

**Early Childhood Longitudinal Study, Kindergarten
Class of 2023-24 (ECLS-K:2024)**

**Kindergarten and First-Grade National Data Collection and
Transfer School Recruitment**

OMB# 1850-0750 v.26

**Attachment A-5
Infographics**

**National Center for Education Statistics
U.S. Department of Education**

October 2022

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Plan for Distributing Infographics

There have been no changes to the infographics that were used for the K-1 field test, and which are proposed for use in the national kindergarten and first-grade rounds, since previous approved revision (OMB# 1850-0750 v.24). New infographics for this submission are denoted below.

Some of the infographics have been or will be translated into Spanish and the translated text will be included in this attachment with a future OMB revision request.¹ Materials that will include translated infographics are denoted with an asterisk (“*”).

Fall Kindergarten and Spring Kindergarten

	Social/ Academic skills	Activities with children	Use of technology	School support of families	Materials sent home	Barriers to participation	Children going to school	Common activities for families	Sense of belonging (NEW)
*MyECLS log in screen (Attachment F)	X			X	X		X		
ECLS study overview (Attachment A-1 and A-2)	X (selected)			X					
Teacher fact sheet (Attachment A-1)						X (selected)			X (selected)
Teacher web portal (Attachment F)						X			
Teacher/School administrator survey reminder letters/ emails (Attachment A-1)			X	X	X		X		
*Parent fact sheet	X	X							

¹ Only the selected statistics from the Activities with Children infographic that will appear on the Parent Fact Sheet have been translated.

(Attachment A-1)	(selected)	(selected)							
*Parent web portal (Attachment F)						X		X	
*Parent consent/survey reminder letters/emails (Attachment A-1)			X	X	X	X	X	X	

Fall First Grade (MyECLS Landing Page only) and Spring First Grade

	Positive learning behaviors (NEW)	Participation in summer activities (NEW)	School programs and services available to parents and families (NEW)	Language-minority students (NEW)	School safety measures (NEW)	School neighborhood problems (NEW)	Sense of belonging (NEW)	Use of technology	Barriers to participation
*MyECLS log in screen (Attachment F)	X	X	X						
ECLS study overview (Attachment A-1 and A-2)									
Teacher fact sheet (Attachment A-1)							X (selected)		X
Teacher web portal (Attachment F)									X
Teacher/School administrator survey reminder letters/ emails (Attachment A-1)				X	X	X		X	
*Parent fact sheet (Attachment A-		X (selected)							

	Positive learning behaviors (NEW)	Participation in summer activities (NEW)	School programs and services available to parents and families (NEW)	Language-minority students (NEW)	School safety measures (NEW)	School neighborhood problems (NEW)	Sense of belonging (NEW)	Use of technology	Barriers to participation
1)									
*Parent web portal (Attachment F)			X						X
*Parent consent/ survey reminder letters/emails (Attachment A-1)				X	X	X		X	X

