



THE UNIVERSITY OF KANSAS SUPPORTED EDUCATION FIDELITY SCALE 3.0

Manthey, T., Coffman, M., Goscha, R., Bond, G., Mabry, A., Carlson, L., Davis, J., & Rapp, C. (2012). The University of Kansas Supported Education Fidelity Scale, The Office of Mental Health Research and Training, The University of Kansas School of Social Welfare.

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<u>Staffing and Organizational Factors</u>	1	2	3	4	5
<p>1. Provides All Phases: The person providing supported education services provides all phases of the supported education process (referral, engagement, assessment, enrollment support, and ongoing educational support).</p>	SEd Worker provides only one phase of education services	SEd Worker provides two phases of education services	SEd Worker provides three phases of education services	SEd Worker provides four phases of education services	SEd Worker provides all five phase of education services
<p>2A. Integration with Mental Health Treatment: The Supported Education team is integrated with mental health treatment as illustrated by: (1) attending at least one case-management team meeting per month, (2) attending all CM team meetings quarterly, and (3) having at least three client-related contacts per week with CM's.</p>	SEd staff meet one or zero inclusion criterion		SEd staff meet two out of three inclusion criteria		SEd staff meet all three inclusion criteria
<p>2B. Integration with Mental Health Treatment: The Supported Education team is integrated with mental health treatment as illustrated by: (1) attempting to recruit new clients at CM team meetings, and (2) coordinating services at CM team meetings 3) During individual CM contact, inquiring about possible new referrals from case managers' caseloads.</p>	SEd staff meet one or zero inclusion criterion		SEd staff meet two out of three inclusion criteria		SEd staff meet all three inclusion criteria
<p>3. Educational Outcomes: The Supported Education team: (1) tracks outcomes including: (a) % in education (b) % completed (c) GPA (d) withdrawals/terminations, (e) # of credits, and (f) type of degree program. (2) the outcomes tracked and shared on a semi-annual basis at a minimum (3) the outcomes tracked are shared with stakeholders (including clients and community members) (4) the outcomes tracked are shared with staff (5) the outcomes tracked include both individual and aggregate data.</p>	Meet one out of five outcome related elements	Meet two out of five outcome related elements	Meet three out of five outcome related elements	Meet four out of five outcome related elements	Meet all five outcome related elements

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<p>4A. Caseload Size: Supported Education workers have a total caseload of 25 or less for an integrated model (combined supported employment and supported education caseload).</p> <p>-OR-</p>	Integrated caseloads are 81 or greater	Integrated caseloads are between 61-80	Integrated caseloads are between 41-60	Integrated caseloads are between 26-40	Integrated caseloads are at or less than 25
<p>4B. Caseload Size: For the freestanding (nonintegrated) model: Supported Education workers have a total caseload of 35 or less.</p>	Nonintegrated caseloads are 91 or greater	Nonintegrated caseloads are between 71-90	Nonintegrated caseloads are between 51-70	Nonintegrated caseloads are between 36-50	Nonintegrated caseloads are at or less than 35
<p>5. Supervisor's Duties: Supported Education supervisor ensures program objectives are met by: (1) Providing weekly supervision, (2) communicating with mental health service supervisors quarterly to resolve programmatic issues and to encourage referrals to the SEd program, (3) provides field mentoring every quarter, (4) provides individualized feedback regarding outcomes, and (5) helps develop new strategies and ideas to help clients achieve their educational goals.</p>	One out of five elements are present	Two out of five elements are present	Three out of five elements are present	Four out of five elements are present	Five out of five elements are present
<p>6. Range of Services: The Supported Education program offers services individualized for the specific educational needs of each consumer meant to further career development (e.g. GED/HS diploma, post-secondary education, vocational school, English as a Second Language, basic educational skills, online programs, apprenticeships, etc).</p>	Team offers support for only one or two educational activities		Team offers assistance for some activities but not a full range		Team offers a full range of support for educational activities (there is no evidence the team excludes any type of educational pursuit)

