Supported Education Fidelity Scale

Criteria		1	2	3	4	5
Ratings/Anchors						
Item 1: Supported Education Program Philosophy						
A commitment to the Supported Education philosophy is demonstrated by the following:						
1 A	Displays of Supported Education marketing materials are highly visible and available in multiple locations that consumers frequent (that is, agency waiting rooms, medication, clinics, psychosocial group programs, case management resources, lunch rooms, and agency orientation).	Materials have not been developed.	Materials are developed, but are not displayed.	Materials are available only when consumers ask for them.	Materials are displayed in one location.	Materials are displayed at multiple locations and are easily accessible.
1 B	Regional network providers refer at least 3% of consumers for Supported Education services.	Less than 45% of regional network providers refer at least 3% of consumers for Supported Education services.	45-59% of regional network providers refer at least 3% of consumers for Supported Education services.	60-74% of regional network providers refer at least 3% of consumers to Supported Education services.	75-89% of regional network providers refer at least 3% of consumers for Supported Education services.	More than 90% of regional network providers refer at least 3% of consumers for Supported Education services.
1 C	Consumers who receive agency services are aware of Supported Education services and supports; what they can and cannot do and how it affects them.	Less than 20% of consumers are aware of Supported Education services and supports.	20-49% of consumers are aware of Supported Education services and supports.	50-69% of consumers are aware of Supported Education services and supports.	70-89% of consumers are aware of Supported Education services and supports.	90-100% of consumers are aware of Supported Education services and supports.
1 D	Individual educational outcomes are tracked after each academic period. DMHAS outcomes.	Educational outcomes are tracked on <20% of clients after each academic unit.	Educational outcomes are tracked on 20-49% of clients after each academic unit.	Educational outcomes are tracked on 50-69% of clients after each academic unit.	Educational outcomes are tracked on 70-89% of clients after each academic unit.	Educational outcomes are tracked on 90% of clients after each academic unit.
1 E	Programmatic educational outcomes are shared 3 times per year internally and with community stakeholders.	Educational outcomes are shared up to 1 time per year with internal staff only.		Educational outcomes are shared up to 2 times per year with internal and		Educational outcomes are shared up to 3 times per year with internal

				community stakeholders.		staff and community stakeholders.
1 F	Formal-individualized recognition for educational success occurs at least 3 times per year and is made known to the agency and community stakeholders.	The agency formally and individually recognizes educational success once per year within the program.	The agency formally and individually recognizes educational success twice per year within the program.	The agency formally and individually recognizes educational success twice per year within the agency.	The agency formally and individually recognizes educational success 3 times per year within the agency.	The agency formally and individually recognizes educational success 3 times per year and notifies the agency and community stakeholders.

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	Ratings/Anchors					
Criteria		**1**	**2**	**3**	**4**	**5**
Item 2: Supported Education Team/Specialist **The Supported Education Team/Specialist is designated to provide Supported Education service**						
2A	A specific portion of the team/specialists' time is designated to carry a Supported Education caseload. Supported Education Specialists' do only supported education work.	No time is designated for Supported Education services.				A specific amount of time is designated for Supported Education services.
2B	The team/specialists serve as liaison to academic institutions to address consumer and programmatic issues.	No collaboration with school staff or faculty.	Some collaboration with school staff or faculty on consumer issues.	Some collaboration with school staff or faculty on consumer and programmatic issues.	Some education specialists collaborate with school staff or faculty on consumer and programmatic issues.	All education specialists collaborate with school staff or faculty on consumer and programmatic issues.
2C	The team/specialists provide both verbal and written information outlining specific resources and supports available to increase consumers' awareness and access.	Multiple sources report that such information is not shared with consumers.	Multiple sources report that up to 25% of consumers receive information about Supported Education resources and supports.	Multiple sources report that up to 50% of consumers receive information about Supported Education resources and supports.	Multiple sources report that up to 75% of consumers receive information about Supported Education resources and supports.	Multiple sources report that all consumers receive information about Supported Education resources and supports.
Item 3: Supported Education Program Eligibility **Eligibility for the Supported Education Program is based solely on consumers' desire to participate in the program.**						
3A	The Supported Education Program eligibility is solely based upon the desire to participate and possession of high school/GED degree and does not screen out consumers based on formal/non-formal, non-educational eligibility requirements such as substance abstinence, nonviolent behavior, lack of symptoms, perceived readiness, sufficient motivation, age, or hygiene.	Multiple sources report that consumers are screened out due to formal and informal non-educational criteria.		Multiple sources report that no formal and informal non-educational criteria exist.		Multiple sources report that all consumers are eligible and actively encouraged to participate in the program.