Social and Academic Skills

Findings

What we learned from ECLS students, parents, and schools

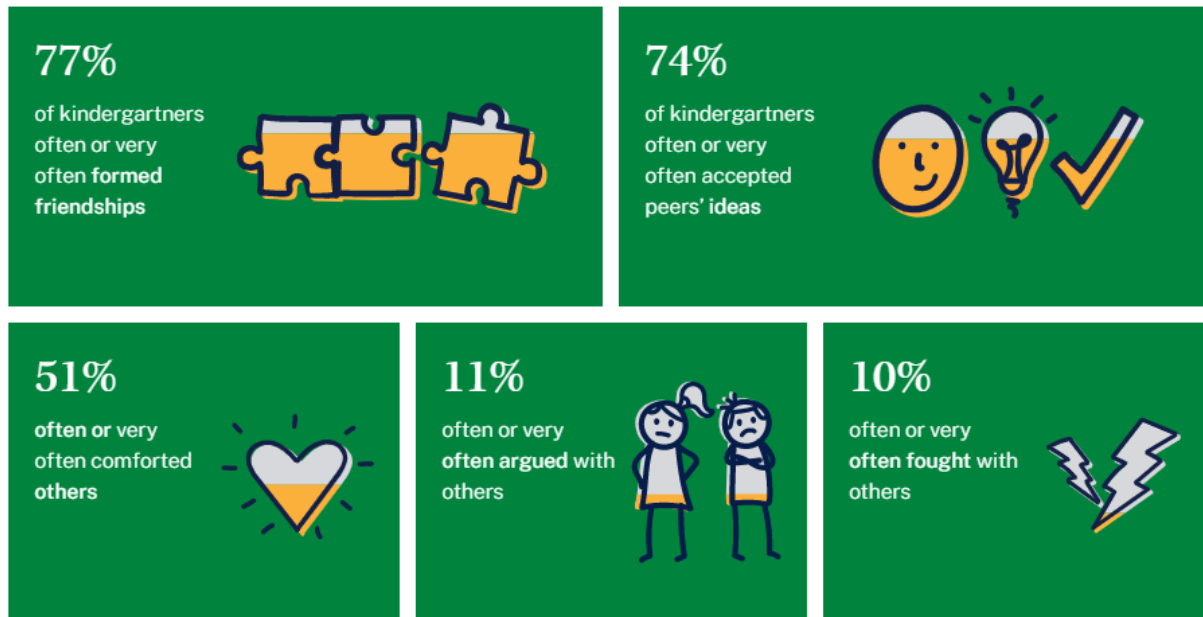
Social & Academic Skills

Children Going to School

School Support of Families

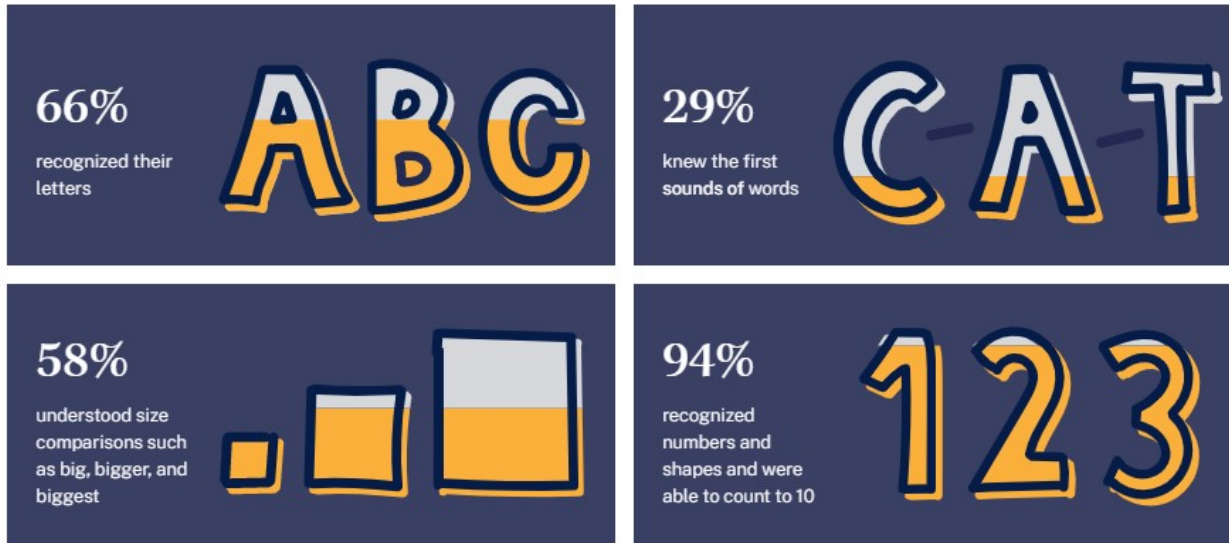
What do we know about kindergartners in the United States? How do they interact with their classmates?

A lot of what we know about kindergartners in the U.S. comes from teachers and parents who participated in the previous ECLS studies.



What kinds of things do kindergartners know?

The previous ECLS studies worked with kindergartners to learn about their knowledge and skills.



