



Cornell University
ILR School
Employment and Disability Institute

With Support from the New York State Education Department,
Vocational and Educational Services for Individuals with Disabilities

TransQUAL Online User's Guide

Improving Student Transitions to Life after School

Version 3.0

Updated September 2006

Author
David Brewer

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www.TransQUAL.org

Improving Student Transitions to Life after High School

TransQUAL Online is designed to assist school districts collaborate with others and continuously improve their transition practices for youth.

Organizational Change

TransQUAL incorporates New York State Education Department Transition Quality Indicators (TQI), based on the work of Paula Kolher from Western Michigan University. The TQI assesses program structure, collaboration, family involvement, student involvement and student development.

Online Resources

Team planning, implementation and reflection activities are supported by online resources. These include: links to helpful web pages, sources of funding, and a forum for discussions.

Developing Community

TransQUAL's online community grows as teams post their work plans and reach out to each other to address common challenges and interests.

Assessment Tool

1 Date **2 Team** **3 Prelim Questions** **4 Indicators** **5 Work Plan(s)** **6 Close** **7 Progress Report(s)**

All Records: Sep, 2006 (OPEN)

Step 3: Discuss Preliminary Questions

Directions: Discuss each question, then check boxes next to topics for focused team assessment and planning

September 01, 2006

Related Resources: [Select Resource]

Preliminary Questions		
Topic	Question	Focus Areas
1. Educational Program Structure	Does the educational program have the resources and structure to communicate clear guidelines, provide professional development and encourage creative opportunities for growth of transition and school-to-careers? Educational Program Structure web links	<input type="checkbox"/>
2. Interagency & Interdisciplinary Collaboration	Are educational program educators and community agencies aware of each other's services and engaged with students in collaborative projects to improve transition outcomes? Interagency & Interdisciplinary Collaboration web links	<input type="checkbox"/>
3. Family Involvement	Are families actively participating in transition planning, community resources, training events, and program development activities related to life after school?	<input type="checkbox"/>

Resources

People Funding Links Forum User's Guide Shared Work Plans

TransQUAL Forum

Discussion forum for TransQUAL related questions and comments.

[Forum Home](#) / Forum: [Student Development](#)

Investigating Student Assessment Tools
Posted by mmurphy on Mar 14, 2006 12:13 PM [Reply](#)

Has anyone had any experience with the career exploration tools from onetcenter.org <http://www.onetcenter.org/tools.html> I've been investigating career assessment tools for the Syracuse City SD Middle School to High School Project. I like these because they come as downloadable pdf files and as a computer program easily installed. This web page has a Interest Profile and the Work Importance Profile. The Interest Profile is appropriate for the 14 and above

TransQUAL Log-In Page

Welcome to TransQUAL Online

Improving Student Transitions to Life after High School

HOME **ASSESSMENT TOOL** **OUR ACCOUNT** **RESOURCES**

What's Inside? ▶

- 1. TransQUAL Assessment Tool**
Assess your school district's transition related services in 7 easy steps!
- 2. Transition-Related Resources**
Funding sources, web resources, TransQUAL discussion forum, TransQUAL User's Guide
- 3. Account Management Tools**
Easily manage your account information

WHERE DO I START?

Already registered? Log In:

Username:

Password: **Log In**

New members:

- ▶ [Test drive TransQUAL Online](#), or
- ▶ [Complete Registration Form](#)

If you have a user name and password:

- Enter your **Username** and **Password** into the log in fields.

If you are a new user:

- Click where it is written **Complete Registration Form**. You will be taken to a registration area where you can request a **Username** and **Password**. Once your team has a Username and Password, the planning process can begin.

If you would like to see what TransQUAL is all about:

- Click on **Test Drive TransQUAL Online**. This allows you to try out TransQUAL. Your results will **NOT** be saved.

TransQUAL Registration

TransQUAL Online Member Registration

Fields marked with an asterisk (*) are required.

Member Type * :	District/Program <input type="button" value="▼"/>	Select a member type and a transition coordination site, then click the 'Continue' button to continue.
Transition Coordination Site * :	East <input type="button" value="▼"/>	<input type="button" value="Continue"/>
BOCES/NYC Region:		
School District:		
School:		
Contact Person Information		
First Name * :	<input type="text"/>	
Last Name * :	<input type="text"/>	
Email * :	<input type="text"/>	

To register a new member/team:

1. Select a **Member Type**. Teams who are using TransQUAL Online to improve their local educational programs should select District/Program from the top pull-down menu.
2. From the pull-down menu, select the **Transition Coordination Site** that serves your educational program. If you do not know this information, go to:
<http://www.vesid.nysed.gov/specialed/transition/tcslist.htm>
3. Click on the **Continue** button for the next set of options.

Note: To obtain a TransQUAL Online username and password, your team contact person will need to identify the type and location of your educational program. Your educational program may be a school, a school district, a department, an agency, a BOCES/NYC Regional Program, or some other type of service. To accommodate the variety of services and schools that exist in New York State, TransQUAL Online has a progressive registration form, allowing teams to stop at any point, complete their contact information, and wait for their username and password to arrive via email. It is important to continue this process until you have provided as much information as possible, so that we may provide future technical support.

TransQUAL Registration (continued)

Member Type * :	District/Program	
Transition Coordination Site * :	Mid-State	
BOCES/NYC Region:	<input type="button" value="Broome-Tioga BOCES"/>	Please select an SETRC and click the 'Continue' button to continue registration. <input type="button" value="Continue"/>

4. Select your team's **BOCES/ New York City Region** from the pull-down menu.
5. Click on the **Continue** button for the next set of options.

Member Type * :	District/Program	
Transition Coordination Site * :	Mid-State	
BOCES/NYC Region:	Broome-Tioga BOCES	
School District:	<input type="button" value="Binghamton City SD"/>	After selecting a school district, please click on the 'Continue' button to move on to the school selection step. <input type="button" value="Continue"/>

6. Select your team's **School District** from the pull-down menu. If your program is regional in nature, spanning more than one school district, skip this step and complete the information at the bottom, clicking **Process Request** at the bottom of this page.
7. Click on the **Continue** button for the next set of options.

TransQUAL Registration (continued)

Member Type *:	District/Program
Transition Coordination	Mid-State
Site *:	
BOCES/NYC Region:	Broome-Tioga BOCES
School District:	Binghamton City SD
School:	
Type	Name
<input type="radio"/> District-wide	
<input checked="" type="radio"/> School:	<input type="button" value="BINGHAMTON HS"/>
<input type="radio"/> Program:	
<input type="radio"/> Community Agency:	
<input type="radio"/> Other:	

8. If your team represents one **School**, select which one from the pull-down menu, making sure the radio button is pushed next to the word School. If your educational program spans more than one school, or is an agency or some other **Program**, click on the appropriate radio button and type the name of your program in the adjacent text box. If your team represents your entire school district, click on the radio button next to the word **District-wide**.

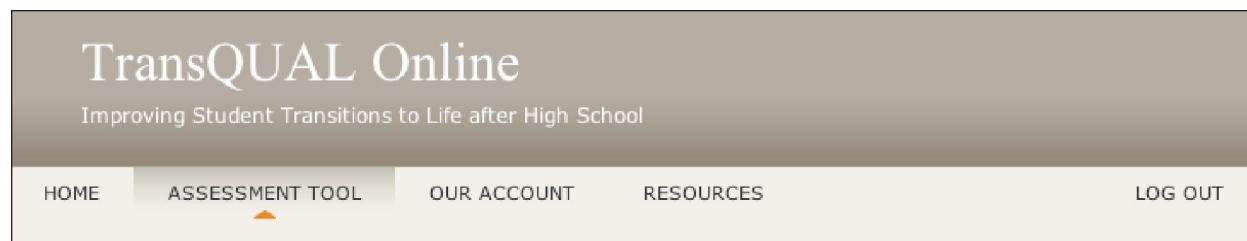
TransQUAL Registration (continued)

Contact Person Information	
First Name *:	<input type="text"/>
Last Name *:	<input type="text"/>
Email *:	<input type="text"/>
Phone:	<input type="text"/>
Fax:	<input type="text"/>
Comments:	<input type="text"/>
Address Line 1:	<input type="text"/>
Address Line 2:	<input type="text"/>
City *:	<input type="text"/>
State *:	<input type="text"/>
Zip *:	<input type="text"/> <input type="text"/>
<input type="button" value="Process Request"/>	

9. Click on the **Process Request** button when all of your team's information has been entered.

Note: At the bottom of the TransQUAL Online Member Registration page are text boxes to identify your team's contact person. Please fill these out completely, so that we know how to contact you, and to email a username and password to access your account. By clicking on the Process Request button, your team is indicating that the information is complete and accurate, although this information can be updated after the team logs in.

