

Northwest Center	Snohomish County Employment Panel
	Employment Agency Panel Questions

Main Contact:	Lindsey Fisher
Email Address:	lfisher@nwcenter.org
Phone Number:	206-755-3589
Agency Website:	https://www.nwcenter.org/

Questions
1. How will you get to know my student prior to getting back to school and what about when back to school?
<ul style="list-style-type: none"> • We take a very in-depth approach to getting to know our clients. We understand that there are layers to every individual’s life that play a part in their goals, supports, and long-term success. • We tailor Community Based Assessments to each student that aligns with their individual interests and work goals the best we can. • We recently developed pre-employment workshops to stay engaged during this time of social distancing as well as develop a relationship and understanding who they are, their background, goals, and what type of working relationship will work best between the EC and the student. Workshops will begin at the end of September and include: <ul style="list-style-type: none"> ○ Assessing job HEALTH ○ Stepping Stones: laying out your pathway to employment ○ Story Telling Through Resumes • Our employment consultants meet with students regularly to get to know who they are as people. They develop relationships with the support networks to get to know the key players and who to include in different phases of employment services to make the student feel the most supported. • We connect with teachers to gain background knowledge of each student and understand how they are supported through school. We want to support curriculums with employment services and make sure we are taking a collaborative and wrap-around approach with each student.
2. What is your process/strategy for seeking employment for individuals?
<ul style="list-style-type: none"> • In our Strategic goals, we want to make sure that we place clients into job where they can thrive and grow. • We start with understanding each student’s short-term and long-term employment goals and identify the steps needed to successfully achieve those goals.

- We make sure the student is prepared for work by creating quality resumes and marketing materials, developing effective interview skills and strategies, and making sure all the supports and tools are in place to approach a job with confidence
- We have very talented Employment Consultants who target employers that align with each client's individual job goals and interests. We work with the client on researching jobs that align with their goals and develop relationships with employers that would provide excellent opportunities to the client.
- We have many long-term employer relationships in the area such as Amazon and Value Village but we also develop new relationships every day to find the best possible job matches for each individual we work with.
- We want to make sure the job matches we make are beneficial and meaningful to the client and the employer where the student is going to gain skills that will contribute to their personal and professional growth and be fully included in the workplace.
- We provide an array of inclusion trainings to employers to enhance their inclusive practices and develop natural supports that contribute to the client's success.

3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?

NWC 2018-2019 King County S2W graduates:

1. Traditional: 13 grads, 8 job placements, 62% placement rate, 88% retention rate for 6+ months from placement.
2. High Support Model: 3 grads, no job placements.
3. Lake Washington: 5 grads, 1 job placement (but not in school year), 20% placement rate, 100% retention rate for 6+ months from placement.

NWC 2019-2020 King County S2W graduates:

1. Traditional: 4 grads, no job placements.
2. High Support Model: 3 grads, no job placements.
3. Lake Washington: 5 grads, 3 job placements, 60% placement rate, 100% retention rate for 6+ months from placement.

4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?

- Equity Statement (Northwest Center Equity Committee):
When we view our community through an equity lens, we assess our own organization and potential partners in a way that will improve decision-making, planning, resource allocation, and how we treat others, all with the goal of creating an promoting more equitable practices, policies, and culture. To be equitable means to value and respect individuals from all cultural backgrounds, genders, races, identities, and abilities. Being equitable is also part of what it means to represent Northwest Center. When all individuals are seen, heard, and valued for who they are, then we truly begin to create an inclusive, collaborative environment.

- Northwest Center leads by example as an inclusive employer. Northwest Center benefits from employing people of all abilities throughout every division of the organization. By knowing first-hand the benefits of inclusion which makes up able to share our knowledge and support other businesses in their growth toward becoming more inclusive and equitable employers.

<h1>AtWork!</h1>	Snohomish County Employment Panel
	Employment Agency Panel Questions
Work provides Individualized Employment, Community Inclusion, Value Based Payment, and School to Work. We have offices in Snohomish County, King County, and Spokane County.	

Main Contact:	Jen Tabiando, Manager of Employment Services - Snohomish County
Email Address:	Jent@atworkwa.org
Phone Number:	206-854-4187
Agency Website:	www.atworkwa.org

Questions

1. How will you get to know my student prior to getting back to school and what about when back to school?

- a. Through Zoom or safely socially distancing in person outside of the house, talking to your student, their family, their supports, and others who know them well. Building rapport with the student so they feel comfortable sharing information through pictures and conversations. When the student is back in school it will be observing them either through zoom or in person while following safety protocols.
- b. AtWork is also putting together job task tool kits with supplies from various businesses we partner with. The job coaches will be able to work with individuals to learn skill and assess what they want to do. This is something that can be brought to an individual so they can do it remotely with the job coach through zoom or in person while social distancing.
- c. AtWork has been working on ways to pivot and adjust to the changes that has been brought upon us due to COVID to make sure we continue to get to work with our students and provide great service.

