

Local Law 18 Annual Report

August 5, 2025

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Introduction

School Year 2024–2025 (SY25) marked the first full year of NYC Public Schools’ implementation of Local Law 18 (LL18), a landmark piece of legislation signed into law by Mayor Eric Adams in February 2023. LL18 is designed to improve the transition from high school to higher education for students with disabilities by facilitating the secure, electronic sharing of special education documentation—such as IEPs and evaluation records—with institutions of higher education (IHEs), provided families or students give their applicable consent.

As detailed in last year’s report, NYCPS launched a fully integrated and scalable solution within the Special Education Student Information System (SESIS): a College Accommodations Letter included in the Prior Notice Package for Placement for students aged 14 and older. This letter, shared at IEP meetings, offers students and families the opportunity to opt into the electronic sharing of special education documentation with colleges or universities of their choice. The letter is provided in the parent’s preferred written language.

Throughout SY25, this SESIS-based consent system became a routine part of the transition planning process. More than 23,000 letters were distributed to students and families, resulting in a growing number of opt-ins and reinforcing a long-term shift toward greater student empowerment and planning for postsecondary success. Additionally, Transition & College Access Centers (TCACs) continued their vital role in providing direct support to students and families navigating higher education, including assisting with disability accommodations and connecting with campus-based disability service offices.



This report outlines the outcomes, outreach, and early impact of LL18's implementation and provides a foundation for continued refinement and expansion in future years as NYCPS deepens its commitment to equitable postsecondary pathways for students with disabilities.

Student Participation

For SY25, the following outcomes were recorded:

- As of June 2025 (June 7), 23,373 letters were documented in the Special Education Student Information System (SESIS) as sent to families as part of their transition IEP package, outlining the program and providing an opportunity for students or parents to opt-in
 - 127 of those letters were returned to schools, opting in to the program
- # of parents of students under the age of 18 who opted in: 61
- # of students over the age of 18 who opted in: 17
- # of null opt-ins based on student age: 49
- **Total # of legitimate program opt-ins based on student age: 78**

To review the letter sent to families and students from SESIS as part of the IEP package, see *Attachments*.

Description of Assistance Provided

1. Transition and College Access Centers' Postsecondary Engagement Managers continue to serve as student advocates, providing information and support to students with disabilities regarding obtaining accommodations in higher education.

- There are currently five (5) PEMs staffed citywide - one per borough.
- PEMs are actively meeting with students regarding obtaining accommodations at institutions of higher education
- PEMs connect students seeking higher education at a CUNY campus to CUNY Offices of Disability and their respective point person(s)
- PEMs attend CUNY public forum meetings

This school year, these five PEMs have supported 1765 students across the city with connections to higher education disability offices to determine eligibility for accommodations.

Information on LL18 and other transition supports provided by NYCPS were also provided directly to families & students in multiple forums:

- TCAC consultancies (ongoing, with 1000+ provided this school year; 1:1 support meeting with students and/or families)
- Citywide Council on Special Education (CCSE) meeting (April 17th, 2025; hybrid event)
- Second annual YorkEmpowerED transitional brunch (April 30th, 2025; in person at York College)

2. Professional Learning and Staff Capacity Building Resources

The Office of Student Pathways (OSP) continues to support capacity building for staff across the city to understand higher education accessibility:

- Multiple sessions on accessibility services in higher education offered by OSP in the College & Career Advising and Awareness Professional Learning Catalog, including topics such as:
 - Transition Planning
 - Navigating Accessibility Services
 - Benefits After Turning 18
- Facilitators include SUNY, NYU, INCLUDEnyc, and other stakeholders.

TCACs also continuously share the importance of this program to Transition Team Leaders (TTLs) during regular monthly meetings.

Details of the Established Information Sharing System

NYCPS continues to implement the established system outlined in the SY24 annual report to facilitate electronic sharing of information between NYCPS and IHEs, including:

- NYCPS Records Request Form to streamline requests for special education documents from former students
 - [Electronic records request form](#) includes requests for IEPs or most recent evaluations (as well as a place to write in “other” documents as well).
- College Accommodations Letter in SESIS with opt-in consent for parents and students (if age 18).
 - For every student aged 14 or older, the IEP template in SESIS includes a letter to families as part of the Prior Notice Package for Placement which outlines the ability to opt in to electronic sharing of the student’s IEP and/or evaluations with an institution of higher education.
 - To opt in, students must be 18 years old at the time of college enrollment. Parents may opt in on behalf of students only if the student is or will be under the age of 18 at the time of college enrollment.

- Schools are responsible for uploading signed letters back into SESIS to document consent to opt in until the new data management system is released for school-age students.
- This letter is provided in the parent's preferred written language as part of the Prior Notice Package for Placement after completion of the IEP.

