

## Role of Partners

- **Students**
- **Families**
- **Counties**
- **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

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- 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

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- 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 be notified by the County when a Job Foundation application is accepted from the student. DVR will begin the eligibility and priority category process.
- Job Foundation report recommendations will be used in determining what DVR services will be the most appropriate next step. Job Foundation report will be considered a part of the comprehensive vocational assessment
- 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