



## COUNTY PROGRAM AGREEMENT School-to-Work Direct Service Pilot Contract

DSHS Agreement Number  
2563-63244

This Program Agreement is by and between the State of Washington Department of Social and Health Services (DSHS) and the County identified below, and is issued in conjunction with a County and DSHS Agreement On General Terms and Conditions, which is incorporated by reference.

Administration or Division Agreement Number  
  
County Agreement Number  
KC-310-25

DSHS ADMINISTRATION  
Division of Vocational  
Rehabilitation

DSHS DIVISION  
Division of Vocational  
Rehabilitation

DSHS INDEX NUMBER  
1076

DSHS CONTRACT CODE  
8000CC-63

DSHS CONTACT NAME AND TITLE  
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Contracts Specialist

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IS THE COUNTY A SUBRECIPIENT FOR PURPOSES OF THIS PROGRAM  
AGREEMENT?  
No

ASSISTANCE LISTING NUMBERS

PROGRAM AGREEMENT START DATE  
05/01/2025

PROGRAM AGREEMENT END DATE  
09/30/2026

MAXIMUM PROGRAM AGREEMENT AMOUNT  
Fee For Service

EXHIBITS. When the box below is marked with an X, the following Exhibits are attached and are incorporated into this County Program Agreement by reference:

- Exhibits (specify): Exhibit A - Data Security Requirements Exhibit B - Student Guide Instructions, Exhibit C - Student Guide, Exhibit D - School-to-Work Student Data, Exhibit E - School-to-Work Success Story, Exhibit F - School-to-Work Billing Checklist
- No Exhibits.

The terms and conditions of this Contract are an integration and representation of the final, entire and exclusive understanding between the parties superseding and merging all previous agreements, writings, and communications, oral or otherwise, regarding the subject matter of this Contract. The parties signing below represent that they have read and understand this Contract, and have the authority to execute this Contract. This Contract shall be binding on DSHS only upon signature by DSHS.

COUNTY SIGNATURE(S)

PRINTED NAME(S) AND TITLE(S)

DATE(S) SIGNED

*Christine Rolfes*

Christine Rolfes, chair

7.14.25

DSHS SIGNATURE

PRINTED NAME AND TITLE

DATE SIGNED

*Austin Diaz-Munoz*

Austin Diaz-Munoz, Contracts Specialist

7/16/2025

## Special Terms and Conditions

### 1. Definitions

- a. "Authorization for Purchase (AFP)" means the formal DVR fiscal document that officially identifies and authorizes a DVR Contractor to deliver a specific service.
- b. "CRP" or "Community Rehabilitation Program", means a provider which provides vocational rehabilitation service to individuals with disabilities to enable those individuals to maximize their opportunities for employment.
- c. "Contractor" means Kitsap County.
- d. "County" means the political subdivision of the State of Washington, named above, performing services pursuant to this Program Agreement and includes the County's officers, employees, and authorized agents.
- e. "County Coordinator" means the official developmental disabilities program coordinator or their designee.
- f. "DDA" means the Developmental Disabilities Administration.
- g. "DVR" means Department of Social and Health Services, Division of Vocational Rehabilitation.
- h. "DVR Counselor(s)" means the Vocational Rehabilitation Counselor(s) assigned to the School-to-Work Student through the DVR eligibility process.
- i. "Extended Services" means ongoing support services and other appropriate services provided to support a Student with a most significant disability in employment as a means to bridge employment support between stabilization and long term services.
- j. "Individual Plan for Employment (IPE)" means a DVR form that documents important decisions about vocational rehabilitation services for a Student as defined in WAC 388-891-1115. The decisions documented on the IPE include, but are not limited to:
  - (1) The employment outcome the Student plans to achieve;
  - (2) Each major step needed to accomplish the employment outcome;
  - (3) The Student's responsibilities in accomplishing each step of the plan;
  - (4) DVR's responsibilities in assisting the Student to accomplish each step of the plan;
  - (5) Vocational Rehabilitation (VR) services needed to complete each step; and
  - (6) Terms and conditions the Student and the DVR Counselor agree are required for continued support from DVR.
- k. "Intensive Training Services" means individualized, one-on-one job skills training and support provided at the supported employment job site to enable a Student to:
  - (1) Attain Job Stabilization;
  - (2) Meet the employer's expected level of work productivity; and

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### (3) Transition to Long-Term Services provided by an entity other than DVR.

- I. "Job Foundation" – The Job Foundation process is intended to engage students earlier in targeted employment planning and connection; increase partnerships with school staff to complete student's Job Foundation report with actionable next steps; and increase the number of students completing transition programs with a job or secondary education connection.
  - (1) The Job Foundation process and comprehensive report may replace the need for a School-to-Work Assessment. To do so, the Job Foundation Report should include all information necessary for the DVR Counselor to complete the vocational assessment.
  - (2) Additional assessment may be required and determined by the Student's Team should the Job Foundation report not provide sufficient information to establish an employment goal for the Student.
- m. "Job Placement" means locating, securing, and placing a Student into competitive integrated employment that is mutually agreed upon by the DVR Counselor, the Contractor, and the Student or the Student's Team.
- n. "Job Stabilization" means the Student, the employer, the DVR Counselor and the Contractor mutually agree that a Student placed in a Supported Employment position has demonstrated and maintained satisfactory on-the-job performance and has the quantity and type of long-term employment supports available from DVR extended services or other long term support providers that are needed to maintain satisfactory on-the-job performance.
- o. "Long Term Services" means ongoing support services provided by an entity other than DVR after the Student obtains employment and exits DVR School-to-Work services.
- p. "Monthly Progress Report" means progress reports that are to be filled out on a monthly basis and shared with the Student's Team to demonstrate progress towards employment and summarize monthly work being done with and on behalf of the Student.
- q. "School-to-Work" means a seamless transition for students with intellectual/developmental disabilities from school to adulthood through employment services and connecting students to the necessary resources for success.
- r. "School to Work Assessment" means
  - (1) Identify a Student's unique work interests, abilities, and any competitive employment barriers related to communication, mobility, work skills, work tolerance, self-direction (cognition and learning), and interpersonal attitudes, skills, behavior, or self-care, etc.; and
  - (2) Identify the nature and extent of support(s) and accommodations needed for the Student to obtain and maintain competitive integrated employment.
- s. "Service Delivery Outcome Plan (SDOP)" is a written plan jointly developed by the Student, DVR, DVR Counselor, and CRP representative for obtaining School-to-Work services. The details of the agreement are tailored to the unique needs of the Student and documented.
- t. "Student" means a student with an intellectual/developmental disability age 20 to 22.
- u. "Student Guide" means a guide designed for Students and/or parent(s)/guardians to house School-

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to-Work related documentation, information, assessments, activity logs, and notes. This guide is a Student's 'roadmap' to ensure key activities and milestones are completed and organized.

v. "Student's Team" means any combination of people, including, but not limited to; educators, CRPs, the Student's Legal Representative or Guardian, County Staff, DVR Counselor(s) who support a Student as they move towards Job Placement and Job Stabilization.

w. "Subcontractor" means a Community Rehabilitation Program that the Contractor has separately chosen to perform all or a portion of the duties and obligation that the Contractor is obligated to perform pursuant to this Contract.

**2. Purpose.** The purpose of this agreement is to provide School-To-Work services through collaboration with the Contractor to provide employment related services to Students that will lead to community-based jobs as they exit their high school transition program.

**3. Period of Performance.** The period of performance for this Contract shall begin May 1, 2025 and end September 30, 2026.

