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MATHEMATICA
Policy Research

The Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019

STATE PART B 619

DRAFT

August 2019

Paperwork Reduction Act of 1995

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Notice of Confidentiality

Responses to this data collection will be used only for statistical purposes. All information that would permit identification of the state or individual respondent will be kept confidential (per The Education Sciences Reform Act of 2002), will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law. Study reports may present information by state.

PURPOSE OF THE STUDY

This Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019, sponsored by the U.S. Department of Education (ED), is an important study that will develop a national picture of state, district, and school implementation of IDEA. It will provide (1) the Department of Education, Congress, and other stakeholders with knowledge that can inform how services are provided to children, and (2) states, districts, and schools with an understanding of how others are implementing IDEA.

The IDEA Implementation Study is not a compliance study, nor a study of the results of effectiveness of IDEA.

We are requesting you complete this questionnaire because you and your staff have the most knowledge about special education policies and practices for children ages 3 through 5 with disabilities in your state. If there are questions you are not able to answer, please feel free to draw on the expertise and knowledge of others within your department. As grantees under IDEA, state education agencies are expected to participate in this data collection (34 C.F.R. § 76.591). With your contribution, ED and Congress will gain a more accurate and complete understanding of how IDEA is being implemented for preschool-aged children at the state level.

Please note that data on state policies and resources/supports may be reported by state. Thus, while personally identifiable information about individual respondents will not be released, data displayed by state could be attributed to the state agency or possibly to an individual respondent.

Thank you for joining us in our effort to understand the implementation of IDEA. We appreciate your time and cooperation.

Please see the next pages for Instructions for completing this survey, as well as a set of Key Definitions and Frequently Asked Questions (FAQs).

If you have any questions, contact:
Lisbeth Goble, 833-238-7224
email: IDEA@mathematica-mpr.com

Before you answer the questions, please carefully read the Instructions, Key Definitions, and Frequently Asked Questions (FAQs):

INSTRUCTIONS

- All items request information pertaining to the 2019-2020 school year unless otherwise specified.
- The primary respondent for this survey is intended to be the person most knowledgeable about preschool special education policies and practices in your state. In most cases, the primary respondent will be the Part B 619 state director of special education.
- Certain questions may require the help of other staff, such as the other staff in your state education or early childhood agency. If you need input from other staff, you may either share your unique survey hyperlink, which will give them full access to the survey, or you can print off specific questions for them to answer on paper and fill in the online responses yourself.
- There may be questions where districts, schools or local providers are also doing work in a given area. Unless otherwise specified, please indicate **only** the activities the state agency initiates or engages in.
- Items on this survey cover the following topics: Agency Role; Identification for Special Education and Related Services; IEP Development and Quality; Access to General Education Programs and Supports; Collection and Use of Outcome Data; Support for Transitions; Discipline and Safety; Coordination and Collaboration; Addressing Linguistic and Cultural Diversity; Family Engagement; Special Educator Credentials; Staffing; Funding Allocation; Activities Funds; and Evidence from Research

KEY DEFINITIONS

Children with disabilities is used to reflect children ages 3 through 5 having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP).

Preschool special education services is used to reflect publicly funded services provided through an IEP or IFSP to children ages 3 through 5 who are not yet attending kindergarten. These are services funded under Part B of IDEA for which the state education agency has oversight responsibility.

Special education teachers are teachers employed and contracted to work with children with disabilities. For this survey, we would like you to consider teachers who work with children with disabilities who are ages 3 through 5 who are not yet attending kindergarten.

Professional Development includes a range of learning and support activities designed to prepare individuals for work with and on behalf of children and their families, as well as ongoing experiences to enhance this work. Professional development encompasses education, training, and technical assistance.

Training is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills, delivered by a professional(s) with subject matter and adult learning knowledge and skills. This could include seminars, workshops, or courses about specific topics or key concepts.

Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. This could include coaching, consulting, or other ongoing support.

FREQUENTLY ASKED QUESTIONS (FAQs)

How do I navigate the survey? You can access the survey by clicking on the unique hyperlink we provided to you via email. Once you have started the survey, you can navigate through it by answering each question and clicking the "NEXT" button at the bottom of the page. To go back to a previous page, click the "BACK" button. Do not use your internet browser back/forward buttons to move through the survey.

Do I have to complete the survey all at one time? No. You can revisit the website as many times as needed to complete the survey. However, if you need to stop before finishing the survey, **please be sure to click on the "NEXT" button before closing out so that your responses(s) on that page will be saved.** You will resume at the next unanswered question when you return to the survey. Once you have finished and submitted your survey, you will no longer have access to it. **Please note that each session will time out after 30 minutes of inactivity.**

Can I complete the survey on my tablet or smartphone? Yes. The survey has been optimized to run on desktop computers, tablets, or smart phones. The survey is best viewed in the latest versions of Chrome, Safari, Firefox, or Internet Explorer (IE 11 or Edge).

How long does the survey take? About 60 minutes. You can preview the questions and are not required to complete the survey all at once. The data you provide each time you log in will be securely stored and available when you return to complete the survey.

Do I have to answer all the questions? Please try to answer all questions that are relevant for your state, so the U.S. Department of Education can gain a more accurate and complete understanding of how IDEA is being implemented. You will automatically be skipped past some questions that do not apply to your situation, depending upon your answer to an earlier question. You may choose to skip any question in the survey that you cannot or do not wish to answer. To skip a question, leave the question blank and then click the "NEXT" button to proceed.

Can I have my staff complete some of the questions instead of me? Yes. Certain questions may require the help of other staff. You may either share your unique survey hyperlink with these individuals, which will give them full access to the survey, or you can print off specific questions and fill in the responses yourself at a later time.

Can multiple people work on completing the survey at the same time? No. If multiple people are logged into the same survey at the same time, responses may not be recorded correctly. Only one person on one computer should be completing the survey at any given time.

Can I print individual questions? Yes. You may print an individual page at any time by using your computer's usual method of printing.

Can I print a copy of the questionnaire when I am finished? Yes. Once you have completed the survey, you will have the option to print a copy of your responses before submitting the survey.

Can I obtain a paper version of the questionnaire? Yes. If you would like to see a paper version for reference purposes, you can download a PDF version by clicking the link at the top of the page that says "Download blank PDF of survey."

Will my answers be kept confidential? Yes. All information that would permit identification of the district, school, or individual respondent will be kept confidential (per The Education Sciences Reform Act of 2002), will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose except as required by law. Study reports may present information by state.

Who should I contact if I have a question? If you have any questions, please contact Lisbeth Goble at 833-238-7224 or at IDEA@mathematica-mpr.com. When sending emails, in addition to the question, please be sure to include your name and a phone number where you can be reached.

CONTACT INFORMATION

Please enter the contact information of the primary respondent below in case we need to contact your agency to clarify responses to any questions.

First Name: _____

Last Name: _____

Title/Position: _____

Phone: |__|__|__| - |__|__|__| - |__|__|__|__|

E-mail Address: _____

State Name: _____

Best days and times to reach you (in case of questions): _____

A. AGENCY ROLE

The first two questions are related to your role with Part B services for preschool-age children.

A1. As the designated state special education director, which of the following best describes the population of students for which you have responsibility? (Based on Q1, 2009 IDEA-NAIS State 619 Questionnaire)

Select all that apply

- Preschool-age children with disabilities.....1
 - School-age children with disabilities.....2
 - Children, birth through age 2, with disabilities.....3
 - Preschool-age children *without* disabilities.....4
 - School-age children *without* disabilities.....5
 - Children, birth through age 2, *without* disabilities.....6
 - Other (*Please specify*)..... 7
-
- NO RESPONSE..... M

B. IDENTIFICATION FOR SPECIAL EDUCATION AND RELATED SERVICES

The next questions focus on eligibility criteria and the identification of preschool-age children for special education.

