King County School-to-Work
2019-2020

The King County School-to-Work Team

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Our Aim for Today

• Understand the Big Picture Regarding Employment & Services
• Learn Where The King County School-to-Work Program Fits
• Know Your Next Step

Employment? What’s the Big Deal?
Employment...

- **Is Typical:**
  - At least some work is typical for young adults. Work is typical for us all.

- **Builds Relationships:**
  - Work is where people develop relationships, friendships, and acquaintances.

- **Helps Form Our Identity:**
  - Much of who we are and how we are perceived by others is related to where we work and what we do at work.

- **Has Meaning:**
  - Our society values work. Employers value the skills, talents, & contributions of employees with disabilities. Working is about opportunity for the person, employer, and community.

- **Develops Self-Esteem:**
  - Through work we have a sense of accomplishment, increasing our sense of competence and self worth. By working, people are engaged in meaningful activities, as do others in society.

- **Generates Income:**
  - Most people with intellectual and developmental disabilities live in or near poverty. Income from paying jobs helps supplement resources and improves quality of life.

Seeking and obtaining employment is the best pathway to long-term funding in Washington

Guiding Principles

- **Community Inclusion**
- **Membership & Contribution**
- **Regardless of “Level of Disability”**
- **One Person, One (or More) Individual Job(s)**
What Are Employment Services?

Added or customized support the student needs to get and keep a job: employed by a business(s) at minimum wage or higher.

What is the King County S2W Program?

A partnership that connects employment services to students with intellectual and developmental disabilities early: while they are still in their high school transition programs.
Who Does S2W Serve?

- Want to Work / Working is a Priority
- King County Resident
  - Some Partnering to Serve Students in Cross-County Districts
- WA State Developmental Disabilities Administration Client
- Enrolled in WA State Division of Vocational Rehabilitation
  - Now Providing Referrals Fall of Student’s 2nd to Last Year
- Last Year of Transition (Age 21) Who Want to Work
  - Some Younger Students per Agreements with School Districts
- Has or Will Obtain Medicaid Based on Disability
  - No Later than Exiting School or Job Stabilization if post-June
What is the Goal of S2W?

Assist students with intellectual and developmental disabilities to obtain paid employment prior to exiting their high school transition programs at age 21

What’s After School?
Learn the Big Picture

Forest
Trees
Really?

Washington’s Employment Services Structure

State Department of Social and Health Services
State Agencies Funding DD/ID Employment Services
County Day Services Contractors & Funders
Contractors

WA/DSHS
DVR
DDA
County
County
Employment Service Agency
Employment Service Agency
Employment Service Agency
Public Systems & Funding Strategies for Employment Supports

- WA DSHS DVR
- WA DSHS DDA
- State Supplemental Payments
- Savings / Special Needs Trust / ABLE Account
- County & School Programs

Entitlement vs. Eligibility

- **Entitlement**: guarantees certain benefits to a particular group or segment of the population
- **Eligibility**: qualifies individuals for certain benefits, but receipt of benefits are not guaranteed
Public Systems & Funding Strategies for Employment Supports

Participant / SSA: IRWE & PASS

WA DSHS
DVR

WA DSHS
DDA

Not Entitlement Like School

State Supplemental Payments

Savings / Special Needs Trust

County & School Programs

Participant: Other

Employment Supports

Driven by Person & Family

WAIT BUT WHY

A Program?
National Employment for People with I/DD

The National Core Indicators Project shows that 4% of youth supported by state I/DD agencies aged 18–21 were employed in individual integrated jobs, and only 9% of those aged 22–30.

National Employment for People with I/DD

19% of adults (down from 22% in 2010) with I/DD, who receive day services are in some kind of community employment.

The National Core Indicators show about 13% of adults with I/DD have community jobs.
Before the School-to-Work Program

Six Months After Exiting School Programs

While Over 600 Supported Employees Were Working in King County.