NOTE: Data were collected prior to the COVID-19 pandemic.

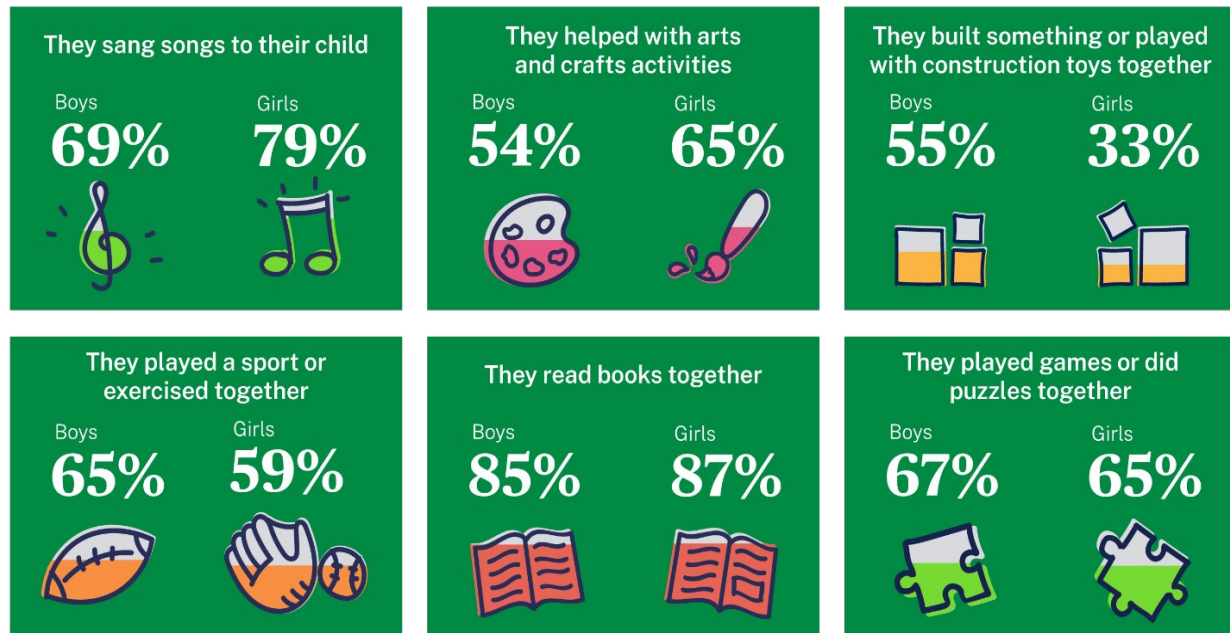
SOURCE: West, J., Denton, K., and Germino-Hausken, E. (2000). *America's Kindergartners* (NCES 2000-070). Retrieved July 31, 2020, from <https://nces.ed.gov/pubs2000/2000070.pdf>.

Activities

with Children

What do parents and their kindergartners do when they spend time together?

From the last ECLS study conducted from 2010 through 2016, we learned that parents and their kindergartners kept busy during a typical week!



Note: Percentages are kindergartners whose parents reported that child and family members did home activities together three or more times in a typical week.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2020). Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011). Data retrieved July 31, 2020, from Table B1a, <https://nces.ed.gov/ecls/tables.asp>.

¿Qué hacen los padres y los niños de *kindergarten* cuando pasan tiempo juntos?²

¡Del último estudio de ECLS realizado desde 2010 hasta 2016, aprendimos que los padres y sus niños(as) de *kindergarten* se mantenían muy ocupados durante una semana normal!

Ayudaban con las actividades de arte y manualidades

Niños 54% Niñas 65%

Jugaban un deporte o hacían ejercicio juntos

Niños 65% Niñas 59%

Jugaban juegos o armaban rompecabezas juntos

Niños 67% Niñas 65%

Nota: Los porcentajes se refieren a los niños y niñas de *kindergarten* cuyos padres respondieron que el niño(a) y miembros de la familia hacían juntos actividades en el hogar tres o más veces en una semana normal.

