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MATHEMATICA
Policy Research

STATE SECTION 619 COORDINATOR SURVEY

March 20, 2015

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Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. Personally identifiable information about individual respondents will not be released. Please note that data on state policies and practices may be reported by state.

Introduction

The U.S. Department of Education would like to thank you for your willingness to participate in this survey being conducted as part of the Evaluation of Preschool Special Education Practices. The purpose of this evaluation is to examine curricula and interventions that are used with preschool children with disabilities to promote their learning of language, literacy, and social-emotional skills. We are requesting you complete this survey because you and your staff are most knowledgeable about special education policies and programs in your state. This survey, sponsored by the U.S. Department of Education, Institute of Education Sciences, will provide additional descriptive information to the Department about how, by whom, and in what settings preschool children with disabilities are served.

Directions:

Throughout this survey we will be asking about programs and services for children ages 3 through 5 with disabilities. Please think only about programs and services provided by district or local education agencies (LEA) in your state. Please do not include other locations where preschool children with disabilities may be served.

Please share this survey with other staff who can help address any questions you are unable to answer.

If you have any questions, contact [XXXXX telephone and email]. Once you have completed the survey, please email it to [CONTACT INFO] by [DATE].

We will start by explaining what we mean by some terms that appear both in this section and throughout the survey.

- **By children ages 3 through 5 with disabilities, we always mean those who are served under Part B, Section 619 of the Individuals with Disabilities Education Act (IDEA).**
- **By curricula, we mean sets of written materials or directions that provide an integrated framework to guide instruction. Curricula define the scope and sequence of activities and are generally designed to be used with all children in a classroom.**
- **By interventions, we mean sets of teaching or instructional practices that are more intensive for children who need additional supports to learn or develop. Interventions can occur in the context of a curriculum and target one or more domains of learning and development.**
- **By adopted for use, we mean curricula or interventions that are required, recommended, supported, or in some way available for staff to use with children.**
- **By general education classrooms, we mean classrooms that are designed to serve most children, including children with disabilities. These may also be called “inclusive classrooms.”**
- **By special education classrooms, we mean classrooms that are designed to primarily serve children with disabilities.**
- **By core or primary curriculum, we mean a single curriculum that is predominantly used on a regular basis for all children ages 3 through 5 or is required to be used when instructing all children ages 3 through 5.**

Section 1: How Decisions to Adopt Curricula and Interventions are Made

INTRODUCTION:

The following questions are about the curricula and interventions that the state has adopted for use with children ages 3 through 5 with disabilities.

We will ask you about curricula and interventions separately.

First, thinking about curricula...

1.1 Which of the following best describes how the state is involved in determining what curricula districts adopt for use with children ages 3 through 5 with disabilities in the area of language/literacy skills?

District Note: If the same curricula are adopted for use with all children ages 3 through 5, please describe the general process for selecting these curricula.

Select one only

- The state requires all districts and schools to use a specific curriculum.....1
- The state creates an approved list of curricula from which districts and/or schools must choose.....2
- The state identifies guidelines or standards for curricula but gives districts and/or schools the flexibility to choose any curriculum meeting those guidelines or standards.....3
- The state is not involved in decisions regarding curricula.....4

1.2 Which of the following best describes how the state is involved in determining what curricula districts adopts for use with children ages 3 through 5 with disabilities in the area of social-emotional/behavioral skills?

District

Note: If the same curricula are adopted for use with all children ages 3 through 5, please describe the general process for selecting these curricula.

Select one only

- The state requires all districts and schools to use a specific curriculum.....1
- The state creates an approved list of curricula from which districts and/or schools must choose.....2
- The state identifies guidelines or standards for curricula but gives districts and/or schools the flexibility to choose any curriculum meeting those guidelines or standards.....3
- The state is not involved in decisions regarding curricula.....4

1.3. If you discovered a promising new language/literacy or social-emotional/behavioral skills curriculum for children ages 3 through 5 with disabilities, how easy or difficult would it be for the state to adopt it?

*District
1.8*

Select one only

- Very easy.....1
- Somewhat easy.....2
- Somewhat difficult.....3
- Very difficult.....4
- Don't know.....d
- Not applicable – state not involved with adopting curricula.....n

Next, please focus on interventions for children ages 3 through 5 with disabilities. As a reminder, by interventions, we mean sets of teaching or instructional practices that are more intensive for children who need additional supports to learn or develop. Interventions can occur in the context of a curriculum and target one or more domains of learning and development.

1.4 Which of the following best describes how the state is involved in determining what interventions districts adopt for use with children ages 3 through 5 with disabilities in the areas of language/literacy and social-emotional/behavioral skills?

