Highlights
Quarter 4

TID ANALYSIS OF UPDATED STUDENT RECORDS
Updated between January 15, 2009 and April 15, 2009

Change Highlights:

• Of the 1196 students who indicated no work experience for third quarter, 70 (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 fourth quarter, 22 (31%) were paid employment experiences.

• A greater proportion of: (a) ungraded students; or (b) students with Autism & MR; or (c) expecting to receive an IEP diploma newly participated in work experience in fourth quarter.

• Of the 206 students who did not participate in any career development activities in the third quarter, 56 (27%) newly participated in career development activities in the fourth quarter.

• The missing values for the variable career development activities drastically reduced from 103 to only 0.

• Greater proportion of students: (a) in less than 12th grade; or (b) with Autism & MR; or (c) expecting an IEP and local diploma newly participated in career development activities in the fourth quarter.

• Of the 924 students who did not receive any services from MTP partner providers in the third quarter, 164 (18%) newly received services from MTP partner providers in the fourth quarter.

• Greater proportion of students: (a) with Autism & MR; or (b) expecting an IEP diploma or GED; or (c) in 11th grade, ungraded, or Others newly received services from MTP partner providers in the fourth quarter.
IEP AND CAREER DEVELOPMENT

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

Highlights

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 eight percent (9,482) of the MTP students had measurable post-secondary goals (MPSG) in their IEP. Of these, 17% had employment goals only, 8% had post-secondary education (PSE) goals only, and the majority (71%) had both. A higher proportion of ungraded MTP students (11%) 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 (55%) and the highest percentage (8%) of having neither employment nor PSE goals. Students with sensory disabilities were least likely to have both employment and PSE goals, followed by students with multiple disabilities and those classified as autism and MR.

School Engagement

About 10% (1,244) of students had attendance problems, of whom 22% (273) attended school less than 40% of the required time and 56% (692) attended school between 40% and 79% of the required time. Three most frequent reasons for attendance problems were 'Behavioral health problem', and 'Physical health.' Attendance problems were highest among:
- Those expected to receive a GED diploma (31%)
- African American (16%), Hispanic/Latino (16%), followed by Multiracial (11%)- Those having an emotional disability (18%)

Inclusion: Sixty six percent (8,063) of the MTP students participated in general education classes. Participation in general education classes was lowest for ungraded students, and students expected to receive an IEP diploma.

Career Development Activities: 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. 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: Eighteen percent (2,209) 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 46% earning at or above minimum wage, and 11% earning less than minimum wage and 27% not receiving any wages for work. Interestingly, though a greater proportion of students with autism and MR report having work experience, they form the lowest proportion of students receiving pay for work. 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 or sensory disabilities 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 six percent (4,429) 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 124 students are enrolled in courses for credit at the partnering post-secondary institutions in the MTP.
VESID REFERRAL

Highlights

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 5,286 MTP students applied or contacted VESID for VR services between July 1, 2007 and April 15, 2009. Note that the remaining analysis in this report is limited to the 4,836 consumers who applied between July 1, 2007 and March 31, 2009, excluding 450 who were still in contact status without an application date.

Status Updates from Year 1 Quarter 3 (Y1Q3): Of 3,982 VESID consumers who were reported in the second quarter, 2,913 (73.2%) showed no status change in Year 2 Quarter 1 (Y2Q1). Of the 237 consumers who were in contact status last quarter, 111 (47%) remained at the same status at 3/31/09. As for consumers who were in training (Status 18), 1,078 (90%) of the 1,203 consumers continued their training, and 32 consumers exited VESID with an employment outcome. Of the 37 consumers who reported being employed (Status 22), 28 (76%) achieved successful rehabilitation outcome in 2009.

Consumer Demographics: Slightly over 60% were males, 67% were White Americans, no Hispanic Origin, and 74% were 17-18 years old at application. The majority of them (96%) 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 March 31, 2009, 85% of the applicants were determined eligible for VR services. Of the eligible consumers 64% had their IPE. About 19% of the consumers exited VESID between July 2007 and March 2009 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 4,115 types of VR services were provided to 2,432 (51%) VESID 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 services received was 1.7 with standard deviation (SD) of 0.96. The average cost of services for the 2,432 consumers was $2,951 (SD: $4,938), and the median (50th percentile) was $1,504.
**Closure Status**: Of 941 closed cases, 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). Only 164 consumers (17.4%) 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 most common reason for closure for consumers without an employment outcome after eligibility determination (28 Closure and 30 Closure).

**Status 26 (Successful Closure)**: Of the 164 rehabilitated consumers, 77% were employed in an integrated setting, without supports. The mean number of hours worked in a week at closure was 31.5 hours (SD=8.9). The average hourly wage of this group was $8.95. 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). Thirty four percent (n=56) reported being employed in the service related field at the time of closure.
INTERAGENCY COLLABORATION

Highlights

Based on information entered into TID, 5,928 (48.7%) of 12,181 MTP students received services from their MTP providers. The number of students includes students who reported receiving provider services (TID #B20) or whose descriptive information regarding those services was provided in the Service Provider section.

Although 5,928 students were indicated as receiving agency services, 4,570 (77.1%) had descriptive information entered regarding the nature of those services. As of April 15, 2009, a total of 7,518 instances were entered into the Partner Provider Section of the TID. However, 1,306 (17.4%) 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 only included 6,212 instances that were provided to 4,007 MTP students for analysis.

Many students (n=1,228) 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-six 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 21% received independent living related services. Meanwhile, 63% of the services provided by the MTP partners were designed to increase MTP students’ employability skills.

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.

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.