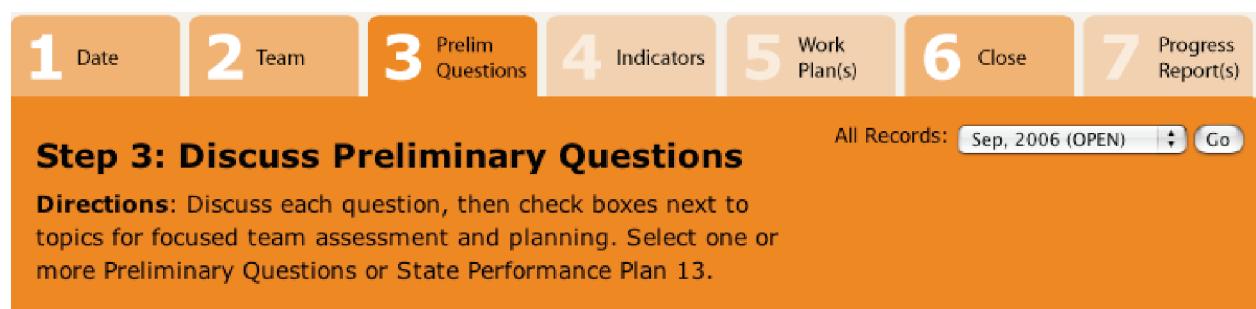
Your contact person will receive a username and password via email after we've reviewed your information. This can take **2-3 working days**, so complete the registration well in advance of your team's first meeting.

TransQUAL Online Navigation**Main Navigation Buttons**

- | | |
|------------------------|--|
| Home | By clicking on this button, the team will be brought to the Log-In Page, but will not be logged out. |
| Assessment Tool | This button will bring the team to the current record. |
| Our Account | This area provides basic demographic information, including the name of the team's coordinator. Teams may edit their contact information and username. Teams may also post work plans for others to view and contact for more information. |
| Resources | Click on the Resources button in the main menu bar to view helpful links, discussion and shared planning documents. |
| Log Out | Click on this button to exit the TransQUAL Online website. |

Note: When your team enters its Username and Password in the Log-In page, you will be brought to your team's TransQUAL Home Page. Before entering data, it may be helpful to note time saving navigational features of TransQUAL Online. These buttons will appear on most of the web pages of TransQUAL.

Assessment Tool Navigation



Tabs By clicking on the numbered tabs, teams can move back and forth through the assessment process, editing previous work as desired. As your team progresses through each step, more and more buttons will become active, indicated by the darkened colors.

All Records Teams can quickly switch between the current and previous records through this pull-down menu. Click the **GO** button once a record has been selected.

Note: TransQUAL Online was designed for use on multiple occasions. When a team opens their TransQUAL account for the first time, they will see a new record, ready to be started. A collaborative planning team may develop a TransQUAL record over several meetings, by saving their work and logging out, and then logging back in at a later time. By looking at the tabbed numbers at the top, a team can quickly identify where they are in the planning process.

Step 1: Date



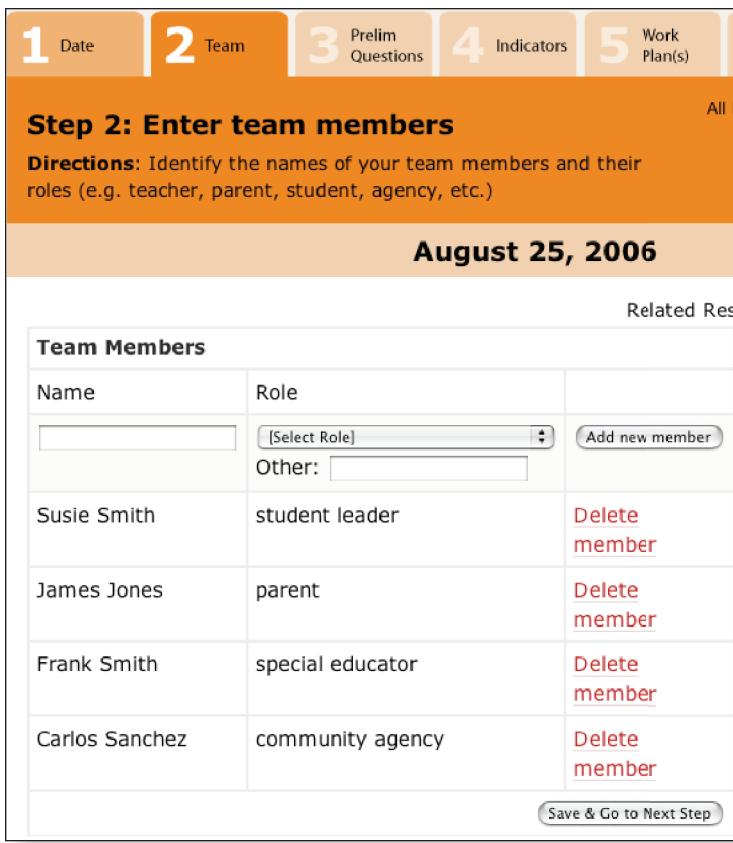
The screenshot shows the 'Assessment Tool' interface. At the top, there are three numbered steps: '1 Date' (orange), '2 Team' (light orange), and '3 Prelim Questions' (light orange). Below this, a section titled 'Step 1: Enter record date' contains directions: 'Enter the month and year.' A 'Record Date' form follows, with 'Month:' set to 'August' and 'Year:' set to '2006'. A 'Save & Go to Next Step' button is at the bottom.

To begin your assessment:

1. Use the pull-down menus to indicate the **Month** and **Year** that your team is meeting to create this survey.
2. Click on **Save & Go to Next Step** to save your work and proceed to Step 2.

Note: TransQUAL will automatically select the current month and year. However, teams are free to select a different date at their discretion.

Step 2: Planning Team Membership



Step 2: Enter team members

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

Name	Role	Action
<input type="text"/>	[Select Role] <input type="button" value="▼"/>	<input type="button" value="Add new member"/>
Other: <input type="text"/>		
Susie Smith	student leader	<input type="button" value="Delete member"/>
James Jones	parent	<input type="button" value="Delete member"/>
Frank Smith	special educator	<input type="button" value="Delete member"/>
Carlos Sanchez	community agency	<input type="button" value="Delete member"/>

Save & Go to Next Step

To enter your team member(s):

1. Type one **Name** and select the **Role** of one of your team members.
2. After your team enters a name and a role, click **Add new member** to create a new window for entering additional team members.
3. Click where it says **Delete member** to remove a member from the list.
4. Click on **Save & Go to Next Step** when all of your team members have been entered.



Your next set of directions will begin the survey itself. This requires a planning team to collaboratively make decisions about indicators and priorities. The quality of your discussions and results for students will increase in proportion to the diversity of your planning team membership. **Reach out to people both inside and outside of the school building!**

TransQUAL Planning Teams may include:

- special educators
- general educators
- guidance counselors
- work experience staff
- transition coordinators
- parents or family members
- student leaders
- employers
- administrators
- VESID counselors
- CBVH counselors
- Independent Living Center staff
- Workforce Development (One-Stop) staff
- community agency personnel
- Other: (specify)

A letter or email to each potential team member, followed up by a verbal invitation, in person or by phone, is an effective recruitment strategy. Don't ignore this important step in the planning process!



In most instances, designating a team coordinator will enhance the quality of the collaboration. Some coordinators like to take charge and make most of the decisions for the group. However, for this process a facilitative approach to leadership is recommended. In other words, the team coordinator should:

- Establish team meeting times and locations
- Distribute copies of planning documents to all team members before each meeting
- Share responsibilities for gathering district information and data
- Actively listen to team members' concerns and ideas during the planning process to build consensus
- Incorporate language provided by team members into the narrative of the Work Plan
- Share responsibilities for implementing and monitoring activities to support any Work Plans created

Team members should consider themselves individually and collectively responsible to maintain a productive and open atmosphere for discussion. Complements paid to each other for work completed can only move this process forward. If you are fortunate enough to have a computer available that is connected to the Internet, identify a person to perform data entry "live" into TransQUAL during team discussions.

Note: It is always a good idea to keep notes on paper, just in case technology fails!

Step 3: Preliminary Questions

Preliminary Questions		
Topic	Question	Focus Area(s)
1. Educational Program Structure	<p>Does the educational program have the resources and structure to communicate clear guidelines, provide professional development and encourage creative opportunities for growth of transition and school-to-careers?</p> <p>Educational Program Structure web links</p>	<input type="checkbox"/>
2. Interagency & Interdisciplinary Collaboration	<p>Are educational program educators and community agencies aware of each other's services and engaged with students in collaborative projects to improve transition outcomes?</p> <p>Interagency & Interdisciplinary Collaboration web links</p>	<input type="checkbox"/>
3. Family Involvement	<p>Are families actively participating in transition planning, community resources, training events, and program development activities related to life after school?</p> <p>Family Involvement web links</p>	<input type="checkbox"/>
4. Student Involvement	<p>Do students actively participate in a process of vocational assessment, IEP development, academic and career planning to achieve desired educational and adult outcomes?</p> <p>Student Involvement web links</p>	<input type="checkbox"/>
5. Student Development	<p>Are course offerings in the areas of academics, life skills, vocational evaluation/preparation, and work experience responsive to local economic conditions and the diversity of your student population?</p> <p>Student Development web links</p>	<input type="checkbox"/>
<input type="button" value="Save & Go to Next Step"/>		

To select topics for Work Plan development:

1. Check the **Focus Area(s)** boxes next to the questions where your team believes a Work Plan may be necessary to support further development. *This is a time for careful group discussion. When group consensus is in doubt, or for a more thorough, baseline assessment the first time through, it is recommended to check all of these boxes.*
2. Click on **Save & Go to Next Step** when each of the preliminary questions has been carefully considered and one or more boxes have been checked.

Link to Resources

Click on the web links below each question to jump to the Resource Links (see page34). This will provide your team with immediate information about each preliminary question and an opportunity to pose questions to a larger Internet community for ideas and suggestions.

