

Pre-Elementary Education Longitudinal Study

# State Policy and Practice Questionnaire



*friends*



**PEELS**



*learn*



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

*grow*

# Pre-Elementary Education Longitudinal Study

## State Policy and Practice Questionnaire

*Dear 619 Coordinator:*

The Office of Special Education Programs in the U.S. Department of Education has commissioned a longitudinal study of children ages 3 through 5 years old 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 state policies and practices in the states 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.

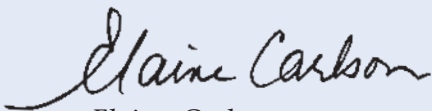
We are asking for your assistance in helping us describe the situation in your state. Be assured that your answers will be completely confidential and no information will be reported in any way that could identify you or your state. All data will be aggregated.

Please complete this questionnaire and return it in the enclosed envelope within the next 2 weeks.

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](mailto:questions@peels.org), or visit the PEELS web site at [www.peels.org](http://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?

*note:*

The phrase "preschool special education services" refers to publicly funded services provided through an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) to children ages 3 through 5. These are the services for which the state education agency has oversight responsibility.

1. Which of the following best describes the role of your state agency with regard to preschool special education services? PLEASE ✓ CHECK ONE.
  - 1  The state agency has **considerable influence** over local policies and practices.
  - 2  The state agency has **moderate influence** over local policies and practices.
  - 3  The state agency has **minimal influence** over the local policies and practices.
2. 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.
3. Which of the following best describes your state education agency's policy with regard to inclusion and the provision of special education for children ages 3 through 5? 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: \_\_\_\_\_)

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

|   | A<br>Has been<br>working to<br>improve<br>Check three | B<br>Closest<br>to best<br>practice<br>Check three | C<br>Needs to<br>improve<br>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. Building effective technical assistance networks                       | 11 <input type="radio"/>                              | 11 <input type="radio"/>                           | 11 <input type="radio"/>                |
| l. Linkages with state 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. Pre-literacy 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"/>                |

5. How closely do you work with personnel from the early intervention program (Part C)? PLEASE ✓ CHECK ONE.
- 1  Rarely have contact with them
- 2  Minimal contact with them
- 3  Moderate amount of contact with them
- 4  Work closely with them

6. Are there state staff whose responsibility is or includes early childhood programs for typically developing children? PLEASE ✓ CHECK ONE.
- 1  Yes
- 2  No
- 8  Don't know } Go to Question 8

7. How closely do you work with these staff? PLEASE ✓ CHECK ONE.
- 1  Rarely have contact with them
- 2  Minimal contact with them
- 3  Moderate amount of contact with them
- 4  Work closely with them

8. Are preschool special education and regular early childhood education administered by the same agency? PLEASE ✓ CHECK ONE.
- 1  Yes
- 2  No

9. Are there any state-level interagency agreements addressing children ages 3 through 5 receiving special education? PLEASE ✓ CHECK ONE.
- 1  Yes
- 2  No
- 8  Don't know } Please go to the back cover

10. What other agencies besides special education are involved with these interagency agreements? PLEASE ✓ CHECK ALL THAT APPLY.

- 01  a. Health
  - 02  b. Mental health
  - 03  c. Social services
  - 04  d. Head Start
  - 05  e. Lead agency for early intervention
  - 06  f. Other divisions within education (Specify: \_\_\_\_\_)
  - 07  g. Developmental disabilities
  - 08  h. Child care
  - 09  i. Other (Specify: \_\_\_\_\_)
  - 10  j. Other (Specify: \_\_\_\_\_)
  - 11  k. Other (Specify: \_\_\_\_\_)
- 

11. What do these interagency agreements address? PLEASE ✓ CHECK ALL THAT APPLY.

- 01  a. Eligibility
  - 02  b. Cost sharing
  - 03  c. Program co-location
  - 04  d. Personnel
  - 05  e. Transition
  - 06  f. Other (Specify: \_\_\_\_\_)
  - 07  g. Other (Specify: \_\_\_\_\_)
  - 08  h. Other (Specify: \_\_\_\_\_)
- 

*Please continue to the back cover.*

*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 4370.0903 30276

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