

Multiple Agency Fiscal Note Summary

Bill Number: 5790 S SB	Title: Community support services
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Estimated Cash Receipts

Agency Name	2021-23			2023-25			2025-27		
	GF-State	NGF-Outlook	Total	GF-State	NGF-Outlook	Total	GF-State	NGF-Outlook	Total
Department of Social and Health Services	0	0	241,000	0	0	460,000	0	0	460,000
Total \$	0	0	241,000	0	0	460,000	0	0	460,000

Estimated Operating Expenditures

Agency Name	2021-23				2023-25				2025-27			
	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total
Department of Social and Health Services	2.0	5,216,000	5,216,000	5,457,000	4.0	11,024,000	11,024,000	11,484,000	4.0	11,794,000	11,794,000	12,254,000
Department of Services for the Blind	Non-zero but indeterminate cost and/or savings. Please see discussion.											
Superintendent of Public Instruction	.1	94,000	94,000	94,000	.2	138,000	138,000	138,000	.2	138,000	138,000	138,000
Total \$	2.1	5,310,000	5,310,000	5,551,000	4.2	11,162,000	11,162,000	11,622,000	4.2	11,932,000	11,932,000	12,392,000

Agency Name	2021-23			2023-25			2025-27		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Local Gov. Courts									
Loc School dist-SPI	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Local Gov. Other									
Local Gov. Total									

Estimated Capital Budget Expenditures

Agency Name	2021-23			2023-25			2025-27		
	FTEs	Bonds	Total	FTEs	Bonds	Total	FTEs	Bonds	Total
Department of Social and Health Services	.0	0	0	.0	0	0	.0	0	0
Department of Services for the Blind	.0	0	0	.0	0	0	.0	0	0
Superintendent of Public Instruction	.0	0	0	.0	0	0	.0	0	0
Total \$	0.0	0	0	0.0	0	0	0.0	0	0

Agency Name	2021-23			2023-25			2025-27		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Local Gov. Courts									
Loc School dist-SPI	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Local Gov. Other									
Local Gov. Total									

Estimated Capital Budget Breakout

Prepared by: Breann Boggs, OFM	Phone: (360) 485-5716	Date Published: Final 2/24/2022
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Individual State Agency Fiscal Note

Bill Number: 5790 S SB	Title: Community support services	Agency: 300-Department of Social and Health Services
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

ACCOUNT	FY 2022	FY 2023	2021-23	2023-25	2025-27
General Fund-Federal 001-2		241,000	241,000	460,000	460,000
Total \$		241,000	241,000	460,000	460,000

Estimated Operating Expenditures from:

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	0.0	4.0	2.0	4.0	4.0
Account					
General Fund-State 001-1	0	5,216,000	5,216,000	11,024,000	11,794,000
General Fund-Federal 001-2	0	241,000	241,000	460,000	460,000
Total \$	0	5,457,000	5,457,000	11,484,000	12,254,000

Estimated Capital Budget Impact:

NONE

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact . Factors impacting the precision of these estimates , and alternate ranges (if appropriate) , are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- ☒ If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia , complete entire fiscal note form Parts I-V.
- ☐ If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia , complete this page only (Part I).
- ☐ Capital budget impact, complete Part IV.
- ☒ Requires new rule making, complete Part V.

Legislative Contact: Maria Hovde	Phone: 360-786-7474	Date: 02/08/2022
Agency Preparation: Cliff Hicks	Phone: 360-902-8240	Date: 02/14/2022
Agency Approval: Dan Winkley	Phone: 360-902-8236	Date: 02/14/2022
OFM Review: Breann Boggs	Phone: (360) 485-5716	Date: 02/14/2022

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Briefly describe by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

Section 6: The Department of Social and Health Services (DSHS) shall:

(1) Establish a School to Work Program in all counties in the state to work with all students with Intellectual and Developmental Disabilities (IDDs) who are potentially eligible to receive adult support services from the Developmental Disabilities Administration (DDA) and are receiving high school transition services in order to connect these students with supported employment services; and

(2) In collaboration with the Office of the Superintendent of Public Instruction, the counties administering supported employment services in collaboration with DDA, the Department of Services for the Blind, and any other relevant state agency working with students who are potentially eligible for adult support services from DDA shall:

(a) Create a statewide council to:

(i) Establish common guidelines and outcome goals across regional interagency transition networks to ensure equitable access through system navigation for individuals receiving high school transition services and connection to services after leaving the school system; and

(ii) Establish a referral and information system that helps students who are potentially eligible for adult support services from DDA who are transitioning from high school, and their families or guardians, connect to the necessary services and agencies that support the needs of adults with IDDs; and

(b) Establish regional interagency transition networks as proposed in the 2020 Transition Collaborative Summative Report. Each regional network shall include representation from schools, counties, DDA, the Regional Division of Vocational Rehabilitation, service providers, community members, and students and families. The regional networks shall identify improvement goals and report no less than annually on progress or barriers to achieving these goals to the statewide council.

II. B - Cash receipts Impact

Briefly describe and quantify the cash receipts impact of the legislation on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

A portion of the costs incurred to implement this legislation will be funded with federal Title XIX-Grants to States for Medical Assistance funds.

II. C - Expenditures

Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

Assumptions:

Section 6: The estimate assumes DDA will provide the School to Work program funds which the counties currently provide through a collected millage. In addition, there is a baseline cost of \$20,000 for smaller counties with fewer clients to provide for administrative overhead.

The School to Work clients and calculated growth estimates are from the 2021-23 Biennial Budget step DN, High School Transition Students.

Section 6: DDA will need 3.0 Social and Health Program Consultant 4 (SHPC4) FTE to work directly with the counties to build the infrastructure and support the implementation of the School to Work program. (One SHPC4 per region)

1.0 Washington Management Services (WMS) 2 Program Manager FTE will be needed to coordinate the School to Work program as well as handle support for the statewide council DDA requires.

Staffing Costs:

Fiscal Year 2023: \$547,000 (\$306,000 GF-State)

Fiscal Year 2024 and beyond: \$522,000 (\$292,000 GF-State)

School to Work Program: (All GF-State)

County Infrastructure Costs: \$20,000 annually per eligible county

Fiscal Year 2023: 25 eligible counties x \$20,000 = \$500,000

Fiscal Year 2024: 26 eligible counties x \$20,000 = \$520,000

Fiscal Year 2025: 28 eligible counties x \$20,000 = \$560,000

Fiscal Year 2026: 27 eligible counties x \$20,000 = \$540,000

Fiscal Year 2027: 27 eligible counties x \$20,000 = \$540,000

The estimated cost per student requesting service = \$10,000

(140 hours x \$65.50 per hour + seven percent admin charge + seven percent for information education) = \$10,000 per student

Estimated annual growth = Four Percent

Total Cost of School to Work Program Per Year:

Fiscal Year 2023:

Total eligible students: 892

Estimated students requesting service: 441

Estimated cost per student requesting service: \$10,000

Annual County Infrastructure cost: \$500,000

Total cost for Fiscal Year 2023: (441 students x \$10,000) + \$500,000 = \$4,910,000

Fiscal Year 2024:

Total eligible students: 928

Estimated students requesting service: 459

Estimated cost per student requesting service: \$10,000

Annual County Infrastructure cost: \$520,000

Total cost for Fiscal Year 2023: (459 students x \$10,000) + \$520,000 = \$5,110,000

Fiscal Year 2025:

Total eligible students: 965

Estimated students requesting service: 477

Estimated cost per student requesting service: \$10,000

Annual County Infrastructure cost: \$560,000

Total cost for Fiscal Year 2023: (477 students x \$10,000) + \$560,000 = \$5,330,000

Fiscal Year 2026:

Total eligible students: 1,004

Estimated students requesting service: 497

Estimated cost per student requesting service: \$10,000

Annual County Infrastructure cost: \$540,000

Total cost for Fiscal Year 2023: (497 students x \$10,000) + \$540,000 = \$5,510,000

Fiscal Year 2027:

Total eligible students: 1,044

Estimated students requesting service: 516

Estimated cost per student requesting service: \$10,000

Annual County Infrastructure cost: \$540,000

Total cost for Fiscal Year 2023: (516 students x \$10,000) + \$540,000 = \$5,700,000

Grand Total per year:

Fiscal Year 2023: \$547,000 + \$4,910,000 = \$5,457,000 (\$5,216,000 GF-State)

