

**TRANSITION SERVICES QUALITY
MANAGEMENT (TQM) PROJECT**

YEAR FOUR INTERIM EVALUATION

SEPTEMBER 2000

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PUBLICATION T00-013.1

EXECUTIVE SUMMARY

This interim evaluation examined how parents of children with disabilities view the progress and direction of the Transition Services Quality Management (TQM) initiative. Delaware's TQM Project is a joint initiative co-sponsored by the Delaware Department of Education and the Delaware Division for Vocational Rehabilitation.

The intent of the TQM Project is to enhance the provision of services to Delaware's students with disabilities as they transition from secondary school into either the workforce or higher education. This project and its attendant evaluation are funded through a five-year grant from the U.S. Department of Education. Selected evaluation results are highlighted below:

📖 A little over one-tenth of the parents who reported receiving information this year about transition services planning said that efforts by the TQM Project over the past four years had helped to increase the quality of transition services planning for students with disabilities and their families. One-fourth of the parents stated that the project had helped some, but had not been successful enough while a little over one-tenth reported that the project had made no impact at all. Half did not feel they had enough information to make a judgment.

📖 A little over half of all parents reported that they were satisfied with transition services in general, while a little less than half were not satisfied. Of those parents who received information about transition services this year, over two-thirds said that they were satisfied with transition services.

📖 Almost half of the parents reported not being involved at all with the TQM project over the past four years. About one-third reported being involved a little. Less than one-fifth reported being very or moderately involved.

📖 When asked about their experiences with transition services planning in the past four years, parents were most *satisfied* with:

- 1) communication between the school staff and parents,
- 2) responsiveness of school staff to their son/ daughter's transition needs, and
- 3) their son/ daughter's involvement in transition planning.

Parents were most *dissatisfied* with:

- 1) availability of information about community resources for parents,
- 2) availability of information for parents about helping their children with disabilities, and
- 3) availability of training sessions for parents.

EXECUTIVE SUMMARY (CONTINUED)

- 📖 Parents overwhelmingly reported that job opportunities for students with disabilities was the biggest challenge for transition services planning in Delaware. Student commitment, continuing education opportunities for students, and transportation services were also identified as important challenges.
- 📖 About half of parents reported that a DVR counselor had been in contact with their son/daughter. Nearly forty percent of the parents felt that the counselor's involvement had been very helpful while almost thirty percent felt that the counselor's involvement had not been helpful at all to the transition needs of their son/daughter. Most parents had very strong opinions, positive as well as negative, regarding the involvement of the DVR counselor. This finding was further supported by comments made by the parents throughout the survey.
- 📖 Many parents said the greatest successes of the TQM Project over the past four years were:
 - 1) the improvement they see in their son/daughter's skills in academics or in their independence, and
 - 2) being kept informed.

The final sample upon which these results are based includes 86 parents (a response rate of 16.4%). About half (55.4%) of these parents reported receiving information this year about transition services planning for their son/daughter as he/she transitions from school to adult life.

The staff of the Delaware Education Research and Development Center (R&D Center) is available to answer questions regarding analyses presented in this report or to assist in their interpretation.

PURPOSE OF THE RESEARCH

The Delaware Education Research and Development Center at the University of Delaware has conducted this evaluation at the request of the Delaware Department of Education Improvement and Assistance Branch, Exceptional Children and Early Childhood Education Team. The Year 4 evaluation addressed the following objectives:

- How and in what ways does Delaware's Transition Services Quality Management (TQM) Project support local and state efforts to affect needed changes in transition service delivery?
- What successes has the TQM Project experienced?
- What challenges did the TQM Project face?
- Are parents satisfied with the TQM Project?
- How do TQM Project components (e.g. training, mini-grants, target schools) influence implementation?
- To what extent have programs facilitated by the grant been institutionalized?

A copy of the evaluation plan is included in Appendix A.

METHODS

Evaluation results are based on two primary sources of data, a parent survey and stakeholder focus groups. This interim report includes only the data from the parent survey. A final report will be issued in October containing the results of both the parent survey and the stakeholder focus groups. The **parent survey** was developed by the staff of the R&D Center upon the advice and under the direction of representatives from the Delaware Department of Education and the Division of Vocational Rehabilitation. The survey is based on literature reviewed regarding transition services and borrows from Everson's Strategies for Interagency Transition Programs and Millar's MCITT Transition Self-Assessment. This survey was administered to parents who have a child with a disability who will be entering the 12th grade of school. The TQM evaluation is intended to provide the Department with information about the progress and direction of the TQM Project.

The survey was divided into three parts. Part A was used to gather general information and opinions about transition services in Delaware and the TQM Project. Part B of the survey gathered school information as it relates to the TQM Project as well as parent beliefs about transition services. Part C was optional and gathered any additional comments. A copy of the survey is included in Appendix B.

In early June 2000, surveys were mailed to 568 parents who have a disabled child (beginning their 12th grade year in the secondary school system). A second mailing was

sent in early July 2000 to those individuals who had not responded to the initial mailing. A third mailing was sent in late July 2000 to those individuals who had not responded to the first or second mailing. Several surveys were returned with invalid addresses, thus the response rate is calculated out of a possible 530 parents. The final sample upon which these results are based includes 86 parents (a response rate of 16.4%). Respondents for this sample were very much like the total population based on disability code (see Table 1).

Typical response rates vary by the population surveyed. One researcher of survey response rates found "Response rates in mail surveys of customers, educators, and students were significantly higher than those obtained in surveys of the general public..." (Green, 1997, p. 4). When respondents received a follow-up survey, response rates increased to an average response rate of 62.7% for businessmen and women to 17.9% for blue collar/skilled laborers and those employed in agriculture.

Table 1. Percent of Parents in Sample and Population by Disability Code of Son/Daughter

Disability Code	Percent of Parents		Disability Code	Percent of Parents	
	<i>Population</i>	<i>Sample</i>		<i>Population</i>	<i>Sample</i>
100	10.8%	10.5%	700	3.2%	3.5%
200	4.1%	1.2%	800	0.3%	1.2%
300	51.5%	45.3%	900	0.5%	0%
400	11.7%	12.8%	1000	4.4%	7.0%
500	6.3%	10.5%	1100	0.8%	0%
600	4.6%	8.1%			

Approximately half of the survey respondents (46.5%) were parents of children over the age of 18. Selected survey findings are discussed in the following section. A comprehensive accounting of survey results is provided after the discussion. Please note that responses for some questions may not add to 100% due to rounding. Presented in this volume are results for the respondent sample as a whole and results for those parents who reported receiving information this year about transition services planning for their son/daughter. In addition, a chi-square analysis was conducted about the satisfaction level of parents with transition services planning in Delaware with all survey questions. Other analyses can be generated upon request.

DISCUSSION OF FINDINGS

SUPPORT AND INVOLVEMENT

About two-thirds of the (66.5%) parents reported being involved to some extent with Delaware's TQM Project over the past four years; few (20%) of the parents said they were very or moderately involved with the TQM Project. Very few parents (7%) had a great deal of experience with transition services planning in general. Thus it is not surprising to find that many parents did not know enough about the TQM project to judge whether it had been successful (50%) or if transition services planning has changed in the past four years (77.5%). Of those parents who did have knowledge about the degree of success of transition services planning over the past four years, most believed efforts to increase the quality of transition services planning has helped some (39%) or has had no impact (39%). Most parents, however, shared their opinions about their level of satisfaction with transition services planning in Delaware. About half of the parents (54.6%) felt satisfied while about half (45.4%) felt dissatisfied with transition services in Delaware. However, about two-thirds of parents (67.5%) who stated they had received information about transition services planning this year were satisfied with transition services planning.

