

Cornell University
ILR School
Employment and Disability Institute

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

TransQUAL Online User's Guide

Improving Student Transitions to Life after School

Version 2.0

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TransQUAL Online Overview

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



TransQUAL Online

Improving Student Transitions to Life after High School

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	
<input type="text"/>	<input type="button" value="Select Role"/>	<input type="button" value="Add new member"/>
Carlos Sanchez	agency	Delete
Frank Smith	teacher	Delete
James Jones	parent	Delete
Susie Smith	student	Delete
<input type="button" value="Save & Go to Next Step"/>		

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.

Impact Measurement – Completed Work Plans can be collaboratively reviewed by team member through an online Impact Report, linking Work Plan activities with results for students.

Resource Links and a Discussion Forum -- 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.

Directions: Type details of the Work Plan in each

Topic:	Program Philosophy
Number:	1a2
Indicator:	Infusion of transition outcomes and curricular areas.
Current Rating:	3 = Indicator evident across some,

Current Status:

How would your team describe this issue as it currently exists?
What, exactly, is the problem?

Desired Outcome:

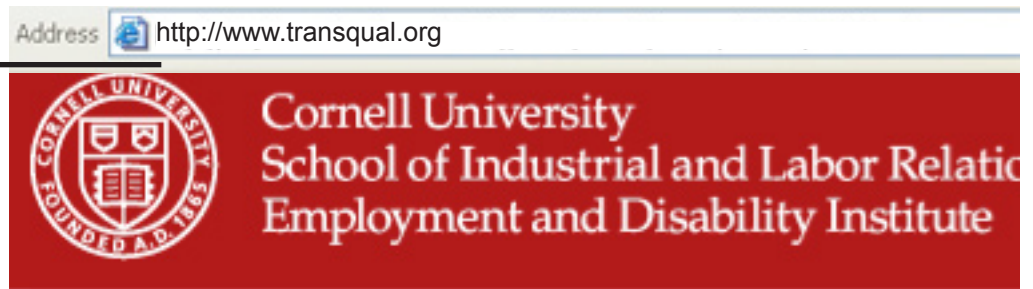
Overall, how would your team like to see this issue improved?
What is your team's vision?

Desired Rating:

4 – Indicator evident across all situations

Log In Page

Point your browser to the following Internet address:
<http://www.transqual.org>



Home	Discussion Forum	Links	TID C	
<h3>TransQUAL Log In</h3> <div> <p>Username:</p> <input type="text"/> </div> <div> <p>Password:</p> <input type="password"/> </div> <div> <input type="button" value="Log In"/> </div> <div> <p>Log In as Guest</p> </div> <div> <p>New member? Register here.</p> </div>				<h3>Welcome to</h3> <p>TransQUAL Online New York State Education Department Self-Assessment.</p> <p>New York State Services (BOCES) achievement and</p> <p>TransQUAL Online baseline needs, as evaluate outcome</p>

Click on **Log In as Guest** to look at a completed example of TransQUAL Online

To obtain a Username and Password, click where it is written **New Member? Register here.** 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.

Registration

Member Type

Teams who are using TransQUAL Online to improve their local educational programs should select **District/Program** from the top pull-down menu

Transition Coordination Site

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>

TransQUAL Online Member Registration

Fields marked with an asterisk (*) are required.

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

Continue Click on the Continue button for the next set of options

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.

Registration (Continued)

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

BOCES/ NYC Regions

Select your team's BOCES or New York City Region from the pull-down menu

Continue 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:	<div>Binghamton City SD</div>	<p>After selecting a school district, please click on the 'Continue' button to move on to the school selection step.</p> <p>Continue</p>

Continue
Click on the Continue button for the next set of options

School District 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.

Registration (Continued)

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

School 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.

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="button" value="Process Request"/>	

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

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.

