Memorandum

DATE:　　　　May 1, 2023

TO:　　　　　Robert Sivinski, OMB

THROUGH:　Carrie Clarady, OMB Liaison, NCES

FROM:　　　Jill McCarroll, Study Director, Early Childhood Longitudinal Studies Program, NCES

SUBJECT:　Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024) Fall 2023 Materials Revision Request (OMB#1850-0750 v.27)

The Early Childhood Longitudinal Study (ECLS) program, conducted by the National Center for Education Statistics (NCES) within the Institute of Education Sciences (IES) of the U.S. Department of Education (ED), draws together information from multiple sources to provide rich, descriptive data on child development, early learning, and school progress. The ECLS program studies deliver national data on children's status at birth and at various points thereafter; children's transitions to nonparental care, early care and education programs, and school; and children's experiences and growth through the elementary grades. The Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024) is the fourth cohort in the series of early childhood longitudinal studies. The study will advance research in child development and early learning by providing a detailed and comprehensive source of current information on children's early learning and development, transitions into kindergarten and beyond, and progress through school. The ECLS-K:2024 will provide data about the population of children who will be kindergartners in the 2023-24 school year. The ECLS-K:2024 will focus on children's early school experiences continuing through the fifth grade, and will include collection of data from children, parents, teachers, and school administrators.

The request to conduct the first three national data collection rounds for the ECLS-K:2024 was approved on April 7, 2023 (OMB# 1850-0750 v.26).[1] The ECLS-K:2024 fall kindergarten data collection will be conducted from August until December 2023, followed by the spring (March-July 2024) kindergarten round, and the spring (March-July 2025) first-grade round. Each of these rounds of data collection will involve advance school contacts, for example to conduct student sampling activities, collect teacher and school information, and locate families whose children may have moved schools. Future OMB packages will be submitted for the third-and fifth-grade field test (to be conducted in March-July 2026), as well as for the national spring (March-July 2027) third-grade round and the spring (March-July 2029) fifth-grade round.

This current revision request (accompanied by 30 days of public comment) is to update study respondent materials, web and paper surveys, and website designs that will be used in the kindergarten and first-grade data collection activities. Many of the revisions in this package were made based on analyses of the fall 2022 field test data (OMB# 1850-0750 v.25), which informed changes to the design of the surveys and child assessment. Other changes occurred after further discussion on operational procedures. Revisions to the study instruments (and to some extent, the respondent materials and websites) are largely limited to changes to the fall kindergarten materials; additional revision requests will be submitted to OMB for revisions to the spring kindergarten and spring first-grade materials once additional analyses of the fall 2022 field test data

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[1] Note that the expiration date associated with this clearance (April 30, 2026) has not been updated on the materials being submitted in conjunction with this revision request. The revision request expiration date, received once the request is cleared, will be updated on these materials prior to printing or otherwise distributing. Materials that are not part of this revision request will be updated with the April 30, 2026 date prior to printing/distributing.

are complete. National data collection work completed to date will also inform these future revisions.

The requested changes do not affect the approved total cost to the federal government for conducting this study. Revisions made to some parts of the previously approved ECLS-K:2024 national kindergarten and first-grade data collection request are detailed below.

Please note that the covers of all of the attachments submitted with this revision request have had the date of submission updated with "revised April 2023" to indicate the date of this revision request. Additionally, small grammatical errors (such as the removal of a spare comma) were updated throughout the documents.

The following edits were made in Part A:

- Revisions were made throughout Part A to update text referring to the 2022 K-1 field test to be in the past tense, rather than the future tense.

- Revisions were made throughout Part A to indicate that a children's book rather than sticky notes with the Department of Education logo will be used as a parent incentive in the kindergarten- and first-grade rounds, in conjunction with the $15 Mastercard®.

- REVISED – Attachment A-6, containing the script from the new student experience video, was added to the list of Attachments (page v) and elsewhere in Part A as appropriate. (page A-4)

- REVISED – Text added to indicate the April 2023 revision request is the first of three requests that are planned. (pages A-2, A-3)

- REVISED – Text was updated to reflect that the 2023 fall kindergarten field period will run through December 2023. (page A-2)

- REVISED – Text added to indicate the MyECLS website is the study participants' website. (page A-2)

- REVISED – Text was added to indicate that the current revision request focuses on the fall kindergarten instruments and that the spring kindergarten and spring first-grade instruments will be updated in future revision requests. (pages A-3, A-11)

- REVISED – All mentions of this change request/revision were removed from Part A, and surrounding text was updated as appropriate. (page A-3)

- REVISED – Text was added to reflect the addition of a newsletter that will serve as an additional non-monetary incentive for parents and school staff. Text describing the distribution method of the newsletter distribution was also added. As noted, the final newsletter content will be provided to OMB for approval nearer to each release date. (pages A-3, A-28, A-30, A-31, A-32, A-33)

- REVISED – A footnote was updated to indicate that the spring kindergarten and first-grade paper surveys will be included in future revision requests. (page A-3)

- REVISED – Text and a footnote was added to indicate that the national district and school recruitment may extend through 2023. (pages A-4, A-5)

- REVISED – Text was added to describe the new study Executive Summary, contained in Attachment A-1. (page A-5)

- REVISED – A sentence about district and school recruitment was removed as it was duplicative of previous text in the same section. (page A-5)

- REVISED – Text was edited to better reflect the distribution of the MyECLS login PINs to teachers, school staff, and parents. (pages A-6, A-8, A-10, A-11, A-12)

- REVISED – Text was updated to indicate that team leaders may also update consent status on the MyECLS website. (page A-6)

- REVISED – The description of the fall kindergarten child assessment was updated to reflect current design decisions. (page A-7)

- REVISED – The content of the fall kindergarten parent survey was updated to reflect current design decisions. (page A-7)

- REVISED – Text was updated to better reflect the flow of contact and mailings with school coordinators prior to the spring 2025 data collection. (page A-8 through A-9)

- REVISED – Text was added to indicate that NCES is considering the use of abbreviated survey as an option for non-responders, in order to boost response rates. (pages A-9, A-11)

- REVISED – Text was added to clarify that in the spring kindergarten round, children will again be routed to the English or Spanish assessment, or only to the ERBS items if they speak a language other than Spanish. (page A-9)

- REVISED – Text was revised to more accurately reflect the procedure for the school administrator survey administration (specifically, that the person assigned rather than completing each section will be recorded on the MyECLS website). (pages A-10, A-12)

- REVISED – Text was edited to clarify that the only the primary teachers of sampled students will be asked to complete surveys in the spring first-grade round. (page A-11)

- REVISED – Text was edited to indicate that the vision assessment may be conducted with either the full sample or a subsample of children. (page A-11)

- REVISED – Text was edited to reflect the decisions that have been made since the October 2022 submission about the study incentives. (pages A-24, A-28, A-32)

- REVISED – The order of the table notes associated with Table A-5 were updated to reflect new additions. (pages A-25 through A-28)

- REVISED – Text was added to indicate that NCES is considering using an end-of-round thank-you letter from the Secretary of Education for school staff and parents. (pages A-28, A-31, A-32, A-33)

- REVISED – Text was added to indicate that the children's book was chosen by the school and can be donated to the school library. (page A-29)

- REVISED – A table note and footnotes were added to preview possible additional parent, school staff, and school incentives that NCES is considering. (pages A-28, A-29, A-31, A-32, A-33)

- REVISED – Text was added to clarify that the children's book used as a parent incentive will be distributed in the parent welcome packets in the beginning of each round of data collection. (page A-29)

- REVISED – Text was edited to better reflect study procedures on the provision of food events for schools. (page A-30)

- REVISED – Text was added to provide additional details about the school coordinators' responsibilities. (page A-30)

- REVISED – Text was removed as the 2022 field test has concluded. (page A-35)

- REVISED – Text was edited to indicate that analysis of the field test parent incentive experiment did indicate the utility of offering a small incentive to parents. (pages A-35, A-36)

- REVISED – Text was updated based on revisions to survey design. (page A-39)

- REVISED – Text was edited to reflect changes to the timings estimated to complete the study instruments. (pages A-41, A-42)

- REVISED – The respondent burden summary and table were updated to reflect the revised survey timings and school coordinator burden. This reduction in time was by design. Based upon field test experiences, the number of hours school coordinators are expected to spend during the assessment period reduced from 6 hours to 2 hours, in each of the three data collection rounds. While the estimated time to complete a few surveys went up, the majority of estimated time to complete surveys was reduced in this revision request. The original submission used the timing estimates for the field test versions of each instrument; the study knowingly field tested longer surveys in order to test more items in the item bank, with the expectation that cuts would be made to the national surveys. That is, the field test surveys were a bit longer than expected for national data collection rounds because the study was testing so many items. Additionally, based upon feedback from the field test (e.g., from respondents who felt the instruments were too long) and considering the response rates received for the longer surveys (i.e., assuming that response rates were in part depressed due to longer instruments), the study team attempted to reduce the length of all instruments when feasible. (pages A-42, A-32 through A-45)

- REVISED – Text was edited to reflect the month of submission of the current revision request. (page A-45)

The following edits were made in Part B:

- Revisions were made throughout Part B to update text referring to the 2022 K-1 field test to be in the past tense, rather than the future tense.

- Revisions were made throughout Part B to indicate that a children's book rather than sticky notes with the Department of Education logo will be used as a parent incentive in the kindergarten- and first-grade rounds, in conjunction with the $15 Mastercard®.

- REVISED – Text was added to describe recruitment for ECLS-K:2024 to date, and to more fully describe the strategy for replacing sample districts and schools. (pages B-2 and B-3, B-14)

- REVISED – A footnote was added to preview possible strategies for boosting sample sizes. (page B-3)

- REVISED – A footnote was added to indicate that the national district and school recruitment may extend through the remainder of 2023 and possibly into 2024. Details about replacement schools were edited. (pages B-12, B-14)

- REVISED – Text was added to describe the new study Executive Summary, contained in Attachment A-1. (page B-13)

- REVISED – Text was added to reflect updated study procedures for non-response parent follow-up and survey completion. (page B-15)

- REVISED – Text was added to indicate that NCES is considering the use of abbreviated survey as an option for non-responders, in order to boost response rates. (pages B-15, B-37)

- REVISED – Text describing the study's COVID safety precaution protocols was added. (page B-15)

- REVISED – Text was added to indicate that NCES is considering using an end-of-round thank-you letter from the Secretary of Education for school staff and parents. (page B-16)

- REVISED – A footnote was added to indicate that birthday cards will only be distributed to children for whom the study has parental addresses. (page B-16)

- REVISED – Attachment A-6, containing the script from the new student experience video, was referenced in Part B as appropriate. (page B-16)

- REVISED – Text was updated to reflect that the 2023 fall kindergarten field period will run through December 2023. (page B-16)

- REVISED – Text was edited to correct an error in the initial OMB submission; specifically, a sentence referencing teachers should have referenced school coordinators. (page B-17)

- REVISED – Text was edited to better reflect the questions in the parent survey. (page B-17)

- REVISED – Text was added to reference possible alternate school incentives. (page B-17)

- REVISED – Text was added to more fully explain the distribution of the school staff and parent newsletters. (pages B-18, B-23, B-28, B-32)

