

TRANSITION TO EDUCATION & WORK: CONNECTING FOR LIFE

AN INTERDISCIPLINARY
COMMUNITY EDUCATION
WORKSHOP

FEBRUARY 26, 2016

History of PSE

- Inclusive PSE is a growing movement
- Recognizes the need for continued academic, social, and vocational skill development post-high school
- 269 programs across 48 states
- In the summer of 2008, the **Higher Education Opportunity Act** was approved by US Congress.
 - Allows students with ID/DD to qualify for federal grant aid



The Vision and Purpose for PSE Programming

- *"Being part of campus life, taking classes, joining student organizations, and learning to navigate a world of high expectations leads to the development of skills and confidence needed for successful adulthood."*

- www.thinkcollege.net

Vision and Purpose

A typical college experience

- ❖ Academic and personal skill building
- ❖ Increased independence
- ❖ Self advocacy
- ❖ Self confidence
- ❖ Friendships



Lack of Adult Services

- ❖ Many young adults with I/DD end up graduating high school with nothing to do.
- ❖ Waiting lists for services in many states, including Tennessee, number in the thousands.
- ❖ As a result, young adults with I/DD lose touch with their friends, fail to mature, and lose abilities and motivation.

Adult Services System Problems

- Need for better employment outcomes for people with I/DD necessitates post-secondary training in some form. Only 1/3 of adults with I/DD are employed and less than 10% work full-time
- Segregated services do not teach independence
- Lane v. Kitzhaber: Oregon Class Action Lawsuit
- Advocacy to elimination sub-minimum wage labor
- [National Disability Rights Network Reports](#)
- <http://www.ndrn.org/images/Documents/Resources/Publications/Reports/Segregated-and-Exploited.pdf>
- http://www.ndrn.org/images/Documents/Resources/Publications/Reports/Beyond_Segregated_and_Exploited.pdf



The Facts...

❖ Research shows a correlation between postsecondary education and paid employment for people with disabilities.

❖ "Slightly over half of those who did not seek additional education after high school said they had been employed in the last two years.

By comparison, roughly 9 in 10 of those who graduated from a postsecondary program reported that they had worked outside their home or former school in the same time period."

Mohr, Eric J., and Amy Schelling. "Postsecondary Inclusion for Individuals with an Intellectual Disability and Its Effects on Employment." *Journal of Intellectual Disabilities* (January 7, 2015). Web.

Tennessee PSE Programs

Vanderbilt University

Next Steps, founded 2009

UT Knoxville

FUTURE, founded 2011

University of Memphis

Tiger Life, founded 2013

Lipscomb University

IDEAL, founded 2013

Union University

Edge Program, founded 2015



Research Based Best Practices

- Peer Supports
- Unstructured Time
- Opportunities for Independence
- Real Work Experiences
- High Expectations
- New Opportunities for Learning
- Education for Parents Too

What do Students Get out of College?

<i>Academic Skills</i>	<i>Career/Life Skills</i>
<ul style="list-style-type: none"> ❖ Critical thinking ❖ Communication Skills ❖ Writing Skills ❖ Organizational Skills ❖ Computer skills ❖ Note taking ❖ Study/Work habits 	<ul style="list-style-type: none"> ❖ Teamwork ❖ Independence ❖ Self-Awareness ❖ Creative thinking ❖ Punctuality ❖ Time management ❖ Social Skills ❖ Personal Integrity

Job Skills vs. 21st Century Skills

- ❖ Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- ❖ Research skills and practices, interrogative questioning
- ❖ Creativity, artistry, curiosity, imagination, innovation, personal expression
- ❖ Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- ❖ Oral and written communication, public speaking and presenting, listening
- ❖ Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- ❖ Information and communication technology (ITC) literacy, media and internet literacy, data interpretation and analysis, computer programming
- ❖ Civic, ethical, and social-justice literacy
- ❖ Economic and financial literacy, entrepreneurialism
- ❖ Global awareness, multicultural literacy, humanitarianism
- ❖ Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

Hidden curriculum [2014, August 26] In S. Abbott [Ed.], The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>

Program Outcomes

- ❖ Employment or Increased Employability
- ❖ Self-Determination & Self-Confidence
- ❖ New Skills (work and independent living)
- ❖ Social and Emotional Growth
- ❖ Social and Professional Connections

Characteristics of PSE-I/DD Students

- ❖ Diverse abilities
- ❖ Generally highly motivated
- ❖ Have a goal of being more independent or living independently and working full time
- ❖ Tend to be slightly older than the typical undergraduate
- ❖ Have problems with Executive Functioning (organizing, time-management, planning, synthesizing information)
- ❖ Would not be admitted to or be successful in a traditional college program.



PSE Eligibility

- ❖ **Age**
 - ❖ 18-26 or 29
- ❖ **Diploma**
 - ❖ Graduated HS with Special Education Diploma, Occupational Diploma or Regular Diploma and an IEP or specialized supports
- ❖ **Application**
 - ❖ Includes: letters of recommendation; high school transcript; personal support inventory; IEP
- ❖ **Psycho-educational Evaluation** within 3 years
- ❖ **Personal Statement**

Admission and Eligibility Requirements

- ❖ To be eligible for admission students, must have a cognitive impairment, characterized by significant limitations in: (i) intellectual and cognitive functioning; and (ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and be currently, or formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act.
- ❖ Can students with autism or an autism spectrum disorder enroll in the program?
 - ❖ Yes if they have a significant limitation in cognitive functioning and limitations in adaptive behavior

PSE Admission Process

All PSE programs in Tennessee follow the same general admissions process:

1. Submit an application and corresponding documents
2. Student interview
3. Some include a Parent Interview
4. Trial time on campus



Financial Aid Opportunities

- ❖ **STEP UP Scholarship:** \$3,500/year if enrolled in PSE within 16 months of completing high school
- ❖ **Federal Financial Aid (FAESA):** Federal grants available for eligible CTP program* participants who have demonstrated financial need (up to \$5,815/year)
- ❖ **Program Scholarship Funds:** Awards given per semester to students who demonstrate financial need (as available)
- ❖ **Vocational Rehabilitation:** \$4,800/year pilot Transitional Learning Services funding for current VR clients
- ❖ **Individualized Education Accounts:** ~6,200 goes into effect in 2017
- ❖ **ABLE Accounts**
- ❖ **Social Security Benefits**





FUTURE Program Summary

- ❖ Two to three year course of study.
- ❖ Assists students in planning their transition into adult life
- ❖ Provides individualized career counseling services
- ❖ Promotes personal autonomy and self-determination
- ❖ Provides real world practice: decision making, problem solving, and life planning
- ❖ Experiential work based learning in multiple settings on and off campus
- ❖ Furthers academic, social, and emotional development
- ❖ Increases digital literacy/fluency
- ❖ Graduates are better prepared and more skilled for work
- ❖ Students are specially admitted and audit all classes