**4. General Requirements.** The Contractor must perform the minimum expectations below in conducting the services of this Contract:

a. Provide all services of this Contract in a manner and setting(s) that meet the requirements of [Washington State DSHS Administrative Policy 7.02](#).

b. Arrange and be responsible for all costs associated with communication interpreter services, as needed, to provide disability-related access per the Americans with Disabilities Act (ADA) unless the cost involved would cause an undue hardship (significant difficulty or expense) for the Contractor. Determination of what constitutes an undue hardship will be made on a case-by-case basis, relative to the Contractor's overall resources.

(1) If an undue hardship does exist, the DVR School-To-Work/Transition Program Manager or their designated representative may authorize paying for interpreter services and/or translation services apart from the contracted fee for service.

(2) Provide and be responsible for the cost of providing services through alternative formats, methods, and languages, as needed, for Students who have Limited English Proficiency (LEP) as per the Civil Rights Act of 1964.

c. Contractor is responsible for addressing cultural, language, and technological accessibility for all Students to the best of their abilities when performing the services under this Contract.

d. Eligibility: Student must meet the following criteria:

(1) DDA-eligible.

(2) DVR-eligible.

(3) Intends to stay in school throughout their transition program offered in their school district.

(4) Student starts School-to-Work services as of May 1, 2025 or later, as determined by the Student.

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- (a) School-to-Work is a wrap-around service that's only available one (1) time per Student.
  - i. Students who choose to participate in this cohort may not participate again under a different contract covering a different cohort. Should the Student change their mind on the cohort they choose to participate in, the Contractor is responsible for communicating with DVR to ensure there are no duplicate payments.
- (b) Students must apply for DVR to start School-to-Work services no later than December 31, 2025. Students who intend to start services after December 31 may only do so with prior written approval from the DVR School-to-Work Transition Program Manager or their designated representative.
  - (5) Between ages 20-22.
  - (6) Have an Individualized Education Plan (IEP).
  - (7) Establish a DVR Individual Plan for Employment (IPE) with an employment goal that requires Extended Services as needed and Long-Term Services in order to be achieved. This requirement must be completed by the end of the School-to-Work Intake and Assessment Phase per section 5, Statement of Work.
- e. Meetings must be held in the format best suited for the Student. If all parties are not able to attend meetings in person, use of telephone or video conferences is encouraged to complete the process in a timely manner.
- f. Contractor must keep all Students enrolled in School-to-Work through the duration of this contract, regardless of outcome and/or Stabilization, unless Student chooses to exit the program of their own volition or due to unforeseeable circumstances.
  - (1) Should a Student exit early for any reason, Contractor must document the departure in Exhibit D – School-to-Work Student Data. See Section 6, Deliverables for further instruction.
- g. Service Delivery Agreement: The Contractor's delivery of VR services specified in this agreement will begin upon the completion and signing of the agreed upon SDOP.
- h. Service Delivery Payment: The Contractor will be paid upon completion and submission of the required documentation demonstrating completion of each of the three phases for each Student as outlined in Section 5, Statement of Work.
- i. Service Delivery Method: This Contract utilizes Exhibit C - Student Guide as a reporting tool and all associated activities outlined in Section 5, Statement of Work shall be carried out using the Student Guide. Exhibit B – Student Guide Instructions offers instruction on how the Contractor may use the Student Guide.

**5. Statement of Work.** The Contractor shall provide the services and staff, and otherwise do all things necessary for or incidental to the performance of work, as set forth below:

Services shall be sorted into the following three phases:

School-to-Work Intake and Assessment Phase.

Job Placement Phase.

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### Employment Phase.

- a. School-to-Work Intake and Assessment Phase. The intent of this phase is to ensure the Student and the Student's Team collaborate to determine if enough information is available to establish an employment goal, establish the employment goal, and build an individualized roadmap of the Student's transition from their education to meaningful community employment. This shall be accomplished through the following objectives:

#### (1) Intake

- (a) At a minimum, the Contractor shall work with the Student, the Student's legal representative or guardian (unless they are their own), the CRP, and the DVR Counselor to:
- i. Complete intake forms as needed, including the SDOP.
  - ii. Determine if there is enough information to establish from the Student's Job Foundation report to establish an employment goal, or if additional assessment is needed to establish the employment goal.
  - iii. Outline how additional assessment will occur, including additional meeting time.
- (b) The employment goal is established and documented.
- i. Determine what Job Seeker Tools are needed for the Student's employment goal.

#### (2) Assessment

- (a) If applicable, review the Job Foundation report and determine if there is enough information to establish an employment goal based on the following assessment criteria:
- i. History of school attendance and reliability;
  - ii. Behavior support or potential strategies;
  - iii. Student Communication skills;
  - iv. Student learning preferences;
  - v. Student's personal hygiene;
  - vi. Potential job safety concerns;
  - vii. Student stamina/endurance;
  - viii. Student social skills;
  - ix. Demonstrated skills and task performance;
  - x. Transportation needs; and
  - xi. Work preferences and interests.
- (b) If there is enough information to establish an employment goal based on the Job Foundation report, the Contractor must write an executive summary of the Job Foundation report with a

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job goal recommendation for the Student.

- i. The executive summary may be a small paragraph of two to four sentences that encompass the following;
  - (A) Written directly to the Student;
  - (B) Affirm skills and goals expressed;
  - (C) Offer next steps, or take ideas from key points of the report.
  - (D) Can't be plagiarized from the Job Foundation report.
- ii. The Job Recommendation may be one or two sentences describing potential employment options for the Student, as learned through the Job Foundation process, that may encompass the following;
  - (A) Recommendations are appropriate and attainable;
  - (B) Match the Student's skills and interests;
  - (C) Match the Student's desired work environment;
  - (D) Match the Student's desired schedule;
  - (E) Match the Student's ability to travel to/from work within a reasonable length of time;
  - (F) Any accommodations and supports necessary to achieve identified goals.
- (c) If there is not enough information from the Job Foundation process, or if the Student did not participate in Job Foundation, the Contractor must complete the School-to-Work Assessment that addresses the above assessment criteria by locating, securing, and placing the Student into a paid employment setting(s), or other realistic work setting(s), in which the Student performs work for a specified period of time with the direct provision of needed job supports and training.
- b. Job Placement Phase. The intent of this phase is to provide the Student with the tools they will need to find and secure meaningful community employment based on their employment goal. The Contractor shall provide all services necessary to locate, secure, and place a Student into competitive integrated employment that is mutually agreed upon by the Student's Team. Specific placement expectations shall be outlined on the DVR SDOP for Job Placement and Intensive Training.

Placements less than 10 hours: Job placement goals that are less than 10 hours per week shall be approved in advance by the appropriate DVR Vocational Rehabilitation Supervisor in consultation with the Student's Team.

### (1) Job Seeker Tools

- (a) Contractor shall create tools based on individual need, such as a resume, cover letter, videos, PowerPoint (or comparable applications), and/or portfolios.
- (b) Contractor may also develop other materials as it pertains to the Student's individualized pathway to employment such as a letter of recommendation, create and/or update LinkedIn

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page or other social media, etc.

