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**MATHEMATICA**  
Policy Research

# DISTRICT PRESCHOOL SPECIAL EDUCATION 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 and other Preschool Special Education Coordinators/Administrators complete this survey because you and your staff are most knowledgeable about special education policies and programs in your school district. 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 district-administered programs and services for children ages 3 through 5 with disabilities. Please think only about programs and services provided by your district. Please do not include other locations where preschool children with disabilities may be served.

If you represent a regional entity which coordinates special education programs with multiple school districts, please respond to questions only thinking about the school district listed in this survey. If you are unable to respond specifically for that school district, please respond to questions thinking about all the school districts you coordinate with in your region.

Please share this survey with other staff that can help address any questions you are unable to answer. We have provided a copy of the survey as an attachment in the invitation email we sent you. You can review the items to determine if any need to be completed by other staff. If there are items other staff will need to complete, please provide them with a copy of the survey. Once they have completed the items you can enter their responses in the web survey.

If you have any questions, contact [XXXXXX telephone and email].

**We will begin by asking a couple of questions to make sure we ask about the things most relevant to your district and to help us better understand your responses throughout the survey.**

**Please indicate below...**

**A. Which of the following best describes you?**

- I represent [FILL DISTRICT NAME] and can report on special education services provided to children ages 3 through 5 in that district.....1 GO TO INTRO 1
- I represent a regional entity that encompasses more than one school district.....2 GO TO B

**B. Are you able to report on special education services provided to children ages 3 through 5 in [FILL DISTRICT NAME]?**

- Yes.....1 GO TO INTRO 1
- No, I can only report on special education services for the region as a whole ....0 GO TO INTRO 2

IF B=0 SKIP ITEMS 3.11, 3.12, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8

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

INTRO 1 IF A=1 or B=1

**INTRO 1:** The following questions are about the curricula and interventions that your district has adopted for use with children ages 3 through 5 with disabilities. Please focus only on district-administered programs.

INTRO 2 IF B=0

**INTRO 2:** Please answer the questions in this survey by thinking about children ages 3 through 5 with disabilities across your region as a whole, including all the school districts that are served by your regional entity.

The following questions are about the curricula and interventions that your region has adopted for use. Please focus only on the programs that your regional entity administers.

IF A=1 OR B=1 FILL "DISTRICT(S)". IF B=0 FILL "REGION(S)"

### INTRODUCTION:

We will start by explaining what we mean by several terms that appear in this survey. If you need to refer to definitions while completing the survey, you may hover over the word or phrase or go to the definition tab at the top of the screen.

- 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.

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 your [district/region] adopts for use with children ages 3 through 5 with disabilities in the area of language/literacy skills?**

*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 your [district/region] and its [schools/districts or schools] to use a specific curriculum.....1 GO TO 1.3
- The state creates an approved list of curricula from which your [district/region] and/or its [schools/districts or schools] must choose.....2
- The state identifies guidelines or standards for curricula but gives your [district/region] and/or its [schools/districts 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 [district/region] and school staff work together to select curricula to adopt for use with children ages 3 through 5 with disabilities in the area of language/literacy skills?**

*Select one only*

- The [district/region] requires [school/district or school] staff to use a specific curriculum.....1
- The [district/region] creates an approved list of curricula from which [school/district or school] staff must choose.....2
- The [district/region] identifies guidelines or standards for curricula but gives [school/district or school] staff the flexibility to choose any curriculum meeting those guidelines or standards.....3
- The [district/region] is not involved in decisions regarding curricula; the decisions are left entirely to [school/district or school] staff.....4

**1.3. Would you say that the state and [district/region] play similar roles selecting curricula in the area of language/literacy skills and in the area of social-emotional/behavioral skills?**

- Yes.....1 GO TO 1.6
- No.....0

**1.4 Which of the following best describes how the state is involved in determining what curricula your [district/region] adopts for use with children ages 3 through 5 with disabilities in the area of social-emotional/behavioral skills?**

*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 your [district/region] and its [schools/districts or schools] to use a specific curriculum.....1 GO TO 1.8
- The state creates an approved list of curricula from which your [district/region] and/or its [schools/districts or schools] must choose.....2
- The state identifies guidelines or standards for curricula but gives your [district/region] and/or its [schools/districts or schools] the flexibility to choose any curriculum meeting those guidelines or standards.....3
- The state is not involved in decisions regarding curricula.....4

**1.5 Which of the following best describes how the [district/region] and school staff are involved in selecting curricula to adopt for use with children ages 3 through 5 with disabilities in the area of social-emotional/behavioral skills?**

*Select one only*

- The [district/region] requires [school/district or school] staff to use a specific curriculum.....1
- The [district/region] creates an approved list of curricula from which [school/district or school] staff must choose.....2
- The [district/region] identifies guidelines or standards for curricula but gives [school/district or school] staff the flexibility to choose any curriculum meeting those guidelines or standards.....3
- The [district/region] is not involved in decisions regarding curricula; the decisions are left entirely to [school/district or school] staff.....4

ASK 1.6 IF [DISTRICT/REGION] INVOLVED IN ANY CURRICULA DECISIONS (1.2=1,2,3, OR 1.5=1,2,3) ALL OTHERS GO TO 1.8

**1.6. Who ultimately makes the decision about which curricula to adopt for use with children ages 3 through 5 with disabilities in your [district/region]?**

