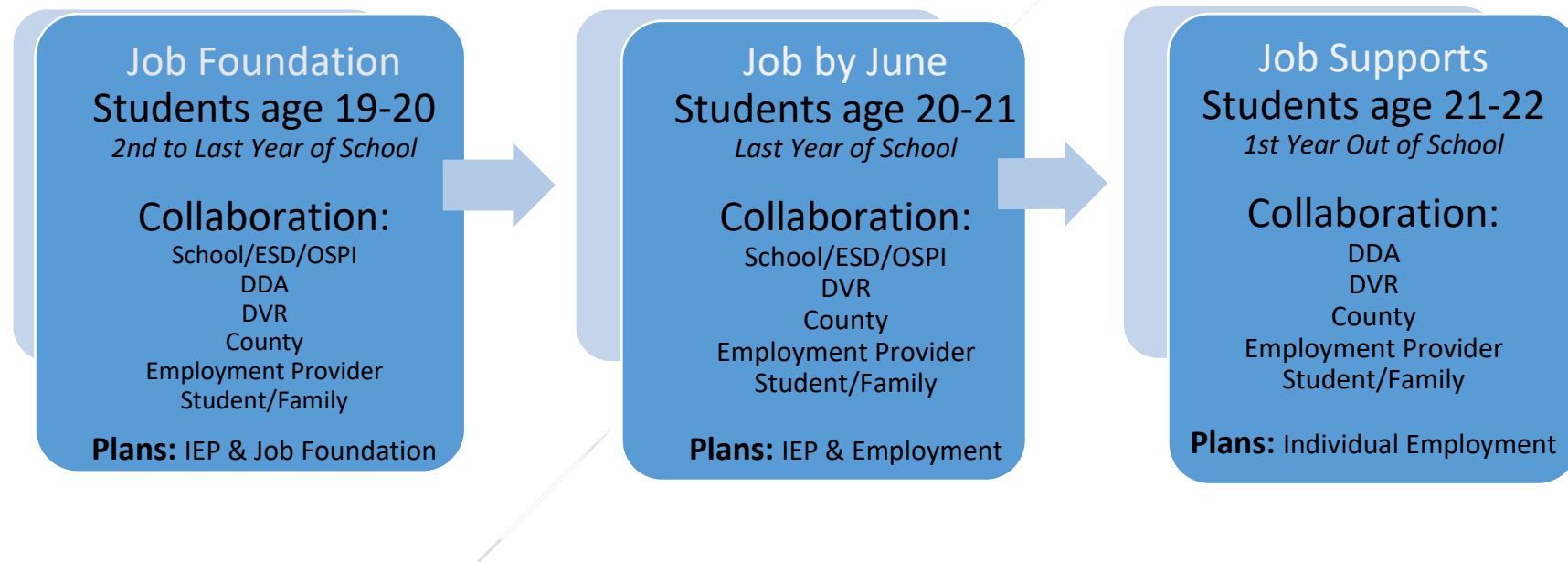# Job Foundation Guidelines

Purpose: The Job Foundation is an effort to engage students earlier in targeted employment planning and connection to the adult service system. Community-based employment providers will use their expertise to gather important foundational information about skills and supports needed for a job. They will work in partnership with school staff to leverage vocational, academic, and life skill preparation being done in the schools on behalf of the individual student. The intent is that with a completed Job Foundation, a student and their team will have an actionable next step for employment. The employment provider will be ready to serve the student through DVR in either a Community Based Assessment or job placement plan in their last year of school. Students are asked to commit to stay in school to continue skill development, access school resources, and be eligible for the SSI student earned income exclusion if they get a job. The ultimate goal is more students complete transition programs with a job or secondary education connection.

Job Foundation	Job by June	Job Supports
Students age 19-20	**Students age 20-21**	**Students age 21-22**
2nd to Last Year of School	*Last Year of School*	*1st Year Out of School*
Collaboration:	**Collaboration:**	**Collaboration:**
School/ESD/OSPI	School/ESD/OSPI	DDA
DDA	DVR	DVR
DVR	County	County
County	Employment Provider	Employment Provider
Employment Provider	Student/Family	Student/Family
Student/Family		
Plans: IEP & Job Foundation	**Plans:** IEP & Employment	**Plans:** Individual Employment

Guidelines for Providers:

- **In-person observations/interactions:** Employment agencies will use in-person observations of school activities and interactions with school staff and family to gather much of this information (such as internship sites, life skill classes, community outings, IEP meetings, etc.). A minimum of five separate face-to-face interactions is considered best practice. These are individualized services. Each time together will vary from one to several hours. For some students, sufficient information can be gathered from these sources so the Job Foundation document will prepare them for a DVR job placement plan. For other students, a Community Based Assessment might be the necessary next step to gain accurate information about the person's skills and supports. Next steps will be determined with the student and their support team, including rehabilitation counseling from DVR.
- **Recommendations should reflect actionable next steps** for each skill area that will help them be successful in interviewing, learning and maintaining a job in the community. Providers should have specific conversations with school staff and together identify any skill development/training that could be done during the school day (such as practicing alpha filing or handshakes) to build their vocational prep.
- **Other resources:** If the employment agency does not have the skilled capacity to provide these supports, recommendations should include a list of entities that will be contacted for that support, including technical assistance or training the provider will need from the county to effectively serve this student to achieve employment.

Guidelines for Counties: *Please note there is no partial points when scoring Job Foundation Reports, responses must be complete.*

To ensure quality Job Foundations, look for the following in the report:

- **Evidence that provider observed and interacted with student/school staff.** Examples: Julia works in the school office and is able to complete a three-step task independently with direction from the Admin Assistant. Josue uses a communication board to select which activity he wants to do first when he comes into the class. It's important that the provider shows evidence that this was an individualized report.
- **Recommendations are specific actionable next steps that address skills and supports.** Examples: Raymond will practice riding the city bus once a week to the library or coffee shop to build his confidence with public transportation in the community and interacting with strangers. Lina would benefit from AT/IT to support her communication, she was added to the waitlist for the school SLP assessment and the family was given information on WATAAP. School staff will continue prompting Lina to use her signs and pictures to ask for what she needs.

Job Foundation Report

In alignment with Washington State's [Working Age Adult Policy](#), all individuals are presumed to be able to obtain and maintain integrated community-based employment. This report is intended to gather information about current capabilities, strengths, supports and recommendations for successful future employment.

Instructions: Each area should have information provided (no blank boxes). If an area is not applicable, please indicate that with an explanation.

Please note that if any of the fields on this page are left blank, the form will be returned to the provider to complete:

Student Name

ADSA ID (*contact county if unknown*)

School

Provider

Provider Contact Name

Provider Contact Number

Service Start Date

Report Completed Date

Communication

Communication Skills	Description of capabilities and strengths	Description of supports needed for success
Ability to communicate with others (verbal, assistive technology)	Does the student have a functional way to communicate?	Are alternate modes of communication used /needed? Are certain environmental conditions more supportive or conducive to effective communication (noise level, activity level, indoors/outdoors, etc.)? Specific tools/systems/devices needed to support successful communication that would be expected in an average workplace?
Ability to express preferences and interests in particular job environments/tasks	Does the student communicate their preferences/interests verbally or with augmentative and alternative communication (AAC)? Is information on preferences gathered through observation? Is the students' communication relevant/appropriate to the setting/situation?	What tools, resources, or training can help the student communicate preferences and differentiate between choices?
Tools to manage behavioral communication	Does the student have an effective mode of communication to express themselves (to indicate no, express concerns, need for a break, etc.)? Are anger, frustration or other behaviors an issue?	Are there specific antecedents to challenging behaviors that have been noted? What are effective strategies to prevent challenging behaviors in the future? Are there methods/techniques/tools that the individual can use in dealing with anger/frustration/behaviors?
Other communication related information	Does the student initiate conversations? Does the student participate in conversations with their peers? Are there language differences at home (other languages as the primary language)?	Will interpreters be needed for person-centered services and effective communication with the family? Will cultural navigation or other resources be helpful?

Recommendations:
Consider the following examples when writing the recommendations:
Example: The student needs a communication device or system to succeed in a workplace, what are the resources the school can offer for acquiring the device or putting a system in place and training the student? If not the school, what other community resources are available (DVR, Washington Assistive Technology Act Program (WATAP), etc.)
Example: The student struggles to identify preferences when given a choice. What activities or supports need to be developed to build this communication? Yes/No communication tools, visual options in an app, etc.

Communication Skills	Description of capabilities and strengths	Description of supports needed for success
Example: The student uses behaviors to communicate that would present a challenge in a workplace. Is there a behavior plan in place at home and school that could help the student communicate more effectively? Would certain workplaces be better to allow for certain behaviors such as loud vocalizations? Is technical assistance from a behaviorist needed? Does the school offer this? Does the County or the student's waiver have a resource?		