2. What is your process/strategy for seeking employment for individuals?

- a. First understanding the student and their needs, wants, and fears, to make sure we put them in a place where they can become successful. Then looking into the businesses we already have relationships with to see if any of them would be a good match. We would also reach out to other businesses to see what tasks they have available and take evaluate the site to make sure it would be a good match.

3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?

- a. Last year we only took 1 student due to our capacity and unfortunately, they had to pull out due to their family being affect by COVID.
- b. The previous year we had 4 students. 2 students left, 1 student got a job right when school was ending and the other obtained a job 6 months after the school year ended.
- c. Our AtWork king county s2w team has a 73% employment rate out of school to work

4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?

- a. We define equity and inclusion as ensuring that ALL people, staff, people we serve, board members, the businesses we work with and support to be inclusive... it means that everyone gets the support and resources necessary to have true equal opportunity; a chance to participate fully, compete, belong, use their talents, be accepted, and thrive.
- b. To that end, we have retained a consultant who is just getting started with us next week. She is a black woman with experience in antiracism and anti-oppression.
- c. **This Proposal is designed to support the work of AtWork!** as it embraces its commitment to develop and integrate diversity, equity, inclusion, anti-racism, and social justice practices. The overall framework of the Proposal supports AtWork!'s priorities of creating pathways to reach long term investment in diversity, equity, inclusion, anti-racist, and social justice practices. The Proposal provides a framework for AtWork! staff, leadership and community to share increased levels of context, awareness, understanding, learning, skill development, and engaged action, in order to move racial equity work forward, and support the capacity for developing a respectful, anti-oppressive, and equitable workplace.
- d. **The Proposal uses a parallel approach framework** to accomplish the requested services. These parallel approaches are meant to maximize and support the effectiveness of the practices being developed. **The first approach** is to provide an assessment and evaluation of AtWork!'s capacity and readiness for instituting and integrating diversity, equity, inclusion and anti-racism practices into AtWork!'s current and future organizational policies, procedures, and values. **The second approach** is to design, develop, present and perform services related to diversity, equity, inclusion, anti-racism, and social justice practices (“anti-oppression practices”).

PROVAIL	Snohomish County Employment Panel
	Employment Agency Panel Questions

Main Contact:	Janet Hammerman, Program Manager
Email Address:	janeth@provail.org
Phone Number:	425-777-7018
Agency Website:	www.provail.org

Questions
1. How will you get to know my student prior to getting back to school and what about when back to school?
<p>There are several key components to getting to know our students:</p> <p>Intake: During our initial intake meeting, we spend time getting to know each student. We will ask questions about their interests, the best way to communicate, what level of technology they are comfortable with, how they are with time management, if there are sensory issues, strengths, long term goals, barriers, safety concerns, next year’s summer plans, hours/days/times that work best, dream jobs and currently, what level of PPE they are comfortable with.</p> <p>Internships: We visit the internships weekly to observe them, taking note of how they interact in the community - loud noises, many people, ability to remember clock in info, retain info from last week, level of coaching/prompting necessary, etc.</p> <p>School Staff: Teachers, paras, speech therapists and support staff can give insight and history into the students we are working with. The school staff can provide us with previous assessments and any class assignments or other documentation. We rely on the staff for ongoing observations and history with the student.</p> <p>Classroom Visits: This allows us to see how they interact with other students, how they manage time, their academic proficiency, their willingness to take direction, their ability to follow instruction and time management skills.</p> <p>Person Centered Plans: A colorful, collaborative, fun way to explore each student’s personality, hopes and dreams. Each person (the more the better) who attends this meeting can give a different perspective</p>

and provide us with memories about the student. This is the time for families to share their knowledge and give input into the student's future.

COVID-19 Considerations:

This year will likely be different from past years due to COVID-19. In case we are not able to observe our students in the community, we plan to develop tools to observe them remotely. Some of our ideas are to work remotely on gathering groups of students for a job club. Job Club topics can include resume and interview prep, self-advocacy, information interviewing, healthy boundaries, job expectations and more! We plan to invite business leaders who can speak about their industry. We will also look for opportunities to do virtual tours of a variety of types of industries.