*D
i
s
t*

Note: If the same interventions are adopted for use with all children ages 3 through 5, please describe the general process for selecting these interventions.

Select one only

- The state requires all districts and schools to use specific interventions.....1
- The state creates an approved list of interventions from which districts and/or schools must choose.....2
- The state identifies guidelines or standards for interventions but gives districts and/or schools the flexibility to choose any intervention meeting those guidelines or standards.....3
- The state is not involved in decisions regarding interventions.....4

1.5. If you discovered a promising new language/literacy or social-emotional/behavioral skills intervention for children ages 3 through 5 with disabilities, how easy or difficult would it be for the state to adopt it?

*District
1.13*

Select one only

- Very easy.....1
- Somewhat easy.....2
- Somewhat difficult.....3
- Very difficult.....4

- Don't know.....d
- Not applicable – state not involved with adopting interventions.....n

Thinking about both curricula and interventions...

1.6. What would be the major obstacles to adopting a new curriculum or intervention for children ages 3 through 5 with disabilities in the state?

*District
1.14*

Select all that apply

- Legislative or state policy restrictions.....1
- Funding/cost.....2
- Support/assistance with implementing.....3
- Alignment with early learning standards/guidelines or other curricula/interventions currently in use.....4
- Time necessary for professional development and coaching.....5
- Parent resistance.....6
- School/teacher resistance.....7
- School district resistance.....8
- Other factors.....99

Specify

Section 2: Curricula to Promote Learning of Language/Literacy and Social-Emotional/Behavioral Skills

2.1. Does the state have a single core or primary curriculum that is used with all children ages 3 through 5 – that is, both children with and without disabilities?

Note: By core or primary curriculum, we mean a single curriculum that is predominantly used on a regular basis for all children ages 3 through 5 or is required to be used when instructing all children ages 3 through 5.

- Yes.....1

- No.....0 GO TO 2.3
- Not applicable, state not involved in curricula decisions.....9 GO TO 2.4

PLEASE ANSWER 2.2 IF YOU ANSWERED "YES" TO QUESTION 2.1. PLEASE PROCEED TO QUESTION 2.3 IF YOU ANSWERED "NO" TO QUESTION 2.1. PLEASE PROCEED TO QUESTION 2.4 IF YOU ANSWERED "NOT APPLICABLE" TO QUESTION 2.1.

2.2. What is the state’s core or primary preschool curriculum?

District
2.2

Select one only

Comprehensive (multiple outcome domains)

- Assessment, Evaluation, and Programming system (AEPS).....1
- Bright Beginnings.....2
- Carolina Curriculum for Preschoolers with Disabilities.....3
- Creative Curriculum.....4
- Galileo.....5
- Hawaii Early Learning Profile (3-6 years).....6
- HighScope.....7
- Learning Accomplishment Profile.....8
- Scholastic Big Day for PreK.....9
- Tools of the Mind.....10

Language/Literacy Focused

- Doors to Discovery.....11
- Imagine It!.....12
- Ladders to Literacy.....13
- Let’s Begin with the Letter People14
- Literacy Express15
- Opening the World of Literacy (OWL).....16
- Read It Again-PreK!.....17

Social-Emotional/Behavioral Focused

- First Steps to Success18
- Incredible Years19
- Preschool PATHS20
- Second Step21

Other Curricula

- District or state developed curriculum.....22
- Other curriculum (SPECIFY)99

Specify

2.3. Which of the following curricula has the state adopted for staff working with children ages 3 through 5 with disabilities to use in the areas of language/literacy and social-emotional/behavioral skills? This would include a core or primary curriculum, if it applies.

District
2.3

Select all that apply

Comprehensive (multiple outcome domains)

- Assessment, Evaluation, and Programming system (AEPS).....1
- Bright Beginnings.....2
- Carolina Curriculum for Preschoolers with Disabilities.....3
- Creative Curriculum.....4
- Galileo.....5
- Hawaii Early Learning Profile (3-6 years).....6
- HighScope.....7
- Learning Accomplishment Profile.....8
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Social-Emotional/Behavioral Focused

- First Steps to Success18
- Incredible Years19
- Preschool PATHS20
- Second Step21

Other Curricula

- District or state developed curriculum.....22
- Other curriculum (SPECIFY)99

Specify

None, the state doesn't have curricula to promote these skills.....0

2.4. Which of the following types of implementation support does the state provide to districts and schools using curricula in the areas of language/literacy skills and social-emotional/behavioral skills for children ages 3 through 5 with disabilities?

