



PRESCHOOL SPECIAL EDUCATION

Improving Outcomes Through Policy Reform

**NYS Board of Regents Discussion
April 2015**

BACKGROUND INFORMATION

- In 2013-14, 80,861 preschool students with disabilities, ages 3-5, received special education services
- State approves 497 providers of special education programs and services
 - 402 evaluation programs
 - 276 special class programs
 - 334 special education itinerant service (SEIS) programs



OUTCOME DATA



Only 53% are functioning at age expectations in early literacy by the time they turned age 6



48% are behaviorally and emotionally ready to succeed in school



OPPORTUNITIES TO BE IN SETTINGS WITH NON DISABLED PEERS

- 43% received their special education services in a regular early childhood program.
- 24% were in separate special education classes or separate schools.
- 34% - Other (home, hospital, or other setting)

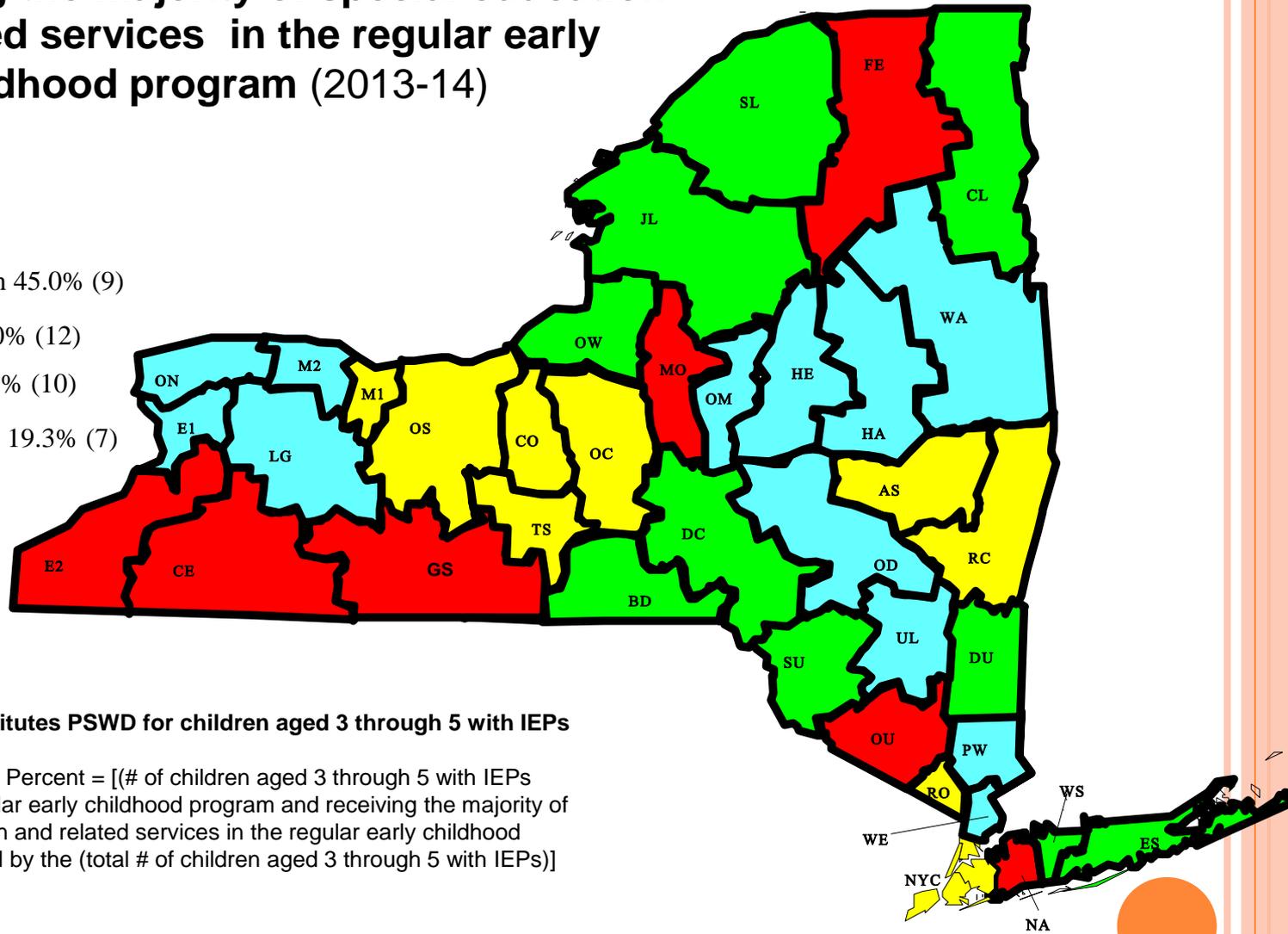


Percent of Preschool Students with Disabilities (PSWD)

attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (2013-14)

Measurement A – PSWD Only

- More than 45.0% (9)
- 32.2 -45.0% (12)
- 19.3-32.1% (10)
- Less than 19.3% (7)