2. What is your process/strategy for seeking employment for individuals?

We do not have a "one size fits all" strategy. We take all of our observations through the Discovery process and together, with DVR and families, we determine a realistic, agreed upon path that we will follow.

Each student we work with has their own personality and needs in the workplace. When we look for jobs, the process may involve creating a position that doesn't exist. We don't rely on any one company to provide our clients jobs. We also don't apply in the typical fashion. What we do is look for the needs of a company and pair their needs with our student's skill set. This customized position will allow the flexibility for students to accommodate for their stamina, will utilize their skills and will allow room for growth. We utilize online platforms such as LinkedIn, and we do what's called "community mapping" to locate jobs in the student's neighborhood to try and find paid employment that is convenient for everyone. We frequently attend networking events where we build relationships with the business community. We also do community outreach to educate people about what we do and how it benefits not only the community but the businesses. Many times, through our relationships, we are able to create a job to fill the business' need and also will allow flexibility for the student - a win/win.

3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?

2018: We placed 100% of our students in paid positions. We started with 10 students. All 10 got jobs. Two of the students quit their jobs. One left services and the other found a different job and still works there. The other 8 are still employed.

2019: We placed 86% of our students in paid positions. We started with 14 students. Two decided to take a longer path of employment. The remaining 12 got jobs, though 1 quit before 6 months. The other 11 are still employed.

2020: This year, we placed 31% of our students. We started with 17 students. The assessment reports were completed in December and most meetings were held in January. We know the rest of the story! We got 4 jobs and 4 left the S2W programs due to COVID-19 concerns. The remaining 9 students are at varying levels of able/willing to work in the community at this time.

4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?

PROVAIL's mission statement is "Everyone of us has the right to pursue the life we choose to live."

PROVAIL is committed to an accessible and inclusive environment for persons served, personnel, and other stakeholders. It's commitment to cultural competency and diversity is based on the consideration of disability, culture, age, gender, sexual orientation, spiritual beliefs, socioeconomic status and language.

At PROVAIL, we recognize and appreciate the importance of creating an environment in which all of our team members feel valued, included, and empowered to do their best work and bring great ideas to the table in service to our mission of creating a just and equitable social systems.

We recognize that each employee 's unique experiences, perspectives, and viewpoints add value to PRO V AIL's ability to deliver the best possible service to our clients and partners. Our individual social, economic, and cultural identities shape and influence our experiences and perspectives. It stands to reason then that PRO V AIL will do its best work by ensuring our diversity across the various dimensions of social and cultural identity and by practicing inclusion in how we work with one another.

What does it mean for your agency?

At PROVAIL, equity and inclusion are verbs, which means we must put them in action. We have developed equitable practices that influence all levels of operations, to create accountability and transparency internally. Externally, we take a person-centered approach with all those we support, and solicit feedback regularly to aid us in our equity practices. We also network with organizations that support a diverse population to establish ourselves as a resource for those communities. In short, it means if we are not actively cultivating an inclusive environment both internally and externally, we are not truly fulfilling our mission statement and values.

Community Trades & Careers	Snohomish County Employment Panel
	Employment Agency Panel Questions

Main Contact:	Reed Cowie
Email Address:	reedc@sunriseemail.com
Phone Number:	425-374-5478
Agency Website:	sunriseservicesinc.com

Questions	
1. How will you get to know my student prior to getting back to school and what about when back to school?	
<p>Our method of developing relationships is an individual approach for each person we serve. We would ask students and family on preference and requirement for communication form and develop a plan to work for all. Much of our communication is being done remotely but we are willing to serve people face to face, as we are following all Covid-19 protocols. We do find that working with students in the discovery process and skills building is a natural way of relationship building.</p>	
2. What is your process/strategy for seeking employment for individuals?	
<p>We initially meet with employers to learn more about their business usually by doing an informational interview, we then look at the environment including the human element and determine if it is a good match for the student, family and stake holders. We then encourage the business/organization to hire the person we are working with. Many times we have perform trail work experience which is good way for both the job seeker and employer to see if it is a good match. Also, this approach is always customized for each person we work with.</p>	
3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?	
<p>It has been a while since we have worked in the S2W program, in 2013 and 2014 we had about 50% success rate for students being placed before graduation.</p>	
4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?	
<p>We believe that all people should have the choice and opportunity to participate in the workforce. We define equity by how our community provides access to employment and</p>	

community activities for all. Inclusion is a buzz word for CTC. It means to use that any place in community that is access able to all, not creating different process or physical areas for folks with disabilities, to be including standard daily operations, such as staff meeting, company event and other organizational functions.