Interactive Social Skills

Interactive Social Skills	Description of capabilities and strengths	Assessment of supports needed for success
Ability to understand and apply concepts about personal/professional boundaries (handshake vs hug, language, asking for time off)	Does the student demonstrate an ability to understand and respect professional boundaries? Does the student demonstrate safe interactions?	What supports could assist this individual in being perceived for their competencies and professionalism?
Ability to work with others to accomplish a task	Is this student successful working near others or as a part of a team to complete work? This includes taking directions from others. Has the student done a project or activity with others? What did that look like? Was the student open to changing their approach in response to working with others?	Would independent or group work be more successful (or both, and explain)? Supports or tools that could support the student in preferred independent or group work?
Ability to communicate with strangers (public transit, customer interactions, etc.)	Is the student able to ask for help or interact independently with strangers when in public? Does the student initiate interactions with others? Does the student respond when spoken to? What does that look like?	What supports will this person need to navigate coworker, customer or community interactions related to work?
Ability to accept and apply feedback	Does the student understand and take responsibility for their own actions?	What supports will the student need to accept feedback well? What efforts have been tried to build this skill?

Interactive Social Skills	Description of capabilities and strengths	Assessment of supports needed for success
Other Interactive Social Skills Related Information	Does the student understand what topics are appropriate/inappropriate for workplace social conversations? Does the student talk about topics unrelated to work that may be considered a disruption or distraction? Does the student gravitate towards social interactions or does it cause them a lot of anxiety?	What training and clear expectations will help the student be successful in the workplace? Would the student do better in an environment with a lot of social interaction (customer service) or less social interaction (warehouse)

Recommendations:

Consider the following examples when writing the recommendations:

Example: If the student needs to practice professional introductions (shaking hands, saying name, not hugging or grabbing arms, etc.), is this something that can be included in their IEP goals?

Example: The student struggles to take feedback from others about how they completed a task incorrectly (they storm off or ignore). Would video modeling of successful acceptance of feedback vs. how the student reacted be useful for the student? Is the way the feedback was delivered a factor (example, the person used too many words)?

Example: The student quotes song lyrics when asked a question about work. How will future coworkers/supervisors be guided by the job coach to best interact with the students when they have a question?

Self-Advocacy

Self-Advocacy Skills	Description of capabilities and strengths	Assessment of supports needed for success
Ability to ask for or indicate need for support	How does the student currently ask for help/support? Can they identify problems? Does the student recognize their own limitations? Does the student request assistance when needed?	What supports will assist the student ask for help when needed?
Awareness of responsibilities or needs for personal care support	Does the student manage hygiene and restroom use on their own?	What training or accommodations need to be developed for success in the workplace? Any impacts or considerations at a potential workplace (lengths of shifts, time of day, proximity of worksite to restroom)? What supports may be needed?
Safety awareness – personal and physical	Can the student navigate streets, buses, workplaces with an awareness of risks and safety hazards? Can the student navigate their school campus independently?	What environments or supports would be best for the student when considering jobs and work sites?

Self-Advocacy Skills	Description of capabilities and strengths	Assessment of supports needed for success
Tools to manage emotional/mental health	How does the student handle stressful situations? Are there any tools the student has in place to maintain balance and calm themselves when stressed? Does the student have tools to manage their own emotional and mental wellness?	Do they have support from a mental health counselor or support group?
Self-Advocacy training	Has the student participated in self-advocacy training in the school or outside of school?	Any interest in self-advocacy training? What type of support may be helpful? Are there local chapters of Self Advocates in Leadership (SAIL) ARC, Association for People Supporting Employment (APSE) or People First they could connect with?
Consider the following examples when writing the recommendations: Example: The student gets very physical when they are frustrated, what supports do they have for their mental health? What tools have they been offered to manage stressful situations more effectively? Example: The student always has a para assisting them in the restroom, are there ways this support could be faded to create more independence? Example: The person only rides with their mom places, could there be initial steps to try other modes of transportation?		

Task Management

Task Management Skills	Description of capabilities and strengths	Assessment of supports needed for success
Ability to follow directions (verbally, visually, by example)	Can multiple instructions be followed? Is correction accepted and understood? Does the individual understand and accept praise and criticism? Is the individual able to perform more successfully after repetition?	What prompts or visual aids can be put into place to assist the individual in following instructions/making corrections?
Ability to transition from step to step or task to task (include info on prompts/supports)	Can the student segue from one task to the next? Can the student do multiple tasks? Can the student transition from school tasks/activities, to breaks/lunch and back to school tasks/activities? Is the person able to tell, match or understand the passage of time? Is stress linked to new environments or tasks?	What environmental prompts are necessary for that to happen?