Los datos fueron recopilados antes de la pandemia de COVID-19.

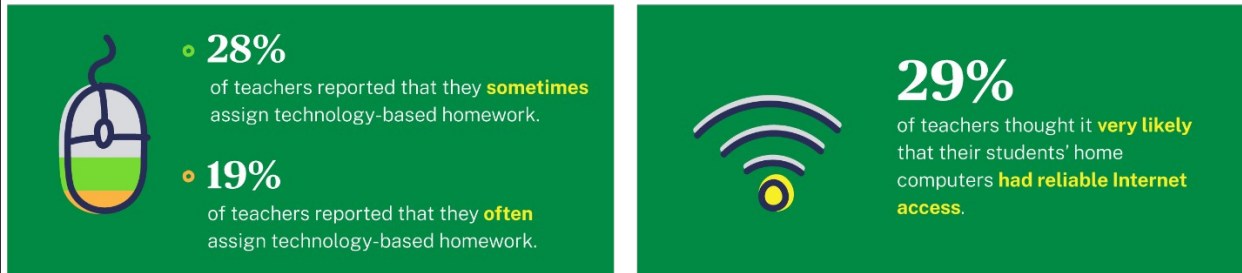
FUENTE: Departamento de Educación de los Estados Unidos, Centro Nacional para Estadísticas de Educación (2020). Estudio Longitudinal de la Primera Infancia, Clase de *Kindergarten* de 2010-11 (ECLS-K:2011). Datos extraídos el 31 de julio de 2020 de la tabla B1a, <https://nces.ed.gov/ecls/tables.asp>.

² Only a selection of the “Activities with Children” graphics appear on the parent fact sheet and thus require Spanish translations. The remainder of the graphics do not need Spanish translation.

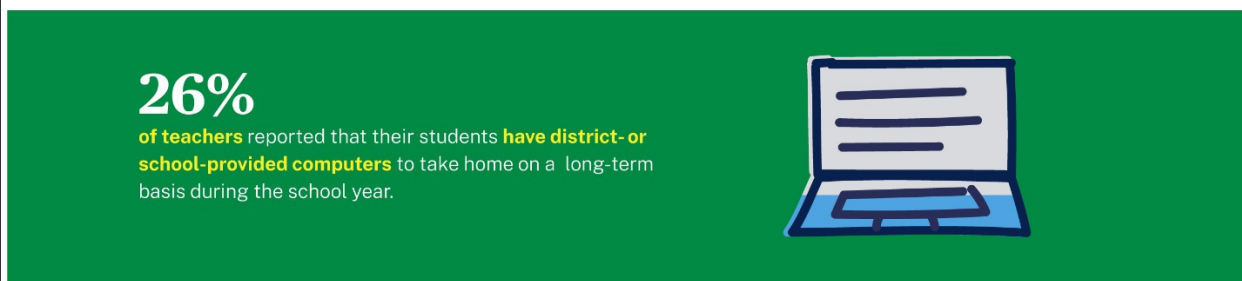
Use of Technology

How often do teachers assign homework that requires access to technology?

The U.S. Department of Education asked third-through twelfth-grade public school teachers about the use of technology during the 2018-19 school year — this is what they found.



Do children in public schools have access to computers and internet through the school?



NOTE: Data were collected prior to the COVID-19 pandemic.

SOURCE: Gray, L., and Lewis, L. (2020). *Teachers' Use of Technology for School and Homework Assignments: 2018-19* (NCES 2020-048). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved July 31, 2020, from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020048>.

Resultados de estudios anteriores del Departamento de Educación de los Estados Unidos

¿Con qué frecuencia los maestros asignan tarea para el hogar que requiere acceso a tecnología?

El Departamento de Educación de los Estados Unidos preguntó a maestros y maestras de 3° a 12° grado en escuelas públicas sobre el uso de tecnología durante el año escolar 2018-19 y esto es lo que se encontró:

- 28% de los maestros respondió que **algunas veces** asignan tarea que requiere acceso a tecnología.
- 19% de los maestros respondió que a **menudo** asignan tarea que requiere acceso a tecnología.
- 29% de los maestros consideraba **muy probable** que las computadoras en los hogares de sus estudiantes tuvieran acceso estable a Internet.

