

**Quality Indicators for 18+ Services  
Part One: Self-Assessment (Full Version)**

**Rate your 18+ services in each one of the 12 indicators listed below:** Read the description for each item in the indicator and determine if it is **Always Evident, Usually Evident, Sometimes Evident, or Not Evident.** After you mark an **X** for each item in the indicator, add the total number of X's in each column and multiply by the number below it. *Example:* If all 8 items in Indicator 1 are "Usually Evident", that would give you 8 "X's", which you would then multiply by 2 for a total of 16. You would then write the number 16 in the "Total Score for Indicator 1". Complete this scoring calculation for all indicators listed.

<b>Indicator 1: Framework for Recommendation of Placement</b>	<b>Always Evident</b>	<b>Usually Evident</b>	<b>Sometimes Evident</b>	<b>Not Evident</b>
1. Students must be 18 years of age or older.				
2. Student has met credit and assessment requirements but has not yet completed IEP requirements. Student has been coded with an IEP Continuer Code of 1 (Texas).				
3. Student is eligible to continue for special education services under either 89.1070 (b)(2) or (g)(4).				
4. The transition assessment demonstrates a need to continue special education services to meet the IEP indicate need to continue beyond credit and statewide assessment completion.				
5. For the community-based 18+ model, students are assigned to the H.S. campus for State Data System for ADA purposes only. Communication from the parent and student must be with the 18+ staff and designated 18+ administrator, not the H.S. The attendance count is sent daily to the H.S.				
6. Other than the initial placement IEP, the 18+ IEP meetings are not held on the high school campus and there is an administrator designated for 18+ IEPs.				
<b>Calculate the total number of X's in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3= _____	x 2 = _____	x 1= _____	x 0= _____
<b>Add all of the total scores for each column and <u>divide by 6</u> to get a total score for Indicator 1 and enter it in the column to the right.</b>				<b>Total Score for Indicator 1</b>

<b>Indicator 2: Administrative Considerations</b>	<b>Always Evident/Not Applicable</b>	<b>Usually Evident</b>	<b>Sometimes Evident</b>	<b>Not Evident</b>
1. If the district goes to open enrollment, consideration is made of impact on the ISD 18+ services and funding.				
2. Open Enrollment Considerations: Students residing in another district and accessing an open enrollment option would not have his/her adult day in the ISD community and would need the design of their adult day within the boundaries of the district in which they reside. Since ISD is not required to travel to another district to provide adult day services, open enrollment students would be provided transition services on the high school campus or district-based 18+ program.				
3. The district has planned for students, ages 18-21, who may request to enroll after graduation through a request to return, or who were homeschooled or may have graduated from a private school.				
4. The district has a continuum of 18+ services that include on-campus 18+ and/or district-based 18+, and a community-based 18+. Least restrictive environment is always a consideration for placement. A district may choose to implement a district-based 18+ in addition to the campus-based and community-based model, however, it is also appropriate for the continuum to consist only of a campus-based and community-based model.				
5. The district has determined the State ADA/IA codes that are appropriate for the 18+ placements in the ISD and provided that list to the appropriate staff responsible for making the coding decisions and entering the data.				
<b>Calculate the total number of X's in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3=	x 2 =	x 1=	x 0=
<b>Add all of the total scores for each column and <u>divide by 5</u> to get a total score for Indicator 2 and enter it in the column to the right.</b>				<b>Total Score for Indicator 2</b>

