

Job Foundation Partners and Roles

The Job Foundation project is a collaboration among the Developmental Disabilities Administration, Division of Vocational Rehabilitation and Office of the Superintendent of Public Instruction. The purpose is to provide a structure that supports counties, employment providers, and schools to engage students earlier in targeted employment planning and connection to the adult service system and increase capacity of school staff to provide employment-planning supports to students with intellectual and developmental disabilities. Each partner is a valued member of the team and each play a vital role in the success of the project and ultimately the success of the student transitioning from the school system to adult services.



Role of Parent/Family/Student:

Parent/family:

- Complete application for Job Foundation
- Choose Qualified Provider
- Be a resource in the development of the Job Foundation report
- Support student in development of employment goal and pathway to achieve it
- Engage students in responsibilities at home
- Follow through with required referrals
- Commit to identifying reliable transportation for post graduation community activities
- Support work readiness: hygiene, appropriate dress, timeliness, etc.
- Support student with completing assignments and reinforcing skills

Student:

- Explore employment opportunities that best match gifts, interests, and talents
- Self-advocate as it relates to employment goals and services
- Actively participate in service and follow thru with appointments/assignments
- Ensure appropriate work readiness: hygiene, appropriate dress, timeliness, etc.

Role of the County

Identify students entering their second to last year:

- ADSA Web Access (AWA): Transition student lists (County Best Practices Website - AWA User Training Manual)

Outreach:

- **Communicate with eligible students and consider the following best practices for outreach so families get the information.**
 - Developmental Disabilities Administration (DDA), Division of Vocational Rehabilitation (DVR), Schools, Parent Coalition Coordinator(P2P), Educational Service District (ESD)
 - County planned Transition fairs
 - Transition Councils or other groups/activities focused on transition
 - Individual meetings
 - Educational Service District Meetings/Training
 - School Resource Fairs/Informational Events
 - Family/Parent Coalition Meetings

Application/Intake process for Job Foundation:

- Develop Job Foundation Application (sample Template on DDA County Best Practice Site)
- Refer Job Foundation applicant to identified employment providers
- Notify identified DVR contact of students participating in Job Foundation

Select Qualified Employment Provider(s):2-year project

Employment Provider qualifications

- DVR contract
- A minimum of 2 years of experience providing individual employment services (exception at the County level with notification to DDA)
- Demonstration of job placement in last two years
- Contract in good standing with County
- Percent of individuals served by the employment provider that are employed (something to be aware of at the county level)

Identify Local Partners:

- Teachers/paraeducators
- DVR Counselors
- DDA Case Resource Manager (CRM)

Job Foundation Report Materials:

- [Report template](#)
- [Job Foundation Guidelines](#)
- [Community Based Assessment Guidelines](#)
- [Quality Review Tool](#) / scoring of Report
- Washington Initiative for Supported Employment (WISE) trainings: On-Demand and In-person, [Wise Learning Center | Wise \(gowise.org\)](#)
- Monthly County mentorship meetings
- [Individualized Technical Assistance](#) to support individual student needs if other funding resources are not available, i.e. Schools, DVR, Student's DDA waiver
- [Agency Technical Assistance](#) for providers needing to ramp up or capacity development

Data Collection and Monitoring:

- County Developmental Disabilities developed spreadsheet to track provider monthly hours and report billing
- Track provider progress on Job Foundation activities/reports

Billing:

- Funds included in county contracts
- Determine payment to providers for Job Foundation Reports i.e. milestone, outcomes or monthly payments
- Bill AWA per provided DDA instructions for satisfactorily scored and submitted reports
- Partial payments may be approved by DDA

Role of Provider

Building School Partnership: Many communities already have strong connections between schools, providers, state and county agencies, other areas may be forming new partnerships to achieve JF goals.

- Build a strong relationship with local teachers and para-educators for observation opportunities.
- Respect the knowledge and expertise of all school staff and the student's support team
- Identify who knows the student best. In addition to the teacher, there are support staff who spend the entire day with the student and can be a wealth of information (learning style, preferences, communication, effective support strategies, etc.), also SLP, behavior tech, etc.
- Understand the school schedule and how the teacher wants to communicate and coordinate observations; communicate regularly; ask before visiting; ask about meetings to join (IEP)
- Find out about best opportunities for observation: internships, specific lessons, outings, etc.

