



# Standard Program and Service Evaluation Template

(Board of Education Approved on June 1, 2004)

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## I. Program/Service Information

### **Name of Program or Services:**

Assistive Technology

### **Personnel Responsible for Evaluation:**

Valerie Whitney, Area Coordinator in Learning and Assessment

### **Date of Evaluation:**

September 2004 through January 2005

### **Program Evaluation Questions:**

1. What affect has Assistive Technology Team Training had on teacher knowledge and skills?
2. How do Assistive Technology services from computer access facilitators and augmentative communication facilitators support students' IEP goals and objectives?

### **Goal/Objective of Program/Services:**

The Assistive Technology Program serves as a district wide resource to:

- Provide training regarding assistive technology to assure compliance with the Individuals with Disabilities Education Act (IDEA). Consideration of assistive technology devices and services is required during the development of every Individualized Education Program (IEP). IDEA defines assistive technology "any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability".
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## **Goal/Objective of Program/Services continued:**

- Provide students access to the general education curriculum via:
  - Training staff and building capacity through Assistive Technology Team Training enabling teachers to make decisions regarding assistive technology and enabling teachers to implement use of assistive technology for identified students
  - Providing support to student-centered IEP teams by facilitating a process to consider and recommend assistive technology; to facilitate development of a trial with assistive technology; to train staff, student and/or parent in use of a specific assistive technology tool; to facilitate the evaluation of the trial; and to use assistive technology to support IEP goals and objectives.

## **Brief description of relationship between program goals, CSIP and MSIP Standards:**

The Assistive Technology Program is supported through the Comprehensive School Improvement Plan (CSIP) goals and the Missouri School Improvement Program (MSIP) standards.

- Assistive Technology Team Training
    - Continued development and evaluation of Assistive Technology Team Training is supported by:
      - CSIP Staff Development Goal I: Improve Student Performance Levels (Objective 8, Strategy 4, Number 2
      - MSIP Process Standard 6.7: Professional development is an integral part of the educational program and all school improvement initiatives.
    - Provision of instructional resources /equipment and professional development through Title V purchased Assistive Technology Tool Kits for Assistive Technology Team Training teams is supported by:
      - CSIP District Wide Goal: Improve Student Performance (Letters D and G).
      - MSIP Process Standard 6.4: Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.
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## Relationship between program goals, CSIP and MSIP Standards continued:

- Individual student support
    - Provision of instructional (assistive technology) resources and equipment that support and extend the curriculum, available to students and teachers, is supported by:
      - MSIP Standard 6.4: Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.
    - Provision of comprehensive services (assistive technology services) for children with disabilities as part of differentiated instruction, as required by the IDEA, is supported by:
      - MSIP Process Standard 7.1: Comprehensive services for all resident children with disabilities, as required by IDEA and Chapter 162, RSMo, are an integral component of the district's educational program.
    - Parent participation in the Student, Environment, Task and Tool (SETT) Framework (the framework adopted by SSD for consideration of students' assistive technology needs) is supported by:
      - MSIP Process Standard 7.5: The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.
    - Provision of professional development for assistive technology software and hardware is available to all staff and is supported by:
      - MSIP Process Standard 6.7: Professional development is an integral part of the educational program and all school improvement initiatives.
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## Demographic Description of Program:

### Location/Participants

The Assistive Technology Program is a countywide program of Special School District. Assistive technology services are available to all students with a special education diagnosis in the special education schools, the vocational technical high schools and the partner school districts across St. Louis County. Assistive Technology Team Training is available to school teams comprised of Special School District staff and partner school district staff across St. Louis County. For a more detailed description of Assistive Technology Team Training, see Appendix (Assistive Technology Team Training Description).

### Number of staff:

One Area Coordinator  
Three Computer Access Facilitators  
Two Augmentative Communication Facilitators  
One Paraprofessional supporting Augmentative Communication  
One part time Technology Clerk

7 full time staff  
1 part time, hourly staff

### Length of program/service:

While one action plan is dependent upon the proposed 2006 budget, the remaining action plans will be completed by June 2006.

