

# Employment Works!

Twice-yearly IPS Supported Employment Newsletter

Spring 2020



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## Tanaya's Story

*The IPS Employment Center*

Tanaya is a young woman who began working a couple of months ago. She explained, "One of my counselors suggested the IPS program and I agreed because I wanted to surprise my mom. I applied to a few jobs and was hired quickly as a waitperson. I work Monday through Thursday and every other weekend. It's great. I am constantly talking to people. I sometimes get nervous when I am taking orders, but I make sure that customers are okay. I'm saving up for a phone and hope to buy a car someday."

Laseaun (Tanaya's IPS specialist) reported that Tanaya decided to stop going to high school and work on her GED instead. "We helped her set up an account for an online study program for the GED. And we are helping her find a location to take the GED tests on May 1. We used an education plan to help her write down her goals and identify what steps we will each take so that she will achieve her goals."

*"My mother is really proud and supportive of me. She encourages me to keep going."*

*Continued on page 2.*



Employment Center

[www.ipsworks.org](http://www.ipsworks.org)



The  
**Rockville Institute**

## IPS Employment Center Notes

While IPS for adults is well-established, we're still learning about IPS for young adults. How can IPS best serve this population to achieve their educational and career goals and help them with career advancement?

In this issue of *Employment Works!* we explore strategies for assisting young adults with diverse sets of short- and long-term goals. The new IPS-Y fidelity scale is designed around this population and features new sections on supported education. College resources can aid in student success as students start school and training programs. A 19-year-old woman in Australia works towards her long-term career interests with the help of her IPS specialist.



### Tanaya's Story continued

Tanaya said that she is fine with managing both work and school. "About three days each week I work on the GED for about four hours. I try to spend an hour on each subject. I like the online program because it has videos and it gives a lot of examples. My long-term goal is to go to college, but I am not sure if I want to sign up for a two-year degree." Laseaun explained that they have selected dates to visit different colleges and learn about their curriculums. Some visits may have to be postponed, "But we will help her stay on target."

And Tanaya's mother? "My mother is shocked that I am doing all of this. She is really proud and supportive of me. She encourages me to keep going."

## College Campus Resources Aid in Student Success

### The IPS Employment Center

Going to school or training programs helps IPS clients develop their careers. While IPS specialists provide supported education services, it's vital to connect IPS clients to campus resources that aid in their success. Colleges and universities in the United States have two federally mandated programs that help students with varied challenges: Disability Services and Student Support Services Programs. These programs may have different names at your local college.

*"Going through college, I went through the Disabled Students office because I needed a note taker and modified tests. Now I encourage all of my participants to make an appointment with them."*

Disability Services offices have counselors that can help with accommodations for optimal learning. Cleo Reece, an employment coordinator at Bay Area Community Services in Oakland, California, shared, "Going through college, I went through the Disabled Students office because I needed a note taker and modified tests. Now I encourage all of my participants to make an appointment with them." Jenna Dale from Options for Southern Oregon sees students getting

accommodations like having more time to take tests, taking tests in a different environment than the classroom, assistance with notetaking, and sitting next to the door during class to help manage mental health symptoms. "We know the two counselors at our community college well because we are there all of the time — they are so approachable, welcoming, and responsive."

Student Support Services Programs are funded by the U. S. Department of Education and serve a wider group of students who are disadvantaged, low income, first generation college students, and/or have disabilities. Laurie Kinder from Laurel Hill Center in Eugene, Oregon, has several students who use that office in her community. She explained, "For students who do not want to disclose their disability, TRiO Learning Center can still provide services like tutoring, counseling, and linkage to campus resources."

IPS programs should help people explore school and training options and provide ongoing supports to help students be successful. "People want to go back to school, but are often intimidated by it, so we spend a lot of time with them on campus initially," said Laurie Kinder. By leveraging support of campus resources for students with disabilities, IPS helps people complete school and move into better jobs.



