SUPPORT SERVICES FOR YOUTH WITH EMOTIONAL DISTURBANCES:
A GRANT PROPOSAL

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SUPPORT SERVICES FOR YOUTH WITH EMOTIONAL DISTURBANCES:
A GRANT PROPOSAL

A Project

by

Courtney C. Picanco

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Abstract

of

SUPPORT SERVICES FOR YOUTH WITH EMOTIONAL DISTURBANCES:
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Courtney C. Picanco

The purpose of this project was to write a grant proposal for the implementation of an employment preparation program that provides stronger support services to youth with emotional disturbances being served through Sacramento County Office of Education to prepare them for competitive employment. The research sources for this project included peer reviewed journals, reports from the National Longitudinal Transitional Study 2, local service provider websites, school district websites, personal communications with SCOE program staff, and student Master's projects from CSU, Sacramento. A grant proposal for Sacramento County Office of Education was developed that provides information on how to develop and implement an employment preparation program that provides stronger support services to youth with emotional disturbances.

Approved by:

________________________________________________________, Committee Chair
Guy E. Deaner, Ph.D.
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Chapter 1
INTRODUCTION

While high school is a challenging time for all youth, it is even more challenging for youth with emotional disturbances who display poor social skills and a tendency to disconnect from school (Wagner & Davis, 2006). Youth with emotional disturbances are at higher risk for dropping out of high school, receiving poor grades, and are more likely to be unemployed and/or have poor employment outcomes (Heflinger & Hoffman, 2008). The purpose of this project is to write a grant proposal for the implementation of an employment preparation program that provides stronger support services to youth with emotional disturbances to prepare them for competitive employment. This grant proposal will include the following services: vocational exploration, daily living skills training, social skills training and job seeking skills training. This grant proposal will also incorporate an outreach component to increase parental participation and rapport building between Sacramento County Office of Education (SCOE) and the youth’s individualized support team.

This author began working as a graduate student assistant at the Department of Rehabilitation’s Northeast office in November 2009. While assisting the counselor responsible for the transition partnership program youth cases, this author became interested in the transitional outcomes of youth with emotional disturbances. This author contacted SCOE to find out what population of youth they most commonly serve. The population served is mainly students with emotional disturbances. This
author met with program staff at SCOE to discuss what services are needed to increase the successful transition of this population. SCOE currently offers a job club for youth in this population that teaches youth basic job seeking skills. Program staff indicated the need for additional support services to provide stronger support services for youth with emotional disturbances to successfully transition out of high school to competitive employment. This author became very interested in helping SCOE develop a program to increase the success of youth with emotional disturbances transitioning out of high school in Sacramento County.

Statement of Problem

Youth with emotional disturbances display difficulty in school and are at higher risk for dropping out. This leaves them at higher risk to be unemployed and/or have poor employment outcomes. Competitive employment is a common transitional goal for this population, however transition programs are not currently providing the amount of services necessary for youth to have a successful transition to adulthood. Education systems working with youth with emotional disturbances need to provide stronger support services to prepare youth with emotional disturbances for life after high school in the areas of employment.

SCOE program staff stated there is a need to strengthen support services in place for youth with emotional disturbances and provide stronger overall support to prepare this population for transitioning from school to work. SCOE staff indicated a strong need for daily living skills to be taught to this population to teach youth with emotional
disturbances to be self-sufficient. This author did locate independent living services in Sacramento County at Resources for Independent Living (RIL) and the Wind Center, however, this population does not qualify for their services. RIL provides services to adults with chronic homelessness and do not target high school students at all. The Wind Center works with youth, however their demographic are homeless youth. At this time, there are no resources in Sacramento County, that provide independent living services to this population. SCOE only has funding to provide job seeking skills to juniors and seniors in high school. Many of these youth have already begun to disengage in school and SCOE has stated there is a need to provide these services to youth earlier in their secondary education to increase school involvement. SCOE also stated there is a need to conduct outreach to parents and/or guardians to increase family participation as they are a component of the youth’s support. However, program funding is not currently available to implement support service programs even though there is a need for such programs.

Importance of Problem

Youth with emotional disturbances demonstrate low academic success and exhibit a high dropout rate from high school. In fact, youth with emotional disturbances have the highest dropout rate among any disability group with an average of 56% completion rate (Wagner & Cameto, 2004). Landrum stated that the decision to dropout is due to the fact that these youth earn lower grades and fail more courses than any other
group served by special education (as cited in Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005).

There have been efforts made to improve school performance of at-risk youth and provide support services with the Individuals with Disabilities Education Act (1991), which provides free and appropriate education to all individuals and provides additional special education services to students with disabilities and No Child Left Behind Act (2008), which states all children should have a fair and equal opportunity to receive high quality education. However, according the results of the National Longitudinal Transitional Study-2 (NLTS2) as reported by Wagner and Cameto (2004), “40% of youth with emotional disturbances have gone to five or more schools since starting kindergarten” (p. 3). The constant changing of schools can cause substantial disruption to the youth’s academic progress and relationships with teachers and peers (Wagner & Cameto, 2004).

According to the NLTS2 as reported by Wagner and Cameto (2004), “Parental dissatisfaction in transition planning for life after high-school is more prevalent in parents of youth with emotional disturbances” (p. 6). These parents have reported that it took a lot of effort on their part to get their child services focused on improving academic achievement to assist in moving from high school to the world of higher education and work (Wagner et al., 2005). In fact, youth with emotional disturbances and their families demonstrate a pattern of more challenging relationships with their schools over any other disability group. Conducting outreach to the families and
support networks of youth with emotional disturbances will assist program staff in building rapport between groups.

Competitive employment is a common transitional goal for youth with emotional disturbances after high school (Wagner & Davis, 2006). However, the NLTS2 as reported by Wagner and Cameto (2004) stated that youth with emotional disturbances display the highest unemployment rate of any disability group who are provided special education services. Bullis and Fredericks (2002) argued that poor employment outcomes of youth with emotional disturbances have been associated with a lack of appropriate social skills (as cited in Karpur, Clark, Caproni, & Sterner, 2005). Social skills ratings for youth with emotional disturbances are much lower than any other disability group. Furthermore, many youth with emotional disturbances lack the expected social and job performance skills necessary to sustain competitive employment (Carter & Wehby, 2003). This grant proposal will increase the amount of services provided to youth with emotional disturbances and their support team (Individual Education Plan team, parents, teachers, case managers, etc.), which will raise the percentage of this population successfully transitioning to adulthood and employment.

