



Transition Quality Indicators

School District:
Survey Date:

Rating Scale:

- 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**

It is best to use objective data assembled by your team when using these ratings. This could include student academic scores, information, or any other measurements conducted by your program.

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.

Directions:

1. **Quality:** By selecting this indicator for work plan development, your team is creating an effective practice toward enhancing student transition outcomes.
2. **Compliance:** By selecting this indicator for work plan development, your team is addressing an area covered by New York State regulations.

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) may include inviting students to participate in transition meetings (4a3) as required by regulations.

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?

Transition Quality Indicators:		Rate 1-5	Change Desired?
1a1 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.		type: Quality
1a2 Program Philosophy	Infusion of transition outcomes and services occurs in all curricular areas.		type: Quality
1a3 Program Philosophy	Cultural and ethnic sensitivity are evident.		type: Quality
1a4 Program Philosophy	Flexible programming meets individual student needs.		type: Quality
1b1 Program Policy	There is administrative and community support for transition planning and services.		type: Quality
1b2 Program Policy	Mission and values are clearly articulated.		type: Quality
1b3 Program Policy	Program structure, process and services are clearly articulated (e.g., Transition Services Planning and Implementation Guide, "Steps in the IEP process" page 15-18).		type: Quality
1b4 Program Policy	Transition-related planning and services are integrated with educational restructuring.		type: Quality
1c1 Strategic Planning	Strategic planning (e.g. school improvement teams, interagency groups, business advisory committees) builds on systems that are internal and external to the educational program.		type: Quality
1c2 Strategic Planning	There is active participation with district and key community planning groups.		type: Quality
1d1 Program Evaluation	Evaluation and data are used to guide continuous program improvement.		type: Quality
1d2 Program Evaluation	Data includes student results.		type: Quality
1e1 Human Resource Development	Resource materials about transition practices are available to personnel, through documentation, program observations, activities, accessible information technology and other professional development activities.		type: Quality
1e2 Human Resource Development	Qualified personnel are allocated for transition programs.		type: Quality
1e3 Human Resource Development	Technical assistance is available to staff on transition issues.		type: Quality

1.0 Educational Program Structure (continued)

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?

1e4 Human Resource Development	Personnel competencies are established for those providing transition program and services.		
		type: Quality	
1f1 Resource Allocation	Resources are sufficiently allocated to accomplish what is recommended.		
		type: Quality	
1f2 Resource Allocation	There is use of multiple funding sources (See Chapter 13, pages 32-43 of the " High School/High Tech Program Manual ").		
		type: Quality	
1f3 Resource Allocation	Funding is used creatively.		
		type: Quality	

2.0 Interagency & Interdisciplinary Collaboration

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?

Transition Quality Indicators:		Rate 1-5	Change Desired?
2a1 Interorganizational Framework	Local agency roles regarding transition services are clearly stated and understood.		
		type: Quality	
2a2 Interorganizational Framework	Processes are established for sharing student information. (Use local or statewide interagency agreements, the VESID/CBVH referral process and the confidentiality release process).		
		type: Quality	
2b1 Human Resource Development	Multidisciplinary staff development activities occur.		
		type: Quality	
2b2 Human Resource Development	Employers are involved in staff development.		
		type: Quality	
2b3 Human Resource Development	Staff development addresses student and parent empowerment (a.k.a. self-determination, self advocacy skills).		
		type: Quality	
2c1 Organizational Planning	There is a process to project upcoming student service/program needs.		
		type: Quality	
2c2 Organizational Planning	There is ongoing community planning.		
		type: Quality	
2c3 Organizational Planning	There is staff and family access to a community service directory, or one is developed.		
		type: Quality	
2d1 Individual-Level Planning	There is active participation of agencies with students, families and schools.		
		type: Quality	
2d2 Individual-Level Planning	Participating agency contacts are made and referrals completed before student exits school.		
		type: Quality	
2e1 Collaborative Service Delivery	There is evidence of collaborative funding of services.		
		type: Quality	
2e2 Collaborative Service Delivery	Service delivery is coordinated across school-agency systems, resulting in reduction of barriers.		
		type: Quality	
2e3 Collaborative Service Delivery	New services are developed collaboratively between schools and community.		
		type: Quality	

3.0 Family Involvement

Question: Are families actively participating in transition planning, community resources, training events, and program development activities related to life after school?

