



# Thurston/Mason County Developmental Disabilities Job Foundation and School to Work Comparison Chart



JOB FOUNDATION	SCHOOL TO WORK
<p><b><i>What is the purpose of Job Foundation?</i></b> Engage, connect, and plan earlier for students in their second-to-last year of school through completion of the Job Foundation Report that includes actionable next steps for employment and transition into life after school.</p>	<p><b><i>What is the purpose of School to Work?</i></b> Increase the number of students with developmental disabilities who leave school with paid employment and provide a smooth transition into adult services and community life.</p>
<p><b><i>What is it?</i></b></p> <ul style="list-style-type: none"> <li>• A pilot project through OSPI, school districts, DDA, DVR, and Thurston/Mason County Developmental Disabilities</li> <li>• Gives employment providers increased discovery time with second-year transition students to prepare for employment and explore options for achieving individual student goals</li> <li>• A bridge to School to Work</li> </ul>	<p><b><i>What is it?</i></b></p> <ul style="list-style-type: none"> <li>• A job placement program that helps build on the student's strengths and goals, identifies support needs, and includes individualized job preparation/placement services</li> <li>• Occurs over the course of a student's third/final year in a transition or life skills program</li> <li>• The goal is paid employment when the student exits school</li> </ul>
<p><b><i>Who is it for?</i></b></p> <ul style="list-style-type: none"> <li>• Students who are DDA eligible</li> <li>• Students who are applying for or are currently receiving Supplemental Security Income (SSI)</li> <li>• Students ages 19-20 in their second year of a transition or life skills program</li> </ul>	<p><b><i>Who is it for?</i></b></p> <ul style="list-style-type: none"> <li>• Students who are DDA and DVR eligible</li> <li>• Students who are applying for or are receiving Supplemental Security Income (SSI)</li> <li>• Students ages 20-21 in their third/final year of a transition or life skills program</li> <li>• Students who have made finding employment a priority</li> </ul>
<p><b><i>When is it available?</i></b></p> <ul style="list-style-type: none"> <li>• Student's second year of a transition or life skills program</li> </ul>	<p><b><i>When is it available?</i></b></p> <ul style="list-style-type: none"> <li>• Student's third/final year of a transition or life skills program</li> </ul>
<p><b><i>Who is involved? Who are the partners?</i></b></p> <ul style="list-style-type: none"> <li>• Student/family</li> <li>• Schools/Office of Superintendent of Public Instruction (OSPI)</li> <li>• Thurston/Mason County HST Coordinator</li> <li>• Employment Provider</li> <li>• State Agencies (DDA and DVR)</li> </ul>	<p><b><i>Who is involved? Who are the partners?</i></b></p> <ul style="list-style-type: none"> <li>• Student/family</li> <li>• Teachers/school specialists</li> <li>• Thurston/Mason County HST Coordinator</li> <li>• Employment Provider</li> <li>• State Agencies (DDA and DVR)</li> </ul>
<p><b><i>In summary...</i></b></p> <ul style="list-style-type: none"> <li>• A report is completed by an employment provider working with the student's support team</li> <li>• County HST Coordinator approves the report and shares it with DDA, DVR, the student/family and teachers</li> <li>• The report is a guide for identifying further supports, assists with IEP/PCSP/ DVR plan development, and helps to transition the student to School to Work in the student's third/final year</li> </ul>	<p><b><i>In summary...</i></b></p> <ul style="list-style-type: none"> <li>• Student works with employment team (DVR, DDA, teachers, family, etc.) to develop employment goals</li> <li>• Job Foundation Report is used, if applicable, to assist with planning, discovery, and identifying community-based assessments (internships)</li> <li>• Job development occurs</li> <li>• Goal is for the student to be employed by June</li> <li>• Student will transition to ongoing career path services through DDA</li> </ul>