# Upcoming Survey on Children with Disabilities 2022–23

The purpose of this upcoming survey is to collect information on total funded enrollment and enrollment information regarding children with disabilities served in California State Preschool Programs (CSPP) during the entire 2022–23 fiscal year (FY), in accordance with *Education Code* (*EC*)Section 8208(c)(2)(A) and (d)(2)(B)(i). This survey must be submitted to the California Department of Education (CDE) by September 29, 2023. The CDE will release more information about how to submit the data in this document closer to the September deadline.

## 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. Primary or Headquartered County of your agency [Dropdown Menu of Counties] [Please select all operational counties your program serves]
4. [Program Director Name:]
5. [Program Director Email:]
6. [Program Director Phone Number:]

## Part 2. Total Funded Enrollment Information for All Children

In this section, please respond with funded enrollment information from July 1, 2022, through June 30, 2023. Per *EC* 8205(ae), “Funded enrollment” means the number of subsidized children funded to be enrolled, based on the maximum reimbursable amount (MRA), contract rate, inclusive of any adjustment factors, and approved program calendar, by a CSPP contractor. The numbers reported in Questions 7 and 8 below should represent the total number of children funded to be enrolled under the contract MRA, based on the contract’s average adjustment factor. Contractors should not distinguish this count by adjustment factor category, including part-time or full-time.

1. How many total children were funded to be enrolled at your agency during fiscal year 2022–23? Verify this by using the funded enrollment calculator from the Early Education Fiscal Resources webpage, <https://www.cde.ca.gov/fg/aa/cd/documents/fundedenrollmentcalculator.xlsx> which takes the MRA divided by weighted average rate divided by minimum days of operation divided by average adjustment factor. [Numeric Response]
2. How many children in [selected] county were funded to be enrolled? (Repeat for all counties selected in Question 3) [Numeric Response]

## Part 3. Funded Enrollment of Children with Disabilities Information

This section asks about the number of children with disabilities enrolled by your agency at the site, and classroom level (or family childcare home level as applicable) from July 1, 2022, to June 30, 2023.  
Center sites are facilities or centers that contain 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 rooms with a lead teacher assigned to each room, but each teacher could have a morning and afternoon class and unique group of students. Thus, at this site there would be eight classrooms.  
A family childcare home education network (FCCHEN) means an entity that makes 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 your children enrolled in FY 2022–23?
   1. Total Number of Center Sites: [Numeric Response]
   2. Total Number of Center Classrooms: [Numeric Response]
   3. Total Number of Family Childcare Homes. Please input 0 if you do not operate through a family childcare home education network: [Numeric Response]
2. Where were children with disabilities served in FY 2022–23?
   1. Total Number of Center Sites: [Numeric Response]
   2. Total Number of Center Classrooms: [Numeric Response]
   3. Total Number of Family Childcare Homes. Please input 0 if you do not operate through a family childcare home education network: [Numeric Response]

## Part 4: Barriers, Community Outreach, and Referrals

This section first asks about barriers faced in enrolling children with disabilities. Then it asks about the community outreach and referrals your agency made from July 1, 2022, to June 30, 2023.

1. What barriers did you face in trying to meet the set aside for children with disabilities in 2022–23? The CDE is aware this list is not exhaustive. You can share any additional barriers you may have faced in trying to enroll children with disabilities in the open response below this question. [select all that apply and open response]

* None, set aside met without any barriers to enrollment.
* Not sure which local special education partners to conduct community outreach to and collaborate with to increase enrollment.
* Children with disabilities transferred to the local educational agency (LEA) for individualized education program (IEP) placement and services.
* Unable to obtain documents of the active individual family service plan (IFSP) or IEP from either parent or agency.
* A child with disabilities may have 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 LEA, these children do not have an *active* IEP and therefore cannot be counted towards the set aside.
* 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 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.
* Some children suspected of having a disability did not complete the assessment and IEP process while enrolled in CSPP.
* The family is receiving services through their medical provider and does not want to proceed with the IEP process.
* Referred a child(ren) who is suspected of being a child with a disability and in need of special education and do not know the results.
* A child(ren) 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 do not qualify for an IEP.
* 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.
* Transportation challenges: Limited access to transportation, lack of transportation options, or difficulty in arranging suitable transportation.
* Other

Please use this space to expand on the barriers your agency faced in enrolling children with disabilities during 2022–23 [Optional Narrative]

1. What community outreach did you do to enroll children with disabilities? If you met the set aside, in the narrative response include how you were able to enroll children with disabilities. [select all that apply]

* Reach out to local Regional Center
* Reach out to local Special Education Local Plan Area (SELPA)
* Reach out to Family Resource Centers (FRCs)
* Other Outreach (explain)
* Community Outreach not needed  
  [Narrative Response]

1. For CBOs only: Between July 1, 2022, and June 30, 2023, 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, 2022, and June 30, 2023, how many total children did you refer for an assessment to determine the child’s eligibility for special education? [Numeric Response]
3. Please provide the status of the assessment referrals made from July 1, 2022 through June 30, 2023, including approximate counts. [select all that apply]

* Active IEP resulting from assessment referral [Numeric response]
* Student did not qualify for special education [Numeric response]
* Pending [Numeric Response]
* Unknown [Numeric Response]
* Other [Numeric Response]

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

Part 5: Optional Additional Information  
The following questions are optional.

1. The CDE is collecting information on potential topics of technical assistance and will use this information to inform possible future technical assistance. What technical assistance would be most helpful related to serving children with disabilities? [select all that apply]
   * Best practices for community outreach and enrolling more children with disabilities
   * Professional learning opportunities on instructional practices to support children with disabilities
   * Creating inclusive classroom environments including Universal Design for Learning (UDL)
   * Developing partnerships between early learning and care providers and local educational agencies
   * Tools or strategies for sharing information with the IEP team
   * Specific guidance on facilitating smooth transitions to Transitional Kindergarten (TK) and kindergarten
   * Support for increasing parent engagement and establishing platforms or programs that connect parents of children with disabilities, allowing them to share experiences, resources, and provide mutual support
   * 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 take into account the unique needs and backgrounds of children with disabilities from diverse cultural, linguistic, and ethnic communities
   * Accessibility and Physical Accommodations: Information and resources on making physical spaces and educational materials accessible to children with disabilities, including modifications, accommodations, and assistive devices.
   * Collecting and reporting data on children with disabilities
   * Other [Free response on other requested technical assistance support]
2. Is there any other information related to the questions in this survey that you would like to add? [Optional Narrative]

## Part 6: Certification Page [Electronic Signature] [Date]

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

[Electronic Signature] [Date]

California Department of Education

July 2023