



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

### **What is the evidence base?**

- This is a Promising Practice for **students with disabilities** based on one methodologically sound group study with non-random assignment across 57 participants with disabilities.

### **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

## **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.

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