<b>Indicator 3: Non-Negotiables</b>	<b>Always Evident</b>	<b>Usually Evident</b>	<b>Sometimes Evident</b>	<b>Not Evident</b>
1. Transportation: Information is shared with parents that the least restrictive environment for transportation in an adult schedule is not the yellow school bus but rather the use of adult transportation options (both public and private). The student/parent/18+ team identify the post-school transportation options and partner with the parent to conduct travel training.				
2. The daily schedule is dictated by the transition assessment and PCTA/Life Plan results.				
3. 18+ students do not go back to the high school campus to take classes because they have completed high school credit requirements. The students are members of the adult community and community education options are investigated and accessed, if appropriate.				
4. The 18+ placement is reviewed if it is not working. An IEP Meeting should be convened to determine the appropriateness of the IEP and if the high school campus 18+ services would be more appropriate. Decisions must be data-driven and student-centered.				
5. The student follows the adult work calendar and not the school calendar (ex. spring break, summer, and winter holidays).				
6. The adult schedule drives the IEP schedule page and not the high school bell schedule.				
7. Every adult student's schedule is different and that schedule drives the IEP goals/objectives.				
8. If a student begins 18+ on a school calendar/bell schedule, longitudinal data provides evidence of the transition to an adult schedule and the least restrictive adult environments.				
9. Students do not participate in high school activities that are limited to enrolled HS students. 18+ students participate only in adult and community activities (ex. Special Olympics).				
<b>Calculate the total number of X's in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3= _____	x 2 = _____	x 1= _____	x 0= _____
<b>Add all of the total scores for each column and <u>divide by 9</u> to get a total score for Indicator 3 and enter it in the column to the right.</b>				<b>Total Score for Indicator 3</b>

<b>Indicator 4: Prospective Students</b>	<b>Always Evident</b>	<b>Usually Evident</b>	<b>Sometimes Evident</b>	<b>Not Evident</b>
1. There is a process in place to assist in the identification of students for whom an 18+ placement in the community is appropriate.				
2. A meeting is held with the prospective student and parent/guardian of the student, being considered for an 18+ placement, to share information and obtain input prior to the IEP Meeting.				
3. Person-Centered Transition Assessment (PCTA) and/or the Life Plan is conducted with each of the prospective students, in addition to other transition assessments considered appropriate.				
4. A step-by-step list has been developed as a guide for data collection, observations, etc. for the purpose of gathering data appropriate to the 18+ placement decision-making process.				
<b>Calculate the total number of X's in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3=	x 2 =	x 1=	x 0=
<b>Add all of the total scores for each column and <u>divide by 4</u> to get a total score for Indicator 4 and enter it in the column to the right.</b>				<b>Total Score for Indicator 4</b>

<b>Indicator 5: Transition Assessment</b>	<b>Always Evident</b>	<b>Usually Evident</b>	<b>Sometimes Evident</b>	<b>Not Evident</b>
1. The district has an 18+ Transition Assessment Matrix of assessment tools specific to young adults and the community.				
2. Person-Centered Transition Assessment and the Life Plan are two of the required transition assessment tools.				
3. The transition assessments used always match the questions about the student that are related to the measurable postsecondary goals for employment, education/training, and independent living, which include transportation barriers.				
4. Parents and students complete an interview and application/referral paperwork, following the transition assessment, and before the IEP Meeting to consider the appropriateness of placement.				
<b>Calculate the total number of X's in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3=	x 2 =	x 1=	x 0=
<b>Add all of the total scores for each column and <u>divide by 4</u> to get a total score for Indicator 5 and enter it in the column to the right.</b>				<b>Total Score for Indicator 5</b>

Indicator 6: Instructional Resources and Curriculum	Always Evident	Usually Evident	Sometimes Evident	Not Evident
1. The role for related services in 18+ has been addressed and relates to adult needs and the transition IEP. For example, the AT personnel who requested the purchase a Dynovox or other equipment when adults use smart devices that are readily available on the consumer market. The decision-making filter for all equipment must include questions like (1) will this be available after public school; (2) Can the student and parents afford it without specialized funds? (3) Does the student already have equipment such as the smart phone which can be used for communication or whatever the need is?				
2. The student's transition-based IEP guides the instruction and teaching materials for the teacher instead of a published curriculum. District 18+ staff have been trained on how to use the IEP as the guide for instruction.				
3. The district has a scope and sequence for 18+ services (in all settings in the continuum).				
4. The instructional materials match the instructional needs of the adult students, they are age-appropriate, and they address dignity of life issues with instruction in the community. The 18+ staff use community materials as much as is possible and available.				
5. Student and parent input in the PCTA and the Life Plan are used to identify specific concerns within the instructional needs, such as learning money using cash versus a debit card, etc.				
6. District 18+ staff and students use technology for instruction, modeling, data gathering, and communication (ie. The student's own smartphone).				
<b>Calculate the total number of X's in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3= _____	x 2 = _____	x 1= _____	x 0= _____
<b>Add all of the total scores for each column and <u>divide by 6</u> to get a total score for Indicator 6 and enter it in the column to the right.</b>				<b>Total Score for Indicator 6</b>

