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MATHEMATICA
Policy Research

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

DISTRICT PART B 619

DRAFT

August 2019

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 60 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations Section, 34 C.F.R. § 76.591). If you have comments or concerns regarding the status of your individual submission of this survey, please contact the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4537 or email ICDocketMgr@ed.gov directly. [Note: Please do not return the completed survey to this address.]

Notice of Confidentiality

Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. All information that would permit identification of the district 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 special education and related 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 in your district. If there are questions you are not able to answer, please feel free to draw on the expertise and knowledge of others within your district. As grantees under IDEA, local 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- and school-aged students at the district level.

All information that would permit identification of the district or individual respondent will be held in strict confidence, 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.

Thank you for joining us in our effort to understand the current 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 district. In most cases, the primary respondent will be the Part B 619 Coordinator.
- Certain questions may require the help of other staff, such as the director of pupil/student services and staff from human resources, finance, and general education. 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.
- Items on this survey cover the following topics: Agency Role; Identification for Special Education and Related Services; Significant Disproportionality; IEP Development and Quality; Monitoring Preschool-Age Children with Disabilities; Supports for Transitions; Access to General Education Programs and Supports; Discipline and Safety; Social-Emotional, Behavioral, and Mental Health Supports; Funding Allocation; Staffing; 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 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 district, 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.

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 district to clarify responses to any questions.

First Name: _____

Last Name: _____

Title/Position: _____

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

E-mail Address: _____

District Name: _____

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

A. AGENCY ROLE

A1. As the designated special education coordinator for your district, which of the following describes the population(s) of students for which you have responsibility? (Based on Q1, 2009 IDEA-NAIS State Part B Questionnaire; revised for use in District survey)

Select all that apply

- Preschool-age children with disabilities.....1
- School-age children with disabilities2
- 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 the identification of preschool-age children for special education services.

B1. Which activities does your district conduct to support the identification of preschool-age children in need of special education programs? (Q16, 2009 IDEA-NAIS State Part B 619, with an additional response option)

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

B2. For infants and toddlers who received Part C early intervention services who are *not* determined eligible for Part B 619 preschool special education services, does your district 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

B3. How many preschool-age and prekindergarten children were newly evaluated for IDEA Part B special education during the 2018-2019 school year? How many of these children were found eligible for special education services? (Q20, 2009 IDEA-NAIS District)

Please **do not include** children who transferred into your district already eligible for special education.

Please **do include** children who received early intervention services under Part C Option and are not being evaluated under Part B.

The intention of this question is to obtain the number of preschool-age and prekindergarten children newly evaluated and those found eligible for special education or related services under all disability categories. We want to count all children who were evaluated for the possibility of receiving an IEP, including those who might end up with a speech-only IEP.

2018-2019 School Year	
Number of preschool and prekindergarten students <i>evaluated</i>	Number of preschool and prekindergarten students <i>found eligible</i>
_____	_____

B4. During the eligibility determination process, is there anything your district does to help staff 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 guidelines for staff to follow before screening students who are English Learners.....4
 - Other (*Please specify*).....5
-
- NO RESPONSE.....M

C. IEP DEVELOPMENT AND QUALITY

This section focuses on the development and quality of Individualized Education Programs (IEPs).

- C1. During the 2018-2019 and 2019-2020 school years, what proportion of your district staff who work with preschool-age children participated in 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

C2. Does your district provide professional development on any of the following topics to help promote the quality of the IEP process for preschool-age children with disabilities? (New)

Professional development can occur either in-person or online.

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.

Hyperlink definition of **standards-based IEPs** will be provided: Standards-based IEPs are those that align goals for students with disabilities with the content and academic achievement standards that form the basis of each state's general education curriculum.

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 standards-based IEPs.....1
 - Developing appropriately ambitious goals IEP goals.....2
 - Identifying appropriate services, supports, or accommodations to achieve IEP goals.....3
 - Engaging families in the IEP process.....4
 - Engaging early childhood program staff (e.g., Head Start or childcare staff) in the IEP process.....5
 - Monitoring progress toward the achievement of IEP goals, including through use of data.....6
 - Other professional development to promote the quality of IEPs (*Please specify*).....7
-
- None of the above.....8
 - NO RESPONSE.....M

C3. Does your district provide *written policies or guidelines* on any of the following topics to help promote the quality of the IEP process for preschool-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 standards-based IEPs.....1
 - Developing appropriately ambitious goals IEP goals.....2
 - Identifying appropriate services, supports, or accommodations to achieve IEP goals.....3
 - Engaging families in the IEP process.....4
 - Engaging early childhood program staff (e.g., Head Start or childcare staff) in the IEP process.....5
 - Monitoring progress toward the achievement of IEP goals, including through use of data.....6
 - Other topics (*Please specify*).....7
-
- None of the above.....8
 - NO RESPONSE.....M

C4. Does your district provide any of the following *resources* to help promote the quality of the IEP process for preschool-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 IEP.....4
 - List of contact information for Specialized Instructional Support Personnel (SISP) and/or intervention staff.....5
 - Staff handbook or procedures manual with example IEPs.....6
 - Other resources to promote the quality of IEPs (*Please specify*).....7
-
- None of the above.....8
 - NO RESPONSE.....M