- B1. Please enter the web address of a location where we may view your state’s current eligibility criteria for the preschool-age special education program and related services.**

If this information is not available on a website, please check the box below and scan and email a hardcopy to IDEA@mathematica-mpr.com (Based on 2009 IDEA-NAIS State Part B Questionnaire –Q2)

-
- Information not available on a website.....0
 - NO RESPONSE..... M

- B2. Which activities does your agency conduct to support the identification of preschool-age children in need special education services? (Q16, 2009 IDEA-NAIS State Part B 619)**

Select all that apply

- Child Find screenings.....1
 - Development/dissemination of written materials (such as posters, pamphlets) to pediatricians and other health care providers.....2
 - Development/dissemination of written materials (such as posters, pamphlets) to child care centers, nursery schools, and other facilities.....3
 - Workshops for pediatricians and other health care providers.....4
 - Workshops for staff from child care centers, nursery schools, and other facilities.....5
 - Outreach to referral sources.....6
 - Web-based information and other electronic materials.....7
 - Outreach through radio, TV, newspapers, and other print media to promote awareness of disabilities and services for young children.....8
 - Outreach through community events, such as health fairs.....9
 - Other (*Please specify*).....10
-
- None of the above.....11
 - NO RESPONSE..... M

B3. How does your state agency coordinate identification and determine eligibility of preschool-age children suspected of having a disability with each of the following state or local agencies? (New)

Select all that apply per row

	Home visiting agencies	Head Start	Pre-K schools	Social service agencies	Public health agencies	N/A
a. Have occasional or regular conversations about identification and screening	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Jointly develop or share guidance for personnel	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Hold joint professional development for personnel	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Share identification and screening data	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Establish interagency agreements	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Other (<i>Please specify</i>)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

B4. For infants and toddlers who received early intervention services who are *not* determined eligible for preschool special education services, does your state agency provide any of the following to parents/guardians? (New)

Select all that apply

- Information about preschool programs in the local area.....1
- Information about other agencies in the local area.....2
- Referrals to other agencies and programs.....3
- Referrals to specialists who can assess the child’s developmental and learning needs.....4
- The opportunity to continue current services, paid for by parents/guardians.....5
- Other (*Please specify*).....6

- _____
- None of the above.....7
 - NO RESPONSE.....M

B5. During the eligibility determination period, is there anything your state agency does to help districts apply exclusionary criteria? (New)

The purpose of this exclusionary clause is to help prevent the improper determination of eligibility of children, especially those from distinct cultures who have acquired learning styles, language, or behaviors that are not compatible with academic requirements of schools in the dominant culture.

Select all that apply

- Develop procedures for application of exclusionary criteria.....1
- Provide professional development for school staff.....2
- Provide written materials to school staff.....3
- Provide guideline for staff to follow before screening children who are English Learners.....4
- Other (*Please specify*).....5

NO RESPONSE.....M

B6. How does your state agency worked with other agencies and programs (such as home visiting, Head Start, public health, substance abuse treatment, mental health, social services) to identify and determine eligibility of preschool-age children who have experienced the following emerging health concerns? (New)

Select all that apply on each row

	Have occasional or regular conversations	Jointly develop or share guidance for personnel	Hold joint professional development for personnel	Share identification and screening data	Establish interagency agreements	Didn't work with other agencies/programs on this condition
a. Adverse childhood experiences (ACES)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
b. Fetal alcohol spectrum disorders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
c. Lead or other heavy metal poisoning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
d. Neonatal abstinence syndrome	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
e. Opioid addiction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
f. Prenatal substance use	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>
g. Zika virus	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="radio"/>

NO RESPONSE.....M

C. MULTI-TIERED SYSTEM OF SUPPORTS

C1. Which of the following describe state-level activities related to Multi-tiered system of supports (MTSS), including Response to Intervention (Rti)? (Based on Q8, 2009 IDEA-NAIS State Part B Questionnaire)

- The state has a state-level MTSS task force, commission, or internal working group..... 1
- The state agency has a dedicated full-time position related to MTSS.....2
- The state agency has an outside advisory group related to MTSS.....3
- The state agency has provided resources to school districts (e.g., issued grants or RFPs) to explore the use of MTSS (e.g., to identify or try model Rti programs; to plan or begin implementation).....4
- The state agency has issued guidelines on MTSS.....5
- The state agency has organized trainings on MTSS that were conducted by consultants or contractors.....6
- State agency staff conduct trainings on MTSS.....7
- State agency staff provide technical assistance (specialized advice and customized support) to LEAs and schools that are investigating or implementing MTSS..... 8
- The state agency arranges technical assistance from consultants or contractors for districts and schools that are investigating or implementing MTSS..... 9
- MTSS information is available on the state agency's website.....10
- Other (*Please specify*)..... 11
.....

- None of the above..... 12
- NO RESPONSE..... M

C2. Please describe any current state agency initiatives related to MTSS, including Rti, in each of the content areas below? (Based on Q9, 2009 IDEA-NAIS State Part B Questionnaire)

Select one only per column

	Reading	Math	Behavior
a. The state agency has no current initiatives related to implementation of MTSS	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. The state agency has a pilot initiative to implement MTSS in a limited number of districts or schools	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. The state agency has an initiative to expand the use of MTSS more broadly within the state	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. The state agency has an initiative to implement MTSS statewide	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

IF THERE IS ANY RESPONSE IN C2 ASK C3

C3. If your state has either a pilot or statewide initiative that promotes MTSS, including Rtl in preschools, at what level are decisions made about each of the aspects of MTSS implementation described below? (Based on Q10, 2009 IDEA-NAIS State Part B Questionnaire)

Check one or more box in each row.

	State agency staff decide	District staff decide	School staff decide	Not done	Don't know
a. The research-based curricula to use in general education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
b. The cut scores for determining risk status	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
c. The criteria for determining a student's responsiveness to intervention	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
d. The frequency and duration of progress monitoring	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
e. The choice of interventions to use for students determined to be at risk	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
f. The number of intervention sessions required prior to referral for special education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
g. The decision rules for a referral for a special education evaluation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>
h. How to document intervention fidelity	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	d <input type="checkbox"/>

C4. In determination of eligibility for special education under Specific Learning Disability (SLD), which best describes your state's policy with respect to MTSS, including Rtl? (Based on Q11, 2009 IDEA-NAIS State Part B Questionnaire)

- The use of an IQ-achievement discrepancy model is prohibited and MTSS data are explicitly required in determining eligibility.....1
- The use of an IQ-achievement discrepancy model is prohibited and an alternative method (not specifically MTSS) is used to determine eligibility.....2
- The use of an IQ-achievement discrepancy model is permitted and MTSS data are explicitly required in determining eligibility.....3
- The use of an IQ-achievement discrepancy model is permitted and MTSS data may be used in determining eligibility.....4
- The use of an IQ-achievement discrepancy model is permitted and an alternative method (not specifically MTSS) may be used to determine eligibility.....5
- Other (*Please specify*).....6

- None of the above.....7
- NO RESPONSE.....M

IF RESPONSE TO C4 DOES NOT EQUAL 1 OR 2

- C5. If your state permits the use of a discrepancy method in determining SLD, which best characterizes your state policy? (Based on Q12, 2009 IDEA-NAIS State Part B Questionnaire)**
- The state agency has operationalized discrepancy criteria and any district using a discrepancy method must adhere to these criteria.....1
 - Districts have discretion to choose the specific discrepancy criteria used.....2

IF RESPONSE TO C4 DOES NOT EQUAL 1 OR 2

- C6. Does your state have a plan to eliminate the use of an IQ-achievement discrepancy model as a determination of eligibility for special education under SLD by the 2020-2021 school year? (Based on Q13, 2009 IDEA-NAIS State Part B Questionnaire)**
- The state agency has operationalized discrepancy criteria and any district using a discrepancy method must adhere to these criteria.....1
 - Districts have discretion to choose the specific discrepancy criteria used.....2
- C7. Does your state allow an approach other than MTSS or IQ-achievement discrepancy to determine the presence of SLD?**
- Yes.....1
 - No.....0

IF RESPONSE TO C7 EQUAL 1 ASK C8

C8. What other approach does your state allow?

