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Characteristics of Preschool Special Education Services and Educators

A Publication of the National Center for Education Evaluation at IES

The federal Individuals with Disabilities Education Act (IDEA) of 2004 governs how states and public agencies provide educational services to eligible infants, toddlers, children, and youth with disabilities. One piece of IDEA authorizes grants to states that provide special education services to children ages 3 through 5 with disabilities (Section 619 of Part B of the Act; 20 U.S.C. 1419. But little is known about the nature of these preschool services funded by IDEA and provided by local school districts and schools. This set of tables presents national information from a study conducted by the National Center for Education Evaluation (NCEE). More details can be found in the attached technical appendix.

The tables are grouped into 5 sections.

Section 1 displays tables about how preschool special education programs are structured (Tables 1.1 - 1.7). This includes when and where children with disabilities receive services, regional coordination of services across districts, and other state and district programs serving children with disabilities, such as state universal preschool programs and district-administered Head Start programs.

Section 2 displays tables about the extent to which states and districts educate preschool children with disabilities in schools and classrooms along with those who do not have an identified disability (Tables 2.1 - 2.18). This implementation of "inclusion" meets IDEA's requirement to educate students in the least restrictive environment with appropriate supports, unless a student's Individualized Education Program (IEP) calls for a different arrangement to meet their needs.

Section 3 displays tables about which curricula and which programs, strategies, and practices ("interventions") are being used to support instruction for preschool children with disabilities and how states and districts make those decisions (Tables 3.1 - 3.19).

Section 4 displays tables about district-required qualifications to teach preschool, teacher turnover,

and professional development available to teachers of preschool children with disabilities (Tables 4.1 - 4.16).

Section 5 displays additional tables about state criteria used to determine eligibility for special education services, the prevalence of specific types of disabilities among preschool children receiving special education services, and their characteristics (race/ethnicity, language proficiency, age). (Tables 5.1 - 5.6). IDEA provides broad definitions for 13 disability categories, and states vary in the specific quantitative and qualitative criteria they use to determine eligibility under these definitions.

Data

The data in these tables are based on surveys completed by two groups during the 2014–2015 school year: (1) state agency staff in all 50 states and the District of Columbia who are responsible for coordinating grants and services under IDEA Part B Section 619 (100 percent response rate) and (2) preschool special education coordinators in 1,055 of 1,200 school districts selected by size, census region, and racial-ethnic composition to represent all districts in the nation (91 percent response rate). The study team also obtained fall 2014 and fall 2015 information from the Common Core of Data (CCD) and EDFacts, which contain data that the U.S. Department of Education (ED) collects from states and districts annually. The CCD provided data on district characteristics. EDFacts provided information on the characteristics of children ages 3 through 5 with disabilities and the qualifications of the staff who serve them. The CCD and EDFacts data were used together for two purposes: (1) to sample the 1,200 districts for the survey from the full set of districts in the United States, and (2) to create groups of districts based on key characteristics to better understand how their preschools programs for children with disabilities vary.

Data on state criteria for determining who is eligible for IDEA services came from state statutes, websites, and publications from state departments of education.

Analyses

The tables present national averages from the state survey and nationally representative averages from the district survey, along with information from the other sources. When analyzing responses to the district survey, the study team weighted the data from the responding districts to reflect how the nonresponding districts would likely have answered the survey questions and to represent school districts across the U.S. Where subgroups of districts are compared, the differences were tested to determine if they are statistically different from zero (i.e., not due to chance) using $p < .05$.

Most measures displayed in the tables come directly from responses to survey questions or from EDFacts data. Several variables were also constructed for analyses, as described in the Technical Appendix (p. 80).

Authors

This publication was prepared under Contract No. ED-IES-14-C-0001. These tables were authored by Stephen Lipscomb, Megan Shoji, Jeffery Terziev, Cheri A. Vogel, Nikki Aikens of Mathematica; Patricia Snyder of University of Florida, and Margaret Burchinal of University of North Carolina. To view this report online, go to https://ies.ed.gov/ncee/pubs/2020003.

Section 1: How preschool special education programs are structured

Table 1.1. Percentage of districts reporting that they offer various types of preschool programs for children ages 3 through 5 with disabilities

Response category	Percentage of districts	Standard error
Offer only half-day preschool programs	43	1.9
Offer both half-day and full-day preschool programs	32	1.9
Offer only full-day preschool programs	15	1.4
Offer neither half-day nor full-day preschool programs	9	1.2
Don't know for this district	1!	0.5
Number of responses	1,055	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on question 3.5 of the District Preschool Special Education Coordinator Survey.

Section 1: How preschool special education programs are structured

Table 1.2. Typical length of half-day and full-day preschool programs, according to districts

Response category	Average hours per day for half-day programs	Standard error	Average hours per day for full-day programs	Standard error
General education programs	3	0.1	6	0.1
Special education programs	3	<0.05	6	0.1
Number of responses (range)	770-790		560	

Note: The sample for this table included all district preschool special education coordinators reporting that the district offers children ages 3 through 5 with disabilities half-day preschool (columns 1-2, n = 840) or full-day preschool (columns 3-4, n = 590). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on questions 3.5a and 3.5b of the District Preschool Special Education Coordinator Survey.

Section 1: How preschool special education programs are structured

Table 1.3. Percentage of children ages 3 through 5 with disabilities receiving special education and related services in the district through various service arrangements, according to districts

Response category	Receiving special education services	Standard error	Receiving related services	Standard error
Services provided at a school in the district, by district staff	79	1.5	75	1.5
Services provided at a school in the district, by non-district staff	5	0.8	9	0.9
Services provided outside of schools in the district, by district staff	8	0.7	7	0.8
Services provided outside of schools in the district, by non-district staff	8	1.1	9	1.1
Number of responses	700		710	

Note: The sample for this table included all district preschool special education coordinators with a numerical response for each category that sum to 100 percent within each column (n = 740 for special education services and n = 750 for related services). Findings for children ages 3 through 5 with disabilities are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on questions 3.1a, 3.1b, 3.1c, 3.1d, 3.2a, 3.2b, 3.2c, and 3.2d of the District Preschool Special Education Coordinator Survey.

Section 1: How preschool special education programs are structured

Table 1.4. Percentage of children ages 3 through 5 with disabilities served in various educational environments in the district during the 2014–2015 school year, according to districts

Response category	Percentage of children ages 3 through 5 with disabilities	Standard error
School district-based		
School district-based preschool general education programs		
Classes offered in the public school system	35	1.6
Classes offered in Head Start, administered by school districts	3	0.5
Special education programs		
Classes offered in the public school system	37	1.6
Outside of schools		
Community-based regular early childhood programs		
Classes offered in Head Start, not administered by school districts	7	0.8
Classes offered in other community-based program (such as private preschools, group child development centers, or child care)	10	0.9
Community-based special education programs		
Classes offered in community child care facilities, or other community-based settings	3	0.5
Classes offered in separate schools[1]	2	0.6
Other programs		
Programs offered in residential facilities	.	<0.05
Home-based programs	2	0.4
Number of responses	480	

. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.

[1] The survey did not define separate schools, but we interpret community-based special education programs offered in separate schools to include private preschools.

Note: The sample for this table included all district preschool special education coordinators with a numerical response for each category that summed to 100 percent within each column (n = 480). Findings for children ages 3 through 5 with disabilities are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on questions 3.3a, 3.3b, 3.3c, 3.3d, 3.4a, 3.4b, 3.4c, 3.4d, and 3.4e of the District Preschool Special Education Coordinator Survey.

Section 1: How preschool special education programs are structured

Table 1.5. Percentage of districts where the respondent represents a regional entity that coordinates special education programs for the district, by district characteristics

District characteristic	Percentage of districts	Standard error	Sample size
Overall	20	1.7	1,055
Urbanicity			
Urban	11	1.9	270
Suburban	16	3.2	410
Town or rural	23*	2.4	380
Size (prekindergarten through grade 5)			
Small (within the bottom quartile in U.S.)	32	4.2	130
Medium (within the second and third quartiles in U.S.)	19*	2.7	280
Large (within the top quartile in U.S.)	8*^	2.0	620
Special education rate (ages 3 through 5) [1]			
Lower (below the U.S. median)	14	2.3	520
Higher (above the U.S. median)	28*	2.9	470
Autism rate (ages 3 through 5)			
Lower (below the U.S. median)	19	2.5	420
Higher (above the U.S. median)	23	2.7	580
Developmental delay rate (ages 3 through 5)			
Lower (below the U.S. median)	16	2.4	520
Higher (above the U.S. median)	26*	2.9	480
Speech or language impairment rate (ages 3 through 5)			
Lower (below the U.S. median)	13	2.2	510
Higher (above the U.S. median)	28*	2.9	480

* Significantly different ($p < .05$) from the percentage reported for the first subgroup listed for a characteristic (e.g., urban districts).

^ Significantly different ($p < .05$) from the percentage reported for the second subgroup listed for a characteristic (e.g., suburban districts).

[1] A district's special education rate is the number of children ages 3 through 5 who receive special education and related services according to an IEP as reported in ED*Facts* divided by its total prekindergarten enrollment according to the Common Core of Data, both for the 2013–2014 school year.

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Data on enrollment by grade, used for district size and the four disability rate characteristics, were not available for nearly 30 districts in Arkansas and Colorado. Data on counts of children ages 3 through 5 with disabilities, used for the four disability rate characteristics, were not available for an additional nearly 30 school districts in New Jersey. Findings for districts are weighted and reported along with their standard error (see Appendix A for details and for subgroup definitions). The number of district responses equals 1,055 or is rounded to the nearest 10 in each row of the table.

Source: Survey responses on question A of the District Preschool Special Education Coordinator Survey, Common Core of Data for the 2013-2014 school year, and counts of children served under IDEA Part B for the 2013-2014 school year accessed through ED*Facts*.

Section 1: How preschool special education programs are structured

Table 1.6. Percentage of states reporting various characteristics of universal preschool programs

Response category	Percentage of states
The state had universal preschool in place during the 2014–2015 school year	16
Program included children ages 3 through 5 with disabilities who qualified for Part B services	16
Program included children ages 3 and 4	16
Program included children age 5	6
Number of responses	51

Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The sample for this table included all state Section 619 coordinators (n = 51).

Source: Survey responses on questions 3.3, 3.4, and 3.5 of the State Section 619 Coordinator Survey.

Section 1: How preschool special education programs are structured

Table 1.7. Percentage of districts that report administering Head Start programs with various characteristics

Response category	Percentage of districts	Standard error
Administer Head Start programs (any type)	4	0.7
Administer Head Start programs with a longer program/school day than the district's preschool or kindergarten classes	1!	0.2
Administer Head Start programs with smaller class sizes than the district's preschool or kindergarten classes	1!	0.4
Administer Head Start programs where teachers working with children ages 3 through 5 with disabilities have lower minimum qualification requirements than teachers working in the district's preschool or kindergarten classes	1!	0.3
Administer Head Start programs where teachers have greater flexibility in adopting curricula and interventions for use with children ages 3 through 5 with disabilities than in the district's preschool or kindergarten classes	.	0.2
Administer Head Start programs providing services to families of children ages 3 through 5 with disabilities that go beyond the mandate in Part B of IDEA	1!	0.3
Number of responses	1,050	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.

Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on questions 3.11 3.12a, 3.12b, 3.12d, 3.12e, and 3.12f of the District Preschool Special Education Coordinator Survey.

Section 2: State and district implementation of inclusion

Table 2.1. Percentage of districts reporting they have schools where children ages 3 through 5 with disabilities attend preschool special education classrooms

Response category	Percentage of districts	Standard error
District has schools where children ages 3 through 5 with disabilities attend special education classrooms	62	2.0
Don't know for this district	2	0.6
Number of responses	1,055	

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on question 4.7 of the District Preschool Special Education Coordinator Survey.

Section 2: State and district implementation of inclusion

Table 2.2. Average number of children ages 3 through 5 with disabilities in a typical special education classroom, according to districts

Response category	Number of children	Standard error
Children ages 3 through 5 with disabilities	10	0.2
Number of responses	770	

Note: The sample for this table included all district preschool special education coordinators reporting that the district has schools where children ages 3 through 5 with disabilities attend preschool special education classrooms during the 2014–2015 school year (n = 780). Findings for children ages 3 through 5 with disabilities are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 4.10 of the District Preschool Special Education Coordinator Survey.

Section 2: State and district implementation of inclusion

Table 2.3. Percentage of districts reporting various numbers of children ages 3 through 5 with disabilities in typical school district-based special education classrooms

Response category	Percentage of districts-	Standard error
1 to 3 children with disabilities	2	0.4
4 to 5 children with disabilities	7	1.0
6 to 7 children with disabilities	12	1.4
8 to 10 children with disabilities	43	2.5
11 or more children with disabilities	26	2.0
Don't know (cannot obtain/estimate this district-level information)	10	1.5
Number of responses	770	

Note: The sample for this table included all district preschool special education coordinators reporting that the district has schools where children ages 3 through 5 with disabilities attended preschool special education classrooms during the 2014–2015 school year (n = 780). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 4.10 of the District Preschool Special Education Coordinator Survey.

Section 2: State and district implementation of inclusion

Table 2.4. Percentage of states and districts where children ages 3 through 5 with disabilities attended inclusive classrooms during the 2014–2015 school year

Response category	Percentage of states	Percentage of districts	Standard error
Children ages 3 through 5 with disabilities attended inclusive classrooms	100	68	1.9
Don't know for this state/district	0	3	0.7
Number of responses	51	1,055	

Note: The sample for this table included all state Section 619 coordinators (n = 51) and district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on question 4.1 of the District Preschool Special Education Coordinator Survey and question 3.7 of the State Section 619 Coordinator Survey.

