

# School-to-Work

## Student Guide

DSHS' Division of Vocational Rehabilitation

Job Seeker:

Month/Year:

Check out what's new this month in your Student Guide!

Monthly Summary:

# Table of Contents

## Contents

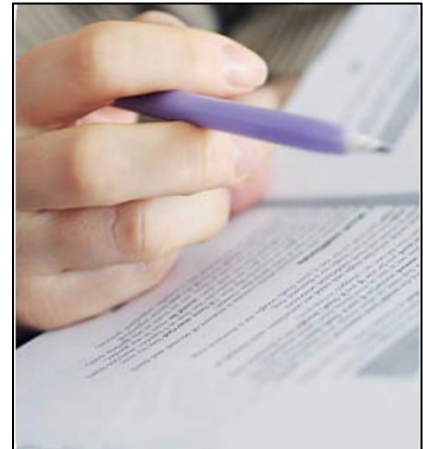
Table of Contents .....	2
Welcome.....	4
School-to-Work Overview .....	4
School-to-Work Phases .....	5
Phase 1: Intake and Assessment .....	5
Phase 2: Job Placement.....	5
Phase 3: Employment .....	5
Phase 1: Intake and Assessment .....	6
Team Building and Information.....	7
Team Building Date .....	7
To-Do-List .....	7
Team Contacts, Roles, Responsibilities .....	8
Assessment(s) .....	10
Job Foundation Report and/or School-to-Work Assessment .....	10
Job Foundation Report .....	11
What is the purpose of Job Foundation?.....	11
Job Foundation Executive Summary and Job Recommendation .....	12
School-to-Work Assessment .....	13
Job Goal .....	16
Next Steps and Team Actions .....	17
Phase 2: Job Placement.....	18
Job Seeker Tools .....	19
Resume or Media Resume .....	19
Cover Letter .....	19
You Were Offered the Job! Way to Go! .....	20
Job Offer Details .....	20
Phase 3: Employment.....	21

Congratulations! You are Employed! .....	22
Your Supports on the Job! .....	23
Job Stabilization Report .....	24
Helpful Resources .....	26
Other Helpful Contacts .....	27
Optional Documents .....	28
Monthly Progress Reports .....	29
Notes .....	33

# Welcome

## School-to-Work Overview

The School-to-Work program is designed to assist students in finding a job before they exit school in June. Students enrolled in the program will work directly with a supported employment agency that will collaborate with them, their parent(s)/guardian(s), school district staff, County Developmental Disabilities programs, the Division of Vocational Rehabilitation, and the Developmental Disabilities Administration.



This School-to-Work Student Guide is a document that is updated regularly and is designed for students and/or parent(s)/guardian(s) to house program related documentation, assessments, activity logs, notes and so much more!

This is a guide for students to ensure key activities and milestones have been completed and organized effectively. This tool will support students in keeping important information in one place, and it will also be a great resource to bring to collaboration meetings that occur with support partners and agencies.

# School-to-Work Phases

## Phase 1: Intake and Assessment



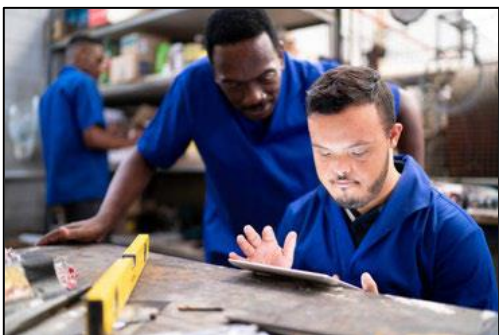
This phase includes bringing a team together that will support and guide you through the School-to-Work program. Key intake and assessment activities will take place to ensure a positive experience for you.

## Phase 2: Job Placement

This phase includes conducting and capturing important job placement activities like employment goals, site visits, job interviews, and more.



## Phase 3: Employment



This phase serves as an exciting step to complete and capture all employment stabilization information like employment verification information, completion of the first day of work, and much more!

# Phase 1: Intake and Assessment



Phase 1 includes:

- Team Building and Information
- Team Contacts, Roles, and Responsibilities
- Job Foundation Report and/or School-to-Work Assessment
- Job Goal
- Next Steps and Team Actions

# Team Building and Information

Team Building Date

## To-Do-List

1. Introductions / Overview of Services / Strengths and Challenges
2. Job Foundation Review / Assessment Needs
3. Job Goal is Established

Name	Role/Agency

# Team Contacts, Roles, Responsibilities

(This list is more than one page.)

Team Member Role	Team Member Contact Information	Team Member Responsibility to You
You, the Student (most important person on the team)	Name:  Email:  Phone:	Show Up, Speak Up, and Share! You are the driver of your services and without your voice, the team is not able to support you with your goals. Work with your team to get a job. Services are person-centered and individualized.
Your Parent(s) or Guardian(s)	Name:  Email:  Phone:	Supports you in partnership with school, county, and state departments to acquire employment.
Employment Provider: Your Job Coach	Name:  Email:  Phone:	School-to-Work CRP/Subcontractor who coordinates getting resources, training, and supports needed for you to get a job before you leave school in June.
Your County Program	Name:  Email:  Phone:	School-to-Work Contractor entity providing local support for you to find a job.



