

Cornell University
ILR School
Employment and Disability Institute

TransQUAL Online

New York State Report March 2006

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TransQUAL Online

Overview

What is TransQUAL Online?

TransQUAL Online is a tool to support school district teams as they **collaboratively** review and improve their practices in career development and transition. TransQUAL is built on the New York State Transition Quality Indicators Self-Assessment (TQI), adapted from the work of Dr. Paula Kohler from Western Michigan University (see *Taxonomy for Transition Programming*: <http://unix.cc.wmich.edu/~kohlerp>). This web site is developed and maintained by Cornell University's Employment and Disability Institute, through the support and guidance of the New York State Education Department, Vocational and Educational Services for Individuals with Disabilities (NYS VESID).

TransQUAL Online

Improving Student Transitions to Life after High School

TransQUAL Online is designed for use in a collaborative manner, bringing together educators, parents, student leaders, agency personnel, and business people.

Step 2: Enter Team Members

Directions: Identify the names of your team (e.g. teacher, parent, student, agency, etc.)

Name	Role
<input type="text"/>	[Select Role] Other: <input type="text"/>
John Jones	parent
Susie Smith	special educator
Juan Ortega	student leader
Jamie Brown	employer

TransQUAL Online supports continuous improvement, with features that encourage multiple uses and incremental systems change. For more information, contact:

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Features of TransQUAL Online

Password-Protected Accounts: Each educational program has its own unique account. When a TransQUAL planning team signs in, they view their contact information, team members, and the results of previous planning efforts.

Collaborative Self-Assessment – The self-assessment portion of TransQUAL Online is made up of 66 Transition Quality Indicators (TQI), which have been sorted into 5 categories:

1. **Educational Program Structure**
2. **Interagency and Interdisciplinary Collaboration**
3. **Family Involvement**
4. **Student Involvement**
5. **Student Development**

Collaborative planning teams have the opportunity to select one or more of these areas for further study. Planning teams quickly prioritize one or more indicators for work plan development.

Work Plan Development –

Once an indicator has been selected for work plan development, TransQUAL Online brings the planning team to a work plan development web page.

When a work plan is completed and saved, the planning team has a printer-friendly document for distribution to team members and other stakeholders.

Step 5: Select Work Plan

Directions: Select indicators for work plan development by clicking the "Create New Strategic Work Plan" link.

Transition Quality Indicators		Rating	Change Desired?
2b3 Quality Human Resource Development	Staff development addresses student and parent empowerment (a.k.a. self-determination, self-advocacy skills).	2	Yes
Create New Strategic Work Plan for 2b3			
4a3 Compliance Student Participation	Students are invited to participate in the transition planning process.	3	Yes
Create New Strategic Work Plan for 4a3			

Impact Report – TransQUAL planning teams can reflect on the results of their planning and implementation efforts through an online Impact Report.

Help and Discussion Forums -- TransQUAL Online planning teams can navigate to a list of Internet links, organized by the 5 categories above, of effective national practices and resources. Teams may also engage in threaded discussions to make announcements or pose questions to our growing TransQUAL Online community.

TransQUAL Online Statewide Results:
January 2000-March 2006

How many Teams use TransQUAL to generate work plans?

Since TransQUAL Online began in 2000, **603 TransQUAL work plans have been developed and saved by 255 collaborative planning teams.** Chart 1 shows the increased use of this online tool by increasing numbers of educational programs across New York. Over the last three years, the actual numbers of teams (“Repeat Users”) that have created TransQUAL Work Plans across two or more calendar years has remained relatively stable. However the number of Repeat Users as a percentage of all Planning Teams has dropped. In 2004, 51% (44 out of 86) of the TransQUAL planning teams were Repeat Users, dropping to 44% (44 out of 100) in 2005. This is due to the increase in the numbers of new TransQUAL planning teams in 2005, from 86 planning teams to 100.