"My daughter is learning how to survive in the working world."

SUCCESES

When asked explicitly what has been the greatest success of the TQM Project over the past four years, many parents said:

I think the TQM Project's greatest success is . . .

"The special education teachers were very cooperative and also advised [us] of any problems that may affect [our child's] school work. They were also there for my [child] and kept in contact with the family."

- 1) the improvement they see in their son/daughter's skills in academics or in their independence, and
- 2) being kept informed.

STUDENT TRAINING

Many parents (49.4%) did not know if their son or daughter had received training in self-determination. Most parents whose son/daughter had received self-determination training said that it had been helpful.

IEP AND TRANSITION PLANNING MEETINGS

Nearly all parents (90.4%) stated that they had consistently and in a timely manner been invited to IEP or transition meetings. Many (79.7%) attended an IEP or transition meeting since last September. Most (82.3%) said that the IEP meetings they had attended were either very or somewhat helpful. They viewed them as an opportunity to discuss progress being made, make changes for the future, and gain valuable information about their role as a parent. For some parents, however, the experience was not always positive. Some of the difficulties parents experienced included IEP meetings scheduled at times when working parents could not attend, not scheduling an IEP meeting because the student was a senior, and giving parents inaccurate information about their son/daughter's eligibility for vocational rehabilitation services. Some parents also expressed a concern about transition services beginning very late in a student's academic career, often not until the student's senior year in high school.

INVOLVEMENT WITH DVR

About half (45.7%) of the parents stated that a DVR counselor had been in contact with their son or daughter. Although many parents (39.5%) felt the counselor's involvement was very helpful, about one-fourth (28.9%) felt their involvement was not helpful at all. While several described their experiences with the DVR counselor as very positive, some experienced difficulties. Some of these difficulties included repeated meeting cancellations, still waiting for a first appointment, being given papers with no accompanying explanations or clarifications, receiving no follow-up from the DVR counselor, and having the student's case closed. Nearly all comments shared by parents regarding DVR's involvement related to the rapport built (or lack thereof) by the individual counselor with the student and his/her parents.

“Speaking on behalf of his most recent counselor ..., she has been very helpful.”

“Other than being introduced at [an] IEP [meeting] -- not much interaction [with DVR counselor].”

CHALLENGES

Several challenges were voiced by parents; however, the biggest challenge cited by most parents was job opportunities for students. Over three-fourths (78.1%) of the parents stated that this was one of the top three challenges for transition services planning.

Job Opportunities for Students. While parents saw all challenges as important, inadequate availability of job opportunities for students was by far the most important

"I would like to see ...employers ...actually work with people with disabilities, not to just work at McDonald's and the Goodwill. [My child] wants to have [a] good job with benefits."

challenge. In fact, over twice as many parents identified job opportunities for students as a problem than they did any other challenge.

Other Challenges. When polled specifically about the relative importance of 13 challenges to delivering effective transition services (see survey in

Appendix B for a list of the challenges parents were asked to rank), parents ranked the top three challenges facing transition services planning in Delaware. As mentioned in the preceding paragraph, the number one challenge cited by parents was job opportunities for students. The next three challenges were 1) student commitment, 2) continuing education opportunities for students, and 3) transportation services, respectively. Availability of vocational courses for students, teacher commitment, and parent commitment all ranked equally as the next challenges.

PARENT SATISFACTION

When asked about their experiences with transition services planning of the past four years, parents were most *satisfied* with:

- 1) communication between the school staff and parents (76.5%),
- 2) responsiveness of school staff to their son/daughter's transition needs (61.9%), and
- 3) their son/daughter's involvement in transition planning (57.3%).

Other areas with which over half of parents said they were satisfied include opportunities to communicate their opinions about transition services for their son/daughter (52.6%) and cooperation among special education, general education, and vocational education teachers (54.7%).

Parents were most *dissatisfied* with:

- 1) availability of information about community resources for parents (41.5%),
- 2) availability of information for parents about helping their children with disabilities (39.1%), and
- 3) availability of training sessions for parents (37.8%).

Overall, parents seem to be most satisfied with the communication they receive from the school, but are dissatisfied with the lack of information available about community resources for parents. Parents seem to want and need more information about how they can best help their son/daughter. They also shared their frustrations about instances when they were unable to receive the assistance

they believed they/their child needed. In addition, some parents expressed their exhaustion about feeling they always needed to be proactive.

CONCLUSIONS

During the past year, Delaware's Transition Services Quality Management Project has continued to improve the quality of transition services available to students with disabilities. The Project is successfully expanding quality components of the program and communicating with key transition stakeholders. As the project commences its final year, it will become increasingly important to significantly break down the major barriers to transition services in Delaware, especially as it relates to parent involvement. This is exasperated by dilemma of determining when is it appropriate and legal to provide information to the parents of a student who is over the age of 18. While the project is reaching some parents, the sustainability of the project depends on reaching a wider audience. Getting parents involved even when they have received information is a particularly challenging problem. The project may find it beneficial to explore various methods of getting information to parents, especially as it relates to community resources for parents. As with children, one method of dissemination regardless of its merit is rarely sufficient. Conversely, when parents are involved, they are usually satisfied with the changes they have seen.

TRANSITION SERVICES QUALITY MANAGEMENT (TQM) PROJECT

~ OVERALL PARENT SURVEY RESULTS ~

PART A: GENERAL INFORMATION

1. What is the age of your son/daughter who is (or will be) receiving transition services?

1.2% (1)	8.5% (7)	41.5% (34)	23.2% (19)	13.4% (11)	12.2% (10)
16 Years Old	17 Years Old	18 Years Old	19 Years Old	20 Years Old	21 Years Old

2. What grade was he/she in this past school year?

1.4% (1)	4.1% (3)	83.8% (62)	10.8% (8)
10 th Grade	11 th Grade	12 th Grade	Ungraded Class

3. What is his/her gender?

56.0% (47)	44.0% (37)
Male	Female

4. Have you received information **this year** about transition services planning for your son/daughter as he/she transitions from school to adult life?

55.4% (46)	44.6% (37)
Yes	No

5. How involved have you been with Delaware's **TQM Project** over the **past four years**?

7.1% (6)	12.9% (11)	36.5% (31)	43.5% (37)
Very Involved	Moderately Involved	A Little Involved	Not Involved At All

6. How would you say transition services planning has changed in the **past four years**?

14.3% (12)	6.0% (5)	2.4% (2)	77.4% (65)
It Has Improved	It Has Stayed About the Same	It Has Gotten Worse	Don't Know

7. How satisfied are you with transition services in Delaware?

16.7% (11)	37.9% (25)	34.8% (23)	10.6% (7)
Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied

PART A: GENERAL INFORMATION (CONTINUED)

8. Do you think efforts over the **past four years** to increase the quality of transition services planning for students with disabilities and their families have been successful?