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<u>Referral and Engagement</u>	1	2	3	4	5
<p>7. Screening: Consumers are not screened out of Supported Education Services based on formal or informal educational or non-educational eligibility requirements such as literacy, substance use, language barriers, symptoms, perceived readiness, motivation, age, hygiene, medication compliance, etc</p>	<p>There is evidence that formal or informal screening regularly occurs or has occurred more than two times.</p>		<p>There is evidence that informal or formal screening has occurred one or two times.</p>		<p>There is no evidence of informal or formal eligibility requirements. All consumers are eligible & actively encouraged to participate in the program.</p>
<p>8. Engaging Communication With All Clients: Case-managers and supported education workers regularly and frequently talk with all CSS clients about education as an option (e.g. ask clients if they ever thought about it, convey education as a possibility, discuss pro’s and con’s, ask clients about their past experience with education, discuss connections between employment and educational goals, and discuss what their future educational goals might be if they were to pursue it)*</p>	<p>No structured mechanized and evidence of conversation beyond the SEd referral</p>		<p>There is no structured mechanism in place but there is evidence that conversation (s) took place.</p>		<p>There is a structured mechanism used that ensures conversations take place about education.</p>
<p>9. SEd Program Awareness: Individuals who receive agency services are aware of the educational services provided as evidenced by displays of SEd program materials (posters, brochures, flyers) that are highly visible and are present in multiple locations that consumers frequent.</p>	<p>Materials have not been developed</p>	<p>Materials are developed but are not displayed or distributed</p>		<p>Materials are displayed in one location</p>	<p>Materials are displayed at multiple locations that are easily accessible</p>
<p>10A. Services Begin Quickly: Individuals seeking supported education services receive their first contact by the supported education team within one week of referral.</p>	<p><45% of cases have a visit the first week.</p>	<p>45-59% have a visit the first week.</p>	<p>60-74% of cases have a visit the first week.</p>	<p>75-89% of cases have a visit the first week.</p>	<p>90% or more of cases have a visit the first week.</p>
<p>10B. Services Begin Quickly: Individuals seeking supported education services have one concrete educational activity completed within one month of referral.</p>	<p><45% of cases have completed a concrete educational activity within 30 days of referral</p>	<p>45-59% have completed a concrete educational activity within 30 days of referral</p>	<p>60-74% of cases have completed a concrete educational activity within 30 days of referral</p>	<p>75-89% of cases have completed a concrete educational activity within 30 days of referral</p>	<p>90% or more of cases have completed a concrete educational activity within 30 days of referral</p>

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<p>11. Assertive engagement and outreach: (phone, mail, email, community visits) occurs with new referrals or when a participant stops participating in SEd services until the individual acknowledges they do not want to continue SEd services or re-engage. The following elements should be in place: 1) a systematic means of tracking outreach efforts 2) SEd workers make a minimum of five outreach attempts within one month 3) Has contacted the primary treatment team about the non-engagement.</p>	<p>1 or 0 elements are present</p>		<p>2 out of 3 elements are present</p>		<p>3 out of 3 elements are present</p>
<p>Assessment and Goal Planning</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>12. Written Assessment: Educational Support Workers assess participants' (1) educational interests, (2) talents, skills, environmental supports, resources (3) preferences, (4) academic history, (5) future academic aspirations, (6) barriers to education, and (7) accommodations/support needs and documents their assessment using an educational assessment tool. The educational assessment is updated quarterly with new information based on changes in the participants' life situation.</p>	<p>Three or less domains are documented and/or documentation is not updated regularly</p>	<p>Four domains are regularly assessed.</p>	<p>Five domains are regularly assessed.</p>	<p>Six domains are regularly assessed.</p>	<p>Seven domains are regularly assessed.</p>
<p>13. Disclosure: Educational support workers assist participants in making an informed decision regarding disclosure to school staff, faculty and students. An informed decision includes the following: (1) disclosure is not required (2) offer to discuss pro's and con's including how the decision influences access to accommodations (3) discuss what/how information may be appropriately disclosed including examples (4) workers discuss disclosure and revisit it at least quarterly.</p>	<p>None of the domains are present</p>	<p>One of the domains are present in either charts or consumer comments</p>	<p>Two of the domains are present in either charts or consumer comments</p>	<p>Three of the domains are present in either charts or consumer comments</p>	<p>Four domains are present in both (1) charts and (2) consumer interview comments</p>
<p>14. Educational Goal Planning: Educational Support Workers provide individualized educational goal planning that is updated quarterly and meet these criteria: (1) consumer preferences; (2) includes long-term goal(s), (3) short-term action steps, (4) date(s) for completion, and (5) responsibilities.</p>	<p>Zero or one criterion is/are updated quarterly.</p>	<p>Only two criteria are updated quarterly.</p>	<p>Only three criteria are updated quarterly.</p>	<p>Only four criteria are updated quarterly.</p>	<p>All five criteria are updated quarterly.</p>