# The IPS-Y: IPS Fidelity Scale for Young Adults

## The IPS Employment Center

The 25-item IPS fidelity scale (the "IPS-25") has been a standard tool used by state leaders, IPS supervisors, and IPS specialists for providing feedback on IPS fidelity to programs serving working-age adults with serious mental illness. However, as often noted, the IPS-25 is not ideally suited for young adults because it does not include any education items. The IPS Employment Center has received many requests for a fidelity scale designed specifically for this age group.

Over the last few years we have developed the IPS Fidelity Scale for Young Adults (the "IPS-Y"). This is a 35-item scale with two components: IPS-Employment (25 employment items) and IPS-Education (10 items – 9 education items and one new family contact item). The IPS-Y follows the same design, rating scale, and data collection procedures as the IPS-25, except the site visit is about a half-day longer. The contents of all 25 items on IPS-Employment are identical or similar to the IPS-25. IPS-Education consists of 10 new items. Eight items refer specifically to education interventions (e.g., assessment, choosing educational programs, completing applications, visiting campuses, coordinating with special education counselors, attending Individualized Education Program

meetings, accessing financial resources, helping with time management). The education interventions aim at helping young adults succeed in mainstream education. The two remaining IPS-Education items measure family involvement in IPS services (at least one meeting with family) and career exploration (e.g., job fairs, informational interviews).

To help score the IPS-Y we developed the IPS Education Checklist with drop-down menus that help IPS specialists efficiently document their interventions. This tool is useful not only for fidelity reviews, but also for supervision and for meetings with young adults to map progress and identify next steps. The IPS-Y Fidelity Review Template provides fidelity assessors a tool for preparing written fidelity reviews. The template provides a rationale for each item and has fillable boxes for fidelity assessors to record the rating, provide an explanation for the rating, and to make recommendations.

To date, seven different fidelity assessors in five states have conducted eight fidelity reviews in a variety of young adult programs, including first episode psychosis programs, a program for high school students, and an IPS program operating within a housing program. Fidelity assessors completed all eight reviews within two 8-hour days. The assessors all found the IPS-Y acceptable, in terms of time taken to complete the scale, the contents of the new fidelity items, and changes from the IPS-25. The fidelity scores ranged from not IPS to exemplary for the IPS-Employment and from fair to exemplary on the IPS-Education.

The IPS-Y, the education checklist, and the IPS-Y Fidelity Review Template can be downloaded at [www.ipsworks.org/index.php/library/](http://www.ipsworks.org/index.php/library/). We invite program leaders and researchers to try it out and give us feedback on its utility.

## Related Resources

Click on any of the resources to connect with them on our webpage.

IPS-Y Fidelity Scale for Young Adults (3/16/20) Page: 1

Item: \_\_\_\_\_ Site: \_\_\_\_\_ Date: \_\_\_\_\_

Number of young adults on caseload with employment goals: \_\_\_\_\_ (other setting to work or currently working)

Number of young adults on caseload with education goals: \_\_\_\_\_ (other setting to attend an educational program or currently attending)

Note: Check one for each employment and education goal.

Directions: Circle one rating number for each item.

Item	Rating
1. Complete IPS specialist have individualized employment and/or education goals. The assessment conducted for a fidelity IPS specialist is a: (1) Initial assessment (1-12/15) (2) Follow-up assessment (1-12/15) (3) Re-assessment (1-12/15) (4) Re-assessment (1-12/15) (5) Re-assessment (1-12/15)	1 = 100% of the time 2 = 75-99% of the time 3 = 50-74% of the time 4 = 25-49% of the time 5 = 0-24% of the time
2. Educator from employment IPS specialist provide only employment services. Only with education goals considered employment services.	1 = 100% of the time 2 = 75-99% of the time 3 = 50-74% of the time 4 = 25-49% of the time 5 = 0-24% of the time
3A. IPS specialist (the employment) has IPS specialist review of all components of employment services for all young adults on caseload. (1) employment goals, (2) employment goals, (3) employment goals, (4) employment goals, (5) employment goals	1 = 100% of the time 2 = 75-99% of the time 3 = 50-74% of the time 4 = 25-49% of the time 5 = 0-24% of the time