(Please specify)

- C9. Does your state policies and practices for the identification of students with SLD differ by grade level?_**
- Yes.....1
 - No.....0

D. IEP DEVELOPMENT AND QUALITY

The next questions focus on early learning standards and development of Individualized Education Programs (IEPs).

Early learning standards describe expectations for children’s learning and development prior to kindergarten.

Standards-based IEPs are those that align goals for children with disabilities with the early learning standards that form the basis of each state’s preschool program and curriculum.

D1. Does your state’s early learning standards for preschool-age children align with early learning guidelines or K-12 standards? (Based on 2009 IDEA-NAIS State 619 - Q19 – more detailed response options)

Select all that apply

- Yes, with early learning guidelines (birth through age 2) 1
- Yes, with K-12 standards 2
- No..... 0
- NO RESPONSE..... M

IF RESPONSE TO D1 = 1 or 2, THEN ASK D2.

D2. Which domains are covered by the early learning standards for preschool-age children? (Based on 2009 IDEA-NAIS State 619 - Q20)

*Hyperlink definition of **adaptive behavior** will be provided: Adaptive behavior refers to behavior that enables a person to get along in his or her environment with greatest success and least conflict with others*

Select all that apply

- Physical/health..... 1
 - Cognitive..... 2
 - Approaches to learning..... 3
 - Social/emotional..... 4
 - Communication/language..... 5
 - Adaptive behavior..... 6
 - Motor development..... 7
 - Other (*Please specify*)..... 8
-
- None of the above..... 9
 - NO RESPONSE..... M

D3. For the 2019-2020 school year, does your state have formal written policies in place regarding development and use of standards-based IEPs for preschool-age children with disabilities? (2009 IDEA-NAIS State Part B 619, Q23)

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

IF RESPONSE TO D1 = 1 or 2, THEN ASK D4.

D4. During the 2018-2019 and 2019-2020 school years, what proportion of your state staff who work with preschool-age children with disabilities participated professional development on the development of standards-based IEPs for preschool-age children with disabilities? (Based on 2009 IDEA-NAIS State Part B 619, Q24)

Your best estimate is fine.

- 0 to 20 percent..... 1
- 21 to 40 percent..... 2
- 41 to 60 percent..... 3
- 61 to 80 percent..... 4
- 81 to 100 percent..... 5
- NO RESPONSE..... M

D5. Does your state agency provide any *professional development* to help promote the quality of the IEP process for preschool-age children with disabilities? (New)

If your state has elected the Extended Part C option to use Part C funding to provide services for children until they enter kindergarten, please consider both IFSPs and IEPs in your response.

A quality IEP is in compliance with all requirements of state and federal laws and regulations and reflects decisions based on the active and meaningful involvement of all members of the IEP team. The IEP provides a clear statement of expected outcomes and the special education services and supports to be provided to the student.

Professional development can occur either in-person or online.

*Hyperlink definition of **appropriately ambitious** will be provided: Appropriately ambitious goals are reasonably calculated goals that enable a child to make progress appropriate in light of their circumstances.*

Select all that apply

- Developing appropriately ambitious IEP goals.....1
 - Identifying appropriate services, supports, or accommodations to achieve IEP goals..... 2
 - Engaging families in the IEP process.....3
 - Engaging staff from state or local community agencies or programs (for example, Head Start and childcare staff) in the IEP process.....4
 - Monitoring progress towards the achievement of IEP goals, including through use of data.....5
 - Other professional development (*Please specify*).....6
-
- None of the above..... 7
 - NO RESPONSE..... M

D6. Does your state agency provide any of the following *written policy or guidelines* to help promote the quality of the IEP process for school-age children with disabilities? (New)

*Hyperlink definition of **appropriately ambitious** will be provided: Appropriately ambitious goals are reasonably calculated goals that enable a child to make progress appropriate in light of their circumstances.*

Select all that apply

- Developing appropriately ambitious IEP goals.....1
 - Identifying appropriate services, supports, or accommodations to achieve IEP goals.....2
 - Engaging families in the IEP process.....3
 - Engaging staff from local community agencies or programs (for example, Head Start and childcare staff) in the IEP process.....4
 - Monitoring progress towards the achievement of IEP goals, including through use of data.....5
 - Other topics (*Please specify*).....6
-
- None of the above.....7
 - NO RESPONSE.....M

D7. Does your state agency provide any of the following *resources* to help promote the quality of the IEP process for school-age children with disabilities? (New)

*Hyperlink definition of **appropriately ambitious** will be provided: Appropriately ambitious goals are reasonably calculated goals that enable a child to make progress appropriate in light of their circumstances*

Select all that apply

- A *mandated* standards-based IEP form or template.....1
 - A *suggested* standards-based IEP form or template.....2
 - A rubric or other resource describing features of quality IEPs, including appropriately ambitious IEP goals.....3
 - Coach, mentor, or IEP facilitator to assist with writing the IEP4
 - Other resources (*Please specify*).....5
-
- None of the above.....6
 - NO RESPONSE.....M

D8. How does your state agency monitor local programs to ensure IEP teams identify appropriate IEP goals? (New)

Select all that apply

- Review of data from state data system (for example, data on planned and delivered IEP services).....1
 - Conduct on-site monitoring visits of school districts and preschool programs.....2
 - Review a selection of IEPs from school districts.....3
 - Survey parents/guardians about IEP goals.....4
 - Other (*Please specify*).....5
-
- None of the above.....6
 - NO RESPONSE.....M

D9. How does your state agency monitor local programs to ensure appropriate service decisions are delivered in accordance with the IEP?

Select all that apply

- Review of data from state data system (for example, data on planned and delivered IEP services).....1
 - Conduct on-site monitoring visits at school districts (for example, stakeholder interviews or observation of IEP meetings).....2
 - Review a selection of IEPs from school districts.....3
 - Survey parents/guardians about IEPs goals and services.....4
 - Other (*Please specify*).....5
-
- None of the above.....6
 - NO RESPONSE.....M

The next questions will focus on charter schools

D10. Does your state have public charter preschools?

- Yes, we have charter preschools that are part of traditional school districts.....1
- Yes, we have charter preschools that are their own school district.....2
- No.....0
- NO RESPONSE.....M

ASK D11 IF D10 = 1

D11. Which agency or entities are responsible for ensuring that the IEPs of preschool-age children with disabilities enrolled in *public charter schools that are part of a traditional school district* are developed and implemented appropriately? (New) *Select all that apply*

- The charter school's authorizer.....1
- The charter school's district.....2
- The charter school.....3
- The student's local school district.....4
- The state.....5
- Other (*Please specify*).....6

NO RESPONSE.....M

ASK D12 IF D10 = 2

D12. Which agency or entities are responsible for ensuring that the IEPs of preschool-age children with disabilities enrolled in *public charter schools that are their own school district* are developed and implemented appropriately? (New)

Select all that apply

- The charter school's authorizer.....1
- The charter school's district.....2
- The charter school.....3
- The student's local school district.....4
- The state.....5
- Other (*Please specify*).....6

NO RESPONSE.....M

E. ACCESS TO GENERAL EDUCATION PROGRAMS AND SUPPORTS

Questions in this section focus on access to general education curriculum and standards for preschool-age children with disabilities

E1. During the 2019-2020 school year, does your state operate a state-funded universal preschool program? (2009 IDEA-NAIS Part B 619, Q14)

***Universal preschool** refers to preschool access for all preschool-aged children similar to kindergarten availability through public schools. In some states, universal preschool is available without cost to only certain student groups, such as low-income children, children from working families, or children identified “at risk” of school failure. Please respond to the following question if your state’s program fits this general description, even if it is not called universal preschool.*