### (2) Job Offer

- (a) If the Student received the job offer, Contractor must provide details of the job offer including the following:
  - i. The Student's Employment Goal;
  - ii. Job Title;
  - iii. Start Date;
  - iv. Job Duties;
  - v. Expected Weekly Hours;
  - vi. Starting Wage;
  - vii. Location;
  - viii. Transportation Consideration;
  - ix. Benefits Package; and
  - x. Potential Training Services and Date/Additional Info.
- (b) If the Student rejected the job offer, Contractor must provide the reason(s) why the Student rejected the job offer. Details must include how the job did not meet their individualized employment goal, as well as the criteria in (2)(a).
- c. Employment Phase. The intent of this phase is to verify, stabilize, and maintain meaningful community employment.
  - (1) Employment Verification
    - (a) Contractor shall submit the following method of verification of employment after Student's first day of employment:
      - i. The Employment Verification page of the Student Guide.
  - (2) Intensive Training Services
    - (a) Intensive job training expectations shall be outlined by the Student's Team. The Contractor shall provide individualized, one-on-one job skills training and support at the supported employment job site that will enable a Student to:
      - i. Achieve job stabilization in on-the-job performance, with job supports and services, and a fading plan;
      - ii. Meet the employer's expected level of work productivity; and
      - iii. Transition to Extended Services as needed and Long-Term Services.



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### (3) Stabilization

- (a) Stabilization is achieved when the Student's Team and their employer agree that the Student has demonstrated and maintained satisfactory on-the-job performance and has long-term supports in place.
- (b) Job stabilization is determined for each Student in supported employment based on their unique circumstances. The DVR Counselor determines that the Student's work performance is stabilized with input from the Student, employer and extended service provider when:
  - i. The Student has reached the agreed-upon goal for the number of weekly hours worked, unless the Student and the DVR Counselor agree that the job represents substantial and suitable employment.
  - ii. The Student has reached a maximum level of on-the-job employment and meets employer expectations.
  - iii. The supports available are adequate for the Student to maintain stable employment and meet the employer's expected level of work productivity.
  - iv. The Student has long-term employment supports available or in process and is able to transition to these services to maintain job stability.
- (c) Once achieved, a Stabilization Report and supports on the job the student may need, must be completed for the Student as outlined in the SDOP and must include:
  - i. Detail and summary of how the placement hours were met (or if the job represents suitable employment); and
  - ii. Detail, descriptions, and summary of how the DVR Counselor, CRP, and the employer agrees that the employer's expectation have been met; and
  - iii. Detail and summary of how long-term supports have been set up and will occur; and
  - iv. The strengths the Student brings to the job; and
  - v. How the Student will become stable on the job (i.e., their fading plan); and
  - vi. Additional training, services, and supports the Student may need.

### (4) Extended Services

- (a) DVR shall provide Extended Services needed by the Student until DDA funds are available.
  - i. Should Extended Services reach six (6) months, the Contractor and DVR shall collaborate to determine next steps which may include additional Extended Services or other options as needed.
- (b) Extended Services funded by DVR shall be outlined on the DVR Extended Support SDOP.
  - i. Maximum 26 hours per month at the hourly rate of \$105.00
    - (A) If more than 26 hours per month are needed for a Student, the DVR Counselor must document the requirement for more service hours and staff the case with their

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supervisor to request an exception to this maximum.

(B) Exceptions may be made on a case-by-case basis and must be reported to the DVR School-to-Work Transition Program Manager or designated representative.

**6. Deliverables.** The Contractor shall demonstrate completion of activities for payment through the following reporting methods. Submissions should be written in language that directly addresses the Student and shall continue for 90 days beyond the Student's stabilization, or until DVR case closure. The Contractor shall submit the required Monthly Progress Report to the assigned DVR Vocational Rehabilitation Counselor for each Student who is served by this Contract.

### a. Student Guide

(1) The Contractor shall submit a copy of the Student Guide to the Student's Team at the end of each month demonstrating the progress of the Student's transition year via completion of the Monthly Progress Reports section located on the front page and the back of the Student Guide.

(2) The Contractor shall submit Exhibit F - School-to-Work Billing Checklist to the DVR Counselor upon completion of payment points for each Student as demonstrated in the Student Guide.

(3) Contractor shall submit a minimum of three (3) School-to-Work Billing Checklists for all payment points for each Student.

(4) The Student Guide is a living document that comprises the following activities:

(a) Intake – Signed SDOP & Roles and Responsibilities of the Student's Team.

i. Roles and Responsibilities of the Student's Team will include;

(A) Team member's role.

(B) Team member's contact information including name, email, and phone.

(C) Team member's responsibility to the Student.

(b) Assessment – Employment Goal is established, demonstrating how it was reached, either through Job Foundation executive summary and job recommendation or assessment.

(c) Job Seeker Tools – Such as Resume, Cover Letter, Video, PowerPoint, Portfolio, etc.

(d) Job Offer – Documentation/Details of a Job Offer as stated in Section 5 – Statement of Work.

(e) Employment Verification – Documentation/Details of a Job Start as stated in Section 5 – Statement of Work.

(f) Stabilization – Stabilization Report as stated in Section 5 - Statement of Work.

b. Data Sharing and Reporting - DVR is tracking the progress and success of the School-to-Work program to ensure the program is available to all Students who meet eligibility requirements across the state. In order to accomplish this, the Contractor must submit Exhibit D – School-to-Work Student Data.

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- (a) Exhibit D incorporates the following required data elements:
- i. Number of Students identified as eligible for School-to-Work in county or counties served. If the Contractor coordinates services for more than one county, the Contractor shall submit data for each county.
  - ii. Number of Students identified by race/ethnicity.
  - iii. Number of Students enrolled with DVR.
  - iv. Number of Students employed.
  - v. Number of Students who exited School-to-Work early.
  - vi. Reason for Student exiting early.
  - vii. Number of Students who exited School-to-Work/DVR employed and transferred into Long-Term Services with DDA.
  - viii. Number of Students transferred into Adult Services or Job Placement with DVR.
- (b) Exhibit D must be submitted a total of six (6) times to the DVR School-to-Work Transition Program Manager or their designated representative throughout the course of the 2026 transition cohort following the below schedule and with the appropriate tab completed:
- i. The "June 30, 2025" tab shall be submitted on June 30, 2025.
  - ii. The "September 30, 2025" tab shall be submitted on September 30, 2025.
  - iii. The "December 31, 2025" tab shall be submitted on December 31, 2025.
  - iv. The "March 30, 2026" tab shall be submitted on March 30, 2026.
  - v. The "June 30, 2026" tab shall be submitted on June 30, 2026.
  - vi. The "September 30, 2026" tab shall be submitted on September 30, 2026.
- (c) If the above dates fall on a State-recognized holiday or weekend, Contractor may submit Exhibit D on the nearest workday prior to the due date.
- (d) Successful Job Outcome Report – DVR is tracking Student success within the School-to-Work program. In order to accomplish this, the Contractor must submit the "Successful Job Outcome Report" tab of Exhibit D – School-to-Work Student Data one (1) time for each county the Contractor serves at the end of the transition year.
- (e) The "Successful Job Outcome Report" tab incorporates the following required data elements:
- i. Name of Student;
  - ii. Name of Student's school district;
  - iii. Whether Job Placement was achieved;

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- iv. Whether Job Placement aligns with the Student's employment goal;
- v. Name of the employer;
- vi. Date of Student's first day of employment;
- vii. Industry Student is working in;
- viii. Student's job title;
- ix. Expected weekly hours;
- x. Student's hourly wage;
- xi. Student's benefits package, if applicable;
- xii. End Date (if Student's job ended prior to achieving stabilization); and
- xiii. Reason for Termination (if Student's job ended prior to achieving stabilization).