The participation of youth with emotional disturbances in publicly funded services declines as they approach their 18th birthday and begin the transition to adulthood. This makes the transition to adulthood more difficult for this population (Heflinger & Hoffman, 2008). Furthermore, finding presented by Lane, Carter, Pierson,
& Glaeser (2006) found that high school youth with emotional disturbances missed an average of 24 days a year. The high absenteeism of this population makes it difficult to provide services to increase the youth’s quality of life and transition to adulthood. Therefore, it is important to begin the implementation of support services to youth as they enter high school. Currently, youth with emotional disturbances begin attending job club at SCOE their junior year of high school. Many of these youth are getting close to reaching their 18th birthday when they will then be able to sign themselves out of school and disengage from job club if they choose. Program staff at SCOE advised the need for program implementation to begin earlier in high school so that youth become engaged in the planning of their future, increase their skill sets, and improve their likeliness of having a successful transition to adulthood.

Limitations

This project has four main limitations, and they are time, population, geography, and author bias. This grant proposal is written for the 2011-2014 school years and therefore is time limited specifically to the services needed for the 2011-2014 school years based on current assessment. In addition, the grant requested is for a three-year increment. After that, another grant proposal will need to be written to continue the program, and/or SCOE will need to determine program sustainability through other financial means. This project is also limited to a specific population. This project focuses on transition age youth with emotional disturbances in Sacramento County only. This project is limited in terms of geography because this grant proposal was
written specifically for Sacramento County Office of Education. Finally, this project is also limited due to author bias. This author strongly believes support services are beneficial to youth with emotional disturbances that are transitioning to adulthood.

Definition of Terms

**Competitive Employment**

Work that is performed on a full-time or part-time basis in an integrated setting. The individual is compensated at or above minimum wage, but no less than the standard wage and benefits paid by the employer to individuals without a disability for the same or similar work (National Secondary Transition Technical Assistance Center, 2011).

**Emotional Disturbance**

Term that is used to include a condition exhibiting one or more of the subsequent characteristics over an extended period of time that affects a child’s educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors, (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, (c) inappropriate types of behavior or feelings under normal circumstances, (d) a general pervasive mood of unhappiness or depression, and (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term does include schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance (Child with Emotional Disturbance, 2006).
**Individuals with Disabilities Education Act**

A law that ensures all students receive a free and appropriate education regardless of ability. IDEA (1991) oversees how states and public agencies provide early intervention, special education, and other related services to eligible youth with disabilities.

**Individual Education Plan**

A document created for each student that receives special education that is designed to meet his/her individual needs. The document is based on individual assessment of the student. At age 14 to 16, the development of an Individual Transition Plan is included in the document to include transition to work needs. (California Department of Education, 2011).

**Job Seeking Skills**

Skills needed to pursue employment which may include: filling out a job application, preparing a resume, interview skills, and how to search for a job (Hergenrather, Rhodes, Turner, & Barlow, 2008)

**No Child Left Behind Act (2008)**

Requires each state to develop assessment tools to measure student outcomes to ensure all children have a fair and equal opportunity to receive high quality education.

**Transition Partnership Program**

A partnership program between California Unified School Districts and the California State Department of Rehabilitation. The program is designed to assist
students who receive special education and meet the eligibility criteria for the Department of Rehabilitation in transitioning from school to work. Some services that are offered through the program are: career exploration, job development assistance, resume development, transportation assistance, training and education, and vocational assessment (Poway Unified School District, 2011).

Transition Services

Services that are offered to prepare secondary education students to move from the world of school to the world of work. These services are based on the student's needs and vocational interests. The IDEA requires that transition planning begin by the time the student reaches 16 and is incorporated in the student's Individualized Education Plan (National Dissemination Center for Children with Disabilities, 2011).

Remainder of Project

The remainder of this project contains the following: Chapter Two consists of a review of related literature, focused on the outcomes of youth with emotional disturbances after high school and support services that have been shown to benefit that population. Chapter Three discussed the methodology used to create this project. Chapter Four provides a summary of the project and recommendations for future research. Appendix A contains the grant proposal created for SCOE Special Education Department.
Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

This literature review is divided into two sections in an effort to show the need and benefit of services provided to youth with emotional disturbances in the area of transition. The first section provides information about the transitional outcomes of youth with emotional disturbances leaving secondary education and is broken down into six subsections: poor school outcomes, social skills deficits, low employment outcomes, population diversity, parental dissatisfaction, and the need for earlier intervention. This section will identify deficits youth with emotional disturbances display in secondary education and employment. This section will also discuss the diversity of this population leading to a need for stronger support services to meet this populations varied needs. Parental dissatisfaction with current support services will also be discussed resulting in a call for more individualized services. Lastly, this section will focus on the need for support services to be provided to youth with emotional disturbances earlier in their secondary education.

The second section provides information on the benefit of support services provided to youth with emotional disturbances and is broken down into four subsections: daily living skills, vocational/employment skills training, social skills-assessment and effectiveness, and family involvement and participation. Review of the literature shows that daily living skills are essential for youth to successfully transition
from secondary education to adulthood. This section will also review how vocational exploration and employment preparation has been shown to improve the outcomes of youth with emotional disturbances by appropriately preparing youth for the world of work. This section will also review the positive impact increased social skills has on school success, and the importance of pairing the intervention to the specific social skills deficit. Lastly, this section will discuss the positive correlation between parental involvement and youth’s educational success.

Transitional Outcomes and Needs of Youth with Emotional Disturbances

Poor school outcomes

Youth with emotional disturbances have exhibited poor school outcomes over any other disability group to date. These youth often have difficulty staying engaged during school instruction leading to poor class participation and completion of assignments (Landrum, Tankersley, & Kauffman, 2003). The NLTS2 presented by Wagner and Cameto (2004) reported only 65% of youth in this population were able to keep up in their general education courses. These youth were also more likely to struggle academically and receive poor grades in school, even though their abilities in reading and math rate similar to their peers on average. Furthermore, this study reported that youth with emotional disturbances have the highest dropout rate among any disability group with an average of 56% completion rate. Landrum (2003) stated that the decision to dropout is due to the fact that these youth earn lower grades and fail
more courses than any other group served by special education (as cited in Wagner et al., 2005).

Statistics show this population is more likely to get into trouble over any other disability group, often exhibited by problem behavior in the classroom. Therefore, youth with emotional disturbances are frequently subject to disciplinary action in school (Marder, Wagner, & Sumi, 2003). In fact, approximately 75% of youth with emotional disturbances have been suspended and/or expelled at some point in their school experience, and three out of five have been subject to disciplinary action in one school year. Youth with emotional disturbances are the most likely to argue with their classmates and get into fights with others in the classroom over any other disability group. Furthermore, this population has the highest rate of disciplinary incidents in one school year, averaging seven per year (School behavior and disciplinary experiences of youth with disabilities, 2006).

