EXECUTIVE SUMMARY
Quarter 2 (Data Collected Between June 30, 2008 – October 14, 2008)

The focus of each individual Model Transition Program (MTP) is to provide effective programming and services related to transition planning, increase the number of quality Vocational Rehabilitation referrals, and develop and strengthen partnerships with community agencies in order to facilitate seamless transition to adulthood for students with disabilities. Each MTP site reports quarterly on student involvement in transition-related activities. As of October 14, 2008 (the end of the second reporting quarter), the MTP as a whole enrolled 11,935 students which reflects an increase of 2,481 students from the previous reporting quarter. Of these 11,935 students, 6,734 (57%) were 12th and 11th grade students. A total of 4219 records were updated between the first reporting quarter (ending June 30, 2008) and the second reporting quarter, and 2,196 records were de-activated in the second reporting quarter.

New findings between Quarter 1 and Quarter 2

Of the 3,190 students who indicated no work experience last quarter 227 (7%) found new work experience (paid/unpaid) in Quarter 2.

Of the 951 students who did not participate in any career development activities in Quarter 1 - 100 (11%) newly participated in career development activities in Quarter 2.

Of the 2625 students who did not receive any services from MTP partner providers in Quarter 1 - 208 (8%) newly received services from MTP partner providers in Quarter 2.

IEP, Student Engagement, Career Development & Work Experience

6,104 MTP students (65%) had Measurable Post Secondary Goals in their IEP. More than 75% of students expecting to receive a Regents and Local diploma had both employment and post-secondary education goals. Students with autism & MR were least likely to have both employment and PSE goals, followed by students with multiple disabilities.

About 11% (1,050) of students had attendance problems with the highest incidences of attendance issues among students of multiracial and Hispanic/Latino ethnicities, students expecting to receive a GED diploma, and those having an emotional disability.
Sixty one percent (5,769) of students participated in career development activities. The highest participation was among ungraded students, those with autism and MR, and those expected to receive an IEP diploma.

Nineteen percent (1,782) of MTP students participated in paid/unpaid work experiences, most of this being part-time work. Fourteen percent (1,640) of MTP students participating in paid/unpaid work experience were 12th or 11th graders.

Eighteen percent (1,664) of MTP students participated in activities aimed to facilitate transition to post-secondary education.

**VR Referral Status for MTP Youth (CaMS data)**

A total of 3,083 MTP students applied or contacted VESID for VR services between July 1, 2007 and September 30, 2008. Of these, 72% were 17-18 years old at application. As of Oct. 28, 2008, 90% of these applicants were determined eligible for VR services and 60% of the eligible consumers had established an Individualized Plan for Employment.

About 12% of the consumers exited VESID between July 2007 and September 2008 either with or without an employment outcome. Of these closures, 39.1% exited without eligibility determination (Status 08), 14.3% with eligibility determination but no IPE (Status 30), and 34.4% with an IPE developed (Status 28). Only 47 consumers (12.2%) were closed with an employment outcome (Status 26).

Of the 47 rehabilitated consumers, 92% were employed in integrated settings, without supports.

**Collaboration**

Based on information entered into TID, out of 11,935 MTP students, 4,507 students received services from MTP partner providers, of which 1,273 (42% of all) were 12th graders. Not surprisingly, 50% of all MTP students expected to receive an IEP diploma have begun receiving provider services versus only 27% of MTP students expected to receive a Regents diploma.

According to the data from TransQUAL Online, 52 (87%) of the 60 Model Transition Programs created work plans for organizational development during 2008. Of those, 34 (57%) were created with TransQUAL team members that included people other than school personnel, such as agency representatives, parents and students. The highest percentages of work plans were in the areas of family involvement, student development and interagency collaboration.

Although not required until August 2009, seven MTPs have created 22 Progress Reports during 2008.