SUPPORTED EMPLOYMENT/SUPPORTED EDUCATION FIDELITY SCALE
for young adults with mental health challenges[1]

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
Staffing			
1. Caseload Size :SE/SEd have individual caseloads comprised of young people interested in both education and employment services. The maximum caseload for any SE/SEd specialist is 20 young people. a. # of young people working on employment: _____ b. # of young people working on education: _____ c. # of young people working on both (including those who fluctuate in their goals): _____		Ratio of young people per SE/SEd specialist is: 1 = 41 or more 2= 31-40 3= 26-30 4= 21-25 5= 20 or fewer	
2.Education/Employment services staff: SE/SEd specialists provide only employment and education services		SE/SEd specialists provide SE/SEd services: 1= less than 60% of the time 2= 60-74% of the time 3= 75-89% of the time 4= 90-95% of the time 5= 96% or more of the time	
3.Education/Employment services staff: SE/SEd specialists spend time providing employment and education services relative to the % of their caseload working on that goal d. Calculate % of caseload with employment goal: (a+c)/total caseload e. Calculate % of time devoted to employment		1=If (e-d) is greater than 39% 2= If (e-d) is equal to 30-39% 3= If (e-d) is equal to 20-29% 4= If (e-d) is equal to 10-19% 5= If (e-d) is less than 10%	
4.Vocational generalists: Each employment specialist carries out all phases of employment service, including intake, engagement, assessment, job placement, job coaching, and follow-along supports before step down to less intensive employment support from another MH practitioner.	4. Education generalists: Each education specialist carries on all phases of education services, inclu[i]ding intake, engagement, assessment, placement in educational settings, achievement of educational goals, and follow-along supports before step down to less intensive education support from another MH practitioner. Education support does not include extensive training or	The SE/SEd specialist: 1= provides vocational referral services to vendors and other programs 2= maintains caseload but refers young people to other programs for vocational services 3= provides one to four phases of the employment services 4= provides five phases of employment service but not the entire service 5= carries out all six phases of employment service (e.g. program intake, engagement, assessment, job development/job placement, job coaching, and follow-along supports).	The SE/SEd specialist: 1 = S provides educational referral services to vendors and other programs 2= maintains caseload but refers young people to other programs for educational services 3= provides one to four phases of the education services 4= provides five phases of education service but not the entire service 5= carries out all six phases of the education service (e.g. program intake, engagement, assessment, development of relationship with educational services, linkage to educational services, follow along supports)

[1] Recommended citation: Frounfelker, R.; Bond, G.; Fraser, V.; Fagan, M.; & Clark, H. (2014) *Supported Employment/Supported Education Fidelity Scale for young adults with mental health challenges.* Shrewsbury MA: University of Massachusetts Medical School, Systems and Psychosocial Advances Research Center, Transitions RTC.

The contents of this tip sheet were developed with funding from the US Department of Education, National Institute on Disability and Rehabilitation Research, and the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (NIDRR grant H133B090018). Additional funding provided by UMass Medical School's Commonwealth Medicine division. The content of this tip sheet does not necessarily reflect the views of the funding agencies and you should not assume endorsement by the Federal Government.

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
	tutoring being provided directly by the education specialist		
5. Peer mentors: Peer mentors work with young people individually and in groups to provide support throughout all phases of the SE/SEd service. Peer mentors participate in panel presentations on education and employment options for young people.		1= None or one is present 2= N/A 3= Two are present 4= N/A 5= Three are present Peer mentors: • Provide individual supports to young people • Provide group supports to young people • Participate in panel presentations on education and employment	
Organization			
1. Integration of rehabilitation with mental health treatment thru frequent team member contact: SE/SEd specialists actively participate in case consultation meetings with direct service staff (not replaced by administrative meetings) that discuss individual young people and their employment/education goals with shared decision-making. SE/SEd's office is in close proximity to (or shared with) mental health treatment providers. Documentation of mental health treatment and SE/SEd services are integrated in a single chart. SE/SEd specialists help mental health treatment staff think about employment and education for people who haven't yet been referred to SE/SEd services		1=One or none is present 2=Two are present 3=Three are present 4=Four are present 5=Five are present Five key components: • SE/SEd attend case consultation meetings with staff at least twice a month • SE/SEd participates actively in case consultation meetings with shared decision-making • SE/SEd services documentation (i.e. assessments, plans, progress notes) is integrated into young person's mental health treatment record • SE/SEd specialist's office is in close proximity to (or shared with) mental health treatment providers • SE/SEd specialists helps mental health staff think about employment and education for people who haven't yet been referred to SE/SEd services	
2. Collaboration between SE specialists and vocational rehabilitation counselors: The SE/SEd specialists and VR counselors have frequent contact for the purpose of discussing shared young people and identifying potential referrals.		ES and VR counselors have contact to discuss shared young people and referrals: 1= less than quarterly OR ES and VR counselors do not communicate 2= at least quarterly 3= monthly 4= scheduled, face to face meetings at least quarterly, OR have contact weekly 5= scheduled, face to face meetings at least monthly and have contacts weekly	
3. SE/SEd Unit: At least 2 full-time SE/SEd specialists and a team leader comprise the SE/SEd unit. They have weekly young person-based supervision following the SE/SEd model in which strategies are identified and job leads and education service leads are shared. They provide coverage for each other's caseload when needed.		1=SE/SEd specialists are not part of a unit 2=SE/SEd specialists have the same supervisor but do not meet as a group. They do not provide back-up services for each other's caseload. 3=SE/SEd specialists have the same supervisor and discuss young people between each other on a weekly basis. They provide back-up services for each other's caseloads as needed. OR, If a program is in a rural area where SE/SEd specialists are geographically separate with one SE/SEd specialist at each site, the SE/SEd specialists meet 2-3 times monthly with their supervisor by teleconference.	