Step 3: Preliminary Questions (continued)

5. Student Development	<p>Are course offerings in the areas of academics, life skills, vocational evaluation/preparation, and work experience responsive to local economic conditions and the diversity of your student population?</p> <p>Student Development web links</p>	<input type="checkbox"/>
		<input type="button" value="Save & Go to Next Step"/>
State Performance Plan 13		
State Performance Plan Indicator 13 Related Transition Quality Indicators	<p>Do youth aged 15 and above have IEPs that include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet measurable post-secondary goals?</p> <p>State Performance Plan Indicator 13 web links</p>	<input type="checkbox"/>
		<input type="button" value="Save & Go to Indicator 13"/>

To assist school districts with their SPP 13 self-review:

- Click where it says **Save & Go to Indicator 13** instead of selecting any of the other five TransQUAL topic areas. A set of Transition Quality Indicators that closely relate to SPP 13 have been selected to assist with your team's SPP 13 self-review.

Note: Under State Performance Plan Indicator 13 (SPP 13), all New York State school districts will be required to review a representative sample of student IEPs, determining if each student's educational program contains the elements necessary for post-school success.

To learn more about the relationship that exists between SPP 13, the Transition Quality Indicators, and TransQUAL Online, go to:

<http://digitalcommons.ilr.cornell.edu/edicollect/1228/>

Step 4: Complete Assessment

1 Date	2 Team	3 Prelim Questions	4 Indicators	5 Work Plan(s)	6 Close	7 Progress Report(s)
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Step 4: Complete Assessment

Directions: Rate all indicators 1-5 and check "Change Desired?" boxes next to indicators for Work Plan development.

September 27, 2006

Rating Key		Related Resources: [Select Resource] Go	
5 = Exemplary, can educate others about this issue			
4 = Indicator evident across all situations			
3 = Indicator evident across some, but not all, situations			
2 = Indicator not evident, planning is underway			
1 = Indicator not evident, no planning has been initiated			

3.0 Family Involvement		Rate 1-5	Change Desired?
Question: Are families actively participating in transition planning, community resources, training events, and program development activities related to life after school?			
3a1 Quality Family Involvement	At a general level, families contribute input to development of staff training.	<input type="button" value="▼"/>	<input type="checkbox"/>
3a2 Quality Family Involvement	Families take an active role in the transition planning process and are responsible for specific transition steps.	<input type="button" value="▼"/>	<input type="checkbox"/>

To complete the TransQUAL Assessment:

1. Select a rating, 1 - 5, from the drop down menu for all indicators on this page.
2. Check the box **Change Desired?** if your team wishes to consider this indicator for later Work Plan development.

Note: These are the Transition Quality Indicators (TQI) developed by the New York State Education Department, for your planning team's group discussion and careful rating.

Your planning team must rate all of the Transition Quality Indicators presented on this page. The ratings are as follows:

- 5 = Exemplary, can educate others about this issue
- 4 = Indicator evident across all situations
- 3 = Indicator evident across some, but not all, situations
- 2 = Indicator not evident, planning is underway
- 1 = Indicator not evident, no planning has been initiated

Important: It is best to use objective data assembled by your planning team when determining these ratings. This could include student academic scores, VESID reports, Post-School Indicator Study reports, school district report card and student "PD" information, or any other measurements conducted by your educational program.

Quality and Compliance

2e3 Quality Collaborative Service Delivery	New services are developed collaboratively between schools and community.	<input type="button" value="Save Progress"/>	<input type="checkbox"/>
All indicators must be rated and at least one checked in order to continue to next step.			
		<input type="button" value="Save & Go to Next Step"/>	
4.0 Student Involvement		Rate 1-5	Change Desired?
Question: Do students actively participate in a process of vocational assessment, IEP development, academic and career planning to achieve desired educational and adult outcomes?			
4a1 Quality Student Participation	Students are prepared through curricular activities to participate in transition planning.	<input type="button" value="Save Progress"/>	<input type="checkbox"/>
4a2 Quality Student Participation	Self-determination (choice-making) is facilitated within the planning process.	<input type="button" value="Save Progress"/>	<input type="checkbox"/>
4a3 Compliance Student Participation	Students are invited to participate in the transition planning process.	<input type="button" value="Save Progress"/>	<input type="checkbox"/>

To keep the system from timing out:

- ✓ Click on the **Save Progress** button whenever it appears in your list. **Save Progress** at the bottom of the page will move the team to the next step, to select indicators for development.

Quality By selecting this indicator for Work Plan development, your team is creating an effective practice toward enhancing student transition outcomes.

Compliance By selecting this indicator for Work Plan development, your team is addressing an area covered by New York State regulations.

Notes: As your planning team completes the ratings on the TQI portion of the survey, you will notice that indicators are labeled either Quality or Compliance. These labels will help you to determine which indicators to develop into Work Plans for improvement.

Selecting a Quality indicator does not preclude work on issues of Compliance. Depending on the nature and scope of the Work Plan, compliance indicators may be addressed as a result of work on a broader topic. For instance, strategies for developing student self-determination (4a2, above) may include inviting students to participate in transition meetings (4a3) as required by regulation.

Proceed through all of the ratings to the bottom of the web page. The subsequent sections of this guide concern the development of a Work Plan to improve the practices and outcomes of your transitioning students.

Step 5: Select Work Plan

2.0 Interagency & Interdisciplinary Collaboration		Rating	Change Desired?
Question: Are educational program educators and community agencies aware of each other's services and engaged with students in collaborative projects to improve transition outcomes?			
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			
4.0 Student Involvement		Rating	Change Desired?
Question: Do students actively participate in a process of vocational assessment, IEP development, academic and career planning to achieve desired educational and adult outcomes?			
4c4 Compliance Accommodations & Planning Strategies	A multiethnic and multicultural perspective, free from gender bias, is evident across all planning, guidance, career development and educational activities.	1	Yes
Create New Strategic Work Plan for 4c4			

To create a new Work Plan:

-  Click on [Create New Strategic Work Plan for 4c4](#) to create a new Work Plan for this indicator.

Note: After your planning team has selected one or more indicators to improve, each indicator selected will be gathered onto one screen. Your team must now review each of these indicators to decide which one(s) should be chosen for Work Plan development. Return to this web page to prioritize and develop more indicators, or edit existing Work Plans.

Step 6: Complete Work Plan

Topic:	Human Resource Development
Number:	2b3
Indicator:	Staff development addresses student and parent empowerment (a.k.a. self-determination, self-advocacy skills).
Current Rating:	2 = Indicator not evident, planning is underway
Current Status:	How would your team describe this issue as it currently exists? What, exactly, is the issue?
Desired Outcome:	Overall, how would your team like to see this issue improve? What is your team's vision?
Desired Rating:	<input style="width: 100%; height: 100%;" type="button" value="1 – Indicator not evident, no planning has been initiated"/>

Note: The Strategic Work Plan is divided into boxes. At the top of the Work Plan is the topic area, reference number, and indicator your team has selected, and the current rating your team has assigned this indicator. Your Work Plan should directly relate to and support the improvement of this indicator's rating.

The **Current Status** and **Desired Outcome** boxes expand to include your teams planning narrative. *Whenever possible, refer to actions or conditions that can be observed or measured.* Each box can best be explained by answering the related questions contained in that box.

Step 6: Work Plan Development - Tasks

Overall Strategy:	How will your team go about achieving the desired outcome, in general? What is the framework within which your team will operate?		
<input type="button" value="Save Progress"/>			
Task List			
Task	Person(s) Responsible	Due Date	Delete
Indicate an observable behavior, done by an individual or individuals <input type="button" value="Edit"/>	The name(s) of people <input type="text"/> <input type="text"/> <input type="text"/>	08/22/2008 mm/dd/yy <input type="button" value="Add Task"/>	<input type="button" value="Delete"/>

To enter tasks into the Work Plan:

1. Type an observable **Task** that a team member(s) will take to complete the Work Plan.
2. Type the names of **People** who will be primarily **Responsible** for completing the task.
3. Type the **month**, **day**, and **year** that the task will be accomplished.
4. Click the **Add Task** button to add the task to your team's task list.
5. Click the **Edit** button to change the task, person(s) responsible, or date.
6. Click the **Delete** button to delete a task from the list.

Note: This section includes a tool for creating a task list, organized in order of the Due Date.

Step 6: Work Plan Development - Tasks (continued)

Funding Sources:	How will your team pay for the tasks indicated above? What sort of in-kind contributions can your team identify?
How results will be measured and documented:	How will your team know if your Work Plan was successful? Are there people or things that can be counted or observed for signs of improvement?
How results will be used to revise strategies:	What is your team's reflective process? When and where will your team meet again to discuss your progress, change tasks and/or develop a new TransQUAL Work Plan?
How results will be shared internally and externally:	How will your team celebrate the results of this Work Plan? Who will be informed of your team's accomplishments, and how?

Three Key Questions to Ask Your Team:

1. Does your team's plan support improvement in your chosen TQI indicator?
2. Is your team's plan measurable?
3. Have you involved the school district administration (e.g., building principal, superintendent) in the development and implementation of the Work Plan?