Low employment rates

Competitive employment is a common transitional goal for youth with emotional disturbances after high school. However, the NLTS2 as reported by Wagner and Cameto (2004) stated youth with emotional disturbances display the highest unemployment rate of any disability group who are provided special education services. The findings of this study revealed that youth with emotional disturbances were not likely to receive vocational education services as part of their transition plan. These youth often took one vocational course in a school year and were not exposed at all to
prevocational coursework, which provides instruction on workplace behaviors and job etiquette. Additionally, more than 50% of these youth were given a career assessment at some point in secondary education, however less than half of these youth received vocational guidance or support (Wagner & Davis, 2006).

**Social skills deficits**

Poor employment outcomes of youth with emotional disturbances have been associated with insufficient social skills, which have been defined as a common characteristic of youth with emotional disturbances. In fact, social skills ratings for youth with emotional disturbances are much lower than any other disability group. Furthermore, many youth with emotional disturbances lack the expected social and job performance skills necessary to sustain competitive employment. (Carter & Wehby, 2003).

This population exhibits strong social deficits that make it difficult to interact with others. Youth with emotional disturbances rate particularly low in the areas of self-control and cooperation skills, affecting their abilities to behave appropriately in these areas (Cameto, Marder, Cadwallader, & Wagner, 2003). In fact, results presented by Marder et al. (2003) report that youth with emotional disturbances are among the poorest rated in social skills and classroom behavior. Additionally, youth who change schools often exhibit poorer social skills due to a lack of incorporation with their peers. Youth with emotional disturbances are more likely to face disciplinary action including expulsion in school, and therefore are more likely to attend a larger number of
educational institutions throughout their school career. These youth are therefore more likely to exhibit social deficits and face disciplinary action at school (Marder et al., 2003).

*Population diversity*

The population of youth with emotional disturbances is very diverse and impairments are found in multiple areas. The classification emotional disturbance covers a wide range of disabilities including; anxiety, bipolar, depression, obsessive-compulsive disorder, oppositional defiant disorder, and psychosis. Additionally, many youth report a secondary diagnosis of attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), or learning disability. These youth demonstrate deficits academically, socially, and for some, in their ability to communicate with others. This population demonstrates impairments in multiple areas, however the amount of impact in each area is individualized to the youth. Therefore, the diversity of this population indicates a need for program implementation for youth with emotional disturbances to focus on several areas to improve the outcomes of this population after high school (Wagner et al., 2003).

However, results presented by Wagner et al. (2006), stated that fewer support services are being provided to this population while attending high school. In fact, a number of support services that are found to be beneficial to this population were reported as being insufficient by school staff. Less than half of youth with emotional disturbances received services concerning academic improvement strategies. Even
fewer percentages received support services to improve mental health and/or behavior. Additionally, the provision of support offered to families was also very low. Mental health professionals and educators working with youth with emotional disturbances have recognized the need to increase the quality of services provided to this population (Wagner et al., 2006).

*Parental dissatisfaction*

Results from the NLTS2 presented by Wagner and Cameto (2004) reported that parental dissatisfaction with services provided in school is the highest among youth with emotional disturbances over any other disability group, with 29% of parents reporting they were “somewhat dissatisfied” or “very dissatisfied” with their youth’s school. Additionally, 22% of parents stated they were dissatisfied with the services provided to their youth in special education. Thirty percent of these parents stated services took “a great deal of effort” and found the overall transition planning process was not very helpful to their child more so than the parents of youth in other disability groups (p. 6). This may be a result of the increased rate of parental involvement with special education mediation among this population (Wagner & Cameto, 2004). Furthermore, Newman (2005) found that parents of youth with emotional disturbances are among the least likely to participate in school-based activities other than parent-teacher conferences. These parents are the least likely to participate in school events, attend school meetings, and volunteer on campus.
Need for earlier intervention

Results presented by Wagner et al. (2005) indicated that education systems are waiting too long to begin interventions with this population. Youth with emotional disturbances experience a delay in receiving services after diagnosis, often receiving services a year later than youth in other disability groups. This delay in service provision indicates a need for program implementation to begin as early as possible. Additionally, results of a study conducted by Wolf-Branigin, Schuyler, and White (2007), found that youth’s interest in prevocational services peak at approximately 13 to 14 years of age. In fact, this interest decreases as youth move further into higher education. Furthermore, the participation of youth with emotional disturbances in publicly funded services declines as they approach their 18th birthday and begin the transition to adulthood. This makes the transition to adulthood more difficult for this population. Therefore, they are less likely to successfully transition to adulthood over any other disability group (Heflinger & Hoffman, 2008).

Benefits of Support Services

Youth with emotional disturbances require a variety of support services to assist them in successfully transitioning to adulthood. Furthermore, these support services require the involvement of the youth’s school and family to actively work together (Eber, Sugai, Smith, & Scott, 2002). These youth demonstrate deficits in multiple areas as the classification of emotional disturbance covers a wide range of disabilities. Therefore, the diversity of this population necessitates program implementation to focus
on several areas to improve the outcomes of these youth after high school (Wagner et al., 2005). Recently, emphasis has been placed on providing more individualized services that incorporate youth and their families to accomplish the most successful outcomes for transitioning to adulthood. More individualized services allow for support services to meet the unique needs of each child (Mears, Yaffe, & Harris, 2009).

*Daily living skills*

Daily living skills provide the foundation youth need to transition from the home to living independently. These skills that are essential to be successful independently include budgeting, homecare, personal care, time management, and meal preparation. (Cameto et al., 2003). More recently, independent living programs have developed to prepare at risk populations for becoming self-sufficient and living on their own. These programs provide education on daily living skills and basic life skills to prepare these populations for living independently (Dworsky, 2010).

Results of a study conducted by Georgiades (2005) showed that youth who participated in an independent living program were much more likely to be employed and have a high school diploma or GED. These participants were also four times more likely to have a driver’s license and/or reliable transportation. Furthermore, those who did participate in the program were three times more likely to view themselves as being successful in society. Youth who did not participate in the independent living program exhibited higher unemployment rates and almost solely depended on public assistance for support.
These support services providing instruction in daily living have been shown to produce positive outcomes in youth with disabilities in the area of transition. Training in the area of independent living skills has been shown to produce positive outcomes in several transitional areas, and therefore are an integral part of any support service program, as these skills are a necessity to the success of any youth living independently (Landmark, Ju, & Zhang, 2010).