This map substitutes PSWD for children aged 3 through 5 with IEPs

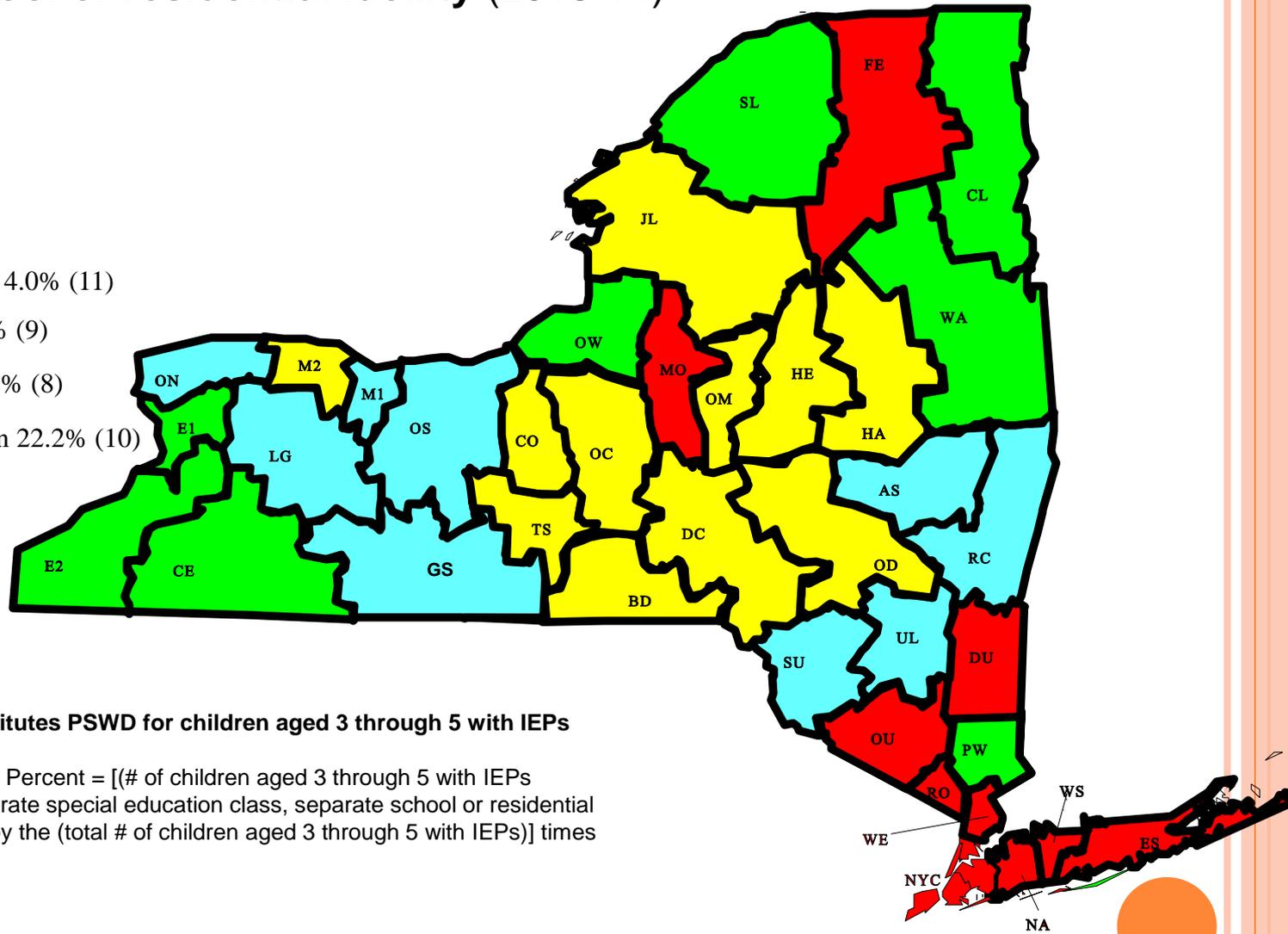
Measurement A: Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Percent of Preschool Students with Disabilities (PSWD)

attending a separate special education class,
separate school or residential facility (2013-14)

Measurement B – PSWD Only

- Less than 4.0% (11)
- 4.0 -13.1% (9)
- 13.1-22.2% (8)
- More than 22.2% (10)



This map substitutes PSWD for children aged 3 through 5 with IEPs

Measurement B: Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

POLICY CONCERNS TO ADDRESS

- Curriculum and Instructional Standards
- Quality of Behavioral Supports
- Special Education Itinerant Services (SEIS)
- Related Services
- Integrated Special Class Programs
- Use of One-to-One Aides
- Data Reporting and Progress Monitoring



SPECIFIC RECOMMENDATIONS

1. Add curriculum standards for instruction for preschool providers
2. Add requirements for positive behavioral supports in preschool special education programs
3. Revise requirements for SEIS and related services
4. Establish criteria that must be considered in determining if a student needs a one-to-one aide
5. Establish program standards relating to monitoring of student progress
6. Explore alternative reimbursement methodologies for integrated special class programs
7. Establish other program and governance quality standards
8. Review technical assistance and professional development resources



NEXT STEPS

- Further Stakeholder input
 - Commissioner's Advisory Panel for Special Education
 - Early Childhood Direction Centers and Parent Centers
 - School Districts
 - Preschool Providers
- Proposed regulations for Regents discussion in early Fall