C5. Does your district provide any of the following types of assistance to enable parents/guardians to participate in IEP meetings for preschool-age children with disabilities? (New)

Select all that apply

- Child care assistance.....1
- Interpreters.....2
-
- Transportation vouchers.....3
- Other (*Please specify*).....4
- _____
- No, we do not provide this type of assistance.....5
- NO RESPONSE.....M

C6. Does your district coordinate with any of the following local agencies or providers to engage families of preschool-age children with disabilities in the *development of IEPs*? (New)

- Head Start agencies1
- Child care or nursery school providers, other than Head Start.....2
-
- Health care providers or agencies.....3
- Mental health providers or agencies4
- Home visiting providers or agencies.....5
- Social services providers or agencies.....6
- Other early intervention agencies or providers, including task forces or non-profit organizations (*Please specify*).....7
- _____
- NO RESPONSE.....M

C7. For the 2019-2020 school year, has your district made available written materials, or offered any workshops, discussions, or support groups *specifically for parents/guardians of preschool-age children with IEPs or IFSPs* on any of the following topics? (Q21, 2009 IDEA-NAIS District, with one additional response option)

Select all that apply on each row

	Provided written materials	Offered workshops, discussions, or support groups	We did not offer materials or supports to parents/guardians on this topic
a. Understanding student accommodations to help them access the general education curriculum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
b. Developing and implementing a standards-based IEP	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
c. Understanding their child's disability	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
d. Understanding the law and their legal rights under IDEA	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
e. Using alternative dispute resolution procedures	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
f. Understanding any of the five special factors (behavior, limited English proficiency, Braille instruction, language and communication, and assistive technology) as part of the development, review, and revision of IEPs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
g. Using interventions for students with behavioral challenges	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
h. Using strategies for making a successful transition from preschool to school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
i. Understanding how to file a complaint and where to receive assistance in drafting an effective complaint	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>

C8. Were any of the following processes or programs used to promote the involvement of families of preschool-age children with disabilities in the 2019-2020 school year? (New)

Select all that apply

- Teachers shared information, tools, and strategies that families could apply at home and in the community to accelerate student learning and school performance.....1
 - Teachers met with parents/guardians outside of school to build relationships and increase family involvement.....2
 - District included families at stakeholder meetings focused on special education and related services.....3
 - District informed parents/guardians about their rights, responsibilities, and children’s educational opportunities.....4
 - District provided resources aimed at connecting parents to community resources and special education and related services.....5
 - District provided resources aimed at improving parenting skills, family relationships, and children’s mental health and behavior.....6
 - Other (*Please specify*).....7
.....
-
- None of the above.....8
 - NO RESPONSE.....M

D. MONITORING PRESCHOOL-AGE CHILDREN WITH DISABILITIES

This next section focuses on monitoring and analyzing the outcomes of preschool-age children with disabilities.

D1. Does your district collect data to monitor outcomes for *all* preschool-age children with disabilities, beyond the early childhood data that states need to report to the Office of Special Education Programs (OSEP)? (New)

Select one only

- Yes, the district collects data to monitor outcomes for *all* preschool-age children with disabilities..... 1
- No, the district only collects the data it needs to report to the Office of Special Education Programs..... 0
- NO RESPONSE..... M

If D1=1 then ask D2

D2. Do these data inform any of the following types of targeted assistance your district provides to some or all preschools that serve children with IEPs? (New)

Select all that apply

- Provide additional staff to preschools..... 1
- Provide additional professional development to preschool staff..... 2
- Provide resources to help preschools increase progress monitoring of preschool-age children with disabilities..... 3
- Provide resources to help preschools make curriculum adaptations..... 4
- Provide resources to help preschools implement programs and interventions..... 5
- NO RESPONSE..... M

If D1=1 then ask D3

D3. Who examines outcome data to inform the targeted assistance your district provides for preschool-age children with disabilities? (New)

Select all that apply

- District level staff..... 1
 - Preschool staff..... 2
 -
 - Other regional staff..... 3
 - Other (*Please specify*)..... 4
-
- Not applicable; the district does not use assessment data to inform targeted assistance..... N
 - NO RESPONSE..... M

If D1=1 then ask D4

D4. Does your district 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

E. SUPPORTS FOR TRANSITIONS

The next question asks about the supports provided to preschool-age children during the transitions into preschool and elementary school.

E1. Which of the following practices does your district use to support students with disabilities and their families during transitions into preschool and elementary school? (New, items from NECTC recommended practices)

Please select Column A if your district uses this process to support students' transition into preschool.

Please select Column B if your district uses this process to support students' transition into elementary school.

