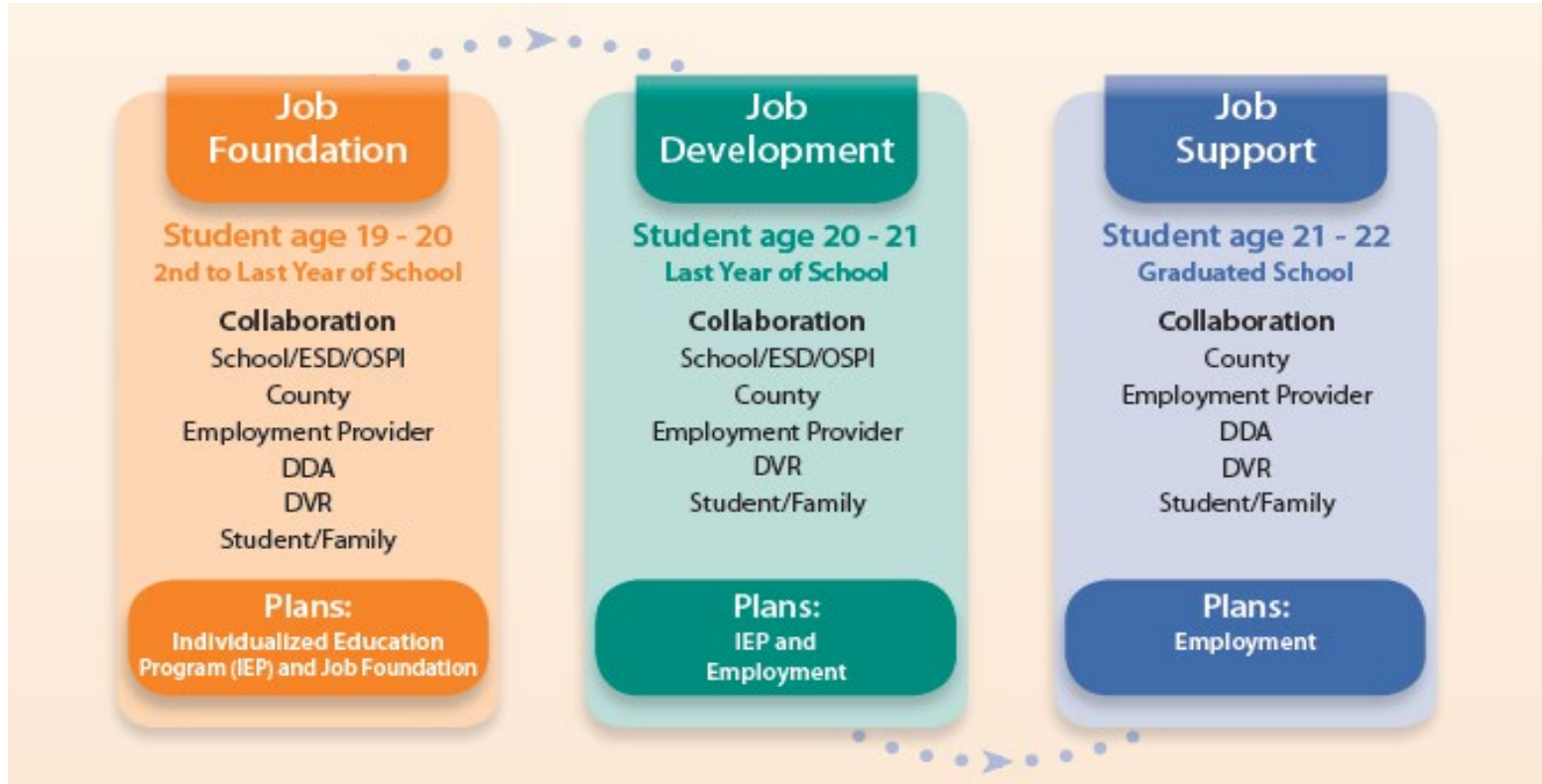


The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the slide, framing the central text. The overall aesthetic is clean and modern.

Value Based Payment Pilot Project Job Foundation

Field Overview

The intent of the partnership project is to provide funding to counties to develop collaborative partnerships with school districts, employment providers, DVR, families, employers and other community collaborators needed to provide the employment supports and services young adults with developmental disabilities require to become employed during the school year they turn 21.