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
		4=At least 2 SE/SEd specialists and a team leader form a unit with 2-3 regularly scheduled meetings per month for young person-based group supervision in which strategies are identified and job/educational leads are shared and discuss young people between each other. They provide coverage for each other's caseloads when needed. <u>OR,</u> If a program is in a rural area where SE/SEd are geographically separate with one sE/SEd specialist at each site, the SE/SEd specialists meet 2-3 times per month with their supervisor in person or by teleconference and mental health practitioners are available to help the SE/SEd specialist with activities such as taking someone to work or picking up job applications 5=At least 2 full time SE/SEd specialists and a team leader form a unit with weekly young person-based group supervision based on the SE and SEd model in which strategies are identified and job leads and educational leads are shared. They provide coverage for each other's caseloads when needed.	
<u>4. Role of SE/SEd supervisor</u>: SE/SEd unit is led by a SE/SEd team leader. SE/SEd skills are developed and improved through outcome-based supervision.		1=One or none is present 2=Two are present 3=Three are present 4=Four are present 5=Five are present <u>Five key roles of the supervisor related to employment and education:</u> • One full-time equivalent (FTE) supervisor is responsible for no more than 10 SE/SEd specialists. The supervisor does not have other supervisory responsibilities (Program leaders supervising fewer than 10 SE/SEd specialists may spend a percentage of a time on other supervisory activities on a prorated basis. For example, a supervisor responsible for 4 SE/SEd specialists maybe devoted to SE/SEd supervision half time) • Conduct weekly supervision designed to review young person situation and identify new strategies and ideas to help young people in their work and education • Communicate with mental health services supervisors quarterly to ensure that services are integrated, to problem solve programmatic issues (such as referral process, or transfer of follow-along to mental health workers) and to be a champion for the value of work. • Accompany SE/SEd specialists, who are new or having difficulty with SE/SEd skills, in the field monthly to improve skills by observing, modeling, and giving feedback on skills, e.g., meeting employers for job development • Reviewer current young person employment and education outcomes with SE/SEd specialists and sets goals to improve program performance at least quarterly	
<u>5. Zero exclusion criteria:</u> No more than 5% of young people interested in employment are excluded from services based on readiness factors, substance abuse, symptoms, history of violent behavior, cognition impairments, treatment non-adherence, and personal presentation. These apply to SE services too. SE specialists offer to help with another job when one has ended, regardless of the	5. <u>Zero exclusion criteria:</u> No more than 5% of young people interested in education are excluded from services based on educational readiness factors, substance abuse, symptoms, history of violent behavior, cognition impairments, treatment non-adherence, and personal presentation. These apply to SEd services too. SEd specialists offer to help with another educational goal when one has ended or been	1=There is a formal policy to exclude young people due to lack of job readiness (e.g., substance abuse, history of violence, low level of functioning, etc.) by employment staff, case managers, or other practitioners 2=Roughly 20% of young people are unable to access supported employment services due to perceived lack of job readiness 3=Roughly 15% of young people are unable to access supported employment services due to perceived lack of job readiness 4=Roughly 10% of young people are excluded from supported employment services. Referrals are not solicited by a wide variety of sources. Employment specialists offer to help with another job when one has ended, regardless of the reasons that the job ended or number of jobs held.	1=There is a formal policy to exclude young people due to lack of education readiness (e.g., substance abuse, history of violence, low level of functioning, etc.) by education staff, case managers, or other practitioners 2=Roughly 20% of young people are unable to access supported education services due to perceived lack of education readiness 3=Roughly 15% of young people are unable to access supported education services due to perceived lack of education readiness 4=Roughly 10% of young people are excluded from supported education services. Referrals are not solicited by a wide variety of sources. Education specialists offer to help with another educational opportunity when one has ended, regardless of the reasons that the opportunity ended.