Supported Education Fidelity Scale						
	Ratings/Anchors					
Criteria		**1**	**2**	**3**	**4**	**5**
Item 3: Supported Education Program Eligibility **Eligibility for the Supported Education program is based solely on consumers' desire to participate in the program.**						
3B	Follow up or intake occurs and is documented within 45 days after referral to the Supported Education program.	Less than 44% of cases have intake within 45 days after referral.	45-59% of case have intake within 45 days after referral.	60-74% of case have intake within 45 days after referral.	75-89% of case have intake within 45 days after referral.	More than 90% of case have intake within 45 days after referral.
Item 4: Supported Education Program Preferences **Supported Education program services are based on consumers' preferences.**						
4A	Supported Education services are individualized with supports and actions based on consumers' preferences, as evidenced using Supported Education documentation.	0-19% of services are based on consumers' preferences and choices-staff drive decisions.	20-40% of services are based on consumers' preferences and choices.	50-79% of services are based on consumers' preferences and choices.	80-89% of services are based on consumers' preferences and choices.	90-100% of services are based on consumers' preferences and choices.
4B	Consumers' preferences are documented on the educational goal plans.	Documentation is found on 0-19% of goals plans stating consumers' preferences.	Documentation is found on 20-49% of goals plans stating consumers' preferences.	Documentation is found on 50-79% of goals plans stating consumers' preferences.	Documentation is found on 80-89% of goals plans stating consumers' preferences.	Documentation is found on 90-100% of goals plans stating consumers' preferences.
Item 5: Supported Education Educational Assessment **The Supported Education Program uses an educational assessment tool to:**						
5A	Identify consumers' interests.	Interests are missing or not documented on 0-19% of records reviewed.	Interests are missing or not documented on 0-19% of records reviewed.	Interests are missing or not documented on 0-19% of records reviewed.	Interests are missing or not documented on 0-19% of records reviewed.	Interests are missing or not documented on 0-19% of records reviewed.
5B	Review academic history.	Academic history documented for 0-19% of records reviewed.	Academic history documented for 20-49% of records reviewed.	Academic history documented for 50-79% of records reviewed.	Academic history documented for 80-89% of records reviewed.	Academic history documented for 90-100% of records reviewed.
5C	Document future academic aspirations.	Future academic aspirations are documented for 0-19% of records reviewed.	Future academic aspirations are documented for 20-49% of records reviewed.	Future academic aspirations are documented for 50-79% of records reviewed.	Future academic aspirations are documented for 80-89% of records reviewed.	Future academic aspirations are documented for 90-100% of records reviewed.
5D	The Educational Assessment is completed within the first 3 months after referral to Supported Education.	Educational Assessments are completed during the 1st quarter for 0-19% of records reviewed.	Educational Assessments are completed during the 1st quarter for 20-49% of records reviewed.	Educational Assessments are completed during the 1st quarter for 50-79% of records reviewed.	Educational Assessments are completed during the 1st quarter for 80-89% of records reviewed.	Educational Assessments are completed during the 1st quarter for 90-100% of records reviewed.