<p>Your Vocational Rehabilitation Counselor</p>	<p>Name:</p> <p>Email:</p> <p>Phone:</p>	<p>Coordinate with schools, counties, and other state departments to help you get a job. Provide job coach funding. This could be the Division of Vocational Rehabilitation, Department of Services for the Blind, or Tribal Vocational Rehabilitation.</p>
<p>Your School Teacher and/or School Staff</p>	<p>Name:</p> <p>Email:</p> <p>Phone:</p>	<p>Connects you or your parent(s) or guardian(s) with community, county, and resources for School-to-Work.</p>
<p>Main Keeper of Your Student Guide</p>	<p>Name:</p> <p>Email:</p> <p>Phone:</p>	<p>Lead role who edits this School-to-Work Student Guide monthly and shares the most current copy with each person listed above at the end of the month and gathers information from you and your team to share.</p>
<p>Other Person on Your Team</p>	<p>Name:</p> <p>Email:</p> <p>Phone:</p>	

# Assessment(s)

## Job Foundation Report and/or School-to-Work Assessment

Your job coach will collect information about your strengths, skills, and support needed for success on the job. This information will be gathered through school, home, and community work-related activities, as well as conversations and observations with those supporting your School-to-Work journey.

Assessment includes the areas listed below:

- History of school attendance and reliability
- Behavior support or strategies likely to be needed
- Student's communication skills
- Student's learning preferences
- Student's personal hygiene
- Potential job safety issues
- Student's stamina/endurance
- Student's social skills
- Demonstrated skills and task performance
- Transportation needs
- Work preferences and interests



Go to the next page to determine the next step!

# Job Foundation Report

## What is the purpose of Job Foundation?

The purpose of Job Foundation is to engage, connect, and plan with you in your second to last year of school. Through discovery and the completion of the Job Foundation Report, your next steps toward employment will be explored and determined.

Answer the following questions:

**Is the Job Foundation Report complete?**

Yes ☐ No ☐

**Final Report sent to the Student and the DVR Counselor?**

Yes ☐ No ☐ Date sent:

If no, complete a School-to-Work Assessment.

**At this point, do you feel you have a job goal in mind?**

Yes ☐ No ☐

If yes, have your job coach complete the next page, the Job Foundation Executive Summary and Job Recommendation.

If no, complete a School-to-Work Assessment and come back together with your team to establish a job goal.

Set your next meeting to talk about the assessment...



**Team meeting date to discuss the results of assessment:**

# Job Foundation Executive Summary and Job Recommendation

Check if not applicable ☐

Add Job Foundation Executive Summary below:

Add Job Recommendation based on what was learned through the Job Foundation Process below:

# School-to-Work Assessment

Check if not applicable ☐

It has been determined that a School-to-Work Assessment is needed to learn more about what you would like to do for a job; this will help you figure out your job goal! Your job coach will collect information about your strengths, skills, and support needed for success on the job. The following information will be based on your school, home, and community work-related activities, interviews with you, your family, school staff, others who are familiar with you, and your job coach observations.

The School-to-Work Assessment may take two or more pages to complete.

Summary of Assessment Areas
History of school attendance and reliability:
Behavior support or strategies likely to be needed:
Communication skills:

Learning preferences:
Personal hygiene:
Potential job safety issues:
Stamina/endurance:
Social skills:
Demonstrated skills and task performance:
Transportation needs:

Work preferences and interests:

## Recommendations

Skills and interests:

Desired work environment:

Desired schedule:

Ability to travel to and from work within a reasonable length of time:

## Accommodations and Necessary Supports

# Job Goal

Your Job Goal Is:



Congratulations! You are on your way to being employed!



## Next Steps and Team Actions

Task	Who	When
<b>Example:</b> DVR Counselor will connect you with a Benefits Planner	<b>Example:</b> Benefits Planner, Student, Family	<b>Example:</b> Before job start (and again, as needed)



Tip: Tasks may be added throughout your School-to-Work year, or removed if they are no longer something you want to explore.

## Phase 2: Job Placement



Phase 2 includes:

- Job Seeker Tools
- Job Offer Details

# Job Seeker Tools

Job seeker tools will be developed to support you as you look for a job. You will work with your team to figure out what you need, which may include the following: online portfolios, cover letters, video resumes, letters of recommendation, LinkedIn pages, and more.

## Resume or Media Resume

(Video, PowerPoint, Portfolio, etc.)

Sent to Student: Yes ☐ No ☐ Date sent:

Sent to DVR Counselor: Yes ☐ No ☐ Date sent:

## Cover Letter

Sent to Student: Yes ☐ No ☐ Date sent:

Sent to DVR Counselor: Yes ☐ No ☐ Date sent:

## Employer Letter of Recommendation (optional)

Sent to Student: Yes ☐ No ☐ Date sent:

Sent to DVR Counselor: Yes ☐ No ☐ Date sent:

## LinkedIn Page (optional)

Sent to Student: Yes ☐ No ☐ Date sent:

Sent to DVR Counselor: Yes ☐ No ☐ Date sent:

# You Were Offered the Job! Way to Go!

Did you accept this job offer?      Yes ☐      No ☐

If yes, please complete the section below.

