Highlights

Quarter 5

TID ANALYSIS OF UPDATED STUDENT RECORDS

Updated between April 15, 2009 and July 15, 2009

Change Highlights:

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

- Among those who started new work experience in the fifth quarter, 23 (66%) were paid employment experiences.

- A greater proportion of: (a) 12th graders; or (b) students with Autism & MR; or (c) expecting to receive an IEP diploma newly participated in work experience in the fifth quarter.

- 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 fifth quarter. This is substantially lower than in previous quarters.

- 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 fifth 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.

- A greater proportion of students: (a) with Autism & MR; or (b) expecting an IEP diploma or GED; or (c) in 12th grade newly received services from MTP partner providers in the fifth quarter.

- A total of 694 records were updated from quarter 4 to quarter 5 within TID. The following table provides summary of TID record updates for student records entered across all the quarters.
IEP AND CAREER DEVELOPMENT

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: Eighty percent (9,421) of the MTP students had measurable post-secondary goals (MPSG) in their IEP. Of these, 16% had employment goals only, 8% had post-secondary education (PSE) goals only, and the majority (73%) 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 (56%) 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 11% (1,261) of students had attendance problems, of whom 21% (269) attended school less than 40% of the required time and 55% (693) 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 (29%)
- African American (17%), Hispanic/Latino (16%), followed by Multiracial (12%)
- Those having an emotional disability (19%)

Inclusion: Sixty seven percent (7,922) 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 (9,085) 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. 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 peers in their junior year. 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: Twenty one percent (2,475) 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 four percent of the reported work instances involved pay, with about 47% earning at or above minimum wage, 9% 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 47% 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 the 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 five percent (4,165) of MTP students participated in activities aimed at facilitating transition to post-secondary education. Most of these were college information nights, and training for applying to/attending college. Approximately 123 students are enrolled in courses for credit at the partnering post-secondary institutions.
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 5,714 MTP students applied or contacted VESID for VR services between July 1, 2007 and June 30, 2009. Note that the remaining analysis in this report is limited to the 5,613 consumers who applied between July 1, 2007 and June 30, 2009, excluding 101 who were still in contact status without an application date.

- **Status Updates from Quarter 4:** Of 5,267 VESID consumers who were reported in the fourth 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.

- **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 (95%) 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 Status:** As of June 30, 2009, 84% of the applicants had been determined eligible for VR services. Of the eligible consumers 65% had their IPE. About 22% of the consumers exited VESID between July 2007 and June 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 4,732 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.

- **Closure Status:** Of 1,238 closed cases, 30.1% exited without eligibility determination (Status 08), 34.2% with eligibility determination but no IPE (Status
30), and 20% with an IPE developed (Status 28). Only 193 consumers (15.6%) 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 193 rehabilitated consumers, 143 consumers (79%) were employed without supports in integrated settings and the rest (n=50) were unpaid family workers at closure. The mean number of hours worked in a week at closure was 30.7 (SD=8.9). The average hourly wage of this group was $8.83 ($8.95 as of 12/31/08). 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.
INTERAGENCY COLLABORATION

**Highlights**

Based on information entered into TID, 5,896 (50%) of 11,836 active 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 5,896 students were indicated as receiving agency services, 3,986 (67.6%) had correct descriptive information entered regarding the nature of those services. **Please note:** unlike our previous MTP reports, in this report we exclude activities provided by any high schools, MTP affiliated staff, University of Buffalo (MTP training), and VESID. Thus, a total number of interagency collaboration records decreased from last quarter (7,518 instances reported by 4,007 students in Quarter 5). 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. This report only included 6,290 instances that were provided to 3,986 MTP students for analysis.

Many students (n=911) 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, 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.

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. 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, 53 (88%) 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.
Twenty of the 53 MTPs that created TransQUAL work plans (38%) developed progress reports to reflect on the results of their program planning efforts. Of those 20 progress reports, 10 included information regarding sustainable practices.