The following questions are meant to help guide the interviews conducted during the fidelity visit. The questions provided here are examples only, do not have to be asked as written, and should not be asked in a rote manner. Instead these types of questions should be asked in a conversational manner while interviewing supported education participants, workers and leaders. Not all of these questions need to be asked, this guide simply provides a menu of options. Each fidelity scale item is provided here followed by some example questions.

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).

   **Example Interview Questions:**
   - Program Coordinator & Supported Education Specialist/Worker:
     Do you work with the same clients throughout their educational tenure or do different educational specialists work on different aspects of the process (e.g. intake, enrollment, financial aid etc.)? If a participant is assigned to a new educational specialist, what are the reasons for doing so?
   - Program Participants:
     Which supported education worker have you worked with since enrolling in the program? Have you felt like you have been passed around from worker to worker since joining? If your primary educational specialist was changed, why were they changed? Did you request the change or was it for some other reason?

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.

   **Example Interview Questions:**
   - Program Coordinator & Supported Education Specialist/Worker:
     Does a representative from the supported education program attend the team meetings of other teams? Is so, how often? Who attends from the supported education program? How often do you attend case-management team meetings? How do you ensure that you are visiting all of the different case management teams? How often do you rotate through all of the case management teams? How often do you contact case managers in general? What do you discuss with case managers when you contact them? Describe the means by which staff from the supported education team and members of other teams
communicate and collaborate with each other (email, phone, face-to-face, written). What means of communication seems to be the most effective? Have there been barriers to effective communication and collaboration? If so, please give some examples. How have these barriers been addressed? By who? Have they been resolved?

-Clinical Staff from Other Teams:
How often does a supported education specialist visit your team meetings? Do they contact you outside of the case management team meetings? What do these contacts look like (phone, email etc.) and what do you discuss?

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.

Example Interview Questions:
-Program Coordinator & Supported Education Specialist/Worker:
When a supported education representative attends a case management meeting what do they discuss? What do they bring up? (probe for additional topics if they are not all three elements are present). Please give a case example of the joint development of intervention plans involving the supported education worker/specialist and a provider from another team. Are there barriers to the joint development of interventions? If so, how are those barriers addressed? By who? Can you give an example?

-Clinical Staff from Other Teams:
When a supported education representative attends a case management meeting what do they discuss? What do they bring up? (probe for additional topics if they are not all three elements are present). How many clients do you refer to the Supported Education Program every month? How many clients do you have on your caseload? Do you know how many clients your team refers to the Supported Education Program? Does the agency encourage teams to use the Supported Education Program? How? Please give a case example of the joint development of intervention plans involving yourself and the supported education worker/specialist. Are there barriers to the joint development of interventions? If so, how are those barriers addressed? By who? Can you give an example?

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.
Example Interview Questions:

-Program Coordinator & Supported Education Specialist/Worker:
Who are educational outcomes shared with? How often are they shared? How are they shared? How are educational successes recognized (certificates, formal ceremonies, hand written congratulatory notes, displays)? Please give specific examples. How often do recognitions take place? Who are these recognitions shared with (others in the department, other agency staff, Board of Directors, other community agencies)?

-Clinical Staff from Other Teams:
Are you made aware of educational outcomes in the Supported Education Program? How are these outcomes shared with you (announcements at meetings, newsletters, emails)? How often? Are educational successes recognized by the Supported Education Program? How are they recognized (see above)? How often? How are you made aware of the recognitions (invitations to ceremonies, announcements at meetings, newsletters, emails)?

-Program Participant:
Have you received recognition of your educational successes? How were you recognized (see above)? How often? Do others receive recognitions as well? Who in the agency and community knows about the recognition that you have received? How did they find out?

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). —OR—

4B. Caseload Size: For the freestanding (nonintegrated) model: Supported Education workers have a total caseload of 35 or less.

Example Interview Questions:

-Program Coordinator:
How many staff members on the team provide supported education services? How many people does each of these staff carry on their caseload? What percentage of time is this person (or persons) allotted for providing supported education services?

-Supported Education Specialist/Worker:
How many people do you have on your caseload? What percentage of your time is allotted for providing supported education services?

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.
Example Interview Questions:
- Program Coordinator:
  What do you see as your duties as a supervisor of the SEd team? What types of services do you provide your team? What does your field mentoring look like and how often does it occur? How do you ensure referrals come to the supported education program? How often does supervision occur? How do you coach supported education workers?
- Supported Education Specialist/Worker:
  What does your supported education program manager do? Do you receive weekly supervision? Do you receive field mentoring? What type of supervision and coaching do they provide you? Please provide an example of what your supervision or field mentoring interactions typically look like. How does your supervisor address programmatic issues or resolve problems regarding individual participants?

