



King County Developmental Disabilities Division

Washington State Division of Vocational Rehabilitation School-to-Work Service Definitions

July 1, 2016 – June 30, 2017

(Revised May 20, 2016)

School-to-Work (S2W) Service Definitions – July 1, 2015: This document includes definitions for the King County School-to-Work Program; this service is funded by King County, in partnership with local school districts and the Washington State Division of Vocational Rehabilitation.

“Assessment” means those activities related to gathering information about a participant’s unique interests, skills, abilities, and support needs such as communication, mobility, work skills, work tolerance, self-direction (cognition and learning), interpersonal attitudes, behavior, or self-care etc., which result in a specific employment goal that informs Job Placement, Intensive Training Services, Extended Services, and other services within Individual Supported Employment to obtain and maintain competitive employment. These activities include at least one of the following:

“Community Based Assessment” means locating, securing, and placing a participant into a paid employment setting(s), or other realistic work setting(s), when not provided by the school district in which the participant performs work for a specified period of time with the direct provision of needed job supports and training; or,

“Discovery” means intensive individualized efforts to identify a task or tasks the participant could perform at competitive levels as well as other prerequisite information necessary to ensure employment success such as assistive technology needs, environmental supports, and additional support needs that traditional assessments do not provide.

“Employed” means an individual working at a job, which is in the community and paid at or above minimum wage.

“Individual Supported Employment” means services which are part of an individual’s pathway to employment and are tailored to individual needs, interests, abilities, and promote career development. These are individualized services necessary to help persons with developmental disabilities obtain and continue integrated employment at or above the state’s minimum wage in the general workforce. These services may include intake, discovery, assessment, job preparation, job marketing, job supports, record keeping and support to maintain a job.

“Intensive Training services” means individualized, one-on-one job skills training and support provided at the supported employment job site to enable a participant to:

1. Attain job stabilization in on-the-job performance, with job supports;
2. Meet the employer’s expected level of work productivity; and
3. Transition to Individual Supported Employment services.

“Job Placement” means locating, securing, and placing a participant into a paid, integrated, and competitive job that is mutually agreed upon by the DSHS/DVR Counselor, the Contractor, and the participant or their representative.

“Job Stabilization” means the participant or their representative, the employer, the DSHS/DVR Counselor and the Contractor mutually agree that the participant placed has demonstrated and maintained satisfactory on-the-job performance and has the quantity and type of long-term employment supports available that are needed to maintain satisfactory on-the-job performance.

“Self-employment” means earning income directly from one’s own business, trade, or profession rather than as a specified salary or wages from an employer. The purpose of a for-profit business is to engage in the trade of goods, services, or both to consumers to earn a profit and increase the wealth of the owner(s).

“Service Delivery Outcome Plan (SDOP)” means the DSHS/DVR form that documents the specifics of the services that DSHS/DVR is purchasing on behalf of an individual DSHS/DVR client.

“Staff hour” is defined as time spent on behalf of the program participant providing services such as planning, assessment, and evaluation to determine career choices and necessary supports, coordination with family, residential services or other support systems, collaboration with school districts or other organizations with which the participant is affiliated, job development and placement, transportation training, on-the-job training or other skills training for the participant or employer as necessary for successful employment, coworker training, follow-along services to secure job retention, post-employment support to the participant and employer as needed, ongoing career development support, and replacement in employment if needed. This can also include planning and scheduling services for a participant, making collateral contacts for a participant, consulting about a participant, completing documentation of a service provided, and time spent traveling to participants’ community sites.