*Select one only*

- A coordinator at a regional entity.....1
- District regular education curriculum [director/directors].....2
- District preschool (pre-K) special education [coordinator/coordinators].....3
- District preschool (pre-K) [coordinator/director / coordinators/directors].....4
- District special education [director/directors].....5
- School staff.....6 GO TO 1.8
- It varies across district (*Only available to regional respondents*).....7
- Someone else.....99

Specify

**1.7. Does the [district/region] seek the input of school staff who work with children ages 3 through 5 with disabilities when considering new curricula to adopt for use with these children?**

- Yes.....1
- No.....0

**1.8. 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 your [district/region] to adopt it?**

*Select one only*

- Very easy.....1
- Somewhat easy.....2
- Somewhat difficult.....3
- Very difficult.....4
- Don't know.....d

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.

**1.9 Which of the following best describes how the state is involved in determining what interventions your [district/region] adopts for use with children ages 3 through 5 with disabilities in the areas of language/literacy and social-emotional/behavioral skills?**

*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 your [district/region] and its [schools/districts or schools] to use specific interventions when children need additional supports to learn or develop.....1 GO TO 1.13
- The state creates an approved list of interventions from which your [district/region] and/or its [schools/districts or schools] must choose.....2
- The state identifies guidelines or standards for interventions but gives your [district/region] and/or its [schools/districts or schools] the flexibility to choose any intervention meeting those guidelines or standards.....3
- The state is not involved in decisions regarding interventions.....4

**1.10 Which of the following best describes how the [district/region] and school staff are involved in selecting interventions to adopt for use with children ages 3 through 5 with disabilities in the areas of language/literacy and social-emotional/behavioral skills?**

*Select one only*

- The [district/region] requires [school/district or school] staff to use specific interventions when children need additional supports to learn or develop.....1
- The [district/region] creates an approved list of interventions from which [school/district or school] staff must choose.....2
- The [district/region] identifies guidelines or standards for curricula but gives [school/district or school] staff the flexibility to choose any interventions meeting those guidelines or standards.....3
- The [district/region] is not involved in decisions regarding interventions; the decisions are left entirely to [school/district or school] staff.....4



ASK 1.11 IF [DISTRICT/REGION] INVOLVED IN ANY INTERVENTION DECISIONS (1.10=1,2,3) ALL OTHERS GO TO 1.13

**1.11. Who ultimately makes the decision about which interventions to adopt for use with children ages 3 through 5 with disabilities in your [district/region]?**

Select one only

- A coordinator at a regional entity.....1
- District regular education curriculum [director/directors].....2
- District preschool (pre-K) special education [coordinator/coordinators].....3
- District preschool (pre-K) [coordinator/director / coordinators/directors].....4
- District special education [director/directors].....5
- School staff.....6 GO TO 1.13
- It varies across district (*Only available to regional respondents*).....7
- Someone else.....99

Specify

**1.12. Does the [district/region] seek the input of school staff who work with children ages 3 through 5 with disabilities when considering new interventions to adopt for use with these children?**

- Yes.....1
- No.....0

**1.13. If you discovered a promising new language/literacy or social-emotional/behavioral skills interventions for children ages 3 through 5 with disabilities, how easy or difficult would it be for your [district/region] to adopt it?**

*Select one only*

- Very easy.....1
- Somewhat easy.....2
- Somewhat difficult.....3
- Very difficult.....4
- Don't know.....d

IF INTRO B = 0 INCLUDE 1.14 RESPONSE OPTION 9.

**Thinking about both curricula and interventions...**

**1.14. What would be the major obstacles to adopting a new curriculum or intervention for children ages 3 through 5 with disabilities in your [district/region]?**

*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
- Teacher resistance.....7
- School administrator resistance.....8
- School district resistance.....9
- Other factors.....99

Specify

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

### INTRODUCTION:

The next set of questions is about which curricula and interventions your [district/region] has adopted for use with children ages 3 through 5 with disabilities.

The first questions focus on curricula. As a reminder, 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.

2.1. Does your [district/region] 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

**2.2. What is your [district/region]'s core or primary preschool curriculum?**

*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 People .....14
- Literacy Express.....15
- Opening the World of Literacy (OWL).....16
- Read It Again-PreK!.....17

***Social-Emotional/Behavioral Focused***

- First Steps to Success.....18
- Incredible Years.....19
- Preschool PATHS.....20
- Second Step.....21

***Other Curricula***

- Curriculum developed by the [district/region].....22
- Other curriculum (SPECIFY).....99

Specify

**2.3. Which of the following curricula has your [district/region] 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.**

*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
- 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 People .....14
- Literacy Express.....15
- Opening the World of Literacy (OWL).....16
- Read It Again-PreK!.....17

**Social-Emotional/Behavioral Focused**

- First Steps to Success.....18
- Incredible Years.....19
- Preschool PATHS.....20
- Second Step.....21

**Other Curricula**

- Curriculum developed by the [district/region].....22
- Other curriculum (SPECIFY).....99