Client ID #	Notes from IPS-25 Review (if any)
ENTER HERE	
Does client have an education plan?	
Type of goal and date initiated in education plan	
When does client plan to pursue goal?	
Who is main person helping with this goal?	
Does client's chart include educational assessment?	
If client started a new educational program, did IPS help with...	
applications for admission	
books and supplies	
transportation	
class scheduling	
Did IPS help with financial aid?	
1) gathering forms appropriate for financial aid	
2) identifying sources of financial aid assistance (e.g., scholarships, Pell grants, ABLE accounts, VR accounts)	
3) gathering relevant financial academic information (e.g., test records, income tax returns, academic records)	
4) ask about help resolve past educational loan defaults	
5) securing financial assistance	
6) managing current loans and understanding obligations	
Did IPS help in the following areas?	
1) type of educational institution	
2) introduction to campus resources and personnel	
3) locating tutoring services	
4) academic accommodations and making contact with campus office of disabilities	
5) time management	
6) meeting with instructors	
7) dropping a class or withdrawing from school	
8) leaving any relevant self-help groups	
9) (for high school students) participation in Individualized Education Programs, 504 plans, and transition plans (e.g., meetings with school personnel)	



Young Adult Manual



Supported Education Poster

The IPS-Y Fidelity Scale

IPS-Y Supported Education Checklist

# Working Toward Long-Term Goals

*Gina Chinnery, Associate Director Employment & Education Partnerships, Orygen*

Karimah is a current client of the IPS program located within Orygen's headspace centre in Glenroy, Australia. Orygen's IPS program is unique as it offers the option of vocational peer work support in addition to IPS support to all young people enrolling in the program.

Karimah is 19 years of age and at the time of registration in Orygen's IPS program had never held paid employment. She completed Year 11 high school studies and has not engaged in further study since leaving school. Karimah's short-term career goals were to gain a customer service role to build confidence and experience in a workplace and then expressed an interest in the community sector, identifying roles including peer work, youth work, social work and education support as long-term options. Karimah's preference was on gaining work to help with her personal goals of moving out of home and gaining her driver's licence with the plan to explore the longer term opportunities as she built up skills and confidence in an entry-level customer service role.

Orygen's IPS worker, Daniel, completed a vocational assessment, developed a new resume and cover letter, and supported Karimah to complete a basic

online career test on the Australian Government's Job Outlook website to identify other occupations of interest. It was through this process Karimah identified she wanted to find part-time work in the retail sector in the short term, close to home and that involves some on-the-job training.

Longer term, Karimah identified an interest in the community services sector so Daniel linked Karimah with the vocational peer worker, Sarah, to talk with someone of a similar age about their experience of working as a peer worker and to discuss any worries Karimah may have about starting her first job.

Daniel actively canvassed several local employers for part-time work and negotiated an interview for a role in a local hardware and paint store close to Karimah's home. The owner was aware that Karimah lacked work experience but was open to considering her for the position based on her enthusiasm for the role and the reference and ongoing support offered through IPS. Karimah has now been working in the role for over three months and has built up her confidence and skills in-store that has resulted in her employer offering

further training to work in the paint department, a position requiring specialised skills.

In addition to the support provided to gain work, Daniel has continued to engage Karimah in other training opportunities related to her long-term goals, specifically the L2P learner driver program that supports young people to gain driving lessons with mentor drivers and he has also supported Karimah to explore training options and entry requirements for courses in the community services sector to help with her decision making.





# IPS for High School Students

## *The IPS Employment Center*

More and more IPS programs are serving people still in high school, and this presents interesting considerations. Amanda Downing and Monet Burpee from the Felton Institute in San Francisco and San Mateo, California offer four tips for our readers.

First, IPS specialists need to coordinate services with school providers like counselors and case managers. Many IPS clients receive special education services and the IPS team should communicate frequently with those providers about the client's employment and education goals. "Having a job is a huge recovery goal for teenagers — it's a big part of launching and becoming independent," Monet said. "We try to get support from the school so services are consistent and

nobody is reinventing the wheel." One way she does this is to meet her clients at school right after the school day ends, that way she can also connect with providers.