Transition Quality Indicators:		Rate 1-5	Change Desired?
3a1 Family Involvement	At a general level, families contribute input to development of staff training.		
		type: Quality	
3a2 Family Involvement	Families take an active role in the transition planning process and are responsible for specific transition steps.		
		type: Quality	
3b1 Family Empowerment	Families, including students, are provided with a directory of available resources, in a variety of formats, including accessible information technology .		
		type: Quality	
3b2 Family Empowerment	There are pre-IEP planning activities so families know what to expect during meetings.		
		type: Quality	
3b3 Family Empowerment	Families are encouraged to make informed choices, by being presented with options and implications.		
		type: Quality	
3c1 Family Training	Families receive training regarding effective advocacy techniques.		
		type: Quality	
3c2 Family Training	Families receive training regarding the transition-related planning process.		
		type: Quality	
3c3 Family Training	Families receive training regarding community services and agencies.		
		type: Quality	

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?

Transition Quality Indicators:		Rate 1-5	Change Desired?
4a1 Student Participation	Students are prepared through curricular activities to participate in transition planning.		
		type: Quality	
4a2 Student Participation	Self-determination (choice-making) is facilitated within the planning process.		
		type: Quality	
4a3 Student Participation	Students are invited to participate in the transition planning process.		
		type: Compliance	
4a4 Student Participation	Transition planning decisions are driven by the student and family.		
		type: Quality	
4a5 Student Participation	Career counseling services are provided to each student.		
		type: Quality	
4b1 IEP Development	Participating agencies are invited to participate in meetings in which transition is discussed.		
		type: Compliance	
4b2 IEP Development	Parents and/or legal guardians are invited to participate in meetings in which transition is discussed.		
		type: Compliance	
4b3 IEP Development	Beginning at age 15 (and at a younger age, if determined appropriate), transition-related post-secondary goals and objectives are specified in the IEP		
		type: Compliance	
4b4 IEP Development	Educational experiences correspond to post-secondary goals and objectives in the areas of employment, postsecondary education, and community living.		
		type: Compliance	
4b5 IEP Development	Post-secondary goals and objectives are based on student choices.		
		type: Compliance	
4b6 IEP Development	Progress is reviewed annually and services are adjusted to enable further progress to be made.		
		type: Compliance	

4.0 Student Involvement (continued)

Question: Do students actively participate in a process of vocational assessment, IEP development, academic and career planning to achieve desired educational and adult outcomes?

4b7 IEP Development	The coordinated set of activities by age 15 includes instruction, related services, community experiences and preparation for employment and other post-school adult outcomes.		
		type: Compliance	
4b8 IEP Development	When agreed upon activities in a student's IEP are not provided, an IEP meeting is initiated to identify alternative strategies, or to revise the IEP itself.		
		type: Compliance	
4b9 IEP Development	Participating agencies' responsibilities are stated in the IEP.		
		type: Compliance	
4b10 IEP Development	Content of the IEP corresponds with content of the Individualized Plan for Employment, or IPE (VESID/CBVH).		
		type: Compliance	
4c1 Accommodations & Planning Strategies	Planning is based on assessment information including vocational assessment.		
		type: Compliance	
4c2 Accommodations & Planning Strategies	The transition planning and services process begins no later than age 15.		
		type: Compliance	
4c3 Accommodations & Planning Strategies	Meeting time is adequate to conduct planning.		
		type: Quality	
4c4 Accommodations & Planning Strategies	A multiethnic and multicultural perspective, free from gender bias, is evident across all planning, guidance, career development and educational activities.		
		type: Compliance	
4c5 Accommodations & Planning Strategies	There are functional evaluations of academic, social, cognitive, physical, vocational and other abilities.		
		type: Compliance	

5.0 Student Development

Question: 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?

Transition Quality Indicators::		Rate 1-5	Change Desired?
5a1 Academic Skills Instruction	Learning strategies and skills training are provided, incorporating the use of assistive technology, as appropriate.		
		type: Quality	
5a2 Academic Skills Instruction	Postsecondary educational planning and skills development occurs.		
		type: Quality	
5a3 Academic Skills Instruction	Life skills, and the CDOS Learning Standards are infused throughout academic subject areas.		
		type: Quality	
5b1 Life Skills Instruction	Independent living skills training is community-based.		
		type: Quality	
5b2 Life Skills Instruction	Self-Determination skills training includes goal setting and decision making and is integrated into the curriculum.		
		type: Quality	
5b3 Life Skills Instruction	Social and leisure skills training is included in life skills instruction.		
		type: Quality	
5c1 Employment Skills Instruction	Training is provided in such employability areas as job seeking skills training, the CDOS Learning Standards and other current benchmarks.		
		type: Quality	
5c2 Employment Skills Instruction	Instruction is community based.		
		type: Quality	
5d1 Career & Vocational Curricula	Students participate in mainstream vocational classes and programs, including Career and Technical Education coursework, the Career Plan and the annual guidance review.		
		type: Quality	
5d2 Career & Vocational Curricula	Learning activities are community-referenced.		
		type: Quality	

5.0 Student Development (continued)

Question: 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?