- Yes, all districts offer a state-funded universal preschool program.....1
- Yes, state provides funding to districts that choose to implement a universal preschool program.....2
- No.....0
- NO RESPONSE.....M

IF RESPONSE TO E1 = 1 THEN ASK E2

E2. For each age group, which children are eligible for your state-funded universal preschool program? (2009 IDEA-NAIS Part B 619, Q15)

Check here if this is decided by the local district

Select all that apply per row

	3 year olds	4 year olds	5 year olds
a. All children in this age group	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. No children in this age group	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

If not all children in an age-group are eligible, please indicate which of the following groups are eligible.

c. Children from low-income families	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Children with disabilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Children with other specific risk factors <i>(Please specify)</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

E3. Does your state agency recommend the use of any programs, practices or curricula to support the positive behavioral development, social-emotional skills, or mental health concerns of preschool-age children with disabilities? (Based on EPSEP PreK district coordinator survey)

Select one only

- Yes, my state recommends *one specific* program, practice, or curriculum.....1
- Yes, my state recommends *several* programs, practices, or curricula.....2
- No.....0
- NO RESPONSE.....M

E4. Does your state agency offer any of the following to districts or providers to promote the provision of services in least restrictive environments? (Based on 2009 IDEA-NAIS State Part C Questionnaire, Q50; question and response options were modified from involvement of families to services in natural environments; other modifications reflect updates to practice)

Consider only services that aim to enable participation in daily routines and activities and allow the child to make progress in developmental areas.

Select all that apply

- Technical assistance.....1
 - Written guidelines.....2
 - Workshops.....3
 - Mentors or coaches.....4
 - Virtual opportunities including webinars or communities of practice.....5
 - Additional funding.....6
 - Other (*Please specify*).....7
-
- None of the above.....8
 - NO RESPONSE.....M

E5. Does your state agency do any of the following to help support districts and school in the use of Universal Design for Learning (UDL) for preschool-age children with disabilities? (New)

Select all that apply

- Technical assistance.....1
 - Written guidelines.....2
 - Workshops.....3
 - Mentors or coaches.....4
 - Virtual opportunities including webinars or communities of practice.....5
 - Additional funding.....6
 - Other (*Please specify*).....7
-

- None of the above.....8
- NO RESPONSE.....M

E6. How does your state agency support local agencies or programs' use of individualized assistive technology (AT) for serving preschool-age children with disabilities and their families? (New)

Select all that apply

- Offer information about AT to families, such as through AT fairs.....1
- Provide designated funding to support AT devices and use.....2
- Provide lists of AT devices to districts or providers for consideration.....3
- Provide guidelines for how to assess AT needs as part of IEP development.....4
- Provide specific guidelines for AT use.....5
- Provide professional development to *general education teachers* on use of AT6
- Provide professional development to *special education teacher* use of AT.....7
- Provide professional development to *Specialized Instructional Support Staff (SISP)* on use of AT.....8
- Review or monitor IEPs to determine extent of AT use.....9
- Provide or lend AT devices or software to districts.....10
- Monitor use of AT to ensure effective implementation.....11
- Hire or contract with AT experts to promote effective implementation strategies.....12
- None of the above.....13
- NO RESPONSE.....M

F. COLLECTION AND USE OF OUTCOMES DATA

Questions in this section focus on the data your state collects and uses to measure child outcomes.

F1. What types of outcome data does your state agency examine for all preschool-age children with disabilities? (New)

*Hyperlink definition of **adaptive behavior** will be provided: Adaptive behavior refers to behavior that enables a person to get along in his or her environment with greatest success and least conflict with others*

Select all that apply

- Attendance..... 1
 - Discipline 2
 - Functional performance or adaptive behaviors..... 3
 - Measures of language development..... 4
 - Measures of self-regulation or behavior..... 5
 - Measures of social-emotional development..... 6
 - Measures of performance in academic areas such as reading, math, and science..... 7
 - Other (*Please specify*)..... 8
-
- NO RESPONSE..... M

IF RESPONSE TO F1 IS NOT MISSING, THEN ASK F2.

F2. Does your state agency examine outcomes for preschool-age children with disabilities separately based on whether they are taught primarily in inclusive classrooms versus separate classrooms? (New)

- Yes..... 1
 - No..... 0
 - Don't know..... d
- NO RESPONSE..... M

F3. Which of the following has your state agency done in response to your examination of outcomes data for preschool-age children with disabilities? (New)

Select all that apply

- Provided data analysis (for example, reports) for local use.....1
 - Provided training and support to local programs on how to analyze and use their data.....2
 - Provided individualized training and support to local programs based on their data.....3
 - Developed written procedures and guidance in response to findings from the data.....4
 - Coordinated with state Part C colleagues to review findings and discuss an appropriate course of action.....5
 - Coordinate with state Part B colleagues to review findings and discuss an appropriate course of action.....6
 - Provided families with materials, training, or other resources.....7
 - Other (*Please specify*).....8
-
- Not applicable.....9
 - NO RESPONSE.....M

F4. Are prekindergarten assessment data included in your state’s K-12 data system?

- Yes.....1
- No.....0
- NO RESPONSE.....M

F5. How are data shared with and received from other programs or entities, such as Part B 611, Head Start, or social services? (Based on Q27, 2015 ITCA Data Survey)

Select one only. If data are shared using more than one method, please select the method by which most data are shared.

- There is an integrated, longitudinal data system for storing data.....1
 - Separate data systems are linked as needed using a common identifier or other matching process.....2
 - Individual level data from separate data systems are shared but cannot be linked.....3
 - Aggregate data from separate data systems are shared4
 - Other (*Please specify*).....5
-
- NO RESPONSE.....M

IF RESPONSE TO F5 = 1 or 2 ASK F6

F6. For which systems are you able to link data? For example, child welfare, Head Start, or K-12.

NO RESPONSE.....M

G. SUPPORT FOR TRANSITIONS

This section focuses on issues related to the transition of preschool-age children with disabilities into and out of special education for preschool-age children.

G1. For the 2019-2020 school year, in what ways is your state agency supporting the transition of preschool-age children with disabilities from early intervention services to preschool? (2009 IDEA-NAIS State 619 - Q12)

Select all that apply

- Part B preschool funds can be used to provide FAPE (free, appropriate public education) to children *before* their third birthday.....1
 - Part C funds can be used to provide FAPE (free, appropriate public education) for children *past* their third birthday.....2
 - Developed or maintained *agreements* on transitions between early intervention services and preschool special education.....3
 - Developed or maintained *policies* on transition from early intervention services to preschool special education.....4
 - Provided training to local providers on transition.....5
 - Provided technical assistance to local providers on transition.....6
 - Developed or disseminated materials for parents/guardians on transition from early intervention services to preschool special education.....7
 - Developed or maintained an electronic database of individual child records to allow children to be followed from early intervention services to preschool special education.....8
 - Other (*Please specify*).....9
-
- None of the above.....10
 - NO RESPONSE.....M

G2. For the 2019-2020 school year, in what ways is your state agency supporting the transition of preschool-age children with disabilities from preschool to kindergarten/elementary school? (2009 IDEA-NAIS State 619 - Q13)

Select all that apply

- Developed or maintained *agreements* on transitions between agencies providing preschool services and elementary schools.....1
 - Developed or maintained *policies* on transition from preschool to elementary school.....2
 - Provided training to local providers on transition.....3
 - Provided technical assistance to local providers on transition.....4
 - Developed or disseminated materials for parents/guardians on preschool to elementary school transition.....5
 - Developed or maintained an electronic database of individual child records to allow children to be followed from preschool programs to elementary school.....6
 - Other (*Please specify*).....7
-
- None of the above.....8
 - NO RESPONSE.....M

G3. Does your state agency require that IEPs include a transition component for children with disabilities entering elementary school? (New)

- Yes.....1
- No.....0
- NO RESPONSE.....M

H. DISCIPLINE

Questions in this section ask about your state’s discipline policies. When answering these questions, please assume manifestation determination review has taken place and it has been determined that the infraction is not due to the child’s disability or the district’s inability to implement the IEP.

