
2020 CEA Transition Legislation

Proven Outcomes: Washington State has demonstrated that when systems partnerships exist, 74% of students with intellectual/developmental disabilities (IDD) will have a job within a year of exiting schoolⁱ. Unfortunately, there is not a statewide collaboration on school to work transitions, so service access is not equitable. Too many students are missing job pathways. **It's time to provide an employment transition service to every student in Washington State.**

Students with IDD are
3.9 times more
likely to have a job if
they exit school
through a transition
partnershipⁱ.

Solutions for a Stronger Future

- 1. Amend the 2018 Transition Provisoⁱⁱ as recommended by the Transition Collaborative.**
Amendments will produce clear steps for systems change and stakeholder responsibilities when a student with a developmental disability transitions from school to adult life. Early progress from this workgroup revealed that three state agencies have aligned goals and the ability to braid stakeholder resources to optimize the public investment. Amendments include: evaluating data share agreements; defining roles for DDA, DVR, OSPI, Counties and Schools; recommendations including potential legislation and funding and regional interagency transition networks. There is no fiscal ask associated with the amendments.
- 2. Build Capacity by forecasting BasicPlus Waiver services** to accommodate exiting transition students who will need adult services, including employment. Historically the legislature has supported funding to match the demand for students transitioning from school to adult DDA services. Thank you for the funding! Please continue to ensure there is adequate funding and waiver availability. DDA anticipates 1,649 eligible students will exit in the next bienium, and historically, only 51% of the students access employment services. With systems partnership, we hope that 70% of students will be conected to servcies by 2024.

We don't want Washington students graduating to the couch!
Let's get them into the workforce!

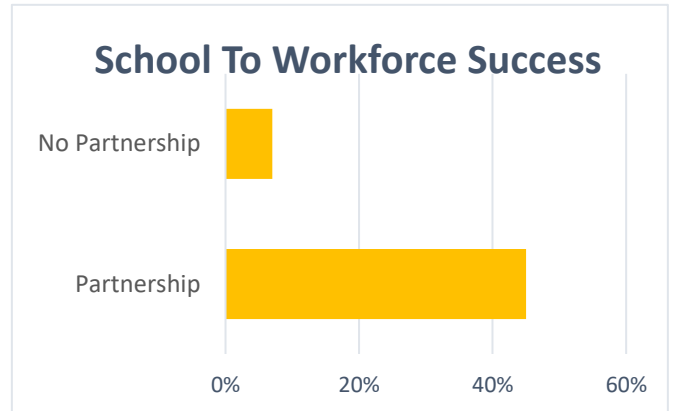
Clear coordination between DDA/DVR/OSPI/Counties/Schools will:



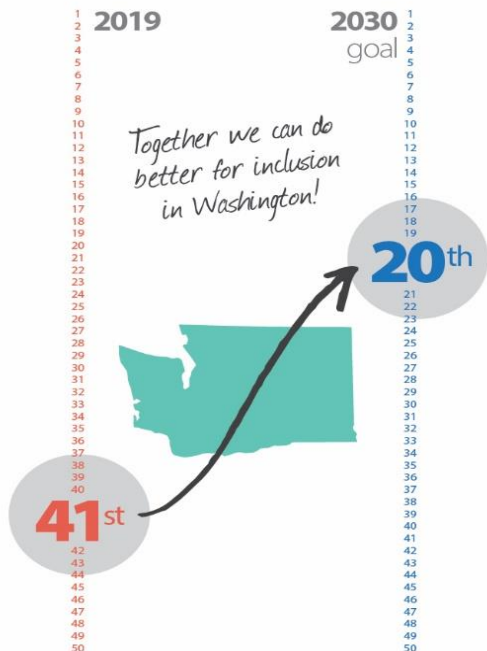
- Better leverage and steward public resources by eliminating redundancies through coordination. Adult employment services duplicate some efforts done in school, wasting public dollars when there is not coordination.
- Address significant inequities of access to employment services across the state. Increase the number of students joining the workforce out of school. See School

To Workforce Success graph. ⁱⁱⁱ

- Streamline access to services so less people graduate to the couch or live in isolation.
- Support the families who are navigating a complex system with applications to multiple agencies.
- Ensure services compliment versus supplant federal or state mandates of agencies.
- Allow students in special education to pursue employment while still receiving academic and life skills crucial to their participation in the workforce.
- Clear coordination of state agencies would align Washington State with the intent of WIOA, the [Federal Workforce Innovation and Opportunity Act](#)
- Data sharing would allow the agencies to collaborate, prepare and build capacity to serve students.



State Ranking of Investment in Community Services for People with Intellectual/Developmental Disabilities



Building Capacity will:

- Ensure a trained workforce to serve the needs of community members with developmental disabilities, especially in rural areas of the state.
- Move Washington from the 41st national ranking for IDD community investments^{iv}, to the top twenty by 2030. Do this by enabling us to incrementally plan for the needed funding and workforce resources over the next ten years.



ⁱ Washington State Developmental Disabilities Administration data 2015-2018.

ⁱⁱ SSB 6032 (2018) Section 501(57). <http://leap.leg.wa.gov/leap/budget/lbns/2018Omni6032-S.SL.pdf>

ⁱⁱⁱ Washington State Division of Developmental Disabilities Jobs by 21 Partnership Project Report for FY2008, December 1, 2008, Institute for Community Inclusion University of Massachusetts Boston, Winsor, Butterworth, Cox and Bose, www.dshs.wa.gov/sites/default/files/DDA/dda/documents/Jobs%20by%2021%20Report.pdf

^{iv} <http://stateofthestates.org/index.php/survey-test?survey-source=Profiles> Braddock, 2017