Di.
2.1
m
d

Select all that apply

- Initial training to learn new curricula (such as workshops, institutes, or online modules)..... 1
- Ongoing support for implementing curricula through individualized support (such as consultation, coaching, or mentoring)2
- Ongoing support for implementing curricula through group support in the form of community of practice or professional learning communities.....3
- Funding to pay for purchasing or implementing curricula4
- Funding to pay for supplementary materials for supporting curricula use.....5
- Other types of support for implementing curricula.....6
- No additional support is required as the curriculum includes explicit written guidelines for implementation 7
- State does not provide support for implementing curricula.....8
- State does not have curricula to promote learning of language/literacy skills or social-emotional/behavioral skills for children ages 3 through 5 with disabilities..... 9

Section 3: Programs Serving Children Ages 3 through 5 with Disabilities

3.1. Do districts in the state have agreements with cooperative or regional education entities (such as intermediate units, special education local plan areas, or education service districts) to coordinate service delivery for children ages 3 through 5 with disabilities?

State only

Yes..... 1

No.....0 GO TO 3.3

PLEASE ANSWER 3.2 IF YOU ANSWERED "YES" TO QUESTION 3.1. OTHERWISE, PLEASE PROCEED TO QUESTION 3.3.

3.2 What functions do the cooperative or regional education entities serve regarding children ages 3 through 5 with disabilities in the state? For each of the following, please indicate if this is primarily the responsibility of cooperative or regional education agencies.

State only

Select one per row

	YES	NO
a. Coordination of delivery of services to children	1 <input type="radio"/>	0 <input type="radio"/>
b. Management of funding on behalf of a school district	1 <input type="radio"/>	0 <input type="radio"/>
c. Legal responsibility for direct grantee of funds instead of a school district	1 <input type="radio"/>	0 <input type="radio"/>
d. Responsibility for writing Individualized Education Programs (IEPs)	1 <input type="radio"/>	0 <input type="radio"/>
e. Legal responsibility for upholding IEP provisions	1 <input type="radio"/>	0 <input type="radio"/>
f. Coordination of the transition of children from Part C to Part B	1 <input type="radio"/>	0 <input type="radio"/>
g. Some other function (SPECIFY)	1 <input type="radio"/>	0 <input type="radio"/>
<input style="width: 150px; height: 20px;" type="text"/>		

3.3. Did the state have universal preschool in place during the 2014-15 school year? By universal preschool we mean a preschool program available to any child, regardless of family income, children's abilities, or other factors.

State only

Yes..... 1

No.....0 GO TO 3.6

PLEASE ANSWER QUESTIONS 3.4 AND 3.5 IF YOU ANSWERED "YES" IN QUESTION 3.3. OTHERWISE, PLEASE PROCEED TO QUESTION 3.6.

3.4. Were children ages 3 through 5 with disabilities who qualified for Part B services included in the universal preschool programs during the 2014-15 school year?

State only

Yes.....1

No.....0

3.5. What age children are served through the state's universal preschool program?

State only

Select all that apply

Three-year-olds.....1

Four-year-olds.....2

Five-year-olds.....3

3.6. Approximately what percentage of districts in the state use blended or braided funding streams (for example Head Start or state-funded Pre-K blended with Part B 619) to provide services within general education (inclusive) classrooms for children ages 3 through 5 with disabilities?

Rt d Di ~

% PERCENTAGE OF DISTRICTS

3.7. Were any children ages 3 through 5 with disabilities who qualified for Part B services included in general education (inclusive) classrooms during the 2014-15 school year?

Yes.....1

No.....0

3.8. What are the barriers to including children ages 3 through 5 with disabilities in general education (inclusive) classrooms that your state has encountered?

Select all that apply

- Adequate numbers of qualified personnel.....1

- Adequate resources.....2

- Administrative support.....3

- Attitudes and beliefs.....4 GO TO 3.9

- Available programs to serve children with disabilities.....5

- Conflicting policies.....6

- Differing curricula or instruction between school district and non-district programs.....7

- Family engagement.....8

<input type="checkbox"/> Family knowledge and beliefs.....	9
<input type="checkbox"/> Provider collaboration and communication.....	10
<input type="checkbox"/> Severity of a child’s disability.....	11
<input type="checkbox"/> Other barriers.....	99
NO RESPONSE.....	M

PLEASE ANSWER 3.9 IF “ATTITUDES AND BELIEFS” IS SELECTED IN 3.8

3.9. Which of the following attitudes and beliefs are barriers to including children ages 3 through 5 with disabilities in general education (inclusive) classrooms in your state?

