

Developmental Disabilities Administration Phases of Transition

June 1, 2023

Agenda for Presentation

- **Phases of Transition**
 - Outreach
 - Job Foundation
 - School to work
 - Post School Outcomes
- **Ideal Timeline of School's 18 to 21 Programs**
- **Questions**

Phase 1: Outreach

First Year of Transition (Ages 18 to 19)

- Identification and enrollment
 - DDA (Developmental Disabilities Administration)
 - DVR (Division of Vocational Rehabilitation)
 - SSA/SSI (Social Security Administration/Supplemental Security Income)
- DDA/ADSA Transition Report (Aging & Disability Services Administration)
- Transition Fairs
- Transition Networks
- OSPI Data Share Agreement (Office of the Superintendent of Public Instruction)
 - DDA
 - DVR
 - County Developmental Disability Programs

Phase 2: Job Foundation

Second Year of Transition (Ages 19 to 20)

- Participation in Job Foundation
 - Enroll eligible students in Job Foundation
 - Connect to an employment provider
 - Coordinate with schools to observe the student
 - Connect with the family/student's team to observe the student outside of school
 - Complete the Job Foundation report

Job Foundation Report Components

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

Job Foundation Report and Guidelines

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.) Example: The student struggles to identify preferences when given a choice. What activities or supports need to be developed to build this communication? Yes/No communication tools, visual options in an app, etc.

Job Foundation Quality Review Tool

Name and ADSA ID of individual: [Click here to enter text.](#) **Name of county staff completing review tool:** [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Please note that the reviewer should not give partial points for any section if only part of the information is included

Minimum Requirements

Mark all completed in the Job Foundation document:

- 1. Student Name
- 2. ADSA ID
- 3. School
- 4. Provider
- 5. Provider Contact Name
- 6. Provider Contact Number
- 7. Service start and report completion dates

If any of the above fields are incomplete the report must be sent back to the provider to complete

Assistive Technology/Technical Assistance

- **Assistive Technology Resources may be Available to Students**
 - Communication Devices
 - Student is in school and needs a device for school (District funded)
 - Student needs a device for employment (DVR may fund)
 - Neither apply (DDA may fund)
- **DDA's Technical Assistance**
 - Service Alternatives
 - Wise

Phase 3: School to Work/DVR

Last Year of Transition (ages 20 to 21)

Purpose:

- DVR and County Developmental Disabilities collaborate to provide employment related services to students with developmental disabilities who will be exiting their 18 to 21 transition program, creating a seamless transition from school to the adult world.

Student Eligibility for School to Work (STW)*:

- DVR customers who lives in a county that provides STW
- Eligible for DDA
- In the last year of their transition program
- Ages 20 to 21

(*DVR services are still available to you if your county is currently not participating in the STW program)

Phase 3: School to Work/DVR Other Transition Related DVR Services

- Counseling and Guidance
- Community Based Assessments
- Benefits Planning and Assistance
- Independent Living
- Assistive Technology
- Training and Education
- Job-Related Services
- WorkStrides Career Development Workshop

Phase 4: Life After School

First Year Out of School (ages 21 to 22)

- Students Apply for and are added to DDA Waivers
- Service Authorizations for Employment Support
 1. Student is stabilized in their job

OR

 2. DDA Funded Job Placement (monitoring plan) is started with DVR
- Employed Students with High Support Needs
 - Job start dates
 - Jobs that are 10+ hours per week

