Student Demographics

The Model Transition Program (MTP) has generated extensive individual student data regarding participating student demographics. The data tables in the following section are mostly derived from the Transition Impact Data (TID) database. Below is a summary of our findings:

- **Total Students:** As of June 30, 2008, a total of 9,454 students have been entered into the Transition Impact Database (TID).

- **Gender/Ethnicity:** 5,947 (63%) of the MTP students were male, and 6,925 (73.2%) were entered as Caucasian. 1,196 (12.7%) were African American, and 361 (3.8%) were Hispanic.

- **Grade Level:** 5,326 (56.4%) were either juniors or seniors, and 749 (7.9%) students were under 9th grade.

- **Diploma Status:** Over half of the students were expected to achieve a Regents Diploma, 21% for Local Diploma, 21.6% for IEP Diploma, and 2.3% for GED.

- **Disability Classification:** Nearly half (48%) were classified with a learning disability. 17% had a physical disability such as orthopedic impairment, traumatic brain injury, and other health impairment.

- **Public Support:** Among the 5,379 students who answered either yes or no to the question about free or reduced price lunch, 2,541 (47%) students received free or reduced price lunch, which seems compatible with state average of 44.8%.
IEP and Career Development

The Model Transition Program (MTP) has generated extensive individual student data regarding Individualized Education Planning (IEP) development, school engagement, participation in career development activities and work experiences supporting the post-secondary planning for students with disabilities. The following data tables in the following section are derived from the Transition Impact Data (TID) database. Below is a summary of our findings:

- **IEP Post Secondary Goals:** 6,104 (65%) the MTP students had measurable post-secondary goals (PSE) in their IEP - 16% had employment goals only, 9% had post-secondary education (PSE) goals only, and the majority (69%) had both. Asian and Hispanic students were less likely to have documented employment goals or PSE goals in their IEPs. Also, a large proportion of ungraded MTP students had neither employment nor post-secondary goals. 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.

- **School Engagement:** About 11% (1,050) of students had attendance problems. The three most frequent reasons for attendance problems were ‘Behavioral or mental health problem’ (40.5%), ‘Physical health’ (18.2%) and ‘Life time events’ (7.7%). Attendance problem was highest among:
  - Multiracial, Hispanic/Latino, followed by African American
  - Those expected to receive a GED diploma
  - Those having an emotional disability

- **Inclusion:** Seventy percent (6,591) of the MTP students participated in general education classes. Participation in general education classes was least for ungraded students, and students expected to receive an IEP diploma, and those with emotional disability.

- **Career Development Activities:** Sixty one percent (5769) of students participated in career development activities. 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 12% were internship-type experiences. Greater proportion of seniors had the latter compared to their peers in junior years. Also, greater proportion of students with autism & MR reported internship-type experiences compared to their peers. Additionally, students with autism & MR, those who are expected to receive IEP diploma, and those with only employment goals in their IEP are more likely to spend a greater proportion of their school time in career development activities.
• **Work Experiences:** Nineteen percent (1782) of MTP students participated in paid/unpaid work experiences, most of this being part-time work. A greater proportion of 12th graders, those with autism & MR, and those not expected to receive a Regents diploma were more likely to have participated in work experiences. More than half of the reported work instances involved pay, with about 28% earning at or above minimum wage, and 4% earning less than minimum wage. Interestingly, though a greater proportion of students with autism & MR report having work experience, they form the lowest proportion of students receiving work for pay. In most instances, students had paid work experiences with pay if he/she found the job on their own as opposed to the school-supported or an MTP-agency supported work in the community. For nearly 40% of the work instances the student found the job on their own. Students under 9th grade, and those with autism & MR were more likely to have work instances supported by their school (either within the school or the community). Note that the work instances supported by school within the school facility were more likely to be associated with pay below minimum wage. Also students with multiple disabilities had the highest work instances associated with pay below minimum wage.

• **Post Secondary Preparation:** Eighteen percent (1,664) of MTP students participated in activities aimed to facilitate transition to post-secondary education. Most of these were college information nights, and assistance with college applications. About 101 students are enrolled in courses for credit at the partnering post-secondary institutions in the MTP.
Vocational Rehabilitation Status

The Model Transition Program (MTP) has generated extensive individual student data regarding VR status utilizing both Transition Impact Data and the CaMS system. Below is a summary of our findings:

- **VR Referral received/accepted:** The VR referral was received /accepted for about a third of the MTP students (2717). Most of these were 12th graders and ungraded students, and those who had both employment and post-secondary education in their IEPs. A lower proportion of students with emotional disability, and multiple disabilities were represented in this group.

- **Movement of MTP students across VR Statuses:** Among all the students whose VR referral was received/accepted, about a third (948) were in the application received status. More than half (1,479) of the students whose VR referral was received/accepted were determined to be eligible for VR services. Out of these, half were in eligibility determined status (status 10), and the rest had an Individual Plan for Employment developed. Nearly 80% of students with an IPE were in statuses 14-20 in the VR system.

- **CaMS vs. TID VR Status:** A higher proportion of students who were referred/accepted by VESID were determined eligible in CaMS vs. TID. However, overall patterns of the movement remained fairly similar across the two systems. Future reporting will involve more detailed comparisons and reporting from the CaMS system.

- **VR statuses 14-20:** Among 629 students currently within statuses 14-20, most are Caucasians, and students expected to receive an IEP diploma, and 12th graders and ungraded MTP students. A lower proportion of students with emotional disability and sensory disability were at this VR status.