

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

Rate your 18+ services in each indicator 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 me 8 "X's", which I would then multiply by 2 for a total of 16. I would then write the number 16 in the "Total Score for Indicator 1". Complete this scoring calculation for all indicators listed.

Indicator 1: Framework for Recommendation of Placement	Always Evident	Usually Evident	Sometimes Evident	Not Evident
1. Students must be 18 years of age or older				
2. Students must have completed course credit requirements and statewide assessment for graduation, but not have yet graduated.				
3. In spite of meeting graduation requirements, students have not met the requirements of 89.1070(b)(3) and would benefit from a continued special education services, under federal law.				
4. The transition assessment and 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 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 ARD, the 18+ ARD Meetings are not held on the high school campus and there is an administrator designated for 18+ ARDS.				
Calculate the total number of X's in each column and enter each column total to the right:				
Multiply each X by the number below it:	x 3= _____	x 2 = _____	x 1= _____	x 0= _____
Add all of the total scores for each column and divide by 6 to get a total score for Indicator 1 and enter it in the column to the right.				Total Score for Indicator 1

Indicator 2: Non-Negotiables	Always Evident	Usually Evident	Sometimes Evident	Not Evident
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 PCP/Life Plan results.				
3. 18+ students do not go back to the high school campuses to take classes as they have completed high school requirements. The students are members of the adult community and community education options are investigated and accessed, if appropriate.				
4. The placement is reviewed if it is not working. An ARD 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, such as spring break, summer, and winter holidays.				
6. The adult schedule drives the IEP schedule page and not the high school bell schedule.				
7. Every student's schedule is different.				
8. The adult schedule drives the IEP schedule page and not the high school bell schedule.				
9. 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.				
10. Students do not participate in high school activities that are limited to enrolled HS students. 18+ students participate in adult and community activities.				
Calculate the total number of X's in each column and enter each column total to the right:				
Multiply each X by the number below it:	x 3= _____	x 2 = _____	x 1= _____	x 0= _____
Add all of the total scores for each column and divide by 10 to get a total score for Indicator 2 and enter it in the column to the right.				Total Score for Indicator 2

Indicator 3: Employment	Always Evident	Usually Evident	Sometimes Evident	Not Evident
1. The purpose of WBL at the high school level is for career awareness, career investigation, vocational skill/behavior training, and acquisition of paid employment. If the student continues to require additional WBL, the design of WBL in our 18+ is purposeful and matches the training needed to facilitate the post-school employment goal, and is designed to move to paid employment while the student is in the 18+ program.				
2. If the ARD Committee determines that employment is not appropriate, after having made a good faith effort during H.S. CBVI and/or the 18+ CBVI, or the parent states that the adult student will not participate in paid employment after high school, the ARDC 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 the SSI payments.				
4. District Boundaries and Employment: The boundaries for adult employment are not dictated by district boundaries as in CBVI 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 ARD 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 agencies funds such as HCS, CLASS, etc. if the student is a client of the 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.				
Calculate the total number of X's in each column and enter each column total to the right:				
Multiply each X by the number below it:	x 3= _____	x 2 = _____	x 1= _____	x 0= _____
Add all of the total scores for each column and divide by 6 to get a total score for Indicator 3 and enter it in the column to the right.				Total Score for Indicator 3

Indicator 4: 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 ARD 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 PCP and Life Plan, we 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 ARD 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, we have a meeting for parents of prospective students to share information about the 18+ Services. Current and past students and parents 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. 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.				
Calculate the total number of X's in each column and enter each column total to the right:				
Multiply each X by the number below it:	x 3= _____	x 2 = _____	x 1= _____	x 0= _____
Add all of the total scores for each column and divide by 10 to get a total score for Indicator 4 and enter it in the column to the right.				Total Score for Indicator 4

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

Enter the Total Score from each of the indicators above into the “Self-Assessment Score” section below. Then, starting with your lowest Self-Assessment Score, review each item under the indicator and determine its importance to your 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 chart.

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
Indicator 1: Framework for Recommendation of Placement				
1. Students must be 18 years of age or older.				
2. Students must have completed course credit requirements and statewide assessment for graduation, but not have yet graduated.				
3. In spite of meeting graduation requirements, students have not met the requirements of 89.1070(b)(3) and would benefit from a continued special education services, under federal law.				
4. The transition assessment and 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 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 ARD, the 18+ ARD Meetings are not held on the high school campus and there is an administrator designated for 18+ ARDS.				
	Enter total number from each column of Importance to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
Indicator 2: Non-Negotiables				
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 PCP/Life Plan results.				
3. 18+ students do not go back to the high school campuses to take classes as they have completed high school requirements. The students are members of the adult community and community education options are investigated and accessed, if appropriate.				
4. The placement is reviewed if it is not working. An ARD 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, such as spring break, summer, and winter holidays.				
6. The adult schedule drives the IEP schedule page and not the high school bell schedule.				
7. Every student's schedule is different.				
8. The adult schedule drives the IEP schedule page and not the high school bell schedule.				
9. 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.				
10. Students do not participate in high school activities that are limited to enrolled HS students. 18+ students participate in adult and community activities.				
	Enter total number from each column of Importance to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
Indicator 3: Employment				
1. The purpose of WBL at the high school level is for career awareness, career investigation, vocational skill/behavior training, and acquisition of paid employment. If the student continues to require additional WBL, the design of WBL in our 18+ is purposeful and matches the training needed to facilitate the post-school employment goal, and is designed to move to paid employment while the student is in the 18+ program.				
2. If the ARD Committee determines that employment is not appropriate, after having made a good faith effort during 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 ARDC 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 the 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 ARD 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 agencies funds such as HCS, CLASS, etc. if the student is a client of the 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.				
	Enter total number from each column of Importance to the right:			

Indicators	Self-Assessment Score	Importance		
		High	Medium	Low
Indicator 4: Parent/Student Partnerships				
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 ARD 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 PCP and Life Plan, we 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 ARD 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, we have a meeting for parents of prospective students to share information about the 18+ Services. Current and past students and parents 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. 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 Importance to the right:			

**Quality Indicators for 18+ Services
Part Three: Action Plan (Abbreviated 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: Non-Negotiables						
Indicator 3: Employment						
Indicator 4: Parent/Student Partnerships						

Based on the priority that you selected, have you chosen 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.

Goal # 1	Indicator ___ Parent/Student Partnerships _____
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?	