Task Management Skills	Description of capabilities and strengths	Assessment of supports needed for success
Able to stay focused on a task (how long, what supports, list tasks)	How long can the individual work independently on a familiar task? Can the individual focus on task despite distractions? What are the distractions for the individual in this environment?	What prompts are being used or are needed?
Consider the following examples when writing the recommendations: Example: Student is very dependent on verbal prompts from paras and teachers. What are next steps to decrease prompt dependency? Consider task design, systematic instruction, task analysis. Example: student focuses for 2 minutes at a time on a task, what efforts are in place to build this focus and keep them engaged? Example: what coaching approaches have been most successful for this student when learning a new task? Will the provider need additional training to best teach this person on a job?		

Work Interest Exploration

Work Interest Exploration	Details for job development preparation
Identified environmental factors for possible workplace Examples: • physical accessibility and mobility • safety, social/cultural elements • sensory elements • coworker proximity • public interactions	Reflect on observations from internships, classroom, and community settings. Consider input from the student and their support team. Individual mobility supports needed.
Determine initial or potential marketable skills	List of potential tasks and work skills (things the student has demonstrated they can already do or could reasonably learn). If there were limited opportunities to gather this information through school sites, a community based assessment (CBA) would be an appropriate as the next step. Additionally, a person-centered-plan could be a useful tool to glean more actionable information to explore on behalf of the student. Request from County.

Work Interest Exploration	Details for job development preparation
Preference/Interests for Employment Examples: • paid work hours (number of hours a week) • wages • types of industries • schedule (AM/PM shifts/time of day, number of days, lengths of shifts) • location • environment, i.e. indoors/outdoors	What are interests expressed by the student? If there were limited opportunities to gather this information through school sites, a CBA would be an appropriate next step. The paid work hours and wages should reflect the current hourly minimum wage for the municipality or state.
Resume of internships/work explorations through school and useful information for job development.	List worksites and tasks the student completed in work internship sites. Note whether the experience would be a potential possible pursuit in the future or not. Include recommendations on additional tools that exist or would be helpful to market skills (visual resume, video, portfolio, letters of recommendations, etc.)

Transportation

Transportation resources available	What transportation resources are available to the student? Para transit, Family, friends, other community resources?
Experience with community transportation options (Paratransit, city bus, etc.)	What type of community transportation is currently used? Who sets up rides or determines a bus route? Can the student independently plan and access the transportation necessary to get to the workplace? What training or supports may be needed for the student to successfully use community transportation resources?

Critical Documents and Enrollments

Critical Documents & Enrollments Refer families/teachers to get these documents established. Families are responsible to complete these items. Employment Providers are responsible for referring families to the relevant agencies for these key documents and enrollments. **Do not leave any area blank. If it is not applicable, please mark with N/A.**	Complete Y/N	Next Steps Timelines and actions
Enroll in DVR through local office https://www.dshs.wa.gov/office-locations		
Washington State ID • Apply at your local driver licensing office or online • Before 18: need birth certificate and guardian's ID or driver's license • After 18: birth certificate; school transcript with DOB; Social security card with signature; school yearbook with photo. Other combinations of documents accepted-check website for more details. • http://www.dol.wa.gov/driverslicense/gettingidcard.html		
Social Security card • Apply on-line or at a Social Security office • Required application documents: Social Security card application (available online), Washington State ID, and birth certificate. • https://faq.ssa.gov/en-US/Topic/article/KA-02017 • Refer family to local benefits planners		
Birth certificate • Call (360) 236.4300 or order online • http://www.doh.wa.gov/LicensesPermitsandCertificates/BirthDeathMarriageandDivorce		
Bank account • Most banks require a photo ID and social security number • Minimum opening balance depends on bank		
Obtain copy of student's IEP and attend when possible to align vocational goals		

Critical Documents & Enrollments Refer families/teachers to get these documents established. Families are responsible to complete these items. Employment Providers are responsible for referring families to the relevant agencies for these key documents and enrollments. **Do not leave any area blank. If it is not applicable, please mark with N/A.**	Complete Y/N	Next Steps Timelines and actions
Other certifications applicable to career path (food handler's permit, STARRS certifications, etc.)		

Key Next Steps:

- Use recommendations from each section in this summary of action steps.
- This would be an area to include any consideration of the student's cultural or linguistic background that will be a factor in future services and job placement. Examples: family is not literate in English, they may need extra support with forms and enrollments. If the person is a practicing Muslim, they may have restrictions working in a restaurant that is not halal. Are there cultural perceptions about disability in their culture that would be good for the team to be aware of?
- If the student is ready for a job placement plan with DVR, state general ideas for type of work to pursue.
- If the student will need more time in community-based settings for identifying their skills and interests, recommend a CBA for next steps.