***Please note that this is a pilot project.
Counties can choose to participate in this project.
It may or may not be available in your area.***

Partners


- Developmental Disabilities Administration
- Division of Vocational Rehabilitation
- Office of Superintendent of Public Instruction
- Educational Service Districts
- Counties
- Employment Providers
- Schools
- Students
- Families

Outreach Activities

- ▶ County Planned Resource Fairs
- ▶ Transition Councils or other groups focused on transition
- ▶ Educational Services Districts Meetings/Trainings/IEP Meetings
- ▶ School Resource Information Fairs/Informational Events
- ▶ Family/Parent Coalition/P2P Meetings
- ▶ County Trainings and Events
- ▶ Individual Meetings
- ▶ DDA Assessments - Person Centered Service Plans (PCSP)
- ▶ DVR Supervisor meetings (outreach to VRCs), Tammie Doyle and Transition Consultants

Application/Intake to Job Foundation

- ▶ School to Work Applications - County specific
- ▶ Intake/Application Process Materials-County specific; however, DDA created an application counties can use: [Job Foundations Application](#)

		DEVELOPMENTAL DISABILITIES ADMINISTRATION (DDA) Job Foundation Application		DATE <input type="text"/>	
Applicant Information					
STUDENT'S NAME <input type="text"/>				BIRTH DATE (MM/DD/YYYY) <input type="text"/>	
CONTACT PHONE NUMBER (AND AREA CODE) <input type="text"/>			EMAIL <input type="text"/>		
STUDENT'S STREET ADDRESS <input type="text"/>		APARTMENT / UNIT NUMBER <input type="text"/>	CITY <input type="text"/>	STATE <input type="text"/>	ZIP CODE <input type="text"/>
NAME OF SCHOOL <input type="text"/>			SCHOOL DISTRICT <input type="text"/>		
Own legal guardian?		YES	NO		
		<input type="checkbox"/>	<input type="checkbox"/>		
Are you currently a client of DDA?		<input type="checkbox"/>	<input type="checkbox"/>		
If yes, DDA Case Resource Manager's Name:		<input type="text"/>			
Have you applied to Vocational Rehabilitation?		<input type="checkbox"/>	<input type="checkbox"/>		
Are you receiving Social Security benefits?		<input type="checkbox"/>	<input type="checkbox"/>		
JOB FOUNDATION APPLICATION – COUNTY'S NAME <input type="text"/>					

Provider Selection

▶ Provider Selection

- ▶ Two-year provider commitment
- ▶ Provider and Staff Capacity

▶ Provider Qualifications

- ▶ DVR contract
- ▶ A minimum of two years of Individual Employment experience (minimum wage or better) - subminimum wage may not be identified as a goal in the report
- ▶ Demonstration of successful job placement (minimum wage or better) in last two years
- ▶ Contract in good standing with the County

In addition:

- ▶ County may determine minimum performance standards/outcomes such as % of individuals employed
- ▶ Counties may modify qualifications based on local need as approved by DDA

Job Foundations Report

- ▶ Job Foundations Report
- ▶ Job Foundations Guidelines
- ▶ County Overview/Assessment/Approval of Report

All documents are located on the DSHS County Best Practices website

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.)		

DVR's Role

- ▶ **DVR's Project Participation**
 - ▶ State-wideness
 - ▶ Timeframe for DVR's involvement
 - ▶ Project participants are DVR eligible
- ▶ **DDA/DVR MOU and [DDA/DVR Memo](#)**
- ▶ **Extended Services - Partnership**

Technical Assistance

- ▶ Resources available to the student-Schools, DVR and DDA roles (Communication devices, subject matter experts)
- ▶ Overview of needs/reasons for Technical Assistance
- ▶ DDA's Technical Assistance process
 - Service Alternatives
 - WISE

Partnership Project as it Relates to Value Based Payment

Job Foundation
Student age 19 - 20
(second to last year)

- DDA students complete job foundation report with a provider
- DDA puts money into county contracts to administer this + outcome payment for completed report



Job Development
Student age 20 - 21
(last year of school)

- Student referred to DVR through traditional methods (including school to work)
- Provide DVR/County/DDA with job foundation report
- DVR commits to opening plans in fall of final year.
- DVR/employment provider determine if CBA is needed or if student is ready for placement plan.



Job By June
Student age 21 - 22
(graduated school)

Tiered outcome payment will be made for high acuity clients within the transition fiscal year if there is a job placement + an additional payment if the job is 10+ hours/week.

Resources

DSHS County Best Practices Website

[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 \(2020\)](#)

Job Foundation 2021

- ▶ Project started in midst of global pandemic with minimal in-person services.
- ▶ Community of Practice sessions energized communities across the state
- ▶ Stakeholder interest and involvement expanded County participation
- ▶ Results:
 - ▶ 20 participating Counties (4 did not have 2022 students)
 - ▶ 16 Counties engaged with 2022 transition grads
 - ▶ 8 additional Counties joined or expressed interest in the project
 - ▶ 91 participating schools
 - ▶ 184 completed reports

Who to contact?

- ▶ Counties are the lead for administering the pilot at the local level. Contact your county for specific service or provider questions. Please visit the [County Best Practices](#) website to find links to county DD websites.
- ▶ For general questions about the pilot project, please contact your DDA Regional Employment Specialist:
 - Region 1N: Dala Rice; dala.rice@dshs.wa.gov
 - Region 1S: Carrie Bayha; carrie.bayha@dshs.wa.gov
 - Region 2: Stephanie Jones; stephanie.jones2@dshs.wa.gov
 - Region 3: David Money; david.money@dshs.wa.gov