If not, please complete the section below and explain why the job was not accepted:

## Job Offer Details

Job Goal:
Employer:
Job Title:
Start Date:
Job Duties:
Expected Weekly Hours:
Starting Wage:
Location:
Transportation Considerations:
Benefits Package:
Potential Training Services and Date/Additional Information:

# Phase 3: Employment

Congratulations! You have a job!



Phase 3 includes:

- Job Verification
- Your Supports on the Job
- Job Stabilization Report

# Congratulations! You are Employed!

Now what? Please work with your job coach to complete the form below.

Employee's Name:

Employer's Name:

Employee's Job Title:

Employer's Address:

Is this a new job? ☐ No ☐ Yes

Date Employee Started Work:

Average Number of Hours Worked Per Week:

Rate of Pay or Salary: \$

Hourly ☐ Monthly ☐ Annually ☐

Pay Frequency:

Daily ☐ Weekly ☐ Every Two Weeks ☐ Two Times a Month ☐ Monthly ☐

Tips: ☐ No ☐ Yes; if yes, how often and how much?

Commissions: ☐ No ☐ Yes; if yes, how often and how much?

Bonuses: ☐ No ☐ Yes; if yes, how often and how much?

Overtime: ☐ No ☐ Yes; if yes, how often and how much?

Work Schedule (include exact times when possible):

Monday      Tuesday      Wednesday      Thursday      Friday      Saturday      Sunday

Is health insurance available: ☐ No ☐ Yes

1. If yes, did the employee enroll in the health plan? ☐ No ☐ Yes

a. If yes, when does the coverage begin?

b. If yes, what is the employee's portion of the premiums? \$

**Name and Title of Person Who Completed This Page:**

**Date:**

# Your Supports on the Job!

The strengths you bring to the job

How you will become stable on the job (your fading plan)

Additional training, services, and supports could include



The support you receive on the job from the beginning will be shared with you and your team in the monthly notes at the end of this guide.

# Job Stabilization Report

You are considered stable on the job when the following things happen:

1. Your desired work hours are met (unless you and your team agree the job represents suitable employment).
2. Your DVR Counselor, your job coach, and your employer agree that you meet your employer's expectations (this is verified by your job coach).
3. You are ready for long-term support.

But first...

Did you meet your expected job goal? Yes ☐ No ☐

Was your starting wage what you wanted? Yes ☐ No ☐

Does the job location meet your expected needs? Yes ☐ No ☐

Anything else you want to add about your job?

## Job Stabilization Summary

Detail and summarize how the placement hours were met (or if the job represents suitable employment):



Detail and summarize how it has been agreed that the employer's expectations have been met. Please provide descriptions and details as to how stabilization occurred for the employer's expectations to be met:

Detail and summarize how long-term support is set up and will occur:

# Helpful Resources

## Developmental Disabilities Administration, or DDA



- Website: [www.dshs.wa.gov/dda](http://www.dshs.wa.gov/dda)
- DDA Eligibility Information: [www.dshs.wa.gov/dda/consumers-and-families/eligibility](http://www.dshs.wa.gov/dda/consumers-and-families/eligibility)



## Division of Vocational Rehabilitation, or DVR

- Website: [www.dshs.wa.gov/dvr](http://www.dshs.wa.gov/dvr)
- Phone: 1-800-637-5627



## Social Security Administration, or SSA

- Website: [www.ssa.gov](http://www.ssa.gov)
- Phone: 1-800-772-1213



## Benefit U

- Website: [www.benefitu.org](http://www.benefitu.org)
- Benefit U Information: [support@benefitu.org](mailto:support@benefitu.org)

## Other Resources:

Name:

Phone:

Email:

Other:

Name:

Phone:

Email:

Other:

# Other Helpful Contacts

Name:

Phone:

Email:

Other:

Name:

Phone:

Email:

Other:

Name:

Phone:

Email:

Other:

# Optional Documents

## ☐ Copy of Food Worker Card

Sent to Student: Yes ☐ No ☐ Date sent:

Sent to DVR Counselor: Yes ☐ No ☐ Date sent:

## ☐ Copy of Current CPR and/or First Aid Certification

Sent to Student: Yes ☐ No ☐ Date sent:

Sent to DVR Counselor: Yes ☐ No ☐ Date sent:

## ☐ \*Other

Sent to Student: Yes ☐ No ☐ Date sent:

Sent to DVR Counselor: Yes ☐ No ☐ Date sent:

## ☐ \*Other

Sent to Student: Yes ☐ No ☐ Date sent:

Sent to DVR Counselor: Yes ☐ No ☐ Date sent:

\*Ideas of other items to include could be a person-centered plan, other certifications, and other job-related documents.

# Monthly Progress Reports

May	
June	
July	
August	
September	

October	
November	
December	
January	

February	
March	
April	
May	

June	
July	
August	
September	



# Notes