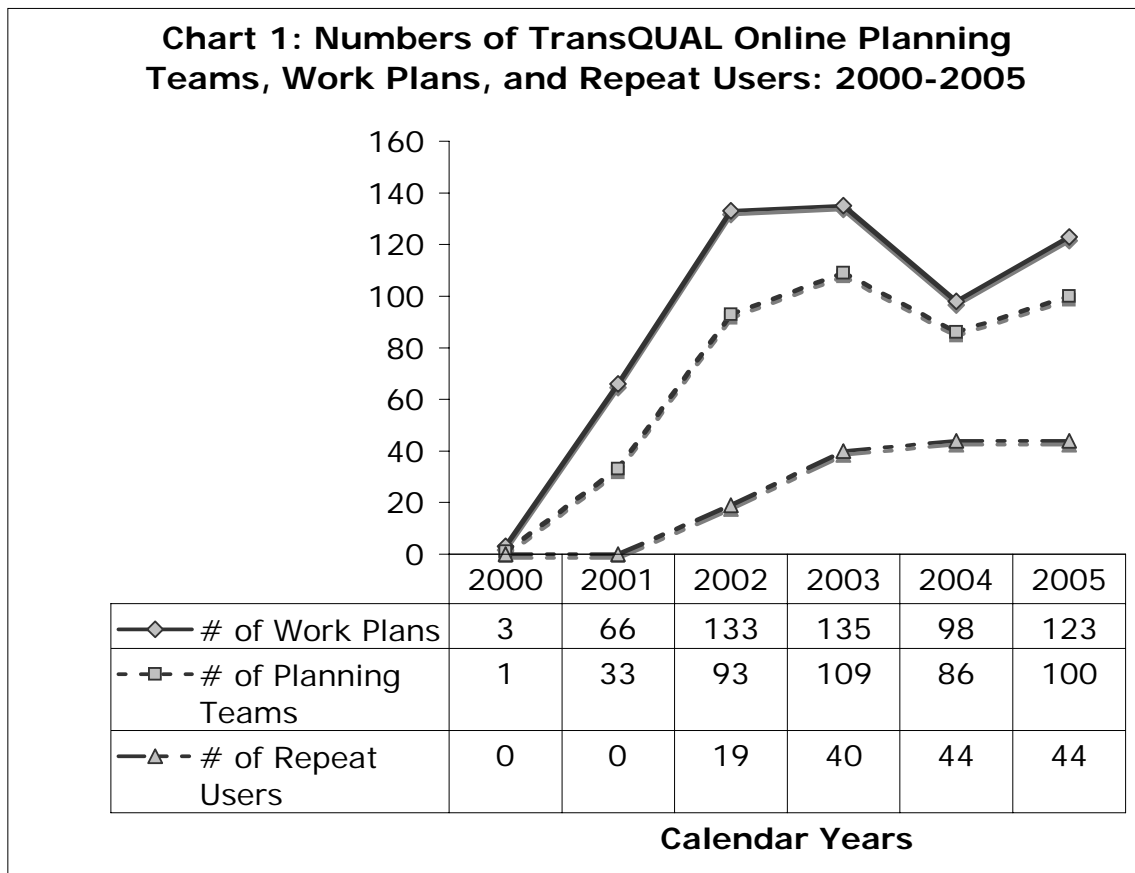
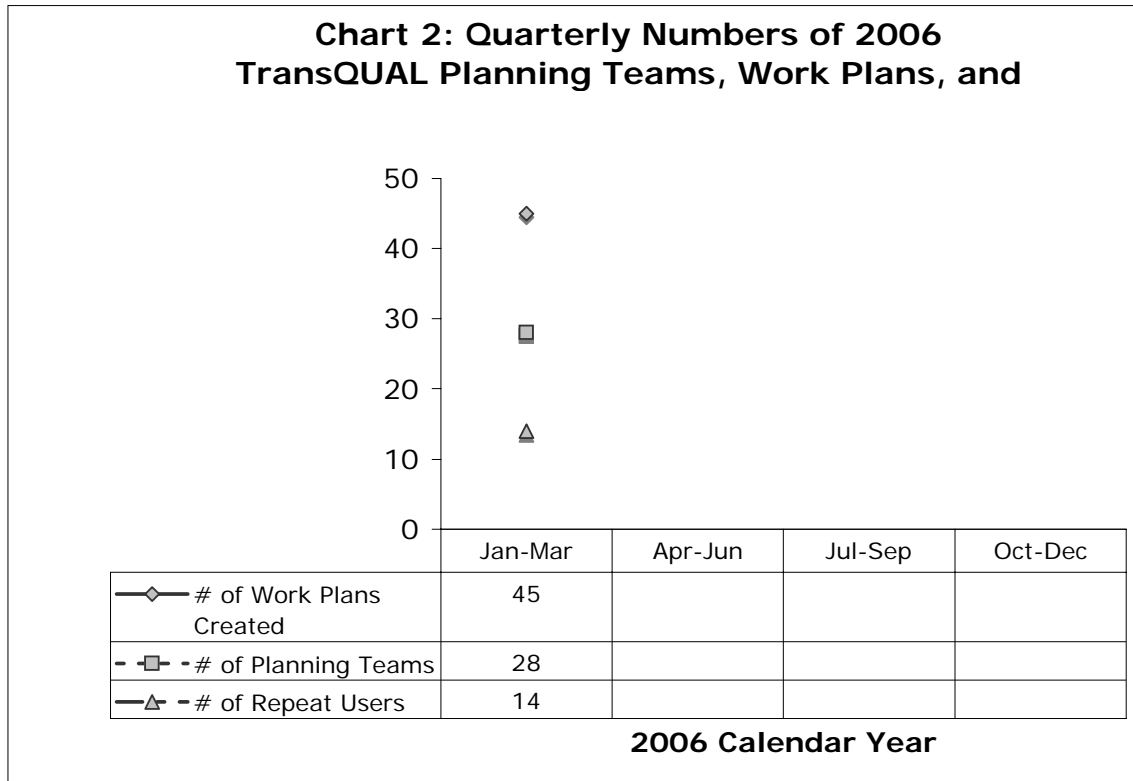


