data Manual - Appendix W for this school year. The reported valid value can only be used for students: age 5 and not in grade level PK; or ages 6-21 (regardless of grade level).	2	View
SpecEdPrograms	Business	SpecEdPrograms.AnnualIEPInterpreter (element K26) is required when SpecEdPrograms.DateOfAnnualIEPMeeting (element K25) is provided.	149	View
SpecEdPrograms	Business	SpecEdPrograms.DistrictStudentId (element K03) has a record with errors in the StudentPrograms file (file I).	1	View
SpecEdPrograms	Business	SpecEdPrograms.PreKPositiveSocialEmotionalSkillsEntry (element K16) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKAcquisitionKnowledgeSkillsEntry (element K17) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKApproBehaviorAndSkillsEntry (element K18) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKPositiveSocialEmotionalSkillsExit (element K19) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKPositiveSocialEmotionalSkillsProgress (element K20) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKAcquisitionKnowledgeSkillsExit (element K21) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View
SpecEdPrograms	Business	SpecEdPrograms.PreKAcquisitionKnowledgeSkillsProgress (element K22) is required when DistrictStudent.GradeLevel (element B13) is PK.	16	View

View All SpecEdPrograms Errors

Selecting the View All Errors button provides an overview of the errors for that specific file. A record could contain more than one error. To search or sort the errors, download the data as an Excel or text file.

HOW CEDARS DATA UPDATES THIS APPLICATION

The application must be unlocked (see section above to request an unlock) for new or corrected data from CEDARS to populate the application.

After the night of your successful CEDARS submission the data will populate the application the next day.*

*Assuming the CEDARS submission does NOT trip the logical delete threshold and require LEA action before it will be loaded for use. Work with your CEDARS District Administrator if you need assistance.

Resources for Recording Consent Received

The Consent Form to Share Contact Information with State Transition Agencies can be found on the Model Forms for Services to Students in Special Education webpage.

This form can be downloaded in two forms and is also translated:

- As a standalone Consent Form to Share Contact Information with State Transition Agencies or,
- As a component of the IEP Form with Secondary Transition

Two one pagers are available to assist schools and families in discussing and understanding Consent Form to Share Contact Information with State Transition Agencies:

- Consent Form One Pager for Students and Families
- Consent Form One Pager for Schools

The Washington State Rehabilitation Council (WSRC) has launched the Washington State Transition Map which is a co-branded resource which is a one page summary of key transition services for individuals with disabilities and their families.
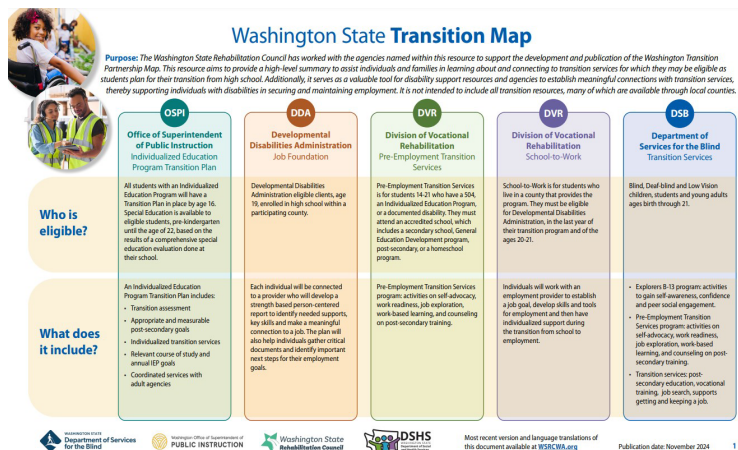
The Washington State Transition Map can be a valuable resource to support schools and IEP teams to make impactful connections to key transition supports as well as to serve as a companion resource to the Consent to Share Student Information with State Transition Agencies.

Technology Resources

Education Data System (EDS) and CEDARS

- Contact your District Data Security Manager
- CEDARS Data Manuals, Training Materials and Other documents

Contact Information

OSPI SPECIAL EDUCATION

Questions on Data Platform Functionality

Madisen Black | Sandy Grummick

specialeddata@k12.wa.us

564-999-1421 | 360-522-3578

Questions about Receiving Consent

Alexandra Toney | Jennifer Story

WISM@k12.wa.us

360-280-7893 | 360-725-6075

OSPI STUDENT INFORMATION

AskSI@k12.wa.us

EDUCATION DATA SYSTEM (EDS)

Contact your District Data Security Manager

EDS User Guide and Policy

CEDARS DATA

CEDARS Data Manuals, Training Materials and Other documents

Legal Notice

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All students prepared for post-secondary pathways, careers, and civic engagement.