EXECUTIVE SUMMARY
Quarter Three (Data Collected Between October 15, 2009 – January 15, 2009)

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 January 15, 2009 (the end of the Third Reporting Quarter), the MTP as a whole enrolled 11,315 students. Of these 11,315 students, 6,049 (53%) were 12th and 11th grade students. A total of 4,490 records were updated between the Second Quarter (ending October 15, 2008) and the Third Quarter, and 1,989 records were de-activated in the Third Reporting Quarter.

New findings between Quarter 2 and Quarter 3

Of the 977 students who indicated no work experience for Second Quarter, 93 (10%) found new work experience (paid/unpaid) in the Third Quarter.

Among those who started new work experience in the Second Quarter, 70 (89%) were paid employment experiences.

Of the 256 students who did not participate in any career development activities in the Second Quarter, 112 (43%) newly participated in career development activities in the Third Quarter.

Of the 787 students who did not receive any services from MTP partner providers in the Second Quarter, 147 (19%) newly received services from MTP partner providers in the Third Quarter.

IEP, Student Engagement, Career Development & Work Experience

8,297 (73%) of the MTP students had measurable post-secondary education goals in their IEP. More than 74% of students expecting to receive a Regents and Local diploma had both employment and post-secondary education goals. Students scheduled to receive an IEP diploma had the lowest proportion of MPSGs in both employment and
PSE (52%) and the highest percentage (18%) of having neither employment nor PSE goals.

About 10% (1,150) of students had attendance problems with the highest incidences of attendance issues for students who are African American and Hispanic/Latino, students expecting to receive a GED diploma and those having an emotional disability.

Seventy three percent (8,262) of students participated in career development activities. The highest participation was among the ungraded students, those with autism & MR, and those expected to receive an IEP diploma. Nearly half of the instances of career development activities were pre-vocational soft skills, and only 11% were internship-type experiences.

Seventeen percent (1,920) of MTP students participated in paid/unpaid work experiences, most of this being part-time work. Of the MTP students with work experience, 67% (1,292) were 12th or 11th graders. Among those who participated in work experience 68% were paid positions. Greater proportions of students with emotional disabilities, learning disabilities, physical disability and sensory disability had a paid work experience compared to their peers who are classified with MR or autism.

Thirty seven percent (4,152) of MTP students participated in activities aimed to facilitate transition to post-secondary education.

Analysis of CaMS data – VR Referral Status for MTP Youth

According to the CaMS data, a total of 4,050 MTP students applied or contacted VESID for VR services between July 1, 2007 and December 31, 2008. 73% were 17-18 years old at application. As of December 31, 2008, 85% of these applicants were determined eligible for VR services and 64% of the eligible consumers had established an Individualized Plan for Employment.

Of 3,277 VESID consumers who were reported in the Second Quarter, 2,588 (80%) showed no status change in Quarter 3.

Collaboration

Based on information entered into TID, out of 11,315 MTP students, 4,361 students received provider services of which 1,338 (39.8%) were 12th graders. Not surprisingly, 56% of all MTP students expected to receive an IEP diploma have begun receiving provider services versus 29.7% of MTP students expected to receive a Regents diploma.

Higher percentages of students with developmental disabilities, multiple disabilities and autism are receiving agency services, in alignment with expected support needs associated with these disability classifications.
According to the data from TransQUAL Online, 52 (87%) of the 60 Model Transition Programs created work plans for organizational development from January 2008 to the present. 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 training/empowerment, student participation, and IEP development. It is interesting to note that there has not been an increase in the development of work plans between Quarter 2 and Quarter 3. However, 13 MTPs have created 22 Progress Reports during 2008 and this is not required until August of 2009.