<b>Indicator 7: Staffing and Scheduling</b>	<b>Always Evident</b>	<b>Usually Evident</b>	<b>Sometimes Evident</b>	<b>Not Evident</b>
1. Scheduling is determined by the adult day design formed in PCTA meeting and decided by the IEP Committee.				
2. Staffing in the community may be one-on-one or in small groups, with no more than 4 students per staff member. Instruction should not be in large groups/unnatural ratios. Student/staff ratio should be determined based upon student need, regarding instructional and support decisions.				
3. Hiring 18+ Staff: Neither the teachers nor the paraprofessional positions are hired by “district appointed position”. It is an application and interview process with specific expectations and training. The staff hiring is protected from “placements” that occur because of displaced personnel or other expedient or political reasons. This staffing described in the previous sentence will result in failure of the evidence-based design. It is crucial that the best of the best be selected as the staff will not be on high school campuses under the watchful eye of administrators. Both teachers and paraprofessionals must be self-starters, problem solvers, and professional representatives of the district who will spend 90% of their time in the community with community 18+ partners.				
<b>Calculate the total number of X’s in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3=	x 2 =	x 1=	x 0=
<b>Add all of the total scores for each column and <u>divide by 3</u> to get a total score for Indicator 7 and enter it in the column to the right.</b>				<b>Total Score for Indicator 7</b>

<b>Indicator 8: Data Collection</b>	<b>Always Evident</b>	<b>Usually Evident</b>	<b>Sometimes Evident</b>	<b>Not Evident</b>
1. Task analysis is used to collect data.				
2. Technology data collection tools are used, such as video modeling, error monitoring, etc.				
3. Data is collected regarding levels of support and fading support.				
4. Student-monitored IEPs are used as a student involvement strategy in the 18+ program.				
5. Data is collected on productivity.				
6. The data gathering and progress monitoring includes a student and parent component.				
7. There is a structured process in place to ensure that data is collected and analyzed for the purpose of making instructional decisions, support decisions, and progress monitoring.				
8. Data is collected and analyzed to determine results using SPP Indicator 14 criteria; the number of students, the # employed, the # attending postsecondary education, the # connected to agency supports.				
<b>Calculate the total number of X's in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3=	x 2 =	x 1=	x 0=
<b>Add all of the total scores for each column and <u>divide by 8</u> to get a total score for Indicator 8 and enter it in the column to the right.</b>				<b>Total Score for Indicator 8</b>



<b>Indicator 9: Postsecondary Education Options</b>	<b>Always Evident</b>	<b>Usually Evident</b>	<b>Sometimes Evident</b>	<b>Not Evident</b>
1. The district or 18+ staff have investigated postsecondary options available to adults within the local community.				
2. A visit to the Office for Disability Support Services has been visited to discuss student enrollment, support options, and a district partnership, for students in which that is appropriate.				
3. A decision has been made regarding the funding (who will pay) for postsecondary education participation. (TWS-VRS, scholarship, district, or parent)				
4. Staff members assist parents and students to enroll the adult student into the postsecondary education institution and provide documentation to the Office for Disability Support Services at the postsecondary campus.				
5. If the postsecondary schedule is for an individual student, then the design of the 18+ support staff operates similar to the support design of a VAC student, however, if the student is not in paid or unpaid employment, they are not coded as 08. It is the district staff support design that is similar.				
<b>Calculate the total number of X's in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3=	x 2 =	x 1=	x 0=
<b>Add all of the total scores for each column and <u>divide by 5</u> to get a total score for Indicator 9 and enter it in the column to the right.</b>				<b>Total Score for Indicator 9</b>