Specify

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

ONLY CURRICULA SELECTED IN 2.3 WILL APPEAR ON SCREEN IN 2.4

**2.4. For each curriculum that your [district/region] has adopted for use in the areas of language/literacy skills and social-emotional/behavioral skills, please indicate the classroom setting where it is available for use with children ages 3 through 5 with disabilities.**

*Note: By "general education classrooms" we mean classrooms that are designed to serve most children in your [district/region], including children with disabilities. These may also be called "inclusive classrooms".*

Select all that apply per row

Curricula adopted	GENERAL EDUCATION CLASSROOMS	SPECIAL EDUCATION CLASSROOMS	OTHER SETTINGS
<b>Comprehensive (multiple outcome domains)</b>			
a. Assessment, Evaluation, and Programming system (AEPS)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Bright Beginnings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Carolina Curriculum for Preschoolers with Disabilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Creative Curriculum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Galileo	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Hawaii Early Learning Profile (3-6 years)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. HighScope	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Learning Accomplishment Profile	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Scholastic Big Day for PreK	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j. Tools of the Mind	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>Language/Literacy Focused</b>			
k. Doors to Discovery	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Imagine It!	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Ladders to Literacy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. Let's Begin with the Letter People	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
o. Literacy Express	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
p. Opening the World of Literacy (OWL)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
q. Read It Again-PreK!	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>Social-Emotional/Behavioral Focused</b>			
r. First Steps to Success	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
s. Incredible Years	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
t. Preschool PATHS	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
u. Second Step	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>Other Curricula</b>			
v. Curriculum developed by the [district/region]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
w. Other curriculum (SPECIFY)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

IF AT LEAST ONE CURRICULUM SELECTED IN 2.3 ASK 2.5. IF NO CURRICULUM SELECTED IN 2.3 GO TO 2.6.

**2.5 Which of the following types of implementation support does your [district/region] provide to teachers using curricula in the areas of language/literacy skills and social-emotional/behavioral skills for children ages 3 through 5 with disabilities?**

*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 to classroom teachers (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
- Release time to attend conferences and workshops outside of school.....4
- Funding to pay for purchasing or implementing curricula.....5
- Other types of support for implementing curricula.....6
- No additional support is required as the curriculum includes explicit written guidelines for implementation .....7
- [District/Region] does not provide support for implementing curricula.....8

**Next, please think about the interventions adopted for use with children ages 3 through 5 with disabilities in your [district/region]. Again, 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.**

2.6 Which of the following interventions has your [district/region] adopted for staff working with children ages 3 through 5 with disabilities to provide additional supports in the areas of language/literacy and social-emotional/behavioral skills?

Select all that apply

**Applied Behavioral Analysis interventions Comprehensive (multiple outcome domains)**

- Lovaas Model of Applied Behavior Analysis.....1
- TEACCH.....2

**Embedded instructional approaches**

- Building Blocks for Preschoolers.....3
- Embedded objectives in activities.....4
- Milieu Teaching/Enhanced Milieu Teaching.....5
- Incidental teaching.....6

**Literacy focused interventions**

- Dialogic reading.....7
- Sit Together and Read.....8

**Peer mediated**

- LEAP.....9

**Phonological/phonemic awareness**

- Lindamood Phoneme Sequencing.....10
- Orton-Gillingham.....11
- Yopp Phonic Awareness.....12

**Response to Interventions (RTI)**

- Pyramid Model.....13
- Recognition & Response.....14

**Social-Emotional/Behavioral**

- Pivotal response training (PRT).....15
- Prevent, Teach, Reinforce Young Children (PTR-YC).....16
- Social Skills Training.....17
- Steps to Success.....18

**Technology interventions**

- Video modeling, FM systems, closed captioning, assistive technology, computer programs or apps.....19

**Instructional strategies**

- Other instructional strategies such as response prompting, modeling, peer supports, behavior support plans, incentive systems.....20

**Other Intervention**

- Other Intervention (SPECIFY).....99

Specify

- None, the [district/region] doesn't have an intervention to promote these skills.....0



FOR EACH INTERVENTION MENTIONED (Q2.6 responses 1-20 or 99) ASK 2.7. ONLY INTERVENTIONS SELECTED IN 2.6 WILL APPEAR ON SCREEN

**2.7 For each intervention that your [district/region] has adopted for use in the areas of language/literacy skills and social-emotional/behavioral skills, please indicate the classroom setting where it is available for use with children ages 3 through 5 with disabilities.**

*Note: By “general education classrooms” we mean classrooms that are designed to serve most children in your [district/region], including children with disabilities. These may also be called “inclusive classrooms”.*

