

Job Foundation Project: Information for School Partners

Tania May

Office of Superintendent of Public Instruction

Director of Special Education

tania.may@k12.wa.us

Kris Hirschmann

Center for Change in Transition Services

Director of Transition

hirschmk@seattleu.edu



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Today's Topics

- Project & Partner Overview
- Job Foundation Project Timeline and Activities
- How Students & Families Can Get Connected
- The Role of School Partners
- Resources & Contacts



Job Foundation Project Overview

Partners: DDA and DVR, OSPI, counties, employment providers, ESDs, schools, families, and students.

Purpose:

- Engage students who are DDA eligible, ages 19 to 20, in targeted employment planning and connections;
- Increase partnerships between employment providers and school staff to complete a student-centered Job Foundation Report that includes actionable next steps for employment; and
- Increase the number of students exiting the school system with a job or a connection to post-secondary education.



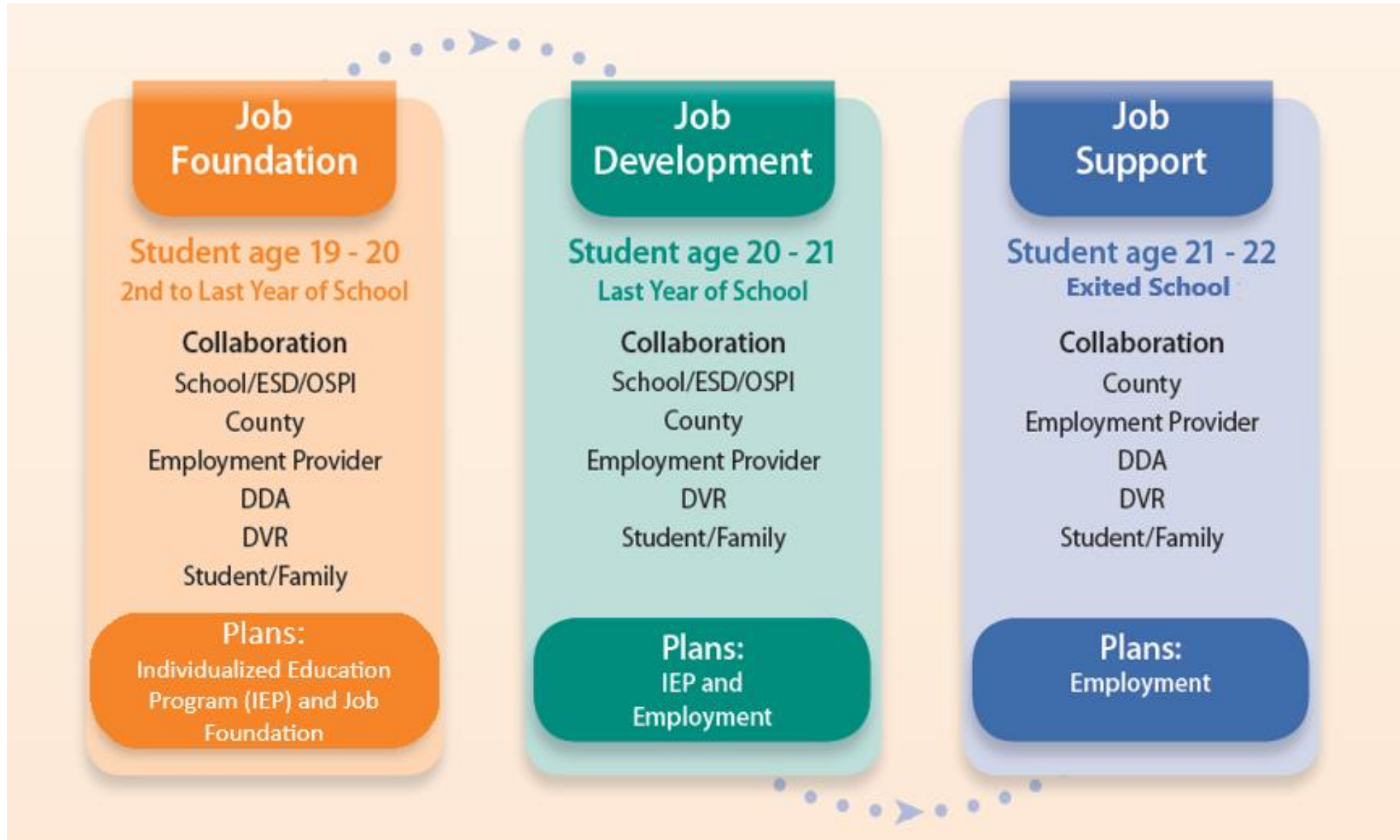
Participating Counties in 2020-21



- Asotin
- Clark
- Ferry
- Island
- Jefferson
- King
- Kitsap
- Lewis
- Lincoln
- Mason
- Okanogan
- Pend Oreille
- Pierce
- Snohomish
- Spokane
- Stevens
- Thurston
- Whatcom
- Whitman
- Yakima

Visit the [Job Foundation Interactive Map](#) to see if there is a Job Foundation Pilot Program in your county.

Overview of the Project Collaboration Process



Job Foundation Timelines & Activities

Student Age	Timeline	Focus of Collaborative Efforts with Schools
Up to Age 18	At annual IEP meetings	<ul style="list-style-type: none"> • Learn about the Job Foundation Project • Share info about applying for DDA and Social Security
Age 18-19	At annual IEP meeting	<ul style="list-style-type: none"> • Learn how to apply for the Job Foundation Project
Age 19-20	Summer/Fall	<ul style="list-style-type: none"> • Job Foundation Application/Enrollment • DVR Application/Eligibility • Student selects a qualified employment provider
	Fall, into Spring	<ul style="list-style-type: none"> • Job Foundation activities, discussion, sharing student-specific information • Pending release authorization, school shares student information/records with provider • Provider develops the Job Foundation Report and shares with student/family and school

Job Foundation Report Components

- Communication Skills
- Interactive Social Skills
- Self-Advocacy Skills
- Task Management Skills
- Work Interest Exploration
- Critical Documents & Enrollments



Excerpt: Job Foundation Report

