

Special Terms and Conditions

1. **Definitions Specific to Special Terms.** The words and phrases listed below, as used in this Contract, shall each have the following definitions:
 - a. "CRP" or "Community Rehabilitation Program", means provider which provides vocational rehabilitation service to individuals with disabilities to enable those individuals to maximize their opportunities for employment.
 - b. "Contractor" means **XX County**
 - c. "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.
 - d. "County Coordinator" means the official developmental disabilities program coordinator or their designee.
 - e. "DDA" means the Developmental Disabilities Administration, within the Department of Social and Health Services.
 - f. "DSB" means the Department of Services for the Blind, an agency of the State of Washington.
 - g. "DVR" means Division of Vocational Rehabilitation, within the Department of Social and Health Services.
 - h. "Mentor" means the Contractor to this agreement.
 - i. "Mentee" means a county or counties in the process of developing a School-to-Work program or is new to implementing a School-to-Work direct service contract since the implementation of Senate Bill 5790.
 - j. "Mentoring/Mentorship" means the Contractor will provide one or more of the following: support, ideas, and resources through general meetings, resource sharing, financial guidance, contractual guidance, and/or meeting and presentation development to Mentee(s) as a means to build a School-to-Work program.
 - k. "School-to-Work" means a seamless transition for students with intellectual/developmental disabilities from school to adult services through employment and connecting students to the necessary resources for success.
 - l. "School-to-Work Direct Service Contract" means the agreement a County enters into with DVR as the means to provide a School-to-Work program.
 - m. "School-to-Work Program Development Contract" means the agreement a County enters into with DVR as the means to develop a School-to-Work program.
 - n. "Tribes" means the 29 federally recognized tribes in the State of Washington.
2. **Purpose.** The purpose of this Contract is to provide mentorship opportunities to Mentees to develop and establish a School-to-Work program which will provide employment related services to students with intellectual/developmental disabilities who will be exiting their high school transition program, ages 20 to 21. Contractor, hereafter referred to as Mentor, must be a current School-to-Work county that either has had a current School-to-Work Direct Service contract with DVR, or a School to Work Program Development contract for a minimum of 6 months, in order to provide mentoring/mentorship to Mentees.

Special Terms and Conditions

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

Mentor or provide mentorship to Mentees as needed. This may be accomplished through phone calls, emails, virtual meetings, document/resource sharing, and guidance to help Mentees develop a School-to-Work program. Any mentorship activities not listed below, including in-person meetings, must be shared with the School-to-Work/Transition Program Manager or their designated representative for review and approval prior to execution. This Contract does not cover travel expenses.

Mentor shall be paid hourly for costs incurred performing the below objectives. Mentor is not obligated to complete all objectives below other than those that shall allow for the effective mentorship of Mentees:

a. General Meetings

- (1) Provide mentorship through general meetings with Mentees to discuss ideas, thoughts, and processes around School-to-Work Program Development and Direct Service. Examples may include, but are not limited to:
 - (a) Sharing how the Mentor performs outreach to schools, CRPs, customers, families, tribes, and state agencies such as DDA or DSB related to School-to-Work.
 - (b) Giving ideas around relationship building with schools, CRPs, customers, families, tribes, and state agencies such as DDA or DSB related to School-to-Work.
 - (c) Assisting Mentees with the creation of manuals (desk manuals, CRP manual, etc.).
 - (d) Assisting Mentees with the creation of processes (enrollment, application, establishing a contract, etc.).

b. Resource Sharing

- (1) Provide mentorship through resource sharing meetings with Mentees to discuss ideas, thoughts, and processes around School-to-Work Program Development and Direct Service. Examples may include, but are not limited to:
 - (a) Sharing and/or discussing documents for outreach to schools or customers including letter templates and correspondence.
 - (b) Sharing and/or discussing fliers and marketing materials.
 - (c) Sharing of national trends, evidence-based research, and resources.

c. Financial Guidance

- (1) Provide mentorship through financial guidance meetings with Mentees to discuss ideas, thoughts, and processes around School-to-Work Program Development and Direct Service. Examples may include, but are not limited to:
 - (a) Sharing how the Mentor allocates funds for their School-to-Work program.
 - (b) Sharing how financial systems are configured within the Mentor's county.
 - (c) Sharing or discussing ideas of how to set up billing for School-to-Work, including how to process monthly billing and invoicing.