¿Los niños de escuelas públicas tienen acceso a computadoras y a Internet a través de sus escuelas?

- 26% de los maestros respondió que sus estudiantes tienen computadoras proporcionadas por el distrito escolar o por la escuela para llevarse a casa por periodos prolongados durante el año escolar.

NOTA: Los datos fueron recopilados antes de la pandemia de COVID-19.

FUENTE: *Use of Technology for School and Homework Assignments: 2018-19* (NCES 2020-048). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Datos extraídos el 31 de julio de 2020, de <https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2020048>.

School Support of Families

Findings

What we learned from ECLS students, parents, and schools

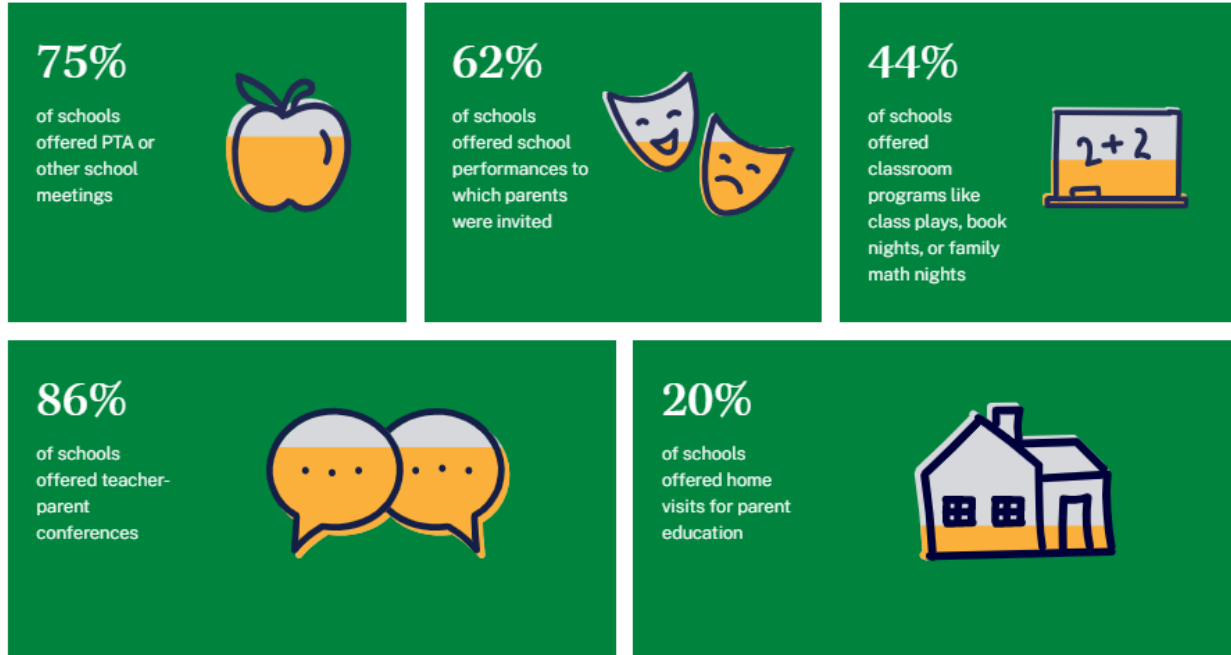
Social & Academic Skills

Children Going to School

School Support of Families

How do schools support their families?

In the last ECLS, the U.S. Department of Education asked school principals in schools with kindergartners about involvement opportunities for parents, like visiting the school or having home visits.