Fiscal Year 2024: \$522,000 + \$5,110,000 = \$5,632,000 (\$5,402,000 GF-State)

Fiscal Year 2025: \$522,000 + \$5,330,000 = \$5,852,000 (\$5,622,000 GF-State)

Fiscal Year 2026: \$522,000 + \$5,510,000 = \$6,032,000 (\$5,802,000 GF-State)

Fiscal Year 2027: \$522,000 + \$5,700,000 = \$6,222,000 (\$5,992,000 GF-State)

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2022	FY 2023	2021-23	2023-25	2025-27
001-1	General Fund	State	0	5,216,000	5,216,000	11,024,000	11,794,000
001-2	General Fund	Federal	0	241,000	241,000	460,000	460,000
Total \$			0	5,457,000	5,457,000	11,484,000	12,254,000

III. B - Expenditures by Object Or Purpose

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years		4.0	2.0	4.0	4.0
A-Salaries and Wages		357,000	357,000	714,000	714,000
B-Employee Benefits		122,000	122,000	244,000	244,000
C-Professional Service Contracts					
E-Goods and Other Services		25,000	25,000	50,000	50,000
G-Travel		1,000	1,000	2,000	2,000
J-Capital Outlays		24,000	24,000		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services		4,910,000	4,910,000	10,440,000	11,210,000
P-Debt Service		2,000	2,000	4,000	4,000
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements		16,000	16,000	30,000	30,000
9-					
Total \$	0	5,457,000	5,457,000	11,484,000	12,254,000

III. C - Operating FTE Detail: *List FTEs by classification and corresponding annual compensation . Totals need to agree with total FTEs in Part I and Part IIIA*

Job Classification	Salary	FY 2022	FY 2023	2021-23	2023-25	2025-27
Social and Health Program Consultant 4	88,644		3.0	1.5	3.0	3.0
WMS 2	90,888		1.0	0.5	1.0	1.0
Total FTEs			4.0	2.0	4.0	4.0

III. D - Expenditures By Program (optional)

Program	FY 2022	FY 2023	2021-23	2023-25	2025-27
Developmental Disabilities Administration (040)		5,457,000	5,457,000	11,484,000	12,254,000
Total \$		5,457,000	5,457,000	11,484,000	12,254,000

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Identify acquisition and construction costs not reflected elsewhere on the fiscal note and describe potential financing methods

NONE

IV. D - Capital FTE Detail: List FTEs by classification and corresponding annual compensation . Totals need to agree with total FTEs in Part IVB

NONE

Part V: New Rule Making Required

Identify provisions of the measure that require the agency to adopt new administrative rules or repeal/revise existing rules .

New rules will be required with passage of this legislation.

Individual State Agency Fiscal Note

Bill Number: 5790 S SB	Title: Community support services	Agency: 315-Department of Services for the Blind
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

Non-zero but indeterminate cost and/or savings. Please see discussion.

Estimated Capital Budget Impact:

NONE

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact . Factors impacting the precision of these estimates , and alternate ranges (if appropriate) , are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- ☒ If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia , complete entire fiscal note form Parts I-V.
- ☐ If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia , complete this page only (Part I).
- ☐ Capital budget impact, complete Part IV.
- ☐ Requires new rule making, complete Part V.

Legislative Contact: Maria Hovde	Phone: 360-786-7474	Date: 02/08/2022
Agency Preparation: Jeannie Brown	Phone: 360-725-3847	Date: 02/08/2022
Agency Approval: Jeannie Brown	Phone: 360-725-3847	Date: 02/08/2022
OFM Review: Anna Minor	Phone: (360) 790-2951	Date: 02/08/2022

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Briefly describe by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency .

Establishment of School to Work programs in all regions may or may not have significant fiscal costs for DSB. Some activities and costs may be manageable and within DSB mission and scope, but there may be some unexcepted costs involved. Although fiscal impacts of this bill to DSB are indeterminate, historically, DSB program start up costs have exceeded \$50,000.

II. B - Cash receipts Impact

Briefly describe and quantify the cash receipts impact of the legislation on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates . Distinguish between one time and ongoing functions .