- REVISED – Text was added to note that the Mastercard® logo will appear on the sticker placed on the envelope containing the card, which is part of the parent welcome packet. (page B-18)

- REVISED – Text was edited to indicate that all teachers, school administrators, and parents will receive a new, unique PIN to log onto the study website in the spring 2024 round. (pages B-18, B-22, B-27, B-28)

- REVISED – Text added to indicate that the text message survey reminder templates will be provided to school coordinators only upon request in the national data collection rounds. (pages B-18, B-23, B-28, B-32)

- REVISED – Text was edited to indicate further revisions to the spring 2024 and 2025 materials that will be included in future revision requests. (page B-18)

- REVISED – Text was updated to reflect that the 2023 fall kindergarten field period may extend later in December 2023 if additional make-up assessments are needed. (page B-21)

- REVISED – Text was deleted to remove mention of a parent postcard prior to the spring 2024 round. (pages B-23, B-25)

- REVISED – Text was edited to indicate that all school coordinators will receive a new, unique PIN to log onto the study website in the spring 2024 round and to better reflect the flow of contact and mailings to the coordinator. (page B-24)

- REVISED – Text was edited to indicate that all school coordinators will receive a new, unique PIN to log onto the study website in the spring 2025 round. (pages B-29, B-32)

- REVISED – Text was edited to better reflect the flow of contact and mailings to the school coordinator in the spring 2025 round. (page B-30)

- REVISED – Text was edited to remove reference to a future OMB revision request. (page B-32)

- REVISED – Edit was made to correct the name of one of the sponsoring organizations. (page B-34)

- REVISED – Text was edited to correct an error with a term ("regular field follow-up" was changed to "regular follow-up"). (page B-37)

- REVISED – Text was edited to indicate that consideration to the length of the fall kindergarten surveys has now occurred. (page B-37)

- REVISED – Text was edited to reflect correct study procedures for primary and special education teachers. (page B-39)

- REVISED – The name and telephone number for the new NCES Longitudinal Surveys Branch Chief was added to the contact section. (page B-41)

The following edits were made in Part C:

- Revisions were made throughout Part C to update text referring to the 2022 K-1 field test to be in the past tense, rather than the future tense. (page C-1)

- A footnote was added to note that future revision requests may also include abbreviated surveys for respondents who did not complete full-length surveys. (page C-2)

- REVISED – Text was edited to note what instruments have changed for the current revision request. (pages C-1, C-2)

- REVISED – Text was edited to reflect removal of particular parent survey content to reduce the length of the fall kindergarten instrument. (pages C-4, C-5, C-7, C-8, C-10, C-11, C-12, C-13, C-14, C-15, C-16, C-19, C-21, C-23)

- REVISED – Text was edited to reflect changes in fall kindergarten parent survey questions about experiences during the coronavirus pandemic (pages C-11, C-14, C-19)

- REVISED – Text was edited to reflect removal of particular teacher-level and child-level teacher survey content to reduce the length of the fall kindergarten instrument. (pages C-31, C-33, C-37)

The following edits were made in Attachment A-1:

- Spanish and selected Mandarin translations of the parent respondent materials were added to Attachment A1.

- Revisions were made throughout Part A-1 to indicate that a children's book rather than sticky notes with the Department of Education logo will be used as a parent incentive in the kindergarten- and first-grade rounds, in conjunction with the $15 Mastercard®.

- Throughout attachment A1, the QR codes that link to the study website were removed and placeholders were added. The final QR codes will be added prior to printing.

- REVISED – Text was edited to improve readability. (page A1-6)

- REVISED – Text updated to indicate that text message survey reminder templates will be provided to school coordinators only upon request. (pages A1-7, A1-13, A1-45, A1-49, A1-52, A1-55, A1-58, A1-61, A1-64, A1-67, A1-70, A1-73, A1-94, A1-96, A1-112, A1-126, A1-131, A1-135, A1-138, A1-141, A1-145)

- REVISED – Text was edited to correct the estimated time to complete the fall 2023 teacher surveys. (page A1-10, A1-15, A-118)

- REVISED – Text added to indicate that parents will receive a yearly study newsletter. (pages A1-20, A1-46, A1-53, A1-59, A1-65, A1-71, A1-99, A1-103, A1-120, A1-127, A1-132, A1-136, A1-142, A1-146)

- REVISED – Text was added to the parental consent forms to include the possibility of future collection of administrative data. (pages A1-31, A1-36)

- REVISED – The title of the parent fall 2023/spring 2024 MyECLS PIN postcard was edited to reflect that all parents will receive new PINs each round of the study. (page A1-41)

- REVISED – New survey reminders were drafted to convey an extended deadline for completion of the study surveys. (pages A1-70 through page 75 and A1-145 through A-148)

- REVISED – The title of the COVID-19 Protocols Overview was updated to reflect the fact that it is a fact sheet. (page A1-81)

- REVISED: The title of the Executive Summary was updated to indicate it may be used in multiple rounds of the study. A fill was also added to the Summary, as the number of children sampled in each school is still under consideration. (page A-82)

- REVISED – The shell for the electronic newsletter for parents and teachers was added to this revision request. (pages A1-84 through A1-87)

- REVISED – An insert for the children's book incentive was added. (pages A1-88 and A1-89)

- REVISED – The title of the spring 2024 school coordinator MyECLS PIN email was edited to reflect that all school coordinators will receive new PINs each round of the study. (page A1-93)

- REVISED – Text was added to the spring 2024 email alerting the school coordinator to upcoming study activities to indicate that they will receive an email with a new PIN to access the MyECLS website. (page A1-96)

- REVISED – Letter was updated to use a customizable fill for the respondent's name. (page A1-98)

- REVISED – Text was added to the spring 2024 study notification email for school administrators and teachers to indicate that they will receive an email with a new PIN to access the MyECLS website. (page A1-1017)

- REVISED – The title of the school administrator/teacher spring 2024 MyECLS PIN email was edited to reflect that all school staff will receive new PINs each round of the study. (page A1-108)

- REVISED – Text was added to the spring 2024 study notification email for parents to indicate that they will receive a new PIN to access the MyECLS website in their upcoming study mailing. (page A1-110)

- REVISED – Text was edited to correct the estimated time to complete the spring 2024 teacher surveys. (page A1-118)

- REVISED – Text was added to the spring 2024 study welcome letter for teachers to indicate that they will receive an email with a new PIN to access the MyECLS website. (page A1-118)

- REVISED – Text was added to the spring 2024 study welcome letter for parents to indicate that the new PIN to access the MyECLS website is included in the welcome package. (page A1-120)

- REVISED – Text was added to the spring 2024 first consent reminder for parents to indicate that they received a new PIN to access the MyECLS website in the welcome package. (page A1-127)

- REVISED – Text was added to the spring 2024 first consent reminder for school administrators and teachers to indicate that they were emailed a new PIN to access the MyECLS website. (page A1-130)

- REVISED – Text was added to the spring 2024 second consent reminder for parents to indicate that they received a new PIN to access the MyECLS website in the welcome package. (page A1-1132)

- REVISED – Text was added to the spring 2024 second consent reminder for school administrators and teachers to indicate that they were emailed a new PIN to access the MyECLS website. (page A1-134)

- REVISED – Previous respondent materials that were submitted in October 2022 were missing from the January 2023 swap-out. These materials have been added back into Attachment A1.
    - Third Survey Reminder Text Message for Parents, Spring 2024 (page A1-138)
    - Third Survey Completion Reminder Email for Teachers and School Administrators, Spring 2024 (page A1-140)
    - Fourth Survey Completion Reminder Email for School Coordinators, Spring 2024 (page A1-141)
    - Fourth Survey Completion Reminder Email for Parents, Spring 2024 (page A1-142)

The following edits were made in Attachment A-2:

- Throughout attachment A2, the QR codes that link to the study website were removed and placeholders were added. The final QR codes will be added prior to printing.

- Revisions were made throughout Part A-2 to indicate that a children's book rather than sticky notes with the Department of Education logo will be used as a parent incentive in the kindergarten- and first-grade rounds, in conjunction with the $15 Mastercard®.

- REVISED – Text was added to the fall 2024 email alerting the school coordinator to upcoming study activities to indicate that they will receive an email with a new PIN to access the MyECLS website. (page A2-1)

- REVISED – Text updated to indicate that text message survey reminder templates will be provided to school coordinators only upon request. (pages A2-2, A2-18, A2-23, A2-38, A2-40, A2-42, A2-44, A2-46, A2-48, A2-50, A2-52)

- REVISED – The title of the fall 2024 school coordinator MyECLS PIN email was edited to reflect that all school coordinators will receive new PINs each round of the study. (page A2-4)

- REVISED – Text in the fall 2024 parent postcard was updated to provide a PIN for parents to use when logging onto the MyECLS website to provide updated contact information. (page A2-7)

- REVISED – Letter was updated to use a customizable fill for the respondent's name. (page A2-8)

- REVISED – Text added to indicate that parents will receive a yearly study newsletter. (pages A2-9, A2-13, A2-33, A2-39, A2-43, A2-47, A2-51)

- REVISED – Text was edited to correct the estimated time to complete the spring 2025 teacher/school administrator surveys. (pages A2-20, A2-31)

- REVISED – Text was added to indicate to parents that they will receive a new PIN to access the MyECLS website. (pages A2-21, A2-33, A2-39, A2-43)

- REVISED – The title of the spring 2025 parent MyECLS PIN postcard was edited to reflect that all parents will receive new PINs each round of the study. (page A2-22)

- REVISED – New survey reminders were drafted to convey an extended deadline for completion of the study surveys. (pages A2-54 through A2-57)

Attachment A-6, the student experience video script, is new.

The following edits were made in Attachment B-1:

Changes were made to the fall kindergarten web survey in Attachment B-1 to reduce survey length and add items asking about family experiences during the coronavirus pandemic. Items deleted include items related to the child's academic and social-emotional skills (now included only in spring kindergarten due to space concerns in the fall kindergarten instrument), the days of the week the child has school (this can be obtained from schools), and language use in the household (specifically, gate questions, questions about what language each parent figure speaks, and questions about how well parent figures speak, read, write and understand English; other home langue items such as what language are spoken in the home, primary language spoken in the home, and the language used by the parent figure and child in conversation with each other were retained). (See Appendix A to this memo, which lists all items removed and added for the instruments in this submission.) Many of the items added were related the coronavirus pandemic, and were previewed for possible inclusion in OMB# 1850-0750 v.26.

In addition, the order of the survey sections was changed to place questions that may be seen as more relevant to an education study closer to the beginning of the survey. Some items were changed to allow respondents to identify members of the household by their initials rather than their full names; we also started collecting mobile and landline numbers from some respondents. Skip logic between items was also changed to reflect these changes and references to the field test were removed. Programming specifications were updated (i.e., internal programming notes) in the final web instrument relative to the prior, approved version, to refine these for clarity to the programmers. In addition, skips and display instructions were added for districts that do not allow tracing information to be collected. A Spanish version of the survey has also been added.