Indicator 10: Employment	Always Evident	Usually Evident	Sometimes Evident	Not Evident
1. The purpose of WBL at the high school level is for career exploration, career assessment, vocational skill/behavior training, and acquisition of paid employment. If the student continues to require additional WBL, the design of WBL in the 18+ is purposeful and matches the training needed to facilitate the post school employment goal, and is designed to move the student to paid employment while the student is in the 18+ program.				
2. If the IEP Committee (IEPC) determines that employment is not appropriate (after having made a good faith effort during data collection in H.S. WBL and/or the 18+ WBL) or the parent states that the adult student will not participate in paid employment after high school, the IEPC determines the appropriate instructional needs and supports identified from the Life Plan.				
3. The case manager works with the student and family to meet with the local Center for Independent Living, Catholic Charities, or Social Security Office to learn strategies for paid employment and not lose eligible SSI payments.				
4. District Boundaries and Employment: The boundaries for adult employment are not dictated by district boundaries as in WBL training. Employment needs are determined using transition assessment. If the job is outside of the district boundaries, then the scope of the training and support is determined by the IEP Committee. This is not a frequent occurrence but must be planned for.				
5. The 18+ case manager works to transition the employment support to TWS-VRS, or to the parent/guardian/family, or to work with the parent/guardian to design a paid support system with state funds such as HCS, CLASS, etc. if the student is a client of the Medicaid Waiver List funds.				
6. The 18+ staff, specifically the case manager, trains and mentors the parent or other designated support individuals to take over the support that has been provided by the 18+ staff. This strategy transitions the support from the district to the parent/family prior to the student exiting public school.				
7. 18+ students in paid or unpaid, part-time or full-time work in the community are coded with the appropriate instructional arrangement code.				
<b>Calculate the total number of X's in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3= _____	x 2 = _____	x 1= _____	x 0= _____
<b>Add all of the total scores for each column and <u>divide by 7</u> to get a total score for Indicator 10 and enter it in the column to the right.</b>				<b>Total Score for Indicator 10</b>

<b>Indicator 11: Agency Support Systems</b>	<b>Always Evident</b>	<b>Usually Evident</b>	<b>Sometimes Evident</b>	<b>Not Evident</b>
1. During the PCTA and Life Plan, the 18+ teacher works with the student and parent to determine the <b>paid</b> supports needed and the agencies aligned with the services in the community.				
2. During the PCTA and Life Plan, the 18+ teacher works with the student and parent to determine the <b>natural</b> supports needed and the individuals who support the adult student in the home and community.				
3. District/18+ staff assist the parent and student to navigate the agency system, make the phone calls, applications, and online information gathering in order to apply for adult services.				
4. The 18+ staff assist parents/students to connect with agencies and organizations such as: SSI, Medicaid Waiver List, Center for Independent Living, MH-IDD, TWC, TWS-VRS, Catholic Charities, Transportation, medical cards and resources, community food stamps, if needed, etc.				
<b>Calculate the total number of X's in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3= _____	x 2 = _____	x 1= _____	x 0= _____
<b>Add all of the total scores for each column and <u>divide by 4</u> to get a total score for Indicator 11 and enter it in the column to the right.</b>			<b>Total Score for Indicator 11</b>	