Select all that apply per row

Interventions adopted for use with children ages 3 through 5 with disabilities in the [district/region]	GENERAL EDUCATION CLASSROOMS	SPECIAL EDUCATION CLASSROOMS	OTHER SETTING
<b>Applied Behavioral Analysis interventions</b>			
a. Lovaas Model of Applied Behavior Analysis	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. TEACCH	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>Embedded instructional approaches</b>			
c. Building Blocks for Preschoolers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Embedded objectives in activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Milieu Teaching/Enhanced Milieu Teaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Incidental teaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>Literacy focused interventions</b>			
g. Dialogic reading	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Sit Together and Read	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>Peer mediated</b>			
i. LEAP	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>Phonological/phonemic awareness</b>			
j. Lindamood Phoneme Sequencing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k. Orton-Gillingham	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l. Yopp Phonic Awareness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>Response to Interventions (RTI)</b>			
m. Pyramid Model	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
n. Recognition & Response	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>Social-Emotional/Behavioral</b>			
o. Pivotal response training (PRT)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
p. Prevent, Teach, Reinforce Young Children (PTR-YC)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
q. Social Skills Training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
r. Steps to Success	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>Technological interventions</b>			
s. Video modeling, FM systems, closed captioning, assistive technology, computer programs or apps	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>Instructional strategies</b>			
t. Other instructional strategies such as response prompting, modeling, peer supports, behavior support plans, incentive systems	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
u. Some other intervention (SPECIFY)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

IF AT LEAST ONE LANGUAGE/LITERACY AND/OR SOCIAL-EMOTIONAL INTERVENTION SELECTED IN 2.6 ASK 2.8.

**2.8. Which of the following types of implementation support does your [district/region] provide to teachers using interventions in the areas of language/literacy skills and social-emotional/behavioral skills for children ages 3 through 5 with disabilities? (OLD 2.13)**

*Select all that apply*

- Initial training to learn new interventions (such as workshops, institutes, or online modules).....1
- Ongoing support for implementing interventions through individualized support (such as consultation, coaching, or mentoring) .....2
- Ongoing support for implementing interventions through group support in the form of community of practice or professional learning communities.....3
- Release time to attend conferences and workshops outside of school.....4
- Funding to pay for purchasing or implementing interventions.....5
- Other types of support for implementing interventions.....6
- No additional support is required as the intervention includes explicit written guidelines for implementation.....7
- [District/Region] does not provide support on implementing interventions.....8

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

3.1. Approximately what percentages of children ages 3 through 5 with disabilities who receive special education services in your [district/region] get those services through each of the following arrangements? Your best estimate is fine.

*Note: Special education services consist of specially designed instruction to meet the unique needs of a child with a disability.*

*For children who receive special education services in more than one service arrangement listed below, please select the one you think best describes the way that they are served.*

Service arrangements	PERCENTAGE OF CHILDREN RECEIVING SPECIAL EDUCATION SERVICES THROUGH...
a. Services provided at a school in the [district/region], by [district/region] personnel (this includes school-based personnel)	<input type="text"/> %
b. Services provided at a school in the [district/region], by non-[district/region] personnel (for example, personnel working through cooperative agreements)	<input type="text"/> %
c. Services provided outside of schools in the [district/region] (such as a community-based program or a school in another [district/region]) by your [district/region] personnel	<input type="text"/> %
d. Services provided outside of schools in the [district/region] (such a community-based program or a school in another [district/region]) by non-[district/region] personnel (for example, personnel working through cooperative agreements)	<input type="text"/> %
<b>TOTAL PERCENTAGE OF CHILDREN AGES 3 THROUGH 5 WITH DISABILITIES WHO RECEIVE SPECIAL EDUCATION SERVICES</b>	<b>100%</b>

**3.2. Focusing now on related services, approximately what percentages of children ages 3 through 5 with disabilities who receive related services in your [district/region] get those services through each of the following arrangements? Your best estimate is fine.**

*Note: Related services consist of support services to assist a child with a disability to benefit from special education. Examples of related services include audiology, early identification and assessment services, medical services, nursing services, orientation and mobility services, physical therapy, psychological services, social work services in schools, speech-language pathology, and transportation.*

<b>Service arrangements</b>	<b>PERCENTAGE OF CHILDREN RECEIVING RELATED SERVICES THROUGH...</b>
a. Services provided at a school in the [district/region], by [district/region] personnel (this includes school-based personnel)	<input type="text"/> %
b. Services provided at a school in the [district/region], by non-[district/region] personnel (for example, personnel working through cooperative agreements)	<input type="text"/> %
c. Services provided outside of schools in the [district/region] (such as a community-based program or a school in another [district/region]) by your [district/region] personnel	<input type="text"/> %
d. Services provided outside of schools in the [district/region] (such a community-based program or a school in another [district/region]) by non-[district/region] personnel (for example, personnel working through cooperative agreements)	<input type="text"/> %
<b>TOTAL PERCENTAGE OF CHILDREN AGES 3 THROUGH 5 WITH DISABILITIES WHO RECEIVE RELATED SERVICES</b>	<b>100%</b>

The next few questions refer to programs serving children ages 3 through 5 with disabilities that may be administered by district or community-based organizations. These include regular early childhood programs, special education programs and other programs. Regular early childhood programs are those where more than half of the children do not have an IEP. Special education programs are those where more than half of the children do have an IEP. Other programs include those based in residential facilities, at home, and at service provider locations.

3.3. As of your state’s child count date (October 1 to December 1, 2014), how many children ages 3 through 5 with disabilities in your [district/region] attended each of the following types of regular early childhood programs?