Step 6: Work Plan Development - NYS Education Reform

<input type="checkbox"/>	All students with an IEP will have goals and objectives related to transition, specifying services and service providers, during the school year in which the student turns 14.
<input type="checkbox"/>	All students with disabilities will participate in their transition planning.
<input type="checkbox"/>	All students with an IEP receiving vocational rehabilitation services from VESID while in school will have an Individualized Plan for Employment (IPE) completed, reflecting transition services and service providers, before leaving school.
<input type="checkbox"/>	School districts will report post-school plans for 95 percent of students with disabilities, ages 14-21, who exit special education each school year.
<input type="checkbox"/>	The percentage of students with disabilities receiving special education services in the longitudinal study sample who transition to positive post school outcomes (postsecondary education, employment or adult day programs) will be the same as that of their non-disabled peers.

[Save Progress](#)

[Save & Return to Workplan List](#)

Connect your Work Plan to New York State Education Department goals and key performance indicators:

1. Check the boxes that relate to your Work Plan. Your planning team can use these key performance indicators to structure your measurement tools and give weight to your plan. This will also help your team to obtain funding, by linking your efforts to New York State policy and initiatives. This document will become part of a general movement in the state to improve student performance and outcomes.
2. Click on **Save Progress** to save your work and stay on this page.
3. Click on **Save & Return to Workplan List** to save your work and return to the Select Work Plan web page.

Create Additional Work Plans

2.0 Interagency & Interdisciplinary Collaboration		Rating	Change Desired?
Question: Are educational program educators and community agencies aware of each other's services and engaged with students in collaborative projects to improve transition outcomes?			
2b3 Quality Human Resource Development	Staff development addresses student and parent empowerment (a.k.a. self-determination, self-advocacy skills).	2	Yes
Edit Strategic Work Plan for 2b3			
4.0 Student Involvement		Rating	Change Desired?
Question: Do students actively participate in a process of vocational assessment, IEP development, academic and career planning to achieve desired educational and adult outcomes?			
4c4 Compliance Accommodations & Planning Strategies	A multiethnic and multicultural perspective, free from gender bias, is evident across all planning, guidance, career development and educational activities.	1	Yes
Create New Strategic Work Plan for 4c4			

To edit an existing Work Plan:

- Click on [Edit Strategic Work Plan for 2b3](#).

To create a new Work Plan:

- Click on [Create New Strategic Work Plan for 4c4](#).

Note: When all of the Work Plans are finalized and your team has completed its planning, these selections will be saved in a "View Only" format and cannot be revised. However, the next planning team may find it useful to look at this page in years to come to discover what your team was concerned about, but chose not to develop into a course of action.

Close Record

1	Date	2	Team	3	Prelim Questions	4	Indicators	5	Work Plan(s)	6	Close	7	Progress Report(s)
----------	------	----------	------	----------	------------------	----------	------------	----------	--------------	----------	-------	----------	--------------------

Close Record

Directions: After a record is closed, you may complete progress reports on any work plans you have created.

September 25, 2006

Warning:

Once you close this record, you can no longer edit the information you have entered. Are you sure you want to close the record?

To implement a Work Plan and close the record:

- Click where it reads **Yes, close the record now**, saving the work in a printer-friendly, read-only format.

1	Date	2	Team	3	Prelim Questions	4	Indicators	5	Work Plan(s)	6	Close	7	Progress Report(s)
----------	------	----------	------	----------	------------------	----------	------------	----------	--------------	----------	-------	----------	--------------------

Close Record

Directions: After a record is closed, you may complete progress reports on any work plans you have created.

September 25, 2006 (CLOSED)

Record closed.

This record is closed and can no longer be edited.

Don't forget to complete a report to record your progress!

Progress Report

You may also start a new record now, and return to measure the impact of this or any other record by selecting it from the record pulldown above.

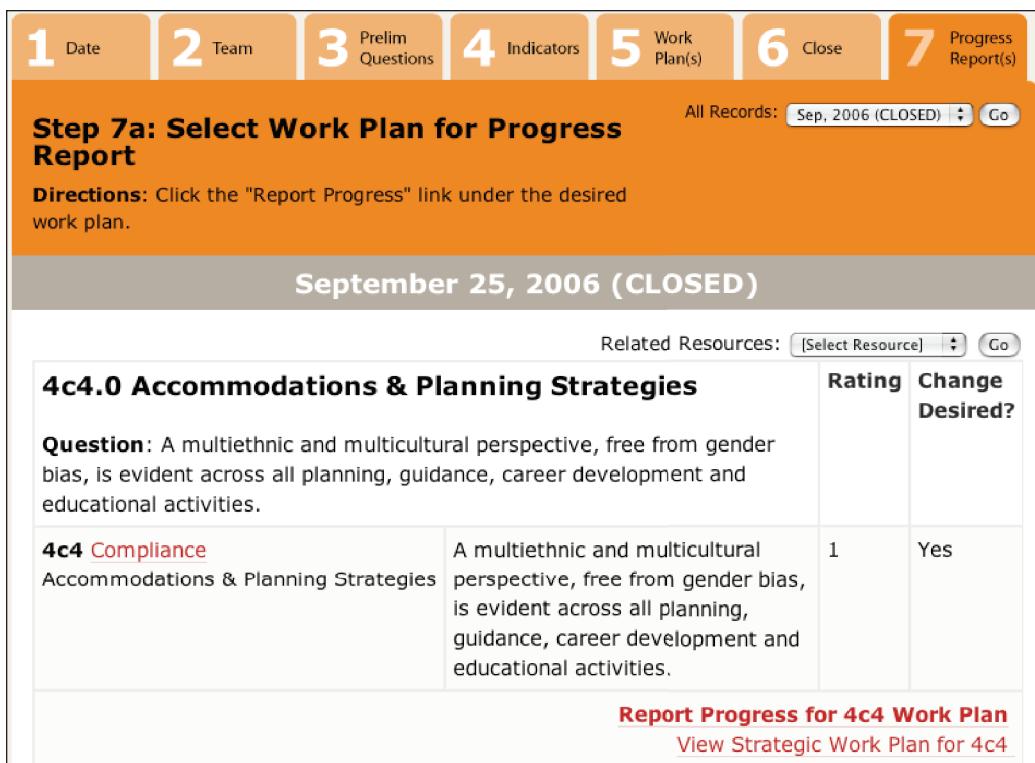
Start New Record

To complete a Progress Report:

- Click where it reads **Progress Report**.

Note: Once a team closes their record, they are now free to implement their Work Plan. The next time that the team logs in to their account, they can either begin a new TransQUAL Record, or they can complete a Progress Report.

Create Progress Report for Work Plan



Step 7a: Select Work Plan for Progress Report

Directions: Click the "Report Progress" link under the desired work plan.

September 25, 2006 (CLOSED)

4c4.0 Accommodations & Planning Strategies		Rating	Change Desired?
4c4 Compliance Accommodations & Planning Strategies	A multiethnic and multicultural perspective, free from gender bias, is evident across all planning, guidance, career development and educational activities.	1	Yes

[Report Progress for 4c4 Work Plan](#)
[View Strategic Work Plan for 4c4](#)

To measure progress for a Work Plan:

Click on **Report Progress for 4c4 Work Plan**.

To view a Strategic Work Plan:

Click on **View Strategic Work Plan for 4c4**.

Note: After clicking where it reads Report Progress, the team will be brought to the Progress Report section of TransQUAL. Teams can either view previous work plans, or complete a Progress Report to measure the progress of their efforts. Click where it reads Report Progress for 4c4 Work Plan to begin your teams reflective process for that Work Plan.

Progress Report - Current Information

1	Date	2	Team	3	Prelim Questions	4	Indicators	5	Work Plan(s)	6	Close	7	Progress Report(s)
----------	------	----------	------	----------	------------------	----------	------------	----------	--------------	----------	-------	----------	--------------------

Step 7b: Complete Progress Report

Directions: Update the progress of the Transition Quality Indicator that was addressed by your Work Plan.

September 25, 2006 (CLOSED)

[Return to Progress Report List](#) Related Resources:

[Print Version](#)

Work Plan Information:	
Work Plan Date:	September, 2006
Topic & Number:	Human Resource Development (2b3)
Indicator:	Staff development addresses student and parent empowerment (a.k.a. self-determination, self-advocacy skills).
Previous Rating:	2 = Indicator not evident, planning is underway

Note: At the top of the Progress Report is information about your most recent TransQUAL Record, including the Work Plan date, the Transition Quality Indicator addressed by the Work Plan, and the 1-5 rating that your planning team assigned to that Indicator when your team developed this Record.

Progress Report - Team Members

People completing this form:		
Name	Role	Delete
Jimmy James	transition coordinator	<input type="button" value="Delete"/>
Frankie Fontana	parent	<input type="button" value="Delete"/>
Juan Jimenez	SETRC	<input type="button" value="Delete"/>
<input type="text"/>	<input type="button" value="Select Role"/>	<input type="button" value="Add Member"/>
	Other: <input type="text"/>	

To begin filling out your progress report:

1. Enter the **Names** of team members and select their **Role** from the pull down menu.
2. Click **Add Member** after each name and role is entered.

Progress Report - Tasks

Rate Your Team's Progress			
Work Plan Task	No Progress	Partially Completed	Fully Completed
1. Contact County Coordinator of Human Services Directory	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Develop Format for Web Site	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Meet with County to explore collaboration	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional tasks or accomplishments (describe):	List any new or revised tasks and the current status.		

