

The Early Childhood Longitudinal Study,  
Kindergarten Class of 2022-23 (ECLS-K:2023)  
Focus Groups with Elementary School Administrators,  
Kindergarten Teachers, and Parents

**Attachments 22-26**

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Submitted by  
National Center for Education Statistics  
U.S. Department of Education

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# **Attachment 22**

## **Elementary School Administrators Focus Group ECLS Frequently Asked Questions Fact Sheet**

Early Childhood Longitudinal Study, Kindergarten Class of 2022-23

# Study Overview for School Administrators



## What is the Early Childhood Longitudinal Study (ECLS)?

The ECLS is a national study program that provides important information about children's knowledge, skills, and socioemotional development from preschool through elementary school. It gathers information from children, parents/guardians, teachers, and school administrators to provide a complete picture of children's learning experiences. The upcoming study - the ECLS-K:2023 - will focus on the kindergarten class of 2022-23.

The ECLS is conducted by the National Center for Education Statistics (NCES), within the U.S. Department of Education's Institute for Education Sciences.

## Why is the ECLS important?

The ECLS explores how different factors—at home and at school—relate to children's development and learning throughout elementary school. It provides information that can help schools, teachers, families, researchers, and policymakers make informed decisions about what is best for today's children, by answering questions such as:

- What math and literacy skills do children have when they start school?
- How well do kindergartners behave, pay attention to teachers, and cooperate with other children?
- How well do kindergarten programs prepare children for later grades?



## Why should my school and students participate in the study?

The ECLS-K:2023 will provide information that can be used at the local, state, and national levels to guide policies that increase every child's chances of doing well in school. It is important that all selected children, parents, teachers, and schools participate to ensure the results are accurate.



## How often will the study activities be conducted?

Study activities will occur in several phases.

- **Fall of 2022**, when children are in kindergarten
- **Spring of 2023**, when children are in kindergarten
- **Spring of 2024**, when children are in first grade
- **Spring of 2026**, when children are in third grade
- **Spring of 2028**, when children are fifth grade

*"The ECLS provides valuable information to policymakers as they work to improve education. In Minnesota, we used the study's findings to help pass a bill that fully funds all-day kindergarten for students across the state."*

- Former Policy Advisor, Minnesota State Senate



## Are there incentives for participants?

Yes. NCES will provide incentives to participants during each phase of the study, including:

- \$300 for schools
- \$65 for school coordinators who serve as the point of contact for each school in the initial phase, and \$35 for each additional phase
- \$15 for each participating family
- \$15 for each participating teacher along with \$10 for each survey they complete for participating students

## How was my school selected for participation?



Your school was selected as part of a nationally representative sample of U.S. public and private schools. Approximately 20,000 students, from about 1,000 schools across the country, will be asked to participate.

## Will all of our kindergarten students be asked to participate?

Approximately 24 students will be randomly selected to take part in the study from each participating school. In very small schools, all kindergarten students may be asked to participate.

## When and where will the study be conducted?

The ECLS team will conduct the study with children in your school during school hours. They will ask your school for a small area that can be used to conduct one-on-one sessions with participating students. School administrators, teachers, and parents can complete their surveys at a time and place that is convenient for them.

## What is involved for students?

Children will be asked to complete a variety of activities, such as answering math and literacy-related questions, during a one-on-one session with a trained ECLS team member. The team member will read and show illustrated tasks to the children, who can respond verbally or by pointing to the answer of their choice. Children can skip any question they do not want to answer. The session will last approximately 45-60 minutes. The ECLS team will work with your school to ensure students do not miss important school activities to participate in the study.

## What is involved for teachers and parents/guardians?



Teachers and parents/guardians of participating students will be asked to complete a survey or participate in a telephone interview.

- Teachers will be asked about their professional background, teaching practices, and the skills and abilities of individual students. The survey will take approximately 15 minutes, depending on how many surveys are completed about participating students.
- Parents will be asked questions about their family, their child's experiences in school, and learning activities that the child participates in outside of school. The survey or interview will last 30-45 minutes.