*(Enter the number of children served in each type of program. If “none”, enter 0.)*

NUMBER OF CHILDREN AGES 3 THROUGH 5 WITH DISABILITIES
---

**School district-based regular early childhood programs**

- |   |                      |
|---|----------------------|
| a. Classes offered by the public school system  | <input type="text"/> |
| b. Head Start, administered by school districts | <input type="text"/> |

**Community-based regular early childhood programs**

- |   |                      |
|---|----------------------|
| c. Head Start, not administered by school districts   | <input type="text"/> |
| d. Other community based program (such as private preschools, group child development centers, or child care) | <input type="text"/> |

TOTAL CHILDREN AGES 3 THROUGH 5 WITH DISABILITIES SERVED IN REGULAR EARLY CHILDHOOD PROGRAMS	<input type="text"/>
--	----------------------

**3.4. As of your state’s child count dates (October 1 to December 1, 2014), how many children ages 3 through 5 with disabilities in your [district/region] attended each of the following types of special education and other programs?**

*(Enter the number of children served in each type of program. If “none”, enter 0.)*

NUMBER OF CHILDREN AGES 3 THROUGH 5 WITH DISABILITIES
--

**School district-based special education programs**

a. Special education classes offered in the public school system

**Community-based special education programs**

b. Special education classes offered in community child care facilities, or other community-based settings

c. Separate schools

**Other programs**

d. Residential facilities

e. Home

f. Service provider location

**3.5 Which types of preschool programs for children ages 3 through 5 with disabilities are offered in your [district/region]?**

*Select one only*

- Half-day only.....1
- Full-day only.....2
- Both half-day and full-day.....3
- Neither.....0

IF 3.5 = 1, ASK 3.5a. IF 3.5 = 2, ASK 3.5b. IF 3.5 = 3 ASK 3.5a AND 3.5b. ALL OTHERS GO TO 3.6.

**3.5a How long is the typical length of the half-day preschool program for regular early childhood programs and special education programs in your [district/region]?**

HOURS PER DAY FOR REGULAR EARLY CHILDHOOD PROGRAMS

HOURS PER DAY FOR SPECIAL EDUCATION PROGRAMS

**3.5b How long is the typical length of the full-day preschool program day for regular early childhood programs and special education programs in your [district/region]?**

HOURS PER DAY FOR REGULAR EARLY CHILDHOOD PROGRAMS

HOURS PER DAY FOR SPECIAL EDUCATION PROGRAMS

IF NO CHILDREN AGES 3 THROUGH 5 WITH DISABILITIES IN REGULAR EARLY CHILDHOOD PROGRAMS (3.3a AND 3.3b=0) SKIP TO 3.9. ALL OTHERS CONTINUE WITH 3.6.

**Focusing on only those preschool children who attend school district-based regular early childhood programs ...**

**3.6. Approximately what percentage of children ages 3 through 5 with disabilities attending regular early childhood programs in 2014-15 attended for at least 10 hours per week? Your best estimate is fine.**

% PERCENTAGE WHO ATTENDED REGULAR PROGRAMS AT LEAST 10 HOURS A WEEK

Don't know/can't estimate.....d

**3.7. Approximately what percentage of children ages 3 through 5 with disabilities attending regular early childhood programs in 2014-15 received most of their special education and related services within general education (inclusive) classrooms—that is, not in special education classrooms, separate schools, residential facilities, at home, or at a service provider location? Your best estimate is fine.**

% PERCENTAGE WHO RECEIVED MOST OF THEIR SPECIAL EDUCATION AND RELATED SERVICES WITHIN A GENERAL EDUCATION (INCLUSIVE) CLASSROOM

Don't know/can't estimate.....d

**3.8. For children ages 3 through 5 with disabilities attending regular early childhood programs who split their time between general education (inclusive) classrooms and special education classrooms, would you say most of the time they spend with typically developing peers is...**

*Select one only*

- During instructional time.....1
- During non-instructional time, such as playground time or lunch.....2
- Do not have any children ages 3 through 5 with disabilities who split their time between general education and special education classrooms .....3
- Don't know.....d

**3.9. In what ways do classroom teachers and specialists collaborate when working with children ages 3 through 5 with disabilities in [district/region]-administered programs?**

*Select all that apply*

- Co-teaching (special education staff and general education (inclusive) classroom teacher teach jointly).....1
  - Itinerant or consultant staff work with teachers on instructional goals in the classroom (special education or related services staff consult and may participate in the classroom activities part-time).....2
  - Integrated therapy (related services staff work with children and teachers on therapy goals in the classroom during ongoing activities and routines).....3
  - Pull-out services (special education or related services personnel work directly with children outside the classroom).....4
  - Other types of collaboration.....99
- Specify
- There is no collaboration between classroom teachers and specialists.....0



ASK 3.10 IF ITINERANT/CONSULTANT MENTIONED IN 3.9 (3.9 =2). ALL OTHERS GO TO 3.11.