They have been successful.	11.0% (9)
They have helped some but have not been successful enough.	19.5% (16)
They have had no impact.	19.5% (16)
Don't know.	50.0% (41)

9. Of the following challenges for transition services planning in Delaware, please **rank the top 3** where **1 is the biggest challenge, 2 the next biggest, etc.**

Job Opportunities for Students	78.1%	Training for Professionals	20.5%
Student Commitment	30.1%	Integration of Services Across State Agencies	15.1%
Continuing Education Opportunities for Students	28.8%	Training Opportunities for Parents	8.2%
Transportation Services	24.7%	School Administer Commitment	5.5%
Availability of Vocational Courses for Students	23.3%	Integration of Standards with Transition	5.5%
Teacher Commitment	23.3%	District Office Commitment	4.1%
Parent Commitment	23.3%	<i>Other</i>	11.0%
Employer Commitment	20.5%		

For each of the following statements, please reflect on your experiences over the past year and indicate your level of satisfaction.	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
10. Communication between school staff and parents.	<u>30.6%</u> (26)	<u>45.9%</u> (39)	<u>14.1%</u> (12)	<u>7.1%</u> (6)	<u>2.4%</u> (2)
11. Responsiveness of school staff to my son/daughter's transition needs.	<u>23.8%</u> (20)	<u>38.1%</u> (32)	<u>15.5%</u> (13)	<u>11.9%</u> (10)	<u>10.7%</u> (9)
12. My son/daughter/s involvement in transition planning.	<u>19.5%</u> (16)	<u>37.8%</u> (31)	<u>20.7%</u> (17)	<u>3.7%</u> (3)	<u>18.3%</u> (15)
13. Opportunities to communicate my opinions about transition services for my son/daughter.	<u>14.0%</u> (12)	<u>38.6%</u> (32)	<u>26.5%</u> (22)	<u>8.4%</u> (7)	<u>12.0%</u> (10)
14. Cooperation among special education, general education, and vocational education teachers.	<u>19.0%</u> (16)	<u>35.7%</u> (30)	<u>13.1%</u> (11)	<u>13.1%</u> (11)	<u>19.0%</u> (16)

PART A: GENERAL INFORMATION (CONTINUED)

For each of the following statements, please reflect on your experiences over the past year and indicate your level of satisfaction.	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
15. Cooperation between schools and higher education institutions.	<u>12.2%</u> (10)	<u>30.5%</u> (25)	<u>12.2%</u> (10)	<u>12.2%</u> (10)	<u>32.9%</u> (27)
16. Cooperation between schools and state agencies that serve students with disabilities.	<u>6.0%</u> (5)	<u>30.1%</u> (25)	<u>20.5%</u> (17)	<u>14.5%</u> (12)	<u>28.9%</u> (24)
17. Availability of career counseling services for students.	<u>8.5%</u> (7)	<u>29.9%</u> (24)	<u>22.0%</u> (18)	<u>13.4%</u> (11)	<u>26.8%</u> (22)
18. Quality of career counseling services for students.	<u>6.2%</u> (5)	<u>29.6%</u> (24)	<u>23.5%</u> (19)	<u>12.3%</u> (10)	<u>28.4%</u> (23)
19. Availability of continuing education for students.	<u>9.6%</u> (8)	<u>31.3%</u> (26)	<u>16.9%</u> (14)	<u>13.3%</u> (11)	<u>28.9%</u> (24)
20. Quality of continuing education for students.	<u>11.0%</u> (9)	<u>26.8%</u> (22)	<u>19.5%</u> (16)	<u>8.5%</u> (7)	<u>34.1%</u> (28)
21. Availability of vocational courses for students.	<u>11.3%</u> (9)	<u>30.0%</u> (24)	<u>10.0%</u> (8)	<u>18.8%</u> (15)	<u>30.0%</u> (24)
22. Quality of vocational courses for students.	<u>12.2%</u> (10)	<u>26.8%</u> (22)	<u>11.0%</u> (9)	<u>13.4%</u> (11)	<u>36.6%</u> (24)
23. Availability of information about community resources for families and students.	<u>8.5%</u> (7)	<u>29.3%</u> (24)	<u>24.4%</u> (20)	<u>17.1%</u> (14)	<u>20.7%</u> (17)
24. Availability of information for parents about helping their children with disabilities.	<u>14.6%</u> (12)	<u>29.3%</u> (24)	<u>23.2%</u> (19)	<u>15.9%</u> (13)	<u>17.1%</u> (14)
25. Availability of training sessions for parents.	<u>8.5%</u> (7)	<u>18.3%</u> (15)	<u>25.6%</u> (21)	<u>12.2%</u> (10)	<u>35.4%</u> (29)
26. Quality of training sessions for parents.	<u>6.1%</u> (5)	<u>19.5%</u> (16)	<u>19.5%</u> (16)	<u>12.2%</u> (10)	<u>42.7%</u> (35)
27. Progress made over the last four years in providing transition services to students with disabilities.	<u>9.8%</u> (8)	<u>24.4%</u> (20)	<u>13.4%</u> (11)	<u>14.6%</u> (12)	<u>37.8%</u> (31)

PART B: SCHOOL INFORMATION

1. Have you consistently and in a timely manner been invited to attend IEP or transition meetings?

90.4% (75)	9.6% (8)
Yes	No

If yes, have you attended an IEP or transition meeting for your son/ daughter since September?

79.7% (59)	20.3% (15)
Yes	No

If yes, how helpful has the meeting been to the transition needs of your son/ daughter?

37.1% (23)	45.2% (28)	16.1% (10)	1.6% (1)
Very Helpful	Somewhat Helpful	Not Helpful	Not Sure

Please comment:

Most parents felt that the IEP meeting they attended was at least somewhat helpful. They viewed it as an opportunity to discuss progress being made, make changes for the future, and gain valuable information about their role as a parent. For some parents; however, this was not their experience. Some of the difficulties that were shared included being given inaccurate or very little information; meetings held at times when working parents could not attend; and not scheduling an IEP meeting because the student was a senior. A few parents were told that their son/daughter would not be eligible for vocational rehabilitation services, but later found this information to be incorrect. Some parents also expressed concern about transition services including meeting with a vocational rehabilitation counselor starting too late -- frequently not until students' senior year in high school.

2. Has your son/ daughter received training in self-determination?

15.2% (12)	35.4% (28)	49.4% (39)
Yes	No	I Don't Know

If yes, how helpful has this training been to the transition needs of your son/ daughter?

22.7% (5)	31.8% (7)	4.5% (1)	40.1% (9)
Very Helpful	Somewhat Helpful	Not Helpful	Not Sure

Please comment:

Most parents were not sure what this training was or did not know training was available.

3. Has a Division of Vocational Rehabilitation (DVR) Counselor been in contact with your son/ daughter?

45.7% (37)	44.4% (36)	9.9% (8)
Yes	No	I don't know

If yes, how helpful has the counselor's involvement been to the transition needs of your son/ daughter?

39.5% (15)	15.8% (6)	28.9% (11)	15.8% (6)
Very Helpful	Somewhat Helpful	Not Helpful	Not Sure

PART B: SCHOOL INFORMATION (CONTINUED)

Please comment:

There was a great amount of disparity among the experiences of parents and their children with regards to DVR. Typically, they felt that the DVR counselor was either very helpful or not helpful at all. Some described their experience as very positive especially with regards to the DVR counselor. Other parents had very different experiences with their DVR counselor. For example, some explained that they had to deal with repeated meeting cancellations, still waiting for the first appointment, being given papers with no verbal explanations, receiving no follow-up from the DVR counselor, or having student's case closed.

