

Quality Indicators for Administrative Support of Assistive Technology

Quality Indicator	Variations				
	UNACCEPTABLE				PROMISING PRACTICES
1. The education agency has <u>written procedural guidelines</u> that ensure equitable access to AT devices and services for students with disabilities, if required for FAPE.	1 No written procedural guidelines are in place.	2 Written procedural guidelines for few components of AT service delivery are in place. (i.e. assessment or consideration)	3 Written procedural guidelines that address several components of AT service delivery are in place.	4 Written procedural guidelines that address most components of AT service delivery are in place.	5 Comprehensive written procedural guidelines that address all components of AT service delivery are in place.
2. The education agency <u>broadly disseminates</u> clearly defined procedures for accessing and providing AT services and supports the implementation of those guidelines.	1 No procedures disseminated and no plan to disseminate.	2 A plan for dissemination exists, but has not been implemented.	3 Procedures are disseminated to a few staff who work directly with AT.	4 Procedures are disseminated to most agency personnel and generally used.	5 Procedures are disseminated to all agency personnel and consistently used.
3. The education agency includes appropriate AT responsibilities in <u>written descriptions of job requirements</u> for each position in which activities impact AT services.	1 No job requirements relating to AT are written.	2 Job requirements related to AT are written only for a few specific personnel who provide AT services.	3 Job requirements related to AT are written for most personnel who provide AT services but are not clearly aligned to job responsibilities.	4 Job requirements related to AT are written for most personnel who provide AT services and are generally aligned to job responsibilities.	5 Job requirements related to AT are written for all personnel who provide AT services and are clearly aligned to job responsibilities.

<p>4. The education agency employs personnel with the competencies needed to support quality AT services within their primary areas of responsibility at all levels of the organization.</p>	<p>1 AT competencies are not considered in hiring, assigning or evaluating personnel.</p>	<p>2 AT competencies are recognized as an added value in an employee but are not sought.</p>	<p>3 AT competencies are recognized and sought for specific personnel.</p>	<p>4 AT competencies are generally valued and used in hiring, assigning and evaluating personnel.</p>	<p>5 AT competencies are consistently valued and used in hiring, assigning and evaluating personnel.</p>
<p>5. The education agency includes AT in the technology planning and budgeting process.</p>	<p>1 There is no planning and budgeting process for AT.</p>	<p>2 AT planning and budgeting is a special education function that is not included in the agency-wide technology planning and budgeting process.</p>	<p>3 AT is sometimes included in the agency-wide technology planning and budgeting process, but is inadequate to meet AT needs throughout the agency.</p>	<p>4 AT is generally included in agency-wide technology planning and budgeting process in a way that meets most AT needs throughout the agency.</p>	<p>5 AT is included in the agency-wide technology planning and budgeting process in a way that meets AT needs throughout the agency.</p>
<p>6. The education agency provides access to ongoing learning opportunities about AT for staff, family, and students.</p>	<p>1 No learning opportunities related to AT are provided.</p>	<p>2 Learning opportunities related to AT are provided on a crisis-basis only. Learning opportunities may not be available to all who need them.</p>	<p>3 Learning opportunities related to AT are provided to some individuals on a pre-defined schedule.</p>	<p>4 Learning opportunities related to AT are provided on a pre-defined schedule to most individuals with some follow-up opportunities.</p>	<p>5 Learning opportunities related to AT are provided on an ongoing basis to address the changing needs of students with disabilities, their families and the staff who serve them.</p>
<p>7. The education agency uses a systematic process to evaluate all components of the agency-wide AT program.</p>	<p>1 The agency-wide AT program is not evaluated.</p>	<p>2 Varying procedures are used to evaluate some components of the agency-wide AT program.</p>	<p>3 A systematic procedure is inconsistently used to evaluate a few components of the agency-wide AT program.</p>	<p>4 A systematic procedure is generally used to evaluate most components of the agency-wide AT program.</p>	<p>5 A systematic procedure is consistently used throughout the agency to evaluate all components of the agency-wide AT program.</p>