EXECUTIVE SUMMARY

Quarter 4 (Data collected between January 15, 2009- April 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 April 15, 2009, the MTP as a whole enrolled 12,181 students. Of these, 6,576 were 12th and 11th grade students. A total of 5,646 records were updated between the Third Quarter (ending January 15, 2009) and the Fourth Quarter, and 634 records were de-activated in the Fourth Reporting Quarter.

New findings between Quarter 3 and Quarter 4

Of the 2,176 students who indicated no work experience for the Third Quarter, 109 (5%) found new work experience (paid/unpaid) in the Fourth Quarter. This change is half of that reported between the second and third quarters.

Among those who started new work experience in the Third Quarter, 37 (34%) were paid employment experiences.

Of the 364 students who did not participate in any career development activities in the Third Quarter, 97 (27%) newly participated in career development activities in the Fourth Quarter.

Of the 1,675 students who did not receive any services from MTP partner providers in the Third Quarter, 297 (18%) newly received services from MTP partner providers in the Fourth Quarter.

IEP, Student Engagement, Career Development & Work Experience

9,482 (78%) 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 (55%) and the highest percentage (8%) 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 seven percent (9,362) 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.

Eighteen percent (2,209) of MTP students participated in paid/unpaid work experiences, most of this being part-time work. Of the MTP students with work experience, (1,012) were 12th 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 six percent (4,429) 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 4,836 MTP students applied for VR services between July 1, 2007 and March 31, 2009. Seventy four percent were 17-18 years old at application. As of March 31, 2009, 85% of these applicants were determined eligible for VR services and 64% of the eligible consumers had established an Individualized Plan for Employment (IPE).

Half of them (n= 2,432) have received or planned to receive VR services. The top four VESID services received by the MTP referees were: Assessment services, College or University Training services, On-the-Job Supports services and Other services. The average cost of services for the 2,432 consumers was $2,951 (SD: $4,938), and the median (50th percentile) was $1,504.

About 19% (n=941) of the consumers exited VESID. Of them, only 164 (17.4%) were closed with an employment outcome (Status 26); 26.6% exited without eligibility determination (Status 08), 36.1% with eligibility determination but no IPE (Status 30), and 19.9% with an IPE developed (Status 28).

Collaboration

Based on information entered into TID, out of 12,181 MTP students, 5,928 students received provider services of which 1,876 were 12th graders. Not surprisingly, 65% of
all MTP students expected to receive an IEP diploma have begun receiving provider services versus 40% 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 4. However, 13 MTPs created 22 Progress Reports during 2008 and this is not required until August of 2009.