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
# Communication

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Description of Capabilities and Strengths</th>
<th>Description of Supports Needed for Success</th>
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</thead>
<tbody>
<tr>
<td><strong>Ability to communicate with others (verbal, assistive technology)</strong></td>
<td>Does the student have a functional way to communicate?</td>
<td>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?</td>
</tr>
<tr>
<td><strong>Ability to express preferences and interests in particular job environments/tasks</strong></td>
<td>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?</td>
<td>What tools, resources, or training can help the student communicate preferences and differentiate between choices?</td>
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<tr>
<td><strong>Tools to manage behavioral communication</strong></td>
<td>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?</td>
<td>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?</td>
</tr>
<tr>
<td><strong>Other communication related information</strong></td>
<td>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)?</td>
<td>Will interpreters be needed for person-centered services and effective communication with the family? Will cultural navigation or other resources be helpful?</td>
</tr>
</tbody>
</table>

**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

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**Job Foundation**

**Student age 19 - 20**  
2nd to Last Year of School

**Collaboration**  
School/ESD/OSPI  
County  
Employment Provider  
DDA  
DVR  
Student/Family

**Plans:**  
Individualized Education Program (IEP) and Job Foundation

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**Job Development**

**Student age 20 - 21**  
Last Year of School

**Collaboration**  
School/ESD/OSPI  
County  
Employment Provider  
DDA  
DVR  
Student/Family

**Plans:**  
IEP and Employment

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**Job Support**

**Student age 21 - 22**  
Graduated School

**Collaboration**  
County  
Employment Provider  
DDA  
DVR  
Student/Family

**Plans:**  
Employment
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