

Pre-Elementary Education Longitudinal Study



Local Education Agency Policy and Practice Questionnaire



friends



PEELS



learn



*“because all children should count...
read, learn, grow, and have friends...”*

grow

Funded by the US Department of Education,
Office of Special Education Programs

Pre-Elementary Education Longitudinal Study

Local Education Agency Policy and Practice Questionnaire

Dear School System Representative:

The Office of Special Education Programs in the U.S. Department of Education has commissioned a longitudinal study of children ages 3 through 5 who are receiving special education services. This study will be describing programs and outcomes for a nationally representative sample of more than 3,000 children. A brochure describing the study is enclosed.

As part of this study, we want to learn about local policies and practices in the school districts where the children in the study live. Ultimately, we will be looking to see how state policies relate to local policies, to the programs children receive, and to the outcomes they experience.

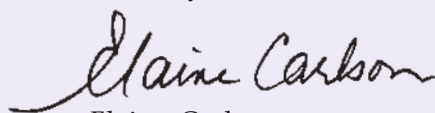
We are asking for your assistance in helping us describe the situation in your school district. Everything you tell us will remain confidential. All data will be aggregated. No data will be released or reported in a way that could identify an individual state, district, family, or child.

Please complete this questionnaire and return it in the enclosed envelope within the next 2 weeks. We have enclosed a gift certificate as a token of our appreciation.

If you have any questions about the study or the questionnaire, please feel free to call the PEELS toll-free hot line at 1-888-534-8348, send an email to questions@peels.org, or visit the PEELS web site at www.peels.org.

Thank you so much for your assistance with this important study.

Sincerely,



Elaine Carlson
Project Director, PEELS

Call the PEELS
toll-free hot line:
1-888-534-8348

Questionnaire?

instructions:

All questions refer to children your district is responsible for, whether you provide special education and related services directly or through a contract with another agency.

In questions asking for numbers, please provide your best estimate if you do not know the exact number. A rough estimate is all that is needed.

1. Around October 1, what was the approximate enrollment in your school district?
Number enrolled

2. Around October 1, about how many children in your district belonged to each of the following racial/ethnic groups?
PLEASE INDICATE PERCENTAGE OR NUMBER IN EACH ROW.

	Percentage of children	OR	Number of children
a. American Indian or Alaska Native, not Hispanic	<input type="text"/> %		<input type="text"/>
b. Asian, not Hispanic	<input type="text"/> %		<input type="text"/>
c. Black or African American, not Hispanic	<input type="text"/> %		<input type="text"/>
d. Hispanic or Latino	<input type="text"/> %		<input type="text"/>
e. Native Hawaiian or Other Pacific Islander, not Hispanic	<input type="text"/> %		<input type="text"/>
f. White, not Hispanic	<input type="text"/> %		<input type="text"/>

3. Around October 1, about what percentage of children were identified as English language learners (ELL) (e.g., limited English proficient [LEP] or English as a second language [ESL])? PLEASE CHECK ONE.
 - 1 Less than 10%
 - 2 10-25%
 - 3 26-50%
 - 4 51-75%
 - 5 More than 75%
 - 8 Don't know

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0656. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** US Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Office of Special Education Programs, US Department of Education, Switzer Building, Room 4622, 330 C Street, SW, Washington, D.C. 20202-4651.

4. About what percentage of your district's children are from low-income families (e.g., have a child in the free or reduced-price lunch program)? PLEASE ✓CHECK ONE.

- 1 Less than 25%
- 2 25-50%
- 3 51-75%
- 4 More than 75%
- 8 Don't know

5. Approximately what percentage of your district's children move out of the district in a year?

Percentage who move away in a year %

6. What was the total number of children with Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs) in your district around December 1?

Number with IEPs/IFSPs

7. How many of these children were the following:

	Number of children
a. Age 3	<input type="text"/>
b. Age 4	<input type="text"/>
c. Age 5	<input type="text"/>
d. TOTAL 3 through 5 years	<input type="text"/>
e. Don't know	<input type="text"/>

8. In your district, are children ages 3 through 5 who are receiving special education services served under an IEP or an IFSP? PLEASE ✓CHECK ONE.

- 1 IEP
- 2 IFSP
- 3 Both IEPs and IFSPs used for these children
- 8 Don't know

9. Does your district operate preschool programs for typically developing children? PLEASE ✓CHECK ONE.

- 1 Yes
 - 2 No
 - 8 Don't know
- } Go to Question 13

10. Around October 1, approximately how many children ages 3 through 5 were enrolled in your district's preschool programs for typically developing children? PLEASE GIVE YOUR BEST ESTIMATE.

Number enrolled in preschool programs for typically developing children children

11. Are there eligibility criteria that apply to some or all of your district's preschool programs for typically developing children? PLEASE ✓CHECK ONE.

