



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Improving Services and Outcomes for Students and Young Adults with Disabilities (Differently Abled)

December 2018

New York State Students and Young Adults Who Are Differently Abled

2017-18 data:

- 78,936 Preschool-age
- 482,143 School-age
 - 60,310 are also English Language Learners
- 30,052 Youth (ACCES-VR)

Summary of State Performance Plan Outcomes 2016-17

GREEN = State met the SPP Indicator target **RED** = State did not meet the SPP Indicator target. * = State had Slippage in the SPP Indicator

Indicator 1 Graduation
52.55%

Indicator 2 Dropout
12.66%

Indicator 3 State Assessments

Participation *
Performance *

Indicator 4 Suspension
All Students with Disabilities
Significant Discrepancy

Indicator 16 Mediation Agreements

Indicator 15 Resolution Sessions *

Suspension
Significant Disproportionality

Indicator 14 Post-School Outcomes
Higher Education
Higher Education/Competitive
Employment/Training Program

Indicator 5 School-age LRE
Regular Classroom
Separate Setting *

Indicator 13 Secondary Transition

Indicator 6 Preschool LRE
Regular Early Childhood
Separate Setting

Indicator 12 Early Intervention
to Preschool

Indicator 10
Disproportionate Representation *
Classification
Placement

Indicator 7 Preschool Outcomes *

Indicator 11 Timely Evaluations

Indicator 8 Parental Involvement

Indicator 9
Disproportionate Representation
Identification

Special Education Priority Improvement Areas

- Performance Outcomes
(Graduation, Dropout, and State Assessments)
- Disproportionality
(Identification, Placement and Suspension)
- Least Restrictive Environment
- Transition Planning and Services

BLUEPRINT FOR IMPROVED RESULTS FOR STUDENTS WITH DISABILITIES (DIFFERENTLY ABLED)

Students engage in **self-advocacy** and are involved in determining their own educational goals and plan.

Parents, and other family members, are **engaged as meaningful partners** in the special education process and the education of their child.

Teachers design, provide, and assess the effectiveness of **specially designed instruction** to provide students who are differently abled with access to participate and progress in the general education curriculum.

Teachers provide **research-based instructional teaching and learning strategies** and supports for students who are differently abled.

Schools provide **multi-tiered systems of behavioral and academic support**.

Schools provide **high quality inclusive programs and activities**.

Schools provide appropriate instruction for students who are differently abled in **career development and opportunities to participate in work-based learning**.

Improvement Objectives

- facilitate systems change efforts and sustainability of those changes;
- encourage and promote culturally and linguistically responsive and sustaining educational practices that includes families and communities;
- promote greater efficiency and effectiveness in the delivery of high-quality services to families and professionals;
- create a comprehensive, multi-disciplinary team approach focused on principles from NYSED's Blueprint for Improved Results for Students with Disabilities;
- provide information and professional learning in the areas of literacy, behavior, transition, specially designed instruction, and equity; and
- provide information and training about available service options for students from early childhood through high school.

Workforce Innovation and Opportunity Act (WIOA)

- WIOA was signed into law July 2014
- Final regulations were published August 19, 2016
- WIOA requires states to set aside 15% of their federal allocation to provide Pre-Employment Transition Services (Pre-ETS) to students who are differently abled.

What are Pre-Employment Transition Services (Pre-ETS)?

- Job exploration counseling
- Work-based learning experiences
- Counseling on postsecondary options
- Workplace readiness training
- Instruction in self-advocacy, which may include peer mentoring

Who Can Receive Pre-ETS?

- A student who is differently abled age 14 – 21
- Who is enrolled in a:
 - Secondary education program;
 - Non-traditional or alternative secondary education program, including home schooling;
 - Other recognized educational programs, such as those offered through the juvenile justice system; or
 - Postsecondary education program.
- A student can be eligible or potentially eligible for VR services to receive Pre-ETS

Next Steps

- Integrated system of monitoring and professional development aligned to IDEA and ESSA outcomes;
- Research to practice approach with identified resources designed to implement, scale-up, and sustain evidence-based practices; and
- Cross-office and agency collaboration focused on the full span of education from early childhood through school to adult life.