Section 2: State and district implementation of inclusion

Table 2.5. Percentage of districts with at least one school where children ages 3 through 5 with disabilities attend inclusive classrooms, by district characteristics

District characteristic	Percentage of districts	Standard error	Sample size
Overall	68	1.9	1,055
Urbanicity			
Urban	85	3.6	270
Suburban	65*	3.5	410
Town or rural	68*	2.6	380
Size (prekindergarten through grade 5)			
Small (within the bottom quartile in U.S.)	68	4.2	130
Medium (within the second and third quartiles in U.S.)	66	2.9	280
Large (within the top quartile in U.S.)	74	3.1	620
Special education rate (ages 3 through 5)			
Lower (below the U.S. median)	75	2.5	520
Higher (above the U.S. median)	60*	3.0	470
Autism rate (ages 3 through 5)			
Lower (below the U.S. median)	68	2.9	420
Higher (above the U.S. median)	68	2.8	580
Developmental delay rate (ages 3 through 5)			
Lower (below the U.S. median)	77	2.5	520
Higher (above the U.S. median)	59*	3.0	480
Speech or language impairment rate (ages 3 through 5)			
Lower (below the U.S. median)	71	2.7	510
Higher (above the U.S. median)	65	2.9	480

* Significantly different ($p < .05$) from the percentage reported for the first subgroup listed for a characteristic (e.g., urban districts).

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Data on enrollment by grade, used for district size and the four disability rate characteristics, were not available for nearly 30 districts in Arkansas and Colorado. Data on counts of children ages 3 through 5 with disabilities, used for the four disability rate characteristics, were not available for an additional nearly 30 school districts in New Jersey. Findings for districts are weighted and reported along with their standard error (see Technical appendix for details and for subgroup definitions). The number of district responses equals 1,055 or is rounded to the nearest 10 in each row of the table.

Source: Survey responses on question 4.1 of the District Preschool Special Education Coordinator Survey, Common Core of Data for the 2013–2014 school year, and counts of children served under IDEA Part B for the 2013–2014 school year accessed through ED*Facts*.

Section 2: State and district implementation of inclusion

Table 2.6. Average percentage children ages 3 through 5 with disabilities who received most special education and related services in inclusive classrooms, according to districts

Response category	Average percentage of children ages 3 through 5 with disabilities attending regular early childhood programs	Standard error
Received most of their special education and related services within inclusive classrooms	52	2.0
Don't know/cannot estimate this district-level information	7	1.2
Number of responses	630	

Note: The sample for this table included all district preschool special education coordinators reporting that the district offered school district-based general education preschool programs (n = 640). Findings for children ages 3 through 5 with disabilities are weighted and reported along with their standard error (see Technical appendix). Receiving services in inclusive classrooms was defined in comparison to receiving services in special education classrooms, separate schools, residential facilities, at home, or at a service provider location. The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 3.7 of the District Preschool Special Education Coordinator Survey.

Section 2: State and district implementation of inclusion

Table 2.7. Percentage of districts reporting that children ages 3 through 5 with disabilities split their time between inclusive and special education classrooms in various ways

Response category	Percentage of districts	Standard error
No children ages 3 through 5 with disabilities split their time between inclusive and special education classrooms	42	2.6
Children ages 3 through 5 with disabilities who split their time between inclusive and special education classrooms spent most of their time with typically developing peers during instructional time	39	2.6
Children ages 3 through 5 with disabilities who split their time between inclusive and special education classrooms spent most of their time with typically developing peers during non-instructional time, such as playground time or lunch	15	1.9
Don't know for this district	4	1.0
Number of responses	630	

Note: The sample for this table included all district preschool special education coordinators reporting that the district offered school district-based regular early childhood programs (n = 640). Findings for districts are weighted and reported along with their standard error (see Technical appendix). Receiving services in inclusive classrooms was defined in comparison to receiving services in special education classrooms, separate schools, residential facilities, at home, or at a service provider location. The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 3.8 of the District Preschool Special Education Coordinator Survey.

Section 2: State and district implementation of inclusion

Table 2.8. Average number of children ages 3 through 5 with and without disabilities in a typical inclusive classroom, according to districts

Response category	Average number of children in a typical inclusive classroom	Standard error
Children ages 3 through 5 with disabilities	7	0.4
Children ages 3 through 5 without disabilities	14	0.4
Number of responses	670	

Note: The sample for this table included all district preschool special education coordinators reporting that the district has schools where children ages 3 through 5 with disabilities attend inclusive classrooms during the 2014-2015 school year (n = 670). Findings for children ages 3 through 5 are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 4.5 of the District Preschool Special Education Coordinator Survey.

Section 2: State and district implementation of inclusion

Table 2.9. Percentage of inclusive classrooms in each school with different proportions of children ages 3 through 5 with disabilities, on average, according to districts

Response category	Percentage of preschool inclusive classrooms	Standard error
Less than 10% of children have a disability	30	2.1
Between 10% and 24% of children have a disability	29	2.2
Between 25% and 49% of children have a disability	28	2.2
50% or more of children have a disability	13	1.6
Number of responses	620	

Notes: The sample for this table included all district preschool special education coordinators who reported that their district had at least one school where children ages 3 through 5 with disabilities attend inclusive classrooms (n = 800). Findings for children ages 3 through 5 are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Readers should interpret findings from this table with caution. Differences in the characteristics of responding and nonresponding districts indicate potential bias (see Technical appendix, Section 6).

Source: Survey responses on question 4.6 of the District Preschool Special Education Coordinator Survey.

Section 2: State and district implementation of inclusion

Table 2.10. Percentage of districts reporting various numbers of children ages 3 through 5 with disabilities in typical school district-based general education (inclusive) classrooms

Response category	District-average percentage of inclusive classrooms in each school	Standard error
1 to 3 children with disabilities	22	1.7
4 to 5 children with disabilities	20	1.7
6 to 7 children with disabilities	16	1.6
8 to 10 children with disabilities	14	1.9
11 or more children with disabilities	8	2.0
Don't know (cannot obtain/estimate this district-level information)	19	1.8
Number of responses	790	

Note: The sample for this table included all district preschool special education coordinators reporting that the district has schools where children ages 3 through 5 with disabilities attend preschool general education (inclusive) classrooms during the 2014–2015 school year (n = 800). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 4.5 of the District Preschool Special Education Coordinator Survey.

Table 2.11. Percentage of schools with various numbers of preschool general education classrooms that include children ages 3 through 5 with disabilities, according to districts with such classrooms

Response category	Percentage of schools	Standard error
One inclusive classroom	39	2.9
Two inclusive classrooms	23	2.5
Three inclusive classrooms	9	1.7
Four or more inclusive classrooms	29	2.9
Number of responses	470	

Notes: The sample for this table included all district preschool special education coordinators reporting that the district has schools where children ages 3 through 5 with disabilities attend inclusive classrooms during the 2014–2015 school year, and where the number of schools across the response categories in this table equaled the total number of reported schools (n = 470). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Readers should interpret findings from this table with caution. Differences in the characteristics of responding and nonresponding districts indicate potential bias (see Technical appendix, Section 6).

Source: Survey responses on questions 4.3a, 4.3b, 4.3c, and 4.3d of the District Preschool Special Education Coordinator Survey.

Table 2.12. Percentage of districts reporting different ways to assign children ages 3 through 5 with disabilities to inclusive classrooms, schools with more than one such classroom

Response category	Percentage of districts that have schools with multiple inclusive classrooms	Standard error
Based on age	51	3.1
Based on teacher experience/credentials	36	3.0
Based on disability type or severity	50	3.1
Based on class sizes or current concentration of children with disabilities	74	2.8
Based on parental preference	33	3.0
Based on other factors	12	1.9
Number of responses	480	

Notes: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The sample for this table included all district preschool special education coordinators reporting that the district has at least one school with multiple inclusive classrooms serving children ages 3 through 5 with disabilities during the 2014–2015 school year (n = 480). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Readers should interpret findings from this table with caution. Differences in the characteristics of responding and nonresponding districts indicate potential bias (see Technical appendix, Section 6).

Source: Survey responses on question 4.4 of the District Preschool Special Education Coordinator Survey.

Section 2: State and district implementation of inclusion

Table 2.13. Percentage of states and districts reporting that various policies serve as barriers to including children ages 3 through 5 with disabilities in inclusive classrooms

Response category	Percentage of states	Percentage of districts	Standard error
Federal policies that serve as barriers			
Approval of non-public schools to meet least restrictive environment requirements	12	9	1.2
Conflicting policies in the same level of government	14	11	1.3
Fiscal and contracting policies	24	21	1.6
Staff qualifications policies	8	6	1.0
Professional development policies	.	5	0.9
Program quality policies	10	4	0.8
Transportation policies	.	6	1.0
State policies that serve as barriers			
Approval of non-public schools to meet least restrictive environment requirements	10	11	1.3
Conflicting policies in the same level of government	33	15	1.4
Fiscal and contracting policies	37	29	1.8
Staff qualifications policies	31	16	1.5
Professional development policies	14	8	1.1
Program quality policies	22	8	1.1
Transportation policies	20	13	1.4
Local policies that serve as barriers			
Approval of non-public schools to meet least restrictive environment requirements	14	5	0.9
Conflicting policies in the same level of government	8	5	0.9
Fiscal and contracting policies	25	17	1.5
Staff qualifications policies	20	9	1.1
Professional development policies	27	13	1.3
Program quality policies	29	9	1.1
Transportation policies	22	18	1.6
Number of responses	51	1,055	

. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.

Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The data in this table will not necessarily sum to the barrier data in Table C24. Respondents responded separately to questions about whether a given type of policy (such as fiscal and contracting policies) serves as a barrier to inclusion at three policy levels (federal, state, or local). This table presents the percentages separately for each policy level, while Table C24 presents the percentages of districts reporting that each type of policy serves as a barrier to inclusion at any (at least one) policy level. The sample for this table included all state Section 619 coordinators (n = 51) and district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on questions 4.15a, 4.15b, 4.15c, 4.15d, 4.15e, 4.15f, and 4.15g of the District Preschool Special Education Coordinator Survey and questions 3.10a, 3.10b, 3.10c, 3.10d, 3.10e, 3.10f, and 3.10g of the State Section 619 Coordinator Survey.

Section 2: State and district implementation of inclusion

Table 2.14. Percentage of states and districts reporting that they have encountered various barriers to including children ages 3 through 5 with disabilities in inclusive classrooms

Response category	Percentage of states	Percentage of districts	Standard error
Policies	**69**	**56**	**6.6**
Conflicting policies in the same level of government	25	10	1.2
Approval of non-public schools to meet least restrictive environment requirements	22	16	1.5
Fiscal and contracting policies	51	36	2.0
Staff qualifications policies	39	23	1.7
Professional development policies	35	18	1.5
Program quality policies	39	14	1.4
Transportation policies	33	25	1.8
Attitudes and beliefs	**69**	**20**	**1.6**
Belief that a specific setting/type of provider can better serve a child	63	15	1.4
Concerns that children ages 3 through 5 with disabilities will not receive appropriate services	51	11	1.3
Concerns that children ages 3 through 5 without disabilities will be negatively impacted	31	10	1.2
Cultural sensitivity	16	2	0.4
Lack of awareness of the benefits of inclusion	43	14	1.4
Lack of knowledge about and experience with children with disabilities	55	13	1.4
Other attitudes or beliefs	18	4	0.8
Characteristics of families and children	**55**	**55**	**7.0**
Family engagement or family knowledge and beliefs	16	21	1.7
Severity of a child's disability	47	43	2.0
School resources and programs	**88**	**58**	**4.6**
Enough qualified staff	53	25	1.8
Adequate resources	65	34	1.9
Sufficient administrative support	47	9	1.0
Programs that serve children with disabilities	61	21	1.7
District and non-district programs with different curricula or instruction	16	6	0.9
Provider collaboration and communication	49	10	1.2
Other barriers	**29**	**17**	**1.6**
Number of responses	51	1,055	

Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The sample for this table included all state Section 619 coordinators (n = 51) and district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on questions 4.13, 4.14, 4.15a, 4.15c, 4.15d, 4.15e, 4.15f, and 4.15g of the District Preschool Special Education Coordinator Survey and questions 3.8, 3.9, 3.10a, 3.10c, 3.10d, 3.10e, 3.10f, and 3.10g of the State Section 619 Coordinator Survey.

Table 2.15. Percentage of districts reporting various ways that itinerant and consultant services are offered to children ages 3 through 5 with disabilities in school district-based programs

Response category	Percentage of districts	Standard error
Individual pull out	64	2.0
Small-group pull out	58	2.1
One-on-one in classroom	58	2.0
Group activity	56	2.1
Individualized within activities and routines	55	2.0
Consultations with or assistance to teachers	64	2.0
Offered in other way	2!	0.7
Not offered	23	1.8
Don't know for this district	.	0.3
Number of responses	1,055	

. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on questions 3.9 and 3.10 of the District Preschool Special Education Coordinator Survey.

Table 2.16. Percentage of districts reporting that teachers and specialists collaborate in various ways when working with children ages 3 through 5 with disabilities in school district-based programs

Response category	Percentage of districts	Standard error
Itinerant or consultant staff work with teachers on instructional goals in the classroom (special education or related services staff consult and may participate part-time in the classroom activities)	71	1.9
Integrated therapy (related services staff work with children and teachers on therapy goals in the classroom during ongoing activities and routines)	74	1.9
Pull-out services (special education or related services staff work directly with children outside the classroom)	78	1.7
Co-teaching (special education staff and inclusive classroom teachers teach jointly)	35	1.9
Other types of collaboration	9	1.1
No collaboration	3	0.8
Don't know for this district	5	1.0
Number of responses	1,055	

Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on question 3.9 of the District Preschool Special Education Coordinator Survey.

