

# Model Transition Program

## **Lead Consortia**

Alfred-Almond

Bath

Corning-Painted Post

Greater Southern Tier BOCES

**2007-2008 School Year**

# Consortiums

## **Alfred-Almond**

- Arkport/Canaseraga
- Canisteo-Greenwood
- Horseheads
- Prattsburgh

## **Bath**

- Avoca
- Bradford
- Campbell-Savona
- Hammondsport

## **Corning-Painted Post**

- Addison
- Odessa-Montour
- Spencer-Van Etten
- Watkins Glen

## **GST BOCES**

- Elmira Heights
- Hornell
- Jasper-Troupsburg
- Waverly

# Project Facilitators and Contact Information

- **Diane Marshall**, GST BOCES MTP Coordinator: [dmarshall@gstboces.org](mailto:dmarshall@gstboces.org)
- **Beth Perry**, Alfred-Almond Lead Facilitator: [bperry@gstboces.org](mailto:bperry@gstboces.org)
- **Laurie Crooker**, Bath Lead Facilitator: [lcrooker@gstboces.org](mailto:lcrooker@gstboces.org)
- **Jill Durkin**, Corning/Painted Post Lead Facilitator: [jdurkin@gstboces.org](mailto:jdurkin@gstboces.org)

# Steering Committee Members

- Sue Bain-Lucey, CSE Chair, Alfred Almond Lead
- Stacy Brzezinski, Educator and Transition, Bath Lead
- William Losinger, Transition Educator, Corning Lead
- Bonnie Goodwin, Educator, GST BOCES Lead
- Catherine Rohan, Educator, Hornell Non Lead
- Hildreth Rose, Regional SETRC & Transition PDS

# Community Partners

- AIM Independent Living Center
- Steuben, Chemung, Schuyler and Allegany ARC
- Capabilities, Inc.
- Workforce Development Center
- VESID
- Corning Community College
- Alfred State College
- Transition Coordination Site –Midwest

# Collaboration

- SUNY at Buffalo
  - provides training support for educators, students, families and community based agencies
- Cornell University
  - collects and interprets data through the Transition Impact Data with data input completed by educators and MTP facilitators
- NYS VESID
  - provides technical support

# Communication Protocol

- Monthly Steering Committee
- Monthly Partner/Steering
- Monthly District Transition Support (TSG) inclusive of: steering, partners, facilitators and coordinator
- Bimonthly Facilitator/Coordinator
- Monthly newsletter
- WEB [www.modeltransitionprogram.com](http://www.modeltransitionprogram.com)

# Model Transition Project Goals

- Increase Successful VESID Referrals
- Develop multi-year work experience for students
- Implement parent and student preparation for movement into vocational and other adult services
- Develop “bridge” programs from high school to post secondary education leading to future employment

# Model Transition Project Secondary

## Goals: Improved SPP District Results

- Increase awareness/develop strategies for improved graduation rates: Indicator 1
- Increase awareness/develop strategies for decreasing drop-out rates: Indicator 2
- Improve IEP development: Indicator 13
- Increase employment of students with disabilities: Indicator 14

## **VESID Referrals:** We must increase referrals to keep the grant

- We need district and BOCES personnel to know how to complete VESID transmittal forms
- We will assist with communication and form completion while you learn
- We will provide training

# VESID Referrals

District	2007	2008	District	2007	2008
● Addison	7	14	● Elmira	43	59
● Alfred Almond	4	11	● Elmira Heights	0	16
● Arkport	5	8	● Hammondsport	1	9
● Avoca	7	13	● Hornell	12	18
● Bath	11	33	● Horseheads	12	18
● Bradford	11	9	● Jasper T	5	3
● Campbell S	4	23	● Odessa M	4	6
● Canaseraga	1	0	● Prattsburgh	4	12
● Canisteo G	10	29	● Spencer VE	0	7
● Corning	45	73	● Watkins Glen	9	12
			● Waverly	10	22

Reflects Contact Status VESID data  
base

# How We Can Help

## Provide Technical/Fiscal Assistance

- VESID referrals
- Job development, job placement, job shadows, job coaching
- Career Exploration
- Soft Skills
- Community Resource Collaborations
- Summer experiences
- College Exploration
- Student and parent awareness
- Student conferences
- Parent trainings
- Student trainings
- Teacher trainings
- Driver permits
- Driver training
- Undiscovered ideas