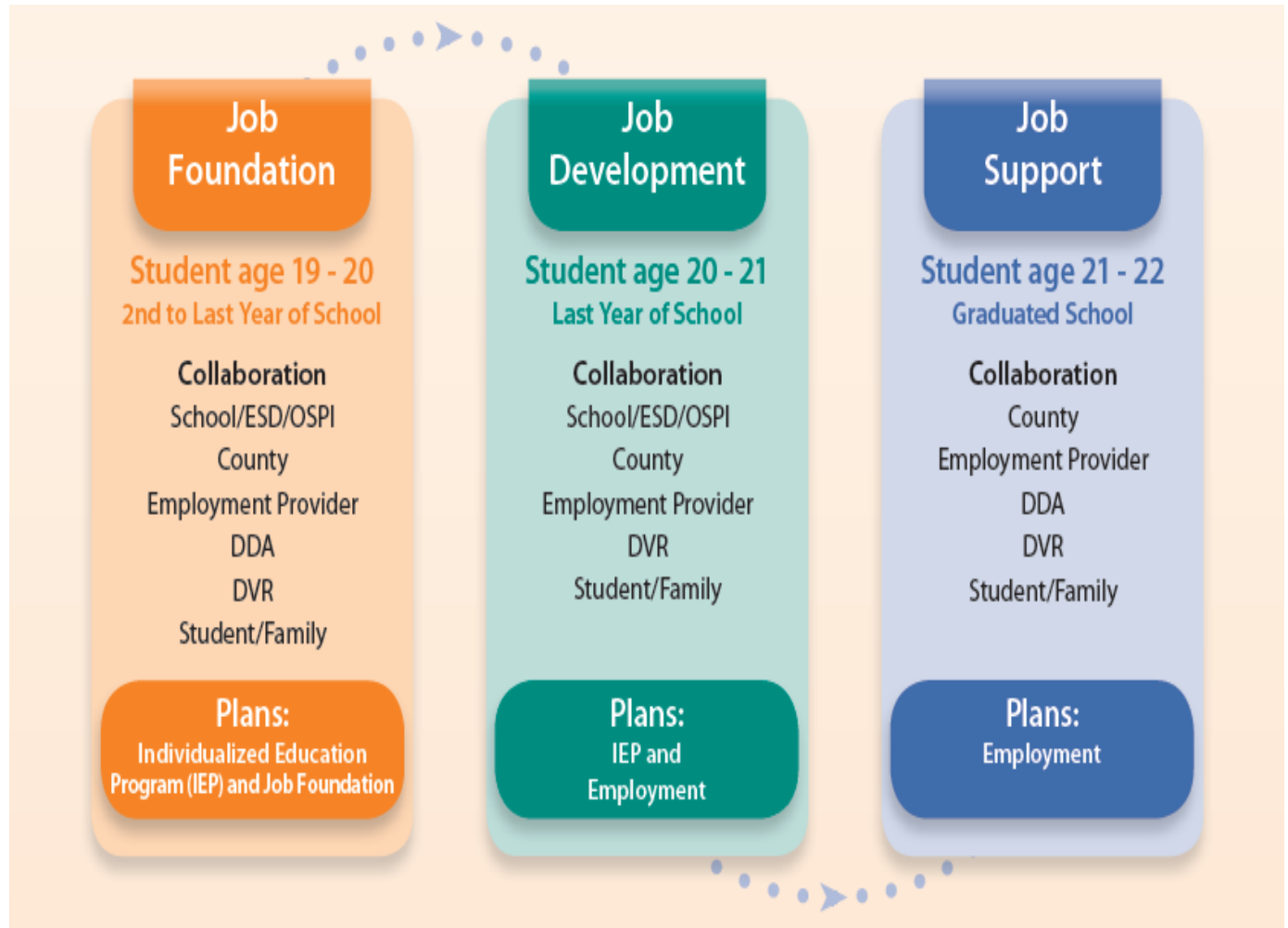
Collaboration Process Overview

Outreach

Student age 18 - 19
First year of transition

Collaboration
School/ESD/OSPI
County
DDA
DVR
Student Family

Actions:
Apply to DDA, DVR,
and SSA/SSI



Ideal Timeline

Students at age 19 = Job Foundation start

7/1 – 9/30
Job Foundation Enrollment

7/1 – 9/30
DVR Application / Eligibility

Job Foundation Process

10/1 – 6/30
Job Foundation with Employment Providers

Students at Age 20 = DVR Plan and/or School to Work

7/1 – 9/30
DVR application if
no Job Foundation

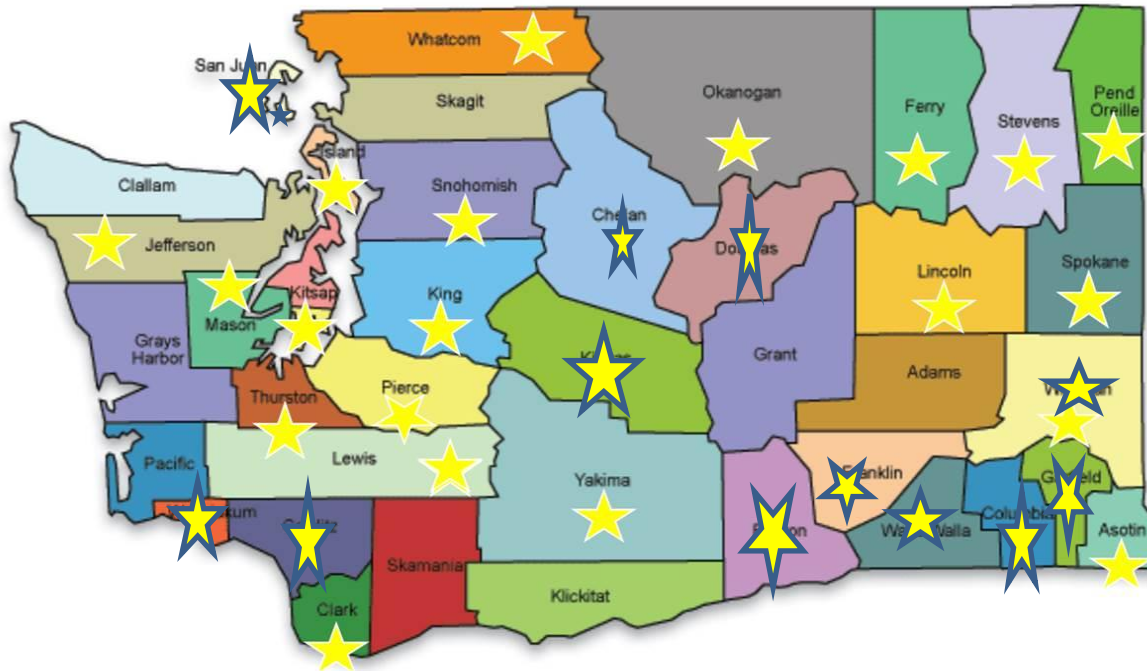
9/1– 6/30
Job placement occurs throughout the year
Students stay enrolled in school even if employed
Work towards employment / career goals

Employed Students with High Support Needs with a Job

7/1 – 9/30: Employed, \$1,500 bonus; an additional \$1,000 if working more than 10 hours a week
10/1 – 12/31: Employed, \$1,000 bonus; an additional \$1,000 if working more than 10 hours a week
1/1 – 3/31: Employed, \$500 bonus; an additional \$1,000 if working more than 10 hours a week
4/1 – 6/30: Employed, \$250 bonus; an additional \$1,000 if working more than 10 hours a week

Job Foundation - Participating Counties

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



New Counties

- Benton
- Chelan
- Columbia
- Cowlitz
- Douglas
- Franklin
- Garfield
- Kittitas
- San Juan
- Wahkiakum
- Walla Walla
- Future Counties
- Pacific
- Skagit