Select all that apply on each row

	A. Initial transition into preschool	B. Initial transition into elementary school
a. A primary contact person is identified to support transition services for students and their families	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Continuity and alignment exists between curricula across special education programs and schools.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Families' needs related to the transition are assessed	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Individualized transition activities for each child and family are developed	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Child and family transition meetings are conducted, separately or as part of an IEP meeting	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Home visits with families are conducted	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Families are provided with enrollment packets that include information about the special education program and/or required forms to complete	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Timelines and roles for <i>special education eligibility processes</i> , such as assessments and evaluations, are clearly specified	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i. Timelines and roles for <i>enrollment processes</i> are clearly specified and communicated to parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. Timelines and roles for <i>referral processes</i> , such as universal intake forms and memoranda of understanding, are clearly specified	1 <input type="checkbox"/>	2 <input type="checkbox"/>
k. Special education staff from the "receiving" program attend the transition meeting at the "sending" program	1 <input type="checkbox"/>	2 <input type="checkbox"/>
l. Staff roles and responsibilities to support student transitions are clearly specified	1 <input type="checkbox"/>	2 <input type="checkbox"/>
m. Staff to staff communication is supported within and across special education programs and schools	1 <input type="checkbox"/>	2 <input type="checkbox"/>
n. Transition activities, such as open houses and program visitations, are regularly scheduled	1 <input type="checkbox"/>	2 <input type="checkbox"/>
o. Other (<i>Please specify</i>)	1 <input type="checkbox"/>	2 <input type="checkbox"/>

A. Initial transition into preschool	B. Initial transition into elementary school
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F. ACCESS TO GENERAL EDUCATION PROGRAMS AND SUPPORTS

Questions in this section focus on efforts to serve and support preschool-age children with disabilities and their families.

F1. Preschool programs provide a variety of services to children with IEPs, either directly or through contracts/arrangements with independent providers. In the past three years, which of the following services were provided or funded by your district for preschool-age children with disabilities? (Based on items A-21 and A-22, PEELS Early Childhood Program Director Questionnaire Items)

*In Column A, please check the services that your district provides **directly through staff it employs**.*

*In Column B, please check the services **funded by the district, but provided by non-district staff**.*

*In Column C, please check the services that are **not currently provided** by district or non-district staff.*

Select all that apply per row

	A. Services are provided directly by your district staff	B. Services are funded by your district, but provided by non-district staff	C. Services are not provided or funded by district
a. Assistive technology	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
b. Audiology	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
c. Applied behavior analysis	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
d. Other behavior management services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
e. Orientation and mobility support	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
f. Mental health counseling	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
g. Diagnostic services/psychological assessments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
h. Training for families, parents, or guardians	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
i. Social work services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
j. Other family services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
k. Occupational therapy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
l. Physical therapy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
m. Speech and language therapy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
n. Specialized academic instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="radio"/>
o. Education in a private institution or school		2 <input type="checkbox"/>	3 <input type="radio"/>

F2. Which three services for preschool-age children with disabilities did you spend the most money on during the past three years? (New)

(Respondents will be given a list of the items they selected in column A or B above, and asked to the select the three that they spent the most on in the past three years).

F3. Which entity is responsible for setting the approach for serving preschool-age children with disabilities? By approach we mean whether children are served within elementary schools, whether there is a partnership with childcare or Head Start programs, etc. (New)

Select all that apply

- State education agency..... 1
- District (local education agency)..... 2
- School..... 3
- NO RESPONSE..... M

F4. What does your district do to support collaboration among the Part B preschool-age special education program and other entities that serve preschool-age children, such as local child care programs, including Head Start and Early Childhood Education programs? (New)

Select all that apply

- Collaborate on planning and development of services for children..... 1
 - Collaborate on delivering services to children..... 2
 - Collaborate on funding and staffing of services for children (e.g., braided funding, blended staff, etc.)..... 3
 - Provide joint professional development to staff..... 4
 - Coordinate when requesting information from parents/guardians and other agencies..... 5
 - Coordinate when planning meetings with families..... 6
 - Coordinate the collection and use of assessment data..... 7
 - Establish formal interagency agreement(s) or Memorandum of Understanding (MOU)..... 8
 - Establish an interagency coordinating body that includes parents/guardians, educators, service providers, community agencies, and other relevant stakeholders..... 9
 - Other (*Please specify*)..... 10
-
- None of the above..... 11
 - NO RESPONSE..... M

This next set of questions is about charter schools in your district.

F5. Which of the following best describes your district and the charter schools that operate as part of it? (New)

Select one only

- My district is a traditional public school district that *does not* include any charter schools..... 1
- My district is a traditional public school district that *does includes* charter schools..... 2
- My district consists of *only* charter school(s)..... 3

IF F5 = 2, THEN ASK F6

F6. Who serves as the authorizer for charter schools that operate as part of your district? (New)

Select one only

- My district authorizes all charter schools that operate as part of the district..... 1
- Another entity authorizes all charter schools that operate as part of the district..... 2
- Some charter schools that operate as part of my district are authorized by my district and some are authorized by another entity..... 3

IF F6 = 1 OR 3 , THEN ASK F7

F7. For preschool-age children with disabilities who attend *public charter schools that operate as part of your district and are authorized by your district*, who has responsibility for the following, either for policy or contractual reasons? (New)