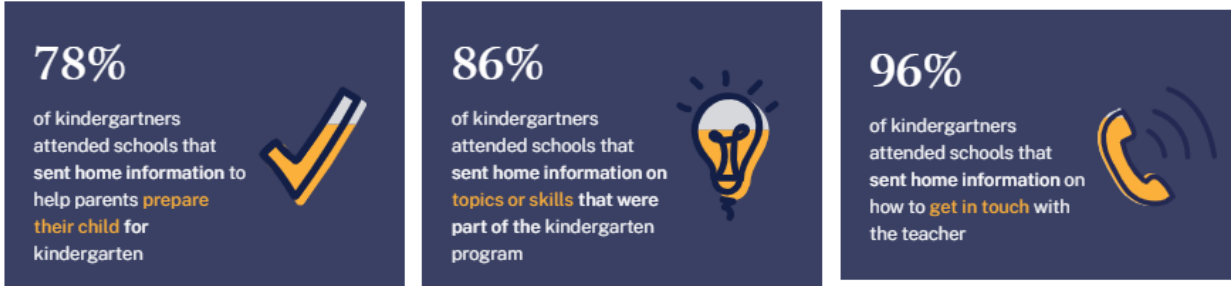
NOTE: Data were collected prior to the COVID-19 pandemic.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2020). Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011). Data retrieved July 31, 2020, from Table A2a, <https://nces.ed.gov/ecls/tables.asp>.

Materials Sent Home

How do schools support their kindergarten families?

In the last ECLS, the U.S. Department of Education asked school principals about ways they supported their kindergartners' families, like sending home important information.



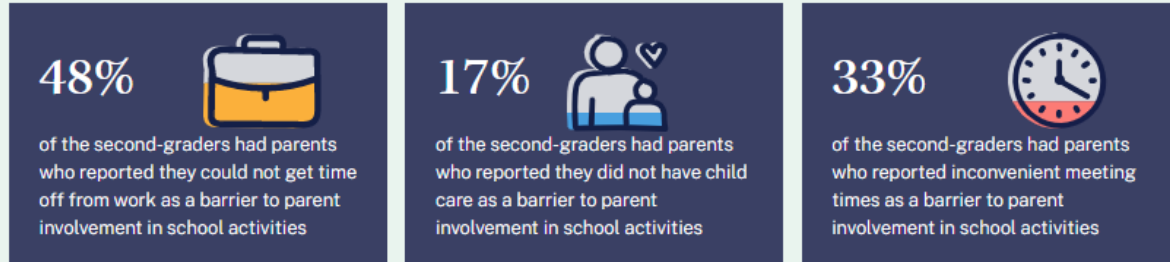
NOTE: Data were collected prior to the COVID-19 pandemic.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2020). Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K-2011). Data retrieved July 31, 2020, from Table C2a, <https://nces.ed.gov/ecls/tables.asp>.

Barriers to Participation

Parent Involvement in Schools

One way that results from the ECLS can be used is to help educators understand how, on average, children's families engage in their child's learning and school activities — such as parent-teacher conferences, back-to-school nights, PTA meetings, or science fairs. We learned the following from the parents of the ECLS students when they were in their second-grade year.



NOTE: Data were collected prior to the COVID-19 pandemic.

SOURCE: Redford, J., Huo, H., and McQuiggan, M. (2019). *Barriers to Parent-School Involvement for Early Elementary Students* (NCES 2017-165). U.S. Department of Education, Washington, DC: National Center for Education Statistics. Retrieved July 31, 2020, from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017165>.

Children Going to School

Findings

What we learned from ECLS students, parents, and schools

Social & Academic Skills

Children Going to School

School Support of Families

How do kindergartners like school?

Most kindergartners were excited about going to school and liked their teacher, as reported by parents in the last ECLS.



NOTE: Data were collected prior to the COVID-19 pandemic.