Indicator 12: Parent/Student Partnerships	Always Evident	Usually Evident	Sometimes Evident	Not Evident
1. 18+ students use the Student-Led IEP model to be meaningfully involved in the transition assessment, data analysis, IEP planning, and as a member of the IEP Committee.				
2. 18+ students use the Student-Monitored IEP model to be meaningfully involved in self-monitoring their own progress and goal attainment.				
3. Parents are involved in the transition assessment and data gathering for the IEP planning.				
4. During the PCTA and/or Life Plan, the 18+ teacher(s) work with the student and parent to determine the paid supports needed and the agencies aligned with the services in the community.				
5. Parents and students are involved in helping to plan the draft IEP for the IEP Meeting.				
6. The student/parent/district partnership uses strategies to move from district support systems to natural and community support systems.				
7. The student/parent/school partnership includes public/private transportation (depending on what is available) as the least restrictive option for transportation.				
8. The 18+ staff communicates with each parent to determine the best method and time to communicate; phone, email, text, as well as day or night.				
9. At the end of each year, the district has a meeting for parents of prospective students to share information about the 18+ services. Current and past students and parents may share their stories.				
10. The case manager for each 18+ student works with the parent to communicate what is being done, when, how, and the progress achieved. The parent is involved to the degree possible in order for the parent to learn how to support their adult student when the student exits.				
<b>Calculate the total number of X's in each column and enter each column total to the right:</b>				
<b>Multiply each X by the number below it:</b>	x 3= _____	x 2 = _____	x 1= _____	x 0= _____
<b>Add all of the total scores for each column and <u>divide by 10</u> to get a total score for Indicator 12 and enter it in the column to the right.</b>				<b>Total Score for Indicator 12</b>

**Quality Indicators for 18+ Services  
Part Two: Importance Matrix (Full Version)**

Enter the Total Score from each of the indicators above into the “Self-Assessment Score” section below. Then, review each item under the indicator and determine its importance to your 18+ programming and services at this time. Once you have rated each item based on importance, enter the total number of items in each importance in the cell at the bottom of the Importance column.

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
<b>Indicator 1: Framework for Recommendation of Placement</b>	Enter here:			
1. Students must be 18 years of age or older.				
2. Student has met credit and assessment requirements but has not yet completed IEP requirements. Student has been coded with an IEP Continuer Code of 1.				
3. Student is eligible to continue for special education services under either 89.1070 (b)(2) or (g)(4).				
4. The transition assessment demonstrates a need to continue special education services to meet the IEP indicate need to continue beyond credit and statewide assessment completion.				
5. For the community-based 18+ model, students are assigned to the H.S. campus for PEIMS/ADA purposes only. Communication from the parent and student must be with the 18+ staff and designated 18+ administrator, not the H.S. The attendance count is sent daily to the H.S.				
6. Other than the initial placement IEP, the 18+ IEP meetings are not held on the high school campus and there is an administrator designated for 18+ IEPS.				
	Enter total number from each column of <b>Importance</b> to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
<b>Indicator 2: Administrative Considerations</b>	Enter here:			
1. If the district goes to open enrollment, consideration is made of impact on the ISD 18+ services and funding.				
2. Open Enrollment Considerations: Students residing in another district and accessing an open enrollment option would not have his/her adult day in the ISD community and would need the design of their adult day within the boundaries of the district in which they reside. Since ISD is not required to travel to another district to provide adult day services, open enrollment students would be provided transition services on the high school campus or district-based 18+ program.				
3. The district has planned for students, ages 18-21, who may request to enroll after graduation through a request to return, or who were homeschooled or may have graduated from a private school.				
4. The district has a continuum of 18+ services that include on-campus 18+ and/or district-based 18+, and a community-based 18+. Least restrictive environment is always a consideration for placement. A district may choose to implement a district-based 18+ in addition to the campus-based and community-based model, however, it is also appropriate for the continuum to consist only of a campus-based and community-based model.				
5. The district has determined the PEIMS codes that are appropriate for the 18+ placements in the ISD and provided that list to the appropriate staff responsible for making the coding decisions and entering the data.				
	Enter total number from each column of <b>Importance</b> to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
<b>Indicator 3: Non-Negotiables</b>	Enter here:			
1. Transportation: Information is shared with parents that the least restrictive environment for transportation in an adult schedule is not the yellow school bus but rather the use of adult transportation options (both public and private). The student/parent/18+ team identify the post-school transportation options and partner with the parent to conduct travel training.				
2. The daily schedule is dictated by the transition assessment and PCTA/Life Plan results.				
3. 18+ students do not go back to the high school campus to take classes because they have completed high school credit requirements. The students are members of the adult community and community education options are investigated and accessed, if appropriate.				
4. The 18+ placement is reviewed if it is not working. An IEP Meeting should be convened to determine the appropriateness of the IEP and if the high school campus 18+ services would be more appropriate. Decisions must be data-driven and student-centered.				
5. The student follows the adult work calendar and not the school calendar (ex. spring break, summer, and winter holidays).				
6. The adult schedule drives the IEP schedule page and not the high school bell schedule.				
7. Every adult student's schedule is different and that schedule drives the IEP goals/objectives.				
8. If a student begins 18+ on a school calendar/bell schedule, longitudinal data provides evidence of the transition to an adult schedule and the least restrictive adult environments.				
9. Students do not participate in high school activities that are limited to enrolled HS students. 18+ students participate only in adult and community activities (ex. Special Olympics).				
	Enter total number from each column of <b>Importance</b> to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
<b>Indicator 4: Prospective Students</b>	Enter here:			
1. There is a process in place to assist in the identification of students for whom an 18+ placement in the community is appropriate.				
2. A meeting is held with the prospective student and parent/guardian of the student, being considered for an 18+ placement, to share information and obtain input prior to the IEP Meeting.				
3. Person-Centered Transition Assessment (PCTA) and/or the Life Plan is conducted with each of the prospective students, in addition to other transition assessments considered appropriate.				
4. A step-by-step list has been developed as a guide for data collection, observations, etc. for the purpose of gathering data appropriate to the 18+ placement decision-making process.				
	Enter total number from each column of <b>Importance</b> to the right:			