Select one per row

	Charter schools have primary responsibility	Shared responsibility between the charter schools and your district	District has primary responsibility
a. Identification and evaluation of preschool-age children suspected of having a disability (for example, Child Find)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Coordination of IEPs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Development of IEP goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Monitoring progress toward achievement of IEP goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Provision of documents, forms, and resources to promote the quality of IEPs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Provision of special education teachers and staff	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Provision of related services staff	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. Provision of special education supports within the general education class	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Provision of special education supports within specialized settings (e.g., separate classes, separate schools, or other locations)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
j. Transportation for preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
k. Required qualifications for educators who serve preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
l. Provision of professional development to school staff on supporting preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
m. Funding for special education and related services	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
n. Determining discipline policy or procedures	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

IF F6 = 2 OR 3, THEN ASK F8

F8. For preschool-age children with disabilities who attend *public charter schools that operate as part of your district but are authorized by another entity*, who has responsibility for the following, either for policy or contractual reasons? (New)

Select one per row

	Charter schools have primary responsibility	Shared responsibility between the charter schools and your district	District has primary responsibility
a. Identification and evaluation of preschool-age children suspected of having a disability (for example, Child Find)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Coordination of IEPs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Development of IEP goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Monitoring progress toward achievement of IEP goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Provision of documents, forms, and resources to promote the quality of IEPs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Provision of special education teachers and staff	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Provision of related services staff	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. Provision of special education supports within the general education class	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Provision of special education supports within specialized settings (e.g., separate classes, separate schools, or other locations)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
j. Transportation for preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
k. Required establishment of qualifications for educators who serve preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
l. Provision of professional development to school staff on supporting preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
m. Funding for special education and related services	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
n. Determining discipline policy or procedures	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

F9. Are there are charter schools within your district’s geographic area that operate *independently from your district?* (New)

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

IF F9 = 1, THEN ASK F10

F10. For preschool-age children with disabilities who attend *public charter schools that operate independently from your district within your district’s geographic area*, who has responsibility for the following, either for policy or contractual reasons? (New)

Note: Please focus on charter schools that exist as their own school district within your district’s geographic area.

Select one per row

	Charter school district has primary responsibility	Shared responsibility between the charter school district and your district	Your district has primary responsibility
a. Identification and evaluation of preschool-age children suspected of having a disability (for example, Child Find)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Coordination of IEPs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Development of IEP goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Monitoring progress toward achievement of IEP goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Provision of documents, forms, and resources to promote the quality of IEPs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Provision of special education teachers and staff	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Provision of related services staff	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. Provision of special education supports within the general education class	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Provision of special education supports within specialized settings (e.g., separate classes, separate schools, or other locations)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
j. Transportation for preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
k. Required qualifications for educators who serve preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
l. Provision of professional development to school staff on supporting preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
m. Funding for special education and related services	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
n. Determining discipline policy or procedures	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

IF F5 = 3, THEN ASK F11

F11. For preschool-age children with disabilities in your district, who has responsibility for the following, either for policy or contractual reasons? (New)

Select one per row

	Primary responsibility belongs to charter schools or charter district	Shared responsibility between the charter schools/charter district and local school district of residence	Local school district of residence has primary responsibility
a. Identification and evaluation of preschool-age children suspected of having a disability (for example, Child Find)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Coordination of IEPs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Development of IEP goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Monitoring progress toward achievement of IEP goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Provision of documents, forms, and resources to promote the quality of IEPs	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Provision of special education teachers and staff	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Provision of related services staff	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. Provision of special education supports within the general education class	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Provision of special education supports within specialized settings (e.g., separate classes, separate schools, or other locations)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
j. Transportation for preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
k. Required qualifications for educators who serve preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
l. Provision of professional development to school staff on supporting preschool-age children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
m. Funding for special education and related services	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
n. Determining discipline policy or procedures	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

The next set of questions focuses on children with disabilities who have been parentally placed in private preschool programs.

F12. Are there currently children with disabilities in your district who have been parentally placed in a private preschool? (New)

Please exclude private preschools that only serve children with disabilities.

Select one only

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

F13. In your district, who is currently responsible for identifying children with disabilities who have been parentally placed in private preschools? (New)

Please exclude private preschools that only serve children with disabilities.

Select all that apply

- Our district assumes responsibility for identifying these children.....1
- Our district contracts with another public agency to identify these children.....2
- Our district contracts with a third party other than a public agency to identify these children.....3
-
- NO RESPONSE..... M

F14. Which of the following approaches does your district use to identify children with disabilities who have been parentally placed in private preschools? (New)

Please exclude private preschools that only serve children with disabilities.