The following edits were made in Attachments C-1 through C-2:

Changes were made to the fall kindergarten web and paper surveys in Attachments C-1 and C-2 to reduce survey length and refine items about the coronavirus pandemic. Skip logic between items was also changed to reflect these changes and references to the field test were removed. Programming specifications were updated (i.e., internal programming notes) in the final web instrument relative to the prior, approved version, to refine these for clarity to the programmers. Questions were also renumbered.

The following edits were made in Attachments D-1 through D-2:

Changes were made to the fall kindergarten web and paper surveys in Attachments D-1 and D-2 to reduce the survey length. Skip logic between items was also changed to reflect these changes and references to the field test were removed. Programming specifications were updated (i.e., internal programming notes) in the final web instrument relative to the prior, approved version, to refine these for clarity to the programmers. Questions were also renumbered.

Items deleted include items related to language, literacy skills, and knowledge (most items for this construct were retained); all items about science skills and knowledge (these are now planned for inclusion in a later round); some (but not all) items about the child's functional use of language in the classroom; some items about social skills and approaches to learning (most items for this construct were retained); all items about classroom behavioral regulation (other items retained in the survey are related to this construct); and all items about strategic planning (these are now planned for inclusion in a later round). No items were added, although one item added some new response options. (See Appendix A to this memo, which lists all items removed for the instruments in this submission.)

The following edits were made in Attachment F:

Screenshots were updated throughout the document to reflect the text changes.

- REVISED – Text edited to indicate that updated screenshots and final translations are being provided. (page F-3)

The following MyECLS landing page revisions were made:

- REVISED – An additional error message that may display was added, in English and Spanish. (page F-5)

- REVISED – Text was edited and reformatted to describe and display the new child experience video. (page F-8)

- REVISED – The text in the new and returning visitor login boxes has been edited for rounds after the fall kindergarten round. (page F-8)

- REVISED – Spanish text was reformatted to correct errors related to the bullets. (page F-9)

- REVISED – Text was added and reformatted to describe and display the new child experience video in Spanish. (page F-9)

- REVISED – Text edited to correct two spacing issues. (page F-10)

- REVISED – The Spanish text in the new and returning visitor login boxes has been edited for rounds after the fall kindergarten round. (page F-10)

- REVISED – Titles have been added to error message 16 in English and Spanish. (page F-26)

- REVISED – The GDPR statement was added to the Technical and Security Recommendations modal in English and Spanish. (page F-29)

- REVISED – Text edited to correct a typo in the Spanish translation. (page F-34)

- REVISED – Text added, in English and Spanish, to describe the school and parent newsletters in the More Information section. (pages F-50, F-51)

- REVISED – Text and video thumbnails added, in English and Spanish, to describe and display the child experience video in the More Information section. (pages F-50, F-51)

The following MyECLS School Coordinator Portal revisions were made:

- REVISED – Text about an accordion functionality for the To Do list section of the website was removed to reflect the final programmed portal. (page F-57)

- REVISED – Text added to match the screenshot of the Privacy and Authorization section. (page F-61)

- REVISED – Descriptive text added to clarify when links to other pages are active. (page F-67)

- REVISED – A link to the parent information page was added to the last bullet. (page F-72)

- REVISED – The column header labels on the Child Information Form were revised. (page F-74)

- REVISED – Text edited to clarify that the school administrator survey status section appears only in spring rounds. (page F-76)

- REVISED – Text revised to remove the options to print consent forms or select all rows in the grid. (page F-84)

- REVISED – Text revised to include the contact information fields that will be added. (page F-86)

- REVISED – Text revised to include "census" as a teacher type. (page F-88)

The following MyECLS School Administrator Portal revision was made:

- REVISED – Text added to indicate that the changes to this section have not yet been programmed, so the screenshots will be provided in a future revision request. (page F-91)

The following MyECLS Parent Portal revisions were made:

- REVISED – Text added to provide a link to the full consent form language on explicit consent screen 1, in English and Spanish. Text added to state that the screenshots for these consent screens do not match the text as the programming has not begun. (pages F-108, 109)

- REVISED – Text added to provide a link to the full consent form language on implicit consent screen 4, in English and Spanish. (page F-112)

- REVISED – Spanish text edited to remove the words "el estudio" from consent screen 4. (page 112)

- REVISED – Text added in English and Spanish to provide a message to parents whose survey is no longer available. (pages F-117, F-118)

- REVISED – Text added to provide error messages in English and Spanish to the contact information fields. (page F-120)

The following edits were made in Attachment G:

Changes were made to reflect edits to fall kindergarten web and paper surveys in Attachments B-1, C-1, C-2, D-1, and D-2. Tabs for the spring kindergarten and spring first-grade surveys have not changed.

Appendix A – Detailed changes to instruments

Attachment B-1 – Fall Kindergarten Parent Survey

Removed items

NOTE: Items were removed from ECLS-K: 2024 to reduce burden and make room for new items added for this data collection. A primary strategy for choosing specific items for removal was choosing items from domains that were already well-covered in ECLS-K. Please see Attachment B-1 for the full context of items that were deleted.

Item #	Item Wording National	Construct
INQ050a	Question "Our records also show that {CHILD} is {male/female}. Is that correct? ---- 1. Yes 2. No	Child gender
INQ060a	Question "Our records show that {CHILD} was born on {DATE OF BIRTH}. Is that correct?" ---- 1. Yes 2. No	Child date of birth
PIQ030	Question "Have you met {CHILD}'s teacher yet?" ---- 1. Yes 2. No	Whether parent has met child's teacher
PIQ090d	Question "Did {CHILD} say good things about school?" ---- 1. More than once a week 2. Once a week or less 3. Not at all	Child's adjustment to kindergarten
PIQ110a	Question "Now we're going to ask you how important you think it is for children to know or do certain things to be ready for kindergarten. How important do you think it is that a child ... Can count to 20 or more?" ---- 1. Essential 2. Very important 3. Somewhat important 4. Not very important 5. Not important	Parent's beliefs about school readiness
PIQ110b	Question "Takes turns and shares?" ---- 1. Essential 2. Very important 3. Somewhat important 4. Not very important 5. Not important	Parent's beliefs about school readiness

PIQ110c	Question "Is able to use pencils and paint brushes?"
	---- 	
	  1. Essential
	  2. Very important
	  3. Somewhat important
	  4. Not very important
	  5. Not important
		Parent's beliefs about school readiness

PIQ110d	Question "Sits still and pays attention?"
	---- 	
	  1. Essential
	  2. Very important
	  3. Somewhat important
	  4. Not very important
	  5. Not important
		Parent's beliefs about school readiness

PIQ110e	Question "Knows most of the letters of the alphabet?"
	---- 	
	  1. Essential
	  2. Very important
	  3. Somewhat important
	  4. Not very important
	  5. Not important
		Parent's beliefs about school readiness

PIQ110f	Question "Communicates needs, wants, and thoughts verbally in {his/her/their} primary language?"
	---- 	
	  1. Essential
	  2. Very important
	  3. Somewhat important
	  4. Not very important
	  5. Not important
		Parent's beliefs about school readiness

PIQ500	Question "How many times was {CHILD} late for school during the past four weeks?" Watermark "Enter # of times"	How many times the child has been late for school

PSQ020	Question "Now we would like to ask about the skills some children demonstrate at this age.
	
	Can {CHILD} identify the colors red, yellow, blue, and green by name?"
	
	InstResp "This can be done in any language."
	
	SaVisible "True"
	---- 	
	  1. No, none of them
	  2. Yes, some of them
	  3. Yes, all of them
	DON'T KNOW
		Ratings of child competence in literacy, language, and mathematics

PSQ025	Question "Can {CHILD} correctly recognize the letters of the alphabet?" InstResp "This can be done in any language."	Ratings of child competence in literacy, language, and mathematics

	SaVisible "True" ---- 1. No, none of them 2. Yes, some of them 3. Yes, most of them 4. Yes, all of them DON'T KNOW	
PSQ030	Question "Can {CHILD} write {his/her} first name, even if some of the letters are backwards?" InstResp "This can be done in any language." SaVisible "True" ---- 1. Yes 2. No DON'T KNOW	Ratings of child competence in literacy, language, and mathematics
PSQ035	Question "How often can {CHILD} explain things {he/she/they} {has/have} seen or done so that you get a very good idea of what happened?" InstResp "This can be done in any language." SaVisible "True" ---- 1. Never 2. Sometimes 3. About half the time 4. Usually 5. Always DON'T KNOW	Ratings of child competence in literacy, language, and mathematics
PSQ040	Question "How high can {CHILD} count?" InstResp "This can be done in any language." SaVisible "True" ---- 1. {CHILD} cannot count. 2. Up to 5 3. Up to 10 4. Up to 20 5. Up to 50 6. Up to 100 or more DON'T KNOW	Ratings of child competence in literacy, language, and mathematics
PSQ045	Question "Can {CHILD} identify basic shapes such as a triangle, rectangle, circle, or square?" InstResp "This can be done in any language." SaVisible "True" ---- 1. No, none of them	Ratings of child competence in literacy, language, and mathematics

	2. Yes, some of them 3. Yes, most of them 4. Yes, all of them DON'T KNOW	
PSQ050a	Question "How often does {CHILD} do the following? Tries repeatedly to communicate information when {he/she/they/he or she} {is/are} not understood by others" ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child language use
PSQ050b	Question "Asks questions when information is unclear to {him/her/them/him or her}" ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child language use
PSQ050c	Question "Answers questions in a thoughtful way that makes sense" ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child language use
PSQ050d	Question "Rephrases questions or asks follow-up questions if {he/she/they/he or she} {does/do} not get the information {he/she/they/he or she} wanted" ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child language use
KSQ035	Question "What days of the week does {CHILD} have school?" InstResp "Select all that apply." ---- 1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday 6. Saturday 7. Sunday	Days of the week that the child has school
SSQ010a	Item wording is redacted due to copyright	Social interaction
SSQ010b	Item wording is redacted due to copyright	Social interaction

SSQ010c	Item wording is redacted due to copyright	Social interaction
SSQ010d	Item wording is redacted due to copyright	Social interaction
SSQ010e	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010f	Item wording is redacted due to copyright	Social interaction
SSQ010g	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010h	Item wording is redacted due to copyright	Self-control
SSQ010i	Item wording is redacted due to copyright	Social interaction
SSQ010j	Question "Keeps working at something until {he/she/they/he or she} {is/are} finished." ---- 1. Never 2. Sometimes 3. Often 4. Very often	Approaches toward learning
SSQ010k	Item wording is redacted due to copyright	Self-control
SSQ010l	Item wording is redacted due to copyright	Self-control
SSQ010m	Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways. Shows interest in a variety of things." ---- 1. Never 2. Sometimes 3. Often 4. Very often	Approaches toward learning
SSQ010n	Item wording is redacted due to copyright	Self-control
SSQ010o	Question "Concentrates on a task and ignores distractions." ---- 1. Never 2. Sometimes 3. Often 4. Very often	Approaches toward learning
SSQ010p	Item wording is redacted due to copyright	Self-control
SSQ010q	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010r	Question "Helps with chores." ---- 1. Never 2. Sometimes 3. Often 4. Very often	Approaches toward learning
SSQ010s	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010t	Item wording is redacted due to copyright	Externalizing problem behaviors:

		Impulsive/Overactive
SSQ010u	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010v	Question "Is eager to learn new things." ---- 1. Never 2. Sometimes 3. Often 4. Very often	Approaches toward learning
SSQ010w	Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive
SSQ010x	Question "Is creative in work or in play." ---- 1. Never 2. Sometimes 3. Often 4. Very often	Approaches toward learning
SSQ010y	Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive
SSQ010Z1	Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive
SSQ010Z2	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010Z3	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010Z4	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010Z5	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010Z6	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010Z7	Item wording is redacted due to copyright	Externalizing problem behaviors: Impulsive/Overactive
SSQ010Z8	Item wording is redacted due to copyright	Internalizing problem behaviors: Sad/Lonely
SSQ010Z9	Item wording is redacted due to copyright	Internalizing

		problem behaviors: Sad/Lonely
SSQ020a	Question "Please rate how true each of these statements is for {CHILD}. When practicing an activity, has a hard time keeping {her/his/their/his or her} mind on it." ---- 1. 1 Extremely untrue 2. 2 Untrue 3. 3 Somewhat untrue 4. 4 Neither untrue nor true 5. 5 Somewhat true 6. 6 True 7. 7 Extremely true	Attention Focusing
SSQ020b	Question "Will move from one task to another without completing any of them." ---- 1. 1 Extremely untrue 2. 2 Untrue 3. 3 Somewhat untrue 4. 4 Neither untrue nor true 5. 5 Somewhat true 6. 6 True 7. 7 Extremely true	Attention Focusing
SSQ020c	Question "When drawing or coloring in a book, shows strong concentration." ---- 1. 1 Extremely untrue 2. 2 Untrue 3. 3 Somewhat untrue 4. 4 Neither untrue nor true 5. 5 Somewhat true 6. 6 True 7. 7 Extremely true	Attention Focusing
SSQ020d	Question "When building or putting something together, becomes very involved in what {he/she/they/he or she} {is/are} doing, and works for long periods of time." ---- 1. 1 Extremely untrue 2. 2 Untrue 3. 3 Somewhat untrue 4. 4 Neither untrue nor true 5. 5 Somewhat true 6. 6 True 7. 7 Extremely true	Attention Focusing
SSQ020e	Question "Please rate how true each of these statements is for {CHILD}. Is easily distracted when listening to a story." ---- 1. 1 Extremely untrue	Attention Focusing

	2. 2 Untrue 3. 3 Somewhat untrue 4. 4 Neither untrue nor true 5. 5 Somewhat true 6. 6 True 7. 7 Extremely true	
SSQ020f	Question "Sometimes becomes absorbed in a picture book and looks at it for a long time." ---- 1. 1 Extremely untrue 2. 2 Untrue 3. 3 Somewhat untrue 4. 4 Neither untrue nor true 5. 5 Somewhat true 6. 6 True 7. 7 Extremely true	Attention Focusing
SSQ025a	Question "Please rate how true each of these statements is for {CHILD}. Can wait before entering into new activities if asked to." ---- 1. 1 Extremely untrue of {CHILD} 2. 2 Somewhat untrue of {CHILD} 3. 3 Neither untrue nor true of {CHILD} 4. 4 Somewhat true of {CHILD} 5. 5 Extremely true of {CHILD}	Inhibitory Control
SSQ025b	Question "Plans for new activities or changes in routine to make sure {he/she/they/he or she} {has/have} what will be needed." --- 1. 1 Extremely untrue of {CHILD} 2. 2 Somewhat untrue of {CHILD} 3. 3 Neither untrue nor true of {CHILD} 4. 4 Somewhat true of {CHILD} 5. 5 Extremely true of {CHILD}	Inhibitory Control
SSQ025c	Question "Has trouble sitting still when told to (story time, etc.)." ---- 1. 1 Extremely untrue of {CHILD} 2. 2 Somewhat untrue of {CHILD} 3. 3 Neither untrue nor true of {CHILD} 4. 4 Somewhat true of {CHILD} 5. 5 Extremely true of {CHILD}	Inhibitory Control
SSQ025d	Question "Is good at following instructions." ---- 1. 1 Extremely untrue of {CHILD} 2. 2 Somewhat untrue of {CHILD} 3. 3 Neither untrue nor true of {CHILD} 4. 4 Somewhat true of {CHILD} 5. 5 Extremely true of {CHILD}	Inhibitory Control
SSQ025e	Question "Please rate how true each of these statements is for {CHILD}. Approaches places that {he/she/they} {thinks/think} might be "risky"	Inhibitory Control

	slowly and cautiously." ---- 1. 1 Extremely untrue of {CHILD} 2. 2 Somewhat untrue of {CHILD} 3. 3 Neither untrue nor true of {CHILD} 4. 4 Somewhat true of {CHILD} 5. 5 Extremely true of {CHILD}	
SSQ025f	Question "Can easily stop an activity when told "no."" ---- 1. 1 Extremely untrue of {CHILD} 2. 2 Somewhat untrue of {CHILD} 3. 3 Neither untrue nor true of {CHILD} 4. 4 Somewhat true of {CHILD} 5. 5 Extremely true of {CHILD}}	Inhibitory Control
PLQ020	Question "Now we would like to ask about the language, or languages, spoken in your home. Is any language other than English regularly spoken in your home?" ---- 1. Yes 2. No	Languages spoken in the home
PLQ030	Question "Is English also spoken in your home?" ---- 1. Yes 2. No	Languages spoken in the home
PLQ040	Question "What languages other than English are spoken in your home?" InstResp "Select all that apply." ---- 1. Spanish 2. A European language other than Spanish, for example, French, German, or Russian 3. A Chinese language or dialect 4. A Filipino language 5. A Southeast Asian language, for example, Vietnamese, Thai, or Khmer 6. A South Asian language, for example, Hindi or Tamil 7. Another Asian language, for example, Japanese or Korean 8. A Middle Eastern language, for example, Arabic or Farsi 9. An African language, for example, Swahili or Amharic 91. Other language {(Please specify):/(Please specify on next screen.)}	Languages spoken in the home
PLQ041a	Question "What is the primary language that {you/NAME} {speak/speaks} in your home?" ---- 1. English 2. Two or more languages are spoken the same amount 3. {Spanish} 4. {A European language other than Spanish, for example, French, German, or Russian} 5. {A Chinese language or dialect} 6. {A Filipino language}	Primary language spoken

	7. {A Southeast Asian language, for example, Vietnamese, Thai, or Khmer} 8. {A South Asian language, for example, Hindi or Tamil} 9. {Another Asian language, for example, Japanese or Korean} 10. {A Middle Eastern language, for example, Arabic or Farsi} 11. {An African language, for example, Swahili or Amharic} 12. {OTHER SPECIFY ANSWER FROM PLQ040}	
PLQ041c	Question "You mentioned that {you/NAME} {speak/speaks} two or more languages equally at home. What are these languages? Select one or more choices below. If more than one language falls in the same category below (for example, if you speak two different African languages), select that category. InstResp "Select all that apply." ---- 0. English 1. Spanish 2. {A Eurpoean language other than Spanish, for example, French, German, or Russian} 3. {A Chinese language or dialect} 4. {A Filipino language} 5. {A Southeast Asian language, for example, Vietnamese, Thai, or Khmer} 6. {A South Asian language, for example, Hindi or Tamil} 7. {Another Asian language, for example, Japanese or Korean} 8. {A Middle Eastern language, for example, Arabic or Farsi} 9. {An African language, for example, Swahili or Amharic} 10. {OTHER SPECIFY ANSWER FROM PLQ040}	Primary language spoken
PLQ050a	Question "How well {do/does} {you/NAME} . . . Speak English?" ---- 1. Very well 2. Pretty well 3. Not very well 4. Not well at all	English proficiency of each parent
PLQ050b	Question "Read English?" ---- 1. Very well 2. Pretty well 3. Not very well 4. Not well at all	English proficiency of each parent
PLQ050c	Question "Write English?" ---- 1. Very well 2. Pretty well 3. Not very well 4. Not well at all	English proficiency of each parent
PLQ050d	Question "Understand someone speaking English?" ---- 1. Very well	English proficiency of each parent

	2. Pretty well 3. Not very well 4. Not well at all	
PLQ060	Question "What is the primary language spoken in your home?" ---- 1. English 2. Two or more languages are spoken the same amount 3. {Spanish} 4. {A European language other than Spanish, for example, French, German, or Russian} 5. {A Chinese language or dialect} 6. {A Filipino language} 7. {A Southeast Asian language, for example, Vietnamese, Thai, or Khmer} 8. {A South Asian language, for example, Hindi or Tamil} 9. {Another Asian language, for example, Japanese or Korean} 10. {A Middle Eastern language, for example, Arabic or Farsi} 11. {An African language, for example, Swahili or Amharic} 12. {OTHER SPECIFY ANSWER FROM PLQ040}	Primary language spoken
PLQ060b	Question "You mentioned that two or more languages are spoken equally at home. What are these languages? Select one or more choices below. If more than one language falls in the same category below (for example, if you speak two different African languages), select that category." InstResp "Select all that apply." ---- 0. English 1. Spanish 2. {A European language other than Spanish, for example, French, German, or Russian} 3. {A Chinese language or dialect} 4. {A Filipino language} 5. {A Southeast Asian language, for example, Vietnamese, Thai, or Khmer} 6. {A South Asian language, for example, Hindi or Tamil} 7. {Another Asian language, for example, Japanese or Korean} 8. {A Middle Eastern language, for example, Arabic or Farsi} 9. {An African language, for example, Swahili or Amharic} 10. {OTHER SPECIFY ANSWER FROM PLQ040}	Primary language spoken
PLQ083	Question "How often {do/does} {{you/{NAME} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {CHILD}? {In other words, in general how often {do/does} {you/{NAME}} use all languages, other than English, in speaking to {CHILD}?" ---- 1. Never 2. Sometimes 3. Often 4. Very often	How often parents speak a language other than English to the child

PLQ090	Question "How often does {CHILD}} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {you/{NAME}}? {In other words, in general how often {do/does} {CHILD}} use all languages, other than English, in speaking to {you/{NAME}}?}" ---- 1. Never 2. Sometimes 3. Often 4. Very often	How often the child speaks a language other than English to parents
HEQ020	Question "How often do you or other family members use a language other than English when doing any of the activities listed in the previous questions, such as {telling stories{,} {and}/singing songs{,} {and}/helping with arts and crafts{,} {and}/doing chores/playing games or doing puzzles{,} {and}/talking about nature or doing science projects{,} {and}/building{,} {and}/playing a sport or exercising{,} {and}/practicing reading, writing, or working with numbers}?" ---- 1. Always 2. Most of the time 3. Sometimes 4 Never	Language other than English used in the home for activities, reading, etc.
HEQ035	Question "In a typical week, how often do you or any other family members read books to {CHILD} in a language other than English?" ---- 1. Not at all 2. Once or twice a week 3. 3-6 times a week 4. Every day	Language other than English used in the home for activities, reading, etc.
HEQ036a	Question "How often… Does {CHILD} start talking about a story you are reading together or something it has reminded {him/her/them} of?" ---- 1. Almost never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Almost always	Parents' frequency of engaging with books (reading, looking at, etc) with the child
HEQ036b	Question "Do you spend time talking about the pictures when you and {CHILD} are reading books with pictures?" ---- 1. Almost never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Almost always	Parents' frequency of engaging with books (reading, looking at, etc) with the child