**Vocational/employment skills training**

Families of youth with disabilities are much less likely to expect their child to continue their education after completing secondary education. Parental expectations are high however, that there youth will find employment after leaving school (Newman, 2005). However, results presented by Carter and Wehby (2003) revealed youth with emotional disturbances often have difficulty obtaining and maintaining employment. These youth often view their performance on the job to be much better than what was actually reported by their supervisors. The youth involved in this study had little access to job training and vocational education classes while in school. These youth did not have the opportunity to learn fundamental employment skills and may not be aware of what is considered appropriate job etiquette. Therefore, increased employment skills training could assist youth with emotional disturbances in obtaining and maintaining competitive employment (Carter & Wehby, 2003).

Results presented by Karpur et al. (2005) also found that youth with emotional disturbances who participated in a paid and/or unpaid employment experience had
better outcomes upon transitioning out of high school than youth who did not participate in an employment experience. These youth showed a strong correlation with having a work experience opportunity in secondary education and successful employment outcomes after leaving school. Additionally, the opportunity to hold employment more than once while in high school was shown to correlate with future vocational outcomes. These results conclude that exposure to a paid and/or unpaid work experience has a positive impact on future employment outcomes (Landmark et al., 2010).

Support services to youth with emotional disturbances need to include teaching appropriate workplace etiquette, employment skills, and vocational exploration to assist youth in successfully transitioning to employment. Furthermore, it is important to have youth with emotional disturbances participate in vocational exploration to determine areas of employment interest so that youth connect the relevance of learning employment skills as this population has a tendency to disengage from school (Wagner & Davis, 2006). Additionally, exploring career interests and providing vocational education services improved the outcomes of youth with disabilities after high school. These youth were provided information about various careers through job training and vocational education classes, which increased youth’s post school employment outcomes (Benz, Lindstrom, & Yovanoff, 2000).

A positive attitude towards employment directly connects to youth being ready for future employment (Wolf-Branigin et al., 2007). This author concluded that youth’s
positive attitude towards work and interest in prevocational services decreased as participants moved into higher secondary education. These results indicate a need for vocational education services to be offered earlier in high school to prepare youth for employment and increase the outcome of this population after high school (Wolf-Branigin et al., 2007).

Social skills- assessment and effectiveness

Milsom and Glanville (2009) correctly predicted that increased social skills have a positive correlation with receiving higher grades by improving school enjoyment. Results of their study showed that students who had strong cooperation skills enjoyed school more and therefore did better academically than those who had a difficult time getting along with peers and teachers and therefore had less school enjoyment (Milsom & Glanville, 2009). Youth with emotional disturbances are most commonly characterized with having social skills deficits. These youth would benefit from social skills training that will assist them in improving their relationships in the academic setting (Wagner & Davis, 2006).

Gresham, Sugai, and Horner (2001) conducted a review of the literature concerning the effectiveness of different social skills training techniques on youth with emotional disturbances. In large, social skills training interventions have produced mediocre results. Primary cause for these results is due to a disregard for the youth’s specific area of deficit. Furthermore, the research shows a lack of initial assessment regarding what specific skills these youth are lacking prior to social skills training
implementation. Maag (2006) stated that there is no specific intervention technique that will work for all youth with emotional disturbances exhibiting social skills deficits, but rather techniques will vary based on the youths specific deficits. Therefore, assessment of the youth’s specific areas of deficit will be important prior to beginning social skills training.

Areas of deficit include; skill deficits, performance deficits, and fluency deficits. Skill deficits refer to a behavior that the student does not currently have and therefore is a skill that will need to be learned. Appropriate interventions include modeling, coaching, and rehearsal. Youth with performance deficits have a particular skill, however the youth does not always decide to use that skill. Intervention techniques include using positive reinforcement and motivation to increase skill usage. Fluency deficits arise from a limited experience with a particular skill, which results in poor deliverance. Intervention methods focus on opportunities for rehearsal of the specific skill. Indeed, appropriate interventions need to be matched to the specific skill deficit for effective results (Lane, Menzies, & Barton-Arwood, 2005).

Results of a study presented by Miller, Lane, and Wehby (2005) showed that overall, interventions paired to student’s specific areas of social skills deficits produced improvements in the student’s classroom behavior. The majority of students showed a decrease in inappropriate classroom behavior at the commencement of the intervention. These students also showed an increase in their participation in academic instruction. In
general, student engagement increased over the course of social skills intervention implementation.

*Family involvement and participation*

Youth with behavioral difficulties require a variety of support services to assist them in successfully transitioning to adulthood. Furthermore, these support services require the involvement of the youth’s school and family to actively work together. The incorporation of the youth’s family and school personnel create an environment for change to positively occur (Eber et al., 2002). In fact, Falbo, Lein, and Amador (2001) identified direct parent participation with their child's school as having a positive impact on the student's educational success. Youth who successfully transitioned to adulthood were more likely to have a parent who attended an activity for parents on campus occasionally. Additionally, parents were able to establish relationships and communicate with school personnel regarding their youth, which assisted parents in accessing additional information about their child, and in some cases, intervening before their child had an issue.

Furthermore, Blackorby, Chorost, Garza, and Guzman (2004) found that increased family involvement had a positive correlation with the grades received by youth with emotional disturbances (as cited in Wagner et al., 2006). This is important, as Kemp (2006) found that the second most common reason for students with disabilities to dropout of secondary school is due to receiving low grades and course failure (as cited in Milson & Glanville, 2009). Furthermore, a number of opportunities
presented in adulthood are connected to an individual’s school achievement. Improved academic success for youth with emotional disturbances can increase the success of this population after leaving secondary education (Lane et al., 2006).

Summary

A review of the literature has shown that youth with emotional disturbances exhibit a number of deficits that negatively impact the transitional outcomes of this population. These youth exhibit social and behavioral deficits that have been associated with failure in school and a greater likeliness of low employment outcomes. Additionally, the diversity of this population results in a need for support service programs to focus on several areas and for program implementation to begin earlier in secondary education to increase the successful transition of youth with emotional disturbance to adulthood. Research shows that instruction in daily living skills, social skills, and vocational education have been shown to improve the outcomes of youth with emotional disturbances by appropriately preparing youth for the world of work. In addition, parental involvement has been shown to have a positive impact on youth with emotional disturbances’ educational success. Therefore, the provision of a variety of services individualized to the youth and the incorporation of the family has been shown to produce the most successful outcomes for youth with emotional disturbances transitioning to adulthood.
Chapter 3