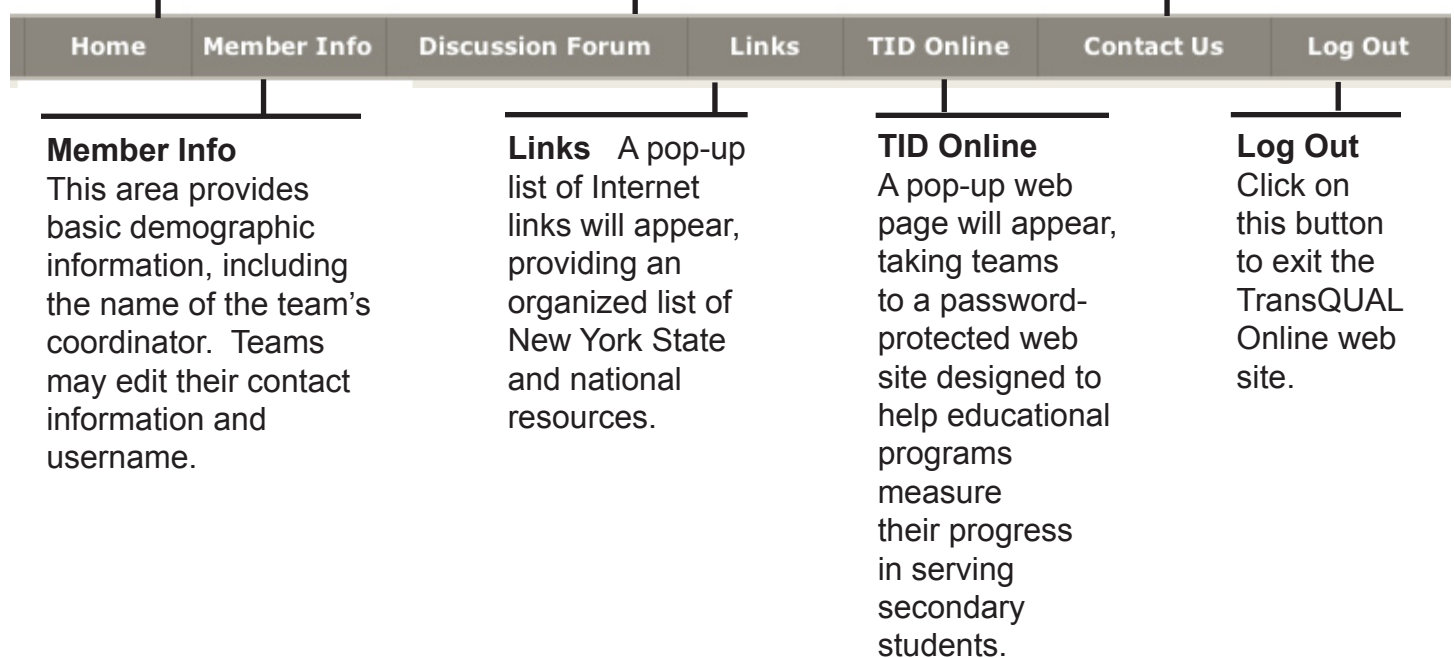
Note: Your contact person will receive a username and password via email after we've reviewed your information. This can take 2-3 working days, so complete the registration well in advance of your team's first meeting.

TransQUAL Home Page

Home By clicking on this button, your team will be brought to the beginning web page, with a description of your team's current status in the planning process.

Discussion Forum A pop-up threaded discussion web page will appear, allowing teams to pose questions or post announcements to registered contributors or read questions and answers posted previously.

Contact Us A pop-up web page will provide contact information for the TransQUAL Resource Project at Cornell University's Employment and Disability Institute.



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.

Open and Closed Records

Quick Start Menu
New Record
Date
Team Members
Preliminary Questions
Assessment
Work Plan List
Close Record
Impact Report
Closed Record
September, 2008
Team Members
Preliminary Questions
Assessment
Work Plan List
All Closed Records

TransQUAL Online was designed for use on multiple occasions. When a team opens their TransQUAL account for the first time, all they will see is 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 an Open Record, a team can quickly identify where they are in the planning process. To review and edit previous efforts in an Open Record, click on the working buttons.