(2) Success Story – DVR shall share the progress and success of the School-to-Work program. In order to accomplish this, the Contractor must submit Exhibit E – Success Story with a DSHS Personal Information Release (DSHS 16-178) and DSHS Photo Release (DSHS 16-235). Should the Contractor not have an individual Student success story, the Contractor may submit a success story within their county that exhibits growth and/or success in transition services for Students.

(a) Exhibit E incorporates the following:

- i. The first name of the Student;
- ii. The county the Student participated in School-to-Work;
- iii. A minimum of two-hundred and fifty (250) words describing the Student's journey through the School-to-Work program. This may include, but is not limited to;

(A) Job placements;

(B) Movement towards community employment;

(C) Personal challenges the Student was able to overcome;

(D) Getting connected to valuable community resources;

(b) Exhibit E must be submitted one (1) time per county served to the DVR School-to-Work Transition Program Manager by the Contract end date.

(c) Contractor may reach out to the School-to-Work Transition Program Manager for additional support with this exhibit.

## 7. Monitoring.

- a. The Department of Social and Health Services, Division of Vocational Rehabilitation is required to maintain a contract administration system which ensures that Contractors perform in accordance

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with the terms, conditions, and specifications of their Contracts. DVR manages and monitors its contracts through conducted risk assessments and monitoring plans. Authority to conduct such reviews is provided by Title 2 of the Code of Federal Regulations (CFR), 34 CFR 80.36, OFM SAAM Policy 16.20.55, DSHS Administrative Policies No. 13.11 and 19.50.30.

- b. Program Progress: DVR School-to-Work Transition Program Manager shall work with the Contractor to plan quarterly meetings that may include Contractors, CRP service providers, DVR staff and DDA representatives. The gathering of partners will allow discussion of the program process and encourage methods to improve effectiveness of services.

DVR School-to-Work Transition Program Manager or designee shall be responsible for arranging the time, place, and specific agenda items for these meetings. The Contractor may make suggestions of potential attendees, but final attendee approval shall be maintained by the DVR School-to-Work Transition Program Manager.

- c. Student Progress: DVR School-to-Work Regional Transition Program Specialist shall work with Contractors to plan meetings which allow discussion of student progress and support methods to ensure Students are receiving adequate services to obtain employment. In addition, Contractor may invite DVR partners to attend local County-initiated service provider meetings. DVR partners may include local DVR Counselors, supervisors, and School-to-Work staff.

### 8. Subcontractors.

- a. All subcontractors utilized by the Contractor in delivery of direct services described in this agreement shall hold a current DVR Community Rehabilitation Program (CRP) contract in which they provide the following services:

- (1) Community-Based Assessments; and
- (2) CRP Job Placement; and
- (3) CRP Intensive Training Services.

- b. Subcontracts

- (1) Copies of proposed subcontracts between the Contractor and subcontracted CRPs shall be provided to DVR School-to-Work Transition Program Manager prior to the start date of this agreement; OR
- (2) Within seven (7) calendar days of start date of the subcontract if its execution is after the start date of this agreement.

- 9. **Consideration.** Total consideration payable to Contractor for satisfactory performance of the work under this Contract is up to a maximum of \$14,000 per Student. This is a comprehensive rate for each service and takes into account the administrative costs associated with operating the program as well as the actual costs of each service, and shall be based on the following:

- a. School-to-Work Intake and Assessment Phase – A total payment of \$5,000 per Student shall be paid to the Contractor when the individual Student has completed the following activities:

- (1) Intake Meeting: Paid upon receipt of a School-to-Work Billing Checklist and a written report in the Student Guide. The total billable amount for this activity is \$3,000 per Student.

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- (2) Assessment: Paid upon receipt of a School-to-Work Billing Checklist and a written report in the Student Guide. The total billable amount for this activity is \$2,000 per Student.
- b. Job Placement Phase – A total payment of \$3,000 per Student shall be paid to the Contractor when the individual Student has completed the following activities:
- (1) Job Seeker Tools: Paid upon receipt of a School-to-Work Billing Checklist and a written report in the Student Guide. The total billable amount for this activity is \$1,000 per Student.
  - (2) Job Offer: Paid upon receipt of a School-to-Work Billing Checklist and a written report in the Student Guide. The total billable amount for this activity is \$2,000 per Student. A job offer is payable once upon receipt of the offer regardless of whether or not the Student accepts the job offer.
  - (3) If a Student with a placement goal of 10 hours per week or more accepts a placement for less than 10 hours per week, an exception for payment may be granted with approval of the appropriate DVR Supervisor. This approval shall be in consultation with the team including the Student, Student's Family (as applicable), DVR Counselor, CRP, and County staff.
- c. Employment Phase – A total payment of \$6,000 per Student shall be paid to the Contractor when the individual Student has completed the following activities:
- (1) Employment Verification: Paid upon receipt of a School-to-Work Billing Checklist and a written report in the Student Guide. The total billable amount for this activity is \$1,000 per Student.
  - (2) Job Stabilization: Paid upon receipt of a School-to-Work Billing Checklist and a written report in the Student Guide. The total billable amount for this activity is \$5,000 per Student.

## 10. Billing and Payment

- a. The Contractor shall submit no less than three (3) separate original School-to-Work Billing Checklists to the assigned DVR Vocational Rehabilitation Counselor for each Student who is successfully served by this Agreement.
- (1) At a minimum, one School-to-Work Billing Checklist per phase as outlined in Section 5, Statement of Work.
  - (2) School-to-Work Billing Checklists may only be submitted to DVR upon the successful completion of an activity outlined in the SDOP.
- b. Payment shall be considered timely if made by DSHS within thirty (30) days after receipt and acceptance by the designated DVR Counselor of the properly completed School-to-Work Billing Checklist. Payment shall be sent to the address designated by the Contractor on page one (1) of this Agreement.
- c. DSHS may at its sole discretion, withhold payment claimed by the Contractor for services rendered if the Contractor fails to satisfactorily comply with any term or condition of this Agreement.

## 11. Insurance - Self-Insured

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- a. DSHS certifies that it is self-insured under the State's self-insurance liability program, as provided by RCW 4.92.130, and shall pay for losses for which it is found liable.
- b. The Contractor certifies, by checking the appropriate box below, initialing to the left of the box selected, and signing this Agreement, that:
  - (1)  The Contractor is self-insured or insured through a risk pool and shall pay for losses for which it is found liable; or
  - (2)  The Contractor maintains the types and amounts of insurance identified below and shall, prior to the execution of this Agreement by DSHS, provide certificates of insurance to that effect to the DSHS contact on page one of this Agreement.

Commercial General Liability Insurance (CGL) – to include coverage for bodily injury, property damage, and contractual liability, with the following minimum limits: Each Occurrence - \$1,000,000; General Aggregate - \$2,000,000. The policy shall include liability arising out of premises, operations, independent contractors, products-completed operations, personal injury, advertising injury, and liability assumed under an insured contract. The State of Washington, DSHS, its elected and appointed officials, agents, and employees shall be named as additional insureds.

### 12. Investigations of Contractor or Related Personnel

- a. DSHS may, without prior notice, suspend the Contractor's performance of the Contract if the Contractor, or any partner, officer or director of the Contractor, or a subcontractor, or any employee or volunteer of the Contractor or a subcontractor, is investigated by DSHS or a local, county, state or federal agency regarding any matter that, if ultimately established, could either:
  - (1) Result in a conviction for violating a local, state or federal law.
  - (2) In the sole judgment of DSHS, adversely affect the delivery of services under this Contract or the health, safety or welfare of DSHS Students.
- b. DSHS may also take other lesser action, including, but not limited to, disallowing a staff member, employee, or other individual associated with the Contractor or a subcontractor, from providing services, or from having contact with DSHS Students, until the investigation is concluded and a final determination made by the investigating agency if inconclusive or unsubstantiated.