- 1 Yes
 - 2 No
 - 8 Don't know
- } Go to Question 13

12. What are the eligibility criteria for your district's preschool programs for typically developing children? PLEASE ✓CHECK ALL THAT APPLY.

- 1 a. Income
- 2 b. Other

13. How do children ages 3 through 5 who live in your district receive special education and related services? PLEASE ✓CHECK ONE IN EACH ROW.

	Yes	No	Don't know
a. District or other public entity provides services	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
b. Regional or county education agency provides services	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
c. District contracts with private providers	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
d. A non-education public agency provides services	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
e. Another district provides services to our children	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
f. Other (Specify: _____)	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>

14. What percentage of children ages 3 through 5 with IEPs/IFSPs who reside in your district receive special education services in the following settings? For children who receive services in more than one setting, please include them in all applicable categories. PLEASE ✓ CHECK ONE IN EACH ROW.

	Percentage of children				
	0-25%	26-50%	51-75%	76-100%	Don't know
a. Preschool classroom serving all or mostly children with disabilities, located in a school serving all or mostly children with disabilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	8 <input type="radio"/>
b. Preschool classroom serving all or mostly children with disabilities, located in a general education elementary school	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	8 <input type="radio"/>
c. Preschool classroom serving typically developing children, located in a general education elementary school	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	8 <input type="radio"/>
d. Head Start classes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	8 <input type="radio"/>
e. Preschool classes in community-based setting (child care centers, nursery schools) for typically developing children	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	8 <input type="radio"/>
f. Child's home or a babysitter's home	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	8 <input type="radio"/>
g. Clinic, hospital therapy setting, or therapist's office	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	8 <input type="radio"/>
h. Therapy setting at an elementary school	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	8 <input type="radio"/>
i. Other (Specify: _____)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	8 <input type="radio"/>

15. Which of the following best describes the **policy or position** that governs the inclusion and provision of special education of children ages 3 through 5 in your district? PLEASE ✓ CHECK ONE.

- 1 We believe all or nearly all special education services for these children should be delivered in settings with typically developing peers.
- 2 We believe some children in this age group should receive special education services in settings with typically developing peers but that others are best served in specialized settings such as special classes.
- 3 We believe that most children in this age group are best served in special programs but that some can benefit when services are delivered in settings with typically developing peers.
- 4 We believe that parents' wishes for where they want their children served should determine setting.
- 5 We believe that each placement is individually determined and so have no position on where preschool children should be served.
- 6 Other (Specify: _____)
- 8 Don't know.

16. What percentage of children ages 3 through 5 with IEPs/IFSPs who reside in your district are receiving any special education or related services in classes or programs with typically developing peers?

PLEASE ✓ CHECK ONE TO INDICATE YOUR BEST ESTIMATE.

- 1 Less than 10%
- 2 10-25%
- 3 26-50%
- 4 51-75%
- 5 More than 75%
- 8 Don't know

17. What are the biggest barriers to placing children ages 3 through 5 with disabilities in classes with typically developing peers?

- Write the number **1** next to the biggest barrier.
- Write the number **2** next to the second biggest barrier.
- Write the number **3** next to the third biggest barrier.
- If there are no barriers, check the circle below and go to Question 18.

There are no barriers in our district. Go to Question 18.

	Rank 1, 2, 3
a. Community preschools are not willing to take children with disabilities	<input type="text"/>
b. Community preschool staff are not trained to work with children with disabilities	<input type="text"/>
c. Parents want their children in special classes	<input type="text"/>
d. Cost/finance issues	<input type="text"/>
e. Community preschools do not have the facilities or equipment for children with disabilities	<input type="text"/>
f. Our district does not operate any preschool programs for typically developing children	<input type="text"/>
g. Special education professionals believe children with disabilities are better served in special classes	<input type="text"/>
h. Community preschools do not have enough openings for all children	<input type="text"/>
i. Community lacks sufficient numbers of high-quality preschools	<input type="text"/>
j. Other (Specify: _____)	<input type="text"/>

18. Does your district or providing agency do any of the following to identify children ages 3 through 5 in need of special education services?

PLEASE CHECK ONE IN EACH ROW.

	Yes	No	Don't know
a. Conduct child find screenings	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
b. Distribute brochures, posters, etc., to pediatricians and other health care providers	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
c. Meet or work with pediatricians and other health care providers	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
d. Distribute brochures, posters, etc., to child care centers, nursery schools, etc.	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
e. Meet or work with staff from child care centers, nursery schools, etc.	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
f. Use radio, TV, or newspaper to promote awareness of disabilities and services for young children	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
g. Use targeted outreach for families who speak languages other than English	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>
h. Other (Specify: _____)	1 <input type="radio"/>	2 <input type="radio"/>	8 <input type="radio"/>

19. a. What are the three areas related to the provision of preschool special education that your district or providing agency has been **working hardest to improve over the last 2 years** (e.g., through technical assistance, staff development, etc.)? PLEASE ✓CHECK THREE IN COLUMN A.
- b. What are the three areas where your district or providing agency is **currently closest to best practice**? PLEASE ✓CHECK THREE IN COLUMN B.
- c. What are the three areas in which your district or providing agency **most needs to improve**? PLEASE ✓CHECK THREE IN COLUMN C.

