College to Career: Steps You Can Take

Freshman Year	Fall	Spring	Summer	Completed
Understand disability and its impact in a college setting				
Understand responsibilities as a student				
Understand VR's responsibilities				
Understand DRC's responsibilities				
Other agency's responsibilities				
Take a variety of classes to explore interests				
Determine what is a balanced course load				
Identify several possible majors				
Talk to advisors in several majors				
Identify academic strengths and weaknesses				
Identify study strategies				
Develop advocacy skills				
Identify needed time management and organizational tools				
Identify and learn needed assistive technology				
Identify accessibility needs				
Acquiring independence:				
Living away from home				
Socializing with friends				
Explore and get involved in extracurricular activities				
Mangaging personal assistance:				
Available transportation				
Explore New Haven/ learn bus routes				
Make an appointment with Career Services:				
Explore career options				

Take a career interest survey/Discover Program				
Research and join an on campus club				
Volunteer on campus				
Start Resume-keep list of activities,etc.				
Contact VR counselor:				
Assessment of job related skills - summer				
Driving Assessment				
Other needs/concerns				
Summer plans:				
Volunteer				
Take courses				
Summer job				
Other needs/concerns				
Other				

Sophomore Year	Fall	Spring	Summer	Completed
Review freshman sheet to identify items still unexplored				
Zero in on a major:				
Meet with academic advisor				
Get current CPER sheet				
Identify course requirements				
Explore technology needs				
Explore internships/observations/field work				
Other				
Attend Dress for Success workshops				
Identify accommodation needs for major/career				
Continue updating resume-keep list of activities				
Contact VR counselor:				
Schedule periodic meetings include DRC				
Assessment of job related skills				
Transportation issues				
Other needs/concerns				
Explore summer employment				
Other				

Junior Year	Fall	Spring	Summer	Completed
Review sophmore sheet to identify items still unexplored				
Arrange to take or complete internship on or off campus				
Find an on-campus or off-campus job				
Attend career workshops and career fair				
Attend mock/real interviews				
Role play discussing disability-related needs on a job				
Start list of job-related issues				
Accessible location				
Accessible bathroom				
Travel on the job				
Transportation to and from job				
Technology needed				
Job responsibilities				
Personal assistance-eating,toileting,etc				
Set up periodic meetings with VR/DRC				
Review and plan for next transition				
Identify outside agencies or resources you may need				
_ Funding after college-PAs, medical,etc				
other needs				
Other				

Senior Year	Fall	Spring	Summer	Completed
Review junior sheet to identify items still unexplored				
Independence and access issues:				
Accessible housing				
Transportation				
Personal assistance				
Idenitfy or complete internship, co-op or fieldwork				
Attend career fairs				
Complete Your Resume:				
Appointment with Career Center to review				
Print on good paper/good printer				
Work on cover letter				
Send out resumes				
Practice interviewing skills				
Attend on-campus recruitment interviews				
Work with Career Services to set up interviews				
Identify persons to provide letters of reference				
Other				

Semester	
Goal	**Next Steps**

IT TAKES THREE:

PARTNERSHIPS ON A WHOLE NEW LEVEL

PATTI CLAY

DEBORAH FAIRCHILD

IT TAKES THREE

STUDENT SUCCESS IS MORE THAN ACADEMIC

What are employers looking for?

- Teamwork/Collaboration
- Soft Skills
- Professionalism
- Applied Learning (internships)
- Critical Thinking
- Self Starters

White, M.C. (2013, November). The Real Reason New College Grads Can't Get Hired. *Time Magazine. Retrieved from http://business.time.com/2013/11/10/the-real-reason-new-college-grads-cant-get-hired/*

Association of American Colleges and Universities. (2013, April). *It Takes More Than A Major: Employer Priorities for College Learning and Student Success An Online Survey Among Employers. Retrieved from http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf*

MANY STUDENTS WITH DISABILITIES

DO NOT EXPERIENCE THE SAME MILESTONES AS PEERS

- Not held to the same standards
- Not getting job experience
- Not having a social/peer group
- May not intuit life skills
- May be over protected by family, schools
- Not achieving independence
- May not see themselves as capable
- May not see themselves as others see them
- Not participating in sports/school activities

THE BEGINNING

THE SCSU DILEMMA

Southern CT State University (SCSU) noticed that Students with Disabilities were graduating

