

# HOUSE BILL REPORT

## SSB 5790

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**As Reported by House Committee On:**  
Housing, Human Services & Veterans  
Appropriations

**Title:** An act relating to strengthening critical community support services for individuals with intellectual and developmental disabilities.

**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 History:**

**Committee Activity:**

Housing, Human Services & Veterans: 2/22/22, 2/24/22 [DP];  
Appropriations: 2/25/22, 2/28/22 [DPA].

**Brief Summary of Substitute Bill  
(As Amended By Committee)**

- Requires the Department of Social and Health Services to establish a Statewide Council and a School to Work program in all counties 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.

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*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.*

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## HOUSE COMMITTEE ON HOUSING, HUMAN SERVICES & VETERANS

**Majority Report:** Do pass. Signed by 9 members: Representatives Peterson, Chair; Taylor, Vice Chair; Gilday, Ranking Minority Member; Barkis, Assistant Ranking Minority Member; Bateman, Chopp, Donaghy, Jacobsen and Leavitt.

**Staff:** Lena Langer (786-7192).

### **Background:**

#### Developmental Disabilities Administration.

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 and 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.

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#### **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 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.

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**Appropriation:** None.

**Fiscal Note:** Available.

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

**Staff Summary of Public Testimony:**

(In support) This bill provides navigation, transition, and employment supports to individuals with IDD as they leave the K-12 public education system. Fifty percent of students with IDD are not engaged in any post-secondary activity one year after leaving school. These coordinated transition services will provide a seamless transition for these students. This bill is a long-awaited solution to address inequities for students with IDD transitioning out of school and into adult life. This bill is the result of a 2018 legislative work group and agencies coming together to make recommendations. When regional systems engage in partnerships to support transition and employment, students with IDD are significantly more likely to have employment when they leave the school system.

(Opposed) None.

**Persons Testifying:** Senator John Braun, prime sponsor; Karen Williams, Community Employment Alliance; and Tania May, Office of Superintendent of Public Instruction.

**Persons Signed In To Testify But Not Testifying:** None.

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**HOUSE COMMITTEE ON APPROPRIATIONS**

**Majority Report:** Do pass as amended. Signed by 33 members: Representatives Ormsby, Chair; Bergquist, Vice Chair; Gregerson, Vice Chair; Macri, Vice Chair; Stokesbary, Ranking Minority Member; Chambers, Assistant Ranking Minority Member; Corry, Assistant Ranking Minority Member; MacEwen, Assistant Ranking Minority Member; Boehnke, Caldier, Chandler, Chopp, Cody, Dolan, Dye, Fitzgibbon, Frame, Hansen, Harris, Hoff, Jacobsen, Johnson, J., Lekanoff, Pollet, Rude, Ryu, Schmick, Senn, Springer, Steele, Stonier, Sullivan and Tharinger.

**Staff:** Mary Mulholland (786-7391).

**Summary of Recommendation of Committee On Appropriations Compared to**

**Recommendation of Committee On Housing, Human Services & Veterans:**

A null and void clause is added, making the bill null and void if not funded in the budget.

**Appropriation:** None.

**Fiscal Note:** Available.

**Effective Date of Amended Bill:** The bill takes effect 90 days after adjournment of the session in which the bill is passed. However, the bill is null and void unless funded in the budget.

**Staff Summary of Public Testimony:**

(In support) The bill is all about providing quality services for individuals with disabilities and streamlining the transition from school to adult life equitably across the state. A collaborative group brought together state agencies to work together like never before to support a seamless transition for young adults with disabilities in Washington with broad support from stakeholders. All young adults should have the opportunity to work.

(Opposed) None.

(Other) The Department of Social and Health Services Division of Vocational Rehabilitation (DVR) supports the School-To-Work program. Currently, the DVR pays an outcome-based contract for seven counties implementing School-To-Work programs. Counties do not receive all funding if they do not meet certain milestones outlined in their contracts. Not all counties have chosen to engage with the DVR. The funding model for School-To-Work should shift so that counties can take on the program without the risk of not receiving funding if they do not achieve certain outcomes. If the Developmental Disabilities Administration (DDA) takes the lead, the program will benefit from the DDA's existing relationships with counties.

**Persons Testifying:** (In support) Lance Morehouse, Sherwood Community Services.

(Other) Terry Redmon, Department of Social and Health Services-Division of Vocational Rehabilitation.

**Persons Signed In To Testify But Not Testifying:** None.