II. C - Expenditures

Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

Establishment of School to Work programs in all regions may or may not have significant fiscal costs for DSB. Some activities and costs may be manageable and within DSB mission and scope, but there may be some unexcepted costs involved. Although fiscal impacts of this bill are indeterminate, historically, DSB program start up costs have exceeded \$50,000.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Non-zero but indeterminate cost and/or savings. Please see discussion.

III. B - Expenditures by Object Or Purpose

Non-zero but indeterminate cost and/or savings. Please see discussion.

III. C - Operating FTE Detail: List FTEs by classification and corresponding annual compensation . Totals need to agree with total FTEs in Part I and Part IIIA
NONE

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Identify acquisition and construction costs not reflected elsewhere on the fiscal note and describe potential financing methods
NONE

IV. D - Capital FTE Detail: *List FTEs by classification and corresponding annual compensation . Totals need to agree with total FTEs in Part IVB*

NONE

Part V: New Rule Making Required

Individual State Agency Fiscal Note

Bill Number: 5790 S SB	Title: Community support services	Agency: 350-Superintendent of Public Instruction
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	0.0	0.2	0.1	0.2	0.2
Account					
General Fund-State 001-1	0	94,000	94,000	138,000	138,000
Total \$	0	94,000	94,000	138,000	138,000

Estimated Capital Budget Impact:

NONE

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact . Factors impacting the precision of these estimates , and alternate ranges (if appropriate) , are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- ☒ If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia , complete entire fiscal note form Parts I-V.
- ☐ If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia , complete this page only (Part I).
- ☐ Capital budget impact, complete Part IV.
- ☐ Requires new rule making, complete Part V.

Legislative Contact: Maria Hovde	Phone: 360-786-7474	Date: 02/08/2022
Agency Preparation: Jami Marcott	Phone: (360) 725-6230	Date: 02/17/2022
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 02/17/2022
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 02/18/2022

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Briefly describe by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

Changes in SSB 5790 compared to SB 5790:

Section 7 has been renumbered to Section 6. There is no change in the scope of work as a result of this change.

Section 8 has been renumbered to Section 7. There is no change in the scope of work as a result of this change.

Summary SSB 5790:

Section 6:

The Department of Social and Health Services (DSHS) shall:

(1) Establish a school-to-work program for students with intellectual and developmental disabilities that are receiving high school transition services and who are potentially eligible to receive adult support services from the Developmental Disabilities Administration. The goal is to connect these students with supported employment services; and

(2) In collaboration with OSPI, the counties administering supported employment services, Developmental Disabilities Administration, Department of Services for the Blind, and any other relevant state agency working with students who are potentially eligible for adult support services shall :

(a) Create a statewide council to:

(i) Establish common guidelines and outcome goals across regional interagency transition networks to ensure equitable access through system navigation for individuals receiving high school transition services and connection to services after leaving the school system; and

(ii) Establish a referral and information system for students who are potentially eligible for adult support services from the Developmental Disabilities Administration, who are transitioning from high school. It helps these students, and their families or guardians, connect to the necessary services and agencies that support the needs of adults with intellectual and developmental disabilities; and

(b) Establish regional interagency transition networks as proposed in the 2020 Transition Collaborative Summative Report. Each regional network shall include representation from schools, counties, the Developmental Disabilities Administration, the Regional Division of Vocational Rehabilitation, service providers, community members, and students and families. The regional networks shall identify improvement goals and report, no less than annually, on progress or barriers to achieving these goals to the statewide council.

Section 7:

(1) OSPI must establish interagency agreements with the DSHS, the Department of Services for the Blind, and any other state agency that provides high school transition services for special education students. Such interagency agreements shall not interfere with existing Individualized Education Programs (IEP), nor override any IEP team's decision-making power. The purpose of the interagency agreements is to foster collaboration among the multiple agencies providing transition services for IEP-eligible special education students from the beginning of transition planning through age twenty-one, or through high school graduation, whichever occurs first. Interagency agreements are also intended to streamline services and programs, promote efficiencies, and establish a uniform focus on improved outcomes related to self-sufficiency.

(2)(a) When educationally and developmentally appropriate, the interagency responsibilities and linkages with transition services under subsection (1) must be addressed in a transition plan to a postsecondary setting in the student's IEP.

(b) Transition planning shall be based upon educationally and developmentally appropriate transition assessments that outline the student's individual needs, strengths, preferences, and interests. Transition assessments may include observations,

interviews, inventories, situational assessments, formal and informal assessments, as well as academic assessments.

