

How are you currently interacting with schools?

-Yakima County contact just beginning with initial outreach, they've 'heard' about it and will continue to stay engaged and offer services

-Island county providers have long term relationships with schools, and this is a logical and smooth transition to adopt. Jumping right in with onsite work.

-Clark County building from the ground up and started with outreach to Special Ed directors for contacts in local schools.

Information night, one on one's with teachers – county role in outreach

Anthony - Provider contact has been video meetings, virtual assessment. Contact through email, calls and virtual meetings.

Nicole – Will be working to get into schools with new year. Focus on para's and connecting and doing the outreach to teachers. Excited about getting back to in person work.

Consideration with work with schools – Rod

-Schools traditionally have 'tracks' for students. Need to be strategic about our outreach to 'all' students so that everyone has access to the program. Ensure that our outreach is for everyone.

-Tips? How do we find those teachers?

1. Look for the life skills classrooms in addition to transition. Region 2 started last year to do some initial outreach to the life skills teachers.

2. Go after the teachers wherever the 'student' is. Most high acuity students will be in life skills.

Brandi gave an example of how the teachers are meeting online right now. Look for opportunities to meet with those teachers that are working with the younger students to share stories of others that have had employment success. Some success in Central WA as a result of teachers getting together to discuss possibilities.

How are you currently interacting with schools?

- **School districts are asking us to do presentations**
- **Working with DDA to design program**
- **Employment agency- new to the service (Spokane)**
- **Partnership project- working as a collaborative facilitated by wise**
 - Voc agency worked with school district to develop sites.

How are you currently interacting with schools?

- **In Kennewick, haven't been to school, Zoom & intake only, visits in the workplace**
 - Students are doing internships in the community
- **A mix, some students not going to school in-person since last fall, meet weekly through scheduled Zoom, observe tasks at home, observe different skills at home as well**
- **Keep communication open with teachers, send the blank JF report, teachers can/have been adding to that with info the EC may not see**
- **Positive experience – teachers have been very experienced in getting EC's what they need, very communicative, great "jobs" set up, teachers providing written materials**
- **Pullman – just getting started with one student, waiting to set up meeting with school & county**

What type of school-based activities are you finding most useful to learn more about the student you are serving?

What 'is' happening?

When observation is available right now, there are some opportunities to participate but these are limited right now.

More outreach to teachers on additional opportunities.

From the main room, there was a suggestion to share the report framework with the teachers. Asking teachers for ideas on potential observational opportunities. Cautionary note: ensure that the teachers understand that the EC is responsible for the report.

Activities:

- One agency utilizing their vocational workbook as a means for gathering information and helped the student open up and share. Allowed the EC to observe her ability to communicate and share. Useful activity to help with communication and good to build on with JD in the future.
- Student set up with video feed for the EC to observe the student while doing tasks during the school day. Possibility for outdoor observations.

What type of school-based activities are you finding most useful to learn more about the student you are serving?

- Services have changed- Things have shifted to virtual:
 - Online tours
 - Job shadows
 - Online Assessment- Typically through DVR (what skills/ tools can a student use)
 - Remote “inventory”
- **The “knock the state’s socks off plans” include:**
 - Observation at outside of school activities (e.g. kick boxing class) and in school observation/ traditional.
 - Getting a full perspective of who a person is a what a person does.
 - <https://www.dshs.wa.gov/sites/default/files/DDA/dda/documents/DDA%20Job%20Foundation%20Guidelines.pdf>

What type of school-based activities are you finding most useful to learn more about the student you are serving?

- **Only time to observe student is at the worksite, getting worksite feedback from student**
- **No staff at the high school, student intakes will still be over Zoom**
- **One student has a Para who will help set up video observation of work, but not observation of social interaction**
- **Has anyone sent any assessment type docs to the student, or to the school? – did that with the student before they went back to school “kitchen box” “hospitality kit” Have been able to get some parents to assist with showing skills on video**

What ideas or examples do you have for obtaining information for the following JF assessment area: **Interactive Social Skills**

- **Has anyone accessed OT or PT, or other services available to students?**
 - SLPs can be really helpful partners, there's always a new repertoire of skills to build and SLPs can be really helpful to determine the best way for that particular student to have practice and success

What ideas or examples do you have for obtaining information for the following JF assessment area: **Interactive Social Skills**

- Discovery/ Planning- bringing people together to get the ideas about where to observe and doing it...
- People are just getting started and excited to start in September.
- When in doubt, “phone a friend”
 - Go to the tools that exist from DDA.
 - Reach out to Rod Duncan/ County
 - Ask people at wise to for referral support

What ideas or examples do you have for obtaining information for the following JF assessment area: **Communication Skills**

- **Reports with concrete examples are best, more info is gathered through interviews because of distance – back up the example with the source, “how did you see that” think about showing how you learned that info**
- **Have tablets that could be utilized at the school or at their worksite to document communication skills, wondering if the schools are already using those**
- **If a tablet is used, could that video be used for the report?**
 - Tara (Pierce) – good question for DDA, they are looking for concrete examples. Rather than showing a video of something that works well, could provide a written description in the report. If the coach won the lottery tomorrow, someone could pick up that report and begin where they left off.

What ideas or examples do you have for obtaining information for the following JF assessment area: **Communication Skills**

- Enlist people who know and love a person who know how a person communicates in a range of settings (e.g. family members/ friends).

What ideas are you going to take back and implement this week?

Ask teachers if the student uses any other services at the school and follow up with those specialists to learn their perspective.

Review JF best practices site for ideas on the areas of the report

County leader will be reaching out to the life skills teachers to build the relationship and reach students with high acuity