To report your team's progress:

1. Click **No Progress, Partially Completed, or Fully Completed** to indicate the current status of each task from your most recent TransQUAL Work Plan.
2. Enter information about any additional tasks, accomplishments and/or changes to your most recent TransQUAL Work Plan.

Progress Report - Experiences

Brainstorm three positive experiences your team had regarding this Work Plan.	
1.	From individual team members' experiences in carrying out this Work Plan, list three positive experiences.
2.	What worked?
3.	
Brainstorm three negative experiences your team had regarding this Work Plan.	
1.	From individual team member experiences in carrying out this Work Plan, list three negative experiences.
2.	What didn't work?
3.	

To reflect on your most recent TransQUAL Work Plan:

1. Make a list of what was successful, easy, and/or fun. Agree on the top three and enter those in the **positive experiences** text boxes.
2. Next, create a list of what was unsuccessful, difficult, and/or unpleasant about completing your most recent Work Plan. Agree on the top three of these, and enter those in the **negative experiences** text boxes.

Progress Report - New Rating, Future Plans

Revised 1-5 rating:	<input style="width: 100%;" type="button" value="1 = Indicator not evident, no planning has been initiated"/>
Provide detailed evidence to support your team's revised rating (e.g., increased numbers of students, new curricular offerings, expanded services.):	
What are your team's next steps or future plans?	
What further assistance does your team desire?	
Current Date:	
Current Month: <input style="width: 100px;" type="button" value="September"/>	Current Year: <input style="width: 100px;" type="button" value="2006"/>
<input style="width: 150px;" type="button" value="Save Your Work"/>	

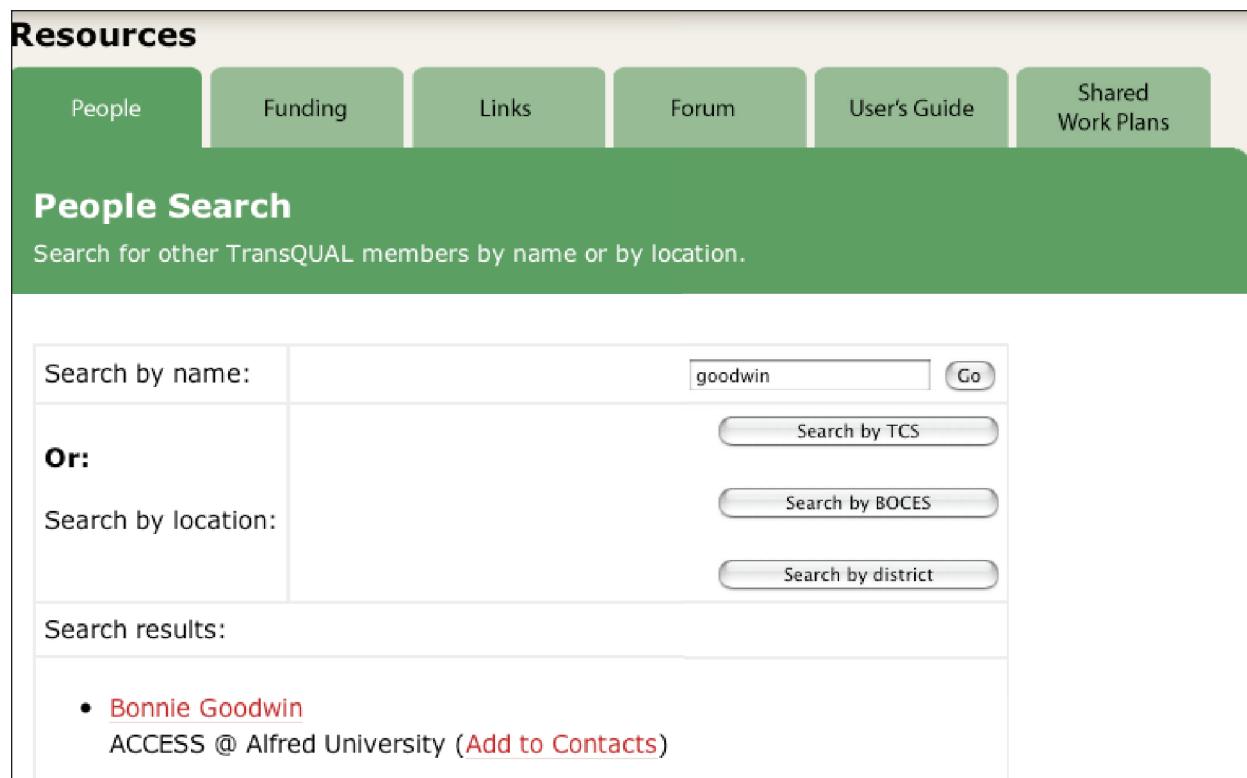
To assign a revised rating for this indicator:

1. Pull down the current 1-5 rating your team has assigned to the indicator listed at the top of the Progress Report.
2. Then type into the boxes detailed evidence to support your team's revised rating, future plans and any further assistance needed by your team.
3. Click on **Save Your Work**. Your team can come back to the progress report at any future date(s) and edit the contents.

Note: At this point, the Progress Report asks for information regarding the current status of the Transition Quality Indicator. From the pull-down menu select a 1-5 rating that describes the current status of your educational program in relation to the Transition Quality Indicator at the top of the Progress Report. In the next field provide observable details about why your planning team has chosen this new rating. What, exactly, has changed? Be specific! For example, your team could describe a new work experience program, and indicate the number of students who are receiving this service, who would not have been served otherwise.

Next, enter your team's future plans, building on your experiences with TransQUAL. Also indicate the assistance your team anticipates it will need to continue the improvement process.

People Search



The screenshot shows the 'People' tab selected in the top navigation bar. Below it, a green header bar contains the title 'People Search' and a sub-instruction: 'Search for other TransQUAL members by name or by location.' The main search area has three input fields: 'Search by name:' containing 'goodwin', 'Search by location:', and 'Or:'. To the right of these are three buttons: 'Go', 'Search by TCS', 'Search by BOCES', and 'Search by district'. Below this is a section titled 'Search results:' which lists a single result: '• [Bonnie Goodwin](#)
ACCESS @ Alfred University ([Add to Contacts](#))'.

Resources Click on the TransQUAL **Resources** button to explore web links, discussions and ways of connecting to other TransQUAL users. These resources will contribute fresh ideas, assist in work plan development and problem-solving issues and barriers.

Note: Your team may find it useful to connect with other TransQUAL teams to learn from their experiences or to extend your collaborative efforts. To locate TransQUAL team contact people, click on the **People** tab. Your team can search by name, by entering a contact person's first and/or last name and clicking the **Go** button. Or, a team can browse through team locations until the correct Transition Coordination Site, BOCES Region, or school district is found.

Funding Sources

People	Funding	Links	Forum	User's Guide	Shared Work Plans
--------	---------	-------	-------	--------------	-------------------

Funding Sources

Search for transitions related funding sources.

Sections on this page:

- [Educational Program Structure](#)
- [Family Involvement](#)
- [Interagency & Interdisciplinary Collaboration](#)
- [Student Development](#)
- [Student Involvement](#)

Educational Program Structure

• **Computers for Learning**
<http://www.computers.fed.gov/public/aboutProgDesc.asp>

Computers for Learning (CFL) provides schools and educational nonprofit organizations a place to request excess computer equipment. It also provides a quick and easy way for government agencies and the private sector to donate that equipment to schools and educational nonprofits. The result is a benefit to schools who receive much needed computers. Organizations no longer need to waste space storing surplus computers. The community is better served as a useful computer is deployed as a valuable learning tool.

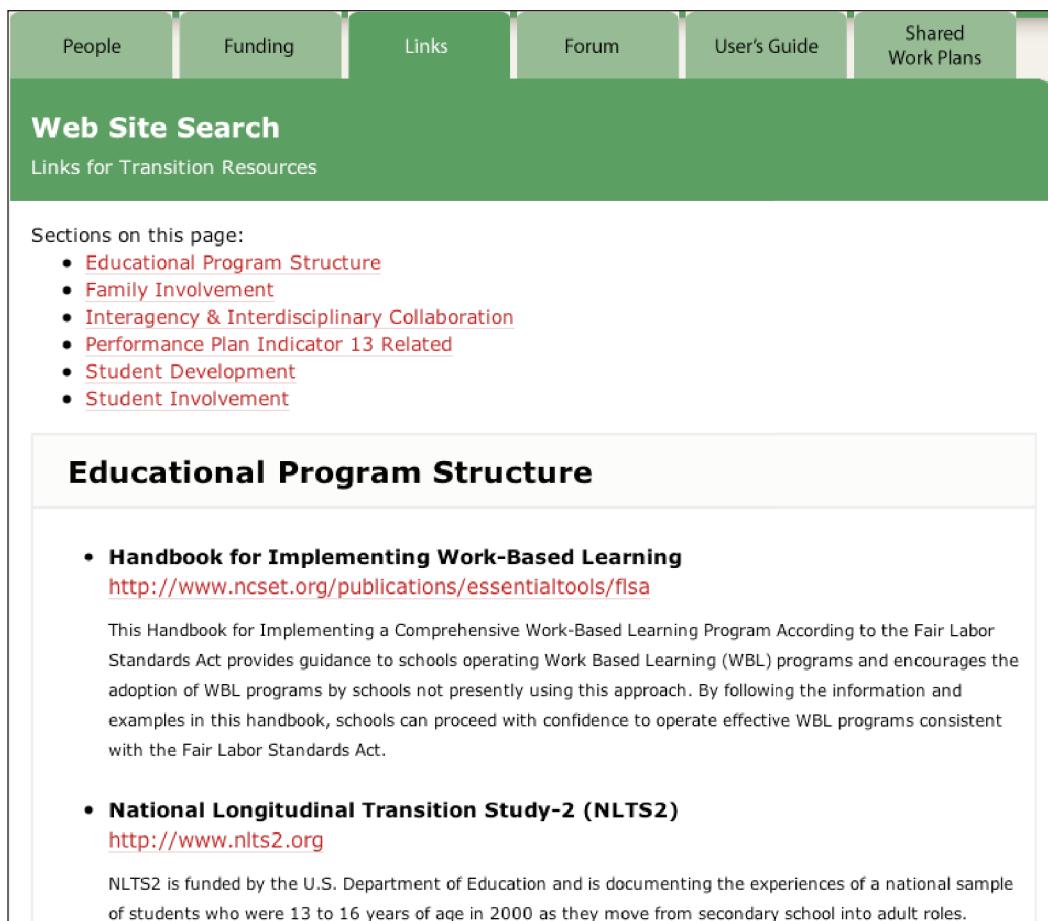
• **Computers for Schools**
<http://www.pcsforschools.org>