### 13. Removal of Individuals from Performing Services

- a. In the event that any of the Contractor's employees, subcontractors, or volunteers who provide services under this Contract do not meet qualifications required by this Contract or do not perform the services as required in this Contract, DSHS may require that Contractor remove such individual from providing services to DSHS Students under this Contract.
- b. DSHS shall notify the Contractor of this decision verbally and in writing and the Contractor shall, within 24 hours, remove that individual from providing direct services to DSHS Students. Failure to do so may result in a Corrective Action Plan.

### 14. Compliance with Corrective Action Plan

In the event that DSHS identifies deficiencies in Contractor's performance under this Contract, DSHS

## Special Terms and Conditions

may establish a Corrective Action Plan When presented with a Corrective Action Plan, Contractor agrees to undertake the actions specified in the plan within the timeframes given to correct the deficiencies. Contractor's failure to do so shall be grounds for termination of this Contract.

### 15. Order of Precedence in DVR Process

In the event of any inconsistency or conflict between the Terms and Conditions of this Contract and the DVR Service Delivery Outcome Plan (SDOP) and the Authorization for Purchase (AFP), the inconsistency or conflict shall be resolved by giving precedence this contract in its entirety. Terms or conditions that are more restrictive, specific, or particular than those contained in this contract shall not be construed as being inconsistent or in conflict.

### 16. Disputes

When a dispute arises over an issue concerning the terms of this Contract, the following process is used to address the dispute:

- a. The Contractor and DVR shall attempt to resolve the dispute through informal means between the Contractor and the assigned DVR Counselor. For those contracts where a DVR Counselor is not assigned, the Contractor shall attempt to resolve the dispute with the contact person identified on the first page of the contract.
- b. If the Contractor is not satisfied with the outcome of the resolution with the DVR Counselor or DSHS contact person, the Contractor may submit a request for review of the disputed issue, in writing, for review within thirty (30) business days of the outcome to:

DVR Director  
DSHS/DVR  
PO Box 45340  
Olympia WA 98504-5340

- c. The Director may appoint a designee to review the disputed issue.
- d. A request for dispute resolution shall include:
  - (1) Name of the requester.
  - (2) Contractor's name, full address, phone number, and email.
  - (3) Contract number.
  - (4) Description of the issue in dispute.
  - (5) A statement describing the requester's position on the issue in dispute, including any documentation that supports this position.
  - (6) Steps already taken to resolve the dispute.
- e. The reviewer may request additional supporting documentation from either party to assist in reaching a fair resolution.
- f. The Director shall issue a written decision to the Contractor within thirty (30) business days of receipt of all information relevant to the issue.



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- g. The dispute resolution process described above is the sole administrative remedy available under this Contract.

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### Exhibit A – Data Security Requirements

1. **Definitions.** The words and phrases listed below, as used in this Exhibit, shall each have the following definitions:
  - a. “AES” means the Advanced Encryption Standard, a specification of Federal Information Processing Standards Publications for the encryption of electronic data issued by the National Institute of Standards and Technology (<https://nvlpubs.nist.gov/nistpubs/FIPS/NIST.FIPS.197-upd1.pdf>).
  - b. “Authorized Users(s)” means an individual or individuals with a business need to access DSHS Confidential Information, and who has or have been authorized to do so.
  - c. “Business Associate Agreement” means an agreement between DSHS and a contractor who is receiving Data covered under the Privacy and Security Rules of the Health Insurance Portability and Accountability Act of 1996. The agreement establishes permitted and required uses and disclosures of protected health information (PHI) in accordance with HIPAA requirements and provides obligations for business associates to safeguard the information.
  - d. “Category 4 Data” is data that is confidential and requires special handling due to statutes or regulations that require especially strict protection of the data and from which especially serious consequences may arise in the event of any compromise of such data. Data classified as Category 4 includes but is not limited to data protected by: the Health Insurance Portability and Accountability Act (HIPAA), Pub. L. 104-191 as amended by the Health Information Technology for Economic and Clinical Health Act of 2009 (HITECH), 45 CFR Parts 160 and 164; the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g; 34 CFR Part 99; Internal Revenue Service Publication 1075 (<https://www.irs.gov/pub/irs-pdf/p1075.pdf>); Substance Abuse and Mental Health Services Administration regulations on Confidentiality of Alcohol and Drug Abuse Patient Records, 42 CFR Part 2; and/or Criminal Justice Information Services, 28 CFR Part 20.
  - e. “Cloud” means data storage on servers hosted by an entity other than the Contractor and on a network outside the control of the Contractor. Physical storage of data in the cloud typically spans multiple servers and often multiple locations. Cloud storage can be divided between consumer grade storage for personal files and enterprise grade for companies and governmental entities. Examples of consumer grade storage would include iTunes, Dropbox, Box.com, and many other entities. Enterprise cloud vendors include Microsoft Azure, Amazon Web Services, and Rackspace.
  - f. “Encrypt” means to encode Confidential Information into a format that can only be read by those possessing a “key”; a password, digital certificate or other mechanism available only to authorized users. Encryption must use a key length of at least 256 bits for symmetric keys, or 2048 bits for asymmetric keys. When a symmetric key is used, the Advanced Encryption Standard (AES) must be used if available.
  - g. “FedRAMP” means the Federal Risk and Authorization Management Program (see [www.fedramp.gov](http://www.fedramp.gov)), which is an assessment and authorization process that federal government agencies have been directed to use to ensure security is in place when accessing Cloud computing products and services.
  - h. “Hardened Password” means a string of at least eight characters containing at least three of the following four character classes: Uppercase alphabetic, lowercase alphabetic, numeral, and special characters such as an asterisk, ampersand, or exclamation point.

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- i. "Mobile Device" means a computing device, typically smaller than a notebook, which runs a mobile operating system, such as iOS, Android, or Windows Phone. Mobile Devices include smart phones, most tablets, and other form factors.
- j. "Multi-factor Authentication" means controlling access to computers and other IT resources by requiring two or more pieces of evidence that the user is who they claim to be. These pieces of evidence consist of something the user knows, such as a password or PIN; something the user has such as a key card, smart card, or physical token; and something the user is, a biometric identifier such as a fingerprint, facial scan, or retinal scan. "PIN" means a personal identification number, a series of numbers which act as a password for a device. Since PINs are typically only four to six characters, PINs are usually used in conjunction with another factor of authentication, such as a fingerprint.
- k. "Portable Device" means any computing device with a small form factor, designed to be transported from place to place. Portable devices are primarily battery powered devices with base computing resources in the form of a processor, memory, storage, and network access. Examples include, but are not limited to, mobile phones, tablets, and laptops. Mobile Device is a subset of Portable Device.
- l. "Portable Media" means any machine readable media that may routinely be stored or moved independently of computing devices. Examples include magnetic tapes, optical discs (CDs or DVDs), flash memory (thumb drive) devices, external hard drives, and internal hard drives that have been removed from a computing device.
- m. "Secure Area" means an area to which only authorized representatives of the entity possessing the Confidential Information have access, and access is controlled through use of a key, card key, combination lock, or comparable mechanism. Secure Areas may include buildings, rooms or locked storage containers (such as a filing cabinet or desk drawer) within a room, as long as access to the Confidential Information is not available to unauthorized personnel. In otherwise Secure Areas, such as an office with restricted access, the Data must be secured in such a way as to prevent access by non-authorized staff such as janitorial or facility security staff, when authorized Contractor staff are not present to ensure that non-authorized staff cannot access it.
- n. "Trusted Network" means a network operated and maintained by the Contractor, which includes security controls sufficient to protect DSHS Data on that network. Controls would include a firewall between any other networks, access control lists on networking devices such as routers and switches, and other such mechanisms which protect the confidentiality, integrity, and availability of the Data.
- o. "Unique User ID" means a string of characters that identifies a specific user and which, in conjunction with a password, passphrase or other mechanism, authenticates a user to an information system.