Supported Education Fidelity Scale

Criteria		Ratings/Anchors				
		1	2	3	4	5
Item 5: Supported Education Educational Assessment						
The Supported Education Program uses an educational assessment tool to:						
5E	Evidence exists that the Educational Assessment is current for each academic period.	Educational Assessments are updated each academic period for 0-19% of records reviewed.	Educational Assessments are updated each academic period for 20-49% of records reviewed.	Educational Assessments are updated each academic period for 50-79% of records reviewed.	Educational Assessments are updated each academic period for 80-89% of records reviewed.	Educational Assessments are updated each academic period for 90-100% of records reviewed.
5F	Evidence exists that possible barriers or challenges for educational participation have been documented on the Educational Assessment.	Barriers or challenges are documented on Educational Assessments for 0-19% of records reviewed.	Barriers or challenges are documented on Educational Assessments for 20-49% of records reviewed.	Barriers or challenges are documented on Educational Assessments for 50-79% of records reviewed.	Barriers or challenges are documented on Educational Assessments for 80-89% of records reviewed.	Barriers or challenges are documented on Educational Assessments for 90-100% of records reviewed.
Item 6: Supported Education Educational Goal Plan						
Working from the Educational Assessment, Supported Education Program consumers and education specialists complete an educationally focused and individualized Educational Goal Plan which includes the following:						
6A	Long-term academic goals.	Long-term academic goals are documented for 0-19% of records reviewed.	Long-term academic goals are documented for 20-49% of records reviewed.	Long-term academic goals are documented for 50-79% of records reviewed.	Long-term academic goals are documented for 80-89% of records reviewed.	Long-term academic goals are documented for 90-100% of records reviewed.
6B	Short-term action steps.	Short-term action steps are documented for 0-19% of records reviewed.	Short-term action steps are documented for 20-49% of records reviewed.	Short-term action steps are documented for 50-79% of records reviewed.	Short-term action steps are documented for 80-89% of records reviewed.	Short-term action steps are documented for 90-100% of records reviewed.
6C	Specific dates for completing each action step.	Specific dates for completing action steps are documented for 0-19% of records reviewed.	Specific dates for completing action steps are documented for 20-49% of records reviewed.	Specific dates for completing action steps are documented for 50-79% of records reviewed.	Specific dates for completing action steps are documented for 80-89% of records reviewed.	Specific dates for completing action steps are documented for 90-100% of records reviewed.
6D	Responsibilities.	Responsibilities are documented for 0-19% of records reviewed.	Responsibilities are documented for 20-49% of records reviewed.	Responsibilities are documented for 50-79% of records reviewed.	Responsibilities are documented for 80-89% of records reviewed.	Responsibilities are documented for 90-100% of records reviewed.
6E	Progress, barriers or outcomes	Progress, barriers or outcomes are documented for 0-19% of records reviewed.	Progress, barriers or outcomes are documented for 20-49% of records reviewed	Progress, barriers or outcomes are documented for 50-79% of records reviewed	Progress, barriers or outcomes are documented for 80-89% of records reviewed	Progress, barriers or outcomes are documented for 0-90-100% of records reviewed