4. Have you received any information about parent training opportunities through the Parent Information Center?

39.5% (32)	60.5% (49)
Yes	No

If yes, did you attend the training sessions?

27.3% (12)	72.7% (32)
Yes	No

If yes, how helpful has this training been to your son/daughter's transition needs?

20.0% (4)	60.0% (12)	10.0% (2)	10.0% (2)
Very Helpful	Somewhat Helpful	Not Helpful	Not Sure

Please comment:

While few parents attended the parent training sessions, those that did felt there should be more workshops, better advertised events, and better information shared. While at least a few parents did not know these services were available, some stated they could attend the sessions because they were held at times when a working parent could not attend.

5. How much knowledge does your son/daughter have about the world of work?

20.5% (16)	46.2% (36)	32.1% (25)	1.3% (1)
Very Knowledgeable	Somewhat Knowledgeable	Not Very Knowledgeable	Not Sure

Please comment:

While most parents indicated that their son/daughter does have some knowledge about the world of work, they felt some important information/skills were lacking. For example, some felt that there is a need to develop skills in interviewing as well as completing a job application. Most cited their son/daughter's part-time job as evidence of their level of knowledge. Some also explained that the extensive knowledge about the world of work gained by some students came from their own initiative rather than any assistance from a state agency or the school he/she is attending.

For each of the following statements, please indicate your level of agreement	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
28. The standards set by my son/daughter's school are realistic.	<u>7.2%</u> (6)	<u>14.5%</u> (12)	<u>49.4%</u> (41)	<u>14.5%</u> (12)	<u>14.5%</u> (12)
29. My son/daughter has received a good education.	<u>9.6%</u> (8)	<u>21.7%</u> (18)	<u>34.9%</u> (29)	<u>25.3%</u> (21)	<u>8.4%</u> (7)
30. The school has prepared my son/daughter well for life beyond high school.	<u>18.3%</u> (15)	<u>24.4%</u> (20)	<u>32.9%</u> (27)	<u>13.4%</u> (11)	<u>11.0%</u> (9)
31. My son/daughter has high expectations for his/herself.	<u>8.9%</u> (7)	<u>15.2%</u> (12)	<u>35.4%</u> (28)	<u>25.3%</u> (20)	<u>15.2%</u> (12)
32. My son/daughter has realistic expectations about his/her future.	<u>12.8%</u> (10)	<u>19.2%</u> (15)	<u>41.0%</u> (32)	<u>12.8%</u> (10)	<u>14.1%</u> (11)

As you read this list of personal traits, please indicate whether you believe teaching this trait is primarily the responsibility of the school or the parent..	Primarily the school's responsibility	Primarily the parent's responsibility	I Don't Know
33. Respect for others	<u>5.1%</u> (4)	<u>94.9%</u> (75)	<u>0.0%</u> (0)
34. Being a hard worker	<u>21.3%</u> (17)	<u>73.8%</u> (59)	5.0% (4)
35. Being on time	<u>15.4%</u> (12)	<u>82.1%</u> (64)	2.6% (2)
36. The ability to follow through	<u>32.9%</u> (26)	<u>64.6%</u> (51)	2.5% (2)
37. Politeness	<u>7.5%</u> (6)	<u>91.3%</u> (73)	1.3% (1)
38. Honesty	<u>6.3%</u> (5)	<u>91.1%</u> (72)	2.5% (2)

PART C: ADDITIONAL COMMENTS (OPTIONAL)

1. *In your opinion, what has been the greatest success of transition services over the **past four years?***

Very few parents could cite any example of a success of transition services. However, some examples that were shared related to the improvement they see in their son/daughter's skills in academics or in their independence.

"Has helped people with disabilities be more independent."

"My daughter is learning how to survive in the working world."

"My greatest success of transition services is math and English."

Some parents also discussed that being kept informed was the greatest success.

"School teachers kept us informed and we kept in touch with any problems."

"I like that they let me know what's out there after school..."

"The special education teachers were very cooperative and also advised of any problems that may affect school work. They were also there for my daughter and kept in contact with the family."

Some parents also cited specific programs as being helpful.

"The involvement of O.U.R."

"The consortium was and still is a great help."

"Network Program is a very good concept. It should be expanded -- there are more students who could benefit from it and duplicated in other districts (not a hidden resource)."

2. *Please use the remaining space for additional comments about Delaware's TQM Project.*

Some parents shared comments about the program aspects with which they were very pleased.

"I would like to take this time to thank the school and staff at the high school..."

"DeTech's job fair was very nice and helpful. Vocational Rehabilitation was swift and helpful in getting the ball rolling."

Other parents shared comments about how they would like to see transition services improved. They would like to see transition services started when a student enters high school, not when they exit.

"...transition planning for regular special education students is limited and started way too late."

"They need to start at middle school..."

Parents would like to be kept informed.

"Agencies should get together more with the school to have all options available to the students."

"I attended an IEP but did not know my son was in transition or that such services exist."

"...because I don't speak fluent English I feel that I miss out on a lot. My daughter helps me read and write when needed, but she is not always around. Information in Spanish would be good."

"The student may be 18 years old legally but parents need to know too, the tools and services available such as transitioning to work or college, insurance, and living arrangements. It just adds to the struggle as parents have to always have to keep up on the school and agencies while they are trying to work too."

Some parents also would like more high quality options for students with multiple or severe disabilities.

"I believe there should be more choices for disabled and mentally challenged students transitioning from school to other facilities especially more than one with a place for diapered student to have a place to get changed. Easter Seals is the only place and it is overcrowded and the ratio is 1 staff to 12 people. Hopefully (other than nursing homes) this problem can be solved in the near future."

They also want people to have high expectations for their son/ daughter with disabilities.

"I would like to see that employers being professional and to actually work with people with disabilities, not to just work at McDonald' and the Goodwill. She wants to have good jobs with benefits."

"I feel that special education students are not challenged enough in most of the classes they take, they are given little, if any homework, also no projects."

TRANSITION SERVICES QUALITY MANAGEMENT (TQM) PROJECT
 ~ RECEIVED INFORMATION ABOUT TRANSITION SERVICES THIS YEAR SURVEY RESULTS ~

PART A: GENERAL INFORMATION

1. What is the age of your son/daughter who is (or will be) receiving transition services?

2.3% (1)	9.1% (4)	38.6% (17)	18.2% (8)	13.6% (6)	18.2% (8)
16 Years Old	17 Years Old	18 Years Old	19 Years Old	20 Years Old	21 Years Old

2. What grade was he/she in this past school year?

2.5% (1)	2.5% (1)	77.5% (31)	17.5% (7)
10 th Grade	11 th Grade	12 th Grade	Ungraded Class

3. What is his/her gender?

52.2% (24)	47.8% (22)
Male	Female

5. How involved have you been with Delaware's **TQM Project** over the **past four years**?

8.7% (4)	19.6% (9)	47.8% (22)	23.9% (11)
Very Involved	Moderately Involved	A Little Involved	Not Involved At All

6. How would you say transition services planning has changed in the **past four years**?

19.6% (9)	10.9% (5)	4.3% (2)	65.2% (30)
It Has Improved	It Has Stayed About the Same	It Has Gotten Worse	I Don't Know

7. How satisfied are you with transition services in Delaware?

20.0% (8)	47.5% (19)	25.0% (10)	7.5% (3)
Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied

8. Do you think efforts by the **TQM Project** over the **past four years** to increase the quality of transition services planning for students with disabilities and their families have been successful?