Chart 2 shows the numbers of work plans, planning teams, and repeat users for each quarter of 2006. These new work plans have been created in the East (2), Long Island (14), Lower Hudson (3), Mid-State (23), and Mid-West (3) Transition Coordination Sites (TCS).



Notes:

- A new feature was added to TransQUAL, allowing TCS administrators the ability to edit the dates of saved Work Plans. Consequently, the annual/quarterly numbers have changed over the past two quarterly reports.
- The Western TCS region has submitted a large number of TQI and Work Plan documents for entry by the TransQUAL Resource Center, dating back to 2001. These new entries will be reflected in the June 2006 quarterly report.

Where is TransQUAL in use?

Number of academic years TransQUAL Work Plans were created by New York State school districts (n=716), from 2000 through 03/2006

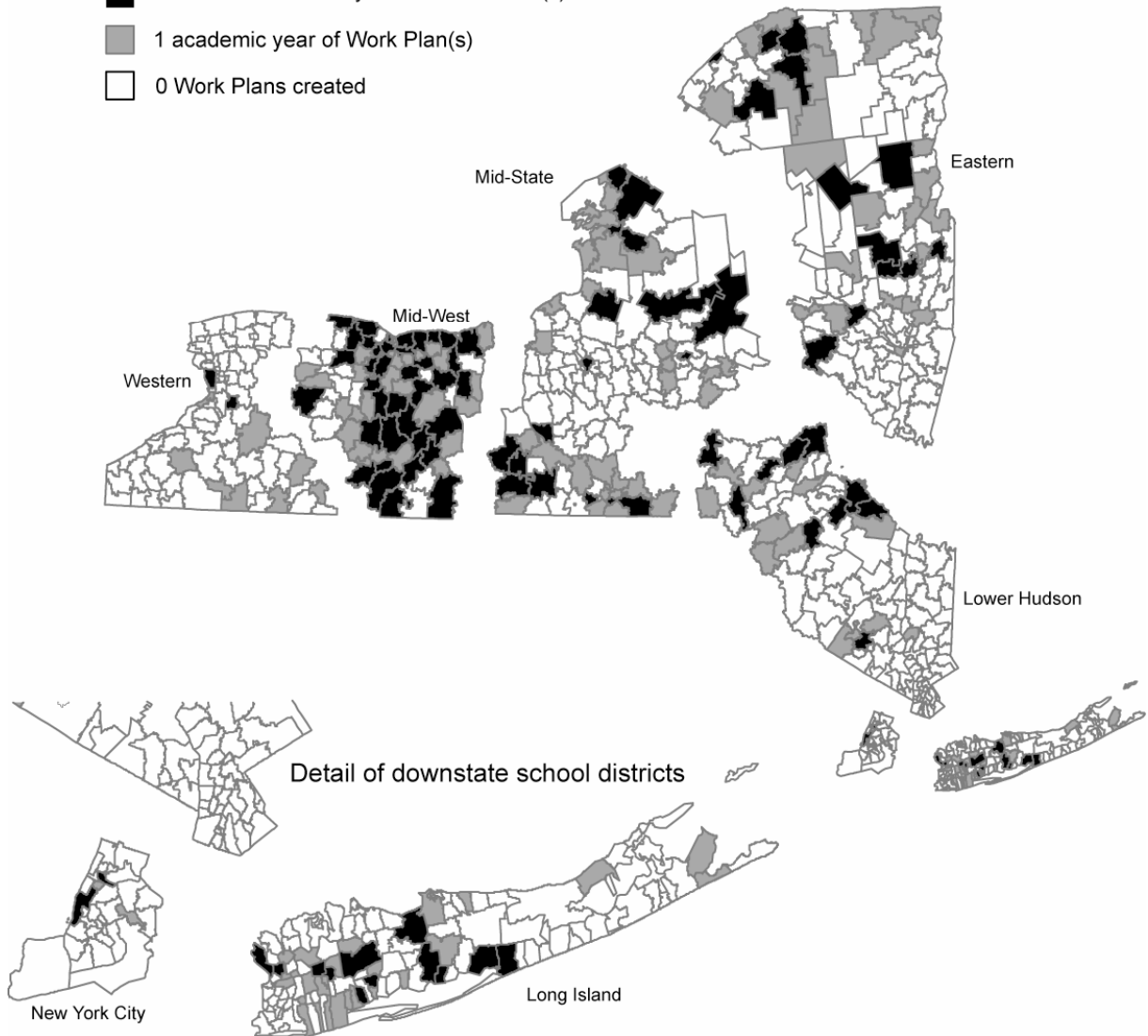
Percentage (#) of school districts with Work Plan(s):
created during two or more academic years: 14% (97)
created during one academic year: 18% (127)