The Computers for Schools Association is a national non-profit dedicated to providing a low cost alternative for

Topics These are the five preliminary questions found in TransQUAL Online.

Note: The **Funding** web page is organized around the five Preliminary Questions to help planning teams learn more about potential sources of funding related to each area of transition. This is not a complete list, but can be a place to start your exploration for funding as your team considers project ideas.

Links - Web Site Search



The screenshot shows the 'Web Site Search' section of the TransQUAL Resources page. The top navigation bar includes links for People, Funding, Links, Forum, User's Guide, and Shared Work Plans. Below the navigation is a green header bar with the title 'Web Site Search' and the subtitle 'Links for Transition Resources'. A list of sections on the page is provided, followed by two resource entries: 'Educational Program Structure' and 'National Longitudinal Transition Study-2 (NLTS2)'.

Sections on this page:

- [Educational Program Structure](#)
- [Family Involvement](#)
- [Interagency & Interdisciplinary Collaboration](#)
- [Performance Plan Indicator 13 Related](#)
- [Student Development](#)
- [Student Involvement](#)

Educational Program Structure

• **Handbook for Implementing Work-Based Learning**
<http://www.ncset.org/publications/essentialtools/flsa>

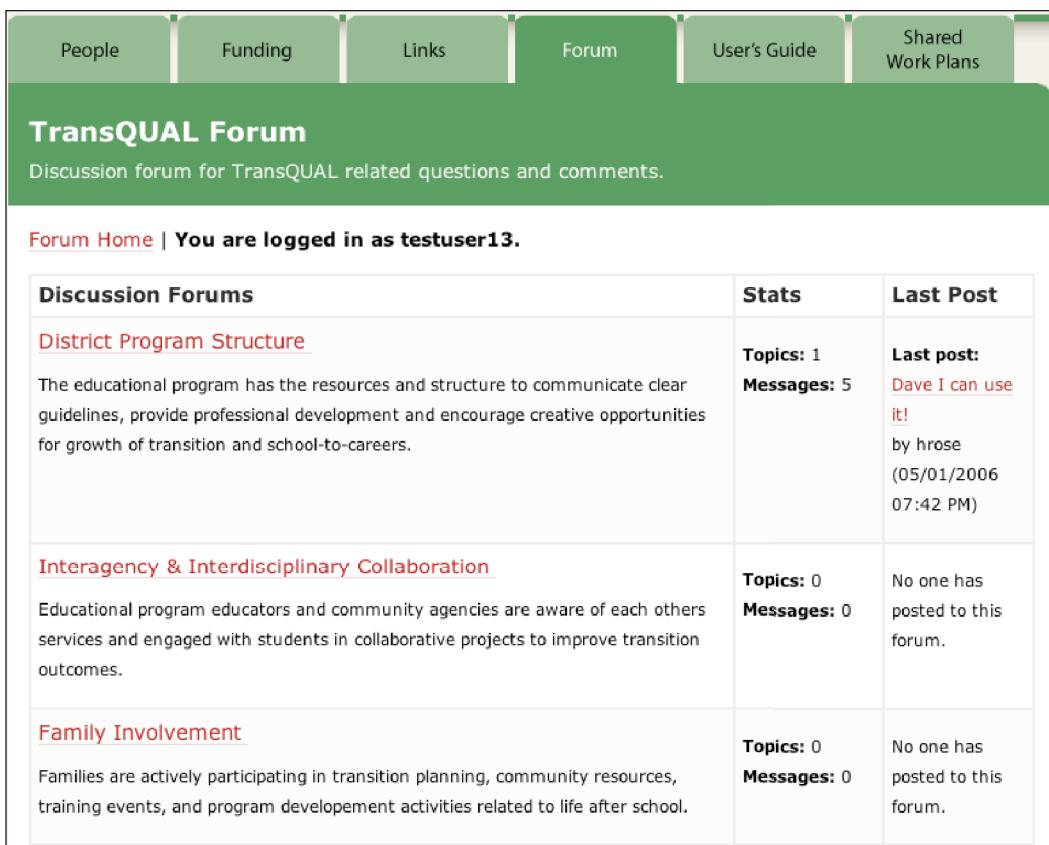
This Handbook for Implementing a Comprehensive Work-Based Learning Program According to the Fair Labor Standards Act provides guidance to schools operating Work Based Learning (WBL) programs and encourages the adoption of WBL programs by schools not presently using this approach. By following the information and examples in this handbook, schools can proceed with confidence to operate effective WBL programs consistent with the Fair Labor Standards Act.

• **National Longitudinal Transition Study-2 (NLTS2)**
<http://www.nlts2.org>

NLTS2 is funded by the U.S. Department of Education and is documenting the experiences of a national sample of students who were 13 to 16 years of age in 2000 as they move from secondary school into adult roles.

Resource Links Click on the link below the title of the resource to go to the page described.

TransQUAL Forum



The screenshot shows the TransQUAL Forum interface. At the top, there is a navigation bar with six items: People, Funding, Links, Forum, User's Guide (which is highlighted in green), and Shared Work Plans. Below the navigation bar, the title "TransQUAL Forum" is displayed in a green header, followed by the subtitle "Discussion forum for TransQUAL related questions and comments." A red link "Forum Home | You are logged in as testuser13." is visible. The main content area contains three rows of discussion forums:

Discussion Forums	Stats	Last Post
District Program Structure The educational program has the resources and structure to communicate clear guidelines, provide professional development and encourage creative opportunities for growth of transition and school-to-careers.	Topics: 1 Messages: 5	Last post: Dave I can use it! by hrose (05/01/2006 07:42 PM)
Interagency & Interdisciplinary Collaboration Educational program educators and community agencies are aware of each others services and engaged with students in collaborative projects to improve transition outcomes.	Topics: 0 Messages: 0	No one has posted to this forum.
Family Involvement Families are actively participating in transition planning, community resources, training events, and program developement activities related to life after school.	Topics: 0 Messages: 0	No one has posted to this forum.

Topics Click on a topic to pose a question, make an announcement, and view previous postings.

Note: Similar to the Resource Links, the **Forum** web page is organized by the five Preliminary Question topics. By clicking on one of the underlined topics, a Discussion Forum participant can pose a comment, question or concern related to that topic.

TransQUAL Forum (continued)

People	Funding	Links	Forum	User's Guide	Shared Work Plans
--------	---------	-------	-------	--------------	-------------------

TransQUAL Forum
Discussion forum for TransQUAL related questions and comments.

Forum Home / Forum: Student Development

Investigating Student Assessment Tools
Posted by mmurphy on Mar 14, 2006 12:13 PM [Reply](#)

Has anyone had any experience with the career exploration tools from onetcenter.org <http://www.onetcenter.org/tools.html> I've been investigating career assessment tools for the Syracuse City SD Middle School to High School Project. I like these because they come as downloadable pdf files and as a computer program easily installed. This web page has a Interest Profile and the Work Importance Profile. The Interest Profile is appropriate for the 14 and above students and the Work Importance the 16 and older students. What is O'Net Consortium? The National O*NET Consortium was organized to accomplish the development of O*NET and its related products for the US Department of Labor, Employment and Training Administration (ETA). The Consortium currently comprises the O*NET Management Partnership and the National O*NET Support Group, but is expected to expand in the future to include a number of technical and user advisory groups.

Replies:

Other assessments by dbrew

I haven't heard of this one. I've always liked the TAP for this age group. http://www.talentassessment.com/programs_tap.php
It's fun and fast.

Note: A response will be posted by the Transition Coordination Site, or by others who frequent this web page. Each of these postings are closely monitored and archived, so that others may learn from these interactions.