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
reason for the ending. If VR has screening criteria, the mental health agency does not use them to exclude anybody. Young people are not screened out formally or informally.	completed, regardless of the reason for the ending. Young people are not screened out formally or informally.	5=No more than 5% of young people are excluded from supported employment services. Mental health practitioners encourage young people to consider employment, and referrals for supported employment are solicited by many sources. Employment specialists offer to help with another job when one has ended, regardless of the reason that the job ended or number of jobs held.	5=No more than 5% of young people are excluded from supported education services. Mental health practitioners encourage young people to consider education, and referrals for supported education are solicited by many sources. Education specialists offer to help with another educational opportunity when one has ended, regardless of the reason that the opportunities ended.
6.Agency focus on employment: Agency promotes employment through multiple strategies. Agency intake includes questions about interest in employment. Agency displays written posters (e.g., brochures, bulletin boards, posters) about employment and SE services. Agency supports ways for young people to share work stories with other young people and staff. Agency measures rate of employment outcomes and goal achievement, as well as progress working towards these goals, and shares this information with agency leadership and staff.	6. Agency focus on education: Agency promotes education through multiple strategies. Agency intake includes questions about interest in education. Agency displays written posters (e.g., brochures, bulletin boards, posters) about education and SEd services. Agency supports ways for young people to share education stories with other young people and staff. Agency measures rate of educational outcomes and goal achievement, as well as progress working towards these goals, and shares this information with agency leadership and staff.	1=One or none is present 2=Two are present 3=Three are present 4=Four are present 5=Five are present Agency promotes competitive work and internships through multiple strategies: • Agency intake includes questions about interest in employment • Agency includes questions about interest in employment on all annual (or semi-annual) assessments or treatment plan reviews • Agency displays written postings (e.g., brochures, bulletin boards, posters) about working and SE services, in lobby and other waiting areas • Agency supports ways for young people to share work stories with other young people and staff (e.g., agency-wide employment recognition events, in-service trainings, peer support groups, agency newsletter articles, invited speakers at young person treatment groups, etc.,) at least twice a year • Agency measures rate of competitive employment and paid internships, as well as progress working towards these goals, on at least a quarterly basis and shares outcomes with agency leadership and staff	1=One or none is present 2=Two are present 3=Three are present 4=Four are present 5=Five are present Agency promotes education through multiple strategies: • Agency intake includes questions about interest in education • Agency includes questions about interest in education on all annual (or semi-annual) assessments or treatment plan reviews • Agency displays written postings (e.g., brochures, bulletin boards, posters) about education and SEd services, in lobby and other waiting areas • Agency supports ways for young people to share education stories with other young people and staff (e.g., agency-wide education recognition events, in-service trainings, peer support groups, agency newsletter articles, invited speakers at young person treatment groups, etc.,) at least twice a year • Agency measures education outcomes, as well as progress working towards these goals, on at least a quarterly basis and shares outcomes with agency leadership and staff
7.Executive team support for SE: Agency executive team members assist with SE implementation and sustainability. All five components of executive team support are present.	7.Executive team support for SEd: Agency executive team members assist with SEd implementation and sustainability. All five components of executive team support are present.	1=One is present 2=Two are present 3=Three are present 4=Four are present 5=Five are present • Executive Director and Clinical Director demonstrate knowledge regarding the principles of SE • Agency QA process includes an explicit review of the SE program, or components of the program, at least every 6 months through the use of the SE fidelity scale or until achieving high fidelity, and at least yearly thereafter • At least one member of the executive team actively participants at	1=One is present 2=Two are present 3=Three are present 4=Four are present 5=Five are present • Executive Director and Clinical Director demonstrate knowledge regarding the principles of SEd • Agency QA process includes an explicit review of the SEd program, or components of the program, at least every 6 months through the use of the SEd fidelity scale or until achieving high fidelity, and at least yearly thereafter • At least one member of the executive team actively participants