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).

Example Interview Questions:
- Program Coordinator:
  What types of educational pursuits or degrees do you allow? What types of educational pursuits do you not allow? Please provide an example of an educational goal that was outside of the “norm” that you helped someone achieve.
- Supported Education Specialist/Worker:
  What types of educational pursuits or degrees do you allow? What types of educational pursuits do you not allow? Please provide an example of an educational goal that was outside of the “norm” that you helped someone achieve.
- Program Participant:
  Have you been told that the educational goals you are trying to achieve are not supported by the supported education program? Have you been forced to change your major or change your goals to something other than what your originally wanted? What types of educational goals have you wanted to pursue that were supported?

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.
Example Interview Questions:
- **Program Coordinator & Supported Education Specialist/Worker:**
  What are the eligibility criteria for participation in the Supported Education Program? How are decisions regarding acceptance into the program made (i.e. a team discussion, alone by the program coordinator, a meeting between the program coordinator and the specialist who will be assigned the referral)? Are all clients who are interested in the Supported Education Program encouraged to apply? How so? What is the process if a consumer desires to be in the program, but the staff member from another team does not carry out the referral? How is this decision mediated? Has anyone been refused admission to the program? If so, why (have them describe the situation).

- **Program Participant:**
  When you applied (or were referred) to the Supported Education Program were you informed of any eligibility requirements? If so, can you list those requirements? Have you received encouragement from staff that you work with (Supported Education and staff from other teams) to participate in the Supported Education Program? Have you ever had staff discourage you from participation? If so, what happened?

- **Clinical Staff from Other Teams:**
  Are you aware of the eligibility requirements for participation in the Supported Education Program? What are they? Have you ever had a referral refused for the Supported Education Program? Why? Are there circumstances in which an interested client would not be referred to the Supported Education Program? If so, please give examples.

8. **Engaging Communication With All Clients:** Case-managers and supported education workers regularly and frequently talk with all 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)*

Example Interview Questions:
- **Supported Education Specialist/Worker:**
  What do conversations about supported education look like with consumers? How are participants made aware of the specific services available in the Supported Education Program (informed verbally once or on several occasions, given written information)? How do you determine that they have an adequate knowledge of the services (do they ask questions, is the information discussed)? Is supported education discussed as an option with ALL clients? What types of systematic ways does your agency ensure that these types of conversations occur?

- **Program Participants and Non Program Participants:**
  Was the supported education program discussed with you? How did you first become aware that the supported education program was an option for you? What did those conversations look like? What are some of the supported education services
offered? Describe these services. What services have you used? Have you been given written materials about the available services? Was that information discussed with you?

-Clinical Staff from Other Teams:
What do conversations about supported education look like with consumers? How are participants made aware of the specific services available in the Supported Education Program (informed verbally once or on several occasions, given written information)? How do you determine that they have an adequate knowledge of the services (do they ask questions, is the information discussed)? Is supported education discussed as an option with ALL clients? What types of systematic ways does your agency ensure that these types of conversations occur?

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.

**Example Interview Questions:**
- **Program Coordinator & Supported Education Specialist/Worker:**
  What means are used to make clients aware of the Supported Education Program? Who is responsible for ensuring that materials are available in all areas frequented by clients? What materials are available for consumers to learn about the supported education program? Where are they located?

- **Program Participant: How did you find out about the Supported Education Program?**
  Have you seen materials about the Supported Education Program around the agency? Where were the materials located? Do other clients know about the Supported Education Program? When did you become aware of the specific services available in the Supported Education Program? Do you think clients outside of the Supported Education Program are aware of specific services? Why or why not?

- **Clinical Staff from Other Teams:**
  How did you become aware of the Supported Education Program? Have you seen materials (brochures, flyers) about the Supported Education Program in client areas?

10A. **Services Begin Quickly:** Individuals seeking supported education services receive their first contact by the supported education team within one week of referral.

10B. **Services Begin Quickly:** Individuals seeking supported education services have one concrete educational activity completed within one month of referral.
Example Interview Questions:

- **Program Coordinator & Supported Education Specialist/Worker:**
  Please describe the referral and intake process. How soon after referral does the intake process usually take place? What is the first activity that you normally do with a client. When does this first activity normally take place?

- **Program Participant:**
  After you were referred to the Supported Education Program, how long did it take for you to start your intake? How long to complete your intake? What was the first thing the supported education worker did with you? What was the first thing the supported education worker helped you to do?