Second, family members need to be included in services for high school students. "If someone is a minor, then the family has the final say in school and work-based accommodations," Amanda shared. The parent or guardian has to legally sign off on changes to the education plan. In their program, most of the clients live at home with their family. The family needs to be involved at each stage of the IPS process due to their very close involvement in the young person's life.

Third, getting a job is more complicated for high school students. In California,

students need to meet baseline expectations for grades and school attendance in order to get a work permit, which is a requirement for any job they try to get. Work permits are issued by the school district and need to be updated for each new job and school year. The employer needs to make sure they meet the work permit restrictions, so Amanda's team meets with the employer and student together to determine that everyone understands the requirements. Not every employer will hire high school students, so Monet asks when she's developing employer relationships.

Lastly, remember that these young IPS clients are at the start of their vocational process. After seven years of working with this group, Amanda noted, "Most young people want to work where their friends work, or where they like to hang out, or somewhere that's easy to get to." Monet shared, "My favorite part of working with teenagers is their eagerness to work. They are so excited about filling out applications and going to visit employers." A recent client of Monet's just celebrated two years of employment at a local juice and smoothie shop. "He just loves that job." Over time she has seen him grow in confidence, start saving money, and get a girlfriend.



## New Study of IPS and Young Adults

### *The IPS Employment Center*

Gary Bond of the IPS Employment Center at Westat received a three-year National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) grant to conduct a prospective mixed-methods study of IPS programs serving young adults (aged 16-24) with serious mental illness. Ten IPS programs from five geographically diverse states in the International IPS Learning Community each will enroll 15 new clients and follow them for 12 months.

Aims of the study include documenting the range of young adult populations, successful engagement strategies, improvements in employment and education rates between baseline and 12-month follow up, IPS fidelity assessment with a new scale developed for young adults, and barriers and strategies to IPS implementation and sustainment.

The ten IPS teams will collect baseline information, track engagement in IPS services, and complete brief follow-up interviews on employment and education attainment. State leaders will conduct two IPS fidelity reviews using the newly-developed fidelity scale for young adults called the IPS-Y ([www.ipsworks.org/index.php/library/](http://www.ipsworks.org/index.php/library/)). The research team will conduct semi-structured interviews with state leaders, IPS supervisors, and other stakeholders at baseline and two years. During the course of the study, the state and local leaders will have bimonthly telephone calls to discuss progress and lessons learned. The group that will function as a mini-learning community is called the IPS Young Adult Network and will report findings to the larger International IPS Learning Community during regular teleconferences, in the twice-yearly IPS newsletter, and in peer-reviewed publications.

## Upcoming Online Courses

### Practitioner Skills Course

- ♦ May 4 through July 24  
Registration March 16 through April 17
- ♦ September 21 through December 11  
Registration August 10 through September 4

### Spanish Practitioner Skills Course

- ♦ September 14 through December 4  
Registration August 3 through August 28

### French Practitioner Skills Course

- ♦ September 14 through December 4  
Registration August 3 through August 28

### IPS Supervisor Skills Course

- ♦ July 6 through September 11  
Registration May 25 to Jun 19
- ♦ October 5 through December 11  
Registration August 17 through September 18

### IPS for VR Counselors Course

- ♦ July 27 through September 2  
Registration June 15 through July 10
- ♦ September 14 through October 20  
Registration is August 3 to August 28

## Did you know we've made some changes to our online course offerings?

You will now have the option to add two Supported Education units to the end of the Practitioner Skills Course. These optional units are replacing our IPS for Young Adults course. You may add them on to the course or sign up for just the supplementary units.



To learn more about any of our courses, visit [www.ipsworks.org/index.php/training-courses/](http://www.ipsworks.org/index.php/training-courses/)



Employment Center

[www.ipsworks.org](http://www.ipsworks.org)

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### The IPS Employment Center at The Rockville Institute

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Westat is under contract to The Rockville Institute for the operation of The IPS Employment Center.