<h1>Vadis</h1>	Snohomish County Employment Panel
	Employment Agency Panel Questions

Main Contact:	Katie Rivers
Email Address:	Snohomish@vadis.org
Phone Number:	253-863-5173
Agency Website:	www.vadis.org

Questions
1. How will you get to know my student prior to getting back to school and what about when back to school?
<ul style="list-style-type: none"> • At the intake meeting with the student and family, we do a Skills Assessment and Vocational Interest Assessment. We also make note of any previous experience or preferences they might already have. We also take the time to work with the teachers and school staff to learn what their insights are about the student. For the first few months we are in regular contact with the student. • Outside of COVID we are working with the student at their internship sites, or at other vocational assessment sites we set up in the community to see them work and learn what they need to be successful on a paid job. • Inside of COVID we are meeting the student where they are at, doing virtual assessments in the home or meeting in the community. We have been working with some individuals at community sites following social distancing. These sites are ones that the student and family feel comfortable being in the community. We are working collaboratively within our circumstances to get to know students, so that we can make informed recommendations for employment.
2. What is your process/strategy for seeking employment for individuals?
<p>We do everything centered around the individual. Based on the individual’s job goal we start looking closer to the home and expand our search area as we reach out to businesses. Our approach is to reach out to businesses and meet to learn what they need and determine if that is a good match for our client. We want the students we serve to be in meaningful jobs that positively impact the business for which they work. It takes multiple contacts with a business to get an interview, and once the student has an interview, we will help prepare them and support them during the interview.</p>
3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?

- Vadis has participated in School to Work across all counties of service since inception and has historically positive outcomes with students being placed into jobs by graduation or very soon after, with 80% or more students being employed.
- Vadis is new to Snohomish county and has been serving S2W Students in Snohomish County since 2017.
 - Snohomish County Students Employed upon graduation: 0%
 - Snohomish County Students Employed within 6 months after graduation: 60%

4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?

The Mission of Vadis is: Enriching lives through excellence, equity, and service innovation. We made diversity, equity, and inclusion an important part of our 2019-2021 Strategic Plan, and have formed a Equity, Diversity, and Inclusion Committee to steer our organization so that we are better serving our clients, and hiring diverse staff that reflect the populations that we serve. Out of that committee we have done regular diversity training to benefit our organization and ensure that in all areas of service that we are meeting the unique lives of our clients, stakeholders, and staff.

Service Alternatives

Snohomish County Employment Panel
Employment Agency Panel Questions

Main Contact:	Ashlee Wiley
Email Address:	ashlee.wiley@servicealternatives.com
Phone Number:	360-632-1943
Agency Website:	www.servalt.com

Questions

1. How will you get to know my student prior to getting back to school and what about when back to school?

We have an intake process which typically takes place over 1-2 meetings where we meet with the student and their family to gather basic information such as contact, medical, health, releases, what they do around their home, support needs, barriers, etc. From there we would work on scheduling time to get to know the student through observations, discovery activities, connecting with their team at school and other identified resources who know the student. Traditionally we would observe the student in their classroom/school setting, in the community, volunteer/internship/work sites as well as setting up additional assessment sites if necessary to learn more about their support needs, work interests and accommodations. This year will probably look different due to COVID so we will be partnering with the student, their family and the school to utilize technology, virtual observations, in home observations and ways to create a similar assessment environment that fits both the students and families comfort levels.

2. What is your process/strategy for seeking employment for individuals?

Our process is individual based and meets the student where they are at. What this means is we work to identify the areas where they are able to be independent in the process of obtaining employment, where they need support and training so that they can be involved in the process and one day be independent as well as identify the areas where they will need full or longer term support in order to obtain employment in their area of interest. They would have an identified Employment Specialist who would be in the field and on the ground providing the day to day support with a team behind the scenes to back them up. This team includes a plan writer and development specialist who would be working with the Employment Specialist to identify individualized strategies of job development that best meet the students' needs and desire field of employment.

3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?

In Snohomish County we have not participated in the School to Work program for the past couple of years. However, we have in the other counties that we provide services in and we have a 100% employed upon graduation rate.

4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?

We support clients regardless of their disability or challenge, support jobs that are paid at fair market wages, and ensure that clients are afforded all of the same rights and liberties as members of our communities. Service Alternatives is committed to creating and maintaining a workplace and services that are culturally competent. We define culturally competent services as a series of attitudes and behaviors that enable us to work effectively with clients of different cultures, ages, genders, sexual orientations, spiritual beliefs, socioeconomic statuses, disabilities, and languages. A culturally competent workplace is a workplace that is able to effectively hire, train and retain employees from different backgrounds. It is a workplace where cultural needs are taken into consideration and where leaders create environments, practices and policies that are sensitive to the culture, age, sexual orientation, spiritual beliefs, socioeconomic statuses, disabilities and language of staff, clients as well as other stakeholders.

