Improving Supported Employment and Education (I-SEE)
Symposium Goals

- Disseminate data on supported education and employment outcomes for transition age youth and young adults with serious mental health conditions.

- Describe key Career Development strategies and interventions we implemented and their preliminary impact.

- Explore implications of the effectiveness of current Career Development strategies, initial outcomes and the metrics applied.
Presenters

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Improving Supported Employment and Education (I-SEE)

- Project Overview
- Measurement Challenges
  NEET/DISCONNECTED
  ➤➤➤➤➤ PE!
- Initial Results
Stars TAYP -- Financial Disability Payments
Proportions of Young Adults with Support by Time in Treatment FY 13-14

- ACTIVE
- DISCHARGED

43% 43%
31% 67%
71% 67%

ADM SIX1 SIX2 SIX3 SIX4 SIX5 SIX6 SIX7 SIX8+ DIS
<table>
<thead>
<tr>
<th>Location</th>
<th>Years Started</th>
<th>Number Served</th>
<th>Age Range</th>
<th>Gender Distribution</th>
<th>Ethnicity Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stars in Alameda County</td>
<td>1999</td>
<td>1,150</td>
<td>Ages 17 to 24</td>
<td>64% Males; 36% Females</td>
<td>49% AfrAmer; 22% AngAmer; 19% LatAmer; 10% Other</td>
</tr>
<tr>
<td>Star View in Los Angeles Co.</td>
<td>2008</td>
<td>542</td>
<td>Ages 16 to 25</td>
<td>56% Males; 44% Females</td>
<td>53% LatAmer; 27% AfrAmer; 10% AngAmer; 10% Other</td>
</tr>
<tr>
<td>Starlight in Santa Clara Co.</td>
<td>2008</td>
<td>215</td>
<td>Ages 15 to 23</td>
<td>52% Females, 48% Males</td>
<td>64% LatAmer, 18% AngAmer; 12% AfrAmer; 6% Other</td>
</tr>
<tr>
<td>Location</td>
<td>Psychosis (%)</td>
<td>Internalizing (%)</td>
<td>Substance Abuse (%)</td>
<td>Externalizing (%)</td>
<td>70% Psych. Hosp. Prior Year</td>
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<tr>
<td>Stars in Alameda County</td>
<td>60%</td>
<td>50%</td>
<td>27%</td>
<td>5%</td>
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<tr>
<td>Star View in Los Angeles Co.</td>
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<tr>
<td>Starlight in Santa Clara Co.</td>
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The Stars I–SEE Initiative I: Education and Employment Supports in Stars Behavioral Health Group Programs
Poor Performance of Mental Health System in Terms of Employment Outcomes

Employment Statistics for United States Adult Mental Health Clients

OVERALL Employment rate = 21 percent

Rate for mental health clients ages 18–20 = 17.9 percent

Rate for mental health clients ages 21–64 = 22.7 percent

Rate for mental health clients ages 65 and over = 6.9 percent

(SAMHSA, 2008)
McGorry/EPPIC – Vocational interventions must be integrated into treatment
TOP 5 Things They Never Teach You in Employment Training!

1. Using your “sick voice” when calling in sick (and keep your stereo down)

2. Learning how to act busy

3. Exerting facial control when boss is giving you directions (avoid eye rolling)

4. Always have next job lined up **before** you tell boss what you think of him/her

5. Recognize that being asked “How are you?” is not a clinical assessment
Career Development – Values & Interventions

- Overcome the Soft Bigotry of Low Expectations
- Shift from illness centered to person centered
- Build on TIP model: Strengths – Discovery & Futures Planning
- Align interventions with Career Readiness assessments (stage-specific)
Pointing out Pathways