Select all that apply

- Distribute materials to parents to help in the identification of these children.....1
- Work with representatives from private schools to identify these children.....2
- Provide staff with guidance specifically designed to support referrals and identification of preschool-age children in private schools (for example, written guidance or webinars).....3
- Work with the state’s Parent Training and Information Center(s) to ensure materials and processes are appropriate for preschool-age children in private schools.....4
- Other (*Please specify*)..... 5
-
- NO RESPONSE..... M

IF RESPONSE TO F12= 1 THEN ASK F15

F15. In the 2018-2019 school year, how many children with disabilities who have been parentally placed in private preschools did your district evaluate for special education services? (New)

Please exclude private preschools that only serve children with disabilities.

| _____ |

IF RESPONSE TO F12= 1 THEN ASK F16

F16. In the 2018-2019 school year, how many students with disabilities who have been parentally placed in private schools were found *eligible* for special education services? (New)

Please exclude private schools that only serve students with disabilities, such as residential schools.

| _____ |

IF RESPONSE TO F16= ANY ENTRY OTHER THAN 0 THEN ASK F17

F17. What services did your district provide in the 2018-2019 school year to support children with disabilities who have been parentally placed in private preschools? (New)

Please exclude private preschools that only serve children with disabilities.

Select all that apply

- Individualized tutoring..... 1
 - Speech or language therapy..... 2
 - Training to teachers/staff who work with children with disabilities..... 3
 - Support with diagnostic assessments..... 4
 - Provision of supplementary curricular materials..... 5
 - Provision of assistive technology..... 6
 - Other (*Please specify*)..... 7
- _____
- No services were provided _____ 8
 - NO RESPONSE..... M

IF RESPONSE TO F17= 1-71, THEN ASK F18

F18. Where were these services provided in the 2018-2019 school year? (New)

Select all that apply

- On site at the child's private preschool.....1
- On site at a public school in the district.....2
- At an alternative location (*Please specify*).....3

NO RESPONSE.....M

The next set of questions focuses on the access and use of assistive technology (AT) by preschool-age children.

F19. What does your district do to support the use of assistive technology (AT) for preschool-age children with disabilities? (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 a list of AT for students with different challenges to IEP teams for consideration.....3
- Require IEP teams to assess the AT needs of individual students.....4
- Provide professional development to *general education teachers* on use of AT.....5
- Provide professional development to *special education teachers* on use of AT.....6
- Provide professional development to *Specialized Instructional Support Personnel (SISP)* on use of AT.....7
- Review IEPs to determine the extent of AT use.....8
- Monitor use of AT to ensure effective implementation.....9
- Hire or contract with AT experts to promote effective implementation strategies.....10
- Other (*Please specify*).....11

NO RESPONSE.....M

F20. Are preschool-age children with disabilities allowed to use district- or school-provided AT outside of district buildings and classrooms? (New)

Select one only

- Yes, my district permits *all* AT devices to be used outside of the district (such as in home or community-based settings).....1
- Yes, my district permits *some* AT devices to be used outside of the district (such as in home or community-based settings).....2
- No, my district restricts the use of *all* AT to district buildings and classrooms.....0
- NO RESPONSE.....M

F21. When preschool-age children with disabilities transition into elementary school, are they allowed to take district- or school-provided AT devices with them? (New)

Select one only

- Yes, children can take *all* AT devices with them.....1
- Yes, children can take *some* AT devices with them.....2
- No, children are not allowed to take devices with them.....0
- NO RESPONSE.....M

G. DISCIPLINE AND SAFETY

The next set of questions focuses on your districts' discipline policies for preschool-age children with disabilities. When answering these questions, please assume manifestation determination review has taken place and it's been determined that the infraction is not due to the student's disability or the district's inability to implement their IEP.

G1. Does your district ever remove preschool-age children with disabilities from their preschool program for disciplinary purposes for the remainder of the school year or longer? (Item 6.6, EDFacts EMAPS User Guide: State Supplemental Survey – IDEA SY 2017-18)

- Yes..... 1
- No..... 0
- Not applicable..... N
- NO RESPONSE..... M

G2. Does your district 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 G2=1 THEN ASK G3

G3. Which of the following agencies or organizations does your district work with to support the implementation of disciplinary policies for 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

H. SOCIAL-EMOTIONAL, BEHAVIORAL, AND MENTAL HEALTH SUPPORTS

The next set of questions focuses on the social-emotional, behavioral, and mental health supports provided to preschool-age children with disabilities.

- H1. Has your district developed formal agreements with other agencies or entities to provide *mental health and/or social-emotional supports* to preschool-age children with disabilities? (New)**
- Yes..... 1
 - No..... 0
 - NO RESPONSE..... M

IF RESPONSE TO H1=1 THEN ASK H2

- H2. Which agencies or entities has your district developed formal agreements with to provide *direct mental health and/or social-emotional supports* to preschool-age children with disabilities? (New)**
- Select all that apply*
- Behavioral/Mental health agency..... 1
 - Court system..... 2
 - Developmental disabilities agency..... 3
 - Early Intervention Part C..... 4
 - Head Start..... 5
 - Health agency..... 6
 - Local or state disability advocacy groups..... 7
 - Private therapists or therapy organizations (e.g., trauma-informed therapists, applied behavior analysis providers)..... 8
 - Social services..... 9
 - Other (*Please specify*)..... 10
-
- NO RESPONSE..... M