Work Opportunities

Snohomish County Employment Panel
Employment Agency Panel Questions

Main Contact:	Jen Huard
Email Address:	jennifer@workopportunities.org
Phone Number:	425-778-2156
Agency Website:	www.workopportunities.org

Questions

1. How will you get to know my student prior to getting back to school and what about when back to school?

We plan to get to know the students by communicating with the student and their teams; we ask about their interests, experiences, and dislikes. We ask about preferences for communication, job type, job location and their transportation among other vocational related topics. Typically, we would spend the first few months (usually September-December) conducting what is called a community-based assessment. This gives us the opportunity to spend time with each school to work student in their classroom and at their school supported work site getting to know them, learning about their skills and goals, and developing a plan for an employment goal and job development strategies. Because most schools will be starting remotely this year, this process will look a little different. Right now, we will be engaging in primarily virtual services. These services will depend significantly on the ability of the student to engage virtually and their interest in participation. At the very minimum, we will be looking for opportunities to virtually “meet” with each student weekly. We may have opportunities to engage in some of the virtual school classes that your student is participating in or to schedule additional meetings via phone or video call. There may also be opportunities to schedule virtual task work like learning how to sort items, virtually observing your student engaging in chores or other school or task learning at home, or providing activities for your student to complete at home that give us some idea of their abilities and preferences for work. Ultimately, these virtual services will be highly individualized and based on your student’s ability and interest in engaging in a virtual capacity.

2. What is your process/strategy for seeking employment for individuals?

Job development for school to work students always starts with determining a feasible and agreed upon, job goal for each student. This is done based on the information that is gained during the community-based assessment phase of services. Once a goal is determined and agreed upon by the whole team, Work Opportunities staff will begin looking for opportunities that fit the student’s job goal and skills. We also take into consideration factors

such as time of shift, location and transportation, and social environment. The student's involvement in their job development can vary quite a bit based on the student's skills and interest, but generally Work Opportunities staff will spend the majority of their time seeking out opportunities, connecting with businesses, and setting up sit-down or working interviews for students. Once interviews are set up, Work Opportunities will work with the student, their teacher, and their parent(s)/guardian(s) to get the student to the interview either in person or virtually. Work Opportunities staff will be present at the interview to assist the student in whatever way necessary for them to be successful. We are very successful in finding jobs that are good fits for the individuals we support and find employers who are excited for their new employee! Upon receiving a job offer, Work Opportunities staff will help in getting all necessary new hire paperwork completed, setting up an appropriate work schedule, and with anything else needed to set the student up for as much success as possible as they begin their new job!

3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?

In school year 2019-2020, Work Opportunities began the year serving 17 school to work students. In March, when schools moved to an all online format, only 3 of those students remained in active job development, due to concerns about the Coronavirus. 2 of those three students are currently employed, for a 67% placement rate from last year. The year prior, Work Opportunities served 9 school to work students who finished the year in active job development. 8 of those 9 students obtained employment, in a variety of jobs, within 3 months of graduation with average weekly worked hours of 25.5 hours per week. At this point 6 of those 8 are still employed. One was laid off recently due to Covid-19 and the other one moved out of state.

4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?

Equity statement

Work Opportunities stands for belonging and inclusion. We believe that each of us has the inherent right to be treated with equality, kindness, and respect. We will do whatever it takes to help this planet be a welcoming home for everyone.

We are all deeply saddened, heartbroken, and furious about all the acts of racism perpetrated against people of color. We stand with our friends, families, and the Black community in this time of tremendous pain and sorrow.

We recognize that we are a predominantly white organization that must move beyond words to carry out an organization that reflects our values and community. Today we recommit ourselves to work for racial equity inside and outside of our organization.

We are going to listen more and talk less. We are going to learn from those who have experienced injustice and learn how to better advocate for them. We are going to be part of the change.

In terms of services, I define equity/inclusion as providing what is needed for everyone to have access to employment supports. For some this means providing extra support to sign-up for services. once in service, some people need more support, we can step in and do more when needed. We believe that ALL people can work and don't exclude individuals from service due to the amount of support they need.