User's Guide & Related Documents

People	Funding	Links	Forum	User's Guide	Shared Work Plans
User's Guide & Related Documents					
Download documents that describe how to use the site.					
Document					File Info
Preliminary Questions The major categories of Transition Quality Indicators along with discussion questions to assist teams prioritize the content of their self-study.					Updated: 10/2005 Format: PDF Size: 79 KB
Indicators A list of indicators for school district planning teams to conduct a self-assessment of their transition practices, approved by the New York State Education Department.					Updated: 02/2006 Format: PDF Size: 57 KB
Workplan A document (paper) version of the Work Plan included within TransQUAL Online.					Updated: 10/2005 Format: PDF Size: 72 KB

Note: All of the TransQUAL-related documents are downloadable from the **User's Guide** web page. These include the complete User's Guide, the Transition Quality Indicators, Work Plan and Progress Report templates. For teams who choose to enter their information into TransQUAL after their planning meeting has occurred, these documents can be useful for collecting information in a format that will make data entry easier. Simply click on the title of the document, and the requested document will download onto your computer.

Shared TransQUAL Work Plans

People Funding Links Forum User's Guide Shared Work Plans

Shared TransQUAL Work Plans

These work plans have been made public by the TransQUAL users that created them. To share your team's work plans, please go the [Account Status](#) page.

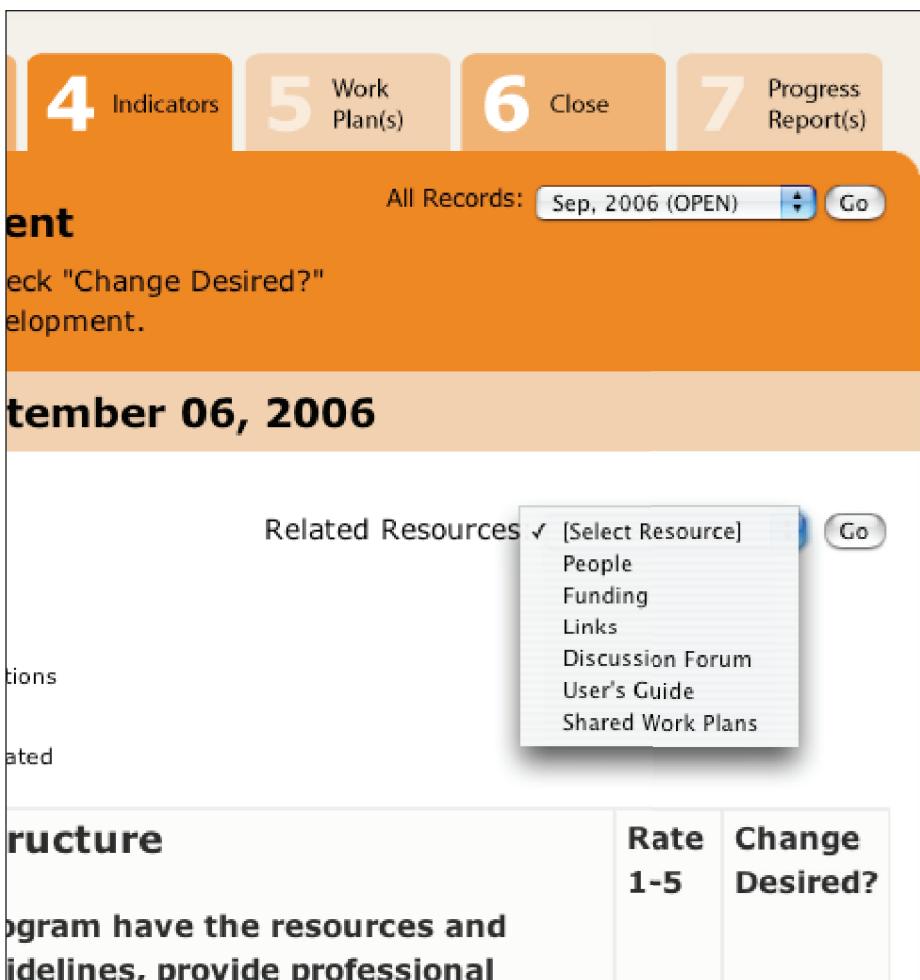
2: Are educational program educators and community agencies aware of each other's services and engaged with students in collaborative projects to improve transition outcomes?
2b3: Staff development addresses student and parent empowerment (a.k.a. self-determination, self-advocacy skills).
TEST USER
View Work Plan from August, 2006
6: Do youth aged 15 and above have IEPs that include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet measurable post-secondary goals?
4a1: Students are prepared through curricular activities to participate in transition planning.
TEST USER
View Work Plan from August, 2006

2b2 Quality Human Resource Development	Employers are involved in staff development.	<input type="button" value="Edit"/>	<input type="checkbox"/>
2b3 Quality Human Resource Development	Staff development addresses student and parent empowerment (a.k.a. self-determination, self-advocacy skills).	<input type="button" value="Edit"/>	<input type="checkbox"/>
2c1 Quality Organizational Planning	There is a process to project upcoming student service/program needs.	<input type="button" value="Edit"/>	<input type="checkbox"/>

Note: TransQUAL collaborative planning teams can view the Work Plans that have been posted by other teams in three ways.

1. The most direct way is to click the **Shared Work Plans** tab and scan down the list of posted work plans, organized by Preliminary Question and the Transition Quality Indicator addressed by the Work Plan. To view the Work Plan itself, click where it says [View Work Plan](#). To view the contact information of the planning team that created the Work Plan, click the name of the team and you will be taken to their contact card, where an email message can be sent.
2. The second way to view a posted work plan is during completion of your assessment, within the Transition Quality Indicators themselves. Click just below the Indicator, where the number of shared Work Plans are indicated.
3. The third way is through the **Related Resources** pull-down menu, described on the next page.

Related Resources



The screenshot shows the TransQUAL Assessment Tool interface. At the top, there are four orange buttons labeled 4 Indicators, 5 Work Plan(s), 6 Close, and 7 Progress Report(s). Below these buttons, there is a search bar with the placeholder "All Records: Sep, 2006 (OPEN)" and a "Go" button. The main content area has a yellow header bar with the text "Student Development". In the middle of the page, there is a "Related Resources" section with a dropdown menu open. The dropdown menu contains the following options: [Select Resource] (with a checkmark), People, Funding, Links, Discussion Forum, User's Guide, and Shared Work Plans. To the right of the dropdown menu is a "Go" button. Below the "Related Resources" section, there is a table with two columns: "Rate 1-5" and "Change Desired?". The table rows contain the text "Program have the resources and guidelines, provide professional".

Note: The **Related Resources** pull-down menu provides teams with a more refined list of resources, based on your team's previous selections. Once your team has selected one or more Preliminary Questions, this menu will bring up TransQUAL resources that relate to those checked Transition Quality Indicators. For instance, if your team selected Student Development from the list of Preliminary Questions, the pull down menu will bring up only those teams, funding links, resource links, threaded discussions, and shared work plans that relate to Student Development.

By selecting **User's Guide** from this pull-down menu, your team will be able to view the directions out of this User's Guide that pertain to the current TransQUAL web page.

Account Status

Our Account

- Account Status
- Account Info
- Contact List
- Messages

Account Status

View or modify your TransQUAL data.

Open Record

[September, 2006](#)

Closed Records

All Records: [\[Select Record\]](#) Printer friendly [Go](#)

version

Shared Work Plans

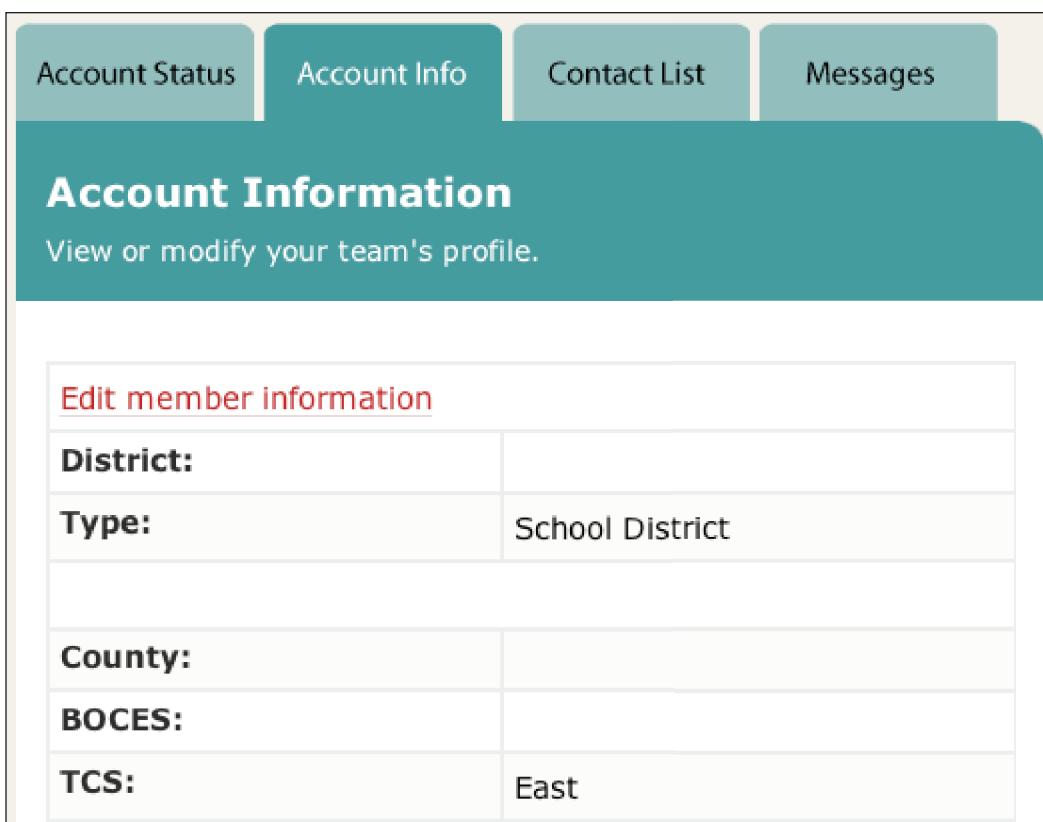
To share your work plans with other TransQUAL users, select desired work plans from the column on the left and then pressing the 'Make Public' button. You can select multiple work plans by holding the control key while you click.