- **Clinical Staff from Other Teams:**
  When you have referred a client to the Supported Education Program how long has it taken to get an intake? What is the first activity that the supported education does with your clients and when does it usually take place?

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.

Example Interview Questions:

- **Program Coordinator & Supported Education Specialist/Worker:**
  What systematic means does the supported education program to ensure that assertive engagement occurs and continues if needed? How often do assertive outreach attempts occur when they are needed? Besides the participant, who else do you contact if the person needs to be re-engaged in the program?

- **Program Participant:**
  Do you find that the supported education staff contact you often to see how you are doing? Have you ever felt like isolating and had the supported education worker check to make sure you are okay? If you miss a meeting with the supported education worker what happens?

- **Clinical Staff from Other Teams:**
  What systematic means does the supported education program have to ensure that assertive engagement occurs and continues if needed? How often do they contact someone if they start to disengage from the supported education program? Do the supported education workers contact you if one of your clients starts to disengage from the program?
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.

   **Example Interview Questions:**
   - **Program Coordinator & Supported Education Specialist/Worker:**
     What is assessed in the educational assessment tool when someone first becomes involved in the program? Is this information ever updated? (probe for any missing information).
   - **Program Participant:**
     When you first signed up for the program what types of questions did the supported education worker ask you?

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.

   **Example Interview Questions:**
   - **Program Coordinator & Supported Education Specialist/Worker:**
     What systematic means does the supported education program have to ensure that conversations about disclosure to educational institutions occur? What do these conversations about disclosure look like? What happens if a participant decides not to disclose? What happens if they decide to disclose? How often do you revisit the topic of disclosure with a participant?
   - **Program Participant:**
     Has the supported education worker ever talked with you about the pro’s and con’s about disclosing your mental illness with your educational institution? If so, what did this conversation look like? IF these conversations have happened how often would you say they occur? Or have they happened more than once?

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.
Example Interview Questions:
- Program Coordinator & Supported Education Specialist/Worker:
  How often does educational goal planning occur? How often are they updated? What is included in educational goal planning?
- Program Participant:
  How often does the supported education work talk with you about your long term educational goals? Your short term educational goals? Do they ever fill out a form to track your goals with you? What types of things do they track?

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

Example Interview Questions
- Program Coordinator & Supported Education Specialist/Worker:
  Are on-going supports for securing financial aid available to participants? If so, please describe the assistance that is given. Does the office of student financial aid at the institution continue to be used in the process? Is assistance with the application process available to participants? If so, please describe how assistance is provided. Is assistance with securing academic supplies and required text books available to participants? If so, please describe the assistance that is given. Is assistance with setting a course schedule available? Is so, please describe the assistance. How are the degree requirements determined for the participant’s course of study? How is the academic advising office at the school utilized in the process of setting a schedule and determining degree requirements? Is assistance with transportation available? If so, please describe what assistance is given.

- Program Participant:
  Is on-going assistance with securing financial aid available to you? Do you continue to get help from the financial aid office at the school? If so, how did they assist you? If the participant has not used this service inquire about why the service not been used. Is assistance with application to the school available to you? Have you used this service? If so, please describe how you were assisted. If not, why not? Is assistance with securing academic supplies and required text books available to you? Have you used this service? If so, please describe how you were assisted. If not, why not? Is assistance with setting your schedule and determining degree requirements available to you? Did you get help from the advising office at the school? If so, how did they assist you? If the participant has not used this service inquire about why the service not been used. Is assistance with transportation to the educational institution available to you? If the participant has not used this service inquire about why the service not been used.
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

**Example Interview Questions:**
**-Program Coordinator & Supported Education Specialist/Worker:**
Are on-campus exposure activities made available to participants? Please give specific examples of these activities. Is the supported education worker/specialist available to introduce the participant to useful campus personnel? Is this service offered to each participant? Are peer role models/mentors available to participants on both a structured and unstructured basis? Please give examples of availability on a structured basis (support groups, formal assignment of a peer role model/mentor to a participant, scheduled time periods that peer role models/mentors are available). Please give examples of availability on an unstructured basis (peer role models/mentors that have been observed supporting a participant, participant report of seeking and gaining support from a peer role model/mentor on their own). Are participants aware of the availability of peer role models/mentors? If so, by what means are they made aware? Please describe the peer supports that are available to participants. How are each of these utilized by participants? What role do the participants play in the leadership of the peer supports offered by the supported education program? Are tutoring services available to participants? If so, who delivers these services? Are tutoring services offered at the school? If so, are participants encouraged to use tutoring services at the school? If not, why not? Is the participant made aware of the accommodations available under the ADA? How are participants made aware of accommodations? Are participants assisted in obtaining accommodations? Please describe the assistance.