(c) The transition plan must address activities needed to assist the student in reaching postsecondary goals and courses of study to support postsecondary goals.

(d) Transition activities that the transition plan may address include instruction, related services, community experience, employment and other adult living objectives, daily living skills, and functional vocational evaluation.

(e) When educationally and developmentally appropriate, a discussion must take place with the student and parents, and others as needed, to determine the postsecondary goals or postschool vision for the student. This discussion may be included as part of an annual IEP review, high school and beyond plan meeting, or any other meeting that includes parents, students, and educators. The postsecondary goals included in the transition plan shall be goals that are measurable and must be based on appropriate transition assessments related to training, education, employment, and independent living skills. The goals must also be based on the student's needs, while considering the strengths, preferences, and interests of the student.

(f) As the student gets older, changes in the transition plan may be noted in the annual update of the student's IEP.

(g) A transition plan required under this subsection must be aligned with a student's High School and Beyond Plan.

(3) To the extent that data is available through data-sharing agreements established by the education data center under RCW 3543.41.400, the education data center must monitor the following outcomes for IEP-eligible special education students after high school graduation :

(a) The number of students who, within one year of high school graduation :

(i) Enter integrated employment paid at the greater of minimum wage or competitive wage for the type of employment, with access to related employment and health benefits; or

(ii) Enter a postsecondary education or training program focused on leading to integrated employment ;

(b) The wages and number of hours worked per pay period ;

(c) The impact of employment on any state and federal benefits for individuals with disabilities ;

(d) Indicators of the types of settings in which students who previously received transition services primarily reside ;

(e) Indicators of improved economic status and self-sufficiency ;

(f) Data on those students for whom a postsecondary or integrated employment outcome does not occur within one year of high school graduation, including :

(i) Information on the reasons that the desired outcome has not occurred ;

(ii) The number of months the student has not achieved the desired outcome; and

(iii) The efforts made to ensure the student achieves the desired outcome.

(4) To the extent that the data elements in subsection (3) of this section are available to the education data center through data-sharing agreements, OSPI must prepare an annual report using existing resources.

(5) To minimize gaps in services through the transition process, no later than three years before students receiving special education services leave the school system, OSPI shall transmit a list of potentially eligible students to DSHS, the counties, the Department of Services for the Blind, and any other state agency working with individuals with intellectual and developmental disabilities. OSPI shall ensure that consent be obtained prior to the release of this information as required in accordance with state and federal requirements.

II. B - Cash receipts Impact

Briefly describe and quantify the cash receipts impact of the legislation on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates . Distinguish between one time and ongoing functions .

No impact to cash receipts

II. C - Expenditures

Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

Section 6(2):

DSHS is directed to:

(a)create a statewide council to:

(i) Establish common guidelines and outcome goals across regional interagency transition networks to ensure equitable access through system navigation for individuals receiving high school transition services and connection to services after leaving the school system; and

(ii) Establish a referral and information system for students who are potentially eligible for adult support services from the Developmental Disabilities Administration, who are transitioning from high school. It helps these students, and their families or guardians, connect to the necessary services and agencies that support the needs of adults with intellectual and developmental disabilities.

(b) Establish regional interagency transition networks as proposed in the 2020 Transition Collaborative Summative Report. Each regional network shall include representation from schools, counties, the Developmental Disabilities Administration, the Regional Division of Vocational Rehabilitation, service providers, community members, and students and families. The regional networks shall identify improvement goals and report, no less than annually, on progress or barriers to achieving these goals to the statewide council.

OSPI is directed to participate on the statewide council created in Section 6. The Executive Director of Special Education would spend approximately 20% of their time participating on this council at an annual cost of \$44,000.

Section 7:

(2)(g) A transition plan required under this subsection must be aligned with a student’s High School and Beyond Plan. Current statue requires High School and Beyond Plans for these students, therefore there is no cost to OSPI for this section.

(5) To minimize gaps in services through the transition process, no later than three years before students receiving special education services leave the school system, OSPI shall transmit a list of potentially eligible students to DSHS, the counties, the Department of Services for the Blind, and any other state agency working with individuals with intellectual and developmental disabilities. OSPI shall ensure that consent be obtained prior to the release of this information as required in accordance with state and federal requirements.