Special Terms and Conditions

d. Contractual Guidance

- (1) Provide mentorship through contractual guidance meetings with Mentees to discuss ideas, thoughts, and processes around School-to-Work Program Development and Direct Service. Examples may include, but are not limited to:
 - (a) Sharing how to add School-to-Work services and CRP contractual requirements into the Mentee's CRP contract.

e. Meeting Development and Presentations

- (1) Provide mentorship through developing and holding statewide meetings with Mentees and develop and present presentations and trainings to Mentees as a means to train on topics of School to Work Program Development and Direct Service, either regionally or on a statewide level. Examples may include, but are not limited to:
 - (a) Putting together meetings, materials, and presentations for Mentees.
 - (b) Putting together trainings on how to do School-to-Work Program Development and Direct Service for Mentees.
 - (c) Putting together trainings on how to develop a School-to-Work program for Mentees.
- (2) DVR may request Mentor to develop workshops, trainings, and/or presentations on behalf of all counties. When requested, Mentor must complete Exhibit B – School-to-Work Mentoring Monthly Tracking and Reporting following the asterisk instructions regarding Meeting Development and Presentation.
- (3) Any potential trainings, materials, presentations, and/or workshops must be submitted to DVR School-to-Work/Transition Program Manager for approval prior to sharing with the Mentee and/or any of its affiliates.

4. Consideration. Total consideration payable to Mentor for satisfactory performance of the work under this Contract is paid at an hourly rate of \$200 an hour, per occurrence, up to a maximum of **\$20,000**, based on all time reported and confirmed on the information in Exhibit B – School-to-Work Mentoring Monthly Tracking and Reporting.

- a. Work performed under this Contract shall be paid at the above-mentioned rate, to the nearest half hour on each monthly invoice. (Under 15 minutes rounds down, 15 minutes and higher rounds up.)
- b. The hourly rate specified above is based on meeting time, not staff time. (I.e., If three staff from the mentoring county attend a one-hour meeting, this would be billed at \$200 per hour the same as if one staff member attended the meeting).
- c. The hourly rate specified above can be applied to resource development/research. In this instance, staff time utilized to develop such resources can be accounted for in whole.

5. Deliverables.

The Mentor shall submit reports, documents, receipts, and/or summaries monthly to the School-to-Work/Transition Program Manager for review. The School-to-Work/Transition Program Manager shall verify the submittals are accurate and correct as specified in Section 3, Statement of Work. If any discrepancies arise upon reviewing School-to-Work Mentoring submittals, DVR may, at its sole discretion, withhold payment until the discrepancies are addressed by the Mentor and approved by School-to-Work/Transition Program Manager.

Special Terms and Conditions

The Exhibit B – School-to-Work Mentoring Monthly Tracking and Reporting shall be completed by the Mentor and the Mentee. The Mentee shall check the boxes of the topics covered in mentoring sessions that are based on their School-to-Work Program Development Contract Statement of Work. The Mentor and the Mentee shall sign and date the report. Reports must be submitted monthly unless no mentoring was completed in that month.

6. Monitoring.

The Mentor shall meet with the School-to-Work/Transition Program Manager as often as needed, but no less than semi-annually, on dates mutually agreed upon by both parties, to discuss the performance of this Contract. Topics of discussion include, but are not limited to; unresolved issues, potential amendments, and/or any assistance that is needed. Meetings may be conducted with additional Mentors performing this work in an effort to improve service offerings under this Contract.

7. Billing and Payment.

- a. Invoice System. The Mentor shall submit invoices using State Form A-19 Invoice Voucher, or such other form as designated by DSHS. Consideration for services rendered shall be payable upon receipt of properly completed invoices which shall be submitted to the School-to-Work/Transition Program Manager by the Mentor by the 25th of each month. The invoices shall describe and document to DSHS' satisfaction a description of the work performed and activities accomplished by submitting Exhibit B. A separate Exhibit B must be submitted for each Mentee worked with. If no Mentees are worked with in a billing cycle, no documentation is needed.
- b. Payment. Payment shall be considered timely if made by DSHS within thirty (30) days after receipt and acceptance by the School-to-Work/Transition Program Manager of the properly completed invoices. Payment shall be sent to the address designated by the Mentor on page one (1) of this Contract. DSHS may, at its sole discretion, withhold payment claimed by the Mentor for services rendered if Mentor fails to satisfactorily comply with any term or condition of this Contract.

8. Insurance.

- 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 Mentor certifies, by checking the appropriate box below, initialing to the left of the box selected, and signing this Agreement, that:
 - (1) The Mentor is self-insured or insured through a risk pool and shall pay for losses for which it is found liable; or
 - (2) The Mentor 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.

Special Terms and Conditions

DRAFT