At Work Opp. equity means that we include ALL. We are mindful of how race/ethnicity/ability plays into our implicit biases and are intentional about our hiring and client recruitment processes to include people of color. We are re-vamping our equity committee with the advice of an external expert in the field. We pay trainers and send our staff to trainings on race/equity and social justice. Our commitment to becoming an anti-racist organization is evidenced in our strategic plan and our work with a consultant to integrate an equity lens to our practices, procedures, and policies. The obligation of engaging in efforts to increase and integrate racial equity in our internal and external practices is considered of utmost important by our Board of Directors and our Leadership.

Cares of Washington	Snohomish County Employment Panel
	Employment Agency Panel Questions

Main Contact:	Wendy Ehr
Email Address:	wehr@caresofwa.org
Phone Number:	425-418-5521
Agency Website:	www.caresofwa.org

Questions
1. How will you get to know my student prior to getting back to school and what about when back to school?
We get to know you or your student through in person meetings, assessments in the community when possible, as gathering information from all who know the student well already.
2. What is your process/strategy for seeking employment for individuals?
Our approach to the employment process is a varied and personalized approach, however there are several common threads that the support process goes through. First, we conduct discovery, which is a process of learning the prospective client’s interests, supports, history, medical, and other topics that might be involved or be a factor in their job search. During this time too, assessments, job shadows, tours, or informational interviews may be conducted to both better inform us and the client of some of their needs and details about the positions which they are interested in working. From there we move towards job development, and while again this is a personalized endeavor, it generally takes two forms. The first is seeking positions within the community or employment partners that can be accommodated to fit the client's needs. This is especially common for those seeking high hour part time work or full time work and often consists of evaluating employers, conducting research and outreach, discussions with the accommodations or HR departments, submitting applications, and providing interview coaching The other form is the 'carved' approach, where we find businesses in the community where we create employment proposals that fit the needs of our client, and also provide a very specific, and designated service to the business. These commonly are for our clients seeking low hour part time work or need a highly accommodated and specialized work role. From there, we can support our clients with intensive training and job coaching at the initial outset of employment and gradually fade to long term support to ensure their success.
3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?

Out of the students we served through S2W, 80% have been employed at graduation, and all but 1 was employed within the six-month time frame.

4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?

At Cares of Washington we strive to achieve an equitable and inclusive working environment for our clients. We work with all communities and individuals interested in our services and do not exclude based on any discriminatory factors. To us, equity is to create the space for people to succeed and inclusion is that all those seeking to succeed can be a part. This is reflected both in house and in our client roster as well as our employment partners, who are exemplary in their commitment to inclusion and equity as well.

<h1>Washington Vocational Services</h1>	Snohomish County Employment Panel
	Employment Agency Panel Questions
<p>Mission: We are dedicated to providing outstanding quality services that result in successful community involvement and employment.</p> <p>Vision: All people will be recognized for their abilities and contributions in the workplace and community.</p> <p>Washington Vocational Services has been providing support to individuals to find paid employment for over 40 years. We provide IE, CI and STW. We also work closely with DVR. WVS contracts with Community Transit to provide Travel Training and assistance.</p>	

Main Contact:	Bretta Williams
Email Address:	bwilliams@wvs.org
Phone Number:	425-774-3338
Agency Website:	www.wvs.org

Questions
<p>1. How will you get to know my student prior to getting back to school and what about when back to school?</p> <p>WVS has participated in planning meetings to get to know the student. We will get to know the student by collaborating with the school and family, meeting with the student and learning their strengths, joys, and talents, and identifying motivations. When back to school we will work side by side in partnership with the school staff. During COVID we will meet students and family via Zoom, curb side visits, phone calls. Whatever is most comfortable for you? We will attend the planning meetings and any other meetings that we are invited to before school starts. When school starts, we will meet at the school at least once a week to observe the student in that setting. When the student begins work experiences through the school, we will observe there as well. It is important that we get to know each other as much as possible to be able to develop the best job match.</p> <p>During COVID we are flexible with the current situation and utilizing technology as much as possible.</p>
<p>2. What is your process/strategy for seeking employment for individuals?</p> <p>Once we find the student’s abilities, choices and how they can contribute to the workplace and community, we identify the businesses that may match those goals. We begin by setting achievable goals and working within our networks and beyond to develop employment</p>

opportunities. We use in person job development strategies and a hands-on approach with our job development. We will make direct contact with those employers to begin building relationships with them. We will set goals together and communicate with the school and family how we are reaching those goals.

3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?

Between Jan. 2017 and June 2019, 7 students completed the program and of those 7 - 57% became employed and are still employed. (2 were employed by June and the rest within a short time after graduation.)

