



Work Study Correlated with Improved Employment Outcomes

What is the level of evidence?

This predictor of post-school success has been labeled by NTACT at a Research Based level of evidence, based on three *a priori* correlational studies and one exploratory correlational study. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

What is the predictor?

A work study program is a specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction.

What are the essential characteristics?

1. Provide options for paid and nonpaid work experiences both on and off-campus with options for gaining high school credit for completing program requirements in all 16 occupational clusters.
2. Develop a plan for earning academic credit on the job through an integrated curriculum focused on work-related skills with school personnel, the student, and his/her parents.
3. Provide supervision and guidance during the development of work behaviors and skills to address problems, concerns, insights, and learning.

***Consider culturally responsive behaviors and skills that address cultural concerns of culturally and linguistically diverse (CLD) students*

4. Develop business/school partnerships, by educating employers about the resources of potential employees, to set up training sites.

***Provide businesses with culturally responsive strategies to understand the cultural needs, behaviors, and practices of students from CLD backgrounds.*

5. Develop policies to address liability, including student insurance, and other Department of Labor issues/concerns.
6. Develop a process to match student interests with available sites both on and off campus.

***Increase the number of available sites by recruiting site partners that reflect the cultural backgrounds of students.*

7. Provide experiences in applied real-work settings supported by instruction.
8. Place students in work settings that match their preferences, interests, needs, and skills.

****Consider partnerships with businesses owned by CLD communities**

9. Provide transportation to vocational training sites.
10. Provide, or partner with adult services to provide, qualified trained staff to job coach as needed.

****Staff qualification should include some cultural competencies or training**

11. Provide self-evaluation and monitoring instruction to students.
12. Provide students school-based opportunities to reflect, discuss, and share their work placement experiences.
13. Have school personnel and site employees assess and monitor students' progress by using job duty forms and task analysis for various sites.

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

The Division on Career Development and Transition of the Council for Exceptional Children developed a Fast Fact on Work Study available here:

https://higherlogicdownload.s3.amazonaws.com/SPED/34aee1c1-7ded-4d59-af82-da4af08d5fc4/UploadedImages/DCDT_Work%20Study_Final.pdf.

References used to establish this evidence base:

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- Fabian, E., Lent, R., & Willis, S. (1998). Predicting work transition outcomes for students with disabilities: Implications for counselors. *Journal of Counseling and Development, 76*, 311–316.
- Luecking, R. G., & Fabian, E. S. (2000). Paid internships and employment success for youth in transition. *Career Development for Exceptional Individuals, 23*, 205–221.
- Mazzotti, V.I, Rowe, D. A., Sinclair, J., Poppen, M., Woods, W., & Shearer, M. L. (2015). Predictors of post-school success: A systematic review of NLTS-2 secondary analyses. Career Development and Transition for Exceptional Individuals. 10.1177/2165143415588047

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32*, 160-181.

Reference used to define and identify characteristics of this predictor:

Rowe, D. A., Alverson, C. Y., Unruh, D. K., Fowler, C. H., Kellems, R., & Test, D. W. (2014). A Delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals, 38*, 113-126.

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