Table 2.17. Percentage of states and districts reporting that districts use regional education entities to coordinate services for children ages 3 through 5 with disabilities

Response category	Percentage of states	Percentage of districts	Standard error
Districts have agreements with regional education entities to coordinate service delivery for children ages 3 through 5 with disabilities	55	20	1.7
Number of responses	51	1,055	

Note: The sample for this table included all state Section 619 coordinators (n = 51) and district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on question A of the District Preschool Special Education Coordinator Survey and question 3.1 of the State Section 619 Coordinator Survey.

Table 2.18. Percentage of states reporting that regional education entities serve various functions regarding children ages 3 through 5 with disabilities

Response category	Percentage of states
Manage funding on behalf of a school district	39
Serve as direct grantee of funds instead of school district	27
Write individualized education programs	39
Have legal responsibility for upholding individualized education program provisions	33
Coordinate the transition of children from Part C to Part B	37
Serve some other function	14
Number of responses (range)	50-51

Note: Respondents responded to each of these questions separately. Thus responses will not sum to 100 percent. The sample for this table included all state Section 619 coordinators (n = 51).

Source: Survey responses on questions 3.2b, 3.2c, 3.2d, 3.2e, 3.2f, and 3.2g of the State Section 619 Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.1. The role of districts in determining the curricula and interventions schools adopt for children ages 3 through 5 with disabilities

Role in determining curricula or interventions	Percentage of districts			
	Language/ literacy curriculum	Standard Error	Social-emotional/ behavioral curriculum	Standard Error
District role				
Requires use of specific curricula or interventions	27	1.8	23	1.7
Creates a list from which to choose	8	1.1	8	1.1
Identifies guidelines or standards	43	2.1	46	2.1
Not involved because the decisions are left entirely to local staff	15	1.6	16	1.6
Don't know for this district	6	1.0	6	1.0
No response	1	0.4	2	0.5
Number of responses	1,055		1,055	

Table reads: Twenty-seven percent of districts require the use of specific language/literacy curricula or intervention and 23 percent require the use of specific social-emotional/behavioral curricula or interventions. Almost half of districts identify guidelines or standards on curricula or interventions.

Note: The sample for this table included all state Section 619 coordinators (n = 61).

Source: Responses to the District Preschool Special Education Coordinator Survey for the 2014-2015 school year.

Section 3: Curricula and interventions used to support instruction

Table 3.2. The role of states in determining the curricula and interventions schools adopt for children ages 3 through 5 with disabilities

Role in determining curricula or interventions	Percentage of states	
	Language/literacy curriculum	Social-emotional/ behavioral curriculum
State role		
Requires use of specific curricula or interventions or creates a list from which to choose	12	12
Identifies guidelines or standards	55	57
Not involved because the decisions are left entirely to local staff	33	31
No response	0	0
Requires use of specific curricula or interventions or creates a list from which to choose	12	12
Number of responses	51	51

Table reads: Twelve percent of states require the use of specific curricula or interventions or create a list for districts or schools to choose from, About a third of states leave the decision entirely to local staff.

Note: The sample for this table included all district preschool special education coordinators (n = 1,055).

Source: Responses to the State Section 619 Coordinator Survey for the 2014–2015 school year.

Section 3: Curricula and interventions used to support instruction

Table 3.3. Percentage of states and districts reporting various ways the state is involved in determining what interventions districts adopt for use with children ages 3 through 5 with disabilities

Response category	Percentage of states	Percentage of districts	Standard error
The state requires all districts and schools to use specific interventions in the areas of language/literacy and social-emotional/behavioral skills	0	1!	0.4
The state creates a list of interventions in the areas of language/literacy and social-emotional/behavioral skills from which districts and schools must choose	0	2!	0.5
The state identifies guidelines or standards in the areas of language/literacy and social-emotional/behavioral skills but gives districts and schools the flexibility to choose any intervention meeting those guidelines	39	61	2.0
The state is not involved in decisions regarding interventions in the areas of language/literacy and social-emotional/behavioral skills	61	35	2.0
Number of responses	51	1,055	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Note: The sample for this table included all state Section 619 coordinators (n = 51) and district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on question 1.9 of the District Preschool Special Education Coordinator Survey and question 1.4 of the State Section 619 Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.4. Percentage of districts reporting various ways the district is involved in determining what curricula and interventions schools adopt for use with children ages 3 through 5 with disabilities

Response category	Percentage of districts	Standard error
Determining what curricula to adopt in the area of language/literacy skills		
The district requires school staff to use a specific curriculum	27	1.8
The district creates a list of curricula from which school staff must choose	8	1.1
The district identifies guidelines or standards but gives school staff the flexibility to choose any curriculum meeting those guidelines	43	2.1
The district is not involved in decisions regarding curricula because the decisions are left entirely to school staff	15	1.6
The district is not involved in decisions regarding curricula because the state requires the district and its schools to use a specific curriculum	2!	0.5
Don't know for this district	6	1.0
Did not specify for this district (no response)	1!	0.4
Determining what curricula to adopt in the area of social-emotional/behavioral skills		
The district requires school staff to use a specific curriculum	23	1.7
The district creates a list of curricula from which school staff must choose	8	1.1
The district identifies guidelines or standards but gives school staff the flexibility to choose any curriculum meeting those guidelines	46	2.1
The district is not involved in decisions regarding curricula because the decisions are left entirely to school staff	16	1.6
The district is not involved in decisions regarding curricula because the state requires the district and its schools to use a specific curriculum	.	<0.05
Don't know for this district	6	1.0
Did not specify for this district (no response)	2!	0.5
Determining what interventions to adopt in the areas of language/literacy and social-emotional/behavioral skills		
The district requires school staff to use a specific intervention	4	0.8
The district creates a list of interventions from which school staff must choose	7	1.0
The district identifies guidelines or standards but gives school staff the flexibility to choose any intervention meeting those guidelines	61	2.1
The district is not involved in decisions regarding interventions because the decisions are left entirely to school staff	19	1.7
The district is not involved in decisions regarding curricula because the state requires the district and its schools to use a specific curriculum	1!	0.4
Don't know for this district	7	1.1
Did not specify for this district (no response)	1!	0.4
Number of responses	1,055	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on questions 1.2, 1.5, and 1.10 of the District Preschool Special Education Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.5. Percentage of districts reporting that various staff ultimately make the decision about what curricula or interventions to adopt for use with children ages 3 through 5 with disabilities

Response category	Percentage of districts	Standard error
Decisions about what curricula to adopt for use with children ages 3 through 5 with disabilities		
A coordinator at a regional entity	6	1.1
District Staff	**43**	**2.0**
District regular education curriculum director(s)	4	0.9
District preschool special education coordinator(s)	7	0.9
District preschool coordinator(s) or director(s)	12	1.3
District special education director(s)	20	1.6
School Staff	**40**	**2.1**
School staff only	31	2.0
Collaboration (not only school staff)	9	1.2
Someone else	5	0.9
The state requires a specific curriculum	.	<0.05
Don't know who ultimately makes the decision for this district	6	1.1
Decisions about what interventions to adopt for use with children ages 3 through 5 with disabilities		
A coordinator at a regional entity	5	1.1
District Staff	**34**	**1.9**
District regular education curriculum director(s)	2!	0.5
District preschool special education coordinator(s)	6	0.8
District preschool coordinator(s) or director(s)	6	0.9
District special education director(s)	21	1.7
School Staff	**50**	**2.1**
School staff only	41	2.1
Collaboration (not only school staff)	9	1.2
Someone else	2	0.5
The state requires a specific curriculum	1!	0.4
Don't know who ultimately makes the decision for this district	7	1.1
Number of responses (range)	1,050	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on questions 1.6 and 1.11 of the District Preschool Special Education Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.6. Percentage of districts reporting that they seek the input of school staff who work with children ages 3 through 5 with disabilities when considering new curricula or interventions to adopt

Selection process	Percentage of districts	Standard error
When considering new curricula to adopt for children ages 3 through 5 with disabilities	95	1.0
When considering new interventions to adopt for children ages 3 through 5 with disabilities	99	0.4
Number of responses (range)	780-970	

Note: The sample for this table included all district preschool special education coordinators who reported that the state is not solely responsible for selecting curricula/interventions (row 1, n = 1,051; row 2, n = 824), although the number of responses reported in the table excludes districts that responded "don't know" (row 1, n = 54; row 2, n = 36). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on questions 1.7 and 1.12 of the District Preschool Special Education Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.7. Frequency that districts reassess curricula and interventions used with children ages 3 through 5 with disabilities

Response category	Percentage of districts	Standard error
More than once a year	13	1.4
About once a year	32	1.9
About every two years	8	1.1
Between three and five years	16	1.5
Between six and nine years	1!	0.4
About every ten years	.	0.3
Less often than every ten years	.	0.2
District does not make recommendations or decisions	12	1.4
Don't know for this district	18	1.7
Number of responses	1,050	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 5.7 of the District Preschool Special Education Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.8. Percentage of states and districts reporting that various factors are major obstacles to adopting a new curriculum or intervention for children ages 3 through 5 with disabilities

Response category	Percentage of states	Percentage of districts	Standard error
Legislative or state policy restrictions	53	7	1.1
Funding/cost	53	80	1.7
Lack of support/assistance with implementation	37	41	2.0
Not aligned with early learning standards/guidelines or other curricula/interventions currently in use	14	32	1.9
Time necessary for professional development and coaching	47	62	2.0
Parent resistance	.	.	.
School/teacher resistance	16	14	1.4
Local control over curricula or interventions	16	n.a.	n.a.
Other factors	8	2	0.7
Not applicable	8	2!	0.6
Number of responses	51	1,055	

. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

n.a. Not applicable. This category was created only for state Section 619 coordinators by back-coding write-in responses.

Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The sample for this table included all state Section 619 coordinators (n = 51) and district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on question 1.14 of the District Preschool Special Education Coordinator Survey and question 1.6 of the State Section 619 Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.9. Percentage of states and districts reporting that they use various curricula as the core curriculum used with all children ages 3 through 5

Response category	Percentage of states	Percentage of districts	Standard error
Comprehensive focus (multiple outcome domains)			
Assessment, Evaluation, and Programming System (AEPS)	.	3	0.8
Bright Beginnings	0	.	.
Carolina Curriculum for Preschoolers with Disabilities	0	.	0.2
Creative Curriculum	0	18	1.6
DLM Early Childhood Express	0	.	0.2
Galileo	0	0	0.0
Hawaii Early Learning Profile (3-6 years)	0	.	.
HighScope	0	3	0.7
Learning Accomplishment Profile	0	.	.
Scholastic Big Day for PreK	0	2	0.6
Tools of the Mind	0	.	0.3
Language/literacy focus			
Doors to Discovery	0	.	.
Emergent Literacy Technology Curriculum (ELiTeC)	0	0	0.0
Imagine It!	0	.	0.2
Ladders to Literacy	0	.	.
Let's Begin with the Letter People	0	.	.
Literacy Express	0	.	.
Opening the World of Literacy	0	1!	0.4
Read it Again-PreK!	.	.	<0.05
Teaching Early Literacy and Language (TELL)	0	.	.
Handwriting without Tears	0	.	0.3
Social-emotional/behavioral focus			
First Steps to Success	0	.	.
Incredible Years	0	.	0.2
Preschool PATHS	0	.	0.2
Second Step	.	4	0.9
Other curricula			
Curriculum developed by the district	0	6	1.0
Some other curriculum	8	10	1.2
Multiple curricula	0	3	0.7
None - No core or primary preschool curriculum	20	36	2.0
Don't know whether there is a core or primary preschool curriculum	67	11	1.3
Number of responses	51	1,050	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.
. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.
Note: The sample for this table included all state Section 619 coordinators (n = 51) and district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10. The Handwriting without Tears category was created by back-coding write-in responses.
Source: Survey responses on questions 2.1 and 2.2 of the District Preschool Special Education Coordinator Survey and questions 2.1 and 2.2 of the State Section 619 Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.10. Percentage of states and districts reporting that they have a single core or primary curriculum that is used with all children ages 3 through 5

Response category	Percentage of states	Percentage of districts	Standard error
Has a single core or primary curriculum	14	54	2.1
Number of responses	51	1,050	

Note: The sample for this table included all state Section 619 coordinators (n = 51) and district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 2.1 of the District Preschool Special Education Coordinator Survey and question 2.1 of the State Section 619 Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.11. Percentage of districts reporting that they use various curricula when working with children ages 3 through 5 with disabilities

Response category	Percentage of districts	Standard error
Comprehensive focus		
Assessment, Evaluation, and Programming System	11	1.3
Bright Beginnings	1!	0.4
Carolina Curriculum for Preschoolers with Disabilities	5	0.8
Creative Curriculum	34	2.0
DLM Early Childhood Express	3	0.6
Galileo	.	0.2
Hawaii Early Learning Profile (3-6 years)	3	0.7
HighScope	6	0.9
Learning Accomplishment Profile	2	0.6
Scholastic Big Day for PreK	3	0.6
Tools of the Mind	1	0.3
Language/literacy focus		
Doors to Discovery	.	0.3
Emergent Literacy Technology Curriculum	.	.
Imagine It!	1!	0.4
Ladders to Literacy	2!	0.7
Let's Begin with the Letter People	1!	0.4
Literacy Express	.	0.2
Opening the World of Literacy	4	0.7
Read it Again-PreK!	3	0.7
Teaching Early Literacy and Language	1!	0.4
Handwriting without Tears	3	0.7
Social-emotional/behavioral focus		
First Steps to Success	2!	0.5
Incredible Years	1!	0.3
Preschool PATHS	3	0.6
Second Step	15	1.5
Other curricula		
Curriculum developed by the district	17	1.6
Some other curriculum	26	1.8
None - Doesn't have curricula to promote these skills	5	0.9
Don't know for this state/district	11	1.4
Number of responses	1,055	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.
. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.
Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The data in this table present the percentages of districts reporting that they use a given curriculum at all. The data in Table B63 will not necessarily sum to these data because respondents responded separately to questions about use of a given curriculum in specific settings. The Handwriting without Tears category was created by back-coding write-in responses. The sample for this table included district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).
Source: Survey responses on question 2.3 of the District Preschool Special Education Coordinator Survey and question 2.3 of the State Section 619 Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.12. Percentage of districts reporting that they use various curricula when working with children ages 3 through 5 with disabilities in various settings