Indicators	Self-Assessment Score	Importance		
<b>Indicator 5: Transition Assessment</b>	Enter here:	High	Medium	Low
1. The district has an 18+ Transition Assessment Matrix of assessment tools specific to young adults and the community.				
2. Person-Centered Transition Assessment and the Life Plan are two of the required transition assessment tools.				
3. The transition assessments used always match the questions about the student that are related to the measurable postsecondary goals for employment, education/training, and independent living, which include transportation barriers.				
4. Parents and students complete an interview and application/referral paperwork, following the transition assessment, and before the IEP Meeting to consider the appropriateness of placement.				
	Enter total number from each column of <b>Importance</b> to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
<b>Indicator 6: Instructional Resources and Curriculum</b>	Enter here:			
1. The role for related services in 18+ has been addressed and relates to adult needs and the transition IEP. For example, the AT personnel who requested the purchase a Dynovox or other equipment when adults use smart devices that are readily available on the consumer market. The decision-making filter for all equipment must include questions like (1) will this be available after public school; (2) Can the student and parents afford it without specialized funds? (3) Does the student already have equipment such as the smart phone which can be used for communication or whatever the need is?				
2. The student’s transition-based IEP guides the instruction and teaching materials for the teacher instead of a published curriculum. District 18+ staff have been trained on how to use the IEP as the guide for instruction.				
3. The district has a scope and sequence for 18+ services (in all settings in the continuum).				
4. The instructional materials match the instructional needs of the adult students, they are age-appropriate, and they address dignity of life issues with instruction in the community. The 18+ staff use community materials as much as is possible and available.				
5. Student and parent input in the PCTA and the Life Plan are used to identify specific concerns within the instructional needs, such as learning money using cash versus a debit card, etc.				
6. District 18+ staff and students use technology for instruction, modeling, data gathering, and communication (ie. The student’s own smartphone).				
	Enter total number from each column of <b>Importance</b> to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
<b>Indicator 7: Staffing and Scheduling</b>	Enter here:			
1. Scheduling is determined by the adult day design formed in PCTA meeting and decided by the IEP Committee.				
2. Staffing in the community may be one-on-one or in small groups, with no more than 4 students per staff member. Instruction should not be in large groups/unnatural ratios. Student/staff ratio should be determined based upon student need, regarding instructional and support decisions.				
3. Hiring 18+ Staff: Neither the teachers nor the paraprofessional positions are hired by "district appointed position". It is an application and interview process with specific expectations and training. The staff hiring is protected from "placements" that occur because of displaced personnel or other expedient or political reasons. This staffing described in the previous sentence will result in failure of the evidence-based design. It is crucial that the best of the best be selected as the staff will not be on high school campuses under the watchful eye of administrators. Both teachers and paraprofessionals must be self-starters, problem solvers, and professional representatives of the district who will spend 90% of their time in the community with community 18+ partners.				
	Enter total number from each column of <b>Importance</b> to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
<b>Indicator 8: Data Collection</b>	Enter here:			
1. Task analysis is used to collect data.				
2. Technology data collection tools are used, such as video modeling, error monitoring, etc.				
3. Data is collected regarding levels of support and fading support.				
4. Student-monitored IEPs are used as a student involvement strategy in the 18+ program.				
5. Data is collected on productivity.				
6. The data gathering and progress monitoring includes a student and parent component.				
7. There is a structured process in place to ensure that data is collected and analyzed for the purpose of making instructional decisions, support decisions, and progress monitoring.				
8. Data is collected and analyzed to determine results using SPP Indicator 14 criteria; the number of students, the # employed, the # attending postsecondary education, the # connected to agency supports.				
	Enter total number from each column of <b>Importance</b> to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
<b>Indicator 9: Postsecondary Education Options</b>	Enter here:			
1. The district or 18+ staff have investigated postsecondary options available to adults within the local community.				
2. A visit to the Office for Disability Support Services has been visited to discuss student enrollment, support options, and a district partnership, for students in which that is appropriate.				
3. A decision has been made regarding the funding (who will pay) for postsecondary education participation. (TWS-VRS, scholarship, district, or parent)				
4. Staff members assist parents and students to enroll the adult student into the postsecondary education institution and provide documentation to the Office for Disability Support Services at the postsecondary campus.				
5. If the postsecondary schedule is for an individual student, then the design of the 18+ support staff operates similar to the support design of a VAC student, however, if the student is not in paid or unpaid employment, they are not coded as 08. It is the district staff support design that is similar.				
	Enter total number from each column of <b>Importance</b> to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
<b>Indicator 10: Employment</b>	Enter here:			
1. The purpose of WBL at the high school level is for career exploration, career assessment, vocational skill/behavior training, and acquisition of paid employment. If the student continues to require additional WBL, the design of WBL in the 18+ is purposeful and matches the training needed to facilitate the post school employment goal, and is designed to move the student to paid employment while the student is in the 18+ program.				
2. If the IEP Committee (IEPC) determines that employment is not appropriate (after having made a good faith effort during data collection in H.S. WBL and/or the 18+ WBL) or the parent states that the adult student will not participate in paid employment after high school, the IEPC determines the appropriate instructional needs and supports based on information from the Life Plan.				
3. The case manager works with the student and family to meet with the local Center for Independent Living, Catholic Charities, or Social Security Office to learn how to participate in paid employment and not lose eligible SSI payments.				
4. District Boundaries and Employment: The boundaries for adult employment are not dictated by district boundaries as in WBL training. Employment needs are determined using transition assessment. If the job is outside of the district boundaries, then the scope of the training and support is determined by the IEP Committee. This is not a frequent occurrence but must be planned for.				
5. The 18+ case manager works to transition the employment support to TWS-VRS, or to the parent/guardian/family, or to work with the parent/guardian to design a paid support system with state funds such as HCS, CLASS, etc. if the student is a client of the Medicaid Waiver List funds.				
6. The 18+ staff, specifically the case manager, trains and mentors the parent or other designated support individuals to take over the support that has been provided by the 18+ staff. This strategy transitions the support from the district to the parent/family prior to the student exiting public school and the 18+ services.				
7. 18+ students who are in paid or unpaid part-time or full-time employment are coded 08.				
	Enter total number from each column of <b>Importance</b> to the right:			