...but not finding jobs

Focus group

- Findings

Intentional Intervention

- Campus jobs
  - Partnered with Housing and Admissions
- Clubs
  - Outreach Unlimited
    - Campus clubs
- Activities
  - Workshop presenters
  - Special Olympics
  - Stuff a Shuttle

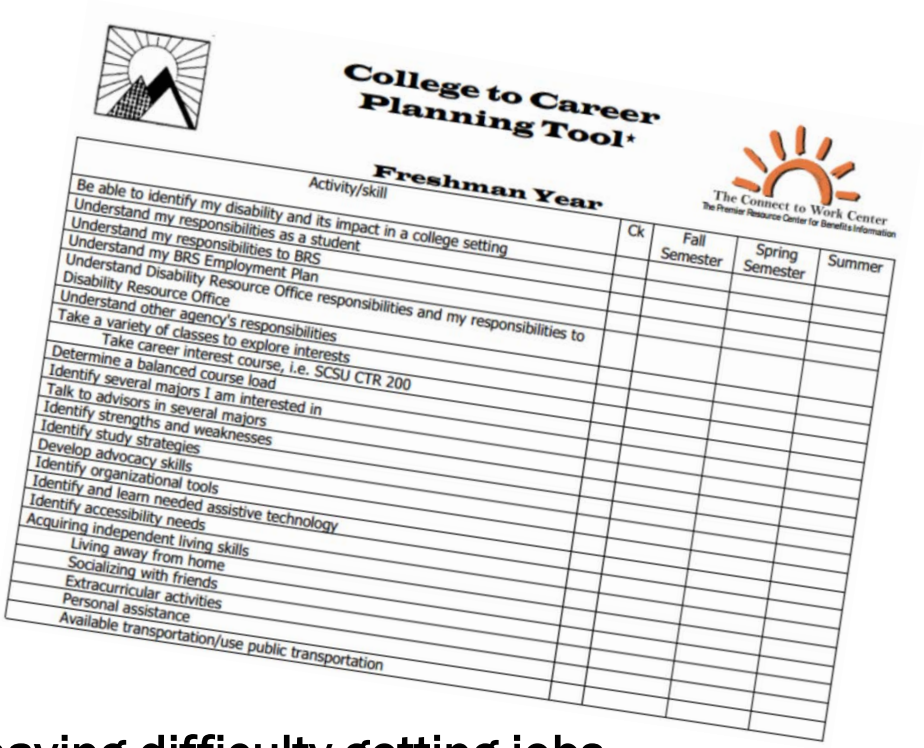
THE BEGINNING

THE SCSU DILEMMA PART 2

College to Career Planning Tool
- Priorities
- Goal setting
- Support System

Living on Campus
- Develop independence
- Learn to manage personal assistants

Campus supports
- Tutoring
- Counseling
- Career Services
- Campus Jobs
- Clubs/ Activities



College to Career Planning Tool*

The Connect to Work Center
The Premier Resource Center for Benefits Information

Freshman Year

Activity/skill	Ck	Fall Semester	Spring Semester	Summer
Be able to identify my disability and its impact in a college setting				
Understand my responsibilities as a student				
Understand my responsibilities to BRS				
Understand my BRS Employment Plan				
Understand Disability Resource Office responsibilities and my responsibilities to Disability Resource Office				
Understand other agency's responsibilities				
Take a variety of classes to explore interests				
Take career interest course, i.e. SCSU CTR 200				
Determine a balanced course load				
Identify several majors I am interested in				
Talk to advisors in several majors				
Identify strengths and weaknesses				
Identify study strategies				
Develop advocacy skills				
Identify organizational tools				
Identify and learn needed assistive technology				
Identify accessibility needs				
Acquiring independent living skills				
Living away from home				
Socializing with friends				
Extracurricular activities				
Personal assistance				
Available transportation/use public transportation				

But students were still having difficulty getting jobs

THE BEGINNING

THE BRS DILEMMA

BRS was also struggling with supporting students who were getting through college, but not becoming employed.

Something was missing…

Why were students getting the education….. but not getting *jobs*?

BRS realized students were ***only*** getting the education.

- Many students with disabilities didn't take advantage of opportunities, on and off campus, to build soft skills and connections to work that translate into employment.

BRS and the DRC learned about the steps that were missing by working together.