Once an Open Record has been completed and closed, it becomes a Closed Record, in read-only format. The most recent Closed Record can be viewed below the Open Records. All Closed Records can be view as a pop-up web page by clicking where it reads **All Closed Records**.

Starting a New TransQUAL Survey

The screenshot shows the TransQUAL Home Page. At the top is a navigation bar with five tabs: Home, Member Info, Discussion Forum, Links, and TID Online. Below the navigation bar is a 'Quick Start Menu' on the left side, which includes links for 'New Record', 'Date', 'Team Members', and 'Preliminary Questions'. On the right side of the page, there is a large button labeled 'Begin new TransQUAL record'. A callout box with a line pointing to this button contains the following text:

To begin a new TransQUAL survey, click on your Home Page where it says **Begin New TransQUAL record**

Another way for your team to know where they are in the planning process is simply to look to the right of the Open Records. The step that your team must complete in order to move forward appears in this area of the web page, after you Log-In.

Before your planning team begins its planning process, complete the following fields, so that future teams will know when and by whom this plan was created.

Survey Date

Step 1: Enter month and year

Directions: Enter the current month and year.

Month:	January
Year:	2004

Save & Go to Next Step

Through these pull-down menus, indicate the month and year that your team is meeting to create this survey

Click on Save & Go to Next Step to save your work and proceed to Step 2

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

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	
<input type="text"/>	[Select Role] <input type="text"/> Other: <input type="text"/>	Add new member
Carlos Sanchez	community agency	Delete
Frank Smith	special educator	Delete
James Jones	parent	Delete
Susie Smith	student leader	Delete
		Save & Go to Next Step

As your team enters a name and a role, click **Add new member** to create a new window for entering additional team members

Click where it says **Delete** to remove a member from the list

Type one name and select the role of one of your team members (e.g., John Doe – Parent, Jane Jones – Student Leader)

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. Therefore, educational programs should reach out to all potentially interested parties.

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!

TransQUAL Planning Teams may include:

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

Planning Team Leadership



Your team will be engaging in an important discussion regarding the direction of your educational program and the future lives of your students. 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!

Preliminary Questions

Step 3: Discuss Preliminary Questions

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

Topic	Question	Focus Area(s)
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?	<input type="checkbox"/>
	Educational Program Structure web links	
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?	<input checked="" type="checkbox"/>
	Interagency & Interdisciplinary Collaboration web links	
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"/>
	Family Involvement web links	
4. Student Involvement	Do students actively participate in a process of vocational assessment, IEP development, academic and career planning to achieve desired educational and adult outcomes?	<input type="checkbox"/>
	Student Involvement web links	
5. Student Development	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?	<input type="checkbox"/>
	Student Development web links	
Save & Go to Next Step		

Check Boxes

Check boxes to indicate "Focus Area(s)" 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.*

Link to Resources

Click on the web links below each question to jump to the Resource Links (see page 31). 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.

Save Your Work 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.

This is the first page for your planning team to consider. By checking boxes next to each preliminary question, your team is determining which topics to develop through self-study and Work Plan development.

Transition Quality Indicators

Step 4: Complete Assessment

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

- 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

Transition Quality Indicators		Rate 1-5	Change Desired?
1.0 Educational Program Structure			
Question: 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?			
1a1 Quality Program Philosophy	Integrated placements are made in academic, vocational and work experience programs. Access to all program options is the same as for nondisabled peers.	<input type="text" value="5"/>	<input type="checkbox"/>
1a2 Quality Program Philosophy	Infusion of transition outcomes and services occur in all curricular areas.	<input type="text" value="5"/>	<input type="checkbox"/>

Transition Quality Indicators

This is the Transition Quality Indicator (TQI) developed by the New York State Education Department, for your planning team's group discussion and careful rating

Rating

Indicate number, 1 through 5, as shown

Change Desired?