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? Which technology platforms does the student use?	Are certain environmental conditions more conducive for communication (noise level, activity level, setting, etc.)?
Tools to manage behavioral communication	Does the student have an effective mode of communication to express themselves (indicate no, express concerns, need for a break, etc.)?	What are effective strategies to prevent challenging behaviors in the future?
Other communication related information	Does the student initiate conversations? 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?
<p>Recommendations: Example: The student uses behaviors to communicate that would present a challenge in a workplace. 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?</p>		

The Role of District Leadership in the Job Foundation Project

- District partners can support information sharing about Job Foundation with students, families, and school staff.
- School districts can facilitate provider access to educational and, as appropriate, health records, in line with local safety policies and procedures, including signed release of authorization from families.
- Note that participation in Job Foundation is driven by individual student and family choice.



The Role of IEP Case Managers in the Job Foundation Project

- Communicate with DDA-eligible students and families about the job foundations opportunity and process.
- Facilitate access to educational and health records (with written authorization) and observation of participating student.
- Examples could include in-person instruction, online classes, work sites, community access, etc.



How Students and Families Can Get Connected

➤ DDA County Best Practices Website

- Scroll down to the *Value Based Payment Project* section for Job Foundation links and documents.
- Scroll to the bottom of the page for direct links to County Developmental Disabilities websites.

➤ Visit the Job Foundation Interactive Map to see if there is a Job Foundation Pilot Program in your county.



Job Foundation Resources & Links

[DDA County Best Practices](#) page:

Value Based Payment Project
Job Foundation Application 2020
Value Based Payment Summary 2020
DDA-DVR Job Foundations Memo
DDA Job Foundations Report (2020)
DDA Job Foundation Guidelines (2020)
DDA Job Foundations Quality Review Tool (2020)

Additional helpful link:

- [WINTAC](#) Workforce Innovation Technical Assistance Center
- [NTACT](#) National Technical Assistance Center on Transition
- [DDC Informing Families](#) Informational flyer and resources in multiple languages