METHODOLOGY

This author began thinking about ideas for her Master's project while working as a graduate student assistant at the Department of Rehabilitation's northeast office. While assisting the counselor responsible for the transition partnership program youth cases, this author became interested in the transitional outcomes of youth with disabilities. Upon indicating interest to this counselor, this author was informed that the northeast office has transition partnership programs with San Juan Unified School District (SJUSD) and Sacramento County Office of Education (SCOE). This author learned that SJUSD primarily works with youth with learning disabilities and SCOE primarily works with youth with emotional disturbances. In fact, this author learned after coming into contact with SCOE that their program is very unique as they are the only district in the Sacramento area that serves primarily youth with emotional disturbances. Other districts in the Sacramento area are serving youth with emotional disturbances, but it is not their primary caseload like the youth being served through SCOE. This author became interested in working with this population specifically and learned that the need for services to this population at SCOE are great. This author met with program staff at SCOE to discuss what services are needed to increase the successful transition of this population. Program staff stated that youth with emotional disturbances require support in a number of transition areas to improve the outcomes of this population leaving high school. Program staff stated that there is a need for a
program that provides additional support services to youth with emotional disturbances to successfully transition out of high school to competitive employment. At this time, this author decided to write a grant proposal for a program that would provide those additional support services to youth with emotional disturbances for her Master's project.

Beginning in August 2010, this author conducted research on characteristics common of youth with emotional disturbances including academic and social deficits. This author also researched outcomes of this population after leaving secondary education in the areas of employment and community adjustment. Social sciences and education databases were used to research program evaluation, employment problems, and post-high school outcomes. This research established a need for support services to be provided to this population. Furthermore, research was conducted on intervention techniques and the benefits of support services. The successes of prior transitional programs were also reviewed. Resources used included peer reviewed journals, reports from the NLTS2, local service provider websites, school district websites, personal communications, and student Master's projects from California State University, Sacramento.

Additionally, in August 2010, this author enrolled in a grant writing class at California State University, Sacramento. This author was educated on the various components of a grant proposal, how to create a program, and write a grant proposal. This author wrote her grant proposal throughout the semester under the supervision of
the course instructor and peer review. This author utilized the above research from peer-reviewed journals, reports from the NLTS2, local service provider websites, school district websites, and personal communications to acquire the information for the grant proposal. This author also utilized the course text *The Foundation Center's Guide To Proposal Writing* for developing the proposal (Geever, 2007).

Furthermore, this author communicated with SCOE program staff through phone calls, email, and in-person meetings. These communications were held between September 2010 to February 2011. This author met with program staff to determine program needs for youth with emotional disturbances to transition from high school to competitive employment. As a result of these discussions, the following areas were incorporated into the grant proposal; vocational exploration, independent living skills training, social skills training, and job seeking skills training, and family involvement and participation. During these discussions, program staff also stated there is a strong need for mental health counseling for these youth as well. However, this grant proposal could not incorporate all support services needed by this population into one program. Therefore, another grant proposal for mental health services would be beneficial to meet the needs of this population.

This author also needed to research and locate a grant funder for her proposal. This author conducted research online looking for funders who work with youth with disabilities in areas of transition and employment. This author utilized the foundation directory databases and websites to locate potential grant funders. This author located
the Mitsubishi Electric America Foundation that funds projects that help youth with disabilities maximize their potential in society. This author chose this funder for the reason that this funder shares similar interests and values to this grant proposal. This funder is dedicated in making positive changes in the lives of youth with disabilities, and this proposal meets the guidelines set forth by the funder.
Chapter 4

SUMMARY AND RECOMMENDATIONS

Summary

Youth with emotional disturbances display more difficulty in secondary education among any other disability group. This population is at higher risk for receiving poor grades and dropping out of school, and has a greater incidence of being unemployed and/or encountering poor employment outcomes. Youth with emotional disturbances are also characterized as having social skills deficits, which have been associated with poor outcomes in school and work. The needs of this population are very diverse and therefore require a number of support services to assist this population in successfully transitioning to adulthood. A common transitional goal for youth with emotional disturbances is employment after high school. Educators working with youth with emotional disturbances have recognized the need for increased support services to assist youth in having a more successful transition to adulthood and employment.

Program staff for Sacramento Office of Education (SCOE) has indicated a need for stronger support services for youth with emotional disturbances to prepare them for the transition from school to work. Program staff stated there is a need for daily living skills training to teach self-sufficiency to this population. Currently there are no resources for this demographic in Sacramento County. Current program funding only allows SCOE to provide job seeking skills training to juniors and seniors, however youth have already begun to disengage from school at this age, so there is a need to
provide these support services earlier to increase interest as this population has a
tendency to disengage from school. SCOE program staff also indicated the need for
conducting outreach to parents as family participation has been shown to have a
positive influence on youth’s success in school.

The purpose of this project was to write a grant proposal for the implementation
of an employment preparation program for SCOE that provides stronger support
services to youth with emotional disturbances to prepare them for competitive
employment. This grant proposal is a three-year grant that provides information on how
to implement an employment preparation program for youth with emotional
disturbances, including program development and methodology, goals, objectives, and
outcomes, staffing, evaluation, sustainability, and budget needs.

Recommendations

If this project were to be done again, this author recommends interviewing
several education departments in California who provide support services to youth with
emotional disturbances. Interviews would provide a more in-depth look at how support
services in other counties are currently running for youth within this population and
determine if the need for similar services are assessed. This would also provide insight
into training techniques that have shown success and/or failure. Personal contact with
program staff would also provide information regarding what has been most influential
to their program. This author also recommends attending transitional programs in other
counties to provide firsthand knowledge of program implementation, design, and
outcomes. This would provide the opportunity to witness student participation and interest in the program as well.

For future research in this area, this author recommends research be expanded on looking at the effectiveness of daily living skills training on the transition outcomes of youth with emotional disturbances. The outcomes of daily living skills training has been researched less than other transitional practices, however SCOE program staff indicated a strong need for training in daily living skills for youth with emotional disturbances to be self-sufficient. This author also recommends more qualitative studies that focus on youth interviews to emphasize desirable services and the effectiveness of program implementation from the youth’s perspective. This provides greater insight into what is determined most beneficial by youth exiting support service programs.

Lastly, this author recommends expansion in the research conducted on social skills training in relation to the specific social skills deficits of youth with emotional disturbances. There is limited research on the effects of social skills training on specific social skills deficits, however research studies imply that social skills training is most effective when interventions are in response to specific deficits.

