Highlights
Quarter 3

TID ANALYSIS OF UPDATED STUDENT RECORDS

Updated between January 15, 2009 and April 15, 2009

Change Highlights:

- 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 second quarter, 70 (89%) were paid employment experiences.

- Greater proportion of: (a) ungraded students; or (b) students with sensory disabilities; or (c) expecting to receive an IEP diploma newly participated in work experience in third quarter.

- 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 third quarter.

- The missing values for the variable career development activities drastically reduced from 214 to only 4.

- Greater proportion of students: (a) in less than 12\textsuperscript{th} grade; or (b) with Autism & MR; or (c) expecting an IEP and local diploma newly participated in career development activities in quarter 2.

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

**IEP AND CAREER DEVELOPMENT**

Data collected between January 15, 2009 and April 15, 2009

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 are derived from the Transition Impact Data (TID) database. Below is a summary of our findings:

**IEP Post Secondary Goals:** Seventy Three percent (8,297) of the MTP students had measurable post-secondary goals (MPSG) in their IEP. Of these, 18% had employment goals only, 8% had post-secondary education (PSE) goals only, and the majority (69%) had both. A higher proportion of ungraded MTP students (9%) had neither employment nor post-secondary goals. More than 74% of students expecting to receive a Regents and Local diploma had both employment and PSE goals. Interestingly, 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. Students with multiple disabilities and sensory disabilities were least likely to have both employment and PSE goals, followed by students classified as autism and MR.

**School Engagement:**

About 10% (1,150) of students had attendance problems, of whom 25% (284) attended school less than 40% of the required time and 55% (636) attended school between 40% and 79% of the required time. Three most frequent reasons for attendance problems were ‘Behavioral or mental health problem’, ‘Physical health’ and ‘Life time events.’ 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:** Sixty Five percent (7,344) 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 an emotional disability.

**Career Development Activities:** 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. A greater proportion of seniors and ungraded students had the latter compared to their peers in junior years. Also, a greater proportion of students with autism and MR, and sensory disabilities reported internship-type experiences compared to their peers. Additionally, students with autism & MR, those who are expected to receive an 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:** Seventeen percent (1,920) of MTP students participated in paid/unpaid work experiences, most of this being part-time work. Twelfth-graders, those with autism and MR and emotional disabilities, and those not expected to receive a Regents diploma were more likely to have participated in work experiences. Sixty eight percent of the reported work instances involved pay, with about 24% earning at or above minimum wage, and 11% earning less than minimum wage and 25% not receiving any wages for work. Interestingly, though a greater proportion of students with autism and MR and emotional disabilities 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 45% of the work instances, the student found the job on their own. Ungraded students and those with autism and 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 emotional disabilities had the highest work instances associated with pay below minimum wage.

**Post Secondary Preparation:** Thirty seven percent (4,152) of MTP students participated in activities aimed to facilitate transition to post-secondary education. Most of these were college information nights, and training for applying to/attending college. About 97 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 for VESID consumers who were referred by the Model Transition Programs.

- **VR Referral Received/Accepted:** According to the CaMS data, a total of 4,050 MTP students applied or contacted VESID for VR services between July 1, 2007 and Dec. 31, 2008. Note that the remaining analysis in this report is limited to the 3,795 consumers who applied between July 1, 2007 and Dec. 31, 2008, excluding 255 who were still in contact status without an application date.

- **Status Updates from Quarter 2:** Of 3,277 VESID consumers who were reported in the second quarter, 2,588 (80%) showed no status change in Quarter 3. Of 194 consumers who were in contact status in Quarter 2, 136 (70%) remained at the same status at 12/31/08. As for consumers who were in training (Status 18) in Quarter 2, 1,013 (93%) of the 1,088 consumers continued their training, and 17 consumers exited VESID with an employment outcome. Of 29 consumers who were employed (Status 22) in Quarter 2, 22 (76%) achieved successful rehabilitation outcome during Quarter 3.

- **Consumer Demographics:** Slightly over 60% were males, 67% were White Americans, no Hispanic Origin, and 73% were 17-18 years old at application. The majority of them (97%) were either pursuing a special education certificate or a high school diploma. 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.

- **VESID Statuses:** As of December 31, 2008, 85% of the applicants were determined eligible for VR services. Of the eligible consumers 64% had their IPE. About 12% of the consumers exited VESID between July 2007 and December 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 3,592 types of VR services were provided to 2,102 consumers. 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 number of service received was 1.7 with standard deviation (SD) of 0.96. The average cost of services of the 2,102 consumers was $3,080 (SD: $5,174), and the median (50th percentile) was $1,244.

- **Closure Status:** Of 610 closed cases, 29.7% exited without eligibility determination (Status 08), 38.7% with eligibility determination but no IPE (Status 30), and 16.4% with an IPE developed (Status 28). Only 93 consumers (15.2%) 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 93 rehabilitated consumers, 89% were employed integrated setting, without supports. The mean number of hours worked in a week at closure was 33.8 hours (SD=7.9). The average hourly wage of this group was $9.22. Most of the rehabilitated consumers (98%) 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**

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

Of the 4,361 students were indicated as receiving agency services, 3,539 (81%) had descriptive information entered regarding the nature of those services. As of January 15, 2009, a total of 5,475 instances were entered into the Partner Provider Section of the TID. However, 996 (18%) of those instances incorrectly indicated that the MTP program itself (i.e. School Districts, MTP) was the partner providing the service. Excluding those provider categories, this report included just the 4,479 instances that were provided to 2,919 MTP students for analysis.

Many students (n=645) received multiple services during the last quarter. Consequently, the total number of service instances exceeded the total number of students with descriptive agency information. Seventy-four percent of the MTP students received at least one employment related service from the MTP partner providers. Respectively, 28% of the students received postsecondary education related services, and 24% received independent living related services. Meanwhile, 61% of the services provided by the MTP partners were designed to increase MTP students’ employability skills. 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. Along those same lines, older students receive more agency services than younger students, as do students who are were indicated as ungraded. These students may have a more flexible school schedule, allowing for more agency interaction during school hours. Are agencies working individually with students after school hours?
Also of note, of those students who receive agency services, a higher percentage of students who are African American (30%) receive employment related agency services.

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.

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. However, significant numbers of work plans have been created across most areas.

Although not required until August 2009, 13 MTPs have created 22 Progress Reports during 2008.