Indicators	Self-Assessment Score	Importance		
Indicator 11: Agency Support Systems	Enter here:	High	Medium	Low
1. During the Person-Centered Transition Assessment (PCTA) and Life Plan, the 18+ teacher works with the student and parent to determine the <b>paid</b> supports needed and the agencies aligned with the services in the community.				
2. During the PCTA and Life Plan, the 18+ teacher works with the student and parent to determine the <b>natural</b> supports needed and the individuals who support the adult student in the home and community.				
3. District/18+ staff assist the parent and student to navigate the agency system, make the phone calls, applications, and online information gathering in order to apply for adult services.				
4. The 18+ staff assist parents/students to connect with agencies and organizations such as: SSI, Medicaid Waiver List, Center for Independent Living, MH-IDD, TWC, TWS-VRS, Catholic Charities, Transportation, medical cards and resources, community food stamps, if needed, etc.				
	Enter total number from each column of <b>Importance</b> to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
<b>Indicator 12: Parent/Student Partnerships</b>	Enter here:			
1. 18+ students use the Student-Led IEP model to be meaningfully involved in the transition assessment, data analysis, IEP planning, and as a member of the IEP Committee.				
2. 18+ students use the Student-Monitored IEP model to be meaningfully involved in self-monitoring their own progress and goal attainment.				
3. Parents are involved in the transition assessment and data gathering for the IEP planning.				
4. During the PCTA and/or Life Plan, the 18+ teacher(s) work with the student and parent to determine the paid supports needed and the agencies aligned with the services in the community.				
5. Parents and students are involved in helping to plan the draft IEP for the IEP Meeting.				
6. The student/parent/district partnership uses strategies to move from district support systems to natural and community support systems.				
7. The student/parent/school partnership includes public/private transportation (depending on what is available) as the least restrictive option for transportation.				
8. The 18+ staff communicates with each parent to determine the best method and time to communicate; phone, email, text, as well as day or night.				
9. At the end of each year, the district has a meeting for parents of prospective students to share information about the 18+ services. Current and past students and parents may share their stories.				
10. The case manager for each 18+ student works with the parent to communicate what is being done, when, how, and the progress achieved. The parent is involved to the degree possible in order for the parent to learn how to support their adult student when the student exits.				
	Enter total number from each column of <b>Importance</b> to the right:			