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
		SE/SEd leadership team meetings (steering committee meetings) that occur at least every six months for high fidelity programs and at least quarterly for programs that have not yet achieved high fidelity. Steering committee is defined as a diverse group of stakeholders charged with reviewing fidelity, program implementation, and the service delivery system. Committee develops written action plans aimed at developing or sustaining high fidelity services. • The agency CEO/Executive Director communicates how SE services support the mission of the agency and articulates clear and specific goals for SE to all agency staff during the first six months at least annually (i.e., SE kickoff, all-agency meetings, agency newsletters, etc.). This item is not delegated to another administrator. • SE program leader shares information about barriers and facilitators with the executive team (including the CEO) at least twice each year. The executive team helps the program leader identify and implement solutions to barriers.	at SEd leadership team meetings (steering committee meetings) that occur at least every six months for high fidelity programs and at least quarterly for programs that have not yet achieved high fidelity. Steering committee is defined as a diverse group of stakeholders charged with reviewing fidelity, program implementation, and the service delivery system. Committee develops written action plans aimed at developing or sustaining high fidelity services. • The agency CEO/Executive Director communicates how SEd services support the mission of the agency and articulates clear and specific goals for SEd to all agency staff during the first six months at least annually (i.e., SEd kickoff, all-agency meetings, agency newsletters, etc.). This item is not delegated to another administrator. • SEd program leader shares information about barriers and facilitators with the executive team (including the CEO) at least twice each year. The executive team helps the program leader identify and implement solutions to barriers.
Services			
1.<u>Work incentives planning:</u> All young people are offered assistance in obtaining comprehensive, individualized, work incentives planning before starting a new job and assistance accessing work incentives planning thereafter when making decisions about changes in work hours and pay. Work incentives planning includes SSA benefits, medical benefits, medication subsidies, housing subsidies, food stamps, spouse and dependent children benefits, and any other source of income. Young people are provided information and assistance about reporting earnings to SSA, housing programs, VA programs, etc., depending on the person's benefits.		1=Work incentives planning is not readily available or easily accessible to most young people served by the agency. 2=SE/SEd specialists gives young person contact information about where to access information about work incentives planning 3=SE/SEd specialist discusses with each young person changes in benefits based on work status. 4=SE/SEd specialist or other MH practitioner offer young people assistance in obtaining comprehensive, individualized work incentives planning by a person trained in work incentives planning prior to young person starting a job. 5=SE/SEd specialist or other MH practitioner offer young people assistance in obtaining comprehensive, individualized work incentives planning by a specially trained work incentives planner prior to starting a job. They also facilitate access to work incentives planning when young people need to make decisions about changes in work hours and pay. Young people are provided information and assistance about reporting earnings to SSA, housing programs, etc., depending on the person's benefits.	

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
2.<u>Disclosure:</u> SE/SEd specialists provide young people with accurate information and assist with evaluating their choices to make an informed decision regarding what is revealed to the employer about having a disability.	2. <u>Disclosure:</u> SE/SEd specialists provide young people with accurate information and assist with evaluating their choices to make an informed decision regarding what is revealed to educational institutions and staff about having a disability.	1=None is present 2=One is present 3=Two are present 4=Three are present 5=Four are present <u>SE/SEd specialists:</u> • do not require all young people to disclose their psychiatric disability at the work site in order to receive services • offer to discuss with young people the possible costs and benefits (pros and cons) of disclosure at the work site in advance of young people disclosing at the work site. Employment specialists describe how disclosure relates to requesting accommodations and the employment specialist's role communicating with the employer • discuss specific information to be disclosed (e.g., disclose receiving mental health treatment, or presence of a psychiatric disability, or difficulty with anxiety, or unemployed for a period of time, etc.) and offers examples of what could be said to employers. • discuss disclosure on more than one occasion (e.g., if young people have not found employment after two months or if young people report difficulties on the job)	1=None is present 2=One is present 3=Two are present 4=Three are present 5=Four are present <u>SE/SEd specialists:</u> • do not require all young people to disclose their psychiatric disability at the education site in order to receive services • offer to discuss with young people the possible costs and benefits (pros and cons) of disclosure at the education site in advance of young people disclosing at the education site. describe how disclosure relates to requesting accommodations and the SE/SEd specialist's role communicating with the educator • discuss specific information to be disclosed (e.g., disclose receiving mental health treatment, or presence of a psychiatric disability, or difficulty with anxiety, etc.) and offers examples of what could be said to educators. • discuss disclosure on more than one occasion (e.g., if young people report difficulties in an educational setting)
	3. <u>Academic accommodations:</u> As part of the educational assessment, the SE/Sed specialist reviews barriers/concerns that the young person has and makes sure that the person understands potential remedies. The specialist works in partnership with the young person to raise self awareness and to teach self advocacy skills. The specialist models how to ask for accommodations and how to identify resources that can be natural supports in the educational setting. Regardless of whether the young person discloses, the Sed specialist spends time to make sure that the young person understands what impact their		1=None or one is present 2=Two are present 3=Three are present 4=Four are present 5=Five are present <u>SE/SEd specialists:</u> • work with a young person to identify barriers to maximizing learning, which are documented in the educational assessment • review strategies with the young person that can minimize issues that impact the learning experience, which are documented in the educational plan • discusses accommodations related to issues identified by the young person and offers to model how to advocate with individual teachers, and/or review with the young person how to advocate for themselves • mentors and assists the young person to research additional resources both at the educational site and in the community that will aid in maximizing learning, as documented in the

