

Job Foundation

Value Based Payment Project

Value Based Payment Project Summary

Background:

In 2018 DSHS' Developmental Disabilities Administration (DDA) received technical assistance from the Center for Medicare and Medicaid to develop a value-based payment approach to increase employment outcomes for individuals with intellectual and developmental disabilities. The Value-Based Payment Project is the culmination of those efforts.

Partners:

DDA and DSHS' Division of Vocational Rehabilitation (DVR), Office of Superintendent of Public Instruction (OSPI), Educational Service Districts (ESD), schools, counties, employment providers, families and students.

Purpose:

- Engage students earlier in targeted employment planning and connection;
- Increase partnership with school staff to complete student's Job Foundation document that includes actionable next steps for employment; and
- Increase the number of students completing transition programs with a job or secondary education connection.

Purpose of Job Foundation

- **Engage students earlier** in targeted employment planning and connection to the adult service system.
- **Gather important foundational information about skills and supports needed for a job.**
- **Partner with school staff to leverage vocational, academic, and life skill preparation** being done in the schools on behalf of the individual student.
- **Actionable next steps for employment** for a student and their team
- **Ready to serve the student through DVR** in either a CBA or Job Placement plan in their last year of school.
- **The ultimate goal is more students complete transition programs with a job** or secondary education connection.

Informing Families One Page Communication for Families and Individuals

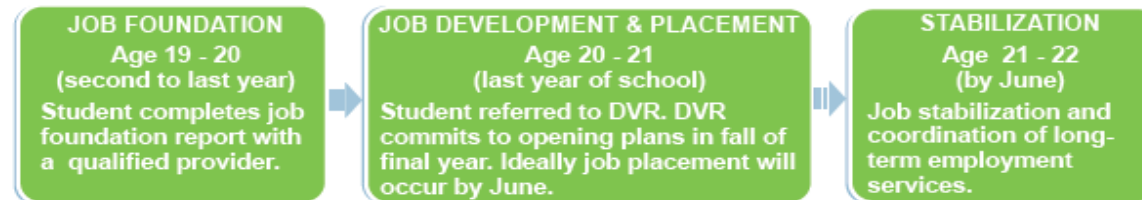


Ready, Set, KNOW...



EARLY START = BETTER RESULTS

The *Job Foundation Pilot Program* provides more employment supports at an earlier age to help high school transition students leave school with a job at 21. This is made possible through a partnership between school districts, the Division of Vocational Rehabilitation (DVR), the Developmental Disabilities Administration (DDA), Office of Superintendent of Public Instruction (OSPI), County Developmental Disabilities, employment providers, and others.



KEY BENEFITS

- **Job Foundation Report.** Eligible students will connect with DDA contracted employment providers, with the support of their teacher, to discover skills, abilities, interests and support needs at an earlier age, increasing their chances of leaving school with a job.
- **Expertise and Supports.** Participants will have access to employment experts and supports, such as assistive technology, or technical assistance, to help create improved job outcomes for people with higher support needs.
- **Values Based Project.** Everyone has the opportunity to receive Job Foundations. An extra emphasis is placed on increased job placements and jobs that provide 10 or more hours per week of paid employment for students who need a higher level of support.
- **Partnerships that Increase Results.** Improved coordination between a variety of partners maximizes the specialties of each partner and provides continuity across service systems as the student prepares to exit school.

ELIGIBILITY

DDA eligible clients, age 19-22, enrolled in high school within a county that is participating in this project. For a list of participating counties, visit: informingfamilies.org/hs-jobs.

Participating Counties



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

Role of Partners

- **Counties**
- **Students**
- **Families**
- **Employment Providers**
- **Schools**
- **DVR**
- **DDA**

Students and Families

Families:

- Assist student to complete an application for Job Foundation and select a qualified provider
- Assist student to complete an application for DVR services
- 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
- Support student with completing assignments and reinforcing skills

Students:

- 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.

Employment Provider Activities

- In-person observations/interactions:
 - Employment agencies will use in-person/remote 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.)
 - Services are individualized. Each interaction with employment providers may 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

School Involvement

- Communicate with DDA-eligible students and families about the Job Foundation 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 Foundation recommendation as appropriate and consistent with the IEP

DVR

The goal of the Job Foundation Report is to ensure that students have actionable next steps towards employment through DVR services for their final year of school.

- DVR will consider a Job Foundation report as part of the eligibility and priority category process as well as part of the comprehensive vocational assessment when students apply for their services
- Job Foundation report recommendations will be used in determining what DVR services will be the most appropriate next step
- Job Foundations does **not** replace any other program (School to Work, DVR Pre-Employment Services)

DDA Partnership

Case Managers will:

- Discuss employment goals at assessments with students and families prior to students exiting K-12 and encourage participation in school transition services
- Encourage students and families to attend school and community events focused on transition
- Provide DVR and County contacts to students and families
- Discuss and promote participation in Job Foundation services
- Support the Job Foundation team and process as needed

Elements of the Report

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



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?

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?

Excerpt: Job Foundation Report

First Year Overview

- Job Foundation Rollout
- Outcomes
- Training
- Community Summit

What's Next

- New Counties
- Student Applications
- Outreach Efforts
- Community Summit

Resources

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

DDA

County Best Practices

Value Based Payment Project

SAMPLE - Job Foundation Application 2020

Value Based Payment Summary 2020

DDA Technical Assistance Request Form

DDA-DVR Job Foundations Memo

DDA Job Foundations Report (2020)

DDA Job Foundation Guidelines (2020)

DDA Job Foundations Quality Review Tool (2020)