H1. Does your state agency provide districts with requirements or recommended guidelines around discipline? (New)

- Yes, the state provides districts with requirements.....1
- Yes, the state provides districts with recommended guidelines.....2
- No.....0 GO TO SECTION J
- NO RESPONSE.....M

IF RESPONSE TO H1 = 1 OR 2, ASK H2

H2. Please provide a link to your state’s discipline policy, (New)

If this information is not available on a website, please check the box below and scan and email a hardcopy to IDEA@mathematica-mpr.com.

WEBSITE
(STRING 200)

- Information is not available on a website.....0
- NO RESPONSE.....M

IF RESPONSE TO H1 = 1 OR 2, ASK H3

H3. Does your state have a policy pertaining to suspensions and expulsions for preschool-age children? (New)

- Yes.....1
- No.....0
- NO RESPONSE.....M

IF RESPONSE TO H3 = 1 ASK H4

H4. Does your state’s policy pertaining to in-school suspensions for preschool-age children differ based on whether a child has a disability? (New)

- Yes, it always differs for students with and without disabilities1
- Sometimes, it depends on the infraction.....2
- No, the policy is the same for all students0
- NO RESPONSE.....M

IF RESPONSE TO H3 = 1 ASK H5

H5. Does your state's policy pertaining to *out-of-school suspensions* for preschool-age children differ based on whether a child has a disability? (New)

- Yes, it always differs for students with and without disabilities1
- Sometimes, it depends on the infraction.....2
- No, the policy is the same for all students0
- NO RESPONSE..... M

IF RESPONSE TO H3 = 1 ASK H6

H6. Does your state's policy pertaining to *expulsions* for preschool-age children differ based on whether a child has a disability? (New)

- Yes, it always differs for students with and without disabilities1
- Sometimes, it depends on the infraction.....2
- No, the policy is the same for all students0
- NO RESPONSE..... M

IF RESPONSE TO H1 = 1 or 2, ASK H7

H7. Does your state have a policy restricting the use of *restraints and seclusion* for preschool-age children in schools? (New)

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

IF RESPONSE TO H7 = 1 ASK H8

H8. Does your state's policy restricting the use of *restraints and seclusion* for preschool-age children in schools differ based on whether a child has a disability? (New)

- Yes, it always differs for students with and without disabilities1
- Sometimes, it depends on the infraction.....2
- No, the policy is the same for all students0
- NO RESPONSE..... M

IF RESPONSE TO H1 = 1 or 2 ASK H9

H9. Does your state agency collaborate with other agencies to develop or support the implementation of disciplinary policies for preschool-age children with disabilities? (New)

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

IF RESPONSE TO H9 = 1 THEN ASK H10

H10. Which of the following agencies or organizations does your agency work with to develop or support the implementation of behavioral supports to address disciplinary issues among preschool-age children with disabilities? (New)

Select all that apply

- Behavioral/Mental Health Agency..... 1
 - Developmental Disabilities Agency..... 2
 - Early Intervention Part C..... 3
 - Head Start..... 4
 - Health Agency..... 5
 - Local or state disability advocacy groups..... 6
 - Private therapists or therapy organizations (e.g., trauma-informed therapists, applied behavior analysis providers)..... 7
 - Social Services..... 8
 - Other (*Please specify*)..... 9
-
- NO RESPONSE..... M

H11. Which of the following strategies, programs, or curricula does your state agency recommend to manage behavioral issues for preschool-age children with disabilities?

Select all that apply

- Early childhood mental health consultation..... 1
 - Functional behavioral assessment..... 2
 - Multi-tiered system of supports (MTSS)..... 3
 - Teacher training focused on managing student behavior..... 4
 - Technical assistance focused on managing student behavior..... 6
 - Other (*Please specify*)..... 7
-
- Not applicable, my state does not use any strategies or programs to manage the behavior of preschool-age children with disabilities..... 8
- NO RESPONSE..... M

I. COORDINATION AND COLLABORATION

Questions in this section focus on how your state agency collaborates and coordinates with other agencies and programs in addressing the needs of preschool-age children with disabilities.

IF RESPONSE TO A1 IS NOT EQUAL TO 3, THEN ASK I1.

I1. How closely do you work with staff from the Part C state lead agency? (Based on 2009 IDEA-NAIS Instrument – Part C – Q5)

Select one only

- Rarely have contact with them (once or twice a year).....1
- Sometimes have contact with them (between three and six times per year).....2
- Moderate amount of contact with them (between seven and eleven times per year).....3
- Work closely with them (at least monthly).....4
- NO RESPONSE.....M

IF RESPONSE TO I1 IS NOT EQUAL TO 1, THEN ASK I2.

I2. What topics do you regularly address when working with the state Part C coordinator? (Based on 2009 IDEA-NAIS Instrument Part C - Q6, Option 7 is NEW)

Select all that apply

- Child Find.....1
- Transitions.....2
- Professional development.....3
- Data sharing.....4
- Disputes.....5
- State Performance Plans/Annual performance reports required under IDEA.....6
- State Systemic Improvement Plan (SSIP).....7
- Other (Please specify).....8
- _____
- None of the above.....9
- NO RESPONSE.....M

IF RESPONSE TO A1 IS NOT EQUAL TO 2, THEN ASK I3.

13. How closely do you work with staff from the school-age special education program? (Based on 2009 IDEA-NAIS Instrument – Part C – Q5)

Select one only

- Rarely have contact with them (once or twice a year).....1
- Sometimes have contact with them (between three and six times per year).....2
- Moderate amount of contact with them (between seven and eleven times per year).....3
- Work closely with them (at least monthly).....4
- NO RESPONSE.....M

IF RESPONSE TO I3 IS NOT EQUAL TO 1, THEN ASK I4.

14. What topics do you regularly address when working with the state special education director? (Based on 2009 IDEA-NAIS Instrument Part C - Q6, Option 7 is NEW)

Select all that apply

- Child Find.....1
- Transitions.....2
- Professional development.....3
- Data sharing.....4
- Disputes.....5
- State Performance Plans/Annual Performance Reports required under IDEA.....6
- State Systemic Improvement Plan (SSIP).....7
- Other (*Please specify*).....8
- _____
- None of the above.....9
- NO RESPONSE.....M

15. Does your state agency coordinate with any of the following state agencies or programs to engage families of preschool-age children with disabilities in the *development of IEPs*?

Select all that apply

- Child care agency (for example, the Office of Child Care, or the Child Care Development Fund coordinator).....1
 - Early learning agency.....2
 - Head Start association or collaboration office.....3
 - Health agency.....4
 - Home visiting program.....5
 - Mental health agency.....6
 - Part C lead agency.....7
 - Social services agency.....8
 - Department of developmental disabilities/services.....9
 - Other state agencies or programs (*Please specify*).....10
-
- NO RESPONSE.....M

16. Has your state agency developed formal agreements with other agencies or entities to *provide mental health and social-emotional supports* to preschool-age children with disabilities? (New)

Select one only

- Yes.....1
- No.....2
- Not applicable, this is done at the district level.....3
- NO RESPONSE.....M

IF RESPONSE TO I6 = 1 THEN ASK I7

17. Which agencies or entities has your state agency developed formal agreements with to provide direct mental health and social-emotional supports to preschool-age children with disabilities? (New)

Select all that apply

- Behavioral/Mental health agency.....1
- Developmental disabilities agency.....2
- Early Intervention Part C.....3
- Head Start.....4
- Health agency.....5
- Local or state disability advocacy groups.....6
- Private therapists or therapy organizations (e.g., trauma-informed therapists, applied behavior analysis providers).....7
- Social services.....8
- Other (Please specify).....9

NO RESPONSE.....M

18. For preschool-age children with disabilities, what does your state agency share or coordinate with the following programs or entities to support the transition from preschool to kindergarten/elementary school? (New)

Select all that apply per row

	Share data	Share funding	Share personnel	Coordinate service provision	Share other information (such as IEPs)	No sharing or coordination occurs
a. Child care agencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
b. Early learning agencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
c. Part B 611 program	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
d. Health care agencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
e. Mental health agencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>
f. Social service agencies (for example, Department of Developmental Services)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	n <input type="radio"/>

NO RESPONSE.....M

J. ADDRESSING LINGUISTIC AND CULTURAL DIVERSITY

Questions in this section focus on efforts made to address the linguistic and cultural diversity among families and preschool-aged children with disabilities.