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
	issues may have on their learning and what they can do to maximize success on their own.		educational plan
4.Ongoing , work based vocational assessment: Initial vocational assessment occurs over 2-3 sessions and is updated with information from work experiences in competitive jobs. A vocational profile form that includes information about preferences, experiences, skills, current adjustment, strengths, personal contacts, etc., is updated with each new job experience.	4. Ongoing educational assessment: Initial educational assessment occurs over 2-3 sessions and is updated with information from educational experiences at educational settings. A educational profile form that includes information about preferences, experiences, skills, current adjustment, strengths, personal contacts, etc., is updated with each new educational experience.	1=Vocational evaluation is conducted prior to job placement with emphasis on office-based assessments, standardized tests, intelligence tests, work samples. 2=Vocational assessments may occur through a stepwise approach that includes: prevocational work experiences (e.g., work units in a day program), volunteer jobs, or set aside jobs (e.g., NISH jobs, agency-run businesses, sheltered workshop jobs, affirmative businesses, enclaves). 3=SE/SEd specialists assist young people in finding competitive jobs directly without systematically reviewing interests, experiences, strengths, etc. and do not routinely analyze job loss (or job problems) for lessons learned 4=Initial vocational assessment occurs over 2-3 sessions in which interests and strengths are explored. SE/SEd specialists help young people learn from each job experience and also work with the treatment team to analyze job loss, job problems and job successes. They do not document these lessons learned in the vocational profile, OR the vocational profile is not updated on a regular basis. 5=Initial vocational assessment occurs over 2-3 sessions and information is documented on a vocational profile form that includes preferences, experiences, skills, current adjustment, strengths, personal contacts, etc. The vocational profile form is used to identify job types and work environments. It is updated with each new job experience. Aims at problem solving using environmental assessments and consideration of reasonable accommodations. Sources of information include the young person, treatment team, clinical records, and with the young person's permission, from family members and previous employers. SE/SEd specialists help young people learn from each job experience and also work with the treatment team to analyze job loss, job problems and job successes.	1=Educational evaluation is conducted prior to education placement with emphasis on office-based assessments, standardized tests, intelligence tests. 2=Vocational assessments may occur through a stepwise approach that includes: prevocational work experiences (e.g., work units in a day program), volunteer jobs, or set aside jobs (e.g., NISH jobs, agency-run businesses, sheltered workshop jobs, affirmative businesses, enclaves). 3=SE/SEd specialists assist young people in engaging in educational activities directly without systematically reviewing interests, experiences, strengths, etc. and do not routinely analyze educational endings for lessons learned 4=Initial educational assessment occurs over 2-3 sessions in which interests and strengths are explored. SE/SEd specialists help young people learn from each education experience and also work with the treatment team to analyze education problems and education successes. They do not document these lessons learned in the educational profile, OR the educational profile is not updated on a regular basis. 5=Initial educational assessment occurs over 2-3 sessions and information is documented on a educational profile form that includes preferences, experiences, skills, current adjustment, strengths, personal contacts, etc. The educational profile form is used to identify types of educational activities. It is updated with each new education experience. Aims at problem solving using environmental assessments and consideration of reasonable accommodations. Sources of information include the young person, treatment team, clinical records, and with the young person's permission, from family members and previous educators. SE/SEd specialists help young people learn from each education experience and also work with the treatment team to analyze education problems and education successes.
5.Confidence and knowledge building activities: SE/SEd specialists provide young adults with exposure to employment options and settings, as well as adult basic education, GED, high school diploma, and post-secondary opportunities and settings.		1=None or one is present 2=Two are present 3=Three are present 4=Four are present 5=Five are present	

