# Survey Questions for the Children with Disabilities Survey 2024–25

California Department of Education

June 2025

The purpose of this survey is to collect information on total funded enrollment and enrollment information regarding children with disabilities served in the California State Preschool Programs (CSPPs) during the entire 2024–25 fiscal year (FY), in accordance with *Education Code* (*EC*)Section 8208(c)(2)(A) and (d)(2)(B)(i). This survey must be completed each year. This survey should only be completed by CSPP contract holders.

**Note: CSPP apportionment payments will be withheld for those contractors who do not complete and submit this survey on or before September 30, 2025, at 5 p.m.**

## Part 1: Contractor Information

1. Information of Contact Person completing the survey
   1. First and Last Name
   2. Title
   3. Email Address
   4. Phone Number
2. Contractor Legal Name, Vendor #
3. Headquartered County of your agency [Dropdown Menu of Counties]
4. How many counties do you serve? [Select all operational counties your program serves]
5. Program Director Name
6. Program Director Email
7. Program Director Phone Number

## Part 2. Enrollment Information for Children with Disabilities

This section asks about the number of [children with disabilities (CA Legislative Information)](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=8205&lawCode=EDC#:~:text=(h)%C2%A0%E2%80%9CChildren%20with,appropriate%20special%20education.) enrolled by your agency at the site, and classroom level (or family childcare home level as applicable) from July 1, 2024, to June 30, 2025.

Center sites are facilities or centers that contain one or more classrooms. A center classroom is defined as a group of children that has a lead teacher assigned at a unique time of day in a licensed or license-exempt center. For example, at one facility site there could be four (4) physical classrooms with a lead teacher assigned to each room, but each teacher could have a morning and afternoon class, each with a unique group of students. Thus, at this site there would be eight (8) classrooms.

A family childcare home education network (FCCHEN) means an entity that has been approved by the California Department of Education (CDE) to make payments to licensed family childcare home providers to provide educational and support services to those providers and to children and families eligible for CSPP services. Licensed family childcare homes refer to childcare in an individual’s private home, where children tend to be cared for in a family-like setting with all the daily activities usually associated with home.

1. Where were children enrolled in FY 2024–25?
   1. Total Number of Center Sites (Numeric Response)
   2. Total Number of Center Classrooms (Numeric Response)
   3. Total Number of Family Childcare Homes. Input 0 if you do not operate through a FCCHEN (Numeric Response)
2. Where were children with disabilities served in FY 2024–25?
   1. Total Number of Center Sites (Numeric Response)
   2. Total Number of Center Classrooms (Numeric Response)
   3. Total Number of Family Childcare Homes. Input 0 if you do not operate through a FCCHEN (Numeric Response)
3. Has your program experienced any of the following impacts as a result of serving more than 5 percent of children with disabilities, considering the current adjustment factor? (Select all that apply)

* We are not serving more than 5 percent of children with disabilities.
* We have had to reduce the number of classrooms or classes due to the higher adjustment factor for children with disabilities.
* The proportion of children with disabilities in certain classrooms has increased significantly.
* No significant impact has been observed.
* Other - Please describe [text box for other]

## Part 3: Barriers, Community Outreach, and Referrals

This section first asks about barriers your agency may have faced in enrolling children with disabilities. Then it asks about the community outreach and referrals your agency made from July 1, 2024, to June 30, 2025.

1. What barriers did you face in trying to meet the set aside for children with disabilities in FY 2024–25? The CDE is aware that this list is not exhaustive. Contractors can share any additional barriers they may have faced in trying to enroll children with disabilities in the “other” section below. [select all that apply and include an open response if applicable]

* **None**, set aside met without any barriers to enrollment
* **Need for Professional Development**
  + Not sure which local special education partners to conduct community outreach to and collaborate with to increase enrollment
  + Lack of staff knowledge relating to the referral and assessment process
  + Lack of staff comfort with communicating with parents regarding developmental concerns
  + Other - Please describe [text box for other]
* **Documentation**
  + Unable to obtain documentation of the active individual family service plan (IFSP) or individualized education program (IEP) from either parent or agency
  + Parents do not want to provide documentation.
  + Other - Please describe [text box for other]
* **Child Eligibility Criteria**
  + Children with a medical diagnosis of a disability are assessed to determine if the child is a child with a disability in need of special education pursuant to special education laws but are not found eligible and thus do not qualify for an IEP.
  + Children with IFSPs enroll in CSPP but after turning three, are not found eligible for special education and related services and thus do not qualify for an IEP.
  + The set-aside spaces are now being utilized for children no longer meeting the definition of children with disabilities (for example, IFSP or IEP is no longer active but was at the time of enrollment).
  + Child entered the program with an Individual Service Plan (ISP) or received an ISP after special education assessment referral.
  + Other - Please describe [text box for other]
* **Collaboration**
  + Issues coordinating referral, assessments and services with local school districts or intake and referral sources (Pediatricians, Family Resource Centers [FRCs], Regional Centers, and so on)
  + Other - Please describe [text box for other]
* **Parental Choice and Placement**
  + A child with disabilities has an IEP; however, the offer of Free Appropriate Public Education (FAPE) through the IEP is not at the CSPP. Since parents of children with disabilities may decline the IEP placement and services offered by the local educational agency (LEA), these children do not have an *active* IEP and therefore cannot be counted towards the set aside.
  + The offer of FAPE though the IEP is an LEA placement which includes time in the CSPP classroom, but the child is not enrolled as a CSPP student.
  + The IEP placement offered by the LEA is not for a full day. A parent of a child with disabilities may decline the IEP placement and services offered by the LEA to stay in the community-based organization (CBO) full time to avoid having to attend programs at two separate locations. As a result, these children do not have an *active* IEP and therefore cannot be counted towards the set aside.
  + The family is receiving services through their medical provider and does not want to proceed with the IEP process.
  + The LEA's offer of FAPE through the IEP is at an LEA site, thus the student is disenrolled from the CSPP.
  + The family declines IEP or IFSP services, no reason provided.
  + Other - Please describe [text box for other]
* **Time**
  + Some children suspected of having a disability did not complete the assessment process while the child was enrolled in CSPP to determine if they were a child with a disability in need of special education and related services.
  + Referred a child who is suspected of being a child with a disability and in need of special education and related services and does not know the results.
  + Other - Please describe [text box for other]
* **Resources** 
  + Staff shortages for CSPP limit enrollment of students in CSPP.
  + Staff shortages for LEAs conducting assessments to determine special education eligibility for children suspected of having a disability and in need of special education and related services.
  + Limited access to transportation, lack of transportation options, or difficulty in arranging suitable transportation.
  + Lack of access to facilities or equipment to serve children with disabilities.
  + Other - Please describe [text box for other]
* **Other**

