

Quality Indicators for Adult Student Transition Programs Part One: Indicator Evidence

Each of the seven indicators contain several items. Read each item, decide if the item is *Regularly Evident*, *Sometimes Evident*, or *Not Evident*, and then put a mark in the corresponding column. Total the number of marks in each column, then multiply the column total by the number at the bottom of the column. This provides a weighted score for each column. Next, add the weighted scores of each column, then divide that sum by the number of items in the indicator. This will determine the *Total Score* for that indicator. Complete this scoring calculation for all indicators. The *Total Score* for each indicator can range from 0 to 2, with 0 indicating the items are not evident and 2 indicating all the items are regularly evident.

Example: For Indicator 1, suppose that one item is marked as *Regularly Evident*, and four items are marked as *Sometimes Evident*.

- 1 (number of marks in the *Regularly Evident* column) X 2 = 2 [weighted score]
- 4 (number of marks in the *Sometimes Evident* column) X 1 = 4 [weighted score]
- 0 (number of marks in the *Not Evident* column) X 0 = 0 [weighted score]
- 2 + 4 + 0 = 6 [sum of weighted scores]
- 6 / 5 = 1.2 [*Total Score* for Indicator 1]

Indicator 1: Placement Criteria	Regularly Evident	Sometimes Evident	Not Evident
A. Students must be adults (i.e., at least 18 years old) yet still within the state's upper age limit for special education services.			
B. Students participated in at least one high school course with a modified curriculum.			
C. Students have satisfactorily completed course credit requirements for graduation and participated in end of course exams (satisfactory performance determined by IEP team).			
D. Students are unable to obtain full-time employment and demonstrate self-help skills without ongoing support of the school.			
E. Students' IEPs indicate need for development of employability skills, self-help skills, and/or community access skills and connections.			
Total number of marks for each column			
Multiply number of marks to obtain a weighted score for each column	x 2 =	x 1 =	x 0 =
Add the weighted scores and divide by 5 to obtain total score for Indicator 1	(Sum of Weighted Scores =) / 5 =		Total Score Indicator 1

Indicator 2: Characteristics of Program	Regularly Evident	Sometimes Evident	Not Evident
A. Upon completion of course credit requirements, student receives certificate of completion, participates in graduation ceremonies with their peers, and does not receive diploma until completion of adult student transition program.			
B. The adult student transition program has a continuum of instructional settings. Most restrictive to least restrictive instructional settings may include the high school, a LEA-owned building, a community-based setting (e.g., a classroom on the community college's campus or authentic adult environments such as a competitive job site).			
C. When identifying community training locations, the adult student transition program is not bound to LEA attendance zone areas. Rather, the locations surrounding the student's home and locations where the student may have natural supports are included.			

D. Rather than following the high school bell schedule, students' schedules are flexible and aligned with the results of their person-centered transition assessments. Thus, every student's schedule is different.			
E. Rather than taking high school elective or CTE courses, students take classes in community settings with adult peers.			
F. Rather than participating in high school sponsored activities, students participate in adult and community activities.			
G. In community settings, student to staff ratio is determined by individual student instructional and support needs and does not violate the principle of natural proportions.			
H. Completion of adult student transition program occurs once student has met IEP requirements, which can be before the age of 21.			
Total number of marks for each column			
Multiply number of marks to obtain a weighted score for each column	x 2 =	x 1 =	x 0 =
Add the weighted scores and divide by 8 to obtain total score for Indicator 2	(Sum of Weighted Scores =) / 5 =		Total Score Indicator 2

Indicator 3: Policies and Procedures	Regularly Evident	Sometimes Evident	Not Evident
A. There is an administrator assigned to oversee the adult student transition services programming.			
B. Based on the eligibility criteria, there is a LEA process for identification of students (i.e., placement criteria) whom adult transition services are appropriate.			
C. An administrator over the adult student transition program attends the IEP meeting when a change of placement to the adult student transition program is proposed.			
D. The codes used to determine the state allocation and student count have been communicated to the LEA staff responsible for entering the data for funding related to students with disabilities.			
E. The adult student transition program has procedures to include students who (a) request to return for services, (b) were homeschooled, or (c) have graduated from a private school.			
F. Teachers and paraprofessionals are hired based on their transition expertise, skills, and experiences.			
G. At a minimum, professional development on (a) transition knowledge and skills and (b) culturally responsive transition planning is provided to administrators, teachers, and paraprofessionals.			
H. The LEA has a data-driven process for progressively moving students to natural settings.			
Total number of marks for each column			
Multiply number of marks to obtain a weighted score for each column	x 2 =	x 1 =	x 0 =
Add the weighted scores and divide by 8 to obtain total score for Indicator 3	(Sum of Weighted Scores =) / 5 =		Total Score Indicator 3