2. **Authority.** The security requirements described in this document reflect the applicable requirements of policies and standards of the Washington Technology Services Agency ([https://watech.wa.gov/policies?combine=&field\\_categories\\_target\\_id=80&field\\_type\\_target\\_id=All](https://watech.wa.gov/policies?combine=&field_categories_target_id=80&field_type_target_id=All)), and of the DSHS Information Security Policy and Standards Manual. Reference material related to these requirements can be found here: <https://www.dshs.wa.gov/ffa/keeping-dshs-client-information-private-and-secure>, which is a site developed by the DSHS Information Security Office and hosted by DSHS Central Contracts and Legal Services.

3. **Administrative Controls.** The Contractor must have the following controls in place:

## Special Terms and Conditions

- a. A documented security policy governing the secure use of its computer network and systems, and which defines sanctions that may be applied to Contractor staff for violating that policy.
- b. If the Data shared under this agreement is classified as Category 4, the Contractor must be aware of and compliant with the applicable legal or regulatory requirements for that Category 4 Data.
- c. If Confidential Information shared under this agreement is classified as Category 4, the Contractor must have a documented risk assessment for the system(s) housing the Category 4 Data.

**4. Authorization, Authentication, and Access.** In order to ensure that access to the Data is limited to authorized staff, the Contractor must:

- a. Have documented policies and procedures governing access to systems with the shared Data.
- b. Restrict access through administrative, physical, and technical controls to authorized staff.
- c. Ensure that user accounts are unique and that any given user account logon ID and password combination is known only to the one employee to whom that account is assigned. For purposes of non-repudiation, it must always be possible to determine which employee performed a given action on a system housing the Data based solely on the logon ID used to perform the action.
- d. Ensure that only authorized users are capable of accessing the Data.
- e. Ensure that an employee's access to the Data is removed immediately:
  - (1) Upon suspected compromise of the user credentials.
  - (2) When their employment, or the contract under which the Data is made available to them, is terminated.
  - (3) When they no longer need access to the Data to fulfill the requirements of the contract.
- f. Have a process to periodically review and verify that only authorized users have access to systems containing DSHS Confidential Information.
- g. When accessing the Data from within the Contractor's network (the Data stays within the Contractor's network at all times), enforce password and logon requirements for users within the Contractor's network, including:
  - (1) A minimum length of 8 characters, and containing at least three of the following character classes: uppercase letters, lowercase letters, numerals, and special characters such as an asterisk, ampersand, or exclamation point.
  - (2) That a password does not contain a user's name, logon ID, or any form of their full name.
  - (3) That a password does not consist of a single dictionary word. A password may be formed as a passphrase which consists of multiple dictionary words.
  - (4) That passwords are significantly different from the previous four passwords. Passwords that increment by simply adding a number are not considered significantly different.
- h. When accessing Confidential Information from an external location (the Data will traverse the Internet or otherwise travel outside the Contractor's network), mitigate risk and enforce password and logon requirements for users by employing measures including:

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- (1) Ensuring mitigations applied to the system don't allow end-user modification.
  - (2) Not allowing the use of dial-up connections.
  - (3) Using industry standard protocols and solutions for remote access. Examples would include RADIUS and Citrix.
  - (4) Encrypting all remote access traffic from the external workstation to Trusted Network or to a component within the Trusted Network. The traffic must be encrypted at all times while traversing any network, including the Internet, which is not a Trusted Network.
  - (5) Ensuring that the remote access system prompts for re-authentication or performs automated session termination after no more than 30 minutes of inactivity.
  - (6) Ensuring use of Multi-factor Authentication to connect from the external end point to the internal end point.
- i. Passwords or PIN codes may meet a lesser standard if used in conjunction with another authentication mechanism, such as a biometric (fingerprint, face recognition, iris scan) or token (software, hardware, smart card, etc.) in that case:
- (1) The PIN or password must be at least 5 letters or numbers when used in conjunction with at least one other authentication factor
  - (2) Must not be comprised of all the same letter or number (11111, 22222, aaaaa, would not be acceptable)
  - (3) Must not contain a "run" of three or more consecutive numbers (12398, 98743 would not be acceptable)
- j. If the contract specifically allows for the storage of Confidential Information on a Mobile Device, passcodes used on the device must:
- (1) Be a minimum of six alphanumeric characters.
  - (2) Contain at least three unique character classes (upper case, lower case, letter, number).
  - (3) Not contain more than a three consecutive character run. Passcodes consisting of 12345, or abcd12 would not be acceptable.
- k. Render the device unusable after a maximum of 10 failed logon attempts.
- 5. Protection of Data.** The Contractor agrees to store Data on one or more of the following media and protect the Data as described:
- a. **Hard disk drives.** For Data stored on local workstation hard disks, access to the Data will be restricted to Authorized User(s) by requiring logon to the local workstation using a Unique User ID and Hardened Password or other authentication mechanisms which provide equal or greater security, such as biometrics or smart cards.
  - b. **Network server disks.** For Data stored on hard disks mounted on network servers and made available through shared folders, access to the Data will be restricted to Authorized Users through the use of access control lists which will grant access only after the Authorized User has authenticated to the network using a Unique User ID and Hardened Password or other

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authentication mechanisms which provide equal or greater security, such as biometrics or smart cards. Data on disks mounted to such servers must be located in an area which is accessible only to authorized personnel, with access controlled through use of a key, card key, combination lock, or comparable mechanism.

For DSHS Confidential Information stored on these disks, deleting unneeded Data is sufficient as long as the disks remain in a Secure Area and otherwise meet the requirements listed in the above paragraph. Destruction of the Data, as outlined below in Section 8 Data Disposition, may be deferred until the disks are retired, replaced, or otherwise taken out of the Secure Area.

