Highlights
Quarter 2

TID ANALYSIS OF UPDATED STUDENT RECORDS

Updated between June 30, 2008 and October 14, 2008

- Of the 3190 students who indicated no work experience in quarter 1, 227 (7%) found new work experience (paid/unpaid) in quarter 2.

- Among those who started new work experience in quarter 2, 175 (83%) were paid employment experiences.

- Of the 1017 students who indicated having work experiences in quarter 1, 74 (7%) did not participate in any work experience in quarter 2.

- Greater proportion of students: (a) in 10th grade; or (b) with multiple disabilities; or (c) expecting to receive an IEP diploma newly participated in work experience 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.

- The missing values for the variable career development activities reduced from 581 to 121 (21% reduction).

- Greater proportion of students : (a) in less than 9th grade; or (b) with Autism & MR; or (c) expecting an IEP diploma 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.
• Greater proportion of students: (a) with Autism & MR; or (b) expecting an IEP diploma newly received services from MTP partner providers in quarter 2.

• A total of 890 MTP students, including 12 cases with missing information, indicated changes in VR statuses between Quarter 1 and Quarter 2.

• Changes in VESID status were observed more in 11th graders, ungraded students and students with multiple disabilities.

IEP AND CAREER DEVELOPMENT

Data collected between June 30, 2008 and October 14, 2008

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: Sixty-five percent (6,104) of the MTP students had measurable post-secondary goals in their IEP. Of these, 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 problems were 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 lowest for ungraded students, 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. A greater proportion of seniors had the latter compared to their peers in junior years. Also, a greater proportion of students with autism and 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. Twelfth graders, those with autism and 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, a student had paid work experience if he/she found the job on his/her own as opposed to through school-supported or MTP-agency supported work in the community. In 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.
VESID Referral

This section presents our findings from the analysis of the CaMS data, provided on October 28, 2008, for VESID consumers who were referred by the Model Transition Programs.

- **VR Referral received/accepted:** According to the CaMS data, a total of 3,412 MTP students applied or contacted VESID for VR services between July 1, 2007 and October 28, 2008. Note that the remaining analysis in this report is limited to the 3,083 consumers who applied between July 1, 2007 and September 30, 2008, excluding 329 who were still in contact status without an application date.

- **Consumer Demographics:** Slightly over 60% were males, 67% were White Americans, no Hispanic Origin, and 72% were 17-18 years old at application. The majority of them (97.7%) were either pursuing a special education certificate or a high school diploma. Approximately half reported Specific Learning Disabilities as their primary disability to be eligible for VR services. Almost 10% reported receiving one or more public supports such as SSI and SSDI at application.

- **VESID Statuses:** As of October 28, 2008, 90% of the applicants were determined eligible for VR services. Of the eligible consumers 60% had developed their own IPE. About 12% of the consumers exited VESID between July 2007 and September 2008 either with or without an employment outcome.

- **VR Service Patterns:** As a result of merging each authorization record into 22 service types based on the RSA 911 service classification system, a total of 3,039 types of VR services were provided to 1,787 consumers as of 10/28/08. The top three VESID services received by the MTP referees were Assessment services, College or University Training services, and Other services. The average number of service received was 1.7 services with standard deviation (SD) of 0.95. The average cost of services of the 1,787 consumers was $2,885 (SD: $4,956), and the median (50th percentile) was $1,200.

- **Closure Status:** Of closed cases, 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). Race/ethnicity, level of education, and type of disability appeared to be associated with the type of closure. While impairment related reasons were related to Status 08, Inability to locate or contact consumers was the highest reason for closure for consumers without an employment outcome after eligibility determination (28 Closure and 30 Closure).
• **Status 26 (Successful Closure):** Of the 47 rehabilitated consumers, 92% were employed integrated setting, without supports. The mean number of hours worked in a week at closure was 32.7 hours (SD=8.3). The average hourly wage of this group was $8.60. All of the rehabilitated consumers achieved a competitive placement which indicates that they obtained full or part time employment in an integrated setting and were earning at or above minimum wage (NY=$7.15).

**Interagency Collaboration**

**Provider Services:** Based on information entered into TID, out of 11,935 MTP students, 4507 students received provider services. Provider services were received by 1,273 12th graders or 42% of all MTP 12th graders. Not surprisingly, 50% of all MTP students expected to receive an IEP diploma have begun receiving provider services versus on 27% of MTP students expected to receive a Regents diploma.

**Description of Services:** Although 4,507 students were indicated as receiving agency services, only 2,967 (66%) had descriptive information entered regarding the nature of those services. Since the Cornell research staff addressed this issue at our regular site visit meetings, we expect better quality of data in the future.

**Type of Services:** Many students received multiple services during the last quarter. Consequently, the total number of service **instances** exceeded the total number of students with descriptive agency information. As of October 15, 2008, a total of 4,798 instances were entered into the Partner Provider Section of the TID. However 1,074 (25%) of those instances incorrectly indicated that the MTP program itself (i.e. School Districts) was the partner providing the service. Excluding those provider categories, this report only included 3,724 instances that were provided to 2,353 MTP students for analysis. Seventy-six percent of the MTP students received at least one employment-related service from the MTP partner providers. Respectively, 27% of the students received postsecondary education related services, and 30% received independent living related services. Meanwhile, 60% of the services provided by the MTP partners were designed to increase MTP students' employability skills.

**Disability Classification:** Students with Learning Disabilities received the highest **number** of services. However, higher **percentages** of students with developmental disabilities and autism are receiving agency services, in alignment with the expected support needs associated with these disability classifications. It also fits that older students would receive more agency services than younger students. Do these students have a more flexible school schedule, allowing for more agency interaction during school hours? Are agencies working individually with students after school hours?

**Type of Providers:** Most of the services were provided by organizations that traditionally provide services to individuals with disabilities, such as community rehabilitation providers and Independent Living Centers. However, 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.**

**TransQUAL:** 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. However, significant numbers of work plans have been created across all areas. 

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