**3.10. In which of the following ways are itinerant and consultant services offered to children ages 3 through 5 with disabilities in [district/region]-administered programs?**

*Select all that apply*

- Individual pull out.....1
- Small-group pull out.....2
- One-on-one in classroom.....3
- Group activity.....4
- Individualized within activities and routines.....5
- Consultations with or assistance to teachers.....6
- Other factors.....99

Specify

IF RESPONDENT REPRESENTS A REGIONAL ENTITY (A=2) GO TO 3.13

IF ADMINISTERED HEAD START (3.3b > 0) GO TO 3.12

**3.11. Does your district administer any Head Start programs?**

- Yes.....1
- No.....0

IF NO DISTRICT-ADMINISTERED HEAD START (3.11=0) GO TO 3.13

**3.12. How are Head Start programs administered by the district different from the district's preschool or kindergarten classes?**

*Select one per row*

	TRUE	FALSE
a. Head Start has a longer program/school day	1 <input type="radio"/>	0 <input type="radio"/>
b. Head Start classrooms have fewer children	1 <input type="radio"/>	0 <input type="radio"/>
c. Head Start serves a disproportionately large share of children ages 3 through 5 with disabilities	1 <input type="radio"/>	0 <input type="radio"/>
d. Head Start teachers working with children ages 3 through 5 with disabilities have lower minimum qualification requirements	1 <input type="radio"/>	0 <input type="radio"/>
e. Head Start teachers have greater flexibility in adopting curricula and intervention for use with children ages 3 through 5 with disabilities	1 <input type="radio"/>	0 <input type="radio"/>
f. Head Start programs provide services to families of children ages 3 through 5 with disabilities that go beyond the mandate in Part B of IDEA	1 <input type="radio"/>	0 <input type="radio"/>

**3.13 Does your [district/region] 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?**

*Select one only*

- Yes, for all or nearly all services.....1
- Yes, for some services.....2
- No.....0

## Section 4: Characteristics of Classrooms with Children 3 through 5 with Disabilities

### INTRODUCTION:

For this section, please focus on school district-based programs that serve children ages 3 through 5. As a reminder, school district-based programs include general and special education classes offered by school districts, and Head Start programs administered by school districts. While some questions focus on preschoolers with disabilities served under Part B of IDEA, other questions are about all enrolled preschool-age children, including those without disabilities.

4.1 Does your [district/region] have any schools where children ages 3 through 5 with disabilities attend preschool general education (inclusive) classrooms?

- Yes..... 1
- No..... 0 GO TO 4.7

4.2 How many schools in your [district/region] have preschool general education (inclusive) classrooms that include children ages 3 through 5 with disabilities?

	TOTAL NUMBER OF SCHOOLS IN YOUR [DISTRICT/REGION]
--	---

4.3 Thinking now about the number of preschool general education (inclusive) classrooms serving children ages 3 through 5 with disabilities in each of your schools...

NUMBER OF SCHOOLS WITH INCLUSIVE CLASSROOMS
---

- |  |  |
|--|--|
| a. How many of those schools have only <b>one</b> inclusive classroom? | <input style="width: 80%;" type="text"/> |
| b. How many have only <b>two</b> inclusive classrooms?                 | <input style="width: 80%;" type="text"/> |
| c. How many have only <b>three</b> inclusive classrooms?               | <input style="width: 80%;" type="text"/> |
| d. how many have <b>four or more</b> inclusive classrooms?             | <input style="width: 80%;" type="text"/> |

ASK 4.4 IF AT LEAST ONE SCHOOL HAS TWO OR MORE INCLUSIVE PRESCHOOL CLASSROOMS THAT INCLUDE CHILDREN WITH DISABILITIES (4.3 b, c, or d >0)

4.4 When schools have more than one general education (inclusive) classroom that includes children ages 3 through 5 with disabilities, how are those children assigned to the different classrooms?

*Select all that apply*

- Based on age..... 1
- Based on teacher experience/credentials..... 2
- Based on disability type or severity..... 3
- Based on class sizes or current concentration of children with disabilities..... 4
- Based on parental preference..... 5
- Other factors..... 99

Specify

4.5. Please indicate the average number of children with and without disabilities in a typical preschool general education (inclusive) classroom where children ages 3 through 5 with disabilities are served.

AVERAGE NUMBER OF CHILDREN AGES 3 THROUGH 5 WITH DISABILITIES IN A GENERAL EDUCATION (INCLUSIVE) CLASSROOM

AVERAGE NUMBER OF CHILDREN AGES 3 THROUGH 5 WITHOUT DISABILITIES IN A GENERAL EDUCATION (INCLUSIVE) CLASSROOM

4.6. Please indicate the average number of preschool general education (inclusive) classrooms with the following different concentrations of children ages 3 through 5 with disabilities.

Number of general education (inclusive) classrooms where...

LESS THAN 10% OF CHILDREN HAVE A DISABILITY

BETWEEN 10% AND 24% OF CHILDREN HAVE A DISABILITY

BETWEEN 25% AND 49% OF CHILDREN HAVE A DISABILITY

50% OR MORE OF CHILDREN HAVE A DISABILITY

4.7 Does your [district/region] have any schools where children ages 3 through 5 with disabilities attend preschool special education classrooms?

Yes..... 1

No..... 0 GO TO 4.9

4.8. How many schools in your [district/region] have preschool special education classrooms that include children ages 3 through 5 with disabilities?

TOTAL NUMBER OF SCHOOLS IN YOUR [DISTRICT/REGION]

4.9. Thinking now about the number of preschool special education classrooms serving children ages 3 through 5 with disabilities in each of your schools...