- c. **Optical discs (CDs or DVDs) in local workstation optical disc drives.** Data provided by DSHS on optical discs which will be used in local workstation optical disc drives and which will not be transported out of a Secure Area. When not in use for the contracted purpose, such discs must be Stored in a Secure Area. Workstations which access DSHS Data on optical discs must be located in an area which is accessible only to authorized personnel, with access controlled through use of a key, card key, combination lock, or comparable mechanism.
- d. **Optical discs (CDs or DVDs) in drives or jukeboxes attached to servers.** Data provided by DSHS on optical discs which will be attached to network servers and which will not be transported out of a Secure Area. Access to Data on these discs will be restricted to Authorized Users through the use of access control lists which will grant access only after the Authorized User has authenticated to the network using a Unique User ID and Hardened Password or other authentication mechanisms which provide equal or greater security, such as biometrics or smart cards. Data on discs attached to such servers must be located in an area which is accessible only to authorized personnel, with access controlled through use of a key, card key, combination lock, or comparable mechanism.
- e. **Paper documents.** Any paper records must be protected by storing the records in a Secure Area which is only accessible to authorized personnel. When not in use, such records must be stored in a Secure Area.
- f. **Remote Access.** Access to and use of the Data over the State Governmental Network (SGN) or Secure Access Washington (SAW) will be controlled by DSHS staff who will issue authentication credentials (e.g. a Unique User ID and Hardened Password) to Authorized Users on Contractor's staff. Contractor will notify DSHS staff immediately whenever an Authorized User in possession of such credentials is terminated or otherwise leaves the employ of the Contractor, and whenever an Authorized User's duties change such that the Authorized User no longer requires access to perform work for this Contract.
- g. **Data storage on portable devices or media.**
  - (1) Except where otherwise specified herein, DSHS Data shall not be stored by the Contractor on portable devices or media unless specifically authorized within the terms and conditions of the Contract. If so authorized, the Data shall be given the following protections:
    - (a) Encrypt the Data.
    - (b) Control access to devices with a Unique User ID and Hardened Password or stronger authentication method such as a physical token or biometrics.
    - (c) Manually lock devices whenever they are left unattended and set devices to lock automatically after a period of inactivity, if this feature is available. Maximum period of inactivity is 20 minutes.

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- (d) Apply administrative and physical security controls to Portable Devices and Portable Media by:
  - i. Keeping them in a Secure Area when not in use,
  - ii. Using check-in/check-out procedures when they are shared, and
  - iii. Taking frequent inventories.
- (2) When being transported outside of a Secure Area, Portable Devices and Portable Media with DSHS Confidential Information must be under the physical control of Contractor staff with authorization to access the Data, even if the Data is encrypted.
- h. Data stored for backup purposes.**
  - (1) DSHS Confidential Information may be stored on Portable Media as part of a Contractor's existing, documented backup process for business continuity or disaster recovery purposes. Such storage is authorized until such time as that media would be reused during the course of normal backup operations. If backup media is retired while DSHS Confidential Information still exists upon it, such media will be destroyed at that time in accordance with the disposition requirements below in Section 8 *Data Disposition*.
  - (2) Data may be stored on non-portable media (e.g. Storage Area Network drives, virtual media, etc.) as part of a Contractor's existing, documented backup process for business continuity or disaster recovery purposes. If so, such media will be protected as otherwise described in this exhibit. If this media is retired while DSHS Confidential Information still exists upon it, the data will be destroyed at that time in accordance with the disposition requirements below in Section 8 *Data Disposition*.
- i. Cloud storage.** DSHS Confidential Information requires protections equal to or greater than those specified elsewhere within this exhibit. Cloud storage of Data is problematic as neither DSHS nor the Contractor has control of the environment in which the Data is stored. For this reason:
  - (1) DSHS Data will not be stored in any consumer grade Cloud solution, unless all of the following conditions are met:
    - (a) Contractor has written procedures in place governing use of the Cloud storage and Contractor attests in writing that all such procedures will be uniformly followed.
    - (b) The Data will be Encrypted while within the Contractor network.
    - (c) The Data will remain Encrypted during transmission to the Cloud.
    - (d) The Data will remain Encrypted at all times while residing within the Cloud storage solution.
    - (e) The Contractor will possess a decryption key for the Data, and the decryption key will be possessed only by the Contractor and/or DSHS.
    - (f) The Data will not be downloaded to non-authorized systems, meaning systems that are not on either the DSHS or Contractor networks.
    - (g) The Data will not be decrypted until downloaded onto a computer within the control of an Authorized User and within either the DSHS or Contractor's network.

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- (2) Data will not be stored on an Enterprise Cloud storage solution unless either:
  - (a) The Cloud storage provider is treated as any other Sub-Contractor, and agrees in writing to all of the requirements within this exhibit; or,
  - (b) The Cloud storage solution used is FedRAMP certified.
- (3) If the Data includes protected health information covered by the Health Insurance Portability and Accountability Act (HIPAA), the Cloud provider must sign a Business Associate Agreement prior to Data being stored in their Cloud solution.

**6. System Protection.** To prevent compromise of systems which contain DSHS Data or through which that Data passes:

- a. Systems containing DSHS Data must have all security patches or hotfixes applied within 3 months of being made available.
- b. The Contractor will have a method of ensuring that the requisite patches and hotfixes have been applied within the required timeframes.
- c. Systems containing DSHS Data shall have an Anti-Malware application, if available, installed.
- d. Anti-Malware software shall be kept up to date. The product, its anti-virus engine, and any malware database the system uses, will be no more than one update behind current.

**7. Data Segregation.**

- a. DSHS Data must be segregated or otherwise distinguishable from non-DSHS data. This is to ensure that when no longer needed by the Contractor, all DSHS Data can be identified for return or destruction. It also aids in determining whether DSHS Data has or may have been compromised in the event of a security breach. As such, one or more of the following methods will be used for data segregation.
  - (1) DSHS Data will be kept on media (e.g. hard disk, optical disc, tape, etc.) which will contain no non-DSHS Data. And/or,
  - (2) DSHS Data will be stored in a logical container on electronic media, such as a partition or folder dedicated to DSHS Data. And/or,
  - (3) DSHS Data will be stored in a database which will contain no non-DSHS data. And/or,
  - (4) DSHS Data will be stored within a database and will be distinguishable from non-DSHS data by the value of a specific field or fields within database records.
  - (5) When stored as physical paper documents, DSHS Data will be physically segregated from non-DSHS data in a drawer, folder, or other container.
- b. When it is not feasible or practical to segregate DSHS Data from non-DSHS data, then both the DSHS Data and the non-DSHS data with which it is commingled must be protected as described in this exhibit.

**8. Data Disposition.** When the contracted work has been completed or when the Data is no longer needed, except as noted above in Section 5.b, Data shall be returned to DSHS or destroyed. Media on which Data may be stored and associated acceptable methods of destruction are as follows:



Special Terms and Conditions

| <b>Data stored on:</b>   | <b>Will be destroyed by:</b>  |
|--|---|
| Server or workstation hard disks, or<br><br>Removable media (e.g. floppies, USB flash drives, portable hard disks) excluding optical discs | Using a “wipe” utility which will overwrite the Data at least three (3) times using either random or single character data, or<br><br>Degaussing sufficiently to ensure that the Data cannot be reconstructed, or<br><br>Physically destroying the disk |
| Paper documents with sensitive or Confidential Information   | Recycling through a contracted firm, provided the contract with the recycler assures that the confidentiality of Data will be protected.  |
| Paper documents containing Confidential Information requiring special handling (e.g. protected health information)                         | On-site shredding, pulping, or incineration   |
| Optical discs (e.g. CDs or DVDs)   | Incineration, shredding, or completely defacing the readable surface with a coarse abrasive   |
| Magnetic tape  | Degaussing, incinerating or crosscut shredding  |

- 9. Notification of Compromise or Potential Compromise.** The compromise or potential compromise of DSHS shared Data must be reported to the DSHS Contact designated in the Contract within one (1) business day of discovery. If no DSHS Contact is designated in the Contract, then the notification must be reported to the DSHS Privacy Officer at [dshsprivacyofficer@dshs.wa.gov](mailto:dshsprivacyofficer@dshs.wa.gov). Contractor must also take actions to mitigate the risk of loss and comply with any notification or other requirements imposed by law or DSHS.
- 10. Data shared with Subcontractors.** If DSHS Data provided under this Contract is to be shared with a subcontractor, the Contract with the subcontractor must include all of the data security provisions within this Contract and within any amendments, attachments, or exhibits within this Contract. If the Contractor cannot protect the Data as articulated within this Contract, then the contract with the subcontractor must be submitted to the DSHS Contact specified for this contract for review and approval.