You may ✓ check circles in the same rows in columns A and B or columns A and C.

	A Has been working to improve Check three	B Closest to best practice Check three	C Needs to improve Check three
a. Transition from early intervention	01 <input type="radio"/>	01 <input type="radio"/>	01 <input type="radio"/>
b. Transition to kindergarten	02 <input type="radio"/>	02 <input type="radio"/>	02 <input type="radio"/>
c. Child find	03 <input type="radio"/>	03 <input type="radio"/>	03 <input type="radio"/>
d. Assessment and evaluation	04 <input type="radio"/>	04 <input type="radio"/>	04 <input type="radio"/>
e. Placement in community-based settings	05 <input type="radio"/>	05 <input type="radio"/>	05 <input type="radio"/>
f. Recruitment of qualified personnel	06 <input type="radio"/>	06 <input type="radio"/>	06 <input type="radio"/>
g. Retention of qualified personnel	07 <input type="radio"/>	07 <input type="radio"/>	07 <input type="radio"/>
h. Developmentally appropriate practices	08 <input type="radio"/>	08 <input type="radio"/>	08 <input type="radio"/>
i. Eligibility for services	09 <input type="radio"/>	09 <input type="radio"/>	09 <input type="radio"/>
j. IEP/IFSP development	10 <input type="radio"/>	10 <input type="radio"/>	10 <input type="radio"/>
k. Staff development	11 <input type="radio"/>	11 <input type="radio"/>	11 <input type="radio"/>
l. Linkages with local early childhood programs	12 <input type="radio"/>	12 <input type="radio"/>	12 <input type="radio"/>
m. Collaboration with parents	13 <input type="radio"/>	13 <input type="radio"/>	13 <input type="radio"/>
n. Preliteracy skills and activities	14 <input type="radio"/>	14 <input type="radio"/>	14 <input type="radio"/>
o. Serving culturally and linguistically diverse families	15 <input type="radio"/>	15 <input type="radio"/>	15 <input type="radio"/>
p. Data systems for tracking children's progress	16 <input type="radio"/>	16 <input type="radio"/>	16 <input type="radio"/>
q. Standards-based accountability systems	17 <input type="radio"/>	17 <input type="radio"/>	17 <input type="radio"/>
r. Accessing other resources and sources of services (e.g., Medicaid,...)	18 <input type="radio"/>	18 <input type="radio"/>	18 <input type="radio"/>
s. Other (Specify: _____)	19 <input type="radio"/>	19 <input type="radio"/>	19 <input type="radio"/>

20. Does your district or providing agency have any interagency agreements addressing children ages 3 through 5 receiving special education? Please do not include contracts for services. PLEASE ✓CHECK ONE.

- 1 Yes
 2 No
 8 Don't know } Go to Question 22

21. What other agencies or organizations are involved with these interagency agreements? PLEASE ✓CHECK ALL THAT APPLY.

- 01 a. Agency(ies) providing early intervention services
 02 b. Public agencies (health, mental health, social services, etc.)
 03 c. Head Start
 04 d. Private child care or preschool providers
 05 e. Other (Specify: _____)
 06 f. Other (Specify: _____)
 07 g. Other (Specify: _____)
 98 h. Don't know

22. Which of the following best describes the influence of your state education agency with regard to local preschool special education services? PLEASE ✓CHECK ONE.

- 1 The state agency has **considerable influence** on the policies and practices of the local districts.
 2 The state agency has **moderate influence** on the policies and practices of the local districts.
 3 The state agency has **minimal influence** on the policies and practices of the local districts.
 8 Don't know.

23. Some states have little variation in the overall quality of preschool special education services provided throughout the state. In other states the quality varies considerably from one area of the state to another. Which of the following statements best describes your state? PLEASE ✓CHECK ONE.

- 1 There is **very little variation** in quality of services from place to place.
 2 There is **some variation** but not a great deal.
 3 There is **considerable variation** from place to place.
 8 Don't know.

24. What is the lead agency for early intervention services (IDEA, Part C) in your local district?

*Thank you for completing
this questionnaire.*

Please return this questionnaire
in the postage-paid envelope to:

Pre-Elementary Education Longitudinal Study
Westat
1650 Research Blvd.
Rockville, MD 20850



thank you!

IDEAs
that Work

U.S. Office of Special
Education Programs

WESTAT

1-800-993-3027

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