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Enrollment/Ongoing Support	1	2	3	4	5
<p>15. Essential Enrollment/Ongoing Supports: At a minimum, the following services are provided for individuals beginning enrollment or continuing enrollment at an educational institution. 1) application for admission 2) financial aid 3) books and supplies 4) transportation 5) class scheduling</p>	<p>Services are provided to 59% or fewer of participants</p>	<p>Services are provided to 60% - 69% of participants</p>	<p>Services are provided to 70% - 79% of participants</p>	<p>Services are provided to 80% - 99% of participants</p>	<p>Services are provided to 100% of participants</p>
<p>16. Supplemental Enrollment/ Ongoing Supports: At a minimum, the following services are provided for individuals beginning enrollment or continuing enrollment at an educational institution. 1) familiarization with educational institution 2) introduction to campus resources and personnel 3) tutoring 4) accommodations 5) peer support</p>	<p>Services are provided to 59% or fewer of participants with identified need</p>	<p>Services are provided to 60% - 69% of participants with identified need</p>	<p>Services are provided to 70% - 79% of participants with identified need</p>	<p>Services are provided to 80% - 99% of participants with identified need</p>	<p>Services are provided to 100% of participants with identified need</p>
<p>17. Ongoing Supports: Ongoing essential and supplemental supports are provided at least monthly to each SEd client. After preparing clients to attend an academic program (e.g. application for admission, financial aid, course schedule) it is part of the SEd staffs' job to follow the progress of each SEd client to provide support, encouragement and to address needs in advance (e.g. tutoring, accommodations).</p>	<p>Assistance is provided monthly to <= 29% of program participants.</p>	<p>Assistance is provided monthly to 30-49% of program participants.</p>	<p>Assistance is provided monthly to 50- 69% of program participants..</p>	<p>Assistance is provided monthly to 70-89% of program participants.</p>	<p>Assistance is provided monthly to 90-100% of program participants.</p>
<p>18. Financial Assistance: Educational support workers provide assistance in securing financial aid/assistance (i.e. scholarships, grants, VR access etc.) during enrollment and throughout educational tenure. The assistance is comprehensive and should cover the following elements: 1) gathering relevant financial/academic information (e.g. bank records, income tax returns, past academic records), 2) resolving past educational loan defaults, 3) exploration of grant/scholarship opportunities 4) exploration of funding opportunities (e.g. special programs, VR, etc) and 5) their potential ramifications.</p>	<p>Only 1 out of 5 financial aid types of assistance are delivered.</p>	<p>2 out of 5 financial aid types of assistance are delivered.</p>	<p>3 out of 5 financial aid types of assistance are delivered.</p>	<p>4 out of 5 financial aid types of assistance are delivered.</p>	<p>5 out of 5 financial aid types of assistance are delivered.</p>

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<p>19. Liaison Services: If disclosure occurs and is based on client identified need and preference, the supported education worker(s) serve as a proactive liaison to educational programs in order to address participant and programmatic issues. Collaboration and communication with relevant campus personnel occurs on a consistent and regular basis.*</p>	<p>Assistance is provided to <= 29% of program participants.</p>	<p>Assistance is provided to 30-49% of program participants.</p>	<p>Assistance is provided to 50- 69% of program participants.</p>	<p>Assistance is provided to 70-89% of program participants.</p>	<p>Assistance is provided to 90-100% of program participants.</p>
<p>20. Individualization: Educational Support Workers provide support that is individualized by participant’s preferences and needs.*</p>	<p>Assistance is provided to <= 29% of program participants.</p>	<p>Assistance is provided to 30-49% of program participants.</p>	<p>Assistance is provided to 50- 69% of program participants.</p>	<p>Assistance is provided to 70-89% of program participants.</p>	<p>Assistance is provided to 90-100% of program participants</p>
<p>21. Mobile/immediate supports: are available when the student requires it. A supported educational worker is able to respond when a participant needs immediate support (travel to educational institution).</p>	<p>Assistance is provided to <= 29% of program participants.</p>	<p>Assistance is provided to 30-49% of program participants.</p>	<p>Assistance is provided to 50- 69% of program participants.</p>	<p>Assistance is provided to 70-89% of program participants</p>	<p>Assistance is provided to 90-100% of program participants.</p>