

VESID Strategic Plan
Goals, Key Performance Indicators and Targets
June 2004
Revised 10-21-04

Goals	Key Performance Indicators	Targets	Results in 2002-03 or Baseline Year
<p>1. Students receiving special education services will meet high educational standards.</p>	<p>1. The percentage of students with disabilities performing at or above Level 3 (proficiency) on Elementary and Middle-level State English-language arts (ELA) and mathematics examinations.</p> <p>2. The percentage of students with disabilities passing Regents examinations in English and mathematics.</p> <p>3. Dropout rate of students with disabilities.</p> <p>4. The high school diploma rate of students with disabilities.</p>	<p>The percentage of students with disabilities performing at or above Level 3 (proficiency) on Elementary and Middle-level State English-language arts (ELA) and mathematics examinations will be 80 percent.</p> <p><u>Year 2010 Target:</u> 20 percentage point increase from the 2002-03 school year results.</p> <p>The percentage of students with disabilities passing Regents examinations in English and mathematics will be 85 percent at or above a score of 55 and 75 percent at or above a score of 65.</p> <p><u>Year 2010 Target:</u> 15 percentage point increase from the 2002-03 school year results.</p> <p>The dropout rate of students with disabilities will decrease to be the same as the dropout rate of all students.*</p> <p><i>*This indicator will be revised to compare data for students with disabilities with nondisabled students when we have the Statewide Education Accountability System (SEAS).</i></p> <p><u>Year 2010 Target:</u> Achieve the above goal.</p> <p>The diploma rate of students with disabilities who complete secondary education with a local, Regents or High School Equivalency diploma will be 80 percent.</p> <p><u>Year 2010 Target:</u> Achieve the State target of 80 percent. For the large five cities, achieve a 20 percentage point increase from the 2002-03 school-year results.</p>	<p>Grade 4 ELA: 22.6 percent Grade 4 Math: 47.8 percent Grade 8 ELA: 7.9 percent Grade 8 Math: 16.4 percent</p> <p>English Regents: 55-100: 59.0 percent 65-100: 44.0 percent Mathematics Regents: 55-100: 46.1 percent 65-100: 34.1 percent</p> <p>All students 4.6 percent Students with disabilities: 6.7 percent</p> <p>Statewide: 68.9 percent Large Five Cities: 49.7 percent</p>

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<p>2. Students with disabilities will be integrated with their non-disabled peers throughout their educational experience.</p>	<p>1. The percentage of preschool students with disabilities receiving special education services in settings that include nondisabled children.</p> <p>2. The percent of time school-age students with disabilities participate in general education programs.</p>	<p>85 percent of preschool students receiving special education services will be served in typical early childhood settings, including home.</p> <p><u>Year 2010 Target:</u> 14 percentage point increase from the 2002-03 school-year results</p> <p>1. The percentage of students with disabilities ages 6-21 in general education programs 80 percent or more of the school day will continue to exceed the national average.</p> <p><u>Year 2010 Target:</u> New York City will reach the national average within two years. Yonkers will achieve a 7 percentage point increase from the 2002-03 school year results.</p> <p>2. The percentage of students with disabilities ages 6-21 in general education programs between 40 and 79 percent of the school day will approximate the national average.</p> <p><u>Year 2010 Target:</u> There will be a 14 percentage point increase from the 2002-03 school year results in the Large Five Cities.</p> <p>3. The percentage of students with disabilities, ages 6-21, in general education programs less than 40 percent of the school day will approximate the national average.</p> <p><u>Year 2010 Target:</u> There will be a 14 percentage point decrease from the 2002-03 school year results in New York City, Rochester and Yonkers.</p> <p>4. The percentage of students with disabilities ages 6-21 in separate educational settings will be at or below the national average.</p> <p><u>Year 2010 Target:</u> Each of the large five cities will be at or below the national average.</p>	<p>58.7 percent</p> <p>National Average: 48.2 percent New York State: 51.8 percent New York City: 47.0 percent Yonkers: 30.9 percent</p> <p>National Average: 28.7 percent New York State: 13.9 percent Big Five Cities: 5.4 percent</p> <p>National Average: 19.0 percent New York State: 27 percent New York City: 41.4 percent Rochester: 31.0 percent Yonkers: Data are not verified yet</p> <p>National Average: 4.0 percent New York State: 7.4 percent New York City: 9.2 percent Rochester: 6.0 percent Yonkers: 6.1 percent</p>

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<p>3. Students with disabilities will participate in appropriate transition planning and receive services leading to positive post-school outcomes.</p>	<p>1. Individualized Education Program (IEP) with transition goals, objectives and services for students with disabilities</p> <p>2. Post-school plans for students with disabilities.</p> <p>3. Students with disabilities who complete their high school programs and transition to postsecondary education, employment, or adult day programs.</p>	<p>1. All students with an IEP will have goals and objectives related to transition, specifying services and service providers, by age 14.</p> <p><u>Year 2010 Target:</u> 100 percent</p> <p>2. All students with disabilities will participate in their transition planning.</p> <p><u>Year 2010 Target:</u> 100 percent</p> <p>3. All students with an IEP who are eligible for vocational rehabilitation services from VESID while in school will have an Individualized Plan for Employment (IPE) completed, reflecting transition services and service providers, before leaving school.</p> <p><u>Year 2010 Target:</u> 100 percent</p> <p>School districts will report post-school plans for 95 percent of students with disabilities, ages 14-21, who exit special education each school year.</p> <p><u>Year 2010 Target:</u> 95 percent.</p> <p>The percentage of students with disabilities receiving special education services in the longitudinal study sample who transition to positive post school outcomes (postsecondary education, employment or adult day programs) will be the same as that of their non-disabled peers.</p> <p><u>Year 2010 Target:</u> 96 percent</p>	<p>Data will be collected through a survey about 14 year old students with disabilities beginning with the 2004-05 school year. In the long-term, data will be from SEAS.</p> <p>Data will be collected through a survey about 14 year old students with disabilities beginning with the 2004-05 school year. In the long-term, data will be from SEAS.</p> <p>Data are collected through the vocational rehabilitation case review process. Baseline 1999: 57 percent</p> <p>87.1 percent</p> <p>Longitudinal Post-School Indicator Study - Class of 2001, one year beyond high school: Students with disabilities: 83 percent Students without disabilities: 96 percent</p>

