
Housing, Human Services & Veterans Committee

SSB 5790

Brief Description: Strengthening critical community support services for individuals with intellectual and developmental disabilities.

Sponsors: Senate Committee on Ways & Means (originally sponsored by Senators Braun, Conway, Fortunato, Frockt, King, Lovelett, Lovick, Muzzall, Randall, Rivers, Short and Wilson, L.).

Brief Summary of Substitute Bill

- Requires the Department of Social and Health Services to establish a School to Work program in all counties and a Statewide Council to connect high school students with intellectual and developmental disabilities (IDD) who are receiving high school transition services to Supported Employment Services provided by the Developmental Disabilities Administration.
- Requires the Office of the Superintendent of Public Instruction to submit a list of students receiving special education services to state agencies working with individuals with IDD, with the student's consent, at least three years before the student leaves the school system.

Hearing Date: 2/22/22

Staff: Lena Langer (786-7192).

Background:

Developmental Disabilities Administration.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not part of the legislation nor does it constitute a statement of legislative intent.

The Department of Social and Health Services' (DSHS) Developmental Disabilities Administration (DDA) assists individuals with intellectual and developmental disabilities (IDD) and their families to obtain services and support based on individual preferences, capabilities, and needs. While some DDA clients live in Residential Habilitation Centers, most clients live in the community. The DDA provides individuals with a variety of services, which are contracted with counties, including Employment services, also known as "Supported Employment."

Division of Vocational Rehabilitation.

The Division of Vocational Rehabilitation (DVR) is a subdivision of DSHS and helps adults with physical, mental or sensory disabilities obtain and maintain competitive, integrated employment. The DVR partners with schools to provide high school transition services which assist students with disabilities ages 16 to 21 prepare for the transition from high school to the work place. Each student's transition team includes the student, parents, school staff, school transition counselors, and, in some cases, regional transition consultants. Transition teams help students identify their career interests and learn what skills and training may be necessary to prepare for those careers.

Office of Superintendent of Public Instruction.

The Office of the Superintendent of Public Instruction (OSPI) oversees all school districts in the state. Students with disabilities who are receiving special education must have an Individualized Education Program (IEP). The IEP describes the amount of time the student will spend receiving special education, any related services the student will receive, and the academic, behavioral goals, and expectations for the year. The IEP must describe the student's transition services which are designed to facilitate the student's movement from school to postsecondary activities including education, vocational education, integrated or supported employment, adult services, and independent living. A student with disabilities who has a High School and Beyond Plan may use it as the required transition plan.

2020 Transition Collaborative Summative Report.

The 2018 and 2020 Supplemental Operating Budgets required OSPI, in collaboration with the DDA and the DVR, to develop an implementation plan for building statewide capacity among school districts to improve transition planning activities for students receiving special education services. A final report was submitted to the Legislature in November 2020. The report recommended implementing a system for the OSPI, the DDA and the DVR to share data about students with IDD, establishing statewide funding for School To Work, developing supports to help individuals navigate the various services, and creating statewide and regional transition networks.

School To Work.

The School To Work Program is a partnership among the DVR, the DDA, seven counties, school districts, and employment service providers who connect employment services to students with IDD while they are still accessing high school transition services. Funding for School To Work programs rely on county funding, which is used to pay providers a set rate to assist students in achieving employment. When a student establishes stability in a job, the DVR pays the county

an outcome fee. Once the student has graduated, DDA funding is then used to help the student maintain employment upon leaving school in June of the year the student turns age 21.

Summary of Bill:

The DSHS must establish a School to Work program in all counties to connect students with IDD who are receiving high school transition services to Supported Employment Services. In collaboration with the OSPI, the counties administering Supported Employment Services, the DDA, the Department of Services for the Blind, and any other relevant state agencies, the DSHS must:

- create a Statewide Council to:
 - establish common guidelines and outcome goals across regional interagency transition networks to ensure equitable access through systems for individuals receiving high school transition services and connection to services after leaving the school system; and
 - establish a referral and information system that helps students who are potentially eligible for adult support services from the DDA who are transitioning from high school, and their families, connect to necessary services and agencies that support adults with IDD; and
- establish a regional interagency transition networks as proposed in the 2020 Transition Collaborative Summative Report.

Each regional interagency transition network must include representatives from schools, counties, the DDA, the DVR, service providers, community members, and students and families, and annually report their progress to the Statewide Council.

The OSPI must submit a list of students receiving special education services to state agencies working with individuals with IDD at least three years before the student leaves the school system. The OSPI must have received the student's consent before submitting their information. The transition plan included in the student's IEP must be aligned with the student's High School and Beyond Plan. The High School and Beyond Plan can no longer be used as the transition plan.

Appropriation: None.

Fiscal Note: Available.

Effective Date: The bill takes effect 90 days after adjournment of the session in which the bill is passed.