They have been successful.	11.4% (5)
They have helped some but have not been successful enough.	25.0% (11)
They have had no impact.	13.6% (6)
Don't know.	50.0% (22)

PART A: GENERAL INFORMATION (CONTINUED)

9. Of the following challenges for transition services planning in Delaware, please **rank the top 3** where **1 is the biggest challenge, 2 the next biggest, etc.**

Job Opportunities for Students	51.2%	Teacher Commitment	16.3%
Student Commitment	34.9%	Availability of Vocational Courses for Students	16.3%
Continuing Education Opportunities for Students	32.6%	Training Opportunities for Parents	9.3%
Training for Professionals	27.9%	District Office Commitment	7.0%
Transportation Services	23.3%	School Administer Commitment	4.7%
Integration of Services Across State Agencies	23.3%	Integration of Standards with Transition	4.7%
Parent Commitment	18.6%	<i>Other</i>	11.6%
Employer Commitment	16.3%		

For each of the following statements, please reflect on your experiences over the past year and indicate your level of satisfaction.	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
10. Communication between school staff and parents.	<u>34.8%</u> (16)	<u>47.8%</u> (22)	<u>10.9%</u> (5)	<u>2.2%</u> (1)	<u>4.3%</u> (2)
11. Responsiveness of school staff to my son/daughter's transition needs.	<u>24.2%</u> (11)	<u>42.2%</u> (19)	<u>11.1%</u> (5)	<u>6.7%</u> (3)	<u>15.6%</u> (7)
12. My son/daughter/s involvement in transition planning.	<u>20.5%</u> (9)	<u>45.5%</u> (20)	<u>18.2%</u> (8)	<u>0.0%</u> (0)	<u>15.9%</u> (7)
13. Opportunities to communicate my opinions about transition services for my son/daughter.	<u>17.8%</u> (8)	<u>42.2%</u> (19)	<u>22.2%</u> (10)	<u>6.7%</u> (3)	<u>11.1%</u> (5)
14. Cooperation among special education, general education, and vocational education teachers.	<u>15.6%</u> (7)	<u>40.0%</u> (18)	<u>11.1%</u> (5)	<u>11.1%</u> (5)	<u>22.2%</u> (10)
15. Cooperation between schools and higher education institutions.	<u>15.9%</u> (7)	<u>27.3%</u> (12)	<u>13.6%</u> (6)	<u>6.8%</u> (3)	<u>36.4%</u> (16)

PART A: GENERAL INFORMATION (CONTINUED)

For each of the following statements, please reflect on your experiences over the past year and indicate your level of satisfaction.	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
16. Cooperation between schools and state agencies that serve students with disabilities.	<u>11.1%</u> (5)	<u>31.1%</u> (14)	<u>15.6%</u> (7)	<u>11.1%</u> (5)	<u>31.1%</u> (14)
17. Availability of career counseling services for students.	<u>13.3%</u> (7)	<u>35.6%</u> (16)	<u>15.6%</u> (7)	<u>11.1%</u> (5)	<u>24.4%</u> (11)
18. Quality of career counseling services for students.	<u>11.4%</u> (5)	<u>34.1%</u> (15)	<u>18.2%</u> (8)	<u>9.1%</u> (4)	<u>27.3%</u> (12)
19. Availability of continuing education for students.	<u>13.3%</u> (6)	<u>31.1%</u> (14)	<u>11.1%</u> (5)	<u>13.3%</u> (6)	<u>31.1%</u> (14)
20. Quality of continuing education for students.	<u>13.6%</u> (6)	<u>22.7%</u> (10)	<u>15.9%</u> (7)	<u>9.1%</u> (4)	<u>38.6%</u> (17)
21. Availability of vocational courses for students.	<u>13.6%</u> (6)	<u>29.5%</u> (13)	<u>6.8%</u> (3)	<u>15.9%</u> (7)	<u>34.1%</u> (15)
22. Quality of vocational courses for students.	<u>17.8%</u> (8)	<u>24.4%</u> (11)	<u>8.9%</u> (4)	<u>6.7%</u> (3)	<u>42.2%</u> (19)
23. Availability of information about community resources for families and students.	<u>13.3%</u> (6)	<u>31.1%</u> (14)	<u>20.0%</u> (9)	<u>13.3%</u> (6)	<u>22.2%</u> (10)
24. Availability of information for parents about helping their children with disabilities.	<u>17.8%</u> (8)	<u>31.1%</u> (14)	<u>22.2%</u> (10)	<u>13.3%</u> (6)	<u>15.6%</u> (7)
25. Availability of training sessions for parents.	<u>8.9%</u> (4)	<u>20.0%</u> (9)	<u>28.9%</u> (13)	<u>6.7%</u> (3)	<u>35.6%</u> (16)
26. Quality of training sessions for parents.	<u>6.7%</u> (3)	<u>17.8%</u> (8)	<u>20.0%</u> (9)	<u>8.9%</u> (4)	<u>46.7%</u> (21)
27. Progress made over the last four years in providing transition services to students with disabilities.	<u>8.9%</u> (4)	<u>26.7%</u> (12)	<u>8.9%</u> (4)	<u>13.3%</u> (6)	<u>42.2%</u> (19)

PART B: SCHOOL INFORMATION

1. Have you consistently and in a timely manner been invited to attend IEP or transition meetings?

93.2% (41)	6.8% (3)
Yes	No

If yes, have you attended an IEP or transition meeting for your son/ daughter since September?

85.7% (36)	14.3% (6)
Yes	No

If yes, how helpful has the meeting been to the transition needs of your son/ daughter?

38.2% (13)	44.1% (15)	14.7% (5)	2.9% (1)
Very Helpful	Somewhat Helpful	Not Helpful	Not Sure

2. Has your son/daughter received training in self-determination?

18.6% (8)	32.6% (14)	48.8% (21)
Yes	No	I don't know

If yes, how helpful has this training been to the transition needs of your son/ daughter?

25.0% (3)	41.7% (5)	0.0% (0)	33.3% (4)
Very Helpful	Somewhat Helpful	Not Helpful	Not Sure

3. Has a Division of Vocational Rehabilitation (DVR) Counselor been in contact with your son/ daughter?

58.1% (25)	27.9% (12)	14.0 % (6)
Yes	No	I don't know

If yes, how helpful has the counselor's involvement been to the transition needs of your son/ daughter?

52.2% (12)	21.7% (5)	8.7% (2)	1.4% (4)
Very Helpful	Somewhat Helpful	Not Helpful	Not Sure

4. Have you received any information about parent training opportunities through the Parent Information Center?

47.7% (21)	52.3% (23)
Yes	No

If yes, did you attend the training sessions?

30.8% (8)	69.2% (18)
Yes	No

If yes, how helpful has this training been to your son/ daughter's transition needs?