Observations/interactions:

- Employment providers 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, Individual Education Plan (IEP) meetings, etc.).
- Engage families in the process and development of the Job Foundation report and recommendations
- A minimum of five separate face-to-face interactions in typical integrated environments 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 report will prepare them for a DVR job placement plan. For other students, a Community Based Assessment (CBA) will be the necessary next step to gain accurate information about the person's skills and supports.

Develop Recommendations:

- Actionable next steps for each skill area that will help students 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 using a communication device) to build on their vocational preparation.
- Other resources: If the employment provider and school do not have the skilled capacity to provide technical supports (communication, behavior), recommendations should include a list of entities that will be contacted for that support, including technical assistance or training.
- This would be an area to include what supports and resources are needed for success in future job placements, including consideration of the student's cultural or linguistic background.

Employment Providers are responsible for referring families to the relevant agencies for these key documents and enrollments:

- DVR
- Social Security for Social Security card and application for Social Security disability benefits
- State ID
- Bank Account
- Transportation Options
- Birth Certificate
- Confirm DDA status

Quality Report considerations:

- Think about handing this off to a staff who can jump into next steps
- Job Foundation Guidelines will help ensure a thorough report; clear expectations
- Connect with families, learn what the student does at home or in community
- No blanks, use N/A if applicable.
- Consider applying the [DDA Job Foundations Quality Review](#) tool to the completed report before submitting to the County as it must be a satisfactory score or higher to be paid.

Completed Report:

- Review the report with the student's team to get input, team approach to recommendations and next steps
- 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, needs independent living skills or technology assistance, discuss options with the VR counselor.

Role of School Partners

School and District Administrators:

- 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.
- Communicate to staff that participation in Job Foundation is driven by individual student and family choice.

IEP Case Managers and School Staff:

- Confirm or refer for DDA eligibility
- 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.
- Coordinate with employment providers to schedule observations of the student participating in various transition activities (life skills, work sites, internships, etc).
- Meet with the employment providers to share information about the student's learning style, what supports have been successful, general knowledge and ideas about the student related to community/employment.
- Active participation in implementation of JF foundations recommendation as appropriate and consistent with the IEP

Role of Division of Vocational Rehabilitation (DVR)**Participate in Outreach:**

- Developmental Disabilities Administration (DDA), Division of Vocational Rehabilitation (DVR), Schools, Parent Coalition Coordinator(P2P), Educational Service District (ESD) /County planned Transition fairs
- Transition Councils or other groups/activities focused on transition
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Student Referrals

- List of JF eligible students provided by county coordinator to DVR supervisor/contact is assigned to appropriate DVR school liaison VRC (Vocational Rehabilitation Counselor)
- Referral/recommendations from schools are directed to the County
- Referrals from selected provider are confirmed with the County for enrollment

Application/Intake process for Job Foundation:

- Refer Student/family to County Coordinator for application/questions

DVR Process: Getting Started Accept all Job Foundations Students

- Complete intake/application with student/family
- Assist student/family with Provider selection if not yet identified or desire to change
- VRC may participate in the Person-Centered Planning process and IEP's when invited
- VRC supports student's application to Social Security
- VRC available as a resource in completion of Job Foundation report
- Provide services to support student such as Assistive Technology, Independent Living (IL) Services
- Information from the Job Foundations report will be used to develop student's employment goal and help determine what services are needed for employment success.
 - County approves reports
 - County provides completed and approved report to student's VRC

- Job Foundation report typically replaces the Community Based Assessment report, including the School to Work (STW) Assessment report.

Role of DDA Case Manager:

Future of employment:

- Support “All means all” regarding employment opportunities
- Discuss employment goals at assessments prior to exiting K12.
- Encourage participation in the school transition services
- Ensuring families understand the importance and implication of applying for SSI and follow up with families to ensure they apply for SSI at age 18.

Job Foundation – information and outreach:

- Discuss [Job Foundation opportunities](#) prior to second year of transition services
- Refer interested students to the County for application and additional questions
- Support the Job Foundation team and process as needed.