

Supported Education Programs: Demonstrated Positive Outcomes

There are a number of models and approaches to consider when implementing supported education programs. It is important to partner with persons in recovery to identify their individualized educational interests, needs and potential supports. Creating a partnership will yield greater levels of success and achievement of educational goals. Below are positive outcomes from a variety of supported education program models.

College Link Program: Supported Education Initiative in London¹

- Increased self-esteem, confidence & motivation
- Enhanced relationships & social skills
- Improved cognitive abilities & concentration
- Increased knowledge, particularly in software applications and information technology
- Development of life skills, such as how to manage potentially stressful situations in effective ways
- Greater sense of independence
- Dramatically reduced hospital admissions
- Gains maintained: 94% of participants were engaged in either continuing education, volunteer work or employment one-two years post study

Postsecondary Supported Education Programs in MA, CA and CT²

- Students completed 90% of college coursework that they registered for
- Students earned an average grade point of 3.14
- Over 50% of students who completed their degree or a certificate program were employed
- 71% of students reported being able to perform their job better because of education
- 50% of students reported that their job fit their educational level
- Some students pursued a more advanced level of education
- Supported education for people with mental health needs produce positive outcomes

Michigan Supported Education Program (MSEP) in Metropolitan Detroit³

- Experienced a greater quality of life
- Felt a new ability to work toward achieving career goals
- With the attainment of new goals once only hoped for, many now expressed a desire to provide hope to others
- Discovered deeper meaning in life
- Felt greater sense of belonging
- Benefited from the socialization aspect
- Greater sense of personal and collective empowerment
- Increased knowledge and empowerment led to greater interest in the advocacy process
- Expanded educational & vocational enrollment

¹Isenwater, W., Lanham, W., & Thornhill, H. (2002). The College Link Program: evaluation of a supported education initiative in Great Britain. *Psychiatric Rehabilitation Journal*, 26, (1), 43-50.

²Unger, K. V., Pardee, R., & Shafer, M. S. (2000). Outcomes of postsecondary supported education programs for people with psychiatric disabilities. *Journal of Vocational Rehabilitation*, 14, 195-199.

³Bellamy, C. D. & Mowbray, C. T. (1998). Supported education as an empowerment intervention for people with mental illness. *Journal of Community Psychology*, 26, (5), 401-413.