4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?

All people will be recognized for their abilities and contributions in the workplace and community. We believe diversity drives innovation. We intend to amplify the voices of our diverse participants and staff as we build a pathway to inclusion, racial equity and social justice.

We are committed to fostering diversity and cultivating an inclusive environment. WVS has an Equity committee and this committee is focused on ensuring we maintain a diverse staff and equitable supports for customers and staff. We currently have staff who are fluent in Spanish and ASL.

Sherwood Community Services	Snohomish County Employment Panel
	Employment Agency Panel Questions
<p>Sherwood Community Services is a growing non-profit in Lake Stevens. Sherwood supports high school students with disabilities who are interested in seeking employment and support them every step of the way during the hiring process. Sherwood strives not only to place people in jobs, but to ensure they are in jobs they love. Sherwood believes that every individual with a disability should have an opportunity for meaningful employment that uses their abilities to the highest level and offers a competitive wage. A job leads to increased economic independence, community integration and greater self-worth. Sherwood provides Individual Employment, Community Inclusion, Value Based Payments, and School to work services.</p>	

Main Contact:	Tom Clark
Email Address:	tclark@sherwoodcs.org
Phone Number:	425-344-4071
Agency Website:	www.sherwoodcs.org

Questions
<p>1. How will you get to know my student prior to getting back to school and what about when back to school?</p> <p>The school is just around the corner, so unfortunately, we have missed valuable time due to the COVID virus. However, we will start meeting with the students through Zoom meetings and come to assessment sites while practicing social distancing once they have been established. We will attend virtual Person-Centered Planning meetings, and have communication with the teachers to learn more about the student’s abilities.</p>
<p>2. What is your process/strategy for seeking employment for individuals?</p> <p>Sherwood assists with the job search, seek employers, assess and train students, and provide support for a smooth transition into the workplace. Employment specialists first assess the individual’s abilities, career goals and interests and then work with employers to find a successful fit for their unique abilities and skill set. Sherwood’s employment specialists provide ongoing coaching to the employee and employer to ensure long-term success. The ultimate goal would be for an individual to be independent in the workplace, and Sherwood has the ability to provide assistance as needed.</p>

3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?

Unfortunately, we didn't place anyone into paid positions last year. We had 4 School to Work student and 2 of them were medically fragile and chose to drop out of the program for health concerns. Our other 2 student remain with us today and are actively participating in remote services. We look forward to placing them once it is safe to do so.

4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?

Diversity/Equity Vision Statement: To empower each person's unique culture. This includes but not limited to their religious beliefs, traditions and cultural background while providing innovative and inclusive services to children and adults with disabilities. Sherwood honors diversity, inclusion, abilities and equity. Every child deserves an equitable start in life and every adult deserves an equitable start when entering employment. Sherwood takes pride in serving all people with disabilities and their families, including individuals with significant disabilities, those in rural areas and non-English speaking communities. Sherwood strives to remove as many barriers to accessing services as possible.

<h1>Orion</h1>	Snohomish County Employment Panel
	Employment Agency Panel Questions

Main Contact:	Zandra Leitch
Email Address:	Zandra.Leitch@orionquality.com
Phone Number:	425-249-4209
Agency Website:	orionworks.org

Questions	
1. How will you get to know my student prior to getting back to school and what about when back to school?	
I will meet with them over zoom or in person depending on their comfortability level. Will create a connection with them by talking and getting to know them. I have a couple tools that I use to get them talking about different jobs they may be interested in doing and have them share their hopes and dreams with me. Being on board early in PCP process is also very helpful in getting to know them.	
2. What is your process/strategy for seeking employment for individuals?	
It is to collaborate with our entire team, everyone will know the individuals job goal and as others on the team are job developing they will have the job goal in mind. I personally, depending on the job goal, use my connections with businesses in the process. I also ask family members for any connections they might have. I also job develop going business to business creating relationships, touring business to find possible carved jobs for my clients. Online sites like Indeed and craigslist are also very helpful in knowing who is hiring and then going to those business to job develop.	
3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?	
The Orion team has helped 13 S2W students in finding employment upon graduation. 11 students were successfully placed in jobs, and 9 remained in their jobs for over six months while several went onto their second jobs, working more hour and making higher wages.	
4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?	
When we provide equitable services to the people we serve, we are tailoring the right amount of services and supports that people need to achieve their goals. We want people to become as independent as they are able to, and we are happy to build the scaffolding to support this. Some people need structured task lists to be successful at work, some people need hand-over-hand assistance, and some need quick check-ins. We're ready to jump in and	

provide customized support. We consider our participant's diverse backgrounds, interests, cultures, and unique experiences as we develop opportunities and navigate services with them. Orion is building a culture where everyone has a place, a voice, and structured activities to achieve their goals.