Indicator 4: Student and Family Involvement	Regularly Evident	Sometimes Evident	Not Evident
A. Educators use ordinary language and culturally responsive communication skills when communicating with families.			
B. Students are taught to actively participate in the IEP process and meetings.			
C. Students are involved in the assessment, planning, implementation, and progress monitoring of the IEP.			
D. Families are involved in the assessment, planning, implementation, and progress monitoring of the IEP.			
E. Families are provided learning opportunities (e.g., promoting self-determination, serving as a natural support for their student, accessing agency and community services).			
F. If the student requires ongoing support of their family, educators ensure that the family is supportive of the student living, learning, and working in the environments the adult student transition program is preparing the student for.			
Total number of marks for each column			
Multiply number of marks to obtain a weighted score for each column	x 2 =	x 1 =	x 0 =
Add the weighted scores and divide by 6 to obtain total score for Indicator 4	(Sum of Weighted Scores =) / 5 =		Total Score Indicator 4

Indicator 5: Agency and Community Connections	Regularly Evident	Sometimes Evident	Not Evident
A. Educators use community mapping as a means for understanding the resources in the region.			
B. The adult student transition program knows where to refer families for enrollment and benefits analysis (e.g., work incentives, SSI, SSDI, Medicaid waivers).			
C. The adult student transition program helps the family and student navigate the agency system (e.g., make phone calls, complete applications).			
D. The adult student transition program maintains an updated list of postsecondary educational options available to adults within the local community.			
E. Educators have visited the local postsecondary educational institutions to discuss student enrollment, support options, and district partnerships for students in which that is appropriate.			
F. Funding options (e.g., VR, family, scholarship, LEA) for postsecondary education have been identified.			
G. Educators use the state's labor market information to match the student's strengths, preferences, and interests to work-based learning and post-school employment opportunities in the community.			
H. If needed by the student, continuous LEA, VR, or natural supports are provided during LEA holidays and breaks.			
I. School supports (e.g., transportation, staff) are progressively faded and/or replaced by paid community, agency, or natural supports.			
Total number of marks for each column			
Multiply number of marks to obtain a weighted score for each column	x 2 =	x 1 =	x 0 =

Add the weighted scores and divide by 9 to obtain total score for Indicator 5	(Sum of Weighted Scores =) / 5 =	Total Score Indicator 4
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Indicator 6: Assessment	Regularly Evident	Sometimes Evident	Not Evident
A. The adult student transition program has a collection of transition assessments that utilize a mixture of approaches.			
B. The adult student transition program uses a person-centered transition assessment with each student.			
C. The transition assessments are age-appropriate and aligned with the student's postsecondary goals for employment, education/training, independent living, and adaptive behavior.			
D. Educators collect, record, and analyze student progress (e.g., level of support, accuracy) and make instructional adjustments, if needed.			
E. Annual program evaluation data include total enrollment and the number of students completed, employed, attending postsecondary education, and connected to agency supports.			
F. Program evaluation includes longitudinal data (e.g., 1, 3, and 5 years) on employment, postsecondary education, and agency supports.			
Total number of marks for each column			
Multiply number of marks to obtain a weighted score for each column	x 2 =	x 1 =	x 0 =
Add the weighted scores and divide by 6 to obtain total score for Indicator 6	(Sum of Weighted Scores =) / 5 =		Total Score Indicator 6

Indicator 7: Instruction	Regularly Evident	Sometimes Evident	Not Evident
A. Input from the family and student is used to ensure instruction and instructional items reflect the student's authentic post-school environments.			
B. Educators determine individualized instruction for bridging the gap from the student's present levels to their postsecondary goals.			
C. Community resources and materials are used for instruction and are age appropriate.			
D. Educators use evidence-based instructional practices such as video-modeling, response prompting, constant time delay, check & connect, etc.			
E. Post-school transportation options are identified for each student, and travel training is provided to fade the use of LEA transportation (i.e., school bus or vans).			
F. Work-based learning (WBL) experiences are aligned with the student's postsecondary employment goal.			
G. When a student needs assistive technology, the technology is appropriate for the student's post-school environments.			
H. Related services support the student's post-school goals.			
I. Students are allowed the dignity of risk when making choices and decisions as a means of increasing self-determination.			
Total number of marks for each column			
Multiply number of marks to obtain a weighted score for each column	x 2 =	x 1 =	x 0 =