Select all that apply

- Belief that a specific setting/type of provider can better serve a child.....1

- Concerns that children ages 3 through 5 with disabilities will not receive appropriate services.....2

- Concerns that children ages 3 through 5 with typical development will be negatively impacted.....3

- Cultural sensitivity.....4

<input type="checkbox"/> Lack of awareness of the benefits of inclusion.....	5
<input type="checkbox"/> Lack of knowledge about and experiences with children with disabilities.....	6
<input type="checkbox"/> Other attitudes and beliefs.....	99
NO RESPONSE.....	M

3.10. Which of the following policies at the federal, state and local levels serve as barriers to including children ages 3 through 5 with disabilities in general education (inclusive) classrooms in your state?

Note: Select all that apply per row if the policies serve as barriers at the federal, state or the local level.

Select all that apply per row

	FEDERAL POLICIES	STATE POLICIES	LOCAL POLICIES
a. Approval of non-public schools to meet Least Restrictive Environment (LRE) requirements	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Conflicting policies within the same level of government	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Fiscal and contracting policies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Personnel qualifications	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Program quality	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Transportation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Section 4: Training and Staff Requirements for Delivering Services to Children Ages 3 through 5 with Disabilities

4.1. Does the state provide support for any professional development or training to teachers or staff working with children ages 3 through 5 with disabilities?

State only

- Yes, state provides support for professional development or training.....1
- No, state does not provide support for professional development or training.....0 GO TO 4.3

PLEASE ANSWER 4.2 IF YOU ANSWERED "YES" IN QUESTION 4.1. OTHERWISE, PLEASE PROCEED TO QUESTION 4.3.

4.2. During the 2014-15 school year (including summer 2014), which of the following topics were included in professional development or training sessions supported by the state that focused on working with preschool children with disabilities?

Disability

Select one per row

	YES	NO
a. Instruction on delivering a curriculum focused on language/literacy skills	1 <input type="radio"/>	0 <input type="radio"/>
b. Instruction on delivering a curriculum focused on social-emotional/behavioral skills	1 <input type="radio"/>	0 <input type="radio"/>
c. Instruction on delivering an intervention focused on language/literacy skills	1 <input type="radio"/>	0 <input type="radio"/>
d. Instruction on delivering an intervention focused on social-emotional/behavioral skills	1 <input type="radio"/>	0 <input type="radio"/>
e. Addressing the needs of children with a specific type of disability	1 <input type="radio"/>	0 <input type="radio"/>
f. New policies/regulations/guidelines for serving preschool children with disabilities	1 <input type="radio"/>	0 <input type="radio"/>
g. Using assessments to inform instructional planning and data-based decision-making	1 <input type="radio"/>	0 <input type="radio"/>
h. Other topics related to serving preschool children with disabilities (SPECIFY)	1 <input type="radio"/>	0 <input type="radio"/>

4.3. Does the state sponsor or otherwise support cross-sector professional development opportunities for teachers and staff who work with children ages 3 through 5 with disabilities across a variety of settings in your state?

- Yes.....1 GO TO 4.4

No.....0

NO RESPONSE.....M

PLEASE ANSWER 4.4 IF THE STATE SPONSORS OR SUPPORTS CROSS-SECTOR PROFESSIONAL DEVELOPMENT OPPORTUNITIES.

4.4. Which of the following providers does the state include as part of the cross-sector professional development opportunities?

Select all that apply

- Child Care.....1

- Early Head Start.....2

- Head Start.....3

- Home Visiting.....4

- IDEA Part C.....5

- IDEA Part B, 619.....6

- State-sponsored Preschool.....7

- Other providers.....99

- NO RESPONSE.....M

4.5. About how often does the state reassess the curricula and intervention needs of children ages 3 through 5 with disabilities served under Part B of IDEA?

District
5.5

Select one only

- More than once a year.....1
- About once a year.....2
- About every two years.....3
- Between three and five years.....4
- Between six and nine years.....5
- About every ten years.....6
- Less often than every ten years.....7
- State does not make curricula/intervention recommendations or decisions.....8

4.6. As of December 1, 2014, how many teachers were employed or contracted to work with children ages 3 through 5 with disabilities in the state? Please indicate the number of fulltime equivalents (FTE) employed or contracted by the state by their primary teaching assignment.

Dis
6.2

Number of FTE staff employed or contracted	NUMBER OF FTE STAFF WORKING WITH CHILDREN AGES 3 THROUGH 5 WITH DISABILITIES	DON'T KNOW/CAN'T ESTIMATE
a. General education (inclusive) classroom teachers	<input type="text"/>	d <input type="radio"/>
b. Special education classroom teachers	<input type="text"/>	d <input type="radio"/>
c. Related service personnel	<input type="text"/>	d <input type="radio"/>