Response category	General education classes		Special education classes and other settings	
	Percentage of districts	Standard error	Percentage of districts	Standard error
Comprehensive focus (multiple outcome domains)				
Assessment, Evaluation, and Programming System	3	0.8	10	1.3
Bright Beginnings	1!	0.4	1!	0.4
Carolina Curriculum for Preschoolers with Disabilities	1!	0.3	4	0.7
Creative Curriculum	27	1.8	26	1.8
DLM Early Childhood Express	<0.5!	0.2	3	0.6
Hawaii Early Learning Profile (3-6 years)	.	0.2	3	0.7
HighScope	5	0.8	5	0.8
Learning Accomplishment Profile	1!	0.3	2	0.6
Scholastic Big Day for PreK	3	0.5	3	0.6
Tools of the Mind	<0.5!	0.2	1	0.3
Language/literacy focus				
Doors to Discovery	.	0.3	.	0.2
Emergent Literacy Technology Curriculum	.	0.2	.	0.2
Imagine It!	1!	0.4	1!	0.4
Ladders to Literacy	.	0.4	2!	0.7
Let's Begin with the Letter People	.	0.3	.	0.2
Opening the World of Literacy	3	0.6	3	0.6
Read it Again-PreK!	1!	0.5	3	0.7
Teaching Early Literacy and Language	1!	0.3	1!	0.4
Social-emotional/behavioral focus				
First Steps to Success	1!	0.4	2!	0.5
Incredible Years	<0.5!	0.2	1!	0.3
Preschool PATHS	1!	0.5	2	0.6
Second Step	12	1.4	10	1.2
Other curricula				
Curriculum developed by the district	12	1.4	14	1.4
Some other curriculum	17	1.5	22	1.6
Number of responses	1,055		1,055	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.
. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.
Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The data in this table will not necessarily sum to the data in Table D3. Respondents responded separately to questions about use of a given curriculum in three specific settings. The data in Table D3 indicate the percentages of (states and) districts reporting that they use a given curriculum at all—that is, in at least one setting. The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The Handwriting without Tears category was created by back-coding write-in responses.
Source: Survey responses on questions 2.4a-2.4z of the District Preschool Special Education Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.13. Percentage of states reporting that they use various curricula when working with children ages 3 through 5 with disabilities

Response category	Percentage of states
Comprehensive focus	
Assessment, Evaluation, and Programming System	.
Bright Beginnings	.
Carolina Curriculum for Preschoolers with Disabilities	.
Creative Curriculum	18
DLM Early Childhood Express	.
Galileo	.
Hawaii Early Learning Profile (3-6 years)	6
HighScope	12
Learning Accomplishment Profile	0
Scholastic Big Day for PreK	.
Tools of the Mind	6
Language/literacy focus	
Doors to Discovery	.
Emergent Literacy Technology Curriculum	0
Imagine It!	.
Ladders to Literacy	.
Let's Begin with the Letter People	.
Literacy Express	0
Opening the World of Literacy	6
Read it Again-PreK!	.
Teaching Early Literacy and Language	0
Handwriting without Tears	n.a.
Social-emotional/behavioral focus	
First Steps to Success	0
Incredible Years	.
Preschool PATHS	.
Second Step	.
Other curricula	
Curriculum developed by the district	0
Some other curriculum	22
None - Doesn't have curricula to promote these skills	8
Number of responses	17

. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.

n.a. Not applicable. This category was created only for district preschool special education coordinators by back-coding write-in responses.

Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The data in this table present the percentages of states reporting that they use a given curriculum at all. The sample for this table included all state Section 619 coordinators that indicated the state was involved in making decisions regarding curricula (n = 17).

Source: Survey responses on question 2.3 of the District Preschool Special Education Coordinator Survey and question 2.3 of the State Section 619 Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.14. Percentage of districts reporting that they use various interventions to provide additional developmental supports to children ages 3 through 5 with disabilities

Response category	Percentage of districts	Standard error
Comprehensive focus		
Lovaas Model of Applied Behavior Analysis	15	1.4
TEACCH	26	1.7
Embedded Instruction	22	1.7
Milieu Teaching/Enhanced Milieu Teaching	3	0.6
Pyramid Model	22	1.6
Recognition and Response	6	1.0
Direct instruction	61	2.0
Language/literacy focus		
Incidental teaching	25	1.8
Dialogic reading	7	1.0
Sit Together and Read	10	1.2
Lindamood Phoneme Sequencing	5	0.8
Orton-Gillingham	8	1.1
Yopp Phonic Awareness	.	0.2
Social-emotional/behavioral focus		
LEAP	2	0.6
Advanced Social-Communication and Play (ASAP)	1!	0.4
Joint Attention Symbolic Play Engagement (JASPER)	1!	0.4
Pivotal Response Training (PRT)	10	1.2
Prevent, Teach, Reinforce Young Children (PTR-YC)	3	0.6
Reciprocal Imitation Training (RIT)	2	0.6
Social Skills Training	48	2.1
Social Stories	68	1.9
Steps to Success	4	0.8
The Transporters	.	0.2
Behavior support plans	77	1.8
Peer supports	38	2.0
Picture Exchange Communication System (PECS)	70	1.9
Video modeling	22	1.7
Mathematical focus		
Building Blocks for Preschoolers	6	1.0
Other interventions		
FM systems, closed captioning, assistive technology, other computer programs or apps	55	2.1
Some other intervention	19	1.6
None - District doesn't have an intervention to promote these skills	3	0.7
Don't know for this district	9	1.3
Number of responses	1,055	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.

Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The data in this table present the percentages of districts reporting that they use a given intervention at all. The data in Table D6 will not necessarily sum to these data because respondents responded separately to questions about use of a given intervention in three specific settings. The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The Building Blocks for Preschoolers category was created by back-coding write-in responses.

Source: Survey responses on question 2.6 of the District Preschool Special Education Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.15. Percentage of districts reporting that they use various interventions to provide additional developmental supports to children ages 3 through 5 with disabilities in various settings

Response category	Inclusive classes		Special education classes and other settings	
	Percentage of districts	Standard error	Percentage of districts	Standard error
Comprehensive focus (multiple outcome domains)				
Lovaas Model of Applied Behavior Analysis	4	0.8	14	1.4
TEACCH	8	1.1	22	1.6
Embedded Instruction	20	1.7	19	1.6
Milieu Teaching/Enhanced Milieu Teaching	2!	0.5	2	0.6
Pyramid Model	19	1.5	16	1.4
Recognition and Response	5	0.9	5	0.9
Direct instruction	43	2.0	55	2.0
Language/literacy focus				
Incidental teaching	19	1.6	22	1.7
Dialogic reading	5	0.9	5	0.8
Sit Together and Read	8	1.1	9	1.2
Lindamood Phoneme Sequencing	2	0.5	4	0.8
Orton-Gillingham	4	0.8	7	1.0
Yopp Phonic Awareness	.	<0.05	.	.
Social-emotional/behavioral focus				
LEAP	2!	0.5	2!	0.5
Advanced Social-Communication and Play	.	0.3	1!	0.4
Joint Attention Symbolic Play Engagement	1!	0.3	1!	0.4
Pivotal Response Training	3	0.7	9	1.1
Prevent, Teach, Reinforce Young Children	2	0.6	2	0.6
Reciprocal Imitation Training	1!	0.4	2	0.6
Social Skills Training	35	2.0	42	2.0
Social Stories	49	2.1	60	2.0
Steps to Success	3	0.7	3	0.7
The Transporters	0	0.0	.	0.2
Behavior support plans	60	2.0	67	2.0
Peer supports	31	1.9	30	1.8
Picture Exchange Communication System	43	2.1	63	2.0
Video modeling	10	1.2	20	1.6
Mathematical focus				
Building Blocks for Preschoolers	3	0.7	5	0.9
Other interventions				
FM systems, closed captioning, assistive technology, other computer programs or apps	45	2.1	49	2.1
Some other intervention	13	1.4	16	1.5
Number of responses	1,055		1,055	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.
. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.
Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The data in this table will not necessarily sum to the data in Table D5. Respondents responded separately to questions about use of a given intervention in three specific settings. The data in Table D5 indicate the percentage of districts reporting that they use a given intervention at all, that is, in at least one setting. The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The Building Blocks for Preschoolers category was created by back-coding write-in responses.
Source: Survey responses on questions 2.7a-2.7dd of the District Preschool Special Education Coordinator Survey.

Section 3: Curricula and interventions used to support instruction

Table 3.16. Percentage of districts that have adopted at least one curriculum with a social-emotional/behavioral focus for children ages 3 through 5 with disabilities, by district characteristics

District characteristic	Percentage of districts	Standard error	Sample size
Overall	59	2.0	1055
Urbanicity			
Urban	62	4.9	270
Suburban	67	3.4	410
Town or rural	55^	2.8	380
Size (prekindergarten through grade 5)			
Small (within the bottom quartile in U.S.)	61	4.4	130
Medium (within the second and third quartiles in U.S.)	57	3.1	280
Large (within the top quartile in U.S.)	62	3.2	620
Special education rate (ages 3 through 5)			
Lower (below the U.S. median)	58	3.0	520
Higher (above the U.S. median)	58	3.0	470
Autism rate (ages 3 through 5)			
Lower (below the U.S. median)	53	3.0	420
Higher (above the U.S. median)	62*	2.9	580
Developmental delay rate (ages 3 through 5)			
Lower (below the U.S. median)	57	3.0	520
Higher (above the U.S. median)	58	2.9	480
Speech or language impairment rate (ages 3 through 5)			
Lower (below the U.S. median)	57	2.9	510
Higher (above the U.S. median)	58	3.0	480

* Significantly different ($p < .05$) from the percentage reported for the first subgroup listed for a characteristic (e.g., urban districts).

^ Significantly different ($p < .05$) from the percentage reported for the second subgroup listed for a characteristic (e.g., suburban districts).

Note: The sample for this table included all district preschool special education coordinators whose responses about curricula adopted in the district could be assigned to an outcome area (that is, not those only indicating the district had adopted a curriculum developed for the district, an "other" curriculum, or that they do not know what curricula have been adopted) (n = 1055). Curricula with a social-emotional/behavioral focus include Assessment, Evaluation, and Programming System (AEPS); Bright Beginnings; Carolina Curriculum for Preschoolers with Disabilities; Creative Curriculum; DLM Early Childhood Express; Galileo; Hawaii Early Learning Profile (3-6 years); HighScope; Learning Accomplishment Profile; Scholastic Big Day for PreK; Tools of the Mind; First Steps to Success; Incredible Years; Preschool PATHS; and Second Step;. Data on enrollment by grade, used for district size and the four disability rate characteristics, were not available for nearly 30 districts in Arkansas and Colorado. Data on counts of children ages 3 through 5 with disabilities, used for the four disability rate characteristics, were not available for an additional nearly 30 school districts in New Jersey. Findings for districts are weighted and reported along with their standard error (see Technical appendix for details and for subgroup definitions). The number of district responses is rounded to the nearest 10 in each row of the table.

Source: Survey responses on question 2.3 of the District Preschool Special Education Coordinator Survey, Common Core of Data for the 2013-2014 school year, and counts of children served under IDEA Part B for the 2013-2014 school year accessed through ED*Facts*.

Section 3: Curricula and interventions used to support instruction

Table 3.17. Percentage of districts that have adopted at least one curriculum with a language/literacy focus for children ages 3 through 5 with disabilities, by district characteristics

District characteristic	Percentage of districts	Standard error	Sample size
Overall	60	2.0	1055
Urbanicity			
Urban	67	4.6	270
Suburban	65	3.5	410
Town or rural	57	2.8	380
Size (prekindergarten through grade 5)			
Small (within the bottom quartile in U.S.)	62	4.3	130
Medium (within the second and third quartiles in U.S.)	57	3.1	280
Large (within the top quartile in U.S.)	64	3.2	620
Special education rate (ages 3 through 5)			
Lower (below the U.S. median)	61	2.9	520
Higher (above the U.S. median)	57	3.0	470
Autism rate (ages 3 through 5)			
Lower (below the U.S. median)	57	3.0	420
Higher (above the U.S. median)	60	2.9	580
Developmental delay rate (ages 3 through 5)			
Lower (below the U.S. median)	60	2.9	520
Higher (above the U.S. median)	57	2.9	480
Speech or language impairment rate (ages 3 through 5)			
Lower (below the U.S. median)	58	2.9	510
Higher (above the U.S. median)	59	3.0	480

Note: The sample for this table included all district preschool special education coordinators whose responses about curricula adopted in the district could be assigned to an outcome area (that is, not those only indicating the district had adopted a curriculum developed for the district, an "other" curriculum, or that they do not know what curricula have been adopted) (n = 1055). Curricula with a language/literacy focus include Assessment, Evaluation, and Programming System (AEPS); Bright Beginnings; Carolina Curriculum for Preschoolers with Disabilities; Creative Curriculum; DLM Early Childhood Express; Galileo; Hawaii Early Learning Profile (3-6 years); HighScope; Learning Accomplishment Profile; Scholastic Big Day for PreK; Tools of the Mind; Doors to Discovery; Emergent Literacy Technology Curriculum (ELiTeC); Imagine It!; Ladders to Literacy; Let's Begin with the Letter People; Literacy Express; Opening the World of Literacy (OWL); Read it Again-PreK!; Teaching Early Literacy and Language (TELL); and Handwriting without Tears (a category created by back-coding write-in responses). Data on enrollment by grade, used for district size and the four disability rate characteristics, were not available for nearly 30 districts in Arkansas and Colorado. Data on counts of children ages 3 through 5 with disabilities, used for the four disability rate characteristics, were not available for an additional nearly 30 school districts in New Jersey. Findings for districts are weighted and reported along with their standard error (see Technical appendix for details and for subgroup definitions). The number of district responses is rounded to the nearest 10 in each row of the table.