Add the weighted scores and divide by 9 to obtain total score for Indicator 7

(Sum of Weighted Scores =) / 5
=

**Total Score
Indicator 4**

Quality Indicators for Adult Student Transition Programs Part Two: Levels of Importance

Transfer the *Total Score* from each indicator above into the Total Score area for each indicator. Then, place a mark to rate the level of importance of each item to your adult student transition program. Add the marks for each level of importance column.

Indicator 1: Placement Criteria	Total Score Indicator 1	Level of Importance	
		High	Low
A. Students must be adults (i.e., at least 18 years old) yet still within the state's upper age limit for special education services.			
B. Students participated in at least one high school course with a modified curriculum.			
C. Students have satisfactorily completed course credit requirements for graduation and participated in end of course exams (satisfactory performance determined by IEP team).			
D. Students are unable to obtain full-time employment and demonstrate self-help skills without ongoing support of the school.			
E. Students' IEPs indicate need for development of employability skills, self-help skills, and/or community access skills and connections.			
Add the marks for each level of importance column			

Indicator 2: Characteristics of Program	Total Score Indicator 2	Level of Importance	
		High	Low
A. Upon completion of course credit requirements, student receives certificate of completion, participates in graduation ceremonies with their peers, and does not receive diploma until completion of adult student transition program.			
B. The adult student transition program has a continuum of instructional settings. Most restrictive to least restrictive instructional settings may include the high school, a LEA-owned building, a community-based setting (e.g., a classroom on the community college's campus or authentic adult environments such as a competitive job site).			
C. When identifying community training locations, the adult student transition program is not bound to LEA attendance zone areas. Rather, the locations surrounding the student's home and locations where the student may have natural supports are included.			
D. Rather than following the high school bell schedule, students' schedules are flexible and aligned with the results of their person-centered transition assessments. Thus, every student's schedule is different.			
E. Rather than taking high school elective or CTE courses, students take classes in community settings with adult peers.			
F. Rather than participating in high school sponsored activities, students participate in adult and community activities.			
G. In community settings, student to staff ratio is determined by individual student instructional and support needs and does not violate the principle of natural proportions.			
H. Completion of adult student transition program occurs once student has met IEP requirements, which can be before the age of 21.			

Add the marks for each level of importance column		
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Indicator 3: Policies and Procedures	Total Score Indicator 3	Level of Importance	
		High	Low
A. There is an administrator assigned to oversee the adult student transition services programming.			
B. Based on the eligibility criteria, there is a LEA process for identification of students (i.e., placement criteria) whom adult transition services are appropriate.			
C. An administrator over the adult student transition program attends the IEP meeting when a change of placement to the adult student transition program is proposed.			
D. The codes used to determine the state allocation and student count have been communicated to the LEA staff responsible for entering the data for funding related to students with disabilities.			
E. The adult student transition program has procedures to include students who (a) request to return for services, (b) were homeschooled, or (c) have graduated from a private school.			
F. Teachers and paraprofessionals are hired based their transition expertise, skills, and experiences.			
G. At a minimum, professional development on (a) transition knowledge and skills and (b) culturally responsive transition planning is provided to administrators, teachers, and paraprofessionals.			
H. The LEA has a data-driven process for progressively moving students to natural settings.			
Add the marks for each level of importance column			

Indicator 4: Student and Family Involvement	Total Score Indicator 4	Level of Importance	
		High	Low
A. Educators use ordinary language and culturally responsive communication skills when communicating with families.			
B. Students are taught to actively participate in the IEP process and meetings.			
C. Students are involved in the assessment, planning, implementation, and progress monitoring of the IEP.			
D. Families are involved in the assessment, planning, implementation, and progress monitoring of the IEP.			
E. Families are provided learning opportunities (e.g., promoting self-determination, serving as a natural support for their student, accessing agency and community services).			
F. If the student requires ongoing support of their family, educators ensure that the family is supportive of the student living, learning, and working in the environments the adult student transition program is preparing the student for.			
Add the marks for each level of importance column			