Lastly, this author recommends a grant proposal be created for a program that provides mental health services to youth with emotional disturbances in secondary education. Program staff stated there is a need for more mental health services for this population. Many of these youth do not have access to these services and would benefit from the availability of mental health services.
APPENDIX A

The Project
Support Services For Youth With Emotional Disturbances:
A Grant Proposal
The Project
Support Services for Youth with Emotional Disturbances: A Grant Proposal

Applicant and Proposal Information

Organization: Sacramento County Office of Education

Address: 2040 Ethan Way Sacramento, CA 95825

Telephone: 916-566-2020

Web Site: www.scoe.net

Title of Proposal: Support Services for Youth with Emotional Disturbances

Proposal Summary: Sacramento County Office of Education proposes an employment preparation program titled Successful Transition that provides stronger support services to youth with emotional disturbances to prepare them for the transition to adulthood and competitive employment.

Total Proposal Budget: $586,686

Total Amount Requested: $300,000

Executive Summary

Youth with emotional disturbances display difficulty in school and are at higher risk for dropping out. This leaves them at higher risk to be unemployed and/or have poor employment outcomes. Competitive employment is a common transitional goal for this population, however transition programs are not currently providing the amount
of services necessary for youth to have a successful transition to adulthood. Without support services that prepare youth with emotional disturbances for life after high school in the areas of employment, there is a greater likelihood that these youth will continue to have unsuccessful transitions to adulthood.

Successful Transition requests a $300,000 grant from the Mitsubishi Electric America Foundation to hire program staff and purchase instructional materials for the implementation of our program. Successful Transition is an employment preparation program that will provide support services to twenty-five youth with emotional disturbances in three cohorts in Sacramento County. The program will run the first cohort for the 2011-2012 school year, the second cohort will run for the 2012-2013 school year, and the third cohort will run for the 2013-2014 school year. One full time program coordinator who will develop the format for support services will run the program and two half-time direct service providers will be employed to facilitate support services provided to youth in the program.

Successful Transition will meet three times a week after school to provide youth with emotional disturbances support services to prepare them for competitive employment. The implementation of this program will provide youth with emotional disturbances access to the skills and supports necessary to more easily transition from high school to employment.

Once grant funding has ended for the project, Successful Transition will continue sustaining by seeking grants from The Office of Special Education Programs
who provide grants through the Individuals with Disabilities Education Act. We also anticipate meeting our outcomes so that our statistics will be good enough that we can propose this program to the California Department of Education and the California Department of Rehabilitation to continue funding our employment preparation program to assist youth with emotional disturbances in preparation for employment.

Sacramento County Office of Education (SCOE) Special Education Department was created in response to the Individuals with Disabilities Education Act that requires all schools to provide free and appropriate public education to eligible students with disabilities. SCOE Special Education Department offers educational, vocational, and support services to assist students in transitioning successfully into adulthood. Successful Transition will provide youth with emotional disturbances access to the skills and supports necessary to assist youth in transitioning from school to the world of work.

Statement of Need

While high school is challenging for all youth, it is even more challenging for youth with emotional disturbances who display poor social skills and a tendency to disconnect from school (Wagner & Davis, 2006). Youth with emotional disturbances are at higher risk for dropping out of high school, receiving poor grades, and are more likely to be unemployed and/or have poor employment outcomes (Heflinger & Hoffman, 2008). In fact, youth with emotional disturbances have the highest dropout
rate among any disability group with an average of 56% completion rate (Kutash & Wagner, 2005).

Fortunately, there have been efforts made to improve school performance of at-risk youth and provide support services with the Individuals With Disabilities Education Act and No Child Left Behind Act. However, according to the National Longitudinal Transitional Study-2 (NLTS2), “40% of youth with emotional disturbances have gone to five or more schools since starting kindergarten” (p. 3). The constant changing of schools can cause substantial disruption to the youth’s academic progress and relationships with teachers and peers (Wagner & Cameto, 2004).

Newman (2005) found that parents of youth with emotional disturbances are among the least likely to participate in school-based activities other than parent-teacher conferences. These parents have reported that it took a lot of effort on their part to get their child services focused on improving academic achievement to assist in moving from high school to the world of higher education and work (Kutash & Wagner, 2005). Conducting outreach to the families and support networks of youth with emotional disturbances will assist program staff in building rapport between groups and prepare youth with emotional disturbances for life after high school in the areas of employment, education, and community life adjustment.

Competitive employment is a common transitional goal for youth with emotional disturbances after high school (Wagner & Davis, 2004). However, the NLTS2 as reported by Wagner and Cameto (2004) stated that youth with emotional
disturbances display the highest unemployment rate of any disability group who are provided special education services. Bullis and Fredericks argued that poor employment outcomes of youth with emotional disturbances have been associated with a lack of appropriate social skills (as cited in Karpur et al., 2005). Many youth with emotional disturbances lack the expected social and job performance skills necessary to sustain competitive employment (Carter & Wehby, 2003). By increasing the accessibility and amount of services provided to youth with emotional disturbances and their support team (Individual Education Plan team, parents, teachers, case managers, etc.), we predict that we will increase the percentage of this population successfully transitioning to adulthood.

Our employment preparation program will provide vocational exploration to identify career interests and empower youth in deciding their future. Our program will also provide training in job seeking skills, social skills, and daily living skills to increase confidence and prepare youth for competitive employment. Lastly, our program will incorporate an outreach component to increase parental participation in their youth’s education. The implementation of this program will provide youth with emotional disturbances access to the skills and supports necessary to assist in a successful transition into adulthood.

**Narrative**

Successful Transition is an employment preparation program that will provide support services to 25 youth with emotional disturbances in three cohorts in Sacramento
County and will run for the 2011-2014 school years. Successful Transition will meet three times a week after school to provide youth with emotional disturbances vocational exploration opportunities, daily living skills training, social skills training and job seeking skills training. This program will also incorporate an outreach component to increase parental participation and rapport building between Sacramento County Office of Education (SCOE) and the youth’s individualized support team.

Goals, Objectives, and Outcomes

Goal #1: To develop a program that prepares youth with emotional disturbances for life after high school in gaining competitive employment.

Objectives:

a. Beginning in August 2011, Successful Transition’s program coordinator will conduct semiweekly meetings with the direct service providers, employment technicians, behavioral interventionists, and administrative staff to develop the format and implementation of the employment preparation program. Meetings will run semiweekly for the first month and then move to bimonthly meetings to discuss format beginning in September.

b. Beginning in August 2011, youth will be recruited for the program. This will be based on a referral from the youth’s special education teachers and/or case manager. Upon referral, youth will be interviewed to determine if the goals of the program align with their Individual Education Plan.
c. By the end of June 2012, youth will be evaluated to determine if they secured employment. A follow-up survey evaluation will be conducted six months after program completion to determine if the youth is still employed.

Outcome:

Sixty percent of youth who complete our employment preparation program will have sustained competitive employment for 6 months.