Check this box if your team wishes to consider this indicator for later Work Plan development

Your planning team must now rate all of the "Follow-Up 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="text"/>	<input type="checkbox"/>
Save Progress			
4.0 Student Involvement			
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="text"/>	<input type="checkbox"/>
4a2 Quality Student Participation	Self-determination (choice-making) is facilitated within the planning process.	<input type="text"/>	<input type="checkbox"/>
4a3 Compliance Student Participation	Students are invited to participate in the transition planning process.	<input type="text"/>	<input type="checkbox"/>

Click on **Save Progress** whenever it appears in your list, to keep the system from timing out. 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

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.

Work Plan Selection

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?
1.0 Educational Program Structure Question: 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?		
1a3 Quality Program Philosophy	Cultural and ethnic sensitivity is evident.	2 Yes
Create New Strategic Work Plan for 1a3		
4.0 Student Involvement Question: Do students actively participate in a process of vocational assessment, IEP development, academic and career planning to achieve desired educational and adult outcomes?		
4a3 Compliance Student Participation	Students are invited to participate in the transition planning process.	2 Yes
Create New Strategic Work Plan for 4a3		

Create New Plan Click on **Create New Strategic Work Plan for 4a3** to create a new Work Plan for this indicator

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.

Click on at least one indicator to move on to the Strategic Work Plan.

Work Plan Development - The Basics

Step 6: Complete Work Plan

Directions: Type details of the Work Plan in each of the text boxes.

Topic:	Student Participation
Number:	4a3
Indicator:	Students are invited to participate in the transition planning process.
Current Rating:	3 = Indicator evident across some, but not all, situations
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:	
4 – Indicator evident across all situations	

The Strategic Work Plan is divided into boxes.

At the top of the Work Plan is the topic area, name and reference number of the 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 following 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 each box.

Work Plan Development - Tasks

Task Type a
observable task that
a team member(s)
will take to complete
the Work Plan.

Person(s) Responsible
Type the names of people
who will be primarily
responsible for completing
the task.

Due Date Type
the month, day,
and year that
the task will be
accomplished.

Overall Strategy:

How will your team go about achieving the desired outcome, in general?
What is the framework within which your team will operate?

Task	Person(s) Responsible	Due Date	Delete
Indicate an observable behavior, done by and individual or individuals <input type="button" value="Edit"/>	The name(s) of people	08/22/2006	<input type="button" value="Delete"/>
<input type="text"/>	<input type="text"/>	<input type="text"/> mm/dd/yy <input type="button" value="Add Task"/>	

Edit Click this button to change
the task, person(s) responsible,
or date.

Add Task
Click this
button to add
the task to
your team's
task list.

Delete
Click this
button to
delete a
task from
the list.

The next section includes a tool for creating a task list, organized in the order of the **Due Date**, indicated on the far right side of the frame.

Work Plan Development - Accountability

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?

The next set of boxes relate to educational reform in New York State.

Work Plan Development - NYS Education Reform

NYS VESID Goals

<input type="checkbox"/>	All students with an IEP will have goals and objectives related to transition, specifying services and service providers, by age 14.
	To learn more about this topic, click here.
<input type="checkbox"/>	All students with disabilities will participate in their transition planning.
	To learn more about this topic, click here.
<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.
	To learn more about this topic, click here.
<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.
	To learn more about this topic, click here.
<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.
	To learn more about this topic, click here.

Save Workplan
Save & Return to Workplan List

When your planning team has checked off all of the appropriate boxes, click on **Save Work Plan** to save your work and stay on this page.

Click on **Save & Return to Work Plan List** to save your work and return to the Select Work Plan web page.

Connect your plan to New York State Education Department goals and key performance indicators, by checking off boxes that relate to your Work Plan.

Your planning team can use these items 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.