Transition Students with ID/DD Weren’t Getting Results:

2003-- 7.7%
2004-- 14.6%
2005-- 14.3%

Service Gap

School
(Entitlement)

18-21 Transition-Age Services

Adult Living
(Eligibility)

Employment and Whole-Life Services
S2W’s Modified Structure

State Department of Social and Health Services → WA/DSHS

State Agencies Funding DD/ID Employment Services → DVR, DDA

County Day Services Contractors & Funders → County, County

Contractors → Employment Service Agency, Employment Service Agency, Employment Service Agency

Initiative to Close the Service Gap

School Districts

18-21 Transition-Age Services

King County DDD

School-to-Work Employment Services

Adult Service Agencies

Employment and Whole-Life Services

...and Improve Collaboration
S2W’s Primary Program Functions

- Outreach
- Information & Education
- System Navigation
- Cross-System Coordination
- Employment Services Contracting
- Technical Assistance Contracting
- Learning & Promoting Best Practices

Keys to Success

- Build Support / Develop a Team
- Expectations
- Work Experience
- Checklists: Act Now on Your Next Step

All a Part of King County School-to-Work
Expectations

- Use a Phone
- Research Schedule & Task Apps
- Visual Cues to Remember Tasks
- Teach Cooking
- Wake up to an alarm

Expectations

- Be responsible for personal items
- Working as a “Matter of Fact”
- Apply for Paratransit
- Use a timer to complete tasks
- Develop & talk about a work vision
Washington is an Employment First State

Employment First, means that employment in the general workforce should be the first and preferred option for individuals with disabilities receiving assistance from publicly funded systems. Simply put, Employment First means real jobs, real wages.

“HIGH EXPECTATIONS are the KEY to EVERYTHING”
Work Experience

The Big Predictor

Students who participate in occupational education and special education in integrated settings are more likely to be competitively employed than students who have not participated in such activities.

One of the most important findings from the research shows that work experiences for youth with disabilities during high school (paid or unpaid) help them acquire jobs at higher wages after they graduate.

National Collaborative On Workforce and Disability

### Work Experience Examples

<table>
<thead>
<tr>
<th>Business</th>
<th>Jobs / Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Materials</td>
<td>Putting together 6-4 science kits</td>
</tr>
<tr>
<td>Golden Steer Restaurant</td>
<td>Bussing tables, pouring water and coffee, setting up sauced bar, setting up banquet room</td>
</tr>
<tr>
<td>ECSE/Head Start</td>
<td>Working with 3-5 year old students in classroom</td>
</tr>
<tr>
<td>Kona Kai Coffee Shop</td>
<td>Making coffee/drinks, food, using cash machine, closing down tables</td>
</tr>
<tr>
<td>TOA Administration</td>
<td>Greeting TOA guests, answering phones, doing attendance, making copies, helping with program</td>
</tr>
<tr>
<td>Rite Aid</td>
<td>Shuffling shoes, facing aisle, putting out new stock on shelves</td>
</tr>
<tr>
<td>El Acres Farm</td>
<td>Planting produce, washing produce</td>
</tr>
<tr>
<td>Angle Senior Living</td>
<td>Interacting with residents, answering, about business</td>
</tr>
<tr>
<td>Barnes and Noble</td>
<td>Straightening mail, collecting mail, using POST scan, providing knowledge of holidays, etc.</td>
</tr>
<tr>
<td>City of Kenmore</td>
<td>Landscaping, setting up events, conference</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business</th>
<th>Jobs / Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodinville Pediatric Dentistry</td>
<td>Prepping gauze packs, taking dental impressions, processing x-rays, etc.</td>
</tr>
<tr>
<td>YMCAs</td>
<td>Front desk, clerical, towel sweeping, packing, towel sweeping, laundry, washing windows, winding, dusting, and arranging chairs in lobby, cleaning, cleaning, inventory, etc.</td>
</tr>
<tr>
<td>Elementary Library</td>
<td>Washing books, assisting students with check-in, checking out, displaying books for classes, straightening shelves, etc.</td>
</tr>
<tr>
<td>Eastside Foursquare Church</td>
<td>Restocking seatbacks, Sunday school prep, data entry, mailings, etc.</td>
</tr>
<tr>
<td>City of Bothell</td>
<td>Cross checking scanned documents on the computer with original, data entry, and cleaning that for each document, same work as in computer software, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business</th>
<th>Jobs / Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silvermark Insurance</td>
<td>Basic office support tasks</td>
</tr>
<tr>
<td>Hopelink</td>
<td>Various duties including unboxing donations, placing in bins, sorting cans and other food stuffs, measuring and bagging, maintaining break rooms</td>
</tr>
<tr>
<td>Middle School Kitchen (Sodexo)</td>
<td>Basic food prep support in regional kitchen setting up milk, salad bars, condiments, etc.</td>
</tr>
<tr>
<td>REI</td>
<td>Stocking, fixing, dealing with customers, bringing down boxes, sweeping stock room, cleaning, cleaning, inventory, etc.</td>
</tr>
<tr>
<td>Central Market</td>
<td>Assisting in Bulk, Produce and Finance Department</td>
</tr>
<tr>
<td>Boys and Girls Club</td>
<td>After School Day Care/Activities</td>
</tr>
<tr>
<td>Friends</td>
<td>Selling tickets, coordinating tickets, etc.</td>
</tr>
</tbody>
</table>
STEPS
To Sign Up