## What results will be reported?

The U.S. Department of Education will report results about the nation's students overall. The study will not report results for individual children or schools.

## Will the names of participants and their responses be confidential?

Individual children's performance will not be shared with teachers, the school, or the district in any way. All of the information provided by school staff, students, and parents may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). All staff working on the study have signed an affidavit of non-disclosure where they swear to abide by this law.



## Where can I find more information?

For additional information, call the ECLS information number, 1-888-204-4864, or send an email to [ECLSKHELP@westat.com](mailto:ECLSKHELP@westat.com).

You can learn more about the ECLS and see a list of 25+ endorsing organizations at <https://nces.ed.gov/ecls/>



# **Attachment 23**

## **Kindergarten Teachers Focus Group ECLS Study Overview Fact Sheet**

# The Early Childhood Longitudinal Study (ECLS)

*Information for Teachers*



The ECLS program provides important information about children’s knowledge, skills, and socioemotional development from preschool through elementary school. Educators, families, and policymakers can use the ECLS results to better understand children’s development and learning and improve students’ educational experiences.

## Why do we need teachers like you to participate in the ECLS?

The ECLS explores how different factors—at home and at school—relate to children’s development and learning over time. The study allows us to answer the following types of questions:



*“The ECLS provides valuable information to policymakers as they work to improve education. In Minnesota, we used the study’s findings to help pass a bill that fully funds all-day kindergarten for students across the state.”*

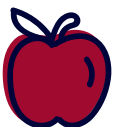
- Former Policy Advisor, Minnesota State Senate



What knowledge and skills do children have when they start school?



How well can kindergartners pay attention and control their behaviors?



How do educators help make the transition into kindergarten less difficult for children?



How well do kindergarten programs prepare children for later grades?

# Kindergartners’ Social Skills

Results from the ECLS can help educators understand how children, on average, are developing, academically, socially, and emotionally as they progress through elementary school.

During a previous ECLS study, for example, we learned the following **from teachers** about first-time kindergartners’ social skills.<sup>1</sup>



**77%**  
were adept at  
forming friendships



**74%**  
were adept at  
accepting peer ideas



**51%**  
often comforted other  
children in school



**11%**  
often argued with others  
and easily became angry



**10%**  
often fought with others

*“We believe the ECLS will provide rich and comprehensive insight into children’s early learning and development. Making informed policy decisions that improve education require the kind of useful data the study will provide.”*



- President, National Council of Teachers of Mathematics

## The ECLS is endorsed by more than 25 education organizations.

### Parent, Teacher, and Principal Organizations

- American Federation of Teachers
- Association for Middle Level Education
- Council for Exceptional Children
- International Literacy Association
- National Association of Elementary School Principals
- National Council of Teachers of Mathematics
- National Parent Teacher Association
- National Science Teaching Association
- Texas State Teachers Association

### Private and Religious Education Organizations

- Association of Christian Schools International
- Association of Christian Teachers and Schools
- Christian Schools International
- Council of Islamic Schools in North America
- Islamic Schools League of America
- Lutheran Church-Missouri Synod
- National Alliance of Christian Schools
- National Association of Independent Schools
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- National Christian School Association
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- WELS Commission on Lutheran Schools

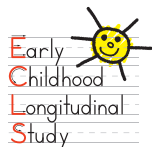
### Education Policy Organizations

- Alliance for Excellent Education
- Council of Chief State School Officers
- National School Boards Association
- The School Superintendents Association

### Early Childhood Education Organizations

- American Montessori Society
- Association Montessori International/USA
- National Institute for Early Education Research

<sup>1</sup>From America’s Kindergartners, page 27 and 30 (<https://nces.ed.gov/pubs2000/2000070.pdf>)



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<https://nces.ed.gov/ecls/>

# **Attachment 24**

## **Kindergarten Teachers Focus Group ECLS Alternative Study Overview Fact Sheet**



# The Early Childhood Longitudinal Study (ECLS)

*Information for Teachers*



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## Why do we need teachers like you to participate in the ECLS?