Create Additional Work Plans

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?
1.0 Educational Program Structure Question: 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?		
1a3 <u>Quality</u> Program Philosophy	Cultural and ethnic sensitivity is evident.	2 Yes
Create New Strategic Work Plan for 1a3		
4.0 Student Involvement Question: Do students actively participate in a process of vocational assessment, IEP development, academic and career planning to achieve desired educational and adult outcomes?		
4a3 <u>Compliance</u> Student Participation	Students are invited to participate in the transition planning process.	2 Yes
View/Edit Strategic Work Plan for 4a3		

Create New Plan Click on **Create New Strategic Work Plan for 1a3** to create a new Work Plan for an indicator

View/Edit Plan Click on **View Strategic Work Plan for 4a3** to view or edit a previously created Work Plan

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.

Return to Home Page

Home	Discussion Forum	Links	TID Online	Contact Us	Log Out
<p>Open Record</p> <p>January, 2006</p> <p>Team Members</p> <p>Preliminary Questions</p> <p>Assessment</p> <p>Work Plan List</p> <p>Close Record</p> <p>Impact Report</p>					
<p>You have an open record. Continue to the next step:</p> <p>Close Record</p>					

When a team is ready to implement their Work Plan, they should click where it reads **Close Record**, saving their work in a printer-friendly, read-only format.

Home	Discussion Forum	Links	TID Online	Contact Us	Log Out
<p>Quick Start Menu</p> <p>New Record</p> <p>Date</p> <p>Team Members</p> <p>Preliminary Questions</p> <p>Assessment</p> <p>Work Plan List</p> <p>Close Record</p> <p>Impact Report</p>					
<p>NOTE: The TransQUAL workplan from January, 2006 has a missing or incomplete impact report.</p> <p>Complete Impact Report</p> <p>Begin new TransQUAL record</p> <p>When you are logged in as a guest, you can create records and work plans, but they will not be saved after you log out. The discussion forum is available to guest users through the navigation links on the top of the page.</p>					

To complete an Impact Report, click where it reads **Complete Impact Report**

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 an Impact Report.

Select Work Plan - Impact Report

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?
1.0 Educational Program Structure Question: 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?		
1a3 <u>Quality</u> Program Philosophy	Cultural and ethnic sensitivity is evident.	2 Yes
No workplan was created for 1a3.		
4.0 Student Involvement Question: Do students actively participate in a process of vocational assessment, IEP development, academic and career planning to achieve desired educational and adult outcomes?		
4a3 <u>Compliance</u> Student Participation	Students are invited to participate in the transition planning process.	2 Yes
View Strategic Work Plan for 4a3 Measure Impact for 4a3 Work Plan [Print Version]		

View Work Plan Click on **View Strategic Work Plan for 4a3**, to review the most recent Work Plan for this Indicator

Measure Impact Click on **Measure Impact for 4a3**, to complete an Impact Report for this Work Plan

After clicking where it reads, **Complete Impact Report**, the team will return to the Select Work Plan page, where they can either view their previous work plans, or complete Impact Reports to measure the impact of their efforts. Click where it reads **Measure Impact for 3a1Work Plan** to begin your team's reflective process for that Work Plan.

Impact Report - Current Information**Measure Impact**

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

Work Plan Date:	January, 2006
Topic & Number:	Student Participation (4a3)
Indicator:	Students are invited to participate in the transition planning process.
Previous Rating:	2 = Indicator not evident, planning is underway

At the top of the Impact 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.

Impact Report - Tasks

		RATE YOUR TEAM'S PROGRESS		
		No Progress	Partially Completed	Fully Completed
1.	Contact County Coordinator of Human Services Directory	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	Develop Format for Web Site	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Meet with County to explore collaboration	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Team Progress
Click to indicate the current status of each task from your most recent TransQUAL Work Plan

Additional tasks or accomplishments (describe):
List any new or revised tasks and the current status.

