**TransQUAL Online**

**Overview**

**What is TransQUAL Online?**

*TransQUAL Online* is a tool to support school district teams as they collaboratively review and improve their practices in career development and transition. *TransQUAL* is built on the New York State Transition Quality Indicators Self-Assessment (TQI), adapted from the work of Dr. Paula Kohler from Western Michigan University (see *Taxonomy for Transition Programming*: [http://unix.cc.wmich.edu/~kohlerp](http://unix.cc.wmich.edu/~kohlerp)). This website 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 supports continuous improvement, with features that encourage multiple uses and incremental systems change. For more information, contact:

David Brewer, TransQUAL Manager  
Employment and Disability Institute  
Cornell University  
ILR School, Extension Division  
201 ILR Extension Building, Garden Avenue  
Ithaca, New York  14853-3901 USA  
Telephone: (607) 254-4696  
Fax: (607) 255-2763  
TTY/TDD: (607) 255-2891  
Email: drb22@cornell.edu  
Website address: [http://edi.cornell.edu](http://edi.cornell.edu)
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 Report – TransQUAL planning teams can reflect on the results of their planning and implementation efforts through an online Impact Report.

Help and Discussion Forums -- TransQUAL Online planning teams can navigate to a list of Internet links, organized by the 5 categories above, of effective national practices and resources. Teams may also engage in threaded discussions to make announcements or pose questions to our growing TransQUAL Online community.
TransQUAL Online Statewide Results:
January 2000-March 2006

How many Teams use TransQUAL to generate work plans?

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

![Chart 1: Numbers of TransQUAL Online Planning Teams, Work Plans, and Repeat Users: 2000-2005](chart.png)
Chart 2 shows the numbers of work plans, planning teams, and repeat users for each quarter of 2006. These new work plans have been created in the East (2), Long Island (14), Lower Hudson (3), Mid-State (23), and Mid-West (3) Transition Coordination Sites (TCS).

Notes:

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

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

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

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

Legend:
- ■ 2 or more academic years of Work Plan(s)
- □ 1 academic year of Work Plan(s)
- □ 0 Work Plans created
What types of work plans have been created?

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

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

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Category</th>
<th>Total Numbers of Work Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Program Structure</td>
<td>Human Resource Development</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Program Evaluation</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Program Philosophy</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Program Policy</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Resource Allocation</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Strategic Planning</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Educational Program Structure Total</strong></td>
<td><strong>201</strong></td>
</tr>
<tr>
<td>Interagency and Interdisciplinary Collaboration</td>
<td>Collaborative Service Delivery</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Human Resource Development</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Individual-Level Planning</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Interorganizational Framework</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Organizational Planning</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Collaborative Service Delivery</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Interagency and Interdisciplinary Collaboration Total</strong></td>
<td><strong>73</strong></td>
</tr>
<tr>
<td>Family Involvement</td>
<td>Family Empowerment</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Family Involvement</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Family Training</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td><strong>Family Involvement Total</strong></td>
<td><strong>67</strong></td>
</tr>
<tr>
<td>Student Involvement</td>
<td>Accommodations &amp; Planning Strategies</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>IEP Development</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Student Participation</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td><strong>Student Involvement Total</strong></td>
<td><strong>90</strong></td>
</tr>
<tr>
<td>Student Development</td>
<td>Academic Skills Instruction</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Career &amp; Vocational Curricula</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Employment Skills Instruction</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Life Skills Instruction</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Structured Employment Experiences</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Vocational Assessment</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td><strong>Student Development Total</strong></td>
<td><strong>172</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td><strong>603</strong></td>
</tr>
</tbody>
</table>
What is TransQUAL telling us about desired changes in transition practices and services?

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

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

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

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

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

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

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

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