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
		The SE/SEd specialist: • starts with where the young person is at and consistently sets up informational interviews based on the young person's interests or questions • tours potential job sites with a young person when he/she is unsure of job preferences • facilitates thoughtful review of tour experiences pre/post observation • conducts on-site visits at educational settings with a young person when he/she is unsure of educational preferences • Reviews all employment and educational options with the young person to model the development of decision making skills	
6.Rapid job search: Initial employment assessment and first face-to-face employer contact by the young person or the SE/SEd specialist about a competitive job occurs within 30 days (one month) after program entry.	6. Rapid linkage to educational activities: Initial educational assessment and first face- to-face contact by the young person or the SE/SEd specialists about educational activities occurs within 30 days (on month) after program entry.	First face-to-face contact with an employer by the young person or the SE/SEd specialist about a competitive job or paid internships is on average: 1= 271 days or more (>9 mos.) after program entry. 2= between 151 and 270 days (5-9 mos.) after program entry. 3= between 61 and 150 days (2-5 mos.) after program entry. 4= between 31 and 60 days (1-2 mos.) after program entry. 5= within 30 days (one month) after program entry.	First face-to-face contact with a mainstream educational program by the young person or the SE/SEd specialist is on average: 1= 271 days or more (>9 mos.) after program entry. 2= between 151 and 270 days (5-9 mos.) after program entry. 3= between 61 and 150 days (2-5 mos.) after program entry. 4= between 31 and 60 days (1-2 mos.) after program entry. 5= within 30 days (one month) after program entry.
7.Individualized job search: Employment specialists make employer contacts aimed at making a good job match based on young people' preferences (relating to what each person enjoys and their personal goals) and needs (including experience, ability, symptamatology, health, etc.,) rather than the job market (ie, those jobs that are readily available). An individualized job search plan is developed and updated with information from the vocational assessment/profile form and new job/educational experiences.	7. Individualized linkage to educational activities: Education specialists make educational contacts aimed at making a educational match based on young people' preferences (relating to what each person enjoys and their personal goals) and needs (including experience, ability, symptamatology, health, etc.) rather than educational settings that are readily available. An individualized educational plan is developed and updated with information from the educational assessment/profile form and new job/educational experiences.	The percentage of employer contacts by the SE/SEd specialist are based on job choices which reflect young person's preferences, strengths, symptoms, etc. rather than the job market: 1=Less than 25% of the time 2=25-49% of the time 3=50-74% of the time 4=75-89% of the time 5= 90-100% of the time. When young people have limited work experience, SE/SEd specialists provide information about a range of job options in the community.	The percentage of educational contacts by the SE/SEd specialist are based on educational choices which reflect young person's preferences, strengths, symptoms, etc. rather than educational settings that are readily available: 1=Less than 25% of the time 2=25-49% of the time 3=50-74% of the time 4=75-89% of the time 5= 90-100% of the time. When young people have limited education experience, SE/SEd specialists provide information about a range of educational options in the community.
8. Job development : Frequent employer contact (prorated according to the % of young people who are seeking employment on caseloads): Each employment specialist makes at least 6 face to face employer		The number of face-to-face employer contacts made by the SE/SEd specialist that are young person-specific per week is: 1= less than 2 2= 2, OR does not have a process for tracking. 3= 4, and a tracking form is reviewed by the SE supervisor on a monthly basis 4= 5, and a tracking form is reviewed by the SE supervisor on a	

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
contacts per week on belief of young people looking for work.		weekly basis. 5= 6 or more, or 2 employer contacts times the number of people looking for work when there are less than 3 people looking for work on their caseload (e.g., new program). A tracking form is reviewed by the SE supervisor on a weekly basis.	
9.Job development- quality of employer contact: Employment specialists build relationships with employers through multiple visits in person that are planned to learn the needs of the employer, convey what the SE program offers to the employer, describe young person strengths that are a good match for the employer.	9. Linkage to educational activities-Quality of collaboration with outside educational institutions, programs and organizations: Education specialists build relationships with educational institutions and settings through multiple visits in person.	SE/SEd specialist: 1= meets employer when helping young person to turn in job applications, OR SE/SEd specialist rarely makes employer contacts. 2= contacts employers to ask about job openings and then shareds these "leads" with young people. 3= follows up with advertised job openings by introducing self, describing program, and asking employer to interview young person. 4= meets with employers in person whether or not there is a job opening, advocates for young people by describing strengths and asks employers to interview young people. 5= builds relationships with employers through multiple visits in person that are planned to learn the needs of the employer, convey what the SE program offers to the employer, describe young person strengths that are a good match for the employer.	SE/SEd specialist: 1= meets educators when helping young person to turn in applications for enrollment, OR rarely makes education contacts. 2=N/A 3= contacts educators to ask about educational programs and then shares these "leads" with young people. 4=N/A 5=SE/SEd specialist builds relationships with educators through multiple visits in person
10. Diversity of job types/educational goals: SE/Sed specialists assist young people in obtaining different types of jobs and paid internships and achieving different types of educational goals.		SE/SEd specialists assist young people obtain different types of jobs and internships and types of educational goals 1= less than 50% of the time. 2= 50-59% of the time. 3= 60-69% of the time. 4= 70-84% of the time. 5= 85-100% of the time.	
11.Diversity of employers: Employment specialists assist young people in obtaining jobs and paid internships with different employers.	11. Diversity of educational settings: Education specialists assist young people in linking to educational opportunities with different educational settings.	SE/SEd specialists assist young people obtain jobs and internships with different employers 1= less than 50% of the time. 2= 50-59% of the time. 3= 60-69% of the time. 4= 70-84% of the time. 5= 85-100% of the time.	SE/SEd specialists assist young people obtain educational opportunities with different educational settings 1= less than 50% of the time. 2= 50-59% of the time. 3= 60-69% of the time. 4= 70-84% of the time. 5= 85-100% of the time.
12.Competitive jobs and paid internships: Employment specialists provide competitive job options and paid internship options. Competitive jobs pay at least minimum wage, are jobs that anyone can apply for and are not set aside for people with	12. Mainstream educational programs: Education specialists provide linkage to educational programs that are open to the entire community and are not limited to people with disabilities or people with severe mental illness.	SE/SEd specialists provide options for permanent, competitive jobs and paid internships in competitive job settings 1= less than 64% of the time, OR there are fewer than 10 current jobs. 2= 65-74% of the time 3= 75-84% of the time 4= 85-94% of the time 5= 95% or more of the time	SE/SEd specialists provide options for mainstream educational programs 1= less than 64% of the time 2= 65-74% of the time 3= 75-84% of the time 4= 85-94% of the time 5= 95% or more of the time