H3. Does your district 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 district recommends *one specific* program, practice, or curriculum.....1
- Yes, my district recommends *several* programs, practices, or curricula.....2
- No.....0
- NO RESPONSE.....M

IF RESPONSE TO H3=1 OR 2 THEN ASK H4

H4. Which of the following strategies, programs, or curricula does your district recommend to support the *positive behavioral development, social-emotional skills, or mental health concerns* of preschool-age children with disabilities? (New)

Select all that apply

- Early childhood mental health specialists to work with children needing individualized support.....1
- Early warning indicator systems.....2
- Trauma-informed curriculum.....3
- Multi-Tiered System of Supports (MTSS).....4
- School-wide Positive Behavioral Intervention and Supports (PBIS).....5
- Applied behavior analysis (ABA), including pivotal response training (PRT) and discrete trials.....6
- Functional behavior assessment (FBA) and Behavioral Intervention Plans (BIPS).....7
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) training modules8
- Pyramid Model for Supporting Social Emotional Competence.....9
- Calm Classroom.....10
- First Step to Success.....11
- Incredible Years.....12
- Lions Quest.....13
- Mandt System.....14
- Positive Action.....15
- Promoting Alternative Thinking Strategies (PATHS).....16
- Second Step.....17
- Tools of the Mind.....18
- Nonviolent Crisis Intervention Training.....19
- Other (*Please specify*).....20

NO RESPONSE.....M

IF RESPONSE TO H3=1 OR 2 THEN ASK H5

H5. Which of the following types of support does your district provide to teachers who are using positive behavioral development/social-emotional skills curricula with preschool-age children with disabilities? (EPSEP PreK district coordinator survey)

Select all that apply

- Training to learn new curricula (such as workshops, institutes, or online modules)..... 1
 - Ongoing *individualized support* to classroom teachers (such as consultation, coaching, or mentoring) for implementing curricula or interventions..... 2
 - Ongoing *group support* (in the form of special education department meetings or community of practice/professional learning communities) for implementing curricula or interventions..... 3
 - Release time to attend conferences and workshops outside of school..... 4
 - Other types of support for implementing curricula (*Please specify*)..... 5
-
- Not applicable, my district does not provide support for implementing curricula..... N
 - NO RESPONSE..... M

I. FUNDING ALLOCATION

Questions in this section focus on the funding of services and supports for preschool-age children with disabilities.

- I1. Which of the following methods are used to determine how all special education funding (including federal, state, and local) is allocated for services for preschool-age children in your district? (New, some features from National Center for Special Education in Charter Schools report)**

Do not include high-cost funds.

Hyperlink definition of **high-cost funds** will be provided: High-cost funds 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 per child enrolled in preschool, with or without a disability.....1
 - A fixed amount per child with disabilities enrolled in preschool, regardless of disability type.....2
 - Pre-determined amounts per child with disabilities enrolled in preschool, depending on disability category.....3
 - Pre-determined amounts per child with disabilities enrolled in preschool, depending on type of student placement.....4
 - Pre-determined amounts per child with disabilities enrolled in preschool, depending on specific services required.....5
 - Pre-determined amounts per teacher, supportive services staff position, or other resource required given the number of students with disabilities.....6
 - A formula based on the amount of specific allowable special education expenses actually incurred (e.g. full reimbursement or percentage reimbursements).....7
 - Other (*Please specify*).....8
-
- None of the above, funding to support special education is not separated out from the general preschool funding formula.....9
 - None of the above, only one school in the district serves preschool-aged children with disabilities.....10
 - None of the above, the district or a regional organization directly provides special education services to preschool-age children.....11
 - NO RESPONSE.....M

12. What funding sources support services for preschool-age children with disabilities, as required by their IEPs? (Q20, 2009 IDEA-NAIS State Part C Questionnaire; 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</i> <i>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. General education funds	2 <input type="checkbox"/>	_
c. State education funds	3 <input type="checkbox"/>	_
d. Local municipality or county funds	4 <input type="checkbox"/>	_
e. Head Start	5 <input type="checkbox"/>	_
f. Children with Special Health Care Needs/Title V	6 <input type="checkbox"/>	_
g. Medicaid/Title XIX	7 <input type="checkbox"/>	_
h. Private insurance	8 <input type="checkbox"/>	_
i. State Children's Health Insurance Program (SCHIP)	9 <input type="checkbox"/>	_
j. Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	10 <input type="checkbox"/>	_
k. Temporary Assistance for Needy Families (TANF)	11 <input type="checkbox"/>	_
l. TRICARE (formerly CHAMPUS, Civilian Health and Medical Program of the Uniformed Services)	12 <input type="checkbox"/>	_
m. Other federal funding sources <i>(Please specify)</i> _____	13 <input type="checkbox"/>	_
n. Other state funding sources <i>(Please specify)</i> _____	14 <input type="checkbox"/>	_
o. Other local funding sources <i>(Please specify)</i> _____	15 <input type="checkbox"/>	_