**Quality Indicators for 18+ Services  
Part Three: Action Plan (Full Version)**

Enter the Total Score from the “High” Importance section from each indicator above in the designated cell below. Then, based on your Self-Assessment Score and the Total Number of Items of High Importance for each indicator, determine the priority of that indicator by marking an X in column of highest priority.

Indicators	Self-Assessment Score	Total Number of Items of High Importance	Priority (Put an X Next to the Indicator That You Identify as 1, 2, 3, and 4)			
			Priority 1	Priority 2	Priority 3	Priority 4
Indicator 1: Framework for Recommendation of Placement						
Indicator 2: Administrative Considerations						
Indicator 3: Non-Negotiables						
Indicator 4: Prospective Students						
Indicator 5: Transition Assessment						
Indicator 6: Instructional Resources and Curriculum						
Indicator 7: Staffing and Scheduling						
Indicator 8: Data Collection						
Indicator 9: Postsecondary Education Options						
Indicator 10: Employment						
Indicator 11: Agency Support Systems						
Indicator 12: Parent/Student Partnerships						
			Priority 1	Priority 2	Priority 3	Priority 4

**Review the priorities that you selected and determine what should be your first goal.** Fill in the indicator that you selected as Priority 1 for Goal #1, and then answer the questions in the chart below. Follow the same steps for Goal #2 and Goal #3. If you would like to add a Goal #4 based on your 4<sup>th</sup> priority, you can do so in the space at the bottom of the page.

Goal # 1	Indicator _____
When will I start working on this goal?	
Which areas will I focus on?	
What training or support do I need?	
Who can help me with this goal?	

Goal # 2	Indicator _____
When will I start working on this goal?	
Which areas will I focus on?	
What training or support do I need?	
Who can help me with this goal?	

Goal # 3	Indicator _____
When will I start working on this goal?	
Which areas will I focus on?	
What training or support do I need?	
Who can help me with this goal?	