5e1 Vocational Assessment	All students are involved in career planning, with vocational assessment beginning at age 12: a review of school records and teacher assessments, and parent and student interviews to determine vocational skills, aptitudes and interests.		
		type: Compliance	
5e2 Vocational Assessment	There is continuous assessment of skills in relation to employment options and job requirements.		
		type: Quality	
5e3 Vocational Assessment	Vocational assessment, career plan, and experience portfolios are informative about student skills.		
		type: Quality	
5e4 Vocational Assessment	Situational, functional and vocational assessments are used as appropriate.		
		type: Compliance	
5f1 Structured Employment Experiences	Multiple, varied community work experiences (unpaid and paid, apprenticeships and shadowing) are provided.		
		type: Quality	
5f2 Structured Employment Experiences	Job placement occurs prior to school exit.		
		type: Quality	

6.0 Performance Plan Indicator 13 Related

Question: 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?

Transition Quality Indicators:		Rate 1-5	Change Desired?
4a1 Student Participation	Students are prepared through curricular activities to participate in transition planning.		
4a2 Student Participation	Self-determination (choice-making) is facilitated within the planning process.		
4a3 Student Participation	Students are invited to participate in the transition planning process.		
4b5 IEP Development	Post-secondary goals and objectives are based on student choices.		
4c2 Accommodations & Planning Strategies	The transition planning and services process begins no later than 15.		
4c5 Accommodations & Planning Strategies	There are functional evaluations of academic, social, cognitive, physical, vocational and other abilities.		
5e3 Vocational Assessment	Vocational assessment, career plan, and experience portfolios are informative about student skills.		
4c1 Accommodations & Planning Strategies	Planning is based on assessment information including vocational assessment.		
4b7 IEP Development	The coordinated set of activities by age 15 includes instruction, related services, community experiences and preparation for employment and other post-school adult outcomes.		
4b3 IEP Development	Beginning at age 15 (and at a younger age, if determined appropriate), transition-related post-secondary goals and objectives are specified in the IEP.		
5e4 Vocational Assessment	Situational, functional and vocational assessments are used as appropriate.		
4b4 IEP Development	Educational experiences correspond to post-secondary goals and objectives in the areas of employment, postsecondary education, and community living.		
5e2 Vocational Assessment	There is continuous assessment of skills in relation to employment options and job requirements.		

6.0 Performance Plan Indicator 13 Related (continued)

Question: 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?

4a4 Student Participation	Transition planning decisions are driven by the student and family.		
4c4 Accommodations & Planning Strategies	A multiethnic and multicultural perspective, free from gender bias, is evident across all planning, guidance, career development and educational experiences.		
5a3 Academic Skills Instruction	Life skills, and the CDOS Learning Standards are infused throughout academic subject areas.		
5d1 Career & Vocational Curricula	Students participate in mainstream vocational classes and programs, including Career and Technical Education coursework, the Career Plan and the annual guidance review.		
1b3 Program Policy	Program structure, process and services are clearly articulated (e.g., Transition Services Planning and Implementation Guide, “Steps in the IEP process” page 15-18)		
1a1 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.		
5a2 Academic Skills Instruction	Postsecondary educational planning and skills development occurs.		
5c2 Employment Skills Instruction	Instruction is community based.		
2c1 Organizational Planning	There is a process to project upcoming student service/program needs.		
2d1 Individual-Level Planning	There is active participation of agencies with students, families and schools.		
4b9 IEP Development	Participating agencies’ responsibilities are stated in the IEP.		
2a1 Interorganizational Framework	Local agency roles regarding transition services are clearly stated.		
2d2 Individual-Level Planning	Participating agency contacts are made and referrals completed before student exits school.		

6.0 Performance Plan Indicator 13 Related (continued)

Question: 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 style="text-align: center;">2e2 Collaborative Service Delivery</p>	<p>Service delivery is coordinated across school-agency systems, resulting in a reduction of barriers.</p>		
<p style="text-align: center;">2e3 Collaborative Service Delivery</p>	<p>New services are developed collaboratively between schools and community.</p>		