NO RESPONSE.....M

13. How are Part B special education program funds used to support *direct service personnel* (such as special education teachers, paraprofessionals, and related services providers) who serve preschool-age children with disabilities in your district? (New)

Select all that apply

- To fund their salaries.....1
- To fund their benefits.....2
- To provide professional development.....3
- Other (*Please specify*).....4

None of the above.....5

14. How are Part B special education program funds used to support *administrators and administrative support staff* (including clerical, data, accounting, and Medicaid billing personnel) who serve preschool-age children with disabilities in your district? (New)

Select all that apply

- To fund their salaries.....1
- To fund their benefits.....2
- To provide professional development.....3
- Other (*Please specify*).....4

None of the above.....5

15. Are Part B special education program funds used to support the *salaries, benefits, or contracts* of any of the following personnel who serve preschool-age children with disabilities in your district? (New)

Select all that apply

- Nursing/medical personnel.....1
- Paraprofessionals, such as teacher aides/instructional assistants, occupational therapy assistants, personal aides, or health aides.....2
- School psychologists or other diagnostic personnel.....3
- Preschool special education teachers, including itinerant teachers or coaches.....4
- Speech/communication therapists or pathologists.....5
- Other related services personnel (e.g., occupational or physical therapists).....6
- Other (*Please specify*).....7

None of the above.....8

16. Are Part B special education program funds used to provide any of the following *direct services* for preschool-age children with disabilities in your district? (New)

Select all that apply

- Special education or related services provided directly by the district.....1
 - Special education or related services provided through contracted services.....2
 - Contracted student placements outside of the school district.....3
 - Other (*Please specify*).....4
-
- None of the above.....5

17. Are Part B special education program funds used for any of the following *supplies, equipment, or facilities modifications* for preschool-age children with disabilities in your district? (New)

Select all that apply

- Provide assistive technology or specialized equipment.....1
 - Maintain, repair, manage, and upgrade assistive technology or specialized equipment.....2
 - Make modifications to facilities to meet the unique needs of preschool-age children with disabilities.....3
 - Provide instructional materials, specialized curriculum, or instructional software.....4
 - Provide non-instructional software, supplies, and equipment.....5
 - Other (*Please specify*).....6
-
- None of the above.....7

18. What *special education supports* are provided to preschool-age children in your district through funding collaboration or contracts with other agencies or service providers? (New)

Select all that apply

- Child Find disability screening..... 1
 - Evaluations and diagnostic services 2
 - Case management and referrals to services..... 3
 - Equipment and assistive technologies..... 4
 - Transportation services..... 5
 - Mental and behavioral health services..... 6
 - Personal aide services..... 7
 - Occupational therapy..... 8
 - Physical therapy..... 9
 - Speech or language therapy..... 10
 - Professional development for staff supporting preschool-age children with IEPs..... 11
 - Specialized instruction (for example, Braille, orientation and mobility, sign language, or applied behavioral analysis) 12
 -
 - Other (*Please specify*)..... 13
-
- NO RESPONSE..... M

This next set of questions focuses on your district’s funding for and collaboration with regional cooperative, intermediate, and/or service centers.

19. Does your district have *regional cooperative, intermediate, and/or service centers* that provide services to preschool-age children with special education needs? (New)

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

IF RESPONSE TO I9=1 THEN ASK I10

I10. Is Part B special education funding in your district used to support *regional cooperative, intermediate, and/or service centers* for preschool-age children with special education needs? (New)

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

IF RESPONSE TO I9=1 THEN ASK I11

I11. What special education supports are provided to preschool-age children in your district through regional cooperative, intermediate, and/or service centers? (New)

Select all that apply

- Child Find disability screening.....1
 - Evaluations and diagnostic services2
 - Case management and referrals to services.....3
 - Equipment and assistive technologies.....4
 - Transportation services.....5
 - Mental and behavioral health services.....6
 - Personal aide services.....7
 - Occupational therapy.....8
 - Physical therapy.....9
 - Speech or language therapy.....10
 - Professional development for staff supporting preschool-age children with IEPs.....11
 - Specialized instruction (for example, Braille, orientation and mobility, sign language, or applied behavioral analysis)12
 - Other (*Please specify*).....13
-
- Not applicable – our state does not have regional cooperative, intermediate, or other service centers.....N
- NO RESPONSE.....M

IF RESPONSE TO I9=1 THEN ASK I12

I12. What ages of preschool-age children with disabilities do regional cooperative, intermediate, and/or service centers serve? (New)

Select all that apply

- 3 year olds.....1
- 4 year olds.....2
- 5 year olds.....3
- NO RESPONSE.....M

J. STAFFING

Questions in this section focus on the hiring and retention of special education teachers and other personnel.