Supported Education Fidelity Scale

Criteria		1	2	3	4	5
				Ratings/Anchors		
6F	Educational goal plan is updated at least every academic unit for each Supported Education consumer.	Education Goal Plans are completed and updated at least every academic unit for 0-19% of records reviewed.	Education Goal Plans are completed and updated at least every academic unit for 20-49% of records reviewed	Education Goal Plans are completed and updated at least every academic unit for 50-79% of records reviewed	Education Goal Plans are completed and updated at least every academic unit for 80-89% of records reviewed	Education Goal Plans are completed and updated at least every academic unit for 90-100% of records reviewed
Item 7: Supported Education Congruency with Treatment Plan **The goals, objectives, and strategies of the Educational Goal Plan and the Master Treatment Plan are congruent. Congruency is achieved with collaboration and communication between those responsible for the plans.**						
7A	Communication and collaboration between those responsible for the Master Treatment Plan and Educational Goal Plan is documented with a Progress Note.	Progress Note documenting communication and collaboration was in 0-19% of records reviewed.	Progress Note documenting communication and collaboration was in 20-49% of records reviewed.	Progress Note documenting communication and collaboration was in 50-79% of records reviewed.	Progress Note documenting communication and collaboration was in 80-89% of records reviewed.	Progress Note documenting communication and collaboration was in 90-100% of records reviewed.
Item 8: Confidence – and Knowledge – Building Activities **Confidence and knowledge building activities are available for consumers enrolled in Supported Education.**						
8A	On-campus exposure to post secondary educational buildings or departments and their purpose.	Multiple sources report that no activities are available for exposure to post secondary educational campus.		Multiple sources report that some activities are available for exposure to post secondary educational campus.		All program participants gain on-campus exposure to post secondary educational buildings and purpose.
8B	Exposure or knowledge of on-campus events (that is, sporting events, museums, community lectures, art or cultural events).	Multiple sources report that no activities are available for exposure to on-campus events.		Multiple sources report that some activities are available for exposure to on-campus events.		All program participants gain exposure to and have knowledge of on-campus events.
8C	Structured and unstructured exposure to peer role models or mentors.	Multiple sources report they are unaware of opportunities for exposure to peer role models or mentors.		Multiple sources report they are aware of some efforts made for structured and unstructured exposure to peer role models or mentors.		Multiple sources report awareness of peer models and mentors available on a structured and unstructured basis.

Supported Education Fidelity Scale					
	Ratings/Anchors				
Criteria	**1**	**2**	**3**	**4**	**5**
Item 9: Supported Educational Individualized Enrollment Supports					
Individualized enrollment supports are available in the following areas:					
9A — Assistance with admission application process.	Less than 19% of participants report that assistance is available. Staff report that assistance is available.	Less than 20-49% of participants report that assistance is available. Staff report that assistance is available.	Less than 50-79% of participants report that assistance is available. Staff report that assistance is available.	Less than 80-89% of participants report that assistance is available. Staff report that assistance is available.	Less than 90-100% of participants report that assistance is available. Staff report that assistance is available.
9B — Accompaniment to the educational institution.	Less than 19% of participants report that assistance is available. Staff report that assistance is available.	20-49% of participants report that assistance is available. Staff report that assistance is available.	50-79% of participants report that assistance is available. Staff report that assistance is available.	80-89% of participants report that assistance is available. Staff report that assistance is available.	90-100% of participants report that assistance is available. Staff report that assistance is available.
9C — Assistance in securing financial aid.	Less than 19% of participants report that assistance is available. Staff report that assistance is available.	20-49% of participants report that assistance is available. Staff report that assistance is available.	50-79% of participants report that assistance is available. Staff report that assistance is available.	80-89% of participants report that assistance is available. Staff report that assistance is available.	90-100% of participants report that assistance is available. Staff report that assistance is available.
9D — Securing academic resources (that is, textbooks and supplies)	Less than 19% of participants report that assistance is available. Staff report that assistance is available.	20-49% of participants report that assistance is available. Staff report that assistance is available.	50-79% of participants report that assistance is available. Staff report that assistance is available.	80-89% of participants report that assistance is available. Staff report that assistance is available.	90-100% of participants report that assistance is available. Staff report that assistance is available.
9E — Determination of course schedules and degree requirements.	Less than 19% of participants report that assistance is available. Staff report that assistance is available.	20-49% of participants report that assistance is available. Staff report that assistance is available.	50-79% of participants report that assistance is available. Staff report that assistance is available.	80-89% of participants report that assistance is available. Staff report that assistance is available.	90-100% of participants report that assistance is available. Staff report that assistance is available.
9F — Introduction to useful campus personnel (advisors, Disability Services, library, etc.)	Less than 19% of participants report that assistance is available if needed. Staff report that assistance is available.	20-49% of participants report that assistance is available if needed. Staff report that assistance is available.	50-79% of participants report that assistance is available if needed. Staff report that assistance is available.	80-89% of participants report that assistance is available if needed. Staff report that assistance is available.	90-100% of participants report that assistance is available if needed. Staff report that assistance is available.