## II. Description of Stakeholders Engagement in Program Evaluation

SSD staff: Valerie Whitney, Area Coordinator in Learning and Assessment  
Julie Davidson, Area Coordinator (West region)  
Jeanne Fredriksen, Area Coordinator (West region)  
Kathy Lalk, Computer Access Facilitator  
Robin Heimos, Computer Access Facilitator  
Barbara Swanson, Augmentative Communication Facilitator  
Parent: Sam Price  
Business/Community Representative: Cheryl Livingston, Prentke Romich Company

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## III. Evaluation Criteria for Programs/Services Offered:

Facilitator caseload overview  
Staff perception data  
IEPs

## IV. Data Collection Methodology:

Facilitator caseload comparison  
Assistive Technology Team Proficiency Matrix analysis  
IEP Scoring Matrix analysis

## V. Results:

### Time spent on program evaluation:

120 hours

### Strengths of program/service:

1. Two hundred and ninety-one staff members have attended Assistive Technology Team Training since its inception in 1997. Sixty-four teams have participated in Assistive Technology Team Training. This number includes teams currently in training.
  2. Assistive Technology Team Training and individual student support services from the augmentative communication facilitators and computer access facilitators have heightened awareness regarding assistive technology. Assistive technology is providing access to the general education curriculum for increasing numbers of students as determined by analysis of facilitator caseload statistics gathered between the 2001 -2002 school year and the 2003-2004 school year. For the three computer access facilitators, total caseload numbers have increased by 266%. Total caseload numbers have increased by 240% for the two augmentative communication facilitators.
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## Strengths of program/service continued:

3. Ninety-three percent of Assistive Technology Training Teams who submitted student portfolios (as reported in the Learning and Assessment Annual Report 2003-2004) reported their student improved in the selected area of performance as a result of the use of an assistive technology tool.
1. Staff who completed their third year of Assistive Technology Team Training in the spring of 2004 perceived they were nearing independence in their ability to:
  - Use a collaborative decision making process to determine students' assistive technology needs.
  - Competently use a wide variety of assistive technology tools.
  - Match assistive technology tools to students' abilities and needs.
  - Implement a trial period with an assistive technology tool or strategy and document the effectiveness.

## Concerns of program/service:

1. Current facilitator caseloads have more than doubled since the 2001-2002 school year when a third computer access facilitator was added to the program. Within the fiscal year 2005 budget, an additional computer access facilitator and an additional augmentative communication facilitator were requested but were not approved. Facilitators cannot support the increasing numbers of Student Support Requests. Facilitators are scheduling SETT meetings 8 to 10 weeks out from the time a request is received.
  2. Thirty-eight percent of the IEPs reviewed as part of this program evaluation had one or more Assistive Technology Team Training graduates listed as an IEP team member. For these IEPs, either a computer access facilitator or an augmentative communication facilitator had been requested to facilitate the SETT process. No follow-up data is available to determine why these graduates continue to request support services from the facilitators rather than independently applying skills acquired from Assistive Technology Team Training.
  3. Sixty-one percent of the IEPs reviewed in this program evaluation were determined to be below expectation in documenting the use of assistive technology to support goals and objectives and to support state and district testing.
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**Recommendations regarding program/service:**

1. Reduce high facilitator caseload responsibilities.
2. Increase capacity and increase independent application of skills within staff who have completed Assistive Technology Team Training.
3. Increase/revise training regarding documentation of assistive technology in the IEP.

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Administrator Responsible for Chairing Evaluation

## Appendix

Assistive Technology Team Training Description  
Assistive Technology Teams (Teams and members from inception of training)

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Augmentative Communication Caseload Statistics  
Computer Access Caseload Statistics  
Annual Report: Staff Development (2003-2004)  
Assistive Technology Team Proficiency Matrix  
Team Matrix Summary, Level 1, 2003-2004  
Team Matrix Summary, Level 2, 2003-2004  
Team Matrix Summary, Level 3, 2003-2004  
Visual Organizer of evaluating IEPs  
IEPs Evaluated as part of AT Program Evaluation  
IEP Scoring Matrix for Assistive Technology Standard Program Evaluation  
AT Team Training to Support IEP Goals/Objectives and Documentation in the IEP  
AT Program Evaluation IEP Scoring Matrix: Inter rater Reliability Scores

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