SAILS Washington	Snohomish County Employment Panel
	Employment Agency Panel Questions

Main Contact:	Natalie Pollett, Director of SAILS Vocational Services
Email Address:	VocDirWa@sailsgroup.com
Phone Number:	425-333-4114
Agency Website:	www.sailswashington.com

Questions
1. How will you get to know my student prior to getting back to school and what about when back to school?
<p>Our employment specialists have been using phone calls, zoom calls, hangout calls, and socially-distanced visits to stay in touch with our participants, and we would use any method that keeps your student safest, but also yields the most effective result in getting to know each other and build a relationship.</p> <p>As school begins, we will look to follow guidance from each school on safety. If classroom sessions are being held, and we are allowed to observe at a social distance, we do have employment specialists willing and eager to participate.</p>
2. What is your process/strategy for seeking employment for individuals?
<p>We like to focus on creating jobs that might not formally exist in an obvious way to most - we look to create an opportunity with an employer to create a role specific to the individual and the skill set they are most confident bringing to the workplace.</p> <p>Visual resumes are a great resource we use.</p> <p>We support each individual with every step of the job hunt - and we are available to follow up with applications, visits, support with interview prep, and negotiate schedules and job opportunities.</p>
3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?
<p>In the past (2018-19), we have seen 1 out of 3 of our students get a job right after graduation. The other student is still working with us and enjoys building a skillset in a new environment (athletic clubs) that might create more job leads than their previous experience. The remaining student opted out of the program before graduation, but has since returned to work with SAILS to pick the job hunt back up once they had services lined up for the other aspects of independent living.</p> <p>This last cohort, we saw a pretty significant impact on job placement due to COVID - 2 out of</p>

2 of our 2020 students remain in search of a job past graduation, which occurred in the throes of COVID.

4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?

For our program, equality looks like the opportunity to come as you are, ask for whatever you desire, and expect us to recognize your dream or goal. This means that we do not scale the quality of service depending on an individual's acuity, or depending on how intense the path to their dream might seem.

We consider inclusion to look like a genuine and equal weaving of neurotypical community members with individuals of all differing abilities. Inclusion means that the community intentionally and successfully integrates and accommodates to an individual of any ability. For SAILS, we see progress towards inclusion when we are able to stand back and observe relationships and interactions happening naturally in the community between our participants and community members.

Village Community Services	Snohomish County Employment Panel
	Employment Agency Panel Questions

Main Contact:	Kris Mecko
Email Address:	kmecko@villagecommunitysvcs.org
Phone Number:	360-653-7752
Agency Website:	www.villagecommunitysvcs.org

Questions	
1. How will you get to know my student prior to getting back to school and what about when back to school?	
We will get to know your student by utilizing phone calls, virtual meetings, Discovery, observing assigned tasks (Marco Polo or Zoom,) and feedback from family and/or other supports.	
2. What is your process/strategy for seeking employment for individuals?	
We rely on finding out key preferences of the students. What time do you work best, what environment you like, what were your previous experiences? Your student would have one individual Employment Specialist that would follow your student through the process. You could do virtual tours, develop a resume, and create a working resume. We will work with you to find out interests through Discovery and CBA activities to identify employment interests. Your Employment Specialist will look with you or on behalf of you, for opportunities in your community that fit your strengths and skills.	
3. Based on the number of individuals you served in School to Work, what percent of students were employed upon graduation? How many were employed six months after graduation?	
We were unable to serve STW students in 2018 and 2019 due to staffing. In 2014-2017 we served 6 STW students. 2 of them were placed upon graduation (33%), 3 students were placed within 6 months of graduation (50%) and 1 of those students experienced some barriers and was placed more than 6 months after graduating (17%).	
4. What is your equity statement? How do you define equity and inclusion? What does it mean for your agency?	

Our vision and mission reflect our belief that all people belong and deserve honesty, autonomy, and inclusivity. Our strength comes from honoring diversity and we celebrate the qualities that make each person unique, including ability, race, gender, age, sexuality, religion, national origin, gender identity, and other identities. We commit to aligning our culture and practices to support equity by providing the information, support, and advocacy each person needs to realize their potential at home, work, and community life.

We believe inclusivity is one of the most important aspects of job placement. We have found that some of our best placements are due to the relationships our clients have developed and nurtured over the years. These relationships include supervisors, co-workers, and customers.