AND THE PARTNERSHIP BEGAN…

INTENTIONAL INTERVENTION

AND THE PARTNERSHIP BEGAN…

INTENTIONAL INTERVENTION/LEARNING

It all began with…

Didn't participate in activities on campus

Needed to complete an internship

Difficulty with transportation

Floundering with major

Few independent living skills

Needed to manage personal assistants

PARTNERSHIPS AND BEYOND

FOR PETER – TEAM MEETINGS

SCSU

- Finding a Major
  - Researched and declared a major
  - Explained his degree program to BRS and his family
- Worked with campus housing & professors
- Laid out Peter's responsibilities.
  - He then had to set goals.
    - Homework,
    - Paid internships
    - Met 2x semester to talk to Peter and met with BRS

BRS

- Finding an internship
- Transportation
- Met with Peter and DRC staff regularly
- Supported move on campus
- Supplemented personal assistance funding

Pooled resources and service coordination

PETER'S PARTNERSHIPS

- BRS & DRC joint meetings with Peter
- Academic advisor, DRC, BRS & Peter
- Team Meetings: DRC, BRS, Academic Advisor, parents, housing, career services, internship supervisor, professors
- Supports: clubs, campus jobs and career services

BE CREATIVE!

WHO CAN YOU INVITE TO A STUDENT'S TEAM?

Who can you partner with on your campus ?

Who can you partner with off campus?

SOME OF OUR RELATIONSHIPS…

On Campus

- Registrar
- First Year Experience
- Academic advisement/ advisors
- Career Center
- Dean of student affairs
- University access programs
- Center for Adaptive Technology
- Admissions
- Medical Doctors/Health Services

Off Campus

- Mental health clubhouses
- Connect-ability
- Local employers
- Benefit counselors
- City officials
- Internship sites
- Health providers
- Therapists
- Medicaid

PARTNERSHIP TO THE NEXT LEVEL

OUR MODEL…

PARTNERSHIPS TO THE NEXT LEVEL…

COMPONENTS

Intentional Student Growth Experiences

Individual meeting

Career advisory

Team meeting

Mini workshops

Staff training

Workshop series

Case conferencing

TEAM MEETINGS

Why did we have team meetings?

- Student was providing conflicting information to BRS and SCSU
- Professors and advisers didn't hold the student to the same standard as other students
- BRS staff were unclear about requirements for the student's major
- Student was very passive and didn't self advocate

Who was on this team?

- Student
- BRS Counselor & Consultant
- DRC Counselor
- Father
- Assistive Technology Consultant
- Professors
- Advisers
- Psychologists
- Medical Doctors
- Career Services
- Student Teaching High School Personnel

TEAM MEETING CASE STUDY

ASHLEY

Functional limitation

- Chronic health issues
- Executive functioning disorder
- Poor hygiene
- Mobility impairment

Situational information

- Roommate issues
- Poor grades
- No control over bladder
- Family sabotage student's independence
- Poor organizational skills

TEAM MEETING CASE STUDY

ASHLEY

Team meetings addressed the following:

- Worked with the doctor to get a better understanding of her Bowel & Bladder needs & a Px for additional medical supplies delivered to her dorm room.
- Developed better Independent living skills in partnership with housing.
- Researched majors that were more appropriate than education
- Invited the chair of the social work dept. and rec & leisure to discuss major.
- Long term planning for internship
- Got her involved with campus clubs and activities
- Attended workshops

TEAM MEETING CASE STUDY

ASHLEY

Outcome:

- Improved hygiene, tools to organize self, ability to manage PAS and Chronic health.
- Graduated and part time employed in her field with the hope of it going full time later this summer.

CASE CONFERENCING

What's the purpose of case conferencing?

Dual purpose

- Benefits the individual with many minds coming together to brainstorm/develop solutions
- Benefits both staff from both organizations by providing information they can generalize to other students

Who is part of case conferencing?

- BRS:
- AT consultant
- Benefits consultant
- Independent Living consultant
- Ticket to Work consultant
- Personal Assistance & Transition Consultant
- Counselors
- Supervisor
- Director
- DRC:
- DRC Staff
- AT staff
- Career Counselors

CASE CONFERENCING

RACHEL

Functional limitation

- Difficulty with expressive language
- Poor self image
- No self confidence
- Limited mobility issues

Situational information

- Family dynamics
- Risky behaviors
- Poor learning strategies
- transportation

CASE CONFERENCING

RACHEL

Case conferencing addressed:

- Additional assessments to confirm disability information and develop more supports
- Counseling
- PASS program SSA
- Assistive Technology evaluation and training
- Supported workshop attendance