HEQ036c	Question "Do you and {CHILD} talk about a book you read sometime in the past?" ---- 1. Almost never 2. Rarely 3. Sometimes 4. Often 5. Very often 6. Almost always	Parents' frequency of engaging with books (reading, looking at, etc) with the child
HEQ045	Question "{Is this book in English or {{NON-ENGLISH LANGUAGE/ a language other than English}/Are these books in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or is one in English and the other in {{NON-ENGLISH LANGUAGE}/a language other than English}/Are these books mainly in English, {{NON-ENGLISH LANGUAGE}/a language other than English}, or are there about the same number of books in English as in {{NON-ENGLISH LANGUAGE}/another language}?" ---- 1. English 2. {{NON-ENGLISH LANGUAGE}/A language other than English} 3. {Same number in English and {{NON-ENGLISH LANGUAGE}/a language other than English}}	Literacy materials in the home
CCQ211	Question "Is {{CHILD}'s {RELATIVE}/ that relative} 18 years of age or older?" ---- 1. Yes 2. No	Characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (relative)
CCQ221	Question "Is the care provided by {{CHILD}'s {RELATIVE}/ that relative} in your home or another home?" ---- 1. Own home 2. Other home 3. Both/Varied	Participation in ECE, by type of arrangement (relative)
CCQ311	Question "We'd like to know more about the nonrelative who provides {the most} care for {CHILD} now. Is this person 18 years of age or older?" ---- 1. Yes 2. No	Characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (nonrelative)
CCQ321	Question "Is that care provided in your home or another home?" ---- 1. Own home 2. Other home 3. Both/Varied	Participation in ECE, by type of arrangement (nonrelative)
CCQ500a	Question "Has {CHILD} ever received child care on a regular basis …?	Participation in ECE,

		by type of arrangement (relative)
	From a relative (for example, grandparents, siblings, or any relatives other than {you/{CHILD}'s {parents/guardians}})? Do not include care from parents or guardians, even if they do not live with {CHILD}." ---- 1. Yes 2. No	
CCQ500b	Question "{Has {CHILD} ever received child care on a regular basis …?} From someone not related {him/her}, within a private home (for example, family or in-home child care providers, regular sitters, or neighbors). This does not include child care centers." ---- 1. Yes 2. No	Participation in ECE, by type of arrangement (nonrelative)
CCQ500c	Question "{Has {CHILD} ever received child care on a regular basis …?} Within a day care center, nursery school, preschool, prekindergarten, or before- or after-school program at a school or in a center?" ---- 1. Yes 2. No	Participation in ECE, by type of arrangement (center)
CCQ510a	Question "How old was {CHILD} in years and months when {he/she/they} first received the following care on a regular basis? Care from a relative" InstResp "For babies less than 1 year old, enter 0 years. For babies less than 1 month old, enter 0 months." Pre-unit "Years" Watermark "Enter years"	Participation in ECE, by type of arrangement (relative)
CCQ510b	Pre-unit "Months" Watermark "Enter months"	Participation in ECE, by type of arrangement (relative)
CCQ520a	Question "{How old was {CHILD} in years and months when {he/she/they} first received the following care on a regular basis?} Care from any nonrelative in a private home" InstResp "For babies less than 1 year old, enter 0 years. For babies less than 1 month old, enter 0 months." Pre-unit "Years" Watermark: "Enter years"	Participation in ECE, by type of arrangement (nonrelative)
CCQ520b	Pre-unit "Months"	Participation in ECE, by type of

	Watermark: "Enter months"	arrangement (nonrelative)
CCQ530a	Question "{How old was {CHILD} in years and months when {he/she/they} first received the following care on a regular basis?} Care from any day care center, nursery school, preschool, prekindergarten, or before- or after-school program at a school or in a center " InstResp "For babies less than 1 year old, enter 0 years. For babies less than 1 month old, enter 0 months." Pre-unit "Years" Watermark: "Enter years"	Participation in ECE, by type of arrangement (center)
CCQ530b	Pre-unit "Months" Watermark "Enter months"	Participation in ECE, by type of arrangement (center)
CCQ600c	Question "{Did {CHILD} receive child care on a regular basis the year before {he/she/they} started kindergarten…?} Within a day care center, nursery school, preschool, prekindergarten program, or a before- or after-school program at a school or in a center." InstResp "This means anytime in the year before this child entered kindergarten." ---- 1. Yes 2. No	Participation in ECE, by type of arrangement (center)
CCQ700	Question "For the next few questions please think about the relative who provided {the most} care for {CHILD} the year before {he/she/they} started kindergarten. Was that care provided in your home or in another home?" ---- 1. Own home 2. Other home 3. Both/Varied	Participation in ECE, by type of arrangement (relative)
CCQ711	Question "Was this relative 18 years of age or older at the time he or she cared for {CHILD}?" ---- 1. Yes 2. No	Characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (relative)
CCQ800	Question "For the next few questions please think about the nonrelative who provided {the most} care for {CHILD} the year before {he/she/they} started kindergarten. Was that care provided in your home or in another home?" ---- 1. Own home	Participation in ECE, by type of arrangement (nonrelative)

	2. Other home 3. Both/Varied	
CCQ811	Question "Was this nonrelative 18 years of age or older at the time he or she cared for {CHILD}?" ---- 1. Yes 2. No	Characteristics of the ECE provider (ie, the language the provider speaks most when caring for the child, whether the provider is 18 years old or older) (nonrelative)
CHQ032a	Question "How old was {CHILD} when {he/she/they} completely stopped breastfeeding or being fed breast milk?" ---- 1. Answer in months 2. Answer in years 3. {CHILD} is still breastfeeding	Breastfeeding history
CHQ032b	Question "How old was {CHILD} in months when {he/she/they} completely stopped breastfeeding or being fed breast milk? Months:" Watermark: "Enter age in months"	Breastfeeding history
CHQ032c	Question "How old was {CHILD} in years when {he/she/they} completely stopped breastfeeding or being fed breast milk? Years:" Watermark: "Enter age in years"	Breastfeeding history
CHQ120	Question "Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} had surgery to place tubes in {his/her/their} ears?" InstResp "Please consider all surgeries if {CHILD} had more than one to place ear tubes before {he/she/they} turned 2." ---- 1. Right ear 2. Left ear 3. Both ears	Treatments used for ear infections
CHQ150	Question "Have ear tubes been placed in the right ear, left ear, or both ears when {CHILD} had surgery to place tubes in {his/her/their} ears {after {his/her/their} second birthday, but before the start of this school year}?" ---- 1. Right ear 2. Left ear 3. Both ears	Treatments used for ear infections
HRQ040a	What {was/is/} {CHILD}'s biological {female parent/male parent/parent of another gender}'s date of birth? Month:"	Biological parents' sex, age, and race/ethnicity

	InstResp "Please enter only the month and year." Watermark "Enter the month"	
HRQ040b	Pre-unit "Year:" Watermark "Enter the year"	Biological parents' sex, age, and race/ethnicity
HRQ060	Question "How old {is/was} {CHILD}'s biological {female parent/male parent/parent of another gender} {when {he/she/they} died}? Years:" Watermark "Enter age in years"	Biological parents' vital status
HRQ080a	Question "What is {CHILD}'s biological {female parent/male parent/parent of another gender}'s date of death?" Pre-unit "Month:" InstResp "Please enter only the month and year." Watermark "Enter the month"	Biological parents' vital status
HRQ080b	Pre-unit "Year:" Watermark "Enter the year"	Biological parents' vital status
HRQ090	Question "{Is/Was/Are/Were} {he/she/they} Hispanic or {Latino/Latina/Latinx}?" InstResp "A person who is Hispanic or Latino/Latina/Latinx is of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race." ---- 1. Yes 2. No	Biological parents' sex, age, and race/ethnicity
HRQ100	Question "What {is/was} {his/her/their} race? You may name one or more races to indicate what {he/she/they} {considers/consider/considered} {himself/herself/themself} to be." InstResp "For the purposes of this study, Hispanic origins are not races. Select all that apply." ---- 1. American Indian or Alaska Native 2. Asian 3. Black or African American 4. Native Hawaiian or other Pacific Islander 5. White	Biological parents' sex, age, and race/ethnicity
HRQ110	Question "To the best of your knowledge, {has/did} {CHILD} ever {lived/live} with {his/her/their} biological {female parent/male parent/parent of another gender}?" ---- 1. Yes 2. No 3. {Biological male parent died before {CHILD} was born.}	Child's history of living with a biological parent

	4. {Biological female parent died before or when {CHILD} was born.} 5. {Biological parent of another gender died before or when {CHILD} was born}	
HRQ120a	Question "When did {CHILD}'s {female parent/male parent/parent of another gender} last live in the same household as {CHILD}? Month:" Watermark "Enter the month"	Child's history of living with a biological parent
HRQ120b	Pre-unit "Year:" Watermark "Enter the year"	Child's history of living with a biological parent
NRQ010	Question "The next questions are about {CHILD}'s contact with {his/her/their} parents who live outside the household. {We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with all parents. Any information you can provide will be helpful.} Please press Next to continue."	Introduction to nonresident parent section
NRQ123	Question "How many times have {CHILD} and {his/her/their} {biological/adoptive} {male parent/female parent/parent of another gender} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks? Pre-unit "Times:" Watermark "Number of times" SaVisible "True" DON'T KNOW	Frequency of contact in the last four weeks that was not in person (e.g., by telephone, email, text, etc.) with biological/adoptive parents no longer living in the household
CFQ010	Question "Now I have some questions about relationships {CHILD} may have with other people. Is there any person who is like a mother, father, or parent to {CHILD}?" ---- 1. Yes 2. No	Other parent-like figures and grandparents to support child/parent
CFQ020	Question "Who is this person?" InstResp: "Select all that apply." ---- 1. Grandparent 2. Biological parent 3. Stepparent 4. Adoptive parent 5. Foster parent 6. Your partner 7. Teacher or coach 8. Religious leader or clergy member 9. Aunt/uncle/sibling of {CHILD}'s parent	Other parent-like figures and grandparents to support child/parent

	10. {CHILD}'s sibling 11. Friend of the family 12. Babysitter, nanny, or caregiver 13. Other relative 14. Other nonrelative	
CFQ060	Question "Now we have some questions about {CHILD}'s grandparents. How many of {CHILD}'s grandparents are still living?" SaVisible "True" ---- 0. None 1. One 2. Two 3. Three 4. Four 5. More than four DON'T KNOW	Other parent-like figures and grandparents to support child/parent
CFQ070	Question "How many grandparents would you say {CHILD} has a close relationship with?" ---- 0. None 1. {One} 2. {Two} 3. {Three} 4. {Four} 5. {More than four}	Other parent-like figures and grandparents to support child/parent
EMQ200	"Which best describes {your/{NAME}'s} current employment situation?" ---- 1. Working part-time (less than 35 hours a week) 2. Working full-time (35 or more hours a week) 3. A stay-at-home parent or guardian 4. Not working	Parents' current employment
CMQ022	Question "In case we need to contact you for the next survey in the spring, we would like to ask a few questions about how to reach you." InstResp "Select Next to continue."	Introduction to contact information
CMQ026a	Question "Please enter your contact information. Email Address:" Watermark "name@domain.com"	Email address
CMQ026b	Question "Or Mobile Number:"	Telephone number
CMQ070	Question "Is there a second phone number, such as a work number or a friend or relative's number where you can sometimes be reached?" InstResp "We will only contact this number if we cannot locate you for the next survey." ---- 1. Yes	Telephone number