# Professional Development-

## Educators, Agencies, Parents and Students

### Offered During and After School Hours

1. Navigating Adult Services \*
2. Self Determination \*
3. Pathways to Employment \*
4. Functional and Situational Assessments
5. Person Centered Planning
6. Transition, Get on Board!
7. Vocational Assessments/Evaluations & School Based
8. Entitlement to Eligibility
9. Adolescence and Disabilities
10. The High School to College Transition-Responsibilities
1. The High School to College Transition- Nuts and Bolts
2. The OMRDD Service Delivery System
3. Backward Planning and Transition
4. Integrating Soft Skills in the Workplace Setting
5. Effective Communication with Families and Professionals
6. Mentoring through Modeling
7. What is Next for Me? Roadmap for your Future after High School
8. Transition in the Classroom
9. Career Exploration- Discovering Meaningful Career Goals
10. Lost in Translation- Language of Agencies \*
11. Job Coaching \*

SUNY Buffalo \*Couses we have offered  
in GST region to date

# IEP Development

- We must improve IEP development
- Indicator 13 and 14 must improve in this region
- We will provide support and training related to IEP development
  - \* Transition in the present level of performance
  - \* Measurable post secondary goals
  - \* Coordinated set of activities
  - \* IEP/IPE coordination prior to exit

# Future Initiative

- We want to improve Indicator 1 and 2
- Committee to tackle graduation rates and look for research based strategies for improvement
- Committee to tackle drop out rates and look for research based strategies for improvement

# Job Development

- **Soft skill trainings-** In your school and at CSS  
Workforce NY- One Stops
- **Connections with agencies-**TSG meetings and in  
your schools
- **Fiscal support-** offset costs incurred
- **Support unpaid/paid work experiences,  
job shadows and business tours-**Purchase  
these services from our adult agencies, as well as facilitator and  
coordinator help

# Job Placement

- Employment Support
- Career Exploration
- Job Coaching
- Summer employment
- Enclave development

# College Preparation

- Visits and Campus Tours
- Assistance with application process, financial aid
- Assistance with student disability services
- Assistive technology

# Parent Involvement

- Support consultants
- Help set up parent meetings
- Awareness of options, services and processes

# Transition Impact Data 2007-2008

- TID is district provided data
- Collected by Cornell University
- Provides soft data
- Allows the program to capture and measure intermediate steps that are hoped to support successful transitions
- Hard data is also examined: CAMS, NYstart

# TID Demographic Data- 4 MTP

Gender	# of students	% of the total (N = 2446)
Male	1513	62%
Female	933	38%

Race/Ethnicity	# of students	% of the total (N = 2446)
Caucasian	2336	96%
African American	62	2.6%
Hispanic	14	0.6%
Native American	6	0.3%
Hawaiian/ Pacific Islander	4	0.2%
Asian	7	0.3%

**Total number of students in the MTP Consortia**

N = 2446

(SWD, declassified, 50% medically fragile, at risk)



**# of students with complete TID Quarterly Data**

n = 2325

( Included updates prior to June 10, 2008)

# Demographics (Cont.)

Grade-level	# of students	% of the total (N = 2446)
12 <sup>th</sup> grade	372	15%
11 <sup>th</sup> grade	431	18%
10 <sup>th</sup> grade	413	17%
9 <sup>th</sup> grade	452	19%
8 <sup>th</sup> grade	365	15%
7 <sup>th</sup> grade	339	14%
Ungraded	59	2%

Receiving free / reduced price lunch	# of students	% of the total (N = 2446)
Yes	986	41%
No	1088	45%
Don't Know	346	14%

Expected diploma	# of students	% of the total (N = 2446)
Regents	1630	67%
Local	339	14%
IEP	360	15%
GED	35	1%
Unknown	75	3%

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IEP Goals	# of students	% of the total (N = 2325)
Employment	220	10%
Post Secondary Education	80	3%
Both	1157	50%
None	868	37%