CASE CONFERENCING

RACHEL

Outcome:

- Graduated with a social work degree and working part time and a new mother
- Lives independently
- Uses public transportation
- Self sufficient
- Able to do process recordings for major during internship
- Improved self image through understanding newly diagnosed Learning Disability

YEARLY TRAININGS:

FOR BOTH SCSU & BRS

SCSU for BRS

1. SCSU's Disability Resource Center (DRC) services/supports
2. College to Career Plan
3. College Expectations
4. How SCSU degree evaluation works
5. Internship opportunities
6. Career Center services

BRS for SCSU

1. BRS eligibility
2. Services
3. Assistive technology
4. Work expectations
5. Connect-Ability
6. Social Security benefits

INTENTIONAL STUDENT GROWTH/EXPERIENCES

...BERNARDO.

DRC began to develop opportunities for students

- Panels for Prospective Students, Parents,
- Professionals
- Transition Night
- Stuff a Shuttle
- Campus Club/Outreach Unlimited
- Talks at High Schools
- Mentoring in Community
- Encouraging students to do on campus jobs,
- Summer Employment, Internships

1 HOUR MINI WORKSHOPS

...SAM/JASON

Some times issues came up for a small group students

DRC and BRS staff worked with students to develop mini-workshops

- Students help to organize and run
- Tailored to certain students
- Small group, more social
- Peer supports
- Friendships

CAREER ADVISORY COMMITTEE MEMBERSHIP

We brought together a broader group of partners to focus on employment.

- Student
- DRC
- BRS
- BESB (agency for individuals who are blind)
- DMHAS (agency for individuals who have mental health diagnoses

- Admissions
- Career Services
- Center for Adaptive Technology
- Employers
- City Officials
- VISTA
- Student Affairs Staff
- CT Business Leadership Network

WORKSHOP SERIES:

A DEGREE IS NOT ENOUGH: PUTTING THE PIECES TOGETHER

Developed a series of workshops based on student need as determined in case conferencing and individual meetings

- Originally developed to address specific needs
- Expanded into a series that students could access over a four-year period
- Workshops were modified as the profile of student needs changed

Some of these workshops topics include:

- Travel
- Assistive Technology
- Financial Literacy
- Job Skills Bingo
- Soft Skills
- Career Fair Prep
- Social Media
- Student Employment

A DEGREE IS NOT ENOUGH:

WHY TRAVEL

The Workshop:

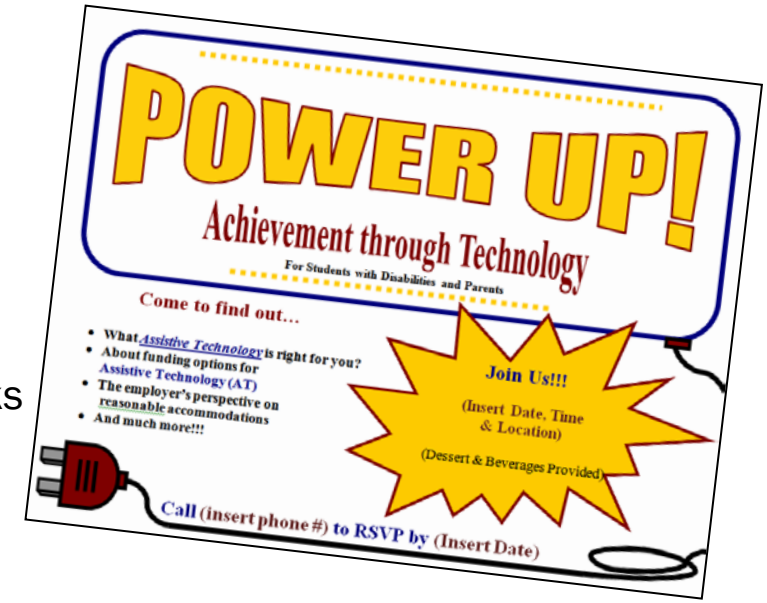
- 4 groups,
  - Group 1: Seniors: going to a conference @ Disneyworld
  - Group 2: Internship @DC
  - Group 3: Workshop @Boston
  - Group 4: Freshman: Restaurant downtown
- Students had to plan trip.
  - Travel
  - Hotel
  - Social event
  - Restaurant
- Monkey wrench

A DEGREE IS NOT ENOUGH:

ASSISTIVE TECHNOLOGY

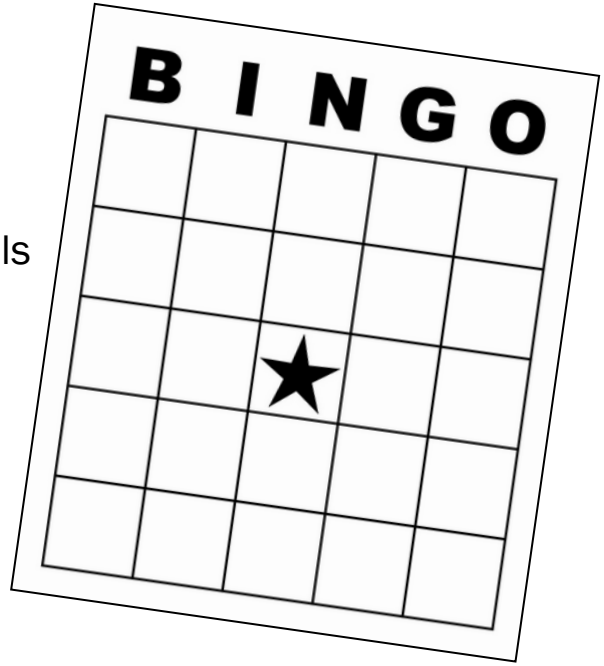
The Workshop:

- Presented by Tech Act director, housed at BRS
- Center for Adaptive Technology Director
  - Partnership for computers and software
  - AT Loan program to high schools
  - Tech Conference*
- Students and professionals shared tips and tricks when it came to technology.
  - Study strategies
  - Apps



A DEGREE IS NOT ENOUGH:

...JOB SKILLS BINGO

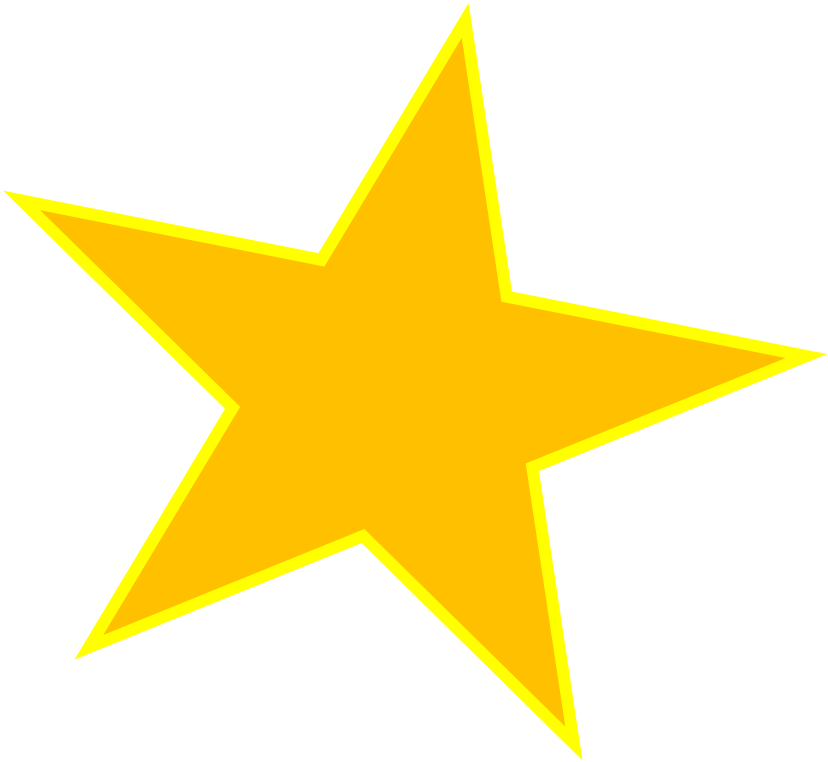


The Workshop:

- Bingo board filled with campus supports and job skills
  - When something was called, they had to cover it, if it was something they had done.
  - Whatever wasn't covered, was listed in a personal passport, where they had to create goals in order to complete these squares.

REFLECTIONS ON OUR PARTNERSHIP

- Better supports for students
- More resources for BRS/ DRC staff
- Cost effective
- Energizing
  - Student engagement
  - Staff engagement & excitement
  - Student growth
  - Faculty and staff growth
- Better outcome for students



Questions?

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