	2. No	
CMQ080a	Question "What is that telephone number? Telephone Number:" InstResp "If it is a mobile phone number, message and data rates may apply."	Telephone number
CMQ080b	Question "Please enter an extension if there is one. Extension"	Telephone number
CMQ090	Question "Where is this phone located or to whom does this number belong?" ---- 1. Office/place of business 2. Relative (Please specify): 3. Neighbor (Please specify): 4. Friend (Please specify): 5. Mobile phone 6. Home phone/landline 7. Other {(Please specify):/(Please specify on next screen.)}	Telephone number
CMQ090OS	InstResp "{Please provide the name of the {relative/neighbor/friend/other location or person}.}"	Other specify for telephone number

Newly added items

Section	Item #	Item Wording National
Construct: Timing of Kindergarten enrollment with respect to school guidelines		
PIQ	PIQ075	Question "Why did you wait at least a year from the school guidance to enroll {CHILD} in kindergarten?" InstResp "Select all that apply." ---- 1. To follow recommendation by teacher/early care provider 2. To help {him/her/them} be more academically ready for kindergarten 3. To help {him/her/them} be more socially ready for kindergarten 4. Concern that schools were not doing enough to prevent coronavirus from spreading 5. Concern about education quality during or as a result of the coronavirus pandemic 91. Other {(Please specify):/(Please specify on next screen.)}
Construct: Sex at birth		
CHQ	CHQ017	Question "What was {CHILD}'s sex at birth?" ---- 1. Male 2. Female
Construct: Current receipt of services through an IFSP, IEP, or 504 plan		
CHQ	CHQ094b	Question "Since March 2020, how many gaps or delays, if any, has {CHILD} experienced in receiving services through the {IFSP} {,} {or} {IEP} {,} {or} {504 plan}?" Pre-unit "Number:" InstResp "Enter 0 if there were no gaps or delays. Your best guess is fine." Watermark "Enter number"
CHQ	CHQ094c	Question "Approximately how long, in total, {was the gap or delay/were the gaps or delays} in receiving services through the {IFSP} {,} {or} {IEP} {,} {or} {504 plan}?" ---- 1. Less than 1 week 2. 1 to 2 weeks 3. More than 2 weeks to 1 month 4. More than 1 month to 2 months 5. More than 2 months to 5 months 6. More than 5 months to 1 year 7. More than 1 year to 1 ½ years 8. More than 1 ½ years to 2 years 9. More than 2 years to 2 1/2 years 10. More than 2 1/2 years
CHQ	CHQ094d	Question "Do you think that {CHILD} needs accommodations, special education, or other help from the school that {CHILD} is not currently getting?" ---- 1. Yes 2. No

Construct: Family experiences during the coronavirus pandemic		
CVQ	CVQ010a	Question "Now we would like to ask you some questions about your family's experiences during the coronavirus pandemic. Please indicate how much you disagree or agree with the following statements about activities {CHILD} did in-person with other people, not virtually. As a result of the coronavirus pandemic, between March 2020 and June 2020 (when many businesses shutdown nationwide)… {CHILD} played less with other children {his/her/their} age." InstResp "2020 was the first year of the coronavirus pandemic." ---- 1. Completely disagree 2. Somewhat disagree 3. Neither disagree nor agree 4. Somewhat agree 5. Completely agree 6. Not applicable
CVQ	CVQ010b	Question "{CHILD} saw less of one or more of {his/her/their} parents or guardians." ---- 1. Completely disagree 2. Somewhat disagree 3. Neither disagree nor agree 4. Somewhat agree 5. Completely agree 6. Not applicable
CVQ	CVQ010c	Question "{CHILD} saw less of {his/her/their} other relatives." ---- 1. Completely disagree 2. Somewhat disagree 3. Neither disagree nor agree 4. Somewhat agree 5. Completely agree 6. Not applicable
CVQ	CVQ010d	Question "{CHILD} saw less of {his/her/their} caregivers or teachers." ---- 1. Completely disagree 2. Somewhat disagree 3. Neither disagree nor agree 4. Somewhat agree 5. Completely agree 6. Not applicable
CVQ	CVQ020a	Question "As a result of the coronavirus pandemic, about how often did {CHILD} do any of the following things virtually through video calls (for example, with FaceTime, WhatsApp, WeChat, or Zoom) between March and June 2020? Play with other children {his/her/their} age" SaVisible "True" ---- 1. Never

		2. Less than once a week
		3. 1 to 2 times a week
		4. 3 to 4 times a week
		5. 5 or more times a week
		6. Not applicable
		DON'T KNOW
CVQ	CVQ020b	Question "See parents or guardians"
		SaVisible "True"
		----
		1. Never
		2. Less than once a week
		3. 1 to 2 times a week
		4. 3 to 4 times a week
		5. 5 or more times a week
		6. Not applicable
		DON'T KNOW
CVQ	CVQ020c	Question "See other relatives who are not parents or guardians"
		SaVisible "True"
		----
		1. Never
		2. Less than once a week
		3. 1 to 2 times a week
		4. 3 to 4 times a week
		5. 5 or more times a week
		6. Not applicable
		DON'T KNOW
CVQ	CVQ020d	Question "See caregivers or teachers"
		SaVisible "True"
		----
		1. Never
		2. Less than once a week
		3. 1 to 2 times a week
		4. 3 to 4 times a week
		5. 5 or more times a week
		6. Not applicable
		DON'T KNOW
CVQ	CVQ030a	Question "Earlier we asked about current child care and child care used the year before kindergarten. Now we have some questions about child care that was used before and after March 2020 when many businesses were closed down nationwide. This includes child care with relatives, nonrelatives, day care centers, nursery schools, preschools, or prekindergarten programs. This does not include care provided by parents and guardians, or occasional babysitting or back-up care providers. Did {CHILD} have child care from the following care types during 2020? Relatives (for example, grandparents, siblings, or any relatives other than {you/{CHILD}'s {parents/guardians}})?" "No, child did not have this type of nonparental child care during these time periods."

		InstResp "Select all that apply {in each row}." ---- 1. Yes, in January through February 2020 2. Yes, in March through June 2020, when many businesses shut down nationwide 3. Yes, in July through December 2020
CVQ	CVQ030b	Question "Nonrelatives (for example, family or in-home child care providers, regular sitters, or neighbors)? This does not include child care centers?" "No, child did not have this type of nonparental child care during these time periods." InstResp "Select all that apply {in each row}." ---- 1. Yes, in January through February 2020 2. Yes, in March through June 2020, when many businesses shut down nationwide 3. Yes, in July through December 2020
CVQ	CVQ030c	Question "Day care centers, nursery schools, preschools, or prekindergarten programs?" "No, child did not have this type of nonparental child care during these time periods." InstResp "Select all that apply {in each row}." ---- 1. Yes, in January through February 2020 2. Yes, in March through June 2020, when many businesses shut down nationwide 3. Yes, in July through December 2020
CVQ	CVQ040a	Question "On average, how many days per week did {CHILD} attend a day care center, nursery school, preschool, or prekindergarten program during the following time period{s}?" January through February 2020." Watermark "Days per week"
CVQ	CVQ040b	Question "{On average, how many days per week did {CHILD} attend a day care center, nursery school, preschool, or prekindergarten program during the following time period{s}?}" March through June 2020." Watermark "Days per week"
CVQ	CVQ040c	Question "{On average, how many days per week did {CHILD} attend a day care center, nursery school, preschool, or prekindergarten program during the following time period{s}?}" July through December 2020." Watermark "Days per week"

CVQ	CVQ050a	Question "During the following time period{s}, how much of {CHILD}'s attendance at a day care center, nursery school, preschool, or prekindergarten program was in-person? January through February 2020." ---- 1. Entirely in-person 2. Mostly in-person 3. About an even mix of in-person and remote 4. Mostly remote 5. Entirely remote
CVQ	CVQ050b	Question "During the following time period{s}, how much of {CHILD}'s attendance at a day care center, nursery school, preschool, or prekindergarten program was in-person? March through June 2020." ---- 1. Entirely in-person 2. Mostly in-person 3. About an even mix of in-person and remote 4. Mostly remote 5. Entirely remote
CVQ	CVQ050c	Question "During the following time period{s}, how much of {CHILD}'s attendance at a day care center, nursery school, preschool, or prekindergarten program was in-person? July through December 2020." ---- 1. Entirely in-person 2. Mostly in-person 3. About an even mix of in-person and remote 4. Mostly remote 5. Entirely remote
CVQ	CVQ070	Question "How often were you or someone else in your household available to help {CHILD} participate remotely?" InstResp "Include all types of help, such as sitting with {CHILD} at the computer, helping with technical difficulties, or helping with the activity suggested by the early care provider." ---- 1. Always 2. Most of the time 3. Rarely 4. Never
CVQ	CVQ080a	Question "How many times was there a change in child care for {CHILD} during the following time period{s}? March 2020 through June 2020." InstResp "Please think of child care {CHILD} had on a regular basis. Count all changes including a change in the person who took care of {CHILD}, changes because the child caregiver was sick or not available, changing from in-person care to

		virtual care, the child care closing, pulling {CHILD} out of care because it was unsafe or unaffordable, changing from parental care to nonparental care or vice versa, changing from center care to home care or vice versa, etc. Your best guess is fine." Pre-unit "Number of times" Watermark "Enter # of times"
CVQ	CVQ080b	Question "{How many times was there a change in child care for {CHILD} during the following time period{s}?} July 2020 through December 2020." Pre-unit "Number of times" Watermark "Enter # of times"
CVQ	CVQ090	Question "What were the main causes of changes in child care between March and June 2020?" InstResp "Select all that apply." ---- 1. Child care provider was not available 2. Another child care option became available 3. Change to the amount of child care coverage needed 4. In-person child care became virtual 5. Child care was unaffordable 6. Child care was unsafe in your opinion due to coronavirus (COVID-19) 7. Child care was unsafe in your opinion due to staff shortages 8. Child care was unsafe in your opinion for other reasons 91. Other {(Please specify):/(Please specify on next screen.)}
CVQ	CVQ100	Question "What were the main causes of changes in child care between July and December 2020?" InstResp "Select all that apply." ---- 1. Child care provider was not available 2. In-person child care became virtual 3. Child care was unaffordable 4. Child care was unsafe in your opinion due to coronavirus (COVID-19) 5. Child care was unsafe in your opinion due to staff shortages 6. Child care was unsafe in your opinion for other reasons 91. Other {(Please specify):/(Please specify on next screen.)}

CVQ	CVQ110	Question "Between March 2020 and December 2020, did {CHILD} participate in any of the following?"
		