Student Advocate Duties

Postsecondary Engagement Managers (PEMs) continue to be responsible for:

- Coordinating and collaborating efforts with relevant partners in ensuring that all college experiences are aligned with LL18
- Ensuring that all borough college bound students with disabilities have relevant information and linkages to campus disability offices
- Ensuring that all borough college bound students with disabilities have the information, resources and support in obtaining accommodations when attending institutions of higher education
- Producing and updating a yearly guide to local borough-based colleges and universities that supports students and disabilities and their families in the college selection process.
- Providing information, resources and help on navigating pathways to higher education with CUNY and SUNY Offices of Accessibility in each borough
- Working with high school seniors through the TTLs, to coordinate campus visits and college tours that emphasize accommodations for students with disabilities
- Through consultation, serving as student ambassadors to assist students to navigate the college process through college tours, onsite visits, remote or in person consultation

Evaluation of Outreach Efforts

This year, despite efforts to more widely engage families and IEP teams in this opportunity, there is only a slight increase in program participation over last school year. NYCPS will continue to explore and implement strategies to improve program participation by taking the following actions:

1. **Continue to Enhance Outreach:** In addition to the continuation of existing communication channels, NYCPS will utilize the Beyond Access Series (BAS) this school year, a parent engagement tool with a very large audience, to highlight this program and communicate its importance to families.

2. **Continue to Improve Utilization:** To further expand utilization, NYCPS will collaborate with the Family and Community Engagement (FACE) Center (INCLUDEnyc) to ensure program information is integrated into all relevant training for families.
3. **Conduct Additional Analysis:** As we focus on increasing outreach and utilization, we must also consider the possibility that students' needs are being met in other ways. NYCPS will survey staff to determine additional ways students may be receiving this support that may not be captured via this program.
4. **Consider Additional Resource Needs:** NYCPS & CUNY will continue to explore ways to improve data sharing, including any need for additional resources to improve current data system capabilities.

Attachments

Letter to Families from Prior Notice Package for Placement in SESIS

Document Title: Parent Notification for College Accommodations Letter

Date: ##/##/#### Student's DOB: ##/##/#### Local ID: #####

Dear Parent or Guardian of STUDENT

It's important to learn as much as you can about disability services at your institution of higher education (IHE) of choice as each IHE tends to offer different types of support. Most college campuses have some version of an Office of Disability Services, which coordinates the provision of reasonable accommodations and support services for students with disabilities. A student's need for reasonable accommodation and/or support services is typically verified by these offices. They also may provide counseling and referrals, and arrange crucial auxiliary aids and services, including assistive technology services, note takers, readers, sign language interpreter services, distance learning networks, priority registration, and alternative testing arrangements. In many cases, students may be eligible for these accommodations, including students in dual enrollment, certificate, associate, baccalaureate and graduate degree programs.

In all cases, participation is voluntary, and some students do not request assistance in meeting their needs on campus. Other students may not need accommodation for every class or every semester for which they enroll. And some other students may have disabilities which do not limit access to educational opportunities. Decisions regarding specific accommodations are made by campus staff based on documentation and need to be considered on a case-by-case basis.

Every college campus operates differently, and disability offices may have different names and documentation requirements. If a student is found eligible, the disability office will develop an accommodation plan based on the documentation that the student provides.

Many IHEs also offer college experience programs for non-degree seeking students or students on credential pathways who participate in New York State Alternate Assessment (NYSAA). For more information on these programs, students and families can explore the ThinkCollege online college search or request additional information on these programs from your school's Transition Team Leader, Parent Coordinator, or local Transition & College Access Center.

High schools should support transition planning by ensuring that dual enrollment and other forms of college awareness and preparation are discussed in IEP meetings. High schools can support students in locating IHE disability offices and should ensure students understand the process for obtaining higher education disability support. To assist, students and families may contact their borough Transition & College Access Centers, which can support students with this process, at [\(BOROUGH TCAC EMAIL ADDRESS populated based on student home address\)](#).

If your student wants to request accommodations, it is likely that they will need some special education documents, such as their last IEP and recent evaluations. You are encouraged to request copies of these



documents before your child leaves the DOE. Or, if you would like the DOE to contact you or your child after graduation, at which time you can inform the DOE where to send these records, please complete the consent below.

If you would like to consent to sharing special education related documents to support requesting/receiving accommodations at an institution of higher education (IHE) of your choice, select an option below (optional) and provide a non-DOE email address to which future communications on this can be sent. We will contact you/your student after graduation so you can identify the location to which documents should be sent:

- ☐ I _____ (parent name) _____ (email address) consent to the electronic sharing of my child's IEP, most recent evaluation results, or other special education related documents with IHE(s) upon request. (for parents of students under age 18 at time of college enrollment ONLY).

- ☐ I _____ (student name if 18 or older) _____ (email address) consent to the electronic sharing of my IEP, most recent evaluation results, or other special education related documents with IHE(s) upon request.

Note: Highlighted fields are populated based on the student's profile information in SESIS.