OSPI does not currently have a data collection system to document consent to share student information with DSHS. OSPI would need to coordinate with school districts to obtain this information. A database would need to be created to securely share student information from OSPI to the receiving entity. The estimated cost to create the database is \$50,000. The annual maintenance cost is an estimated to be \$25,000.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2022	FY 2023	2021-23	2023-25	2025-27
001-1	General Fund	State	0	94,000	94,000	138,000	138,000
Total \$			0	94,000	94,000	138,000	138,000

III. B - Expenditures by Object Or Purpose

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years		0.2	0.1	0.2	0.2
A-Salaries and Wages		25,000	25,000	50,000	50,000
B-Employee Benefits		7,000	7,000	14,000	14,000
C-Professional Service Contracts		50,000	50,000	50,000	50,000
E-Goods and Other Services		10,000	10,000	20,000	20,000
G-Travel		2,000	2,000	4,000	4,000
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	0	94,000	94,000	138,000	138,000

III. C - Operating FTE Detail: *List FTEs by classification and corresponding annual compensation . Totals need to agree with total FTEs in Part I and Part IIIA*

Job Classification	Salary	FY 2022	FY 2023	2021-23	2023-25	2025-27
Executive Director of Special Education	123,000		0.2	0.1	0.2	0.2
Total FTEs			0.2	0.1	0.2	0.2

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Identify acquisition and construction costs not reflected elsewhere on the fiscal note and describe potential financing methods

NONE

IV. D - Capital FTE Detail: *List FTEs by classification and corresponding annual compensation . Totals need to agree with total FTEs in Part IVB*

NONE

No impact

Part V: New Rule Making Required

Individual State Agency Fiscal Note

Bill Number: 5790 S SB	Title: Community support services	Agency: SDF-School District Fiscal Note - SPI
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

Non-zero but indeterminate cost and/or savings. Please see discussion.

Estimated Capital Budget Impact:

NONE

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact . Factors impacting the precision of these estimates , and alternate ranges (if appropriate) , are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- ☐ If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia , complete entire fiscal note form Parts I-V.
- ☒ If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia , complete this page only (Part I).
- ☐ Capital budget impact, complete Part IV.
- ☐ Requires new rule making, complete Part V.

Legislative Contact: Maria Hovde	Phone: 360-786-7474	Date: 02/08/2022
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OFM Review: Val Terre	Phone: (360) 280-3973	Date: 02/18/2022

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Briefly describe by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

Changes in SSB 5790 compared to SB 5790:

Section 7 has been renumbered to Section 6. There is no change in the scope of work as a result of this change.

Section 8 has been renumbered to Section 7. There is no change in the scope of work as a result of this change.

Section 6:

The Department of Social and Health Services (DSHS) shall:

(1) Establish a school-to-work program for students with intellectual and developmental disabilities that are receiving high school transition services and who are potentially eligible to receive adult support services from the Developmental Disabilities Administration. The goal is to connect these students with supported employment services; and

(2) In collaboration with OSPI, the counties administering supported employment services, Developmental Disabilities Administration, Department of Services for the Blind, and any other relevant state agency working with students who are potentially eligible for adult support services shall:

(a) Create a statewide council to:

(i) Establish common guidelines and outcome goals across regional interagency transition networks to ensure equitable access through system navigation for individuals receiving high school transition services and connection to services after leaving the school system; and

(ii) Establish a referral and information system for students who are potentially eligible for adult support services from the Developmental Disabilities Administration, who are transitioning from high school. It helps these students, and their families or guardians, connect to the necessary services and agencies that support the needs of adults with intellectual and developmental disabilities; and

(b) Establish regional interagency transition networks as proposed in the 2020 Transition Collaborative Summative Report. Each regional network shall include representation from schools, counties, the Developmental Disabilities Administration, the Regional Division of Vocational Rehabilitation, service providers, community members, and students and families. The regional networks shall identify improvement goals and report, no less than annually, on progress or barriers to achieving these goals to the statewide council.