Source: Survey responses on question 2.3 of the District Preschool Special Education Coordinator Survey, Common Core of Data for the 2013-2014 school year, and counts of children served under IDEA Part B for the 2013-2014 school year accessed through ED*Facts*.

Section 3: Curricula and interventions used to support instruction

Table 3.18. Percentage of districts that have adopted at least one intervention with a language/literacy focus for children ages 3 through 5 with disabilities, by district characteristics

District characteristic	Percentage of districts	Standard error	Sample size
Overall	75	1.8	1055
Urbanicity			
Urban	86	3.6	270
Suburban	75*	3.3	410
Town or rural	74*	2.5	380
Size (prekindergarten through grade 5)			
Small (within the bottom quartile in U.S.)	69	4.1	130
Medium (within the second and third quartiles in U.S.)	75	2.8	280
Large (within the top quartile in U.S.)	82*^	2.7	620
Special education rate (ages 3 through 5)			
Lower (below the U.S. median)	79	2.5	520
Higher (above the U.S. median)	71*	2.8	470
Autism rate (ages 3 through 5)			
Lower (below the U.S. median)	75	2.7	420
Higher (above the U.S. median)	74	2.7	580
Developmental delay rate (ages 3 through 5)			
Lower (below the U.S. median)	80	2.5	520
Higher (above the U.S. median)	69*	2.8	480
Speech or language impairment rate (ages 3 through 5)			
Lower (below the U.S. median)	74	2.7	510
Higher (above the U.S. median)	75	2.7	480

* Significantly different ($p < .05$) from the percentage reported for the first subgroup listed for a characteristic (e.g., urban districts).

^ Significantly different ($p < .05$) from the percentage reported for the second subgroup listed for a characteristic (e.g., suburban districts).

Note: The sample for this table included all district preschool special education coordinators whose responses about interventions adopted in the district could be assigned to an outcome area (that is, not those only indicating the district had adopted FM systems, closed captioning, assistive technology, or other computer programs or apps as a technology intervention; an "other" intervention; or that they do not know what interventions have been adopted) (n = 1055). Interventions with a language/literacy focus include Lovaas Model of Applied Behavior Analysis, TEACCH, Embedded Instruction, Milieu Teaching/Enhanced Milieu Teaching, Pyramid Model, recognition and response, incidental teaching, dialogic reading, Sit Together and Read, Lindamood Phoneme Sequencing, Orton-Gillingham, Yopp Phonic Awareness, and Direct Instruction (DI). Data on enrollment by grade, used for district size and the four disability rate characteristics, were not available for nearly 30 districts in Arkansas and Colorado. Data on counts of children ages 3 through 5 with disabilities, used for the four disability rate characteristics, were not available for an additional nearly 30 school districts in New Jersey. Findings for districts are weighted and reported along with their standard error (see Technical appendix for details and for subgroup definitions). The number of district responses is rounded to the nearest 10 in each row of the table.

Source: Survey responses on question 2.6 of the District Preschool Special Education Coordinator Survey, Common Core of Data for the 2013–2014 school year, and counts of children served under IDEA Part B for the 2013–2014 school year accessed through ED*Facts*.

Section 3: Curricula and interventions used to support instruction

Table 3.19. Percentage of districts that have adopted at least one intervention with a social-emotional/behavioral focus for children ages 3 through 5 with disabilities, by district characteristics

District characteristic	Percentage of districts	Standard error	Sample size
Overall	85	1.5	1055
Urbanicity			
Urban	90	3.0	270
Suburban	86	2.7	410
Town or rural	84	2.1	380
Size (prekindergarten through grade 5)			
Small (within the bottom quartile in U.S.)	84	3.4	130
Medium (within the second and third quartiles in U.S.)	84	2.3	280
Large (within the top quartile in U.S.)	89	2.3	620
Special education rate (ages 3 through 5)			
Lower (below the U.S. median)	89	2.0	520
Higher (above the U.S. median)	80*	2.4	470
Autism rate (ages 3 through 5)			
Lower (below the U.S. median)	84	2.3	420
Higher (above the U.S. median)	85	2.2	580
Developmental delay rate (ages 3 through 5)			
Lower (below the U.S. median)	90	1.9	520
Higher (above the U.S. median)	79*	2.5	480
Speech or language impairment rate (ages 3 through 5)			
Lower (below the U.S. median)	83	2.3	510
Higher (above the U.S. median)	86	2.2	480

* Significantly different ($p < .05$) from the percentage reported for the first subgroup listed for a characteristic (e.g., urban districts).

Note: The sample for this table included all district preschool special education coordinators whose responses about interventions adopted in the district could be assigned to an outcome area (that is, not those only indicating the district had adopted FM systems, closed captioning, assistive technology, or other computer programs or apps as a technology intervention; an "other" intervention; or that they do not know what interventions have been adopted) (n = 1055). Interventions with a social-emotional/behavioral focus include Lovaas Model of Applied Behavior Analysis; TEACCH; Embedded Instruction; Milieu Teaching/Enhanced Milieu Teaching; LEAP; Pyramid Model; Recognition & Response; Advanced Social-Communication and Play (ASAP); Joint Attention Symbolic Play Engagement and Regulation (JASPER); Pivotal Response Training (PRT); Prevent, Teach, Reinforce Young Children (PTR-YC); Reciprocal Imitation Training (RIT); Social Skills Training; Social Stories; Steps to Success; The Transporters; behavior support plans; peer supports; Picture Exchange Communication System (PECS); video modeling; and direct instruction. Data on enrollment by grade, used for district size and the four disability rate characteristics, were not available for nearly 30 districts in Arkansas and Colorado. Data on counts of children ages 3 through 5 with disabilities, used for the four disability rate characteristics, were not available for an additional nearly 30 school districts in New Jersey. Findings for districts are weighted and reported along with their standard error (see Technical appendix for details and for subgroup definitions). The number of district responses is rounded to the nearest 10 in each row of the table.

Source: Survey responses on question 2.6 of the District Preschool Special Education Coordinator Survey, Common Core of Data for the 2013-2014 school year, and counts of children served under IDEA Part B for the 2013-2014 school year accessed through ED*Facts*.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.1. Percentage of districts with various minimum requirements for teachers serving children ages 3 through 5 with disabilities

Response category	Percentage of districts	Standard error
Associate's degree or high school diploma	4	0.7
Child Development Associated (CDA) credentials	2	0.5
Bachelor's degree	67	1.9
Master's degree or higher	17	1.5
Early childhood credentials, certification, or licensure	51	2.1
Provisional early childhood special education credentials, certification, or licensure	25	1.8
Regular early childhood special education credentials, certification, or licensure	49	2.1
Don't know for this district	5	1.0
Number of responses	1,055	

Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on question 6.1 of the District Preschool Special Education Coordinator Survey.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.2. Percentage of districts requiring that classroom teachers serving children ages 3 through 5 with disabilities have a regular early childhood credential, by district characteristics

District characteristic	Percentage of districts	Standard error	Sample size
Overall	51	2.1	1,055
Urbanicity			
Urban	56	5.0	270
Suburban	56	3.6	410
Town or rural	48	2.8	380
Size (prekindergarten through grade 5)			
Small (within the bottom quartile in U.S.)	50	4.5	130
Medium (within the second and third quartiles in U.S.)	52	3.2	280
Large (within the top quartile in U.S.)	52	3.3	620
Special education rate (ages 3 through 5)			
Lower (below the U.S. median)	56	3.0	520
Higher (above the U.S. median)	47	3.0	470
Autism rate (ages 3 through 5)			
Lower (below the U.S. median)	51	3.0	420
Higher (above the U.S. median)	52	3.0	580
Developmental delay rate (ages 3 through 5)			
Lower (below the U.S. median)	53	3.0	520
Higher (above the U.S. median)	50	3.1	480
Speech or language impairment rate (ages 3 through 5)			
Lower (below the U.S. median)	52	3.0	510
Higher (above the U.S. median)	51	3.0	480

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Data on enrollment by grade, used for district size and the four disability rate characteristics, were not available for nearly 30 districts in Arkansas and Colorado. Data on counts of children ages 3 through 5 with disabilities, used for the four disability rate characteristics, were not available for an additional nearly 30 school districts in New Jersey. Findings for districts are weighted and reported along with their standard error (see Technical appendix for details and for subgroup definitions). The number of district responses equals 1,055 or is rounded to the nearest 10 in each row of the table.

Source: Survey responses on question 6.1 of the District Preschool Special Education Coordinator Survey, Common Core of Data for the 2013–2014 school year, and counts of children served under IDEA Part B for the 2013–2014 school year accessed through ED*Facts*.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.3. Percentage of districts requiring that classroom teachers serving children ages 3 through 5 with disabilities have a provisional early childhood special education credential, by district characteristics

District characteristic	Percentage of districts	Standard error	Sample size
Overall	25	1.8	1,055
Urbanicity			
Urban	31	4.6	270
Suburban	25	3.1	410
Town or rural	25	2.4	380
Size (prekindergarten through grade 5)			
Small (within the bottom quartile in U.S.)	24	3.8	130
Medium (within the second and third quartiles in U.S.)	25	2.7	280
Large (within the top quartile in U.S.)	28	2.8	620
Special education rate (ages 3 through 5)			
Lower (below the U.S. median)	26	2.6	520
Higher (above the U.S. median)	26	2.7	470
Autism rate (ages 3 through 5)			
Lower (below the U.S. median)	23	2.5	420
Higher (above the U.S. median)	28	2.7	580
Developmental delay rate (ages 3 through 5)			
Lower (below the U.S. median)	24	2.5	520
Higher (above the U.S. median)	27	2.8	480
Speech or language impairment rate (ages 3 through 5)			
Lower (below the U.S. median)	31	2.8	510
Higher (above the U.S. median)	21*	2.4	480

* Significantly different ($p < .05$) from the percentage reported for the first subgroup listed for a characteristic (e.g., urban districts).

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Data on enrollment by grade, used for district size and the four disability rate characteristics, were not available for nearly 30 districts in Arkansas and Colorado. Data on counts of children ages 3 through 5 with disabilities, used for the four disability rate characteristics, were not available for an additional nearly 30 school districts in New Jersey. Findings for districts are weighted and reported along with their standard error (see Technical appendix for details and for subgroup definitions). The number of district responses equals 1,055 or is rounded to the nearest 10 in each row of the table. Credentials also include certifications and licensures.

Source: Survey responses on question 6.1 of the District Preschool Special Education Coordinator Survey, Common Core of Data for the 2013-2014 school year, and counts of children served under IDEA Part B for the 2013-2014 school year accessed through ED*Facts*.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.4. Percentage of districts requiring that classroom teachers serving children ages 3 through 5 with disabilities have a regular early childhood special education credential, by district characteristics

District characteristic	Percentage of districts	Standard error	Sample size
Overall	49	2.1	1,055
Urbanicity			
Urban	56	4.9	270
Suburban	51	3.6	410
Town or rural	46	2.8	380
Size (prekindergarten through grade 5)			
Small (within the bottom quartile in U.S.)	48	4.5	130
Medium (within the second and third quartiles in U.S.)	50	3.2	280
Large (within the top quartile in U.S.)	47	3.2	620
Special education rate (ages 3 through 5)			
Lower (below the U.S. median)	47	3.0	520
Higher (above the U.S. median)	48	3.1	470
Autism rate (ages 3 through 5)			
Lower (below the U.S. median)	43	3.0	420
Higher (above the U.S. median)	52	3.0	580
Developmental delay rate (ages 3 through 5)			
Lower (below the U.S. median)	46	2.9	520
Higher (above the U.S. median)	49	3.1	480
Speech or language impairment rate (ages 3 through 5)			
Lower (below the U.S. median)	47	3.0	510
Higher (above the U.S. median)	48	3.0	480

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Data on enrollment by grade, used for district size and the four disability rate characteristics, were not available for nearly 30 districts in Arkansas and Colorado. Data on counts of children ages 3 through 5 with disabilities, used for the four disability rate characteristics, were not available for an additional nearly 30 school districts in New Jersey. Findings for districts are weighted and reported along with their standard error (see Technical appendix for details and for subgroup definitions). The number of district responses equals 1,055 or is rounded to the nearest 10 in each row of the table. Credentials also include certifications and licensures.

Source: Survey responses on question 6.1 of the District Preschool Special Education Coordinator Survey, Common Core of Data for the 2013-2014 school year, and counts of children served under IDEA Part B for the 2013-2014 school year accessed through ED*Facts*.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.5. Percentage of districts requiring that classroom teachers serving children ages 3 through 5 with disabilities have a master's degree or higher, by district characteristics

District characteristic	Percentage of districts	Standard error	Sample size
Overall	17	1.5	1,055
Urbanicity			
Urban	21	3.3	270
Suburban	25	3.3	410
Town or rural	11*^	1.8	380
Size (prekindergarten through grade 5)			
Small (within the bottom quartile in U.S.)	15	3.2	130
Medium (within the second and third quartiles in U.S.)	18	2.4	280
Large (within the top quartile in U.S.)	16	2.1	620
Special education rate (ages 3 through 5)			
Lower (below the U.S. median)	13	2.0	520
Higher (above the U.S. median)	20*	2.4	470
Autism rate (ages 3 through 5)			
Lower (below the U.S. median)	11	1.9	420
Higher (above the U.S. median)	22*	2.5	580
Developmental delay rate (ages 3 through 5)			
Lower (below the U.S. median)	11	1.8	520
Higher (above the U.S. median)	22*	2.6	480
Speech or language impairment rate (ages 3 through 5)			
Lower (below the U.S. median)	17	2.3	510
Higher (above the U.S. median)	16	2.2	480

* Significantly different ($p < .05$) from the percentage reported for the first subgroup listed for a characteristic (e.g., urban districts).