Additional Tasks Enter information about any addition tasks, accomplishments and/or changes to your most recent TransQUAL Work Plan

The TransQUAL Impact Report automatically displays the task list from your team's most recent TransQUAL Work Plan. Click the radio buttons to indicate if the task has been fully or partially completed, or if no progress has been made. Also, indicate in the next field the extent to which any additional or revised tasks were addressed.

Impact 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. What worked?
2.	
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. What didn't work?
2.	
3.	

As a team, reflect on your most recent TransQUAL Work Plan and 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.

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.

Impact Report - New Rating, Future Plans

Revised 1-5 rating: 4 = Indicator evident across all situations

Provide detailed evidence to support your team's revised rating (e.g., increased numbers of students, new curricular offerings, expanded services.):

As a result of your Work Plan, what has your team observed to support your new rating?

Be as specific as possible in describing, for example, new products, new services, improved numbers of students.

What are your team's next steps or future plans?

What future steps are needed to solidify the results of your Work Plan?

When will your team return to TransQUAL to create a new Work Plan?

What further assistance does your team desire?

What resources, information, or technical assistance does your team want to support your Work Plan or your future plans?

Save Your Work

New Ratings

Pull down the current 1-5 rating your team has assigned to the indicator listed at the top of the Impact Report

At this point, the Impact 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 Impact 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.

Impact Report Team Members

People completing this form:

Name	Role	Delete
<input type="text"/>	[Select Role]	
	Other: <input type="text"/>	

Current Month:

Current Year:

Name Enter the names of team members and select their role from the pull down menu

Date Select the current month and year for this Impact Report

Close Click here to save your Impact Report to become the final piece of your most recent Closed Record

Resource Links

Sections on this page

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

Topic These are the five preliminary questions found in TransQUAL Online

Educational Program Structure

- **New York State Transition Website**
<http://www.vesid.nysed.gov/specialed/transition/home.html>

Provides information regarding New York State regulations and resources to support transition.

- **The National Center on Secondary Education and Transition**
<http://www.ncset.org>

The Center hosts capacity building institutes and workshops, national summits, national teleconference calls, and additional training opportunities. In addition, the Center develops research-to-practice tools for everyday use, and provides technical assistance and outreach.

- **Transition Research Institute**
<http://w3.ed.uiuc.edu/sped/tri/abouttri.html>

The Transition Research Institute at the University of Illinois (TRI), established in 1985, identifies effective practices, conducts intervention and evaluation research, and provides technical assistance activities that promote the successful transition of youth with disabilities from school to adult life.

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

The Resource Links web page is organized around the five Preliminary Questions to help planning teams learn more about issues related to each area of transition. Your planning team can reach this site as a pop-up from the "Discussion Forum" links found on each page of TransQUAL Online, or by pointing your browser to:

<http://www.ilr.cornell.edu/edi/transqual/forum/default.cfm>

Discussion Forum

Discussion Forums	Stats	Last Post
<u>District Program Structure</u> 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: 2	Last post: <u>test reply</u> by lance (Dec 12, 2005 04:52 PM)
<u>Interagency & Interdisciplinary Collaboration</u> 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	Last post: by ()
<u>Family Involvement</u> Families are actively participating in transition planning, community resources, training	Topics: 0 Messages: 0	Last post: bv

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

The TransQUAL Discussion Forum is found as a pop-up menu.

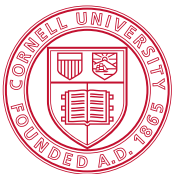
Similar to the **Resource Links** web page, it is organized by the five **Preliminary Question** topics. By clicking on one of the underlined topics, a **Discussion Forum** participant can pose a comment, question or concern related to that topic.

Discussion Forum (continued)**Forum Home / Interagency & Interdisciplinary Collaboration****You are logged in as dbrew.**[Subscribe to this forum](#)**Search this forum**Search type: ☐ Message Subject ☐ Message Text ☐ Date ☐ Username

Search parameters:

Topic**Author****Date****No topics found.**

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.



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