NUMBER OF SCHOOLS WITH SPECIAL EDUCATION CLASSROOMS

a. How many of those schools have only **one** special education classroom?

b. How many have only **two** special education classrooms?

c. How many have only **three** special education classrooms?

d. how many have **four or more** special education classrooms?



**4.10. Please indicate the average number of children ages 3 through 5 with disabilities in a typical special education classroom.**

AVERAGE NUMBER OF CHILDREN AGES 3 THROUGH 5 WITH  
DISABILITIES IN SPECIAL EDUCATION CLASSROOMS

**4.11. Of the children ages 3 through 5 with disabilities who attend school district-based programs, about what percentage live in low-income households (e.g., receive income assistance or food stamps)?**

P.  
S  
m  
et

*Select one only*

- Less than 25%..... 1
- 25%-50%..... 2
- 51%-75%..... 3
- More than 75%..... 4
- None..... 0

**4.12. Of the children ages 3 through 5 with disabilities who attend school district-based programs, about what percentage have families that speak a language other than English at home?**

P.  
S  
m  
et

*Select one only*

- Less than 25%..... 1
- 25%-50%..... 2
- 51%-75%..... 3
- More than 75%..... 4
- None..... 0

**4.13. What are the barriers to including children ages 3 through 5 with disabilities in general education (inclusive) classrooms that your [district/region] has encountered?**

*Select all that apply*

- Adequate numbers of qualified personnel.....1
- Adequate resources.....2
- Administrative support.....3
- Attitudes and beliefs.....4 GO TO 4.14
- 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
- Family knowledge and beliefs.....9
- Provider collaboration and communication.....10
- Severity of a child’s disability.....11
- Other barriers.....99
- NO RESPONSE.....M

ASK 4.14 IF OPTION 4 “ATTITUDES AND BELIEFS” IS SELECTED IN 4.13

**4.14. 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 [district/region]?**

*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
- Lack of awareness of the benefits of inclusion.....5
- Lack of knowledge about and experiences with children with disabilities.....6
- Other attitudes and beliefs.....99
- NO RESPONSE.....M

**4.15. 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 [district/region]?**

*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 5: Supporting Instruction for Children Ages 3 through 5 with Disabilities**

**5.1. How often does your [district/region] offer professional development or training for preschool teachers and special education staff that focuses on working with children ages 3 through 5 with disabilities?**

*Select one only*

- Once a month or more often.....1
- Once every two months.....2
- Once every three or four months.....3
- Twice a year.....4
- Once a year.....5
- Less than every year.....6
- Professional development or training on this is not offered .....7 GO TO 5.3

**5.2. What is the typical length of the professional development or training sessions that are focused on working with children ages 3 through 5 with disabilities? If the session lengths vary, please select the answer that is closest to the average length.**

*Select one only*

- Less than an hour per session.....1
- One hour per session.....2
- Two hours per session.....3
- Three to five hours per session.....4
- Six to eight hours per session.....5
- More than eight hours per session.....6
- Don't know.....d

**5.3. During the 2014-15 school year (including summer 2014), which of the following topics have been included in professional development or training sessions focused on working with preschool children with disabilities?**

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"/>

**5.4. 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 [district/region]?**

- Yes..... 1 GO TO 5.5
- No..... 0
- NO RESPONSE..... M

ASK 5.5 IF THE STATE SPONSORS OR SUPPORTS CROSS-SECTOR PROFESSIONAL DEVELOPMENT OPPORTUNITIES

**5.5. 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

**5.6. What percentage of staff that work directly with children ages 3 through 5 with disabilities, attended any professional development or training sessions during the 2014-15 school year (including the summer of 2014), that focused on preschool special education?**

Note: Please report separately for staff that serves children ages 3 through 5 with disabilities in general education (inclusive) classrooms and those working with children in special education classrooms.

Staff that work with children ages 3 through 5 with disabilities	PERCENTAGE OF STAFF ATTENDING PD ON PRESCHOOL SPECIAL EDUCATION	DON'T KNOW/CAN'T ESTIMATE
a. In a general education (inclusive) classroom	<input type="text"/> %	<input type="radio"/>
b. In a special education classroom	<input type="text"/> %	<input type="radio"/>

**5.7. About how often does your [district/region] reassess the curricula and intervention needs of children ages 3 through 5 with disabilities served under Part B of IDEA?**

*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
- [District/Region] does not make curricula/intervention recommendations or decisions.....8

## Section 6: Special Education Service Delivery Staff

THIS SECTION IS ONLY ASKED TO RESPONDENTS WHO CAN RESPOND AT THE DISTRICT LEVEL

**6.1. Which of the following qualifications are required for classroom teachers that serve children ages 3 through 5 with disabilities in your district? Please think about classroom teachers that hold the primary teaching responsibilities.**

*Select all that apply*

- An associate's degree or high school diploma.....1
- A Child Development Associate (CDA) credential.....2
- A bachelor's degree.....3
- A master's degree or higher.....4
- Early childhood credential, certification, or licensure.....5
- A provisional early childhood special education credential, certification, or licensure.....6
- A regular early childhood special education credential, certification or licensure.....7
- No minimum qualifications.....8
- Other qualifications.....99