Total percentage (#) of New York State school districts with saved Work Plans: 31% (224)

New York State school districts separated by Transition Coordination Site region

Legend:

- 2 or more academic years of Work Plan(s)
- 1 academic year of Work Plan(s)
- 0 Work Plans created



What types of work plans have been created?

The highest percentage of TransQUAL work plans is within the Topic Areas of *Educational Program Structure* (33%), followed by *Student Development* (29%), *Student Involvement* (15%), *Family Involvement* (11%), and *Interagency and Interdisciplinary Collaboration* (12%).

Table 1: Numbers of Work Plans created by TQI Topic Areas and Categories

Topic Area	Category	Total Numbers of Work Plans
Educational Program Structure	Human Resource Development	23
	Program Evaluation	13
	Program Philosophy	52
	Program Policy	87
	Resource Allocation	16
	Strategic Planning	10
Educational Program Structure Total		201
Interagency and Interdisciplinary Collaboration	Collaborative Service Delivery	11
	Human Resource Development	17
	Individual-Level Planning	13
	Interorganizational Framework	16
	Organizational Planning	11
	Collaborative Service Delivery	5
Interagency and Interdisciplinary Collaboration Total		73
Family Involvement	Family Empowerment	21
	Family Involvement	19
	Family Training	27
Family Involvement Total		67
Student Involvement	Accommodations & Planning Strategies	16
	IEP Development	35
	Student Participation	39
Student Involvement Total		90
Student Development	Academic Skills Instruction	37
	Career & Vocational Curricula	8
	Employment Skills Instruction	20
	Life Skills Instruction	15
	Structured Employment Experiences	38
	Vocational Assessment	54
Student Development Total		172
Grand Total		603

What is TransQUAL telling us about desired changes in transition practices and services?

Table 2 details the 1-5 ratings assigned to TQI and related work plans, in order of the percentage of responses that were checked “Changed Desired” by planning teams. *Family Training, Interagency Human Resource Development, Strategic Planning, Program Policy, and Family Involvement* contained TQI most frequently checked *Change Desired*. Of those responses checked “Change Desired,” *Program Policy, Structured Employment Experiences, and Academic Skills Instruction* contained the highest percentage of TQI developed into actual work plans.