- Coordinating Job and school tours
- Hosting job shadows – Ground Hog Day
- Creating internships in our programs
- Accessing Internet resources, virtual tours, software
- Hiring Peer mentors, role models, alumni
- Delivering benefits counseling is crucial
<table>
<thead>
<tr>
<th>Best Practice</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TIP – Integrating Futures Planning?</td>
<td>Assess if Education &amp; Employment goals are in Care Plans (Future Planning)</td>
</tr>
<tr>
<td>2. Performing Career Readiness Self Checks?</td>
<td>Determine extent that they are being used by each program site</td>
</tr>
<tr>
<td>3. Cultivating interest and motivation by offering Career Pathways?</td>
<td>Assess development &amp; support of each Pathway matched to “readiness”</td>
</tr>
<tr>
<td>Best Practice</td>
<td>Indicator</td>
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<tr>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. Providing proactive career exposures?</td>
<td>Ensure that regular school &amp; job tours are being calendared and delivered</td>
</tr>
<tr>
<td>5. Community Bridge Building- Linking w/ ed &amp; emp community resources?</td>
<td>Verify that each program site has key relationships in place</td>
</tr>
<tr>
<td>6. Specialized training in career development?</td>
<td>Explore opportunities for funding or converting current positions to deliver CD services</td>
</tr>
</tbody>
</table>
I-SEE Status Overall:
65% PE at 1st Record
72% PE at last Record
Lessons Learned – Program Implications

- Proactive interventions with “contemplators”
- Adopt I.P.S. – hire Job Developers
- Being mindful of context of poverty
- Age-graded, developmentally sensitive measures needed
The Stars I–SEE Initiative II: Education and Employment in Full Service Partnerships (FSP) Before and Since I–SEE

- Why does data matter?
- Methodology
- Results
California Department of Health Care Services

Mental Health Services Act
Full Service Partnership Programs

Child / Youth
Transitional Age Youth
Adults
Older Adults
MHSA Data on Transitional Age Youth Education and Employment Activities

mental health

successful independent living
MHSA Information

- Baseline
- Key Events
- Quarterly Assessments (every three months)
MHSA Information Example

Baseline

• Member “DS” is 19 years old, male, and identifies as Hispanic

• DS is not employed in paid or volunteer work

• DS did not complete high school
MHSA Information Example

Timeline

Admission

January
February
March
April
May
June
July
August
September
October
November
December

Discharge

Baseline

Key Event Tracking

3 Month Assessments
MHSA Information

CRITERIA for Positive Engagement in Education or Employment

In School with Good Attendance
-or-
Successful Completion

Employed > 8 hours a week
Impact of I-SEE on Education and Employment Activities: Results

Increase with Treatment of % Positively Engaged Members Pre I-SEE and Post I-SEE Implementation

- Without I-SEE: 9%
- With I-SEE: 26%
Impact of I-SEE on Education and Employment Activities: By Age

Difference with Age in % Positively Engaged at Admission

- Ages 17 and under: 77%
- Ages 18 and up: 22%

Ages 18 and up With I-SEE % Positively Engaged at Admission and Exit

- Admission: 22%
- Exit: 52%
Impact of I-SEE: % Positively Engaged By Age

Ages 17 and under

Admission: 63%
Exit: 81%

Ages 18 and up

Admission: 22%
Exit: 52%
Impact of I-SEE on Education and Employment Activities: Summary

• I-SEE does increase engagement in education and employment

• In all age groups, intervention helps, including among older TAY!

How can we make I-SEE better?
The Stars I–SEE Initiative III: Education and Employment in Transitional Age Youth Program (TAYP) Before and Since I–SEE

- Early Alameda County program, launched well before MHSA, not FSP funded, albeit a population with similar challenges
- Different measurements from MSHA protocols
PE Redefined: What's Different?

- Used same criteria for PE with education and employment
- Added in engagement with vocationally oriented activities
- Thus, PE is a relaxed -- or broadened -- standard
**Vocational Exploratory Activities**

*Status (Yes or No) -- did the young adult engage in vocational exploratory activities?*

- **Student Internship:** Enrolled, continued or completed a school field placement
- **College Preparation:** Prepared for and/or applied to college
- **Vocational:** Took a vocational course or in a training placement
- **Resources:** Used internet, library, workshop or other resources to explore options
- **Interviewing:** Practiced resume writing and/or job interviewing
- **Applications:** Applied and/or interviewed for internship, vocational training and/or job
Methods

