EXECUTIVE SUMMARY

Quarter 5 (Data collected between April 15, 2009 - July 15, 2009)

The focus of each 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, facilitating seamless transition to adulthood for students with disabilities. Each MTP site reports quarterly on student involvement in transition-related activities. As of July 15, 2009, the MTP as a whole enrolled 11,836 students. Of these, 6,318 were 12th and 11th grade students. A total of 5,371 records were updated between the Fourth Quarter (ending April 15, 2009) and the Fifth Quarter, and 741 records were deactivated in the Fifth Reporting Quarter.

New findings between Quarter 4 and Quarter 5

Of the 545 students who indicated no work experience for the Fourth Quarter, 34 (6%) found new work experience (paid/unpaid) in the Fifth Quarter. This change is similar to that reported between the third and fourth quarters.

Among those who started new work experiences in the Fifth Quarter, 23 (66%) were paid employment experiences.

Of the 116 students who did not participate in any career development activities in the Fourth Quarter, 10 (8%) newly participated in career development activities in the Fourth Quarter.

Of the 257 students who did not receive any services from MTP partner providers in the Fourth Quarter, 164 (18%) newly received services from MTP partner providers in the Fifth Quarter.

IEP, Student Engagement, Career Development & Work Experience

9,421 (80%) of the MTP students had measurable post-secondary education goals (MPSG) in their IEP, representing a 2% increase from last quarter. Eighty-four percent of students expecting to receive a Regents and 75% of Local diploma recipients 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 (56%) and the highest percentage (8%) of having neither employment nor PSE goals.
About 11% (1,261) 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 (9,085) 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. The majority of the instances of career development activities were career counseling, career assessment and pre-vocational soft skill activities, and only 11% were internship-type experiences.

Twenty one percent (2,475) of MTP students participated in paid/unpaid work experiences, most of this being paid part-time work. Of the MTP students with work experience, (1,056) 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 five percent (4,165) 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 5,714 MTP students applied or contacted VESID for VR services between July 1, 2007 and June 30, 2009. Seventy four percent were 17-18 years old at application. Approximately 50% of the students had Specific Learning Disabilities reported as their primary disability. Nine percent of the consumers reported receiving one or more public supports such as SSI and SSDI at application. As of June 30, 2009, 84% of the applicants were determined eligible for VR services. Of the eligible consumers 65% had their IPE.

Of 5,267 VESID consumers who were reported in Quarter, 4,060 (77%) showed no status change in Quarter 5. Of the 442 consumers who were in contact status in the last quarter, 100 (23%) remained at the same status in June 2009. As for consumers who were in training (Status 18), 1,307 (94%) of the 1,393 consumers continued their training, and 8 consumers exited VESID with an employment outcome. Of the 35 consumers who reported being employed (Status 22), 21 (60%) achieved successful rehabilitation outcome.

As a result of merging each authorization record into 22 service types based on the RSA 911 service classification system, a total of 4,732 types of VR services were provided to 2,798 (50%) VESID consumers. The top four VESID services received by the MTP referees were: Assessment services, On-the-Job Supports services, College or University Training services, and Other services. The average number of services received was 1.7 with standard deviation (SD) of 0.98. The average cost of services for
the 2,798 consumers was $3,078.21 (SD: $4,728.70), and the median (50th percentile) was $1,670.13.

Of the 193 rehabilitated consumers, 143 consumers (79%) were employed without supports in integrated settings and the rest (n=50) were unpaid family workers at closure. Ninety seven percent (n=187) of the rehabilitated consumers achieved a competitive placement. Thirty five percent (n=67) of them reported being employed in a service related field at the time of closure.

**Collaboration**

Based on information entered into TID, 5,896 (50%) of 11,836 active MTP students received services from their MTP providers. Of those, 3,986 students had correct descriptive information entered regarding the nature of those services. As of July 15, 2009, a total of 6,290 instances were entered into the Partner Provider Section of the TID as a result of excluding the provider categories such as high schools, MTP staff and University of Buffalo.

Many students (n=911) received multiple services during the last quarter. Seventy-six percent of the MTP students received at least one employment related service from the MTP partner providers. Respectively, 31% of the students received postsecondary education related services, and 25% received independent living related services. Meanwhile, 60% of the services provided by the MTP partners were designed to increase MTP students’ employability skills.

Many students are apparently receiving agency services that are not through the MTP grants. If these services are associated with positive student outcomes, there exists potential for practices that are sustainable beyond the expected end date of the MTP.

Twenty (38%) of the 53 MTPs that created TransQUAL work plans, developed progress reports to reflect on the results of their program planning efforts. Of those 20 progress reports, half included information regarding sustainable practices.