**Goal#2:** Educate youth on job seeking skills to gain employment.

Objectives:

a. Once selected for the program, youth will be given a Likert scale survey as a pre-test to evaluate their job seeking skills knowledge and establish a baseline of their skill level. The Likert scale will ask youth to rate how strongly they agree or disagree with statements about their knowledge of job seeking skills in seven areas. In June 2012, youth will be given the same Likert scale survey as a post-test to evaluate the improvement of their job seeking skills knowledge.

b. Beginning September 2011, Successful Transition will teach job seeking skills modules to twenty-five students in a one hour session once a week for sixteen consecutive weeks. Youth will be taught seven different job seeking skills modules.

c. Youth will show mastery of each job seeking skills module by submitting a completed portfolio to be graded on a pass/fail basis at the end of each module. Youth
will be given the opportunity to work independently with their employment technician until they have passed each module.

Outcome:
One hundred percent of youth who complete our program will have developed job seeking skills that will assist in gaining competitive employment.

**Goal #3:** Enhance the quality of life for youth with emotional disturbances.

**Objectives:**

a. Beginning in August 2011, Successful Transition will conduct monthly progress meetings with the parents of each youth in the program. Parents and Successful Transition staff working with that youth will discuss the youth’s program goals and progress towards goal attainment. Parents and program staff will have the opportunity to establish a dialogue and get to know program staff working with their youth.

b. Beginning September 2011, Successful Transition will teach social skills lessons to 25 students in a one hour session once a week for sixteen consecutive weeks. Youth will be taught social skills techniques specific to their area of deficit by a behavioral interventionist. A new lesson will be demonstrated every month and youth will have the remaining sessions of that month to practice the techniques they have just learned. Youth will keep a journal of their experiences, which they will be required to write in weekly.

c. Beginning September 2011, Successful Transition will teach daily living skills modules to twenty-five students in a one hour session once a week for sixteen
consecutive weeks. Youth will be taught nine different daily living skills modules. Youth will complete learning exercises at the end of each module to show mastery in the area on a pass/fail basis.

d. Beginning September 2011, youth will take career interest tests to match their skills and interests with different occupations. Youth will then have the opportunity to research different occupational areas to determine a vocational goal and empower them in deciding their future.

e. Beginning in March 2012, youth will complete informational interviews, go on job shadows, and become familiarized with local career centers in Sacramento County in order to increase their confidence and practice their social skills.

Outcome: As a result of participating in our program, sixty percent of youth will report that their social skills have improved using behavioral interventions specific to their area of deficit as reported by their parents and source of referral and one hundred percent of youth will have gained daily living skills that will assist them in their transition to adulthood. In addition, seventy percent of parents will report increased satisfaction with the services provided to their child.

Method

The program will serve twenty-five youth in each cohort and run for the 2011-2014 school years. Youth will be recruited for the program from their special education teachers and/or case managers on a referral basis from three high schools in Sacramento County. Upon referral, youth will be interviewed to determine if the goals of the
program align with their Individual Education Plan and if they would like to participate in the program.

Successful Transition will meet three times a week from 3:00 p.m. to 4:00 p.m. on Mondays, Wednesdays, and Fridays. On Mondays youth will work on job seeking skills training and vocational exploration in a classroom atmosphere. Beginning September 2011, youth will take career interest tests for the first month to match their skills and interest areas with different occupations. Youth will then have the opportunity to research different occupational areas the following month of October to determine a vocational goal and empower them in deciding their future. Beginning in November 2011, youth will be taught job seeking skills modules to prepare them for competitive employment upon completion of the program. Job seeking skills will consist of application assistance, resume development, cover letter creation, networking techniques, informational interviews, job shadows, and mock interviews. Each module will be taught over a one-month period. Upon module completion, youth will submit a portfolio to be graded to assess skill mastery of the module on a pass/fail basis.

On Wednesdays students will work on social skills training in the classroom with a behavioral interventionist. Upon referral to the program, the youth’s special education teacher will be given the Student Risk Screening Scale (SRSS) to complete to identify the student’s specific area of deficit which will include skill deficit, performance deficit, or fluency deficit. Beginning in August 2011, youth will then be grouped by deficit to receive social skills training specific to their needs. Each group
will be assigned a behavioral interventionist who will implement a new social skills lesson each month. Youth will have the remaining sessions of that month to work on social skills exercises and practice in the classroom and community setting. Youth will keep a journal of their experiences and noted improvements to their social skills, which they will be required to write in weekly.

On Fridays, students will work on daily living skills training in the classroom with the direct service providers. Beginning in August 2011, youth will complete the Ansell-Casey Lifeskills Assessment to determine the student’s current knowledge of daily living skills. Beginning September 2011, youth will be taught daily living skills modules to prepare them for the transition from school to adulthood. Daily living skills will consist of nutrition, menu planning, meal preparation, home management, home safety, personal hygiene, budgeting/spending, time management, and legal issues. Each module will be taught over a one-month period. Youth will complete learning exercises upon the completion of each module to show mastery in that area on a pass/fail basis.
### Timeline

Program will run from July to June.

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<td>Semiweekly meetings with staff to develop and implement program.</td>
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<td>Recruit and interview youth for program.</td>
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<td>Pre-test/post-test evaluations given to youth, parents, and educators</td>
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<td>Home Management Mod.</td>
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<td>Home Safety Module</td>
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<td>Legal Issues Module</td>
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</table>
Staffing

Successful Transition will be run by one full time program coordinator who will develop the format for vocational exploration activities and job seeking skills exercises. Two half-time direct service providers will be employed to facilitate services provided to youth in the program. Successful Transition will also employ one half-time support staff to provide administrative support to the program. One full time behavioral interventionist position split among five employees will be required to teach youth social skills lessons on Wednesday classes. Youth will be assigned to a behavioral interventionist by their specific skill deficit with no more than five youth per interventionist. Successful Transition will also employ one full time employment technician position split among five employees. Five youth will be assigned to each Employment Technician to determine vocational interests, work with resources in the community, set up informational interviews, and locate volunteer opportunities.

Evaluation

For the purpose of this project, we will be gathering qualitative and quantitative research. Prior to beginning the program, youth will be given a Likert scale survey to evaluate their job seeking skills knowledge and establish a baseline. Youth will also be given the Ansell-Casey Lifeskills Assessment to establish their daily living skills. Parents will be asked to evaluate their youth's social skills using the Student Risk Screening Scale (SRSS). The individual who referred the youth to the program (special education teacher/case manager) will also be given the SRSS to evaluate the youth’s
social skills. Parents will also be given a closed-ended questionnaire prior to beginning the program to evaluate their satisfaction with current transition services provided to their child.

