



NATIONAL ASSOCIATION OF PRIVATE SPECIAL EDUCATION CENTERS

Outcomes of Approved Special Education Programs in the Private Sector Plans for Exiting Students: 2015-2016; Report Number 14, NAPSEC Outcomes Project

Executive Summary

From 2000-2004, and again from 2007 to the present, the National Association of Private Special Education Centers (NAPSEC), an organization of 220 approved private special education centers, has sponsored an outcomes study to report the discharge plans of the students with severe disabilities who were enrolled in the nonpublic special education programs operated by its members. **NAPSEC has undertaken this task because other investigations into the outcomes of students from special education have not focused on the students with the most severe disabilities, those who are enrolled in NAPSEC-member programs because the highly individualized and intensive specialized services they require are not available in the public sector.**

Each student in this study has an Individual Education Program (IEP) which, as legally mandated, was developed by the public school district. The IEP comprehensively describes the intensive therapeutic services and curriculum modifications each student needs to succeed. By offering the specialized programs prescribed in the IEP to students with severe disabilities, NAPSEC-member facilities partner with the local public school district by implementing the IEP. In doing so, NAPSEC-members play a critical role along the continuum of special education. Because of the programs offered by NAPSEC-member facilities, children with severe disabilities gain access to the benefits of education and can also look forward to leading meaningful and productive lives in their communities as adults.

Below are the highlights of the report for the 2015-16 academic year which focuses on the discharge plans made by students who exited from NAPSEC-member programs. These exiting students were either transfer students (those of school-age who moved to another educational setting) or graduates (those who received a secondary school diploma or certificate of completion) and aged-out students (those who reached the legal age-limit for receiving educational services).

Transfer Students

Study findings for the 2,570 students who transferred during the 2015-16 school year indicate that the intensive, therapeutic, IEP-prescribed services offered by NAPSEC-member programs successfully assisted these students to develop, remediate, and/or strengthen their skills. The

majority of the transfer students were able to plan to enroll in an appropriate program within the local public school district after leaving the NAPSEC-member facility:

- 62% (1,585 students) planned to enter or return to an educational program within the local public school district.
- 24% (601 students) planned to enter or re-enter regular education settings in their local public school district. Of these, 10 % (244 students) planned to do so without supports, while the remaining 14% (357 students) planned to access the regular education setting with IEP-prescribed supports.
- 38% (984 students) planned to enter other educational settings within the local district, such as an alternate school program or a self-contained classroom.
- Another 38% (985 students) planned to move to settings outside the local district. These included plans for 17% (648 students) to enroll in an out-of-district special education day school programs; 3% (162 students) to enter a residential school; 4% (70 students) to receive home instruction; and 6% (105 students) to make other plans, such as entering the juvenile justice system or facilities for drug, medical, or psychiatric treatment.
- 95% (2,439 students) were enrolled in the NAPSEC-member program for 5 years or less.

Graduates/Aged-Out Students

Study findings for 1,033 students who graduated or aged-out during the 2015-16 school year indicate that NAPSEC-member programs provided the IEP-prescribed instruction, support, and guidance as these older adolescents and young adults made the transition to adulthood with plans to pursue productive and meaningful roles as adults engaged in their communities:

- 90% (931 graduates/aged-out students) left a NAPSEC-member program with plans to enter productive and/or engaged adult roles.
- 49% (504 graduates/aged-out students) planned to enter a mainstream activity. This included 33% with plans to enroll in post-secondary 4-year/2-year college or trade/technical school; and 16% with plans to join the competitive employment workforce or the military.
- 25% (261 graduates/aged-out students) had plans to enter vocational rehabilitation, including vocational rehabilitation training, supported employment or sheltered employment.
- 16% (166 graduates/aged-out students) made plans to enter an appropriate adult program in the community, including adult partial care or non-vocational day programs.
- 80% (65 graduates/aged-out students) from Learning Disorders programs and 70% (290 graduates/aged-out students) from Emotional/Behavioral Disorders programs (70%) were the most likely to make plans to enroll in postsecondary education, obtain a competitive job, or enlist in the military.

•It is important to highlight that 70% of graduates/aged-out students from Emotional/Behavioral Disorders programs, a population often associated with poor outcomes, had plans to enroll in a 4-year college/2-year college (30%), trade/technical school (7%), or to enter the job market or the military (20%).

The highly-specialized services and supports for students with disabilities offered by NAPSEC-member programs continue to play a critical role on the continuum of special education.