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Pre-
Elementary
Education
Longitudinal
Study



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Funded by the U.S. Department of Education,
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What is PEELS?



The Pre-Elementary Education Longitudinal Study (PEELS), sponsored by the U.S. Department of Education, is following more than 3,000 children nationwide who, at the study's start, were 3 through 5 years old and had Individualized Education Programs (IEPs) or Individualized Family Service Plans (IFSPs) to receive special education services. Their

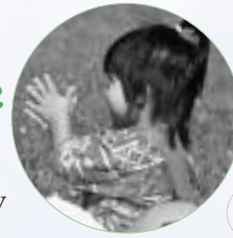
progress will be tracked as they move through their preschool years and into early elementary school. The initial phase of PEELS will examine children's preschool experiences, their transition to kindergarten, and their early elementary school experiences and results.

Five research questions guide the study:

- What are the characteristics of children receiving preschool special education?
- What preschool programs and services do they receive?
- What are their transitions like - between early intervention (programs for children from birth to 3 years old) and preschool, and between preschool and elementary school?
- How do these children function and perform in preschool, kindergarten, and early elementary school?
- Which child, service, and program characteristics are associated with children's performance over time on assessments of academic and adaptive skills?



What does the study entail?



Data collection for this study includes the following:

- Annually conducted telephone interviews with the parents of children participating in PEELS,
- One-on-one assessments of children's school readiness skills, and
- Mail questionnaires sent to the children's teachers and/or other service providers and program directors or school principals.

In the first year of data collection, practice and policy information was collected through questionnaires sent to administrators in PEELS school districts and state education agencies.

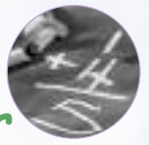
In each year of PEELS data collection, the parent interview will be completed first, with the PEELS child assessment occurring soon thereafter. Around that same time, researchers will mail questionnaires to each child's current teacher or special service provider and school or program administrator.

What is the study timeline?



Families were invited to participate in PEELS beginning in spring 2003. Data collection began in fall 2003 and will be repeated in winter-spring of the following 2 or 3 years, with the final round to occur when PEELS children are between 8 and 10 years old. Examination of the PEELS data and report of study findings began late in 2004 and will continue throughout the study.

Are there other studies like PEELS?



PEELS is one of a series of studies on the experiences, special services, and outcomes of children, youth, and young adults with disabilities. The other child-based national studies focus on recipients of special education services from the remainder of the age range between birth and early adulthood:

- National Early Intervention Longitudinal Study (NEILS), a study of early intervention for infants and toddlers;
- Special Education Elementary Longitudinal Study (SEELS), a study of elementary and middle-school age youth; and
- National Longitudinal Transition Study-2 (NLTS2), a second multiyear national study of high-school-age youth transitioning into adulthood.

Together, these studies are intended to provide a complete picture of the experiences of children and youth receiving special education services.