- Service population divided into four groups in terms of the amount of time/exposure to I-SEE:
  - Initial or first available record (primarily enrollment or at first six months of treatment) compared to last available record (at discharge if closed case or last COR for active clients) for each client.
## Methods

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>% of Study Sample</th>
<th>Avg Days Before I-SEE</th>
<th>Avg Days Since I-SEE</th>
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</thead>
<tbody>
<tr>
<td>Discharged-Pre I-SEE</td>
<td>70</td>
<td>38%</td>
<td>869</td>
<td>41</td>
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<tr>
<td>Discharged-Post I-SEE</td>
<td>16</td>
<td>9%</td>
<td>251</td>
<td>95</td>
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<tr>
<td>Active-Pre I-SEE</td>
<td>30</td>
<td>16%</td>
<td>860</td>
<td>275</td>
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<td>Active-Post I-SEE</td>
<td>68</td>
<td>37%</td>
<td>60</td>
<td>231</td>
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<td>184</td>
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<td>% First Record</td>
<td>% Last Record</td>
<td>% First Record</td>
<td>% Last Record</td>
<td>% First Record</td>
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<tr>
<td><strong>Education</strong></td>
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<td><strong>Employment</strong></td>
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<td><strong>Vocational</strong></td>
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<td>22.1%</td>
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<td>20.6%</td>
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<td>20%</td>
<td>20.6%</td>
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<td>70%</td>
<td>60%</td>
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<td></td>
<td>80%</td>
<td>70%</td>
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</tbody>
</table>

- Discharged-Pre I-SEE (N=70)
- Discharged-Post I-SEE (N=16)
- Active-Pre I-SEE (N=30)
- Active-Post I-SEE (N=68)
VEA -- Young Adults Active Post I-SEE
N=68 **BLUE** = Initial; **GREEN** = Last

<table>
<thead>
<tr>
<th>Category</th>
<th>0%</th>
<th>50%</th>
<th>100%</th>
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<tr>
<td>Internship</td>
<td>15.9%</td>
<td>3.0%</td>
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<tr>
<td>College Prep</td>
<td>20.6%</td>
<td>28.4%</td>
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<tr>
<td>Voc. Classes</td>
<td>25.8%</td>
<td>42.4%</td>
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<tr>
<td>Resources</td>
<td>6.3%</td>
<td>16.4%</td>
<td></td>
</tr>
<tr>
<td>Interviewing</td>
<td>19.1%</td>
<td>37.3%</td>
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<tr>
<td>Application</td>
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</tr>
</tbody>
</table>

**N=68**

**BLUE** = Initial; **GREEN** = Last
# Results – All PE Types

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>% PE at First Record</th>
<th>% PE at Last Record</th>
<th>% PE Shift (Net Difference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discharged-Pre I-SEE</td>
<td>70</td>
<td>83%</td>
<td>79%</td>
<td>-4%</td>
</tr>
<tr>
<td>Discharged-Post I-SEE</td>
<td>16</td>
<td>63%</td>
<td>56%</td>
<td>-7%</td>
</tr>
<tr>
<td>Active-Pre I-SEE</td>
<td>30</td>
<td>70%</td>
<td>67%</td>
<td>-3%</td>
</tr>
<tr>
<td>Active-Post I-SEE</td>
<td>68</td>
<td>63%</td>
<td>74%</td>
<td>+11%</td>
</tr>
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</table>
Developmentally Appropriate Measures of Progress and Success

- How progress and success is measured is crucial
- Art of seeing and celebrating growth – Increments of Change
- Counting “at-bats”, every career related exposure
- Developmentally inappropriate metrics = discouragement
- Average age of emancipation = 32 – taking long term view
- The labor market and the world of work has changed dramatically
How Effective?

- Initial encouraging improvements
- Big differences seen in TAY age range—“Over the cliff” phenomena
- Capturing “vocational exploratory activities” is important
- Not making enough progress on 18+ youth getting competitive work
Discussion Points

..... on the path to education & employment

- Natural connection between PE VEA data and shaping our work to support young adults identifying:
  1. Level of readiness (contemplators),
  2. Individual support/resource needs (poverty)
  3. Importance of job developer role

- Will this make a difference in the long term for education and employment outcomes?
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