J1. Please indicate the types of effective *special education personnel* who work with preschool-age children that your district has experienced difficulty finding and retaining during the current (2019-2020) or preceding two school years (2017-2018 and 2018-2019). (Q26, 2009 IDEA-NAIS District Questionnaire, with response options added for related services personnel [based on Q44, 2009 IDEA-NAIS State Part C Questionnaire], bilingual staff, and a column added to gather data about staff retention)

Select all that apply per row

	Difficulty finding personnel	Difficulty retaining personnel	No difficulty finding or retaining personnel
a. Early childhood special educators	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
b. Special education teachers who primarily serve children with:			
1. Developmental delays	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
2. Specific learning disabilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
3. Emotional disturbance/behavior disorders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
4. Intellectual disability	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
5. Autism	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
6. Speech or language impairment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
7. Traumatic brain injury	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
8. Sensory impairments (hearing/vision)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
9. Other low-incidence disabilities (e.g., other health impairments, orthopedic impairments, or multiple disabilities)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
10. Other disability (<i>Please specify</i>) _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
c. Specialized instructional support personnel (SISP):			
1. Audiologists	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
2. Behavioral analysts or experts	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
3. Family therapists/mental health providers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
4. Nurses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
5. Pediatricians and other physicians	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
6. Physical therapists	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
7. Psychologists	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>

	Difficulty finding personnel	Difficulty retaining personnel	No difficulty finding or retaining personnel
8. Occupational therapists	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
9. Orientation/mobility specialists	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
10. Registered dietitians	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
11. Service coordinators	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
12. Speech/language pathologists	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
13. Social workers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
14. Teacher aides, paraprofessionals, or personal care assistants	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
15. Transition specialists	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
16. Vision specialists, including ophthalmologists and optometrists	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
17. Sign language interpreters	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
d. Bilingual staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>
e. Other staff (<i>Please specify</i>)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="radio"/>

J2. During the current (2019-2020) or preceding two school years (2017-2018 and 2018-2019), what strategies has your district used to *increase the number of effective preschool special education teachers*? (Based on Q30, 2009 IDEA-NAIS State Part B 619 Questionnaire and Q33, 2009 IDEA-NAIS District Questionnaire)

Select all that apply

- Collaborated with universities to develop programs and curricula to prepare teachers 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
 - Supported participation in dual certification preparation programs.....5
 - Other (*Please specify*).....6
-
- None of the above.....7
 - Not applicable.....N
 - NO RESPONSE.....M

J3. Which supports or incentives did your district use to recruit new preschool special education teachers for the 2019-2020 school year? (Q27, 2009 IDEA-NAIS District Questionnaire)

Select all that apply

- A signing bonus..... 1
 - A bonus supplement to regular compensation.....2
 - A permanent salary augmentation or adjustment to normal base salary.....3
 - Placement of a teacher on a higher step of the salary schedule.....4
 - Relocation assistance.....5
 - Payoff of student loans.....6
 - Finder's fee to existing staff for new teacher referrals.....7
 - Mentoring or induction programs.....8
 - Other (*Please specify*)..... 9
-
- None of the above.....10
 - NO RESPONSE.....M

IF RESPONSE TO ANY ROW IN K3=2, THEN ASK K6

J4. During the current (2019-2020) or preceding two school years (2017-2018 and 2018-2019), what initiatives or incentives has your district used to retain effective preschool special education teachers? (New)

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

Select all that apply

- Cover continuing education costs to get 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 reimbursement.....11
 - Other (*Please specify*).....12
-
- None of the above.....13
 - NO RESPONSE.....M

K. EVIDENCE FROM RESEARCH

This final section focuses on the use of evidence from research.

K1. Does your district provide guidance on acceptable evidence-based policies, procedures, and practices that schools and early childhood programs should use to provide services to preschool-age children with disabilities? (New)

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

IF RESPONSE TO K1=1 THEN ASK K2

K2. How does your district help ensure that schools and early childhood programs use evidence-based special education programs and services? (New)

Hyperlink definition of **Tier 1 to Tier 4** will be provided: 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 an SEA, LEA, or outside research organization to determine their effectiveness

Select all that apply

- We provide a curated list of *suggested* evidence-based policies, procedures, and practices..... 1
- We *require* that schools and early childhood programs only purchase materials and programs from a curated list of suggested evidence-based policies, procedures, and practices..... 2
- We conduct a formal review of the materials and programs used by schools and early childhood programs to make sure they are evidence-based..... 3
- We recommend materials based on the level of evidence of their effectiveness (Tier 1 to Tier 4, under ESSA), specifically for preschool-age children..... 4
- Other (*Please specify*)..... 5

NO RESPONSE..... M

IF RESPONSE TO K1=1 THEN ASK K3

K3. How often does your district draw on the following sources of information when selecting evidence-based early childhood 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. Guidance or advice from the state education department or a technical assistance center funded by the state	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. A list of vendors approved by the state	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. 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"/>	5 <input type="radio"/>
d. Recommendations from colleagues in my own or other school districts	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Information from a federally-funded technical assistance center	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. 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"/>	5 <input type="radio"/>
g. 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"/>	5 <input type="radio"/>
h. 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"/>	5 <input type="radio"/>
i. Information from the district's research/evaluation office	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
j. Information from professional associations	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
k. Information from a college/university researcher	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
l. Information from a research journal	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
m. Social media (Twitter, Facebook, Pinterest, other)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
n. Other (Please specify)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

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 _____