		InstResp "Select all that apply."
		---- 	
		  1. In-person learning pods or other small groups available for free
		  2. Virtual learning pods or other small groups available for free
		  3. In-person learning pods or other small groups for a fee
		  4. Virtual learning pods or other small groups for a fee
		  5. In-person extracurricular activities, such as sports or music lessons
		  6. Virtual extracurricular activities, such as sports or music lessons
		  7. None of the above
		  91. Other {(Please specify):/(Please specify on next screen.)}

CVQ	CVQ120	Question "Between March 2020 and December 2020, which of the following occurred for you {or another adult in the household} as a result of child care being closed, unavailable, unaffordable, or because you were concerned about {CHILD's} safety in care?"
		
		InstResp "Select all that apply."
		---- 	
		  1. Took unpaid leave to care for {CHILD}
		  2. Used vacation, or sick days, or other paid leave in order to care for {CHILD}
		  3. Cut work hours in order to care for {CHILD}
		  4. Rearranged work schedule in order to care for {CHILD}
		  5. Left a job in order to care for {CHILD}
		  6. Lost a job because of time away to care for {CHILD}
		  7. Did not look for a job in order to care for {CHILD}
		  8. Supervised {CHILD} while working
		  9. Found another child care arrangement for {CHILD}
		  10. None of the above

CVQ	CVQ130a	Question "Please indicate how much you disagree or agree with the following statements.
		
		As a result of the coronavirus pandemic, in 2020, you experienced an increase in…
		
		Stress or anxiety."
		
		InstResp "2020 was the first year of the coronavirus pandemic."
		---- 	
		  1. Completely disagree
		  2. Somewhat disagree
		  3. Neither disagree nor agree
		  4. Somewhat agree
		  5. Completely agree

CVQ	CVQ130b	Question "Difficulty concentrating."
		---- 	
		  1. Completely disagree
		  2. Somewhat disagree
		  3. Neither disagree nor agree
		  4. Somewhat agree
		  5. Completely agree

CVQ	CVQ130c	Question "Loneliness or isolation."

		---- 1. Completely disagree 2. Somewhat disagree 3. Neither disagree nor agree 4. Somewhat agree 5. Completely agree
CVQ	CVQ130d	Question "Feeling down, depressed, or hopeless." ---- 1. Completely disagree 2. Somewhat disagree 3. Neither disagree nor agree 4. Somewhat agree 5. Completely agree
CVQ	CVQ140	"Many things happen in families that may affect young people. Since March 2020, have any of the following happened to your family that you think were related to the coronavirus pandemic?" InstResp "March 2020 was at the beginning of the coronavirus pandemic. Select all that apply." ---- 1. {CHILD}'s parent(s) or guardian(s) got divorced or separated. 2. {CHILD}'s parent(s) or guardian(s) got married or remarried. 3. {CHILD}'s parent(s) or guardian(s) lost a job. 4. {CHILD}'s family experienced homelessness for a period of time. 5. {CHILD}'s family's home was foreclosed or the family was evicted. 6. {CHILD}'s family had difficulty finding safe and stable housing. 7. {CHILD}'s parent(s) or guardian(s) had serious health problems or was seriously injured. 8. {CHILD} had serious health problems or was seriously injured. 9. {CHILD}'s family had difficulty accessing food or paying for food. 10. A parent or guardian of {CHILD}'s died. 11. A close relative of {CHILD}'s died. 12. A close friend of {CHILD}'s family died.
CVQ	CVQ150a	Question "Between March 2020 and December 2020, how confident were you that {CHILD} learned the following skills that you expected {him/her/them} to learn at {his/her/their} age? Cognitive skills (for example, sorting by shapes or colors, playing make-believe ; using controls on toys, such as buttons, knobs, or switches; playing with more than one toy at the same time)" ---- 1. Very confident 2. Somewhat confident 3. Not at all confident
CVQ	CVQ150b	Question "Between March 2020 and December 2020, how confident were you that {CHILD} learned what you expected {him/her/them} to learn at {his/her/their} age? Social skills (for example, wanting to be around other children, noticing when someone else is hurt or upset, looking at others to see how they react in a new situation)" ---- 1. Very confident

		2. Somewhat confident 3. Not at all confident
CVQ	CVQ150c	Question "Physical or motor skills (for example, walking alone, beginning to run, kicking a ball, pulling toys behind {him/her/them} when walking, using a spoon to eat, scribbling)" ---- 1. Very confident 2. Somewhat confident 3. Not at all confident
CVQ	CVQ150d	Question "Language skills (for example, repeating words heard in a conversation; recognizing people, objects, or parts of the body; pointing to an object or picture when it is named; putting at least two words together, such as "more food") ---- 1. Very confident 2. Somewhat confident 3. Not at all confident
CVQ	CVQ160	Question "How concerned, if at all, are you about {CHILD} falling behind in school this year as a result of any experiences or disruptions {CHILD} had related to the coronavirus pandemic since it started in March 2020?" ---- 1. Not at all concerned 2. Not too concerned 3. Somewhat concerned 4. Very concerned

Attachments C-1 and C-2

Removed items

NOTE: Items were removed from ECLS-K: 2024 to reduce burden and make room for new items added for this data collection. A primary strategy for choosing specific items for removal was choosing items from domains that were already well-covered in ECLS-K. Please see Attachments C-1 & C-2 for the full context of items that were deleted.

Section	Item #	Item Wording National	Construct
TQA	A11d	Question "{(Continued) }As of today's date, how many children with the following characteristics in your {full-day class /morning class/afternoon class} have been identified for an IEP? Hispanic or Latino/Latina of any race"	Equitable classroom practices
TQA	A11e	Question "American Indian or Alaska Native, non-Hispanic"	Equitable classroom practices
TQA	A11f	Question "Asian, non-Hispanic"	Equitable classroom practices
TQA	A11g	Question "Black or African American, non-Hispanic"	Equitable classroom practices
TQA	A11h	Question "Native Hawaiian or Other Pacific Islander, non-Hispanic"	Equitable classroom practices
TQA	A11i	Question "White, non-Hispanic"	Equitable classroom

			practices
TQA	A11j	Question "Two or more races, non-Hispanic"	Equitable classroom practices
TQA	A15	Question "How often do you provide explicit instruction in morphological awareness to help students find meaningful units in words (for example, prefixes, suffixes, and base words)?" InstResp "If you teach more than one class, consider all of your classes." ---- 1. Never 2. Less than half the time 3. About half the time 4. More than half the time 5. All the time	Time spent on specific activities and skills in reading/language arts and in mathematics
TQA	A17	Question "Which of the following best describes the mode of instruction that you use in your classes?" InstResp "If you teach more than one class, consider all of your classes." ---- 1. In person instruction only 2. Web-based instruction only 3. Blended instruction	Instructional activities
TQA	A18	Question "During this school year, approximately what percentage of the blended instruction that you provide is in-person?" Watermark "Enter percentage" InstResp "If you teach more than one class, consider all of your classes. If no students experience this, enter "0.""	Instructional activities
TQA	A20	Question "Many schools have PTAs/PTOs that help provide additional support to their school. Which of the following are supported by funds raised or donated by your PTA/PTO?" InstResp "Please include programs run by the school and those run by outside groups." Select all that apply." ---- 1. Books for your class library 2. Technology for your classroom (Smartboards, Chromebooks, tablets, apps, etc.) 3. Basic classroom supplies (paper, pencils, crayons, etc.) 4. Classroom art supplies (for musical, visual, dance, and dramatic arts activities) 5. Field trips 6. Enrichment programs (for example, STEM programs, arts programs, literacy programs, cooking programs)	PTA/PTO contributions to classroom (e.g. books, technology, art supplies, field trips)

		7. PTA/PTO does not provide funds or donations to support my classroom. 8. Our school does not have a PTA/PTO. 91. Other {(Please specify):/(Please specify on next screen.)}	
TQA	A21	Question "How often does disruptive student behavior interfere with your instruction in your {full-day class /morning class/afternoon class}?" ---- 1. Never 2. Seldom 3. Usually 4. Always	Overall behavior of the class
TQA	A23a	Question "To what extent do you agree that the following behavioral support practices are characteristic of your teaching in your classes? Classroom routines are consistently implemented." ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	School climate
TQA	A23b	Question "Expectations of students are clearly communicated in positive terms." ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	School climate
TQA	A23c	Question "You gain the attention of all students before beginning a lesson." ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	School climate
TQA	A23d	Question "You solicit both group and individual responses to questions." ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	School climate
TQA	A23e	Question "You provide all students with individual opportunities to respond to questions." ---- 1. Strongly disagree	School climate

		2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	
TQA	A23f	Question "There is a system for documenting and rewarding appropriate student behavior." ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	School climate
TQA	A23g	Question "You use a range of consequences to discourage inappropriate student behavior." ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	School climate
TQA	A24a	Question "To what extent do you agree that you teach the following social and emotional competencies in your classes? Self-awareness (teaching students to recognize their own feelings, interests, strengths, and limitations)" ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	Socioemotional competencies taught
TQA	A24b	Question "Self-management (teaching students to regulate emotions and manage daily stressors)" ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	Socioemotional competencies taught
TQA	A24c	Question "Social awareness (teaching students to take the perspective of others and appreciate similarities and differences)" ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	Socioemotional competencies taught
TQA	A24d	Question "Relationships and social skills (teaching students prosocial behavior and skills to develop meaningful relationships)"	Socioemotional competencies taught

		---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	
TQA	A24e	Question "Responsible decision making (teaching students to identify problems and analyze problems, understand consequences, and take responsibility for their decisions)" ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree	Socioemotional competencies taught
TQA	A28	Question "What languages are used for academic instruction in your {full-day class/morning class/afternoon class}?" InstResp "Select all that apply." ---- 1. English 2. Spanish 3. A European language other than Spanish such as French, German, or Russian 4. A Chinese language or dialect 5. A Filipino language 6. A Southeast Asian language such as Vietnamese, Thai, or Khmer 7. A South Asian language such as Hindi or Tamil 8. Another Asian language such as Japanese or Korean 9. A Middle Eastern language such as Arabic or Farsi 10. An African language such as Swahili or Amharic 91. Other language(s) {(Please specify):/(Please specify on next screen.)}	Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)
TQA	A29	Question "Now please think about all of the books and other written materials in your classroom. In which languages other than English are these written?" InstResp "Select all that apply. If you teach more than one class, consider all your classes." ---- 1. None other than English 2. Spanish 3. A European language other than Spanish such as French, German, or Russian 4. A Chinese language or dialect 5. A Filipino language 6. A Southeast Asian language such as Vietnamese, Thai, or Khmer 7. A South Asian language such as Hindi or Tamil	Use of languages other than English in the classroom (e.g. instruction in reading/literature, instruction in math, instructional support, directing student behavior, and conversation)

Section	Item #		
		8. Another Asian language such as Japanese or Korean 9. A Middle Eastern language such as Arabic or Farsi 10. An African language such as Swahili or Amharic 91. Other language(s) {(Please specify):/(Please specify on next screen.)}	
TQA	C6a	Question "What is the name of the college or university where you earned your highest degree?" "The college or university where I earned my highest degree was outside the United States."	Teacher's education, including degrees and credentials/licenses
TQA	C6b	Question "City:"	Teacher's education, including degrees and credentials/licenses