At the end of the program, youth will be given the same Likert scale survey to evaluate their job seeking skills knowledge and determine improvement. Youth will also show mastery of job seeking skills by submitting a completed portfolio to be graded on a pass/fail basis. Youth will also complete the Ansell-Casey Lifeskills Assessment at the end of the program to determine current knowledge of daily living skills. Parent and educator feedback regarding the youth’s social skills will also be assessed at the end of the program using the SRSS and direct observations. Parents will also be given the same closed-ended questionnaire at the end of the program to evaluate their satisfaction with the transition services provided to their child. Youth will turn in a journal of their experience and self-awareness of changes in their social skills at the end of the program. Youth will also complete an exit interview in which they will be asked to list five skills they have developed as a result of participating in the program. Students will then be evaluated one month after the completion of the program to determine if they secured employment. A follow-up survey evaluation will be conducted six months after program completion to determine if the youth is still employed.
**Sustainability**

Once grant funding has ended for the project, we are hoping that we will have met our anticipated outcomes and our statistics will be good enough that we can propose this program to the California Department of Education and the California Department of Rehabilitation to continue funding. We will also seek grants from The Office of Special Education Programs who provide grants through the Individuals with Disabilities Education Act. Participants who have successfully completed our program will also have the opportunity to return as mentors for youth entering the next program cohort.
## Budget

<table>
<thead>
<tr>
<th>Proposal Expenses</th>
<th>Total Project Budget</th>
<th>Request to Mitsubishi Electric America Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
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<td></td>
</tr>
<tr>
<td>Program Coordinator @ $4759/mo X.0 (FTE)</td>
<td>57,104  57,104  57,104  171,312</td>
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<td>Direct Service Provider @ $4370/mo X.5 (FTE)</td>
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<td>Administrative Assistant @ $2400/mo X.5 (FTE)</td>
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<td>Behavioral Interventionist @ $2369/mo X.2 (FTE)</td>
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<td>28,428  28,428  28,428  85,284</td>
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<td>Employment Technician @ $2240/mo X.2(FTE)</td>
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<td><strong>Non-Personnel</strong></td>
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<td>Classroom Rental .20@ $800/mo</td>
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<tr>
<td>Computer Lab Rental .10@ $600/mo</td>
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<td>Telephone .50@ $60/mo</td>
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<tr>
<td>Electricity .20@ $200/mo</td>
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<td>Copier .25@ $50/mo</td>
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<tr>
<td>Fax .20@ $50/mo</td>
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<tr>
<td>RT monthly student pass 25@ $50/mo</td>
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<td>Postage</td>
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<tr>
<td>Office Supplies</td>
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<tr>
<td>Instructional Materials</td>
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<td>2,100  2,100  2,100  6,300</td>
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<td>Training</td>
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<tr>
<td>Computer Software</td>
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<tr>
<td><strong>Total</strong></td>
<td>195,562  195,562  195,562  586,686</td>
<td>100,000  100,000  100,000  300,000</td>
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</table>
**Budget Detail**

**Personnel**

Program Coordinator (1.0 FTE): Responsible for developing the format for vocational exploration activities and job seeking skills exercises.

Direct Service Provider (2 @ 0.5 FTE): Responsible for facilitating and implement vocational services and daily living skills training provided to youth in the program.

Administrative Assistant (0.5 FTE): Responsible for providing administrative support to the program.

Behavioral Interventionists (5 @ 0.2 FTE): Responsible for teaching youth social skills training lessons and techniques specific to the youth's area of deficit.

Employment Technicians (5 @ 0.2 FTE): Responsible for assisting youth in determining vocational interests, working with resources in the community, setting up informational interviews, and locating volunteer opportunities.

**Non-Personnel**

Classroom Rental: To facilitate job seeking, social skills, and daily living skills instruction. SCOE will cover 100% of these costs.

Computer Lab Rental: To facilitate online vocational exploration and job seeking. SCOE will cover 100% of these costs.

Monthly Transportation: Regional Transit pass for students to attend program and outreach in the community.
Postage: To facilitate mailing outgoing communication, job applications, and resumes. SCOE will cover 100% of these costs.

Office Supplies: To be used during project. May include, but not limited to pens, paper, ink, markers, notepads, journals, and daily planners. SCOE will cover 100% of these costs.

Instructional Materials: Curriculum for job seeking skills, social skills, and daily living skills during program.

Training: Program staff attendance to employment tools seminar. SCOE will cover 100% of these costs.

Computer Software: To be purchased for administrative and instructional programs. SCOE will cover 100% of these costs.

Conclusion

Youth with emotional disturbances display difficulty in school and are at higher risk of dropping and becoming unemployed. Without increased support services that prepare youth with emotional disturbances for life after high school, there is a greater likelihood that they will continue to have unsuccessful transitions to adulthood.

Successful Transition will provide support services to twenty-five youth with emotional disturbances in three cohorts in Sacramento County for the 2011-2014 school years. A $300,000 grant from the Mitsubishi Electric America Foundation will enable us to reach our goals for developing a program that prepares youth with emotional disturbances for
life after high school, educates youth in job seeking skills, daily living skills, and social
skills for gaining competitive employment, and enhances their overall quality of life.

Organization History and Mission

The mission of Sacramento County Office of Education (SCOE) Special
Education Department is to support the preparation of students by providing
educational, vocational, and support services to individuals with disabilities.

SCOE Special Education Department was created in response to Public Law
94.142. In 1975, Congress passed Public Law 94-142 (Education of All Handicapped
Children Act), now codified as IDEA (Individuals with Disabilities Education Act). In
order to receive federal funds, IDEA requires state public schools to make available to
all eligible children with disabilities a free appropriate public education in the least
restrictive environment appropriate to their individual needs. The state plans must be
consistent with the federal statute, Title 20 United States Code Section 1400 et.seq. (20
USC 1400). IDEA requires public school systems to develop appropriate
Individualized Education Programs (IEP's) for each child. The specific special
education and related services outlined in each IEP reflect the individualized needs of
each student. IDEA also mandates that particular procedures be followed in the
development of the IEP. Each student's IEP must be developed by a team of
knowledgeable persons and must be at least reviewed annually. The team includes the
child's teacher; the parents, subject to certain limited exceptions; the child, if determined
appropriate; an agency representative who is qualified to provide or supervise the
provision of special education; and other individuals at the parents' or agency's discretion.
REFERENCES


*National Longitudinal Transition Study-2, 4*(2). Minneapolis, MN: National Center on Secondary Education and Transition, University of Minnesota, 