^ Significantly different ($p < .05$) from the percentage reported for the second subgroup listed for a characteristic (e.g., suburban districts).

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Data on enrollment by grade, used for district size and the four disability rate characteristics, were not available for nearly 30 districts in Arkansas and Colorado. Data on counts of children ages 3 through 5 with disabilities, used for the four disability rate characteristics, were not available for an additional nearly 30 school districts in New Jersey. Findings for districts are weighted and reported along with their standard error (see Technical appendix for details and for subgroup definitions). The number of district responses equals 1,055 or is rounded to the nearest 10 in each row of the table.

Source: Survey responses on question 6.1 of the District Preschool Special Education Coordinator Survey, Common Core of Data for the 2013-2014 school year, and counts of children served under IDEA Part B for the 2013-2014 school year accessed through ED*Facts*.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.6. Percentage of special education teachers for children ages 3 through 5 with disabilities and related service staff, based on qualification and credential status in the 2013–2014 school year

Response category	Percentage of staff
Special education teachers working with children ages 3 through 5 with disabilities who are highly qualified	95
Special education paraprofessionals working with children ages 3 through 5 with disabilities who are highly qualified	96
Related services staff working with children ages 3 through 21 with disabilities	
Audiologists	98
Counselors and rehabilitation counselors	99
Interpreters	92
Medical/nursing service staff	98
Occupational therapists	98
Orientation and mobility specialists	98
Physical education teachers and recreation specialists	98
Physical therapists	98
Psychologists	99
Social workers	99
Speech-language pathologists	99
Number of special education teachers (ages 3-5)	82,000
Number of special education paraprofessionals (ages 3-5)	94,000
Number of related services staff (ages 3-5)	412,000

Note: Due to data availability, information on related services staff pertains to staff working with children ages 3 through 21. Information on special education teachers and special education paraprofessionals pertains to staff working with children ages 3 through 5.

Source: State-reported IDEA full-time equivalent (FTE) staff count data for the 2013–2014 school year, accessed through ED*Facts*, rounded to the nearest 1,000.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.7. Percentage of full time equivalent (FTE) teachers expected to leave their positions at the end of the 2014–2015 school year, according to districts

Response category	Percentage of FTE teachers	Standard error
Preschool inclusive classroom teachers	10	1.5
Preschool special education classroom teachers	12	1.6
Number of responses (range)	500-700	

Note: The sample for this table included district preschool special education coordinators reporting at least one inclusive classroom teacher or a special education teacher employed or contracted to work with children ages 3 through 5 with disabilities during the 2014–2015 school year (row 1, n = 560; row 2, n = 790). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 6.6 of the District Preschool Special Education Coordinator Survey.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.8. Percentage of full time equivalent (FTE) teacher positions expected to remain vacant in 2015-2016, according to districts

Response category	Percentage of FTE positions	Standard error
Preschool inclusive classroom teacher positions	1!	0.6
Preschool special education classroom teacher positions	2!	0.6
Number of responses (range)	520-710	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Note: The sample for this table included district preschool special education coordinators reporting at least one inclusive classroom teacher or a special education teacher employed or contracted to work with children ages 3 through 5 with disabilities during the 2014–2015 school year (row 1, n = 560; row 2, n = 790). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 6.7 of the District Preschool Special Education Coordinator Survey.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.9. Percentage of teachers working with children ages 3 through 5 with disabilities who leave within one year of hire, according to districts

Response category	Percentage of teachers	Standard error
Preschool inclusive classroom teachers	2	0.4
Preschool special education classroom teachers	2	0.5
Number of responses (range)	950-980	

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 6.8 of the District Preschool Special Education Coordinator Survey.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.10. Percentage of states that provide professional development to teachers working with children ages 3 through 5 with disabilities

Response category	Percentage of states
Provides support for professional development or training	96
Number of responses	51

Note: The sample for this table included all state Section 619 coordinators (n = 51).

Source: Survey responses on question 4.1 of the State Section 619 Coordinator Survey.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.11. Frequency that districts offer professional development or training focused on working with children ages 3 through 5 with disabilities

Response category	Percentage of districts	Standard error
Once a month or more	18	1.5
Once every two months	14	1.4
Once every three to four months	21	1.7
Twice a year	14	1.4
Once a year	9	1.2
Less than every year	5	1.0
Not offered	8	1.2
Don't know for this district	11	1.4
Number of responses	1,050	

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 5.1 of the District Preschool Special Education Coordinator Survey.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.12. Percentage of districts offering professional development at least once every other month that focuses on working with children ages 3 through 5 with disabilities, by district characteristics

District characteristic	Percentage of districts	Standard error	Sample size
Overall	32	1.9	1,050
Urbanicity			
Urban	46	4.8	270
Suburban	38	3.4	400
Town or rural	27*^	2.5	380
Size (prekindergarten through grade 5)			
Small (within the bottom quartile in U.S.)	29	4.0	130
Medium (within the second and third quartiles in U.S.)	28	2.8	270
Large (within the top quartile in U.S.)	44*^	3.2	610
Special education rate (ages 3 through 5)			
Lower (below the U.S. median)	32	2.7	520
Higher (above the U.S. median)	31	2.7	470
Autism rate (ages 3 through 5)			
Lower (below the U.S. median)	28	2.7	420
Higher (above the U.S. median)	35	2.8	570
Developmental delay rate (ages 3 through 5)			
Lower (below the U.S. median)	31	2.7	520
Higher (above the U.S. median)	32	2.7	470
Speech or language impairment rate (ages 3 through 5)			
Lower (below the U.S. median)	34	2.8	510
Higher (above the U.S. median)	30	2.6	480

* Significantly different ($p < .05$) from the percentage reported for the first subgroup listed for a characteristic (e.g., urban districts).

^ Significantly different ($p < .05$) from the percentage reported for the second subgroup listed for a characteristic (e.g., suburban districts).

Note: The sample for this table included all district preschool special education coordinators (n = 1,055). Data on enrollment by grade, used for district size and the four disability rate characteristics, were not available for nearly 30 districts in Arkansas and Colorado. Data on counts of children ages 3 through 5 with disabilities, used for the four disability rate characteristics, were not available for an additional nearly 30 school districts in New Jersey. Findings for districts are weighted and reported along with their standard error (see Technical appendix for details and for subgroup definitions). The number of district responses is rounded to the nearest 10 in each row of the table. The table refers to professional development and training offered to preschool teachers and special education staff.

Source: Survey responses on question 5.1 of the District Preschool Special Education Coordinator Survey, Common Core of Data for the 2013–2014 school year, and counts of children served under IDEA Part B for the 2013–2014 school year accessed through ED*Facts*.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.13. Topics offered in professional development or training offered by states or districts

Response category	Percentage of states	Percentage of districts	Standard error
Delivering a curriculum focused on language/literacy skills	41	70	2.1
Delivering a curriculum focused on social-emotional/behavioral skills	51	64	2.2
Delivering an intervention focused on language/literacy skills	49	61	2.2
Delivering an intervention focused on social-emotional/behavioral skills	63	70	2.1
Addressing the needs of children with specific disabilities	61	63	2.2
New policies, regulations, guidelines for serving children with disabilities	51	54	2.2
Using assessments to inform instructional planning and data driven decision-making	65	69	2.1
Transitioning from Part C to Part B	14	.	0.3
Family engagement	6	.	0.2
Inclusive practices	12	.	0.3
Other topics	53	16	1.6
Number of responses	49	920	

. Value not reported due to small sample sizes (only 1 or 2 responses), or the standard error is more than 50 percent of the estimate.

Notes: Respondents responded to each of these questions separately, thus responses will not sum to 100 percent. The sample for this table included state 619 coordinators reporting that the state provides support for professional development or training for teachers or staff working with children ages 3 through 5 with disabilities (n = 49) and district preschool special education coordinators reporting that the district offers professional development or training for preschool teachers and special education staff that focuses on working with children ages 3 through 5 with disabilities (n = 920). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Readers should interpret findings from this table with caution. Differences in the characteristics of responding and nonresponding districts indicate potential bias (see Technical appendix, Section 6).

Source: Survey responses on questions 5.3a-5.3h of the District Preschool Special Education Coordinator Survey and questions 4.2a-4.2h of the State Section 619 Coordinator Survey.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.14. Percentage of staff that districts report attended professional development focused on preschool special education in the 2014–2015 school year

Response category	Percentage of staff	Standard error
Staff working in inclusive classrooms	63	2.3
Staff working in special education classrooms	64	2.3
Number of responses (range)	860-880	

Note: The sample for this table included all district preschool special education coordinators reporting that the district offers professional development or training for preschool teachers and special education staff that focuses on working with children ages 3 through 5 with disabilities reporting that the district offers professional development or training for preschool teachers and special education staff that focuses on working (n = 920). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on questions 5.6a and 5.6b of the District Preschool Special Education Coordinator Survey.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.15. Typical length of districts' professional development focused on children ages 3 through 5 with disabilities

Response category	Percentage of districts	Standard error
Less than one hour per session	3	0.7
One hour per session	13	1.5
Two hours per session	26	1.9
Three to five hours per session	32	2.1
Six to eight hours per session	22	1.9
More than eight hours per session	1!	0.5
Don't know for this district	3	0.8
Number of responses	910	

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Note: The sample for this table included all district preschool special education coordinators reporting that the district offers professional development or training for preschool teachers and special education staff that focuses on working with children ages 3 through 5 with disabilities (n = 920). Findings for districts are weighted and reported along with their standard error (see Technical appendix). The number of district responses is rounded to the nearest 10.

Source: Survey responses on question 5.2 of the District Preschool Special Education Coordinator Survey.

Section 4: Teacher qualifications, turnover, and professional development

Table 4.16. Percentage of states and districts offering various types of implementation support for curricula and interventions

Response category	Support for curricula			Support for interventions	
	Percentage of states	Percentage of districts	Standard error	Percentage of districts	Standard error
Initial training (workshops or online modules)	31	65	2.0	66	1.9
Ongoing individualized support	31	53	2.1	56	2.0
Ongoing group support	25	41	2.0	42	2.0
Release time to attend conferences/workshops	n.a.	54	2.0	61	2.0
Funding to pay for purchase of curriculum/intervention	20	53	2.1	50	2.0
Funding to pay for purchase of supplementary materials	12	n.a.	n.a.	n.a.	n.a.
Other types of support or no additional support required (curriculum/intervention includes explicit guidelines)	18	17	1.5	16	1.5
No support provided	20	3	0.8	1	0.5
State does not have curricula/interventions for language/literacy or social-emotional skills	39	n.a.	n.a.	n.a.	n.a.
Number of responses	51	1,055		1,055	

n.a. Not applicable. The district preschool special education coordinator survey did not include this question.

Note: This question asked respondents to "select all that apply." Thus responses will not sum to 100 percent. The sample for this table included all state Section 619 coordinators (n = 51) and district preschool special education coordinators (n = 1,055). Findings for districts are weighted and reported along with their standard error (see Technical appendix).

Source: Survey responses on questions 2.5 and 2.8 of the District Preschool Special Education Coordinator Survey and question 2.4 of the State Section 619 Coordinator Survey.

Section 5: Eligibility for special education and characteristics of children identified

Table 5.1. Eligibility criteria for developmental delay or other early childhood disability classification by state, 2014–2015 school year

Eligibility criteria	Number of states	List of states
Quantitative criteria used (any)	43	AK, AL, AR, AZ, CO, CT, DC, DE, FL, GA, HI, ID, IN, KY, LA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NE, NJ, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, UT, VT, WA, WI, WV, WY
Delay measured in standard deviation units	39	AK, AL, AR, AZ, CO, CT, DC, DE, FL, GA, HI, ID, IN, KY, LA, ME, MN, MO, MS, MT, NC, ND, NE, NM, NV, NY, OH, OK, OR, PA, RI, SC, SD, TN, UT, VT, WA, WI, WY
>2 SD in one area or ≥1.5 SD in two areas	2	AZ, UT
2 SD in one area or ≥1.5 SD in two areas	24	AK, AL, AR, CT, DE, FL, GA, ID, IN, KY, ME, MO, MT, NC, ND, NY, OH, OK, RI, SC, SD, TN, VT, WA
2 SD in one area or 1 to 1.3 SD in two areas	2	NE, NV
2 SD in one area only	2	DC, NM
1.75 SD in one area or 1.5 SD in two areas	1	WY
1.5 SD in two areas only	4	MN, MS, OR, WI
1.5 SD in one area only	4	CO, HI, LA, PA
Percentage delay for age	19	AK, AL, DE, FL, ID, LA, MD, MI, MS, NC, ND, NJ, NM, NY, PA, RI, TN, VT, WV
50% in one area only	1	MI
40% in one area or 25% in two areas	2	TN, VT
25-33% in one area or 20-25% in two areas	8	AK, AL, FL, ID, NC, ND, NJ, NY
25% in two areas only	2	MS, WV
25-30% in one area only	6	DE, LA, MD, NM, PA, RI
Do not specify quantitative criteria	8	CA, IA, IL, KS, MA, NH, TX, VA
Number of states (includes DC)	51	

SD = standard deviation.