The ECLS explores how different factors—at home and at school—relate to children’s development and learning over time. The study allows us to answer the following types of questions:



What knowledge and skills do children have when they start school?



How well can kindergartners pay attention and control their behaviors?



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How well do kindergarten programs prepare children for later grades?



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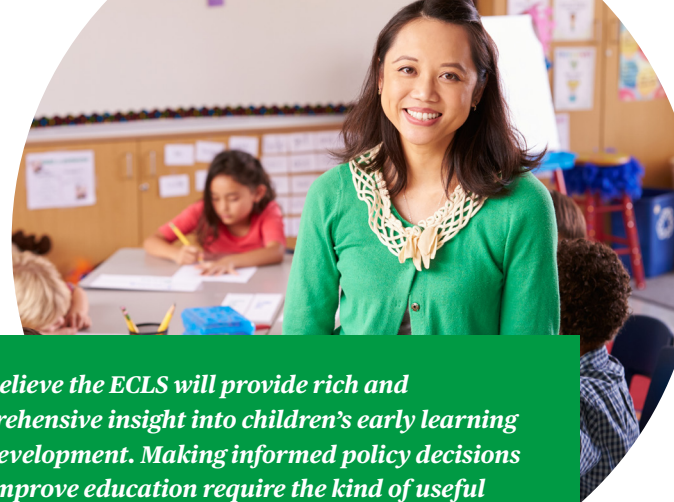
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## 77%

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## 51%

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# **Attachment 25**

## **Parents Focus Group ECLS Study Overview Fact Sheet**

# The Early Childhood Longitudinal Study (ECLS)

*Information for Parents and Guardians*



The ECLS program provides important information about children’s knowledge and skills, from preschool through elementary school. Families, educators, and policymakers can use the ECLS results to better understand children’s development and learning and improve students’ educational experiences.

## Why do we need families like yours to participate in the ECLS?

The ECLS explores how different factors—at home and at school—relate to children’s development and learning over time. The study allows us to answer the following types of questions:



*“I feel strongly that more parents should get involved to help improve the education system in this country. I am very excited and happy to be a part of this landmark study.”*

– Previous Parent Participant, Boston, MA



What knowledge and skills do children have when they start school?



What support do parents and families need to be more involved in their child’s education?



What educational activities do kindergartners do at home and with their families?



How well do kindergarten programs prepare children for later grades?

# What Kindergartners Know and Can Do

Results from the ECLS can help parents and families understand what children, on average, know and can do during the elementary school years.

During a previous ECLS study, for example, we learned the following **from teachers** about the skills of first-time kindergartners.<sup>1</sup>

**ABC**

**66%**  
easily  
recognized letters

**CAT** ))

**29%**  
easily knew  
the first sounds  
of words

**123**

**94%**  
easily recognized  
numbers and shapes  
and counting to 10



**58%**  
easily understood  
size comparisons,  
such as big, bigger,  
and biggest

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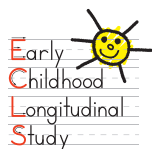
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**66%**

easily recognized letters



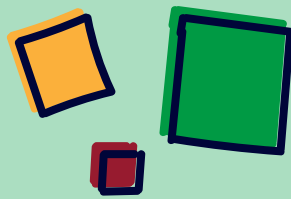
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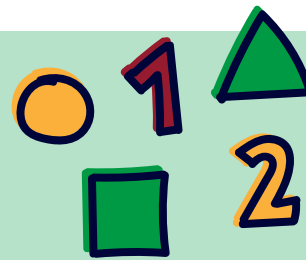
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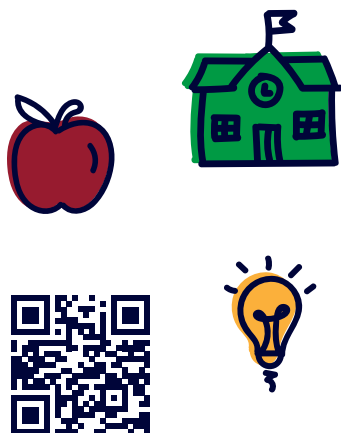


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