- J1. Does your state agency do any of the following to ensure *non-English speaking parents/guardians* understand their role in the referral and evaluation processes for preschool-age children? (New)

Please select anything the state does **or** requires local school districts or providers to do

Do not include activities that are initiated at the district or school level.

Select all that apply.

- Parents/guardians are asked to state their primary language as part of standard procedure at intake.....1
 - An interpreter is provided for parents/guardians during IEP meetings as needed.....2
 - Parents/guardians are encouraged to bring someone who can interpret for them.....3
 - Parents/guardians are provided with translated written resources.....4
 - A toll-free phone number staffed by early intervention multi-lingual staff is provided for non-English-speaking parents/guardians.....5
 - A toll-free vendor interpreter service is used as needed.....6
 - Other (*Please specify*).....7
-

J2. Does your state agency do any of the following to help ensure that referrals and evaluations are linguistically and culturally competent?

Linguistically and culturally competent practices include understanding and honoring differences in customs, beliefs, values, and language preferences among families from different ethnic, socioeconomic, religious, cultural, or linguistic groups.

Select all that apply.

- Provide professional development on culturally competent practices.....1
- Include parents/guardians on state advisory committees, task forces, or work groups representing diverse populations.....2
- Solicit periodic feedback from stakeholders and families representing diverse populations.....3
- Monitor how interpreters and translators are used.....4
- Monitor the use of culturally competent practices.....5
- Provide guidance specifically designed to support the use of linguistically and culturally competent practices (for example, written guidance or webinars).....6
- Work with the state’s Parent Training and Information Center(s) to ensure materials and processes are appropriate.....7
- NO RESPONSE.....M

J3. Does your state agency do any of the following to help ensure that services are linguistically and culturally competent?

Select all that apply.

- Provide professional development on culturally competent practices.....1
- Include parents/guardians on state advisory committees, task forces, or work groups representing diverse populations.....2
- Solicit periodic feedback from stakeholders and families representing diverse populations.....3
- Monitor how interpreters and translators are used.....4
- Monitor the use of culturally competent practices.....5
- Provide guidance specifically designed to support the use of linguistically and culturally competent practices (for example, written guidance or webinars).....6
- Work with the state's Parent Training and Information Center(s) to ensure materials and processes are appropriate.....7
- NO RESPONSE.....M

J4. What challenges has your state agency experienced in ensuring that *referrals and evaluations* are linguistically and culturally competent? (New)

Select all that apply

- Addressing family reluctance to engage with preschools around special education..... 1
 - Addressing family reluctance to engage with professionals due to concerns about legal status..... 2
 - Having an insufficient number of multilingual professionals..... 3
 - Having an insufficient number of interpreters..... 4
 - Having limited resources for staff training on linguistically and culturally competent processes 5
 - Difficulty determining if eligibility for services is due to lack of skills in native language, rather than a disability..... 6
 - Other (*Please specify*)..... 7
-
- None of the above..... 8
 - NO RESPONSE..... M

J5. What challenges has your state agency experienced in ensuring that *services* are linguistically and culturally competent? (New)

Select all that apply

- Addressing family reluctance to engage with preschools around special education..... 1
 - Addressing family reluctance to engage with professionals due to concerns about legal status..... 2
 - Having an insufficient number of multilingual professionals..... 3
 - Having an insufficient number of interpreters..... 4
 - Other (*Please specify*)..... 5
-
- None of the above..... 6
 - NO RESPONSE..... M

K. FAMILY ENGAGEMENT

Questions in this section focus on engaging families of preschool-age children with disabilities in the Part B system.

K1. Does your state require districts or school provide parents with information about the Parent Training and Information Center when a referral is made? (New)

- Yes..... 1
- No..... 0
- NO RESPONSE..... M
- ADD MAPPING

K2. For the 2019-2020 school year, is your state agency offering any of the following to preschool providers to promote the involvement of parents/guardians of children with IEPs? (2009 IDEA-NAIS State Part B 619, Q31)

Select all that apply

- Funds to districts to help parents/guardians participate in IEP meetings (e.g., funds for transportation, child care, translators)..... 1
 - Training on increasing parent/guardian involvement..... 2
 - Technical assistance related to promoting parent/guardian involvement..... 3
 - Written guidelines related to parent involvement..... 4
 - Other (*Please specify*)..... 5
-
- None of the above..... 6
 - NO RESPONSE..... M

K3. For the 2019-2020 school year, in what ways is state agency staff collaborating with the Parent Training and Information (PTI) Center? (2009 IDEA-NAIS State 619 - Q33)

Select all that apply

- Development or delivery of trainings.....1
 - Delivery of technical assistance.....2
 - Dissemination of information regarding each other's services.....3
 - Development of training/guidance materials.....4
 - Family outreach efforts (for example, parents/guardians and siblings).....5
 - Promotion of alternative dispute resolution models.....6
 - Involvement in the development of the State Performance Plan (SPP)/Annual Performance Report (APR).....7
 - Implementation of the State Systemic Improvement Plan (SSIP).....8
 - Assisting with conducting the required parent survey (Indicator C4 in the SPP/APR).....9
 - Other (*Please specify*).....10
-
- None of the above.....11
 - NO RESPONSE.....M

K4. For the 2019-2020 school year, in what ways are the state agency supporting the PTI?

Select all that apply

- Staff from the state agency meet with PTI staff on a regular basis.....1
 - State agency and PTI have joint planning sessions to coordinate services provided.....2
 - State agency and PTI offer joint professional development.....3
 - State agency provides financial support for events or services.....4
 - Other (*Please specify*).....5
-
- NO RESPONSE.....M

L. SPECIAL EDUCATOR CREDENTIALS

Questions in this section focus on the qualification and credentialing criteria for special educators.

L1. Which state agency is responsible for licensing and certification of preschool special education teachers? (2009 IDEA-NAIS State B 619 Questionnaire - Q27)

Select all that apply

- State Education Agency (SEA).....1
- State licensing and certification agency that is not part of the SEA.....2
- Other (*Please specify*).....3

NO RESPONSE.....M

L2. What credential is required for preschool special educators in your state? (Based on Q28, 2009 IDEA-NAIS State Part B 619 Questionnaire)

Select one only

- No certification, licensure, or other credential is required.....1
- General early childhood certification or credential (no special education requirements).....2
- General early childhood certification or credential (including special education requirements).....3
- General early childhood certification/credential plus preschool special education add-on or endorsement.....4
- Blended early childhood/early childhood special education certification or credential.....5
- Early childhood special education certification or credential.....6
- Special education certification or credential.....7
- Special education certification/credential plus preschool special education add-on or endorsement.....8
- Other (*Please specify*).....9

NO RESPONSE.....M

L3. In what ways can preschool special education classroom teachers qualify for *traditional certification*? (Based on 2009 IDEA-NAIS State 619 Questionnaire Q29)

Please do not include emergency certifications.

