



Garrett Center

SAM HOUSTON STATE UNIVERSITY

Assessing Quality Indicators for Work-Based Learning/CBVI

High School Name: _____ Names of Evaluators: _____

Directions:

1. First: Evaluate your current status for each quality indicator.
 - a. Work with the staff/team from your high school campus to evaluate the quality and effectiveness of WBL/CBVI.
 - b. Review each Quality Indicator and mark the "Present Status". DO NOT COMPLETE THE LAST COLUMN-YET
2. Next: Discuss implications, next steps, and actions for improvement.

Quality Indicators for CBVI	Present Status			Discussion and Action Planning <i>What steps can we take to improve our present status?</i>
	Fully Implemented	Have Begun to Implement	Not Implemented	
1. Students served in the LIFE Skills classes on our campus receive WBL training, both on the high school campus and out in the community on CBVI.				
2. Authentic Assessment is used for transition assessment at our high school. For example, we use ecological inventories, task analysis, time charting, etc..				
3. The campus-based WBL and the community CBVI training, at our high school, reflect the transition postsecondary goals and the student's 4- or 6-Year Plan.				
4. Our Job Coaches receive training and mentoring on their roles, responsibilities, and strategies for job coaching from the district and their campus supervising teachers.				

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5. Transition planning on our campus is an outcome-oriented process that is meaningful. Post-school outcomes for students are documented to ensure services result in positive post-school outcomes.				
6. CBVI and paid employment development on our campus uses a person-centered thinking model to ensure the training and employment match the student's goals for transition and align with family involvement and support.				
7. Students are taught skills in self-determination and allowed to use and practice the skills in student-led IEP meetings, career planning, student-led progress monitoring, etc.				
8. Parents are provided information and training to assist them to be meaningful partners in the transition process and the support system for their child with a disability during and after high school.				
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10. The development of community-based training sites are directly linked to the students' postsecondary goals for employment, the job opportunities in the community, both current and future, and are supported by data.				
11. Student data is collected and reviewed regularly for the purpose of IEP monitoring, making instructional decisions, strategically reducing levels of support, and grading.				

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12. CBVI training sites are located in the student's high school and/or residential community areas. (Students attend their home campus.)				
13. A resume is compiled when each student WBL/CBVI. The resume includes CBVI experiences, training attended at TWC, VR, adult community training, community service, and paid employment.				
14. Students with disabilities, who are 18 and over, are served in age-appropriate environments.				
15. Our high school has a strategic process for assessing, training, and placing students with disabilities in paid employment.				
16. The WBL/CBVI program on our campus collects data to determine which students are ready for employment, efforts made to develop employment, and the number of students who graduate with jobs or are connected as clients of a program for young adults with disabilities, or enrolled in postsecondary education options.				
17. Our high school has a plan to address the transportation issues related to the employment of students with disabilities, during high school, 18+, and after the student completes public school.				
18. A school/business relationship is formed to involve employers and co-workers in the CBVI training and developing natural supports.				
19. Representatives from adult service providers and/or agencies participate in transition planning either directly or through creative collaboration with the diagnostician, our teachers, parents, and/or Transition Specialist.				