Eligibility Age Range

<table>
<thead>
<tr>
<th>Transition Exit Year</th>
<th>Date-of-Birth Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>9-1-97 through 8-31-98</td>
</tr>
<tr>
<td>2020</td>
<td>9-1-98 through 8-31-99</td>
</tr>
<tr>
<td>2021</td>
<td>9-1-99 through 8-31-00</td>
</tr>
<tr>
<td>2022</td>
<td>9-1-00 through 8-31-01</td>
</tr>
</tbody>
</table>
### School-to-Work Timeline

- Fall 2018
  - Enroll with DDA: 206-568-5700
  - Apply to Social Security: 1-800-772-1213
- Summer to Fall 2019
  - Research, Interview & Select Employment Service Provider
  - Attend School-to-Work Transition Fair at Highline College or Microsoft
  - Apply to DVR 1-800-622-1375
  - Get your WA ID and Social Security Card to work!
- 2019
  - Get real work experience in business, find volunteer opportunities, visit work site
  - Team Meetings Develop Employment Goal
  - Deadline to begin Service with Agency by October
- Summer 2020
  - Work towards future employment and career goals!
  - Develop plan for a full life after school. Learn long term supports and funding options
  - Student stays enrolled in school even if they get a job!
  - Job placements throughout the year!
- Fall to Spring 2019-2020

### My School-to-Work Checklist
- Make Sure You are Enrolled with DDA Call Now: 206-568-5700
- Apply for Supplemental Security Income (SSI) At Age 18 Call to make an appointment: 1-800-772-1213
- Complete and Submit Your School-to-Work Application by October 19th, 2019
- Apply for DVR Services (Fall 2018)
- Discuss available DVR services, including benefits planning, with your DVR Counselor
- Obtain Washington State ID (Age 15 – 16)
  - Pre-Apply: [http://www.dol.wa.gov/driverslicense/gettingidcard.html](http://www.dol.wa.gov/driverslicense/gettingidcard.html)
  - Go to: [https://fortress.wa.gov/dol/prod/discidcard/](https://fortress.wa.gov/dol/prod/discidcard/)
- Apply to Metro/ACCESS Call: 206-263-3113 or 1-866-225-5001
  - Go to: [http://metro.kingcounty.gov/tops/accessible/paratransit.html](http://metro.kingcounty.gov/tops/accessible/paratransit.html)
- Attend Annual Transition Fair in Spring (March 2019)
  - Highline College Student Union Building and/or Microsoft at The Commons
- Research, Interview & Select An Employment Service Provider (March through June 2019)
- Begin working with Employment Specialist! (As early as July 1, 2019)
  - Develop your employment plan in cooperation with DVR, School Personnel, DDA Case Management, and Employment Service Provider.
  - Remember you must have a WA ID and Social Security Card before you can start working!
- Deadline to begin service with agency - October 2019
- Team Meetings - Regular meetings to review progress towards employment
- Develop plan for life after school - Learn long term supports and funding options

