Job Foundation Report

**In alignment with Washington State’s** [**Working Age Adult Policy**](https://www.dshs.wa.gov/sites/default/files/DDA/dda/documents/policy/policy4.11.pdf)**, all individuals are presumed to be able to obtain and maintain integrated community-based employment. This report is intended to gather information about current capabilities, strengths, supports, and recommendations for successful future employment.**

**Instructions**: Fill in each section of the report. Do not leave anything blank. If a section of the report does not apply to the student, please indicate, and provide an explanation as to why it does not apply.

Student Name Click or tap here to enter text.

ADSA ID (*contact county if unknown*) Click or tap here to enter text.

School Click or tap here to enter text.

Provider Click or tap here to enter text.

Provider Contact Name Click or tap here to enter text.

Provider Contact Number Click or tap here to enter text.

Service Start Date Click or tap here to enter text.

Report Completed Date Click or tap here to enter text.

### **Communication**

| **Communication Skills** | **Description of capabilities and strengths** | **Assessment of supports needed for success** |
| --- | --- | --- |
| Ability to communicate with others (verbal, non-verbal, behavioral, visual, assistive technology) |  |  |
| Ability to express preferences and interests in particular job environments/tasks |  |  |
| Ability to participate in conversations with peers |  |  |
| Tools/strategies to support behavioral communication |  |  |
| Language access needs (interpreter, translation)  N/A is an acceptable answer if none required |  |  |
| Other communication related information |  |  |
| **Recommendations:** | | |

### **Interactive Social Skills**

| **Interactive Social Skills** | **Description of capabilities and strengths** | **Assessment of supports needed for success** |
| --- | --- | --- |
| Ability to understand and apply concepts about personal/professional boundaries (handshake vs hug, language, asking for time off) |  |  |
| Ability to work with others to accomplish a task |  |  |
| Ability to communicate with strangers (public transit, customer interactions, etc.) |  |  |
| Ability to accept and apply feedback |  |  |
| Ability to understand, apply and engage in appropriate workplace conversations |  |  |
| Other Interactive Social Skills Related Information |  |  |
| **Recommendations:** | | |

### **Self-Advocacy**

| **Self-Advocacy Skills** | **Description of capabilities and strengths** | **Assessment of supports needed for success** |
| --- | --- | --- |
| Ability to ask for or indicate need for support |  |  |
| Awareness of responsibilities or needs for personal care support |  |  |
| Ability to demonstrate safety awareness practices in community, school, etc. |  |  |
| Tools to support emotional/mental health |  |  |
| Self-Advocacy Training (school curriculum, advocacy organizations) |  |  |
| **Recommendations:** | | |

### **Task Management**

| **Task Management Skills** | **Description of capabilities and strengths** | **Assessment of supports needed for success** |
| --- | --- | --- |
| Ability to follow directions (verbally, visually, by example) |  |  |
| Ability to transition from step to step or task to task (include info on prompts/supports) |  |  |
| Able to stay focused on a task (how long, what supports, list tasks) |  |  |
| **Recommendations:** | | |

### **Work Interest Exploration**

| **Work Interest Exploration** | **Details for job development preparation** |
| --- | --- |
| Identified environmental factors for possible workplace Examples:   * physical accessibility and mobility * safety, social/cultural elements * sensory elements * coworker proximity * public interactions |  |
| Determine initial or potential marketable skills   * Hard skills (specific work-related tasks/duties) * Soft skills (interpersonal, communication, problem-solving) |  |
| Preference/Interests for Employment  Examples:   * paid work hours (number of hours a week) * wages * types of industries * schedule (AM/PM shifts/time of day, number of days, lengths of shifts) * location * environment, i.e. indoors/outdoors |  |
| Description of internships/work explorations through school and useful information for job development. |  |
| **Recommendations:** | |

### **Transportation**

|  |  |
| --- | --- |
| What transportation resources are available to the student in their local community? |  |
| 1. What does the student’s experience with community transportation look like?  2. What are the student’s transportation options (paratransit service, city bus, etc.)?  3. What are the student’s transportation needs (bus training, paratransit service application, etc.)? |  |
| **Recommendations:** | |

### **Critical Documents and Enrollments**

**The following list are necessary actions and items needed to get moving on your employment path.**

**It is best to get things in order earlier than later to help the process be easier for you.**

|  |  |  |
| --- | --- | --- |
| **Necessary Action** | **Next Steps:**  **Timelines and Actions** | **Check box WHEN complete** |
| **Enroll in the Division of Vocational Rehabilitation (DVR).**  DVR provides support and guidance to students with disabilities as they prepare to transition from high school to the workplace.  This is a necessary first step in moving towards employment.  Click the link below to find your local office phone number and address, or contact the DVR Counselor listed to the right.  <https://www.dshs.wa.gov/office-locations> | Enter Name and Contact Info for DVR Counselor:  Name:  Email:  Phone:  Next Step/Comment: |  |
| **Enrollment in School to Work:** It is best practice that every student who completes a Job Foundation report, goes into School to Work (if it’s an option in their county).  School to Work is a DVR program that is designed for students in their last year of transition (ages 20/21) and who are enrolled in DDA. The goal of School to Work is to support students to obtain gainful employment prior to leaving school, seamlessly transitioning from school life to the working world. | Connected to DVR Counselor listed above AND the County DD program.  County:  County Contact:  Email:  Phone:  Next Step/Comment: |  |
| **Washington State ID/Passport**   * Apply at your local driver licensing office or online <http://www.dol.wa.gov/driverslicense/gettingidcard.html> * Before 18: need birth certificate and guardian’s ID or driver’s license * After 18: birth certificate; school transcript with date of birth; Social security card with signature; school yearbook with photo. * Other accepted I-9 documents needed for employment - <https://www.uscis.gov/i-9-central/form-i-9-acceptable-documents> (workers permit) | Next Step/Comment: |  |
| **Social Security Card/Application for Social Security Disability or SSI**   * Apply on-line or at a Social Security office. * 1-800-772-1213 * <https://www.ssa.gov/apply> * Required application documents: Social Security Card application (available online), Washington State ID, and Birth Certificate. * <https://faq.ssa.gov/en-US/> * <https://faq.ssa.gov/en-US/Topic/article/KA-02017> * Refer family to local benefits planners | Enter Location of SSA Office:  Next Step/Comment: |  |
| **Birth certificate**   * Call (360) 236.4300 or order online for WA only * <http://www.doh.wa.gov/LicensesPermitsandCertificates/BirthDeathMarriageandDivorce> |  |  |
| **Bank account**   * Most banks require a photo ID and social security number * Minimum opening balance depends on bank |  |  |
| **Obtain and review a copy of student’s current Individualized Education Program (IEP) and attend the meeting, when possible, to align vocational goals**   * Current IEP in student’s file * If known, date of next IEP |  |  |
| **Refer families to Social Security Disability Benefit for information**   * Student receives monthly benefit from Social Security * Benefit type (SSI, SSDI/CDB) and amount if known * For application information visit [Apply for Social Security Benefits | SSA](https://www.ssa.gov/apply) |  |  |
| **Other certifications applicable to career path (food handler’s permit, STARRS certifications, etc.)** |  |  |
| **Recommendations:** | | |

#### **Key Next Steps:**