16.7% (2)	75.0% (9)	8.3% (1)	0% (0)
Very Helpful	Somewhat Helpful	Not Helpful	Not Sure

PART B: SCHOOL INFORMATION (CONTINUED)

5. How much knowledge does your son/daughter have about the world of work?

24.4% (10)	46.3% (19)	29.3% (12)	0.0% (0)
Very Knowledgeable	Somewhat Knowledgeable	Not Very Knowledgeable	Not Sure

For each of the following statements, please indicate your level of agreement	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
28. The standards set by my son/daughter's school are realistic.	<u>6.8%</u> (3)	<u>13.6%</u> (6)	<u>50.0%</u> (22)	<u>18.2%</u> (18)	<u>11.4%</u> (5)
29. My son/daughter has received a good education.	<u>9.1%</u> (4)	<u>18.2%</u> (8)	<u>25.0%</u> (11)	<u>36.4%</u> (16)	<u>11.4%</u> (5)
30. The school has prepared my son/daughter well for life beyond high school.	<u>17.8%</u> (8)	<u>22.2%</u> (10)	<u>28.9%</u> (13)	<u>20.0%</u> (9)	<u>11.1%</u> (5)
31. My son/daughter has high expectations for his/herself.	<u>9.3%</u> (4)	<u>11.6%</u> (5)	<u>25.6%</u> (11)	<u>37.2%</u> (16)	<u>16.3%</u> (7)
32. My son/daughter has realistic expectations about his/her future.	<u>11.9%</u> (5)	<u>16.7%</u> (7)	<u>42.9%</u> (18)	<u>16.7%</u> (7)	<u>11.9%</u> (5)

As you read this list of personal traits, please indicate whether you believe teaching this trait is primarily the responsibility of the school or the parent..	Primarily the school's responsibility	Primarily the parent's responsibility	Don't Know
33. Respect for others	<u>7.0%</u> (3)	<u>93.0%</u> (40)	<u>0.0%</u> (0)
34. Being a hard worker	<u>22.7%</u> (10)	<u>72.7%</u> (32)	<u>4.5%</u> (2)
35. Being on time	<u>16.7%</u> (7)	<u>81.0%</u> (34)	<u>2.4%</u> (1)
36. The ability to follow through	<u>34.9%</u> (15)	<u>65.1%</u> (28)	<u>0.0%</u> (0)
37. Politeness	<u>9.1%</u> (4)	<u>90.9%</u> (40)	<u>0.0%</u> (0)
38. Honesty	<u>9.3%</u> (4)	<u>88.4%</u> (38)	<u>2.2%</u> (1)

TRANSITION SERVICES QUALITY MANAGEMENT (TQM) PROJECT
 ~ *SATISFIED VERSUS DISSATISFIED (IN PARENTHESIS) WITH*
TRANSITION SERVICES PLANNING IN DELAWARE ~
(Only variables exhibiting a significant ($p < .05$) relationship with level of satisfaction are listed)

PART A: GENERAL INFORMATION

1. Have you received information **this year** about transition services planning for your son/daughter as he/she transitions from school to adult life?

75% (45%)	25% (55%)
Yes	No

2. How involved have you been with Delaware's **TQM Project** over the **past four years**?

17% (0%)	22% (7%)	39% (43%)	22% (50%)
Very Involved	Moderately Involved	A Little Involved	Not Involved At All

3. How would you say transition services planning has changed in the **past four years**?

31% (3%)	9% (3%)	0% (7%)	60% (87%)
It Has Improved	It Has Stayed About the Same	It Has Gotten Worse	Don't Know

4. Do you think efforts over the **past four years** to increase the quality of transition services planning for students with disabilities and their families have been successful?

They have been successful.	27% (0%)
They have helped some but have not been successful enough.	27% (21%)
They have had no impact.	3% (41%)
Don't know.	42% (38%)

5. Of the following challenges for transition services planning in Delaware, please **rank the top 3** where **1 is the biggest challenge, 2 the next biggest, etc.**

Job Opportunities for Students	46% (42%)	Teacher Commitment	23% (27%)
Student Commitment	40% (12%)	Availability of Vocational Courses for Students	17% (27%)
Continuing Education Opportunities for Students	31% (31%)	Training Opportunities for Parents	11% (8%)
Training for Professionals	14% (27%)	District Office Commitment	3% (8%)
Transportation Services	31% (19%)	School Administer Commitment	6% (4%)
Integration of Services Across State Agencies	14% (23%)	Integration of Standards with Transition	6% (8%)
Parent Commitment	31% (12%)	<i>Other</i>	3% (27%)
Employer Commitment	17% (19%)		

PART A: GENERAL INFORMATION (CONTINUED)

For each of the following statements, please reflect on your experiences over the past year and indicate your level of satisfaction.	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
8. Communication between school staff and parents.	<u>47%</u> (13%)	<u>44%</u> (43%)	<u>6%</u> (27%)	<u>3%</u> (13%)	<u>0%</u> (3%)
9. Responsiveness of school staff to my son/daughter's transition needs.	<u>39%</u> (7%)	<u>50%</u> (30%)	<u>3%</u> (30%)	<u>3%</u> (23%)	<u>6%</u> (10%)
10. My son/daughter's involvement in transition planning.	<u>31%</u> (11%)	<u>56%</u> (15%)	<u>0%</u> (52%)	<u>0%</u> (7%)	<u>14%</u> (15%)
11. Opportunities to communicate my opinions about transition services for my son/daughter.	<u>25%</u> (0%)	<u>61%</u> (17%)	<u>6%</u> (63%)	<u>3%</u> (17%)	<u>6%</u> (3%)
12. Cooperation among special education, general education, and vocational education teachers.	<u>28%</u> (7%)	<u>50%</u> (27%)	<u>14%</u> (17%)	<u>3%</u> (27%)	<u>6%</u> (24%)
13. Cooperation between schools and higher education institutions.	<u>19%</u> (4%)	<u>47%</u> (11%)	<u>8%</u> (21%)	<u>3%</u> (25%)	<u>22%</u> (39%)
14. Cooperation between schools and state agencies that serve students with disabilities.	<u>14%</u> (0%)	<u>53%</u> (7%)	<u>11%</u> (37%)	<u>6%</u> (27%)	<u>17%</u> (30%)
15. Availability of career counseling services for students.	<u>19%</u> (0%)	<u>50%</u> (0%)	<u>14%</u> (41%)	<u>6%</u> (24%)	<u>11%</u> (35%)
16. Quality of career counseling services for students.	<u>14%</u> (0%)	<u>56%</u> (0%)	<u>14%</u> (43%)	<u>6%</u> (25%)	<u>11%</u> (32%)
17. Availability of continuing education for students.	<u>17%</u> (0%)	<u>44%</u> (17%)	<u>19%</u> (21%)	<u>3%</u> (28%)	<u>17%</u> (35%)
18. Quality of continuing education for students.	<u>20%</u> (0%)	<u>37%</u> (17%)	<u>20%</u> (24%)	<u>0%</u> (21%)	<u>23%</u> (38%)
19. Availability of vocational courses for students.	<u>23%</u> (0%)	<u>40%</u> (17%)	<u>11%</u> (10%)	<u>11%</u> (35%)	<u>14%</u> (38%)
20. Quality of vocational courses for students.	<u>25%</u> (0%)	<u>36%</u> (17%)	<u>11%</u> (14%)	<u>6%</u> (24%)	<u>22%</u> (45%)
21. Availability of information about community resources for families and students.	<u>17%</u> (0%)	<u>50%</u> (7%)	<u>14%</u> (45%)	<u>6%</u> (31%)	<u>14%</u> (17%)
22. Availability of information for parents about helping their children with disabilities.	<u>31%</u> (0%)	<u>44%</u> (10%)	<u>8%</u> (48%)	<u>6%</u> (31%)	<u>11%</u> (10%)