Indicator 5: Agency and Community Connections	Total Score Indicator 5	Level of Importance	
		High	Low
A. Educators use community mapping as a means for understanding the resources in the region.			
B. The adult student transition program knows where to refer families for enrollment and benefits analysis (e.g., work incentives, SSI, SSDI, Medicaid waivers).			
C. The adult student transition program helps the family and student navigate the agency system (e.g., make phone calls, complete applications).			
D. The adult student transition program maintains an updated list of postsecondary educational options available to adults within the local community.			
E. Educators have visited the local postsecondary educational institutions to discuss student enrollment, support options, and district partnerships for students in which that is appropriate.			
F. Funding options (e.g., VR, family, scholarship, LEA) for postsecondary education have been identified.			
G. Educators use the state's labor market information to match the student's strengths, preferences, and interests to work-based learning and post-school employment opportunities in the community.			
H. If needed by the student, continuous LEA, VR, or natural supports are provided during LEA holidays and breaks.			
I. School supports (e.g., transportation, staff) are progressively faded and/or replaced by paid community, agency, or natural supports.			
Add the marks for each level of importance column			

Indicator 6: Assessment	Total Score Indicator 6	Level of Importance	
		High	Low
A. The adult student transition program has a collection of transition assessments that utilize a mixture of approaches.			
B. The adult student transition program uses a person-centered transition assessment with each student.			
C. The transition assessments are age-appropriate and aligned with the student's postsecondary goals for employment, education/training, independent living, and adaptive behavior.			
D. Educators collect, record, and analyze student progress (e.g., level of support, accuracy) and make instructional adjustments, if needed.			
E. Annual program evaluation data include total enrollment and the number of students completed, employed, attending postsecondary education, and connected to agency supports.			
F. Program evaluation includes longitudinal data (e.g., 1, 3, and 5 years) on employment, postsecondary education, and agency supports.			
Add the marks for each level of importance column			

Indicator 7: Instruction	Total Score Indicator 7	Level of Importance	
		High	Low
A. Input from the family and student is used to ensure instruction and instructional items reflect the student's authentic post-school environments.			
B. Educators determine individualized instruction for bridging the gap from the student's present levels to their postsecondary goals.			
C. Community resources and materials are used for instruction and are age appropriate.			
D. Educators use evidence-based instructional practices such as video-modeling, response prompting, constant time delay, check & connect, etc.			
E. Post-school transportation options are identified for each student, and travel training is provided to fade the use of LEA transportation (i.e., school bus or vans).			
F. Work-based learning (WBL) experiences are aligned with the student's postsecondary employment goal.			
G. When a student needs assistive technology, the technology is appropriate for the student's post-school environments.			
H. Related services support the student's post-school goals.			
I. Students are allowed the dignity of risk when making choices and decisions as a means of increasing self-determination.			
Add the marks for each level of importance column			

Quality Indicators for Adult Student Transition Programs Part III: Priorities and Action Plan

Transfer the *Total Score* for each indicator to the table. Enter the total number of marks from the *High Importance* column for each indicator. Then, considering the *Total Score* and number of *High Importance* items, make a judgement of the top three priority indicators for your adult student transition program by placing a mark at the cross point of the indicator and priority.

Indicators	Total Score (Part One)	Items of High Importance (Part Two)	Priority 1	Priority 2	Priority 3
1: Placement Criteria					
2: Characteristics of Program					
3: Policies and Procedures					
4: Student and Family Involvement					
5: Agency and Community Connections					
6: Assessments					
7: Instruction					

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 the other goals.

Goal 1	Indicator:
<p>When will I start working on this goal?</p> <p>What areas will I focus on?</p> <p>What training or support do I need?</p> <p>Who can help me with this goal?</p>	

Goal 2	Indicator:
<p>When will I start working on this goal?</p> <p>What areas will I focus on?</p> <p>What training or support do I need?</p> <p>Who can help me with this goal?</p>	

Goal 3	Indicator:
<p>When will I start working on this goal?</p> <p>What areas will I focus on?</p> <p>What training or support do I need?</p>	

Who can help me with this goal?

Note. Adapted from "Quality Indicators for 18+ Adult Transition Services," by V. J. Mitchell, 2021, The Garrett Center, Sam Houston State University (unpublished tool). Copyright 2021 by The Garrett Center, Sam Houston State University.

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