



Using an Extension of Services after Graduation to Promote Increased Financial Skills

What is the evidence base?

A *moderate* level of evidence based on one high quality group study

With who was it implemented?

- Students with
 - Intellectual disability (1 study, n= 40)
 - Learning disability (1 study, n= 17)
 - “At risk” (i.e., low achievement, below average occupational skills, poor social skills, difficult family situations) (1 study, n= 5)
- Ages: recent graduates of a career center (no specific ages provided)
- Males (n=40), females (n=22)
- Ethnicity
 - White (n= 53)
 - Non-white (n= 9)

What is the practice?

Services extended beyond graduation include any individualized services focused on postsecondary achievement provided after a student completes the secondary program. In the study used to establish the evidence base for extending services beyond high school to increase finance skills (Izzo, Cartledge, Miller, Growick, & Rutkowski, 2000) services included:

- a. Vocational assessment
- b. Agency contacts
- c. IEP meetings
- d. Vocational training
- e. Employability counseling
- f. Job club
- g. Job interview assistance
- h. Job development
- i. Job coaching

How has the practice been implemented?

- Providing services by job-training coordinators from a career center for juniors and seniors with disabilities
- Participating in employability counseling regarding social skills, work-related interpersonal skills (e.g., hygiene, grooming), and job maintenance skills for approximately 9 hours / individual for 95% of graduates
- Helping identify potential employers and other activities that led to job placement for approximately 9 hours / individually for 77% of graduates
- Participating in a job club (weekly, for 3 – 5 graduates) as needed to identify potential job openings, complete applications, and schedule interviews approximately 34 hours / individual for 69% of graduates
- Reviewing appropriate dress, transportation arrangements, and rehearsing answers to potential interview questions prior to a scheduled interview for approximately 4 hours / individual for 60% of graduates
- Coordinating services with rehabilitation agencies or local boards of mental retardation/ developmental disabilities to process eligibility, coordinate services, and report outcomes of approximately 6 hours of extended services/ individual for 58% of graduates
- Conducting IEP meetings including the young adult, parent, school personnel and other service providers to coordinate numerous services, develop a behavioral contract, and clearly outline expectations for the young adult for approximately 4 hours of extended services/ individual for 48% of graduates
- Providing on-the-job training to participants on specific job tasks or social skills by para-professionals (usually paid by adult service agencies) using non-verbal and verbal prompting and faded support, transferred to co-workers over time for approximately 177 hours/ individual for 47% of graduates
- Conducting vocational assessments in the community, including job try-outs for approximately 17 total hours of extended services/ individual for 40% of graduates
- Participating in vocational training to remediate specific skills or enroll in a different vocational program for approximately 477 hours of extended services/ individual for 27% of graduates

Where has it been implemented?

- General school locations
- Separate school

- Community

Where is the best place to find out how to do this practice?

There is no lesson plan starter for this practice at this time

How does this practice relate to Indicator 13?

- Indicator 13 Checklist Item # 1: Articulating a postsecondary employment goal is required for all students. Further, in many cases participating in this extended program would also serve as an education/training postsecondary goal for a student
- Indicator 13 Checklist Item # 3: Using vocational assessment information to match students with employment options and determine vocational training needs are consistent with using age-appropriate transition assessments
- Indicator 13 Checklist Item # 4: Services noted in these extended services may also be in-school transition services that support a student's postsecondary employment goal
- Indicator 13 Checklist Item #6: The specific vocational curriculum provided would be a part of a student's courses of study that align with a primary postsecondary goal in the area of employment
- Indicator 13 Checklist Item # 8: Consent for and evidence of coordination demonstrated through some of the services provided would be reflected in agencies invited to the IEP meetings

How does this practice relate to Common Core Standards?

- Production and Distribution of Writing (Anchor Standards for Writing, Grades 6-12)
 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, Grades 6-12)
 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?

- Identify and demonstrate positive work behaviors and personal qualities needed to be employable (Employability and Career Development)

- Demonstrate self-discipline, self-worth, positive attitude, and integrity in a work situation
- Demonstrate flexibility and willingness to learn new knowledge and skills
- Demonstrate skills related to seeking and applying for employment to find and obtain a desired job (Employability and Career Development)
 - Prepare a résumé
 - Complete an employment application
 - Interview for employment

References used to establish this evidence base:

Izzo, M. V., Cartledge, G., Miller, L., Growick, B., & Rutkowski, S. (2000). Increasing employment earnings: Extended transition services that make a difference. *Career Development for Exceptional Individuals, 23*, 139-156.