Select one per row

	Required	Optional	Not applicable
a. Portfolio	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
b. Exam/proficiency test	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
c. Undergraduate or graduate degree program	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
d. Coursework (not leading to a degree)	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
f. Other (<i>Please specify</i>)	1 <input type="radio"/>	2 <input type="radio"/>	

NO RESPONSE.....M

L4. In what ways can preschool special education classroom teachers qualify for *certification through alternative routes*?

Please do not include emergency certifications.

Select one per row

	Required	Optional	Not applicable
a. Portfolio	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
b. Exam/proficiency test	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
c. Undergraduate or graduate degree program	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
d. Coursework (not leading to a degree)	1 <input type="radio"/>	2 <input type="radio"/>	n <input type="radio"/>
e. Other (<i>Please specify</i>)	1 <input type="radio"/>	2 <input type="radio"/>	

NO RESPONSE.....M

L5. Does your state allow for preschool special education classroom teachers to transfer certification from a reciprocating state? (New)

Yes.....1

No.....0

NO RESPONSE.....M

M. STAFFING

Questions in this section focus on the availability of staff to provide services to preschool-age children with disabilities.

M1. During the current (2019-2020) and preceding two school years (2017-2018 and 2018-2019), what strategies has your state agency used to increase the number of effective preschool special education teachers? (Based on 2009 IDEA-NAIS State Part B 619 Questionnaire – Q30)

Please do not include strategies initiated at the district or school level.

Select all that apply

- Collaborated with universities to develop programs and curricula to prepare providers in specific shortage areas.....1
 - Paid fees for tests/licensure exams.....2
 - Paid for tutoring to prepare teachers for certification tests/licensure exams.....3
 - Provided time or funding for teachers to participate in professional development opportunities (for example, institute of higher education tuition, workshop fees).....4
 - Provided alternative routes to certification in preschool special education for persons with a special education degree.....5
 - Provided alternative routes to certification in preschool special education for any person with a bachelor's degree.....6
 - Other (Please specify).....7
-
- None of the above.....8
 - NO RESPONSE.....M

M2. During the current (2019-2020) and past (2018-2019) school years, what initiatives or incentives has your state agency used to *retain* effective preschool special education professionals? (New)

Please do not include initiatives or incentives initiated at the district or school level.

*Hyperlink definition of **tuition “pay back”** will be provided: For every year of tuition, educators owe the district a year of service.*

Select all that apply

- Our state has not had problems with retention.....0
 - Cover continuing education costs to attain a higher degree.....1
 - Cover continuing education costs to maintain certification.....2
 - Provide mentoring or induction programs.....3
 - Offer full time teaching positions.....4
 - Offer part time teaching positions.....5
 - Offer same salary levels as K-12 educators.....6
 - Provide additional planning or release time.....7
 - Provide smaller caseloads.....8
 - Provide smaller class sizes.....9
 - Offer student loan forgiveness.....10
 - Offer tuition “pay back” or partial reimbursement11
 - Other (*Please specify*).....12
-
- NO RESPONSE..... M

N. FUNDING ALLOCATION

Questions in this section focus on funding for Part B services for preschool-age children with disabilities.

N1. What funding sources support services for preschool-age children with disabilities services, as required by their IEPs? (Based on 2009 IDEA-NAIS State Part C Questionnaire, Q20; includes additional response options)

*In column A, please select **any funding sources** that support preschool age children with disabilities*

In column B, please write in the space provided a "1" for the source that provides the largest sharing of funding, a "2" for the source that provides the next largest share of funding, and a "3" for the third largest funding source.

	A. <i>Used to support preschool-age children with disabilities Select all that apply</i>	B. <i>Rank 1, 2, and 3 by share of funding. Use each number only once.</i>
a. IDEA, Part B	1 <input type="checkbox"/>	_
b. State education funds	2 <input type="checkbox"/>	_
c. Local municipality or county funds	3 <input type="checkbox"/>	_
d. Head Start	4 <input type="checkbox"/>	_
e. Children with Special Health Care Needs/Title V	5 <input type="checkbox"/>	_
f. Medicaid/Title XIX	6 <input type="checkbox"/>	_
g. Private insurance	7 <input type="checkbox"/>	_
h. State Children's Health Insurance Program (SCHIP)	8 <input type="checkbox"/>	_
i. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	9 <input type="checkbox"/>	_
j. Temporary Assistance for Needy Families (TANF)	10 <input type="checkbox"/>	_
k. TRICARE (formerly CHAMPUS, Civilian Health and Medical Program of the Uniformed Services)	11 <input type="checkbox"/>	_
l. Other federal funding sources <i>(Please specify)</i> _____	12 <input type="checkbox"/>	_
m. Other state funding sources <i>(Please specify)</i> _____	13 <input type="checkbox"/>	_

	A. Used to support	B. Rank 1, 2, and 3 by share of
n. Other local funding sources (Please specify) _____	14 <input type="checkbox"/>	__

NO RESPONSE.....M

N2. Which of the following methods are used to determine how special education funding (including federal and state) is allocated for services for preschool-age children in your state? (New, some features from National Center for Special Education in Charter Schools report)

Do not include high-cost funding.

Hyperlink definition of high-cost funding will be provided: High Cost Funds (HCF) help offset the financial impact on Local Education Agencies (LEAs) that provide educational services to high-need children with disabilities.

Select all that apply

- A fixed amount based on all children aged 3 through 5 enrolled in the school district..... 1
 - A fixed amount per child with disabilities enrolled in the school district2
 - A formula based on the amount of specific allowable special education expenses actually incurred (for example, full reimbursement or percentage reimbursement)..... 3
 - A formula based on a measure of local poverty.....4
 - A formula based on funding allocations in a base year or a previous year.....5
 - Pre-determined amounts per child with disabilities enrolled in preschool, depending on disability category 6
 - Pre-determined amounts per child with disabilities enrolled in preschool, depending on specific services required..... 7
 - Pre-determined amounts per child with disabilities enrolled in preschool, depending on type of student placement.....8
 - Pre-determined amounts per teacher, supportive services staff position, or other resource required given the number of students with disabilities.....9
 - Other (Please specify)..... 10
-
- None of the above, funding to support special education is not separated out from the general preschool funding formula.....11
- NO RESPONSE..... M

N3. For preschool-age children, does your state allocate a portion of the state special education funding to another state agency or agencies who have responsibility for serving this population? (New)

Do not include high-cost funding.

Select one only

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

N4. How are state set-aside funds from Federal IDEA grants for preschool-age children with disabilities being used? (New, response categories from 34 CFR 300.814)

*Hyperlink definition of **high-cost funding** will be provided: High Cost Funds (HCF) help offset the financial impact on Local Education Agencies (LEAs) that provide educational services to high-need children with disabilities.*

Select all that apply

- To coordinate activities under Part B with, and provide technical assistance to, other programs that provide services to preschool-age children with disabilities..... 1
- To provide service coordination or IEP case management for families..... 2
- To provide activities at the State and local levels to meet the state performance goals..... 3
- To provide direct services for preschool-age children with disabilities..... 4
- To provide early intervention services (such as speech and language services, occupational therapy or psychological services)..... 5
- To supplement other funds used to develop and implement a statewide coordinated services system..... 6
- To support administration for the IDEA Part C grant for early intervention services..... 7
- To support administration for the IDEA Part B grant for preschool-age children 8
- For support services, including establishing and implementing the mediation process..... 9
- NO RESPONSE..... M

N5. Does the state maintain a high-cost fund?

High Cost Funds (HCF) help offset the financial impact on Local Education Agencies (LEAs) that provide educational services to high-need children with disabilities.

- Yes..... 1
- No..... 0
- NO RESPONSE..... M

IF RESPONSE N5 = 1, THEN ASK N6.

N6. Which of the following *high-cost fund mechanisms* does your state use to provide funding to districts with high-cost preschool-age children with disabilities? (New)

High Cost Funds (HCF) help offset the financial impact on Local Education Agencies (LEAs) that provide educational services to high-need children with disabilities.