Newly added items

Section	Item #	Item Wording National
Construct: COVID-19 Pandemic		
TQA	CSA300	Question "The next few items pertain to student progress and the COVID-19 pandemic. How concerned are you that the children in your class are currently behind academically in their kindergarten readiness due to disruptions in the past few years caused by the COVID-19 pandemic?" InstResp "The disruptions caused by the COVID-19 pandemic may have happened at any time during the pandemic and do not necessarily have to be current disruptions." ---- 1. Extremely concerned 2. Very concerned 3. Somewhat concerned 4. Not too concerned 5. Not at all concerned
TQA	CSA310	Question "How concerned are you that the children in your class are currently behind socially or behaviorally in their kindergarten readiness due to disruptions in the past few years caused by the COVID-19 pandemic?" InstResp "The disruptions caused by the COVID-19 pandemic may have happened at any time during the pandemic and do not necessarily have to be current disruptions." ---- 1. Extremely concerned 2. Very concerned 3. Somewhat concerned 4. Not too concerned 5. Not at all concerned
TQA	CSA320	Question "What strategies, if any, are you using to help students catch up?" ---- 1. One-on-one tutoring 2. Small group tutoring 3. Extra math class period during the school day

		4. Extra reading class period during the school day 5. Small group/differentiated instruction 6. Extra homework 7. Not applicable. My students are not displaying learning losses. 91. Other {(Please specify):/(Please specify on next screen.)}
TQA	CSA330	Question "To what extent do you agree that students, who have fallen behind due to disruptions caused by the COVID-19 pandemic, will be able to catch up to grade-level expectations by the end of the school year?" ---- 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree
Construct: Teacher's education and experience		
TBA	TBA120b	Question "Is your current certification the same as your initial certification?" ---- 1. Yes 2. No
TBA	TBA160	Question "Counting this school year, how many years have you been a K-12 teacher, including years in which you taught part-time?" InstResp "Enter the number of years to the nearest half year (for example, 2.5, 3.0, 3.5), counting each half year completed or almost completed as 0.5. If you are a new teacher and this is your first semester teaching, enter 0.5." Watermark: "Enter years"

Attachments D-1 and D-2

Removed items
NOTE: Items were removed from ECLS-K: 2024 to reduce burden and make room for new items added for this data collection. A primary strategy for choosing specific items for removal was choosing items from domains that were already well-covered in ECLS-K. Please see Attachments D-1 & D-2 for the full context of items that were deleted.

Item #	Item Wording National - REDACTED	Construct
ARC005c	Question "Uses correct endings on verbs and nouns when speaking – for example, says "dog plays" and "dogs play" or uses present tense ("she runs" or "she is running") and past tense correctly for both regular and irregular verbs ("he walks" and "he walked"; "I run" and "I ran")." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge
ARC005e	Question "Uses morphemes to decode new words – for example, decodes "jellyfish" by recognizing it is made up of two familiar words "jelly" and "fish" or decodes "preheat" as "pre" and "heat" and "fearless" as "fear" and "less."" ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge
ARC005o	Question "Finds meaningful units in words such as prefixes, suffixes, and base words." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Language and literacy skills and knowledge
ARC010a	Question "Next, please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. {CHILD}… Uses {his/her} senses to explore and observe – for example, observes and notes the habits of classroom pets, or describes the differences in clay before and after water is added." ---- 1. Not yet 2. Beginning	Science skills and knowledge

	3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	
ARC010b	Question "Forms explanations based on observations and explorations – for example, describes or draws the conditions (water, soil, sun) that help a plant grow, or explains that a block will slide more quickly down a steeper slope." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge
ARC010c	Question "Classifies and compares living and non-living things in different ways – for example, classifies objects according to "things that are alive and not alive," or "things that fly and things that crawl." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge
ARC010d	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. {CHILD}… Directly compares two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute and describes the difference – for example, directly compares the heights of two children and describes one child as taller/shorter ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge
ARC010e	Question "Makes logical predictions when pursuing scientific investigations – for example, observes and identifies patterns in nature and predicts what happens next (for example, predicts if a new object will float or sink)." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge

ARC010f	Question "Communicates scientific information – for example, records or describes the properties of common objects verbally or through drawings or graphs." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge
ARC010g	Question "{(Continued) }Please rate {CHILD}'s current skills, knowledge, and behaviors in SCIENCE. {CHILD}… Shows curiosity about the world by asking how and why things happen – for example, asks how rocks are formed or why it is warmer in the daytime than at night." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge
ARC010h	Question "Generates different strategies to solve a problem – for example, when a design solution does not work as intended, tries other tools, materials, or methods to solve the problem." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge
ARC010i	Question "Shows an understanding of cause and effect – for example, knows if {he/she} pushes a ball harder, it will go faster." ---- 1. Not yet 2. Beginning 3. In progress 4. Intermediate 5. Proficient 6. Not applicable or Skill not yet taught	Science skills and knowledge
ELC010	Question "Answers questions that are not just an explicit recall of facts but that require some higher-level thinking." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC015	Question "Is a good listener in conversations with peers."	Child's functional use

		of language in the classroom
ELC025	Question "Responds to questions in a thoughtful way that makes sense." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC030	Question "Uses grammatically correct sentences when speaking." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC040	Question "Uses correct endings on verbs and– for example, says "dog plays" and "dogs play" or uses present tense ("she runs" or "she is running") and past tense correctly for both regular and irregular verbs ("he walks" and "he walked"; "I run" and "I ran")."." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC045	Question "Asks on-topic questions that are relevant to the discussion in the classroom." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC050	Question "Uses complex sentences with two or more clauses of various types (for example, independent, dependent) in spoken language, rather than using only simple, short sentences with a subject and a verb." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC055	Question "Is a good listener in conversations with adults." ---- 1. Never	Child's functional use of language in the classroom

	2. Rarely 3. Sometimes 4. Often 5. Very often	
ELC060	Question "Instructs peers in tasks which need to be done in a certain order." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC080	Uses evidence from a text or word problem to support {his/her} answer." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC085	Question "Uses morphemes to figure out the meanings of words – for example, knows that "–s" means "more than 1" as in "trucks"; "–er" means a "person who" as in "farmer" and "painter"; "un" means "not" as in "unlike" and "unfriendly"; or "re" means "again" as in "reread" and "replay."" ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC090	Question "Uses long sentences with descriptive language and connecting words in a grammatically appropriate way when speaking." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC100	Question "Shows understanding of spoken instructions and daily conversations." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC105	Tries out new words (for example, heard in stories or from teacher) when speaking." ---- 1. Never	Child's functional use of language in the classroom

	2. Rarely 3. Sometimes 4. Often 5. Very often	
ELC130	Uses morphemes to decode new words – for example, decodes "jellyfish" by recognizing it is made up of two familiar words "jelly" and "fish" or decodes "preheat" as "pre" and "heat" and "fearless" as "fear" and "less."" ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC145	Question "Finds meaningful units in words such as prefixes, suffixes, and base words." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
ELC140	Question "Actively contributes within a classroom discussion." ---- 1. Never 2. Rarely 3. Sometimes 4. Often 5. Very often	Child's functional use of language in the classroom
SSC007	Item wording is redacted due to copyright	Social skills and approaches to learning
SSC017	Item wording is redacted due to copyright	Social skills and approaches to learning
SSC018	Item wording is redacted due to copyright	Social skills and approaches to learning
SSC019	Item wording is redacted due to copyright	Social skills and approaches to learning
BRC001	Question "Now we would like you to think about {CHILD}'s behavior with other children and adults in the classroom and {his/her} work with materials. Select the response that best indicates the frequency {CHILD} exhibits the behavior described. Observes rules and follows directions without requiring repeated reminders." ---- 1. Never 2. Rarely 3. Sometimes	Classroom behavioral regulation

	4. Frequently/Usually 5. Always	
BRC002	Question "Completes learning tasks involving two or more steps (for example, cutting and pasting) in organized way." ---- 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always	Classroom behavioral regulation
BRC003	Question "Completes tasks successfully." ---- 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always	Classroom behavioral regulation
BRC004	Question "Attempts new challenging tasks." ---- 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always	Classroom behavioral regulation
BRC005	Question "Concentrates when working on a task; is not easily distracted by surrounding activities." ---- 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always	Classroom behavioral regulation
BRC006	Responds to instructions and then begins an appropriate task without being reminded." ---- 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always	Classroom behavioral regulation
BRC007	Question "Takes time to do {his/her} best on a task." ---- 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always	Classroom behavioral regulation
BRC008	Question "Finds and organizes materials and works in an appropriate place when activities are initiated." ---- 1. Never 2. Rarely	Classroom behavioral regulation

	3. Sometimes 4. Frequently/Usually 5. Always	
BRC009	Question "Sees own errors in a task and corrects them." ---- 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always	Classroom behavioral regulation
BRC010	Question "Returns to unfinished tasks after interruption." ---- 1. Never 2. Rarely 3. Sometimes 4. Frequently/Usually 5. Always	Classroom behavioral regulation
SPC001	Item wording is redacted due to copyright	Strategic planning
SPC002	Item wording is redacted due to copyright	Strategic planning
SPC003	Item wording is redacted due to copyright	Strategic planning
SPC004	Item wording is redacted due to copyright	Strategic planning
SPC005	Item wording is redacted due to copyright	Strategic planning
SPC006	Item wording is redacted due to copyright	Strategic planning
SPC007	Item wording is redacted due to copyright	Strategic planning
SPC008	Item wording is redacted due to copyright	Strategic planning
SPC009	Item wording is redacted due to copyright	Strategic planning
SPC010	Item wording is redacted due to copyright	Strategic planning

Newly added items

ELC200	Question "Next, please think about {CHILD}'s written language. Which of the following writing levels (ordered below from lowest to highest) best describes the highest level at which {CHILD} is currently performing (independently, without teacher help)?" InstResp "Select only one." ---- 1. Scribbling 2. Drawing a picture 3. Can copy {his/her} name 4. Can copy sentences from the board 5. Write {his/her} name without copying 6. Can write most letters when asked to write the letter 7. Write initial sounds for many words 8. Write simple 2-4 letter words with invented spelling 9. Write multi-syllabic words with invented spelling with most sounds represented 10. Compose and write a ~~full~~ complete sentence with invented spelling with most sounds represented 11. Compose and write 2 or more consecutive ~~full~~ complete sentences with invented spelling with most sounds represented	Child's functional use of language in the classroom

| | 12. Compose and write 5 or more consecutive complete sentences with invented spelling with most sounds represented
13. Compose and write a paragraph (5 complete sentences) about a topic with invented spelling with most sounds represented
14. Compose and write a paragraph (5 complete sentences) about a topic with proper spelling, grammar, and punctuation
15. Compose and write 2 paragraphs (5 complete sentences each) about a topic with proper spelling, grammar, and punctuation
16. Compose and write a story with a clear beginning, middle, and end with proper spelling, grammar, and punctuation
17. I have not had enough experience with this child to evaluate this skill.
18. I am not able to rate this item because the child does not write or has limited writing experience due to a disability. | |