EXECUTIVE SUMMARY
Quarter 1

The Model Transition Program (MTP) enrolled 9454 students as of June 30, 2008 (first reporting quarter). The gender distribution of these students was as expected with more males being represented. However, the race/ethnic distribution was more skewed compared to NY State with fewer African Americans and Hispanics represented in the population served. Most of the MTP students were juniors or seniors in high schools, and nearly 7% were ungraded, which is higher than the national average of 1%. Nearly half of the students had a learning disability, and 17% had a physical disability, 12% had an emotional disability, 9% had autism & MR, 3% had a sensory disability, and 10% had multiple disabilities. When compared nationally, the MTP population has a lower representation of students with autism & MR and sensory disabilities, and a higher representation of students with physical disability and multiple disabilities. Nearly 47% of students received free or reduced price lunch, matching the NY State average for this demographic.

Programming and services across the MTPs are focused on providing transition-related training and experiences, increasing the number of appropriate Vocational Rehabilitation referrals, and developing and strengthening partnerships with agencies to enable smoother transition to adulthood for the students with disabilities. When examining transition planning, nearly 65% of MTP students had measurable post-secondary goals in their IEPs, most of these had both the employment and post-secondary education goals. Also, 70% of MTP students participated in general educational classes, which is 20 percentage points less than the national average. This could be as a result of a higher proportion of ungraded students served in the MTP. Almost two thirds of MTP students participated in career development activities, most of which were pre-vocational soft skills training. Twelve percent participated in internship-type experiences, a statistic that is six times greater than the national average of 2%. Overall, students with autism & MR, students expecting to receive an IEP diploma, and those students with employment goals in their IEP were most likely to have participated in career development activities and in internship-type experiences. Nineteen percent of MTP students reported paid/unpaid work experiences, the highest being for seniors, and those students with autism & MR. Interestingly, students with autism & MR were more likely to be working in school-supported work settings and were less likely to receive pay for their work. Eighteen percent of MTP students participated in activities aimed to prepare for post-secondary education, mostly in the form of college information.
nights, and assistance with college applications. About one hundred MTP students have enrolled in credit bearing college courses.

One third of MTP students (2717) were referred to VR or were already accepted by VR for services. Eligibility was determined for half of these students and most of these are in statuses 14-20 within the VR system. The expected trend within this was that most of these students were seniors and also had an employment goal in their IEP. Also, 35% of MTP students received services from MTP partner providers, which is equivalent to the national average reported in the National Longitudinal Transition Study-2. Most of these students were 12th graders and were expecting to receive an IEP diploma.