**-Program Participant:**
Are on-campus exposure activities available to you? Have you requested this service? If yes, what on-campus exposure activities did you request? If no, why not? Are you aware of opportunities to attend events on campus? Are they regularly scheduled? Please give some examples of these events (see above). How do you come to know about these events? Do you attend? Why or why not? Has the supported education worker/specialist offered to introduce you to useful campus personnel? Did you use this service? Why or why not? If so, what campus personnel were you introduced to? Are there peer role models/mentors available to you? Please give some examples of how you have access to them. How did you become aware of the availability of peer role models/mentors? Do you use this service? Why or why not? What types of peer support opportunities do you have? Do you use them? Why or why not? Who leads peer supports offered in the supported education program? Are tutoring services available to you? If so, who provides these services (SEd program, school, other community agency)? Do you use tutoring services at the school? If not, why not? If not, does your supported education worker/specialist encourage you to use the tutoring services at the school? Are you familiar with academic accommodations available through the ADA? If so, what are some of them? Do you use any of these accommodations? If so, how were they initiated?
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).

**Example Interview Questions:**
- **Program Coordinator & Supported Education Specialist/Worker:**
  Once participants are successfully attending classes how do you proactively ensure that they continue to experience success? How often do you contact them? What other things do you do?
- **Program Participant:**
  If you have been attending classes for a while how often does the supported education worker contact you? How do they continue to help you succeed?

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.

**Example Interview Questions:**
- **Program Coordinator & Supported Education Specialist/Worker:**
  Are supports for securing financial aid available to participants? If so, please give describe the assistance that is given. How is the office of student financial aid at the institution used in the process? What types of financial aid programs are discussed? How are passed financial problems resolved? (probe for missing information).
- **Program Participant:**
  Is assistance in securing financial aid available to you? Have you used this service? If so, please describe how you were assisted. Did you get help from the financial aid office at the school? If so, how did they assist you? If you had past financial aid problems how did the supported education worker assist you in resolving these issues? Did they help you gather your financial records to help you apply for financial aid?

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.
Example Interview Questions

-Program Coordinator:
Describe the types of activities that Supported Education Specialists do in their role as liaison to institutions (i.e. communicate concerns of the institution to the program coordinator, develop and maintain relationships with relevant staff and faculty at the institution, seek reasonable resolution of student issues with staff and of institution)? Are supported education workers/specialists available to act as a mediator on behalf of the participant with the school or other agencies? If so, please give some examples of the circumstances in which this service has been used. Is the participant present during the mediation process? If not, why not?

-Supported Education Specialist/Worker:
Describe the types of activities that you do in your role as liaison to institutions (see above)? Are supported education workers/specialists available to act as a mediator on behalf of the participant with the school or other agencies? If so, please give some examples of the circumstances in which this service has been used. Is the participant present during the mediation process? If not, why not? What steps are taken to build the skills and confidence necessary for the participant to act on his/her own behalf?

-Program Participant:
Has the supported education worker ever helped you solve problems at the education institution? How did they go about doing this? Is the supported education worker/specialist available to act as a mediator on your behalf with the school or other agencies? Have you used this service? If so, please describe the circumstances in which this service was provided for you? Were you present when this service was provided? If not, why not? Has the supported education worker/specialist taught you about the skills necessary to mediate problems? If so, what are some of those skills?

20. Individualization: Educational Support Workers provide support that is individualized by participant’s preferences and needs.

Example Interview Questions:

-Program Coordinator & Supported Education Specialist/Worker:
Are services provided by the supported education program individualized to meet participants educational preferences and needs? If so how? Please provide some examples.

-Program Participant:
Have you ever been told that your educational preferences or needs could not be accommodated? If so why? How are your individual preferences included in the program? If you have educational needs, how are they accommodated?
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).

*Example Interview Questions:*

- **Program Coordinator & Supported Education Specialist/Worker:**
  Are mobile support services available to participants? If so, please describe how these services are delivered (when, where, how workers are contacted, how quickly they are able to respond). Is the supported education worker/specialist available to accompany the participant to the school? If so, please give examples of the circumstances in which the participant has requested accompaniment.

- **Program Participant:**
  Is the supported education worker/specialist available to accompany you to the school? Have you used this service? If so, what supports were you given? If the participant has not used the service inquire about why the service has not been used. Are mobile support services available to you? Have you used this service? If so, please describe your experience (what were the circumstance of the need, how you contacted the worker, where you received the service, how long the response time was). Was the service helpful? Why or why not?