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
disabilities. Paid internships are those that anyone can apply for.			
	13. Enrollment supports: Young people receive different types of support for enrolling in educational activities that are based on the young person's preferences, needs, etc. Supports include assistance applying for financial aid, selecting classes and registering for classes.		1= Most young people do not receive enrollment supports 2=N/A 3= About half of the young people receive enrollment supports 4=N/A 5=Young people receive different types of enrollment supports that are based on the educational setting, young person's preferences and needs.
14.Individualized follow-along supports: Young people receive different types of support for working a job or internship that are based on the job/internship, young person preferences, work history, needs, etc., Supports are provided by a variety of people, including treatment team members, family, friends, co-workers, and employment specialists. Employment specialists also provide employer support at young person request. Employment specialist offers help with career development, i.e., opens young person to educational services, helps young person find a more desirable job, or more preferred job duties.	14. Individualized follow-along supports: Young people receive different types of support for engaging in educational activities that are based on the educational goal, young person preferences, educational history, needs, etc.. Supports are provided by a variety of people, including treatment team members, family, friends, co-workers, and education specialists. Education specialists also provide support to those working in educational settings at young person request. Education specialist offers help with career development, i.e., opens young people to employment services, or helps young person find a more desirable educational activity.	1=Most young people do not receive supports after starting a job 2=About half of the working young people receive a narrow range of supports provided primarily by the SE/SEd specialist 3=Most working young people receive a narrow range of supports that are provided primarily by the SE/SEd specialist 4=Young people receive different types of support for working a job that are based on the job, young person preferences, work history, needs, etc. SE/SEd specialists provider employer supports at the young person's request. 5=Young people receive different types of support for working a job that are based on the job, young person preferences, work history, needs, etc. SE/SEd specialist also provides employer support (e.g., educational information, job accommodations) at young person's request. The SE/SEd specialist helps people more on to more preferable jobs. The site provides examples of different types of support including enhanced supports by treatment team members.	1=Most young people do not receive supports after starting an educational program 2=About half of the young people engaged in educational activities receive a narrow range of supports provided primarily by the SE/SEd specialist 3=Most young people engaged in educational activities receive a narrow range of supports that are provided primarily by the SE/SEd specialist 4=Young people receive different types of educational support that are based on the educational setting, young person preferences, educational history, needs, etc. SE/SEd specialists provider educator supports at the young person's request. 5=Young people receive different types of educational support that are based on the educational setting, young person preferences, education history, needs, etc (for example, connections to tutors and requesting academic accommodations). SE/SEd specialist also provides educator support at young person's request. The SE/SEd specialist helps people more on to more preferable educational opportunities. The site provides examples of different types of support including enhanced supports by treatment team members.
15.Time-unlimited follow-along supports: Employment specialists have face-to-face contact within 1 week before starting a job, within 3 days after starting a job, weekly for the first month, and at least monthly for a year or more, on average, after working steadily, and desired by young people. Young people are	15. Time-unlimited follow-along supports: Education specialists have face-to-face contact within 1 week before starting an educational activity, within 3 days after starting an educational activity, weekly for the first month, and at least monthly for a year or more, on average, after engaging in educational activities steadily, and	SE/SEd specialist has face to face contact: 1= rarely or never 2= with less than half of the working young people for at least 4 months after starting a job. 3= with at least half of the working young people for at least 4 months after starting a job. 4= with working young people weekly for the first month after starting a job, and at least monthly for a year or more, on average, after working steadily, and desired by young people. 5= with young people within 1 week before starting a job, within 3	SE/SEd specialist has face to face contact: 1= rarely or never 2= with less than half of the young people for at least 4 months after starting an educational activity. 3= with at least half of the young people for at least 4 months after starting an educational activity. 4= with young people weekly for the first month after starting an educational activity, and at least monthly for a year or more, on average, after being engaged in educational activities steadily, and desired by young people.