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# Q 1.A. Number of Regents Exams **Taken** by Grade-level for those students with Post Secondary education as one of their IEP Goals

Grade-level	# of students who took any regents exam (%)	# of students across the # of Regents Exams Taken				
		One	Two	Three	Four	Five
n = 1065*						
12 <sup>th</sup> grade	43 (22%)	31	4	4	4	0
11 <sup>th</sup> grade	50 (22%)	25	17	5	3	0
10 <sup>th</sup> grade	42 (21%)	32	8	2	0	0
9 <sup>th</sup> grade	7 (3%)	6	1	0	0	0
8 <sup>th</sup> grade	0	0	0	0	0	0
7 <sup>th</sup> grade	0	0	0	0	0	0

\* This included students who had Post Secondary Education as their IEP goal. Although there were 1237 students with Post Secondary Education as their IEP goal, information regarding Regents Exams Taken was available for 1065 students. Cornell TID

# Q 1.B. Number of Regents Exams **Passed** by Grade-level for those students with Post Secondary education as one of their IEP Goals

Grade-level	# of students who Passed any regents exam (%) n = 1065*	# of students across the # of Regents Exams Passed				
		One	Two	Three	Four	Five
12 <sup>th</sup> grade	27 (14%)	24	2	1	0	0
11 <sup>th</sup> grade	33 (15%)	28	3	2	0	0
10 <sup>th</sup> grade	34 (17%)	30	4	0	0	0
9 <sup>th</sup> grade	6 (2%)	5	1	0	0	0
8 <sup>th</sup> grade	0	0	0	0	0	0
7 <sup>th</sup> grade	0	0	0	0	0	0

\* This included students who had Post Secondary Education as their IEP goal. Although there were 1237 students with Post Secondary Education as their IEP goal, information regarding Regents Exams Taken was available for 1065 students. Cornell TID

## Q.2.B. Percentage of students receiving MTP partner provider services by Grade-level who had 'Employment' as their IEP goal

Grade-level	# of students	% of the total (n = 220)
12 <sup>th</sup> grade	14	35%
11 <sup>th</sup> grade	25	45%
10 <sup>th</sup> grade	6	24%
9 <sup>th</sup> grade	6	14%
8 <sup>th</sup> grade	4	17%
7 <sup>th</sup> grade	2	18%
Ungraded	10	63%

•Includes students who had only 'Employment' as the IEP goal

## Q.1. C. Percentage of time spent in General Education by grade-level for students with Post Secondary Education as one of IEP goals

Grade-level	# of students who participated in any General Education Classes (%) n = 1065*	# of students across the % of school time spent in General Education		
		< 40%	40% - 79%	≥ 80 %
12 <sup>th</sup> grade	173 (89%)	9	40	122
11 <sup>th</sup> grade	214 (94%)	17	63	134
10 <sup>th</sup> grade	183 (94%)	13	36	132
9 <sup>th</sup> grade	241 (95%)	25	43	172
8 <sup>th</sup> grade	145 (99%)	16	34	95
7 <sup>th</sup> grade	39 (93%)	1	5	33

\* This included students who had Post Secondary Education as their IEP goal. Although there were 1237 students with Post Secondary Education as their IEP goal, information regarding Regents Exams Taken was available for 1065 students. Cornell TID

## Q.2.A. Percentage of students with Employment/Work Experiences by Grade-level who had 'Employment' as their IEP goal

Grade-level	# of students	% of the total (n = 220)
12 <sup>th</sup> grade	18	45%
11 <sup>th</sup> grade	15	27%
10 <sup>th</sup> grade	9	36%
9 <sup>th</sup> grade	5	12%
8 <sup>th</sup> grade	1	4%
7 <sup>th</sup> grade	0	0
Ungraded	8	50%

•Includes students who had only 'Employment' as the IEP goal

# What's Next?

- Review the data
- Celebrate and Communicate
- Set short term goals
- Identify unmet needs
- Identify training needs
- Develop a strategic plan
- Implement the plan
- Review the results

# Thank you for your time and interest

Please feel free to contact any member of the steering committee or your facilitators/coordinator. We truly appreciate your support and anticipate your feedback.

Enjoy your day!