Use this space to expand on the barriers your agency faced in enrolling children with disabilities during 2024–25 [Optional Narrative]

1. We are asking about barriers your program faced in trying to meet the set aside requirement for children with disabilities in FY 2024–25 (see categories above). For each item below, please indicate whether the barrier has become more challenging, less challenging, or stayed the same compared to last year.

* Need for Professional Development
* Documentation
* Child eligibility criteria
* Collaboration
* Parental choice and placement
* Time
* Resources

1. Please describe how you have decreased these barriers: [text box]
2. What community outreach did your agency conduct to recruit and enroll children with disabilities? [select all that apply]

* Collaborate with the local Regional Center
* Collaborate with the local School Districts
* Collaborate with the local Special Education Local Plan Area (SELPA)
* Collaborate with the FRCs
* Collaborate with the Early Start Providers
* Collaborate with the Mental Health Agencies
* Utilize Community Events, Resource Fairs, Health Clinics, or Local Neighborhood Gatherings
* Distribute Marketing Materials
* Utilize Word of Mouth
* Other Outreach (explain)
* Community Outreach not needed (for example, already fully met the set aside)  
  [Narrative Response]

1. For CBOs only: Between July 1, 2024, and June 30, 2025, how many total children did you refer to the LEA for an assessment to determine the child’s eligibility for special education? [Numeric Response]
2. For LEAs only: Between July 1, 2024, and June 30, 2025, how many total children did you refer for an assessment to determine the child’s eligibility for special education? [Numeric Response]
3. Provide the status of the assessment referrals made from July 1, 2024, through June 30, 2025, including approximate counts. [select all that apply]

* Active IEP resulting from assessment referral [Numeric response]
* Student did not qualify for special education [Numeric response]
* Assessment referral made, but parent declined; therefore, child not assessed [Numeric Response]
* Pending [Numeric Response]
* Unknown [Numeric Response]
* Other [Numeric Response]

1. Describe where you received information on the status of assessment referrals. If any assessment referrals were listed under “other” in the answer to Question 15, provide additional information to help the CDE understand this response. [Narrative Response]

## Part 4: Optional Additional Information

The following questions are optional.

The CDE is collecting the information below to inform future training and technical assistance opportunities for CSPP contractors. While your response to these questions is optional, the CDE encourages contractors to respond in an effort to determine the statewide needs for training and technical assistance.

1. What training and technical assistance would be most helpful related to serving children with disabilities? [select all that apply]
   * **Community Outreach:** Best practices for community outreach and enrolling more children with disabilities
   * **Instructional Practices:** Professional learning opportunities on instructional practices to support children with disabilities
   * **Classroom Assessment Scoring System (CLASS) Tool:** Support around the use of the CLASS tool in inclusive classrooms to increase the quality of teacher-child interactions
   * **Universal Design for Learning (UDL):** Creating inclusive classroom environments including UDL
   * **Developing Partnerships:** Establishing relationships and collaboration between early learning and care providers and LEAs to support children with disabilities
   * **Transitions**: Specific guidance on facilitating smooth transitions to transitional kindergarten and kindergarten
   * **Family Engagement**: Support for increasing parent engagement and offering parents of children with disabilities voluntary programs. groups or activities designed to include parents in the education of their children, help parents participate in the program standing of child development
   * **Assistive Technology**: Training and resources on the effective use of assistive technology devices and software to enhance learning and communication for children with disabilities
   * **Behavior Management Strategies**: Guidance and training on effective behavior management strategies tailored to the specific needs of children with disabilities, including positive behavior supports and interventions
   * **Culturally Responsive Practices**: Guidance on implementing culturally responsive practices that consider the unique needs and backgrounds of children with disabilities from diverse cultural, linguistic, and ethnic backgrounds
   * **Accessibility and Physical Accommodations**: Information and resources on making physical spaces and educational materials accessible to children with disabilities, including modifications, accommodations, adaptations and assistive devices
   * **Data Collection**: Collecting and reporting data on children with disabilities. This includes support to correctly input the children with disabilities numbers into the California Preschool Accounting Reporting Information System (CPARIS), the California Preschool Data Collection System (CAPSDAC), and the Child Development Management Information System (CDMIS)
   * **Relationship training**: Guidance on how to communicate with parents and establish productive relationships
   * **Other** [Describe any other needs for training or technical assistance]
2. Is there any other information related to serving children with disabilities that you would like to add? If yes, please describe in detail below. [Optional Narrative]

## Part 5: Certification Page

By checking this box, I certify that all information submitted in this survey is complete and accurate to the best of my knowledge, and that I have reviewed and approved the submission of the responses to this survey on behalf of my agency.

* Electronic Signature
* Date