Section 7:

(1) OSPI must establish interagency agreements with the DSHS, the Department of Services for the Blind, and any other state agency that provides high school transition services for special education students. Such interagency agreements shall not interfere with existing Individualized Education Programs (IEP), nor override any IEP team's decision-making power. The purpose of the interagency agreements is to foster collaboration among the multiple agencies providing transition services for IEP-eligible special education students from the beginning of transition planning through age twenty-one, or through high school graduation, whichever occurs first. Interagency agreements are also intended to streamline services and programs, promote efficiencies, and establish a uniform focus on improved outcomes related to self-sufficiency.

(2)(a) When educationally and developmentally appropriate, the interagency responsibilities and linkages with transition services under subsection (1) must be addressed in a transition plan to a postsecondary setting in the student's IEP.

(b) Transition planning shall be based upon educationally and developmentally appropriate transition assessments that outline the student's individual needs, strengths, preferences, and interests. Transition assessments may include observations, interviews, inventories, situational assessments, formal and informal assessments, as well as academic assessments.

- (c) The transition plan must address activities needed to assist the student in reaching postsecondary goals and courses of study to support postsecondary goals.
- (d) Transition activities that the transition plan may address include instruction, related services, community experience, employment and other adult living objectives, daily living skills, and functional vocational evaluation.
- (e) When educationally and developmentally appropriate, a discussion must take place with the student and parents, and others as needed, to determine the postsecondary goals or postschool vision for the student. This discussion may be included as part of an annual IEP review, high school and beyond plan meeting, or any other meeting that includes parents, students, and educators. The postsecondary goals included in the transition plan shall be goals that are measurable and must be based on appropriate transition assessments related to training, education, employment, and independent living skills. The goals must also be based on the student's needs, while considering the strengths, preferences, and interests of the student.
- (f) As the student gets older, changes in the transition plan may be noted in the annual update of the student's IEP.
- (g) A transition plan required under this subsection must be aligned with a student's High School and Beyond Plan.
- (3) To the extent that data is available through data-sharing agreements established by the education data center under RCW 3543.41.400, the education data center must monitor the following outcomes for IEP-eligible special education students after high school graduation:
- (a) The number of students who, within one year of high school graduation :
 - (i) Enter integrated employment paid at the greater of minimum wage or competitive wage for the type of employment, with access to related employment and health benefits; or
 - (ii) Enter a postsecondary education or training program focused on leading to integrated employment ;
 - (b) The wages and number of hours worked per pay period ;
 - (c) The impact of employment on any state and federal benefits for individuals with disabilities ;
 - (d) Indicators of the types of settings in which students who previously received transition services primarily reside ;
 - (e) Indicators of improved economic status and self-sufficiency ;
 - (f) Data on those students for whom a postsecondary or integrated employment outcome does not occur within one year of high school graduation, including:
 - (i) Information on the reasons that the desired outcome has not occurred ;
 - (ii) The number of months the student has not achieved the desired outcome; and
 - (iii) The efforts made to ensure the student achieves the desired outcome.
- (4) To the extent that the data elements in subsection (3) of this section are available to the education data center through data-sharing agreements, OSPI must prepare an annual report using existing resources.
- (5) To minimize gaps in services through the transition process, no later than three years before students receiving special education services leave the school system, OSPI shall transmit a list of potentially eligible students to DSHS, the counties, the Department of Services for the Blind, and any other state agency working with individuals with intellectual and developmental disabilities. OSPI shall ensure that consent be obtained prior to the release of this information as required in accordance with state and federal requirements.

II. B - Cash receipts Impact

Briefly describe and quantify the cash receipts impact of the legislation on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

No impact to cash receipts.

II. C - Expenditures

Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

The cost to school districts is indeterminate. This bill does not direct school districts to take action on any specific work. There could be staff time to transmit student contact information to OSPI. Until a system platform to securely transmit this data is identified, OSPI cannot estimate the cost.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Non-zero but indeterminate cost and/or savings. Please see discussion.

III. B - Expenditures by Object Or Purpose

Non-zero but indeterminate cost and/or savings. Please see discussion.

III. C - Operating FTE Detail: List FTEs by classification and corresponding annual compensation . Totals need to agree with total FTEs in Part I and Part IIIA

NONE

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Identify acquisition and construction costs not reflected elsewhere on the fiscal note and describe potential financing methods

NONE

IV. D - Capital FTE Detail: List FTEs by classification and corresponding annual compensation . Totals need to agree with total FTEs in Part IVB

NONE

Part V: New Rule Making Required