



## PERC POSTSECONDARY PROGRAM EVALUATION TOOL

This tool provides a snapshot of the quality of existing services and provides users with a concise evaluation report. It also provides users with an itemized action plan to that can be used to address areas in need of improvement.

PROGRAM PROFILE
<p style="text-align: center;">Name of Program:</p> <p style="text-align: center;">Name of School System:</p> <p style="text-align: center;">Year program started:</p> <p style="text-align: center;">Current School Year:</p> <p style="text-align: center;">Number of students this year:</p> <p style="text-align: center;">Fill in the number of program staff:</p> <p style="text-align: center;">Teacher(s)/Coordinator(s):</p> <p style="text-align: center;">Paraprofessionals/Job Coaches/Education Coaches:</p> <p style="text-align: center;">Coaches:</p> <p style="text-align: center;">Administrator(s):</p> <p style="text-align: center;">Other: fill in blank and number</p> <p style="text-align: center;">Name of person completing assessment:</p> <p style="text-align: center;">Position of person completing assessment:</p> <p style="text-align: center;">Date of assessment:</p>

PROGRAM PLANNING					Score
1	2	3	4		
Scale:	Not Done	Done Poorly	Done Adequately	Done Exceptionally	
<ol style="list-style-type: none"> <li>1. Prior to beginning our program a needs assessment of current student services was conducted.</li> <li>2. We established a committee to help plan our program.</li> <li>3. The committee that planned the program included representation from the local school system, parents, students, the college, vocational rehabilitation, and adult service providers.</li> <li>4. The committee continued to meet regularly after the program began serving students to provide oversight and feedback.</li> <li>5. The program has written goals that are measurable.</li> <li>6. Program goals are shared with all program staff, students, and families annually.</li> <li>7. Goals are monitored each year to determine if they were met or unmet</li> <li>8. Program goals are reviewed and changed to reflect current student needs and goals each year.</li> </ol>					
					Total: Average:

<b>STAFFING</b>					Score
	1	2	3	4	
Scale:	Not Done	Done Poorly	Done Adequately	Done Exceptionally	
<ol style="list-style-type: none"> <li>1. Our program provides adequate staffing for student support to be properly individualized.</li> <li>2. Our program teacher/coordinator has training and experience in transition (i.e., employment support, community based instruction, and facilitating social networks for students).</li> <li>3. Our program support staff (paraprofessionals, job coaches, education coaches) are trained and experienced in transition (employment support, community based instruction, and facilitating social networks for students).</li> <li>4. Our staffing hours are flexible so that students are supported to access activities and employment after school hours.</li> <li>5. Our program staff meets regularly to discuss students' needs.</li> <li>6. Our program staff meets regularly to discuss staffing needs.</li> </ol>					
					Total: Average:

<b>ADMINISTRATION</b>					Score
	1	2	3	4	
Scale:	Not Done	Done Poorly	Done Adequately	Done Exceptionally	
<ol style="list-style-type: none"> <li>1. Our school system administrator understands and supports the mission of our program.</li> <li>2. Our school system administrator provides oversight and leadership to our program.</li> <li>3. Our school system administrator meets with the program teacher/staff on a regular basis.</li> <li>4. The staff receives training on relevant issues (transition, adult services, employment, self determination) on regular basis.</li> <li>5. Our program has a memorandum of understanding regarding our collaboration with the college or community organization.</li> <li>6. The program teacher/coordinator has a copy of the memorandum of understanding.</li> <li>7. The school system has written guidelines for referring students to the program.</li> <li>8. Referring teachers effectively use the referral guidelines to refer students who will be successful to the program.</li> </ol>					
					Total: Average:

## STUDENT PLANNING

STUDENT PLANNING					Score
1	2	3	4		
Scale:	Not Done	Done Poorly	Done Adequately	Done Exceptionally	
<ol style="list-style-type: none"> <li>1. Before a student is referred to the program, the student and their family are provided with a tour/site visit of the program.</li> <li>2. Students and their families are provided with a clear overview of the expectations of the program including increased level of student responsibility and independence.</li> <li>3. Students referred to the program are prepared with the skills they need to succeed (e.g. paid and unpaid employment, self advocacy and social skills, academic and functional skills).</li> <li>4. Person centered planning is used to identify and address student goals, concerns, and support needs prior to the student entering the program.</li> <li>5. Students' schedules are individualized based upon their personal goals and needs.</li> <li>6. Students interested in attending college classes can choose from a wide array of courses.</li> <li>7. Students are involved in the process of course selection, registration, payment, accessing accommodations in college classes.</li> <li>8. Students can choose from a range of employment opportunities that match their interests and preferences.</li> <li>9. Students develop and follow a personal daily or weekly schedule.</li> <li>10. Students go to and from classes and work independently.</li> </ol>					
<div style="border: 1px solid black; padding: 5px; display: inline-block;">                     Total: Average:                 </div>					

## STUDENT ACTIVITIES

### ACCESSING COLLEGE OR CONTINUING EDUCATION COURSES

*If none of your students attend college course, skip this section.*

1. What percentage of their day do students spend with other students with disabilities receiving instruction in a separate classroom? 0/20/40/60/80/100
2. What percentage of their day do students spend in college classes? 0/20/40/60/80/100
3. How many students are auditing college classes? (...)
4. How many students are taking college classes for credit? (...)
5. How many students received a grade in their college course? (...)
6. How many students are pursuing a certification or degree at the college? (...)
7. How many students do you anticipate will enroll in some form of college or continuing education course after exiting the program? (...)

## EMPLOYMENT OPPORTUNITIES

*If none of your students are employed, skip this section.*

1. How many students are in **individual paid jobs** (minimum wage or above) in the community or on campus? (...)
2. How many of the students in your program are in **individual unpaid job training sites**? (...)
3. How many students are in paid positions in community, but are also in unpaid job training position in another employment site? (...)
4. How many students are in paid enclaves sites supported by the school system or an adult service provider? (...)
5. How many students are in unpaid enclaves sites supported by the school system or an adult service provider? (...)
6. How many students receive benefits from an employer? (...)
7. How many students have evening or weekend jobs and do not require job support from the program? (...)
8. How many students do you anticipate will exit the school system and retain their paid job? (...)
9. How many students do you anticipate will exit the school system without paid jobs? (...)

## EMPLOYMENT DATA

*The following worksheet can be used to calculate your student's average salaries/hours in paid positions.*

Student's Initials	Rate of Pay \$ per hour	Hours per week

## SELF-DETERMINATION

SELF-DETERMINATION					Score
	1	2	3	4	
Scale:	Not Done	Done Poorly	Done Adequately	Done Exceptionally	
<ol style="list-style-type: none"> <li>1. Students are provided with direction instruction on self-determination skills (i.e., decision making, problem solving, goal setting).</li> <li>2. Students review their IEPs with staff prior to their IEP meetings.</li> <li>3. Students are provided with the opportunity to add goals to their IEPs.</li> <li>4. Students monitor their progress on IEP goals throughout the year.</li> <li>5. Students attend all of their IEP meetings.</li> <li>6. Students participate in their IEP meeting by presenting their accomplishments or future goals.</li> <li>7. Students receive instruction to help them understand and explain their disability.</li> <li>8. Students receive instruction on the types of accommodations they require to be successful in college or continuing education classes.</li> <li>9. Students receive instruction on the types of accommodations they require to be successful at their jobs.</li> <li>10. Students receive practice asking professors or employers for appropriate accommodations.</li> <li>11. Students receive instruction and practice regarding the types of questions to ask adult service providers about future services.</li> </ol>					
					Total: Average:

## INTERAGENCY COLLABORATION

INTERAGENCY COLLABORATION					Score
	1	2	3	4	
Scale:	Not Done	Done Poorly	Done Adequately	Done Exceptionally	
<ol style="list-style-type: none"> <li>1. Students and families are supported by our program to apply for services from the state developmental disabilities agency</li> <li>2. Students and families are supported to apply for services from the state vocational rehabilitation agency</li> <li>3. Students and families are connected with our local one-stop center</li> <li>4. Our program makes arrangements for students and families to meet with local adult service agency personnel to ask questions about future services and options</li> <li>5. Students and families are supported to apply for services from the Social Security Administration for Supplemental Security Income (SSI) benefits.</li> </ol>					
					Total: Average:

<b>MONITORING</b>					Score
	1	2	3	4	
Scale:	Not Done	Done Poorly	Done Adequately	Done Exceptionally	
<ol style="list-style-type: none"> <li>1. We maintain an up-to-date log of all employers including name, organization, email, phone number and address.</li> <li>2. We maintain an up-to-date log of all professors teaching our students including name, department, course name, phone, email, and office.</li> <li>3. We maintain a log of all community recreation facilities accessed by students including name of facility, phone number, website, contact person, if applicable, and address.</li> <li>4. We maintain an account of each students job history including student name, job title and employment location, start date, rate of pay, number of hours worked, frequency and type of support provided, benefits received, means of transportation and end date/reason for leaving.</li> <li>5. We maintain a log of all students attending college courses in including the students name, semesters of course, name of course, instructor, credit or audit, method of payment, class schedule, grade received, and frequency and type of support provided.</li> </ol>					
					Total: Average:

<b>EVALUATION</b>					Score
	1	2	3	4	
Scale:	Not Done	Done Poorly	Done Adequately	Done Exceptionally	
<ol style="list-style-type: none"> <li>1. We conduct satisfaction surveys about our program with students each year.</li> <li>2. We conduct satisfaction surveys about our program with parents each year.</li> <li>3. We conduct satisfaction surveys about our program with employers each year.</li> <li>4. We conduct satisfaction surveys about our program with college instructors each year.</li> <li>5. We collect exit data when a student leaves the program including contact info for student and their family (phone numbers, addresses, email addresses) age at exit, employment information, adult service agency chosen, current living situation, continuing education, and community activities.</li> <li>6. We conduct follow up on former students every year to determine their employment and independent living outcomes.</li> <li>7. We compile our evaluation data to review at the end of the year.</li> <li>8. We review all monitoring and evaluation data annually to identify changes needed in the program.</li> <li>9. We revise the program goals, services, and supports, annually based upon evaluation feedback if needed.</li> <li>10. We share findings from our evaluations and plans for program improvement with interested parties annually (students, parents, employers, administrators).</li> <li>11. We request additional staff positions based upon program evaluation data if needed.</li> <li>12. We have expanded our program based upon our program evaluation data.</li> </ol>					
					Total: Average:

## PROGRAM PROFILE

### Name of Program

Name of School System

Current school year

Students served in the (2 /2 ) school year: ..... ( )

Staffing for the (2 /2 ) school year: ..... ( )

Number of Teacher(s)/Coordinator(s): ..... ( )

Number of Paraprofessionals/Job Coaches/Education Coaches: ..... ( )

Number of Administrator(s): ..... ( )

Number of Other: *fill in blank and number* ..... ( )

Name of person completing assessment:

Position of person completing assessment:

Date of assessment:

### Scores

Program Planning Score: ..... ( )

Staffing Score: ..... ( )

Administration Score: ..... ( )

Student Planning Score: ..... ( )

Self Determination Score: ..... ( )

Interagency Collaboration Score: ..... ( )

Monitoring Score: ..... ( )

Evaluation Score: ..... ( )

Highest Score was in the area of:

Lowest score was in the area of:

Student Activities Summary:

### College Courses

Percentage of the day students spend with other students with disabilities ..... ( %)

Percentage of the day students spend in college classes ..... ( %)

Percentage of students are auditing college classes ..... ( %)

Percentage of are taking college classes for credit ..... ( %)

Percentage of students will receive a grade in their college course..... ( %)

Percentage of students are pursuing a certification or degree at the college..... ( %)

### Employment

Average wage earned by students:..... (\$ )

Range of student salaries:..... (\$-\$)

Average number of hours worked by students: ..... ( )

Range of hours worked by students: ..... ( )

Percentage of students are in individual paid jobs ..... ( %)

Percentage of students are in individual unpaid job training sites ..... ( %)

Percentage of students are in both paid and unpaid positions in community ..... ( %)

Percentage of students are in paid enclaves sites ..... ( %)

Percentage of students are in unpaid enclaves sites..... ( %)

Percentage of students receive benefits ..... ( %)

Percentage of students have evening or weekend jobs ..... ( %)

Percentage of students will exit the school system with a paid job..... ( %)

Percentage of students will exit the school system without a paid job..... ( %)