

FINAL BILL REPORT

SSB 5790

C 167 L 22

Synopsis as Enacted

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.).

Senate Committee on Health & Long Term Care

Senate Committee on Ways & Means

House Committee on Housing, Human Services & Veterans

House Committee on Appropriations

Background: Developmental Disabilities Administration. The Developmental Disabilities Administration (DDA) is a subdivision of the Department of Social and Health Services (DSHS) and administers a broad range of programs that provide habilitative services to individuals with intellectual and developmental disabilities (IDD) in Washington State. Habilitative services provide individual's with the necessary life skills to raise the individual's level of physical, mental, social, and vocational functioning. They include education, training for employment, and therapy. DDA provides habilitative services through the Residential Habilitative Centers (RHCs) or through the community in residential services or employment and day programs.

Employment and day programs include individual supported employment, group supported employment and community inclusion services. Individual supported employment assists clients with finding jobs in integrated community work places that pay at least minimum wage and has a base Medicaid rate of \$65.50. Group supported employment is where no more than eight DDA clients work in a supervised integrated setting and has a base Medicaid rate of \$56.78. Community inclusion is a non-work service intended to support clients in making connections to people and activities in the community and has a base Medicaid rate of \$35.

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.

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. 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 the 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 DDA and 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 OSPI, DDA, and 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 DVR, 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, 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: DSHS must establish a School to Work Program in all counties in the state to connect IDD students who are receiving high school transition services to supported employment services. DSHS must establish regional interagency transition networks and a statewide council to oversee these networks. The statewide council must develop common guidelines and goals across regional interagency transition networks to ensure IDD students

leaving the school system have equitable access to system navigation and services. The regional interagency transition networks must include representatives from schools, counties, DDA, DVR, service providers, community members, and students and families, and annually report their progress to the statewide council. The statewide council must also establish a referral and information system for connecting IDD students who are transitioning from high school to services and agencies that support the needs of adults with IDD. When establishing the statewide council, DSHS must collaborate with counties administering supported employment services and state agencies working with students with IDD.

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. 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.

The bill is null and void if funding is not provided in the 2022 supplemental operating budget.

Votes on Final Passage:

Senate	47	0	
House	98	0	(House amended)
Senate	49	0	(Senate concurred)

Effective: June 9, 2022