Select all that apply

- The state allocates IDEA Part B funds to a high-cost fund to assist districts with high-cost students1
- The state allocates additional state funds, not part of IDEA, to a high-cost fund to assist districts with high-cost students2
- The state requires districts to pay into a high-cost fund to assist districts with high-cost students.....3
- None of the above, funding to support districts with high-cost students is not separated out from the broader special education funding formula4
- NO RESPONSE.....M

O. ACTIVITIES FUNDS

The next section focuses on questions related to the use of State-level activities funds.

Section 300.704 of IDEA allows the State education agency to reserve a portion of the total funding it receives for state set-asides: state-level administration and other state-level activities.

O1. During the last school year (2018-2019), what were IDEA State-level administration funds spent on? (New)

Select all that apply

- Administration of school-age special education and related services.....1
- Administration of preschool-age special education and related services.....2
- Administration of early intervention services.....3
- Coordination of activities under Part B with other programs that provide services to children with disabilities.....4
- Provision of technical assistance to other programs that provide services to children with disabilities.....5

O2. During the last school year (2018-2019), what were IDEA Other State-level activities funds spent on? (New)

Select all that apply

- Providing professional development, including pre-service training.....1
- Implementing paperwork reduction activities, including expanding use of technology in IEP process.....2
- Assisting districts in providing positive behavioral interventions and supports and mental health services.....3
- Supporting use of technology to enhance learning, including technology with universal design principles and technology with assistive technology.....4
- Developing and/or implementing transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary activities.....5
- Assisting districts in meeting personnel shortages, such as by offering bonuses or other incentives.....6
- Supporting capacity building activities to improve results for children with disabilities.....7
- Supporting improvement of delivery services by districts to improve results for children with disabilities.....8
- Supporting programming for children with disabilities who have been expelled from school, live in correctional facilities, or are enrolled in State-operated or State-supported schools.....9
- Supporting programming for children with disabilities who are enrolled in charter schools.....10
- Developing and/or providing appropriate accommodations for children with disabilities.....11
- Developing and/or providing alternate assessments that are valid and reliable for assessing the performance of children with disabilities.....12
- Providing technical assistance to schools and districts implementing comprehensive support and improvement activities.....13
- Providing technical assistance to schools and districts implementing targeted support and improvement activities under section 1111(d) of the ESSA.....14
- Providing professional development in the use of Universal Design for Learning (UDL).....15

- O3. During the last school year (2018-2019), did your state use Other State-level Activities funds to support activities aligned with your State Systematic Improvement Plan (SSIP)?**
- Yes..... 1
 - No..... 0
 - NO RESPONSE..... M

IF RESPONSE to O3 = 1, THEN ASK O4

- O4. During the last school year (2018-2019), how did your state use Other State-level Activities funds to support activities aligned with your State Systematic Improvement Plan (SSIP)? (New)**

Select all that apply

- To help districts provide professional development..... 1
- To help districts support infrastructure, for example data systems..... 2
- To help districts implement evidence-based practices 3
- To help improve staff to student ratios 4
- To help institutes of higher education or national experts provide professional development..... 5
- Other (*Please specify*)..... 6
-

- O5. How does the state agency determine how it will spend IDEA State-level Activities funds (both Administration funds and Other State-level activities funds)?**

Select all that apply

- Based on requests from Local Education Agencies (LEAs)..... 1
- Based on an analysis of state or local data..... 2
- Based on a review of state progress toward goals..... 3
- Based on state priority areas..... 4

P. EVIDENCE FROM RESEARCH

Questions in this section focus on the use of evidence from research.

P1. How often does your state agency draw on the following sources of information when selecting evidence-based special education policies and practices? (Based on Title 1/II Implementation Surveys)

Select one only per row

	Never or Not Applicable	Rarely	Sometimes	Often	Don't know
a. Information provided by the intervention's developer or vendor	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
b. Recommendations from colleagues in other state education departments	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
c. Information from a federally-funded technical assistance center	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
d. Information from a U.S. Department of Education Comprehensive Center	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
e. Information from a U.S. Department of Education Regional Educational Laboratory (REL)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
f. Information from the U.S. Department of Education's What Works Clearinghouse	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
g. Information from the state's research/evaluation office	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
h. Information from professional associations	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
i. Information from a college/university researcher	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
j. Information from a research journal	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
j. Social media (Twitter, Facebook, Pinterest, other)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	d <input type="radio"/>
k. Other (<i>Please specify</i>)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	

P2. What level of evidence, as specified in the Every Student Succeeds Act (ESSA), does your state agency require for evidence-based special education policies, procedures, and practices to be used by school districts in your state? (New)

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a state, district, or outside research organization to determine their effectiveness

Select one only

- Tier 1 – Strong Evidence.....1
- Tier 2 – Moderate Evidence.....2
- Tier 3 – Promising Evidence.....3
- Tier 4 – Demonstrates a Rationale.....4
- Not applicable (for example, the state agency requires different levels of evidence for different activities related to special education).....5
- NO RESPONSE.....M

P3. What does your state agency do any of the following to support or ensure that school districts use evidence-based special education policies, procedures, and practices? (New)

Select all that apply

- Share an approved list of evidence-based programs, interventions, and practices with districts.....1
- Provide training and technical assistance to districts on implementing evidence-based practices.....2
- Use a checklist to observe districts to assess the use of a particular required evidence-based practice, or to review videos submitted to state.....3
- Provide a checklist to districts to support their assessment of the use of a particular required evidence-based practice.....4
- Conduct focus groups with families in order to assess the extent to which evidence-based practices are being used.....5
- Conduct focus groups with district staff in order to assess the extent to which evidence-based practices are being used.....6
- Develop online modules or other materials to assist districts in identifying and selecting evidence-based programs, interventions and/or practices.....7
- Use existing online modules or other materials to assist districts in identifying and selecting evidence-based programs, interventions and/or practices.....8
- Have districts complete self-assessments on practices.....9
- Other (*Please specify*).....10
-
- The state agency does not take particular steps to ensure that districts use evidence-based policies, procedures and practices.....11
- NO RESPONSE.....M

P4. Does your state agency currently use any of the following to implement or scale up the evidence-based practices identified in your State Systemic Improvement Plans (SSIPs) for the Part B 619 preschool-age special education program? (New)

Select all that apply

- Provide online training (including single or modular courses) to support local implementations.....1
 - Encourage district and local staff participation in federal model programs (for example, the Pyramid Model).....2
 - Support district and local staff participation in federal model programs (for example, the Pyramid Model).....3
 - Pilot implementation of the practice(s) in select districts in order to prepare for more widespread implementation.....4
 - Disseminate information to parents/guardians to inform them of plans.....5
 - Disseminate written materials that provide training or information to support local implementation.....6
 - Host informational webinars to support local implementation.....7
 - Provide coaches to support local implementation.....8
 - Support communities of practice.....9
 - Some other strategy (*Please specify*).....10
-
- NO RESPONSE.....M

IF RESPONSE TO P4 IS NOT EQUAL TO MISSING THEN ASK P5

P5. Which of the following statements best describes the current status of your state agency's efforts in implementing or scaling up the evidence-based practices identified in your SSIPs for Part B? (New)

Select one only

- We are in the early planning stages.....1
 - We are developing materials but have not put any practices into place yet.....2
 - We have begun implementation but at a small scale.....3
 - We have expanded beyond an initial phase to reach more districts.....4
 - We have scaled up or implemented state-wide.....5
 - Different practices are in different stages of implementation.....6
- NO RESPONSE.....M

Thank you for taking the time to complete this survey.

If other staff provided answers to questions in this survey, please indicate their names and positions below, and the relevant survey sections.

Name/Position/Sections _____

Name/Position/Sections _____

Name/Position/Sections _____