Specify

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

	NUMBER OF FTE STAFF WORKING WITH CHILDREN AGES 3 THROUGH 5 WITH DISABILITIES	DON'T KNOW/CAN'T ESTIMATE
<b>Number of FTE staff employed or contracted</b>		
a. General education (inclusive) classroom teachers	<input style="width: 80px; height: 20px;" type="text"/>	<input type="radio"/>
b. Special education classroom teachers	<input style="width: 80px; height: 20px;" type="text"/>	<input type="radio"/>
c. Related service personnel	<input style="width: 80px; height: 20px;" type="text"/>	<input type="radio"/>

**6.3. How many of your district’s teachers and staff who work with children ages 3 through 5 with disabilities have the following credentials, certifications, and licenses? Your best estimate is fine.**

*Note: If a person holds multiple credentials, certificates, or licenses, they should be counted in each applicable category. Please count teachers with dual certification based on their primary teaching assignment (general education (inclusive) classrooms or special education classroom).*

Number with credentials, certificates, and licenses	NUMBER OF PRESCHOOL GENERAL EDUCATION (INCLUSIVE) CLASSROOM TEACHERS	NUMBER OF PRESCHOOL SPECIAL EDUCATION TEACHERS	NUMBER OF PRESCHOOL RELATED SERVICE PERSONNEL	DON'T KNOW/CAN'T ESTIMATE
a. Provisional certification	<input type="text"/>	<input type="text"/>	<input type="text"/>	d <input type="radio"/>
b. Early childhood credential/certification/license	<input type="text"/>	<input type="text"/>	<input type="text"/>	d <input type="radio"/>
c. Early childhood special education credential/certification/license	<input type="text"/>	<input type="text"/>	<input type="text"/>	d <input type="radio"/>
d. Dual certification in general education and special education	<input type="text"/>	<input type="text"/>	<input type="text"/>	d <input type="radio"/>
e. Speech/language therapy state certification or license	<input type="text"/>	<input type="text"/>	<input type="text"/>	d <input type="radio"/>
f. Physical therapy state certification or license	<input type="text"/>	<input type="text"/>	<input type="text"/>	d <input type="radio"/>
g. Occupational therapy state certification or license	<input type="text"/>	<input type="text"/>	<input type="text"/>	d <input type="radio"/>
h. Social work certification or license	<input type="text"/>	<input type="text"/>	<input type="text"/>	d <input type="radio"/>
i. School psychology certification or license	<input type="text"/>	<input type="text"/>	<input type="text"/>	d <input type="radio"/>
j. Other professional credential, certification, or license (SPECIFY)	<input type="text"/>	<input type="text"/>	<input type="text"/>	d <input type="radio"/>
<input type="text"/>				

6.4. How many of your district teachers and related service personnel who work with children ages 3 through 5 with disabilities have the following? Your best estimate is fine.

Number with ...	NUMBER OF PRESCHOOL GENERAL EDUCATION (INCLUSIVE) CLASSROOM TEACHERS	NUMBER OF PRESCHOOL SPECIAL EDUCATION TEACHERS	NUMBER OF PRESCHOOL RELATED SERVICE PERSONNEL	DON'T KNOW/CAN'T ESTIMATE
a. A bachelor's degree	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> d
b. A master's degree	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> d
c. At least 3 years of experience in a school	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> d
d. Fluency in multiple languages	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> d

6.5. Are teaching staff in your district unionized?

- Yes..... 1
- No..... 0
- Don't know..... d

6.6. Following the 2014-15 school year, how many preschool regular (inclusive) teachers and special education teachers serving children ages 3 through 5 with disabilities do you expect to leave their current position Please indicate the number in full-time equivalents (FTE).

NA  
dis  
30  
mc

Note: Please do not count substitute teachers who will be replaced with a full time teacher.

NUMBER OF FTE PRESCHOOL GENERAL EDUCATION (INCLUSIVE) TEACHERS EXPECTED TO LEAVE CURRENT POSITION

NUMBER OF FTE PRESCHOOL SPECIAL EDUCATION TEACHERS EXPECTED TO LEAVE CURRENT POSITION

- Don't know ..... d

6.7. How many expected 2015-16 vacancies do you think will be left unfilled? Please indicate the expected number of unfilled vacancies in full-time equivalents (FTE).

NA  
dis  
30  
mc

EXPECTED NUMBER OF FTE PRESCHOOL GENERAL EDUCATION (INCLUSIVE) TEACHER POSITION VACANCIES THAT WILL BE LEFT VACANT IN 2015-16

EXPECTED NUMBER OF FTE PRESCHOOL SPECIAL EDUCATION TEACHER POSITION VACANCIES THAT WILL BE LEFT VACANT IN 2015-16

- Don't know..... d

**6.8. What percentage of teachers who work directly with children ages 3 through 5 with disabilities leave the district within one year of being hired? Please report separately for teachers that serves children ages 3 through 5 with disabilities in general education (inclusive) classrooms and those working with children in special education classrooms.**

<b>Teachers who work with children ages 3 through 5 with disabilities</b>	PERCENTAGE OF STAFF THAT LEAVE [DISTRICT/REGION] WITHIN ONE YEAR	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"/>

**Thank you for participating in the survey. Please feel free to use the space below to explain any special circumstances in your [district/region] that might help us better understand your responses to this survey.**