Table 2: Transition Quality Indicators by Category, Ratings and Work Plans, Organized by % “Change Desired”

Number	Category (# of Indicators)	# of Records	Average 1-5 Rating	Median 1-5 Rating	Most Common 1-5 Rating	Total # of Responses	% (#) Responses "Change Desired"	% (#) "Change Desired" Developed into Work Plans
3c	Family Training (3)	401	2.1	2	2	1203	42% (500)	5% (27)
2b	Human Resource Development -- Interagency (3)	409	2.2	2	2	1227	35% (413)	4% (16)
1c	Strategic Planning (2)	433	2.6	3	3	866	35% (306)	3% (10)
1b	Program Policy (4)	434	2.8	3	3	1733	34% (582)	15% (87)
3a	Family Involvement (2)	401	2.2	2	3	802	34% (271)	7% (19)
5f	Structured Employment Experiences (2)	419	2.5	3	3	838	33% (273)	14% (38)
2e	Collaborative Service Delivery (3)	409	2.2	2	3	1227	32% (393)	3% (11)
2c	Organizational Planning (3)	409	2.4	2	3	1227	32% (391)	3% (11)
1f	Resource Allocation (3)	433	2.5	2	2	1299	30% (392)	4% (16)
1d	Program Evaluation (2)	433	2.8	3	3	866	29% (255)	5% (13)
2a	Interorganizational Framework (2)	409	2.7	3	3	818	29% (240)	6% (16)
5c	Employment Skills Instruction (2)	419	2.6	3	3	838	28% (234)	9% (20)
1e	Human Resource Development - School (4)	433	2.9	3	3	1732	27% (459)	5% (23)
3b	Family Empowerment (3)	401	3	3	3	1203	27% (321)	7% (21)
1a	Program Philosophy (4)	434	3.1	3	3	1736	26% (447)	12% (52)
5e	Vocational Assessment (4)	419	2.9	3	3	1676	26% (441)	12% (54)
2d	Individual-Level Planning (2)	409	3	3	3	818	24% (200)	7% (13)
4a	Student Participation (5)	386	3.3	3	4	1929	23% (436)	9% (39)
5b	Life Skills Instruction (3)	419	2.8	3	3	1257	23% (291)	5% (15)
5a	Academic Skills Instruction (3)	419	3.3	3	3	1257	21% (267)	14% (37)
4b	IEP Development (10)	385	3.3	4	4	3850	18% (708)	5% (35)
5d	Career & Vocational Curricula (2)	419	3.1	3	3	838	18% (149)	5% (8)
4c	Accommodations and Planning Strategies (5)	386	3.3	4	4	1926	17% (328)	5% (16)

Summary

School districts continue to use TransQUAL Online in New York State. Many existing users are creating TransQUAL work plans across two or more years. The accumulation of TransQUAL data about TQI ratings, the indicated desire of TransQUAL planning teams to change their present status, and the creation of related work plans point to the need for resources and technical assistance in transition and career development, especially in the following areas:

Family Training – The most common 1-5 rating for this category was 2- *Indicator not evident, planning is underway*. Although the highest percentage (43%) of the TQI responses within this category were checked *Change Desired*, only 5% of those checked indicators were actually developed into work plans. This disparity suggests that planning teams either consider this issue a lower priority than others, or perhaps teams were unable to generate viable ideas to remedy their concerns. *Increasing the involvement of family members within TransQUAL planning teams may help to generate more viable ideas for Work Plans.*

Structured Employment Experiences -- A growing body of research suggests that students who earn wages will be more successful in post-school employment and postsecondary education opportunities. A relatively high percentage (13%) of the TQI under this category were selected for work plan development. *Here is an opportunity for planning teams to share how they were able to develop capacity to increase student involvement in work experiences.*

Program Policy, Strategic Planning, Program Philosophy – Higher percentages of planning teams developed work plans to address school district infrastructure – setting policies and procedures that support the provision of transition services. *Developing examples from successful school districts, especially with regards to State Performance Plan Indicator 13, will assist other school districts as they establish their own processes.*

Interagency Human Resource Development -- The average, median and most frequent rating for this category were the same: 2 = *Indicator not evident, planning is underway*. A relatively high rate of check marks for *Change Desired* (35%) and a low percentage of selection for work plan development (4%) indicate a need for further study and discussion, *especially regarding school-VESID collaborations and articulation agreements.*

The TransQUAL Resource Project staff is working closely with each of the Transition Coordination Sites across New York State to plan appropriate local outreach activities. Recently, teams have formed in New York City Region 9, with a follow-up event planned for May 2006. In addition, the TransQUAL Online website has undergone a major revision, implemented in October 2005. More data is being generated regarding the teams who are creating these plans and the impact they are having on their educational programs. Reporting on this additional data will begin in December 2006.