Supported Education Fidelity Scale						
	Ratings/Anchors					
Criteria		**1**	**2**	**3**	**4**	**5**
Item 10: Supported Educational Supports and Resources for Students Enrolled in Academic Institutions **Individualized educational supports are available in the following areas:**						
10A	Tutoring (for example, campus tutors, campus tutoring labs, peer tutors).	Less than 19% of participants report that assistance is available as needed. Staff report that assistance is available.	20-49% of participants report that assistance is available as needed. Staff report that assistance is available.	50-79% of participants report that assistance is available as needed. Staff report that assistance is available.	80-89% of participants report that assistance is available as needed. Staff report that assistance is available.	90-100% of participants report that assistance is available as needed. Staff report that assistance is available.
10B	Academic accommodations (such as extended time for testing, note-takers, drinks in classroom).	Less than 19% of participants report that assistance is available as needed. Staff report that assistance is available.	20-49% of participants report that assistance is available as needed. Staff report that assistance is available.	50-79% of participants report that assistance is available as needed. Staff report that assistance is available.	80-89% of participants report that assistance is available as needed. Staff report that assistance is available.	90-100% of participants report that assistance is available as needed. Staff report that assistance is available.
10C	Liaison with school or other agencies for special accommodations.	Less than 19% of participants report that assistance is available as needed. Staff report that assistance is available.	20-49% of participants report that assistance is available as needed. Staff report that assistance is available.	50-79% of participants report that assistance is available as needed. Staff report that assistance is available.	80-89% of participants report that assistance is available as needed. Staff report that assistance is available.	90-100% of participants report that assistance is available as needed. Staff report that assistance is available.
10D	Peer support (such as students in same class, other consumers in college, educational support groups at community mental health centers).	Less than 19% of participants report that assistance is available as needed. Staff report that assistance is available.	20-49% of participants report that assistance is available as needed. Staff report that assistance is available.	50-79% of participants report that assistance is available as needed. Staff report that assistance is available.	80-89% of participants report that assistance is available as needed. Staff report that assistance is available.	90-100% of participants report that assistance is available as needed. Staff report that assistance is available.
10E	On-going assistance with financial aid.	Less than 19% of participants report that assistance is available as needed. Staff report that assistance is available.	20-49% of participants report that assistance is available as needed. Staff report that assistance is available.	50-79% of participants report that assistance is available as needed. Staff report that assistance is available.	80-89% of participants report that assistance is available as needed. Staff report that assistance is available.	90-100% of participants report that assistance is available as needed. Staff report that assistance is available.

Supported Education Fidelity Scale									
	Ratings/Anchors								
Criteria		**1**		**2**	**3**		**4**		**5**
Item 11: Supported Education Communication and Collaboration **Supported Education team/specialist collaborates and communicates consistently and regularly with relevant others (that is, clinical staff and campus personnel) to inform, update and address consumers' educational status.**									
11A	Communication and collaboration includes providing written and verbal information (by email, phone, face-to-face, in writing).		Few or no sources reported written or verbal communication or collaboration activities.			Some sources reported communication and collaboration activities.			Most sources reported consistent communication and collaboration activities.

Score Sheet: Supported Education Fidelity Scale

Agency Name: _____   Date of Visit ____/____/____

Assessor's Names: _____

_____

		Assessor 1	Assessor 2	Consensus
1	Supported Education Program Philosophy			
2	Supported Education Team/Specialist			
3	Supported Education Program Eligibility			
4	Supported Education Program Preferences			
5	Supported Education Educational Assessment			
6	Supported Education Goal Plan			
7	Supported Education Congruency with Treatment Plan			
8	Confidence and Knowledge Building Activities			
9	Supported Education Individualized Enrollment Supports			
10	Supported Education Supports and Resources for Students Enrolled in Academic Institutions			
11	Supported Education Communication and Collaboration			
	Total mean score			