Note: Among states that use quantitative criteria, they define eligibility by the number of standard deviations from the norm in one or more developmental areas on a test and/or by specifying the percentage delay for age. As of the 2014–2015 school year, 15 states allowed eligibility to be defined using either standard deviations or percentage delays for age: AK, AL, DE, FL, ID, LA, MS, NC, ND, NM, NY, PA, RI, TN, VT. Some states use a different term than developmental delay to refer to developmental disabilities in young children (e.g., non-categorical delay in North Dakota).

Source: Publicly available information from state websites and Danaher (2011).

Section 5: Eligibility for special education and characteristics of children identified

Table 5.2. Percentage of children ages 3 through 5 with disabilities by disability category, 2013–2014 school year

Disability category	Percentage of children ages 3 through 5 with disabilities
Autism	8
Deaf-blindness	<0.5
Developmental delay	38
Emotional disturbance	<0.5
Hearing impairment	1
Intellectual disability	2
Multiple disabilities	1
Orthopedic impairment	1
Other health impairment	3
Specific learning disability	1
Speech or language impairment	43
Traumatic brain injury	<0.5
Visual impairment	<0.5
Number of children ages 3 through 5 with disabilities	730,000

Note: Data were not available for the state of Wyoming.

Source: State-reported counts of children served under IDEA Part B for the 2013–2014 school year, accessed through ED*Facts* rounded to the nearest 1,000.

Section 5: Eligibility for special education and characteristics of children identified

Table 5.3. Percentage of children ages 3 through 5 with disabilities by race and ethnicity, 2013–2014 school year

Race-ethnicity category	All disabilities	Autism	Developmental delay	Speech or language impairment
White	54	45	54	56
Black or African American	14	15	18	11
Hispanic or Latino	23	28	20	25
Asian	3	7	3	3
Other race or ethnicity	5	5	5	5
Number of children ages 3 through 5 with disabilities	730,000	62,000	276,000	316,000

Note: Data were not available for the state of Wyoming.

Source: State-reported counts of children served under IDEA Part B for the 2013–2014 school year, accessed through ED*Facts*, rounded to the nearest 1,000.

Section 5: Eligibility for special education and characteristics of children identified

Table 5.4. Percentage of children ages 3 through 5 with disabilities by language proficiency status, 2013–2014 school year

English language proficiency category	Percentage of children ages 3 through 5 with disabilities
Limited English Proficient	8
Not Limited English Proficient	92
Number of children ages 3 through 5 with disabilities	730,000

Note: Data were not available for the state of Wyoming.

Source: State-reported counts of children served under IDEA Part B for the 2013–2014 school year, accessed through ED*Facts*, rounded to the nearest 1,000.

Section 5: Eligibility for special education and characteristics of children identified

Table 5.5. Percentage of children ages 3 through 5 with disabilities by gender, 2013–2014 school year

Gender category	Percentage of children ages 3 through 5 with disabilities
Male	70
Female	30
Number of children ages 3 through 5 with disabilities	730,000

Note: Data were not available for the state of Wyoming.

Source: State-reported counts of children served under IDEA Part B for the 2013–2014 school year, accessed through ED*Facts*, rounded to the nearest 1,000.

Section 5: Eligibility for special education and characteristics of children identified

Table 5.6. Percentage of children ages 3 through 5 with disabilities by age, 2013–2014 school year

Age category	Percentage of children ages 3 through 5 with disabilities
Age 3	23
Age 4	35
Age 5	42
Number of children ages 3 through 5 with disabilities	730,000

Note: Data were not available for the state of Wyoming.

Source: State-reported counts of children served under IDEA Part B for the 2013–2014 school year, accessed through ED*Facts*, rounded to the nearest 1,000.

TECHNICAL APPENDIX

Technical appendix

This technical appendix provides details about the design and methods used in the study. This information includes the purpose of the study, the states and sample of districts examined in the study, where the data came from and how they were collected, and statistical procedures.

1. Purpose of the study

Each year more than 750,000 children ages 3 through 5 receive special education and related services through the Individuals with Disabilities Education Act (IDEA; U.S. Department of Education [ED] 2016). Policymakers have long recognized that early identification and appropriate services and supports are key to improving educational outcomes for children with disabilities. In 1975, Congress passed landmark legislation now known as the Individuals with Disabilities Education Act (IDEA) to guarantee that children with disabilities have access to a free appropriate public education. Under IDEA, eligible children are entitled to receive the special education and related services they need to progress academically, guided by an individualized educational program (IEP). IDEA also requires that districts serve children with disabilities in the least restrictive environment. This often means serving them in general education classrooms alongside peers without disabilities, referred to as inclusive classrooms or inclusion. To ensure these children are being adequately served, policymakers need information on the preschool programs and the staff providing them with services.

The purpose of this study is to gather information on how states and school districts across the nation are serving children ages 3 through 5 with disabilities. The study is part of the broader Evaluation of Preschool Special Education Practices and is sponsored by the U.S. Department of Education's Institute of Education Sciences (IES). The study was designed to address the following questions: (1) How are preschool programs serving these children structured? (2) How are states and districts implementing inclusion? (3) What curricula and interventions exist to support instruction? and (4) What teacher certifications are required and what professional development is offered to teachers? To address these questions, the study collected survey data from 50 states and the District of Columbia, as well as from a nationally representative set of 1,055 school districts during the 2014–2015 school year. The study also obtained extant data from ED's ED*Facts* and Common Core of Data (CCD) databases.

2. Sampling

The study surveyed all 50 states and the District Columbia and a nationally representative sample of school districts.

Technical appendix

The target population for the state survey consisted of the state Part B Section 619 coordinators in all 50 states and the District of Columbia. The objective of the sample design was to select a census of these 51 state-level coordinators.

The target population for the district survey consisted of preschool special education coordinators for the approximately 8,300 public school districts that served at least 10 children ages 3 to 5 with disabilities during the 2012–2013 school year. These districts represented 97 percent of all children ages 3 to 5 with disabilities in the United States in that school year. The objective of the sample design was to select a stratified nationally representative sample of 1,200 school districts from among those in the sample frame.

The study team derived the district sampling frame from the 2012–2013 CCD. The 2012–2013 CCD data included approximately 18,240 public elementary and secondary school districts. From these districts, the frame was restricted to the 8,313 districts that served at least 10 children ages 3 to 5 with disabilities, as indicated by 2012–2013 ED*Facts* data. This restriction excluded districts that did not serve early elementary grades and minimized the potential that a very small district, sampled based on the number of students served in 2012–2013, might by chance have no children ages 3 to 5 with disabilities in 2014–2015 when the study data were collected.

The study team stratified districts in the sample frame into large-, medium-, and small-district strata, measured by their number of children ages 3 to 5 with disabilities. The large-district stratum contained the 215 largest districts in the United States that collectively served 30 percent of children ages 3 to 5 with disabilities. The medium-district stratum contained the 957 next-largest districts that in total also served 30 percent of these children. The small-district stratum contained the remaining 7,141 districts that served the remaining 40 percent of these children.

The sampling procedures differed across the three district-size strata. The study team selected all the large districts. For the medium- and small-district strata, the study team took two additional steps to ensure that sampled districts looked like the overall populations of these districts. First, districts were further stratified based on census region (Northeast, South, Midwest, and West) and district-wide race-ethnicity (above 40 percent black, Hispanic, or other). Second, districts were sorted within strata by urbanicity (city, suburb, town/rural) and the percentage of students eligible for free or reduced-price lunch. The study team then randomly selected 50 percent of the medium-sized districts and 7 percent of the small districts, using the additional stratification variables to select districts in proportion to population totals. The selected sample included 1,200 school districts across the three district-size strata.

Technical appendix

3. Data sources

The study collected data from five sources. The primary sources of data are surveys administered to state Part B Section 619 coordinators and district preschool special education coordinators. The other data sources are extant information from ED*Facts* and CCD databases and from state statues, websites, and state department of education publications. Table 1 summarizes the information collected from each source and how the data were used. Additional details about each data source are included after the table. The study data will be available as an IES restricted-use data set.

Table 1. Data sources and types of information collected

Data source	Type of information collected	How the data were used
State Section 619 coordinator survey	• Structure of special education programs • Barriers to inclusion • Curricula and interventions adopted • How decisions to adopt curricula and interventions are made • Resources available to support instruction	Descriptive analyses
District preschool special education coordinator survey	• Structure of special education programs • Classroom characteristics • Barriers to inclusion • Curricula and interventions adopted • How decisions to adopt curricula and interventions are made • Staff qualifications • Resources available to support instruction	Descriptive analyses
EDFacts	• IDEA child counts • Characteristics of children ages 3 through 5 with disabilities • Qualifications of teachers and related service staff who work with children ages 3 through 5 with disabilities	Sampling, background information, subgroup analyses
Common Core of Data	• District characteristics, including urbanicity and district size	Subgroup analyses
State statutes, websites, and publications	• State eligibility criteria for special education and related services based on having a developmental delay	Background information

Notes: State and district survey data were collected during the 2014–2015 school year. The study used ED*Facts* data from 2012–2013 for sampling and from 2013–2014 for background information and subgroup analyses. The study also collected information on state eligibility criteria for IDEA services as of the 2014–2015 school year.

Survey of state Part B Section 619 coordinators. The state survey included 26 questions on the following topics for the 2014-2015 school year:

- The structure of programs serving children ages 3 through 5 with disabilities
- Barriers to including children ages 3 through 5 with disabilities in inclusive classrooms
- State involvement in choosing curricula and interventions to teach language/literacy and social-emotional/behavioral skills to children ages 3 through 5 with disabilities

- How decisions about curricula and interventions for children ages 3 through 5 with disabilities are made
- The resources, including professional development, that states make available to support the instruction of children ages 3 through 5 with disabilities

Survey of district preschool special education coordinators. The survey included 66 questions on the topics below for the 2014-2015 school year. Most questions in the survey asked about district-based programs rather than community-based or home-based programs.

- The structure of programs serving children ages 3 through 5 with disabilities
- Characteristics of classrooms serving children ages 3 through 5 with disabilities
- Barriers to including children ages 3 through 5 with disabilities in inclusive classrooms
- The curricula and interventions that districts have adopted to foster the language/literacy and social-emotional/behavioral skills of children ages 3 through 5 with disabilities
- How decisions about curricula and interventions for children ages 3 through 5 with disabilities are made
- The qualifications staff need to work with children ages 3 through 5 with disabilities
- The resources, including professional development, that are available to support the instruction of children ages 3 through 5 with disabilities

ED*Facts* and CCD data. The study team obtained 2013–2014 district-level restricted-use data from the IDEA 070, 089, 099, and 112 data files maintained by ED's ED*Facts* initiative and publicly available 2013-2014 district-level data from ED's CCD Elementary/Secondary Information System. The ED*Facts* data provided information on the number of children ages 3 to 5 with disabilities in each district by age; disability; and educational environment (home, residential facility, separate classroom, separate school, service provider location, services in regular early childhood program, or services in locations other than regular early childhood programs). The CCD data provided information on the number of students in each district by grade, race-ethnicity, language proficiency status, special education status, and eligibility for the free or reduced-price lunch programs and on district urbanicity. The ED*Facts* and CCD data also included geographic information. The study used the district ED*Facts* and CCD data to construct subgroups of districts based on urbanicity

(urban, suburban, town or rural); size (small, medium, large); and whether special education rates are above or below the U.S. median for autism, developmental delay, speech or language impairments, and overall. More details on constructed variables are available on p. 98. The study team collected district-level ED*Facts* data from 2012 to 2013, which were only used to determine the study sample.

The study also used information from publicly available, state-level ED*Facts* data to report nationwide characteristics of children ages 3 through 5 with disabilities and of the teachers and staff who work with them. The study team obtained publicly available data on the number of children ages 3 through 5 with disabilities in each state by age, disability category, gender, race-ethnicity, and language proficiency status. The study team also obtained data on the number of full-time-equivalent special education teachers in each state and the number of other staff who deliver related services to children ages 3 through 5 with disabilities. The team obtained data on the numbers of teachers and other staff overall, by their service category, and by whether they were highly qualified teachers or fully certified/licensed staff.

State statutes, websites, and state department of education publications. The study reviewed state statutes, websites, and state department of education publications to explore statutory differences in states' eligibility criteria for developmental delays that were in place in 2015. IDEA provides broad definitions for 13 disability categories. States differ, however, in the specific quantitative and qualitative criteria they use to determine eligibility under these definitions. The definition of developmental delays, the second most common disability category among children ages 3 through 5, is left entirely to states to define.

4. Data collection for the state and district surveys

Procedures

The study administered the state and district surveys in spring and summer 2015.[1] Table 2 summarizes the survey modes and completion times; more detail is provided in the section that follows.

[1] The Office of Management and Budget control number to conduct the surveys is 1850-0916.

Technical appendix

Table 2. Mode of the state and district surveys and approximate completion time

Survey	Mode	Time to complete (approximate)
State Section 619 coordinator survey	Editable PDF form (electronic)	30 minutes
District preschool special education coordinator survey	Web survey	60 minutes

Survey of Part B Section 619 state coordinators. The study team emailed the state survey to the IDEA Part B Section 619 coordinator in each state and the District of Columbia (51 total surveys). The study team identified the state Part B Section 619 coordinators based on a list of the coordinators maintained by the Early Childhood Technical Assistance Center and published on the organization's website. The survey was emailed as an editable PDF form designed to take about 30 minutes to complete the 26 questions. The survey instructions requested that Part B Section 619 coordinators email the completed survey back to the study team.

Survey of district-level preschool special education coordinators. The study team emailed the district survey to the relevant staff member in each of the 1,200 sampled school districts. The email provided instructions to complete the survey through a web survey platform. The survey was designed to take about 60 minutes to complete the 66 questions. Respondents did not need to complete the survey in one sitting; they could save what they had finished and return to it later.