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
transitioned to step down job supports from a mental health worker following steady employment. Employment specialist contacts young people within 3 days of learning about a job loss.	desired by young people. Young people are transitioned to step down education supports from a mental health worker following steady pursuit of educational activities. Education specialist contacts young people within 3 days of learning about a drop-out from educational activities.	days after starting a job, weekly for the first month, and at least monthly for a year or more, on average, after working steadily and desired by young people. Young people are transitioned to step down job supports, from a mental health worker following steady employment young people. SE/SEd specialist contacts young people within 3 days of hearing about the job loss.	5=with working young people within 1 week before starting an educational activity, within 3 days after starting an educational activity, weekly for the first month, and at least monthly for a year or more, on average, after being engaged in educational activities steadily and desired by young people. Young people are transitioned to step down education supports from a mental health worker for young people steadily engaged in educational activities. SE/SEd specialist contacts young people within 3 days of hearing about ending an educational activity.
16.Community-based services: Employment services such as engagement, job finding and follow-along supports are provided in natural community settings by all employment specialists.	16. Community-based services: Education services such as engagement, linkage to educational settings and follow-along supports are provided in natural community settings by education specialists.	The percentage of scheduled work hours dedicated to employment by the SE/SEd specialist spent in the community is: 1= 30% or less 2= 30-39% 3= 40-49% 4= 50-64% 5= 65% or more	The percentage of scheduled work hours dedicated to education by the SE/SEd specialist spent in the community is: 1= 30% or less 2= 30-39% 3= 40-49% 4= 50-64% 5= 65% or more
17.Assertive engagement and outreach: Service termination is not based on missed appointments or fixed time limits. Systematic documentation of outreach attempts. Engagement and outreach attempts made by integrated team members. Multiple home/community visits. Coordinated visits by employment specialist with integrated team member. Connect with family, when applicable. Once it is clear that the young person no longer wants to work or continue SE services, the team stops outreach.	17.Assertive engagement and outreach: Service termination is not based on missed appointments or fixed time limits. Systematic documentation of outreach attempts. Engagement and outreach attempts made by integrated team members. Multiple home/community visits. Coordinated visits by education specialist with integrated team member. Connect with family, when applicable. Once it is clear that the young person no longer wants to pursue educational goals or continue SEd services, the team stops outreach.	Evidence exists for the following number of strategies for engagement and outreach for employment: 1= 2 or less 2= 3 3= 4 4= 5 5= all 6 strategies: i) Service termination is not based on missed appointments or fixed time limits. ii) Systematic documentation of outreach attempts. iii) Engagement and outreach attempts made by integrated team members. iv) Multiple home/community visits. v) Coordinated visits by SE/SEd specialist with integrated team member. vi) Connect with family, when applicable.	Evidence exists for the following number of strategies for engagement and outreach for education: 1= 2 or less 2= 3 3= 4 4= 5 5= all 6 strategies: i) Service termination is not based on missed appointments or fixed time limits. ii) Systematic documentation of outreach attempts. iii) Engagement and outreach attempts made by integrated team members. iv) Multiple home/community visits. v) Coordinated visits by SE/SEd specialist with integrated team member. vi) Connect with family, when applicable.
18.Peer support services: Peer mentors are an integral part of the supported employment/supported education team and role models for recovery. Peer mentors facilitate young adults' engagement in employment and education services and provide individualized support consistent with the young person's stage in the employment/education process. Peer mentors assist young people to		1=One is present 2=Two are present 3=Three are present 4=Four are present 5=Five are present	

Supported Employment Criterion	Supported Education Criterion	SE Anchor	SEd Anchor
develop connections and relationships with natural supports for long term vocational success.		<u>Peer Mentors:</u> • share their lived experiences • are integrated into the supported employment and supported education team and attend twice monthly vocational unit team meetings. • provide individualized support consistent with each mentee's stage in the employment/education process • utilize the *Peer Mentoring Toolkit Modules* to facilitate engagement and success in SE/SED services. • engage mentees in conversation and activities designed to develop their social support networks.	

Fidelity Item	Supported Employment Score	Supported Education Score	If applicable, Combined Score (Add individual SE and SEd scores and divide by 2)
1. Caseload			
2. Education/Employment Services staff I			
3. Education/Employment Services staff II			
4. Generalists			
5. Peer mentors			
6. Integration			
7. Collaboration between SE specialists and voc rehab			
8. SE/SEd Unit			
9. Role of SE/SEd Supervisor			
10. Zero exclusion criteria			
11. Agency focus			
12. Executive team support			
13. Work incentives planning			
14. Disclosure			
15. Academic Accommodations			
16. Ongoing assessment			
17. Confidence and knowledge building activities			
18. Rapid services			
19. Individualized services			
20. Frequency of contacts			
21. Quality of contacts			
22. Diversity of job types/educational goals			
23. Diversity of employers and educational settings			
24. Competitive jobs/internships & mainstream educational programs			
25. Enrollment supports			
26. Individualized follow-along supports			
27. Time-unlimited follow-along supports			
28. Community-based services			
29. Assertive engagement and outreach			
30. Peer support services			
TOTAL SCORE:			