King County
Timelines & Checklists
Search “Informing Families”

Timelines & Checklists
Search “Washington DHSH Transition Timeline”
School-to-Work Participation

Participation Is Not A Requirement Nor An Entitlement
- Enrolling is Your Choice
- You Can Seek DVR-Only Funded Services

Changing Your Employment Agency Can Happen During or After School-to-Work
- Obtaining an Agency is Not Guaranteed
- Change During S2W’s Short Timeline Can Impact Service Delivery
- Work with the S2W Coordinator, DVR, Teacher, and Agency to Sort Out Issues

Important… To Understand!!

Participation Does Not Guarantee Long-Term Funding
- KCDDD Is Committed To Helping Identify And Explore Funding Resources
- This May Include Participant Pay

Participation Does Not Guarantee a Job
- Students Will Be Connected To The Adult Service System
- They May Continue To Work Towards Their Employment Goal
How Well is S2W Reaching Eligible Students?

Between exit years 2015 and 2018, 81% of eligible individuals requiring a medium level of support (i.e., medium acuity) were being served in S2W, compared to 61% of eligible individuals with high support needs.

<table>
<thead>
<tr>
<th>Acuity Level</th>
<th>% Served</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>62%</td>
<td>533</td>
</tr>
<tr>
<td>High</td>
<td>61%</td>
<td>205</td>
</tr>
<tr>
<td>Medium</td>
<td>81%</td>
<td>255</td>
</tr>
<tr>
<td>Low</td>
<td>60%</td>
<td>118</td>
</tr>
<tr>
<td>Unknown</td>
<td>31%</td>
<td>55</td>
</tr>
</tbody>
</table>
How Well is S2W Reaching More Diverse Communities

Percent of King County population over the age of 18 by race/ethnicity compared to the percent of clients served by program, 2018*

<table>
<thead>
<tr>
<th>KING COUNTY TOTAL</th>
<th>N=010K</th>
<th>36%</th>
<th>N=1,956K</th>
<th>64%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-to-Work</td>
<td>55</td>
<td>40%</td>
<td>63</td>
<td>53%</td>
</tr>
</tbody>
</table>

*Native People & People of Color | White


How Well Is S2W Supporting Students to Achieve Job Starts?

Percent of Clients With An Initial Job Placement in the Months Since S2W Program Start

- 0% at 0 months
- 1% at 5 months
- 51% at 11 months
- 82% at 15 months

Notes: S2W clients receive 9-12 months of services and have an initial job placement in the month they leave the program. Additional services may be provided as needed. Data are as of October 1, 2019.
Who is Working 6 Months After School Ends?

Percent of Clients in Job Placement Services That Were Still Employed Six Months After Exiting School

- **Grand Total**: 62%, n=479
- **2013**: 65%, n=769
- **2014**: 70%, n=67
- **2015**: 65%, n=81
- **2016**: 65%, n=99
- **2017**: 63%, n=93
- **2018**: 50%, n=60

Notes: S2W placement rates are defined as the number of clients employed as of December 31st of their exit year, divided by the total number of clients receiving placement services for that exit year. For example, if a client exiting in 2014 is still employed on December 31, 2014, then they would be considered “placed” for the purposes of this measure.

What are S2W Student’s Work Hours?

Average Monthly Hours Worked Among Employed Clients by Exit Year

- **2013**: 34
- **2014**: 39
- **2015**: 42
- **2016**: 36
- **2017**: 41
- **2018**: 47

Notes: Average monthly hours worked are based on hourly rates are based on reported scheduled monthly hours for all S2W clients that are employed.
Focus Gets Results

Search: “King County School-to-Work”

Search YouTube: “WiseMovies”

شكراً جزيلاً

Danke

Merci

Thank you

Thank

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谢谢

感谢

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Thank you

Merci

Thank you