

Quality Indicators for Administrative Support of Assistive Technology

Quality Indicator	Variations				
	UNACCEPTABLE				PROMISING PRACTICES
1. The education agency has written procedural guidelines 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 broadly disseminates 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 written descriptions of job requirements 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>