The study refers to the district survey respondents as district preschool special education coordinators, although their exact job titles varied. In addition, some respondents worked for regional entities that coordinated special education and related services on behalf of districts. To identify respondents, the study team first asked state Part B Section 619 coordinators to list the appropriate individuals for each sampled district in their state. For any districts where the state coordinator did not name a contact, the study team searched state and district websites to identify an appropriate respondent. The survey asked respondents if they could report on school district-based programs serving children ages 3 through 5 in the sample district and, if not, to name an alternative contact who could. In those latter cases, the study team attempted to survey the alternative contact instead. For 87 percent of the sampled districts, the intended respondents were district staff members. In 13 percent of the districts, the intended respondents were staff from a regional entity that coordinated preschool special education programs for several districts and responded on behalf of the sampled district. Some of the regional staff completed separate surveys for multiple sampled districts.

Technical appendix

Quality assurance for survey responses. The study team took a series of steps to minimize any confusion for respondents regarding item wording or survey instructions and to maximize the quality of the data collected. The study team pretested the surveys with nine respondents. Based on feedback from those respondents, the study team revised the surveys before fielding them. The district survey included warnings for respondents when they entered inconsistent or potentially inaccurate responses while completing the survey. The study team reviewed the first 50 responses to the district survey and all 51 responses to the state survey to check that the survey skip logic was working correctly, respondents were providing consistent responses, and the district survey web program was working properly. The study team did not find any issues with the survey skip logic or the web program. The study team followed up with respondents by phone to clarify issues, such as when respondents answered similar questions inconsistently or when respondents who represented a regional entity appeared to provide data for the region rather than for a district.

Response rates

For the state and district surveys, the study calculated weighted and unweighted unit-level (overall survey) response rates and item-level response rates.

Unit response rates

The study used different criteria to determine unit-level responses on the state and district surveys.

Survey of state Part B Section 619 coordinators. The study defined unit respondents on the state survey to be any state Section 619 coordinator who returned the survey and answered at least one question. All 51 state Section 619 coordinators responded, so the unweighted and weighted unit response rates were 100 percent. The weighted unit response rate was calculated using the *fin_wgt_dist* weight (see Section 5).

Survey of district preschool special education coordinators. For the district survey, unit respondents needed to indicate in the survey that they could respond for the sampled district and complete at least one item in all sections of the survey. The study team marked district surveys as incomplete when respondents indicated that they could not respond specifically for the sampled districts unless they identified another contact who, in turn, completed the survey. Partially completed district

surveys were marked as incomplete for the purposes of calculating the unit response rate for the district survey.

For the district survey, the unit response rate was calculated in three steps (Table 3). The first step was to determine the response rate to questions A and B in the instrument, which asked whether respondents could provide information for the sampled district specifically. The second step was to determine the completion rate among those indicating that they could provide information for the sampled district. In the third step, the study team determined the overall district survey unit response rate as the product of the response rates in the first two steps. Of the 1,077 districts that answered questions A and B and indicated they could respond for the sampled district, 1,055 completed all sections of the survey. The unweighted and weighted district survey unit response rates were both 91 percent. The weighted unit response rate was calculated using the *fin_wgt_dist* weight (see Section 5).

Table 3. Response rate calculations for the district survey

Response rate to Question A, among eligible districts			Completion rate among those who responded for the sampled district			Unit response rate	
Sampled and eligible[a]	Responded to Question A	Response rate to Question A	Responded for sampled district	Completed surveys	Completion rate	Unweighted	Weighted
1,198	1,116	93%	1,077	1,055	98%	91%	91%

[a] Two of the 1,200 sampled districts had merged with another district by the time the survey was fielded. These two cases were treated as ineligible.

Item response rates

The study also calculated weighted item-level response rates. To determine the weighted item-level response rates, the study team divided the weighted number of respondents with valid data for each survey item by the weighted number of unit-level respondents, excluding respondents for whom that survey item was not applicable or legitimately skipped. The study team used the *fin_wgt_dist* weight to calculate the weighted numbers of cases. The weighted item-level response rates varied from 37 to 100 percent for district survey items (including 7 of 66 survey items with item response rates below 85 percent) and 90 to 100 percent for state survey items.

Technical appendix

5. Weighting

The study did not use weights for state data because the survey was completed by the universe of state coordinators (all 50 states and the District of Columbia).

For the district data, the study team created two weight variables. The first weight variable, *fin_wgt_dist*, which is used in most of the district analyses in the tables, provides representative estimates of mean values for the school districts in the sample frame. The second weight variable, *fin_wgt_stu*, is scaled to represent the children in the 8,313 public school districts in the nation serving at least 10 children ages 3 to 5 with disabilities in 2012–2013. This weight provides representative estimates of mean values for children ages 3 to 5 with disabilities in the districts included in the sample frame.

The two weights account for the probabilities of school district selection and unit nonresponse as follows:

- The study team first calculated and adjusted the inverse of districts' probability of selection, accounting for the different selection probabilities in each stratum. To address differential patterns of unit nonresponse, the study team adjusted the inverse of districts' probability of selection by accounting for differences in unit response rates based on several characteristics from the 2012–2013 ED*Facts* and CCD data. These characteristics included district size, district-wide race-ethnicity, the number of children ages 3 to 5 with disabilities, the percentage of students with an individualized education program (IEP), the percentage of students who were English learners or limited English proficient, and the percentage of students eligible for the free or reduced-price lunch programs. The nonresponse-adjusted inverse of districts' probability of selection was then post-stratified to population totals using 2012–2013 ED*Facts* and CCD data on district size, region, and district-wide race-ethnicity. This weight was named *fin_wgt_dist*.
- The study team then scaled the *fin_wgt_dist* weight to represent the children in the 8,313 public school districts in the nation serving at least 10 children ages 3 to 5 with disabilities in 2012–2013. This weight was named *fin_wgt_stu*.

6. Nonresponse bias analysis

The National Center for Education Statistics standards recommend conducting a nonresponse bias analysis when unit or item response rates are less than 85 percent. The unit response rates for both the district and state surveys, as well as item response rates on the state survey, exceeded 85 percent. However, item response rates for 7 of the 66 district survey questions were below 85 percent. As a result, the

study team conducted an item nonresponse bias analysis for the 53 items making up those seven survey questions. In most cases, these items asked respondents to provide information about various categories of classrooms or staff members. The seven survey questions are as follows:

- Question 4.3: Number of schools in the district with various numbers of general education (inclusive) classrooms that include children ages 3 to 5 with disabilities
- Question 4.4: Various ways that children are assigned to different classrooms when schools in the district have more than one general education (inclusive) classroom that includes children ages 3 to 5 with disabilities
- Question 4.6: Average number of general education (inclusive) classrooms with various concentrations of children ages 3 to 5 with disabilities in each school in the district
- Question 4.9: Number of schools in the district with various numbers of special education classrooms serving children ages 3 to 5 with disabilities
- Question 5.3: Whether various topics were included in professional development or training sessions focused on working with preschool children with disabilities during the 2014–2015 school year
- Question 6.3: Numbers of preschool general education (inclusive) classroom teachers, preschool special education teachers, and preschool-related service personnel in the district who work with children ages 3 to 5 with disabilities and have various credentials, certifications, and licenses
- Question 6.4: Numbers of preschool general education classroom teachers, preschool special education teachers, and preschool-related service personnel in the district who work with children ages 3 to 5 with disabilities and have various educational attainments (bachelor's degree or master's degree), at least three years of experience in a school, or fluency in multiple languages

To assess the potential for item nonresponse bias, the study team compared differences in the weighted average characteristics of responding and nonresponding districts for each of the 53 district survey items. The study team conducted t-tests for each item to assess whether the weighted average characteristics of responding and nonresponding districts differed by statistically significant margins and estimated the size of the potential bias.

Of the 53 survey items with item response rates below 85 percent, the study team found evidence of potential bias for 51 survey items. However, the study team can

only examine the *potential* for nonresponse bias because there is no way to know how nonresponding districts would have responded to the survey items to determine actual bias. Readers should cautiously interpret estimates based on the seven district survey questions listed above. The tables with findings based on those survey questions include a note about potential bias. The study restricted-use file documentation provides more information on the item nonresponse bias analysis.

7. Imputation and the handling of missing data

The study did not impute values for missing data.

8. Statistical procedures and variance estimation

The study presents national or nationally representative averages based on the surveys, ED*Facts*, and CCD data. Study analysis procedures differed by the level of data and type of analysis as described below:

1. **State data.** The tables present only unweighted averages of state data because the averages are based on information from every state in the nation.
2. **District data.** The tables present weighted averages of district data and standard errors adjusted for nonresponse. The sample design involved stratification and different district selection rates across groups of districts. The study team used Stata statistical software and analysis procedures that account for the stratified design. For the analyses calculating representative estimates of mean values for school districts, the study team used the *fin_wgt_dist* weight and the strata variable. For the analyses calculating representative estimates of mean values for children ages 3 to 5 with disabilities in the districts, the study team used the *fin_wgt_stu* weight and the strata variable.

- **Subgroup analyses.** For some variables in the district survey, the study presents separate findings for subgroups based on school district characteristics. The subgroups are based on district urbanicity; size; and higher or lower (above or below the U.S. median) rates of special education, autism, developmental delay, and speech or language impairments (see Section A.9 for more detail). The findings from the subgroup analyses are supported by tests the study team conducted for statistically significant differences ($p < .05$) in the weighted averages of district survey responses across subgroups, using an adjusted Wald test. The test statistic between estimates for different subgroups can be computed by using the following formula:

$$F = \frac{(\mu_1 - \mu_0)^2}{\text{var}(\mu_1) + \text{var}(\mu_0)}$$

In the formula, μ_1 and μ_0 are estimates of the means for the two groups being compared; var(μ_1) and var(μ_0) are the variances of the two means. Whether the test statistic is considered statistically significant is determined by comparing it with published tables of critical values. The study did not make statistical adjustments for multiple comparisons.

To compensate for the study's stratified design, the study team used Stata statistical software and analysis procedures to conduct the Wald tests and computed variance estimates through a Taylor series approximation using the district analysis weight (*fin_wgt_dist*) and strata variable.

9. Constructed variables from extant data that are used in the analysis

Although most of the variables analyzed in the tables come directly from responses to survey questions, we also constructed several variables based on extant data. Definitions for the constructed variables are shown below. The notes in the tables provide more information on these and other variables used in the analysis.

District urbanicity. This variable indicates whether the district is in an urban, suburban, or town or rural area based on the urban centric locale codes in the Common Core of Data for 2013–2014. The study categorized codes 11-City: Large, 12-City: Mid-size, and 13-City: Small as urban; 21-Suburb: Large, 22-Suburb: Mid-size, and 23-Suburb: Small as suburban; and 31-Town: Fringe, 32-Town: Distant, 33-Town: Remote, 41-Rural: Fringe, 42-Rural: Distant, and 43-Rural: Remote as town or rural.

District size in elementary grades. This variable categorizes districts as small, medium, or large based on the average number of students in each grade from prekindergarten through fifth grade. Using 2013–2014 ED*Facts* data, the study team calculated the total number of students in prekindergarten through fifth grade and divided by the number of grades served. The study team then calculated the 25th, 50th, and 75th percentiles of this measure nationwide, using the *fin_wgt_dist* weight described in Section 5. Districts were assigned the following size categories: districts at or below the 25th percentile were labeled small, districts between the 25th and 75th percentiles were labeled medium, and districts above the 75th percentile were labeled large.

Special education rate. This variable categorizes districts by whether the percentage of preschool children ages 3 through 5 with disabilities who receive special education and related services according to an IEP was above or below the national median. Using 2013–2014 data from the 089 IDEA data file in ED*Facts* and CCD, the study calculated the total number of students ages 3 through 5 with any disability and divided that by the total number of students in prekindergarten and kindergarten. The study then calculated the national median of this measure using the *fin_wgt_dist* weight described in section A.5. Districts at or above the median were labeled above (shown as "higher" [above the U.S. median] in tables) and districts below the median were labeled below (shown as "lower" [below the U.S. median] in tables).

District autism rate. This variable categorizes districts by whether the percentage of preschool students with autism was above or below the national median. The study used 2013–2014 data from the 089 IDEA data file in ED*Facts* and the Common Core of Data to calculate the total number of students ages 3 through 5 with autism and divided that by the total number of students in prekindergarten and kindergarten. The study then calculated the national median of this measure using the *fin_wgt_dist* weight described in Section A.5. Districts at or above the median were labeled above (shown as "higher" [above the U.S. median] in tables) and districts below the median were labeled below (shown as "lower" [below the U.S. median] in tables).

District developmental delay rate. This variable categorizes districts by whether the percentage of students in preschool and kindergarten with developmental delays was above or below the national median. The study used 2013–2014 data from the 089 IDEA data file in ED*Facts* and the Common Core of Data to calculate the total number of students ages 3 through 5 with developmental delay and divided that by the total number of students in prekindergarten and kindergarten. The study then calculated the national median of this measure using the first analysis weight described in Section A.5. Districts at or above the median were labeled above (shown as "higher" [above the U.S. median] in tables) and districts below the median were labeled below (shown as "lower" [below the U.S. median] in tables).

District speech or language impairment rate. This variable categorizes districts by whether the percentage of preschool students with speech or language impairments was above or below the national median. The study used 2013–2014 data from the 089 IDEA data file in ED*Facts* and the Common Core of Data to calculate the total number of students ages 3 through 5 with speech or language impairments and divided that by the total number of students in prekindergarten and kindergarten. The study then calculated the national median of this measure by using the *fin_wgt_dist* weight

described in section 5. Districts at or above (shown as “higher” [above the U.S. median] in tables) the median were labeled above and districts below the median were labeled below (shown as “lower” [below the U.S. median] in tables).