Private Work Plans	Public Work Plans
Aug, 2006: 2b3	Aug, 2006: 4a1
Make Public	Make Private

Note: On the **Account Status** web page, teams can look at any of their closed records by selecting one from the Select Record pull-down menu. If your team would like this displayed in a printer-friendly format, click the Printer Friendly check box.

To share any of your team's Work Plans with other registered TransQUAL users, select one from the Private Work Plans box and click the Make Public button. To remove a Work Plan from view, select it from the Public Work Plans box and click the Make Private button.

Account Information

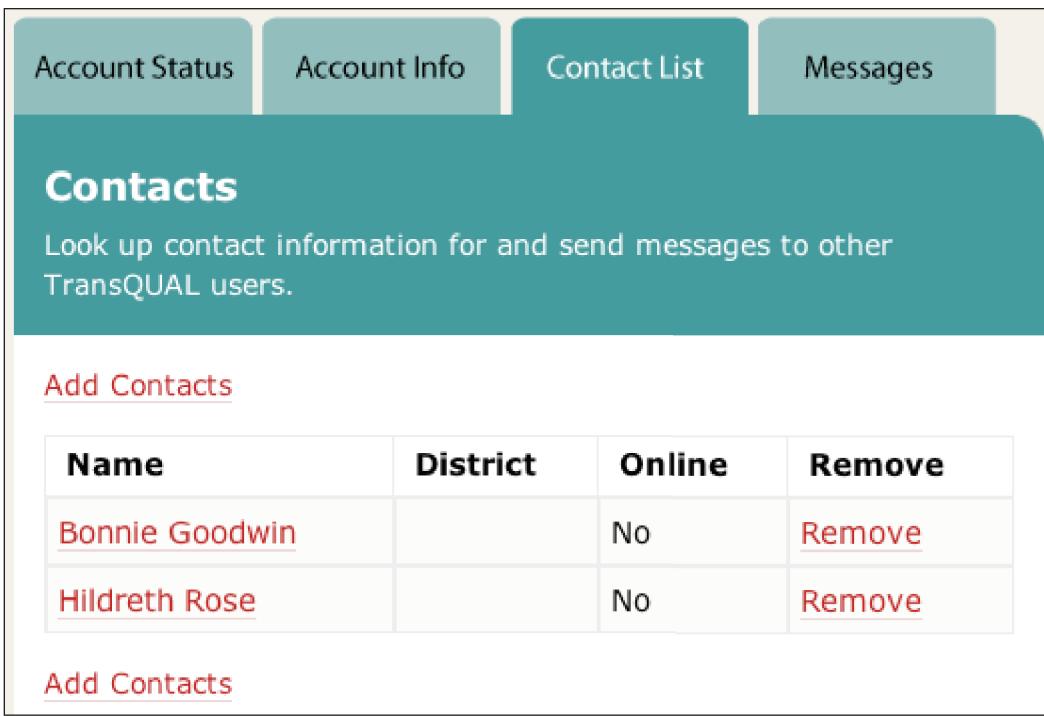


The screenshot shows a user interface for managing account information. At the top, there are four tabs: "Account Status", "Account Info" (which is highlighted in blue), "Contact List", and "Messages". Below the tabs, a teal header bar contains the title "Account Information" and the sub-instruction "View or modify your team's profile.". The main content area features a table with five rows. The first row has a red link "Edit member information". The subsequent four rows are standard table rows with black text. The columns are labeled "District:", "Type:", "County:", "BOCES:", and "TCS:". The values for Type, County, BOCES, and TCS are all "School District". The value for TCS is "East".

Edit member information	
District:	
Type:	School District
County:	
BOCES:	
TCS:	East

Note: A team can edit their contact information by selecting the **Account Info** web page and clicking where **Edit Member Information** is written. It is important to keep this information up to date so that TransQUAL administrators can stay in contact regarding changes to the website. Accurate contact information will also make it easier for other teams to communicate with your team to learn of your efforts or to collaborate on a project.

Contacts



Name	District	Online	Remove
Bonnie Goodwin		No	Remove
Hildreth Rose		No	Remove

Note: The **Contact List** contains the names of contact people from other teams that your team has chosen to communicate with. By clicking **Add Contacts** your team will be able to search for other TransQUAL teams by name, Transition Coordination Site, BOCES Region, or school district, and add search results to your Contact List. By clicking the name of a contact person, your team will be able to send that person an email message from within TransQUAL. By clicking **Remove**, your team can remove that contact person from your Contact List.

Contacts (continued)

Send Message To Bonnie Goodwin



Name:	Bonnie Goodwin
User Type:	District
TCS:	Mid-West
BOCES:	Steuben-Allegany BOCES
Program:	ACCESS @ Alfred University

Write Message:

Send email copy.

Send Message

Note: By clicking on the name of the contact person, your team will be able to send him or her an email message from within TransQUAL. By clicking Add Contacts, your team will add that team to your contact list of teams.

Account Status	Account Info	Contact List	Messages
----------------	--------------	--------------	----------

Contacts

Look up contact information for and send messages to other TransQUAL users.

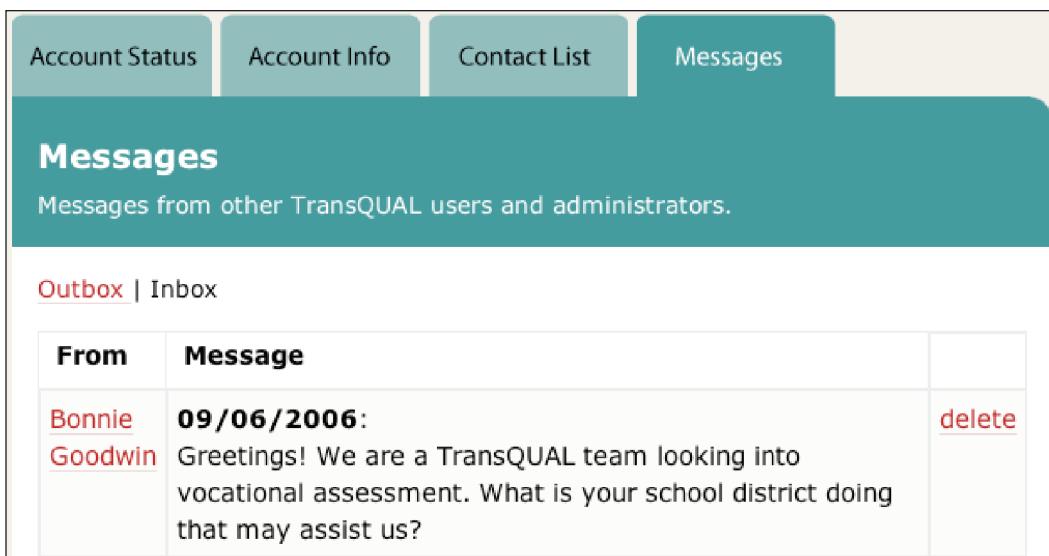
[Add Contacts](#)

Name	District	Online	Remove
Bonnie Goodwin		No	Remove

[Add Contacts](#)

Important: It is important that your team review your own account information (p. 41) to make sure your contact person's name and email address are both accurate, so your team can be contacted by others.

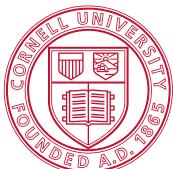
Messages



The screenshot shows the 'Messages' section of the TransQUAL interface. At the top, there are four tabs: 'Account Status', 'Account Info', 'Contact List', and 'Messages'. The 'Messages' tab is selected, indicated by a darker teal background. Below the tabs, the word 'Messages' is displayed in bold black font, followed by the subtitle 'Messages from other TransQUAL users and administrators.' In the main content area, there is a link 'Outbox | Inbox'. A table lists a single message from 'Bonnie Goodwin' dated '09/06/2006'. The message content is: 'Greetings! We are a TransQUAL team looking into vocational assessment. What is your school district doing that may assist us?'. To the right of the message, there is a red 'delete' link.

From	Message	
Bonnie Goodwin	09/06/2006: Greetings! We are a TransQUAL team looking into vocational assessment. What is your school district doing that may assist us?	delete

Note: Your team can view **Messages** sent to, or received by, other TransQUAL teams. Click on **Outbox** to view messages received by other teams. Click on **Inbox** to view messages that were previously sent by your team to others. Click on **Delete** to delete individual messages from either your Inbox or Outbox.



Cornell University
ILR School
Employment and Disability Institute

For more information about TransQUAL contact:

David Brewer, TransQUAL Manager
Employment and Disability Institute
Cornell University
201 ILR Extension Building
Ithaca, New York 14853-3901

Tel	607.254.4696
Fax	607.255.2763
TTY	607.255.2891
Email	drb22@cornell.edu
Web	www.edi.cornell.edu