## **Exhibit B: School-to-Work Student Guide Instructions**

The following is a billing guide for the Contractor as they work with students by following the pages of the Student Guide. As the following sections are completed, the Contractor will use Exhibit F: School-to-Work Billing Checklist for Student Guide, provided to the Contractor by DVR.

These instructions will support guidance to School-to-Work contractors as they work with students who are participating in School-to-Work. To begin the process of School-to-Work and to review the School-to-Work Student Guide, schedule a School-to-Work Intake and Assessment meeting with the Student and the Student's Team. During this meeting, the School-to-Work Student Guide will be shared with the student, going through the process of School-to-Work and what the student should expect in their final year of Transition.

### **Billing Instructions:**

#### **1. Bill \$3,000 for the School-to-Work Intake Meeting once the following pages are complete:**

- Team Building and Information
- Team Contacts, Roles, and Responsibilities

#### **2. Bill \$2,000 for Assessment once the following pages are complete:**

Assessment pages may include the following pages being completed, as applicable for the student, as each student may get to their employment goal in their own way. If a Job Foundation Report was enough for the student to set their employment goal, no additional assessment may be needed. If the Job Foundation Report was not enough, an assessment may still be needed. Or, a student did not go through Job Foundation and an assessment is needed no matter what to get to an employment goal. The student and the student's team will work together to determine this. The main goal for this section is to get to an employment goal and the next steps for the student:

- Job Foundation Report page with yes and no questions
- Job Foundation Executive Summary and Job Recommendation
- School-to-Work Assessment
- Job Goal
- Next Steps and Team Actions

#### **3. Bill \$1,000 for the Job Seeker Tools once the following pages are complete:**

- Job Seeker Tools (both required tools are complete and shared with the student and DVR)

#### **4. Bill \$2,000 for the Job Offer once the following page is complete:**

- Job Offer Details on the page titled "You were offered the job! Way to go!"

#### **5. Bill \$1,000 for Employment Verification once the following page is complete:**

- Form is completed on the page titled "Congratulations, you are employed!"

**6. Bill \$5,000 for Stabilization once the following pages are complete:**

- Your Supports on the Job
- Job Stabilization Report

**Please note there are additional pages in the Student Guide that do not affect the above payments and are intended to support the student. They are as follows:**

- **Helpful Resources** *(no actions needed for the student)*
- **Other Helpful Contacts** *(to be filled out only as applicable or helpful for the student)*
- **Optional Documents** *(to be filled out only as applicable or helpful for the student)*
- **Monthly Progress Reports** *(these are required to be completed and shared with the student's team monthly)*



## Exhibit C: School-to-Work Student Guide

# 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:

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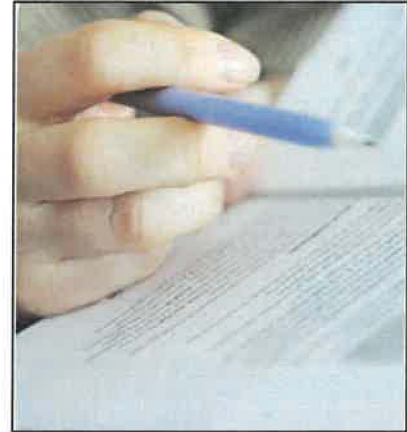
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# Welcome

## 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<br>(most important person on the team) | Name:<br><br>Email:<br><br>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:<br><br>Email:<br><br>Phone: | Supports you in partnership with school, county, and state departments to acquire employment.   |
| Employment Provider:<br>Your Job Coach                  | Name:<br><br>Email:<br><br>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:<br><br>Email:<br><br>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><br>DVR Counselor will connect you with a Benefits Planner | <b>Example:</b><br>Benefits Planner, Student, Family | <b>Example:</b><br>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.benefit.u.org](http://www.benefit.u.org)
- Benefit U Information: [support@benefit.u.org](mailto:support@benefit.u.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











Division of Vocational Rehabilitation  
**Exhibit E: School-to-Work Success Story**

| Name of Student (optional)  | Month and Year | Reporting County |
|---|----------------|------------------|
| <p>Describe the student's journey and success* in school to work:</p>   |                |                  |
| <p>* Success may be, for example: Job Placements, movement towards community employment, personal challenges the student was able to overcome, or getting connected to valuable community resources.</p> <p><b>250 words minimum or summary with a link to a video.</b></p> <p>Exhibit E must be submitted one (1) time per county served to the DVR School-to-Work Transition Program Manager by June 30<sup>th</sup>.</p> |                |                  |

**This form is not valid without the following signed documents:**

- DVR's Personal Information Release form: [DSHS 16-178, Personal Information Release \(wa.gov\)](#); and
- DSHS's Photo Release form: [DSHS 16-235, Photo Release \(wa.gov\)](#).



Division of Vocational Rehabilitation

## Exhibit F: School-to-Work Billing Checklist

**Sections to be filled out by Contractor**

**Sections to be filled out by DVR**

|            |                   |
|------------|-------------------|
| Contractor | Month and Year    |
| Signature  | Date of Signature |

| AFP Number                                       |               | Student Initials   |
|--|---------------|--|
| Activity Billed                                  | Amount Billed | DVR Staff Verification (Sign and Date) to confirm items received and payment authorization |
| <input type="checkbox"/> Intake Meeting          | \$ 3,000      |  |
| <input type="checkbox"/> Assessment              | \$ 2,000      |  |
| <input type="checkbox"/> Job Seeker Tools        | \$ 1,000      |  |
| <input type="checkbox"/> Job Offer               | \$ 2,000      |  |
| <input type="checkbox"/> Employment Verification | \$ 1,000      |  |
| <input type="checkbox"/> Stabilization           | \$ 5,000      |  |
| <b>Total Billing:</b>                            | <b>\$</b>     |  |

**Instructions:**

1. The Student Guide is sent monthly to the Student’s Team, including the DVR Counselor.
2. The Contractor checks the appropriate box(es) as the corresponding activities are completed in the Student Guide (one form per student).
3. The Contractor submits this completed form to the assigned DVR Counselor.
4. The DVR Counselor confirms information from monthly submissions of the Student Guide, verifies activities were completed, then signs and dates the checklist.
5. The DVR Counselor submits for payment.

**Notables:**

- The Student Guide serves as documentation for proof of completion for the payment/activity point.
- The Contractor submits no less than three (3) separate checklists to the assigned DVR Counselor for each student (Submitting all payment points separately is also an option).

**Any questions, please contact the School-to-Work Team at [DVRSchoolToWork@dshs.wa.gov](mailto:DVRSchoolToWork@dshs.wa.gov).**

## Debarred Contractors List

A debarred contractor may not bid on, or have a bid considered on, any public works contract. You can search and filter this list using the options presented below.

Company Name:  Principal:  From:  To:

WA UBI Number:  RCW:

License Number:  Penalty Due:  Wage Due:

[Download all debarment data](#)

Show  per page Showing 0 records

| Company Name  | UBI | License | Principals | Related Business | Status | RCW | Debar Begins | Debar Ends | Penalty Due | Wages Due |
|---|-----|---------|------------|------------------|--------|-----|--------------|------------|-------------|-----------|
| There are no records that match your search criteria. |     |         |            |                  |        |     |              |            |             |           |

Show  per page Showing 0 records