PART A: GENERAL INFORMATION (CONTINUED)

For each of the following statements, please reflect on your experiences over the past year and indicate your level of satisfaction.	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
23. Availability of training sessions for parents.	<u>17%</u> (0%)	<u>31%</u> (3%)	<u>25%</u> (31%)	<u>8%</u> (21%)	<u>19%</u> (45%)
24. Quality of training sessions for parents.	<u>11%</u> (0%)	<u>31%</u> (7%)	<u>25%</u> (17%)	<u>11%</u> (17%)	<u>22%</u> (59%)
25. Progress made over the last four years in providing transition services to students with disabilities.	<u>20%</u> (0%)	<u>37%</u> (10%)	<u>6%</u> (27%)	<u>6%</u> (30%)	<u>31%</u> (33%)

PART B: SCHOOL INFORMATION

1. If you attended an IEP or transition meeting, how helpful has the meeting been to the transition needs of your son/daughter?

52% (9%)	41% (55%)	7% (36%)	0% (0%)
Very Helpful	Somewhat Helpful	Not Helpful	Not Sure

6. Has a Division of Vocational Rehabilitation (DVR) Counselor been in contact with your son/daughter?

59% (38%)	29% (59%)	12 % (3%)
Yes	No	I don't know

If yes, how helpful has the counselor's involvement been to the transition needs of your son/daughter?

59% (0%)	9% (18%)	14% (64%)	18% (18%)
Very Helpful	Somewhat Helpful	Not Helpful	Not Sure

7. How much knowledge does your son/daughter have about the world of work?

29% (7%)	50% (41%)	21% (48%)	0.0% (4%)
Very Knowledgeable	Somewhat Knowledgeable	Not Very Knowledgeable	Not Sure

For each of the following statements, please indicate your level of agreement	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
26. The standards set by my son/daughter's school are realistic.	<u>9%</u> (7%)	<u>6%</u> (27%)	<u>49%</u> (47%)	<u>26%</u> (0%)	<u>11%</u> (20%)
27. My son/daughter has received a good education.	<u>14%</u> (7%)	<u>14%</u> (35%)	<u>22%</u> (48%)	<u>44%</u> (7%)	<u>6%</u> (3%)
28. The school has prepared my son/daughter well for life beyond high school.	<u>17%</u> (28%)	<u>14%</u> (41%)	<u>37%</u> (24%)	<u>29%</u> (0%)	<u>3%</u> (7%)
29. My son/daughter has high expectations for him/herself.	<u>11%</u> (4%)	<u>3%</u> (27%)	<u>36%</u> (39%)	<u>42%</u> (12%)	<u>8%</u> (19%)
30. My son/daughter has realistic expectations about his/her future.	<u>17%</u> (4%)	<u>6%</u> (31%)	<u>49%</u> (39%)	<u>23%</u> (0%)	<u>6%</u> (27%)

As you read this list of personal traits, please indicate whether you believe teaching this trait is primarily the responsibility of the school or the parent..	Primarily the school's responsibility	Primarily the parent's responsibility	Don't Know
31. Politeness	<u>14%</u> (0%)	<u>86%</u> (100%)	<u>0%</u> (0%)

APPENDIX A: TQM EVALUATION PLAN

Outcome Areas	Measure	Source of Data	Timeline	Responsibility
<p><i>IMPLEMENTATION</i></p> <p><u>Sample Questions:</u></p> <p>How and in what ways does Delaware's Transition Services Quality Management Program support local and state efforts to affect needed changes to transition service delivery?</p> <p>What successes have the transition services program experienced? What program components have been important to these successes?</p> <p>What challenges does the transition services program face? In what ways have these been addressed?</p>	<p>Stakeholder survey - with items focusing on implementation (Years 2-5).</p> <p>Phone interviews (Year 1).</p>	<p>School and district transition coordinators, parents, teachers, and employers.</p>	<p>Years 1-5 (Spring 1997-Spring 2001)</p>	<p>Questionnaire developed by the R & D Center and completed by stakeholders.</p> <p>Interviews conducted by the R & D Center.</p> <p>Analysis and reporting by the R & D Center.</p>
<p><i>INSTITUTIONAL IMPACT</i></p> <p><u>Sample Questions:</u></p> <p>Have changes made during the grant been institutionalized? If so, to what extent?</p>	<p>Stakeholder survey - with items focusing on institutional impact.</p>	<p>School and district transition coordinators, parents, teachers, and employers.</p>	<p>Years 2-5 (Spring 1998-Spring 2001)</p>	<p>Questionnaire developed by the R & D Center and completed by stakeholders.</p> <p>Analysis and reporting by the R & D Center.</p>

Outcome Areas	Measure	Source of Data	Timeline	Responsibility
<p><i>STAKEHOLDER SATISFACTION</i></p> <p><u>Sample Questions:</u></p> <p>Are families satisfied with the TQM program?</p> <p>Are employers and higher education satisfied with the TQM program?</p> <p>Are state and local transition staff, teachers, and counselors satisfied with the TQM program?</p> <p>Do stakeholders believe the program is responsive to their needs?</p>	<p>Stakeholder survey - with items focusing on satisfaction (Years 2-5).</p> <p>Phone interviews (Year 1).</p>	<p>School and district transition coordinators, parents, teachers, and employers.</p>	<p>Years 1-5 (Spring 1997-Spring 2001)</p>	<p>Questionnaire developed by the R & D Center and completed by stakeholders.</p> <p>Interviews conducted by the R & D Center.</p> <p>Analysis and reporting by the R & D Center.</p>
<p><i>TRAINING, PROGRAMS, AND MATERIALS</i></p> <p><u>Sample Questions:</u></p> <p>How does the TQM program training influence implementation?</p> <p>How do TQM programs, namely the mini-grants, influence implementation?</p> <p>How do the TQM program materials (including transition notebook, transition planning worksheet, newsletter, etc.) influence implementation?</p>	<p>Stakeholder survey - with items focusing on implementation (Years 2-4).</p> <p>Phone interviews (Year 1).</p>	<p>State and local transition staff, parents, and teachers.</p>	<p>Years 1-4 (Spring 1997- Spring 2000)</p>	<p>Questionnaire developed by the R & D Center and completed by stakeholders.</p> <p>Interviews conducted by the R & D Center.</p> <p>Analysis and reporting by the R & D Center.</p>

Outcome Areas	Measure	Source of Data	Timeline	Responsibility
<p><i>STUDENT IMPACT</i></p> <p><u>Sample Questions:</u></p> <p>In what ways do the educational and employment status of special education students change during the project?</p> <p>In what way does the dropout rate of special education students change during the project?</p> <p>Do the above analyses differ by disability or race?</p>	<p>Student records (DELSIS).</p> <p>Delaware Department of Education exiter follow-up survey.</p>	<p>Delaware Department of Education.</p>	<p>Years 3-5 (Spring 1999-Spring 2001)</p> <p>(Data will be analyzed to the extent that it exists)</p>	<p>Data request generated by R & D Center.</p> <p>Data request filled by the Delaware Department of Education.</p> <p>Analysis and reporting by the R & D Center.</p>

APPENDIX B: TQM PARENT SURVEY

Transition Services Quality Management (TQM) Project Survey

Dear Parent,

This survey is being conducted by the University of Delaware Education Research & Development Center, an independent research and evaluation organization, at the request of the Delaware Department of Education and the Division of Vocational Rehabilitation. **The purpose of the survey is to determine the impact of the Transition Services Quality Management (TQM) Project upon how transition service planning occurs for students with disabilities as they transition from school to adult life.** So as to ensure that there is an adequate response rate, surveys are numbered to allow follow-up with those people who do not complete the survey. No individual person will be identified in our analyses; the Delaware and U.S. Departments of Education will receive summary report of aggregated data.