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<p>4. Individuals with disabilities will participate successfully in postsecondary education.</p>	<p>1. Participation rate of individuals with disabilities in postsecondary education.</p> <p>2. Wages of individuals with disabilities by level of education attained.</p>	<p>The percentage of individuals enrolled in postsecondary education programs who report having a disability will increase annually.</p> <p><u>Year 2010 Target:</u> 5.5 percent</p> <p>The hourly wages of VESID consumers will be commensurate with the wages attained by all individuals with the same level of education.</p>	<p>Year 2002: 3.5 percent</p> <p>U.S. Census, Current Population Survey 2002: Sample of all individuals, ages 22-29: _less than high school: \$10.20 _high school diploma: \$13.80 _some college: \$13.60 _college degree: \$18.50</p> <p>VESID Consumers- all individuals at closure FFY 2002: _less than high school: \$7.50 _high school diploma: \$8.90 _some college: \$10.10 _college degree: \$13.00</p>
<p>5. Individuals with disabilities will be employed in integrated work settings.</p>	<p>1. Employment gains for individuals with disabilities served by VESID in partnership with the greater workforce system.</p> <p>2. Percentage of individuals with disabilities who achieve employment after receiving vocational rehabilitation services.</p> <p>3. The service rate for all individuals with disabilities from minority backgrounds as a ratio to the service rate for all non-minority individuals with disabilities.</p> <p>4. Ratio of average VR hourly wages to average state hourly wage.</p>	<p>Between VESID and other workforce partners, place 20,000+ individuals with disabilities in jobs annually.*</p> <p><i>*SED is working with partners, including the State Workforce Investment Board, and will be making a system-wide recommendation as to the appropriate target for this goal.</i></p> <p>The percentage of individuals with disabilities achieving employment after receiving vocational rehabilitation services will increase annually.</p> <p><u>Year 2010 Target:</u> 64.0 percent.</p> <p>The service rate for all individuals with disabilities from minority backgrounds as a ratio to the service rate for all non-minority individuals with disabilities will at minimum be the FFY 2003 rate.</p> <p><u>Year 2010 Target:</u> Minimum of .89</p> <p>The ratio of the average hourly earnings of all individuals with disabilities who achieve competitive employment to the average hourly earnings for all individuals in the State who are employed will increase.</p>	<p>2002: 17,365</p> <p>FFY 2003: 57.7 percent</p> <p>FFY 2003: .89</p> <p>FFY 2003: .43</p>

Goals	Key Performance Indicators	Targets	Results in 2002-03 or Baseline Year
		<u>Year 2010 Target:</u> .48	
6. All services for which VESID has responsibility will be cost effective.	<p>1. Annualized first year earnings of individuals with disabilities placed in jobs by VESID.</p> <p>2. The case service dollars spent on individuals with disabilities who achieve employment after receiving VR services as a percentage of case service dollars spent on all closed cases.</p> <p>3. Difference in percentage of individuals reporting own income as largest single source of economic support between application for VR services and achieving employment.</p>	<p>Annualized first year earnings of individuals with disabilities placed in jobs by VESID will increase annually.</p> <p><u>Year 2010 Target:</u> \$248,000,000</p> <p>The percentage of case service dollars spent on individuals who achieve employment after receiving VR services as a percentage of case service dollars spent on all closed cases will increase annually.</p> <p><u>Year 2010 Target:</u> 70 percent.</p> <p>The difference in percentage of individuals reporting own income as largest single source of economic support between application for VR services and achieving employment will increase annually.</p> <p><u>Year 2010 Target:</u> 70 percent.</p>	<p>FFY 2003: \$225,000,000</p> <p>FFY 2003: 63.8 percent</p> <p>FFY 2003: 63.7 percent</p>
7. All services for which VESID has responsibility will meet high standards and continuously improve.	<p>1. Customer Satisfaction with VESID special education and vocational rehabilitation services.</p> <p>2. Timeliness of VESID's Special Education complaint process.</p>	<p>95 percent of respondents will express satisfaction on key questions contained in VESID customer satisfaction surveys.</p> <p><u>Year 2010 Target:</u> 95 percent.</p> <p>100 percent of complaints will be resolved within regulatory timelines.</p> <p><u>Year 2010 Target:</u> 100 percent.</p>	<p>Special Education: 2001-02 Survey of Satisfaction with Special Education Quality Assurance Services.</p> <p>Of the customers who agreed or disagreed with questions related to customer satisfaction, an average of 92 percent agreed.</p> <p>Vocational Rehabilitation: Baseline data will be established with the next customer satisfaction survey of VR consumers.</p> <p>2002-03: 89 percent</p>