The survey has been designed so that you can complete it quickly and easily. Part A of the survey gathers information about the TQM Project's impact upon transition services planning; Part B gathers general information on how well the transition services planning process is working in secondary schools. Your comments will be appreciated and closely read but are purely optional. A postage-paid envelope has been included for your convenience. **Please return the survey in this postage-paid envelope by June 30.**

Thank you for your time and for sharing your experiences and thoughts. If you have any questions about this survey or if you would like a copy of the final report, please contact the Delaware Education Research & Development Center by email at ud-rcdc@udel.edu or by phone at [302/831-4433](tel:3028314433).

Sincerely,

Susan P. Giancola, Ph.D. and Pamela J. Brown, Ph.D.
TQM Evaluation Team
Delaware Education Research & Development Center

PART A: GENERAL INFORMATION

1. What is the age of your son/daughter who is (or will be) receiving transition services? _____
2. What grade was he/she in this past school year?
 7th 8th 9th 10th 11th 12th
3. What is his/her gender? Male Female
4. Have you received information **this year** about transition services planning for your son/daughter as he/she transitions from school to adult life?
 Yes No
5. How involved have you been with Delaware's transition services over the **past four years**?
 Very involved Moderately involved A little involved Not involved at all
6. How would you say transition services planning has changed in the **past four years**?
 It has improved. It has stayed about the same. It has gotten worse. Don't know

PART A: GENERAL INFORMATION (CONTINUED)

7. How satisfied are you with transition services planning in Delaware?
 Very Satisfied Satisfied Not Satisfied Very Dissatisfied
8. Do you think efforts over the **past four years** to increase the quality of transition services planning for students with disabilities and their families have been successful?
 They have been successful.
 They have helped some but have not been successful enough.
 They have had no impact.
 Don't know
9. Of the following challenges for transition services planning in Delaware, please **rank the top 3** where **1 is the biggest challenge, 2 the next biggest, etc.**
- | | |
|---|---|
| ___ student commitment | ___ training for professionals, e.g., teachers |
| ___ parent commitment | ___ training opportunities for parents |
| ___ teacher commitment | ___ availability of vocational courses for students |
| ___ school administrator commitment | ___ continuing education opportunities for students |
| ___ employer commitment | ___ job opportunities for students |
| ___ district office commitment | ___ integration of standards with transition |
| ___ integration of services across state agencies | ___ other: _____ |
| ___ transportation services | |

For each of the following statements, please **reflect on your experiences over the past year** and indicate your level of satisfaction.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
10. Communication between school staff and parents.	1	2	3	4	9
11. Responsiveness of school staff to my son/daughter's transition needs.	1	2	3	4	9
12. My son/daughter's involvement in transition planning.	1	2	3	4	9
13. Opportunities to communicate my opinions about transition services for my son/daughter.	1	2	3	4	9
14. Cooperation among special education, general education, and vocational education teachers.	1	2	3	4	9
15. Cooperation between schools and higher education institutions.	1	2	3	4	9
16. Cooperation between schools and state agencies that serve students with disabilities.	1	2	3	4	9
17. Availability of career counseling services for students.	1	2	3	4	9
18. Quality of career counseling services for students.	1	2	3	4	9

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19. Availability of continuing education for students.	1	2	3	4	9
20. Quality of continuing education for students.	1	2	3	4	9
21. Availability of vocational courses for students.	1	2	3	4	9
22. Quality of vocational courses for students.	1	2	3	4	9
23. Availability of information about community resources for families and students.	1	2	3	4	9
24. Availability of information for parents about helping their children with disabilities.	1	2	3	4	9
25. Availability of training sessions for parents.	1	2	3	4	9
26. Quality of the training sessions for parents.	1	2	3	4	9
27. Progress made over the last four years in providing transition services to students with disabilities.	1	2	3	4	9

PART B: SCHOOL INFORMATION

1. Have you consistently and in a timely manner been invited to attend IEP or transition meetings?

- Yes No

If yes, have you attended an IEP or transition meeting for your son/daughter since September?

- Yes No

If yes, how helpful has the meeting been to the transition needs of your son/daughter?

- Very Helpful Somewhat Helpful Not Helpful Not Sure

Please comment: _____

2. Has your son/daughter received training in self-determination?

- Yes No I don't know

If yes, how helpful has this training been to the transition needs of your son/daughter?

- Very Helpful Somewhat Helpful Not Helpful Not Sure

Please comment: _____

3. Has a Division of Vocational Rehabilitation (DVR) Counselor been in contact with your son/daughter?

- Yes No I don't know

If yes, how helpful has the counselor's involvement been to the transition needs of your son/daughter?

- Very Helpful Somewhat Helpful Not Helpful Not Sure

Please comment: _____

4. Have you received any information about parent training opportunities through the Parent Information Center?

- Yes No

If yes, did you attend any training sessions?

- Yes No

If yes, how helpful has this training been to your son/daughter's transition needs?

- Very Helpful Somewhat Helpful Not Helpful Not Sure

Please comment: _____

5. How much knowledge does your son/daughter have about the world of work?

- Very Knowledgeable Somewhat Knowledgeable Not Very Knowledgeable Not Sure

Please comment: _____

For each of the following statements, please indicate your level of agreement.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
6. The standards set by my son/daughter's school are realistic.	1	2	3	4	9
7. My son/daughter has received a good education.	1	2	3	4	9
8. The school has prepared my son/daughter well for life beyond high school.	1	2	3	4	9
9. My son/daughter has high expectations for him/herself.	1	2	3	4	9
10. My son/daughter has realistic expectations about his/her future.	1	2	3	4	9

As you read this list of personal traits, please indicate whether you believe teaching this trait is **primarily** the responsibility of the school or the parent.

	Primarily the school's responsibility	Primarily the parents' responsibility	Don't Know
11. Respect for others	1	2	9
12. Being a hard worker	1	2	9
13. Being on time	1	2	9
14. The ability to follow through	1	2	9
15. Politeness	1	2	9
16. Honesty	1	2	9

PART C: ADDITIONAL COMMENTS (OPTIONAL)

1. In your opinion, what has been the greatest success of transition services over the **past four years**?

2. Please use the remaining space for additional comments about Delaware's transition services.

Please return your completed survey in the enclosed postage-paid envelope by *June 30, 2000*.

Thank you for your time and effort in completing this survey.