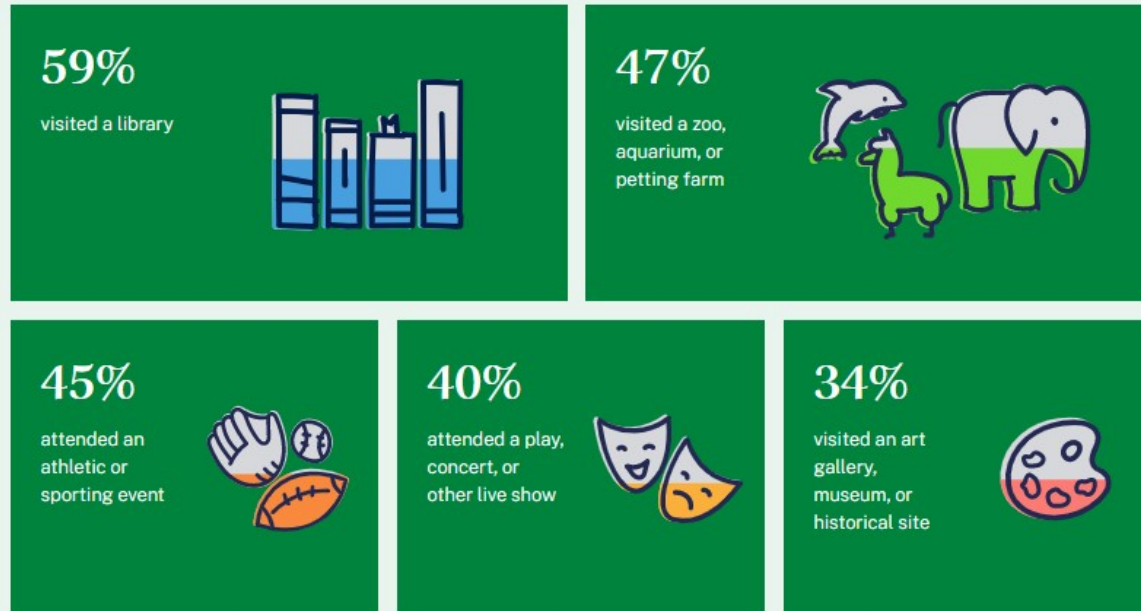
SOURCE: U.S. Department of Education, National Center for Education Statistics. (2020). Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011). Data retrieved July 31, 2020, from Table C1a, <https://nces.ed.gov/ecls/tables.asp>.

Common Activities for Families

Findings from previous ECLS studies

What kinds of activities do parents do with their kindergarten children at least once a month?

Parents reported on activities family members did with their kindergartners in the last ECLS.



NOTE: Data were collected prior to the COVID-19 pandemic.

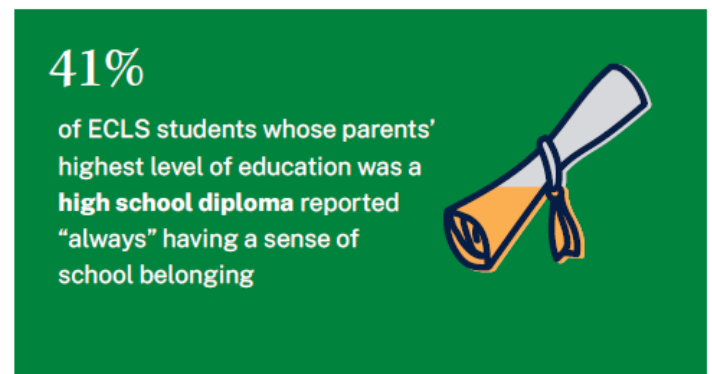
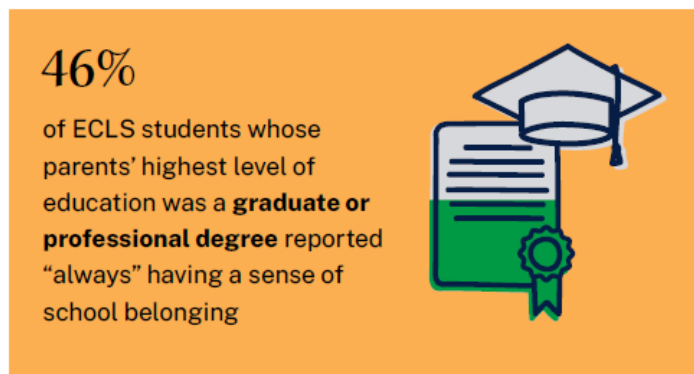
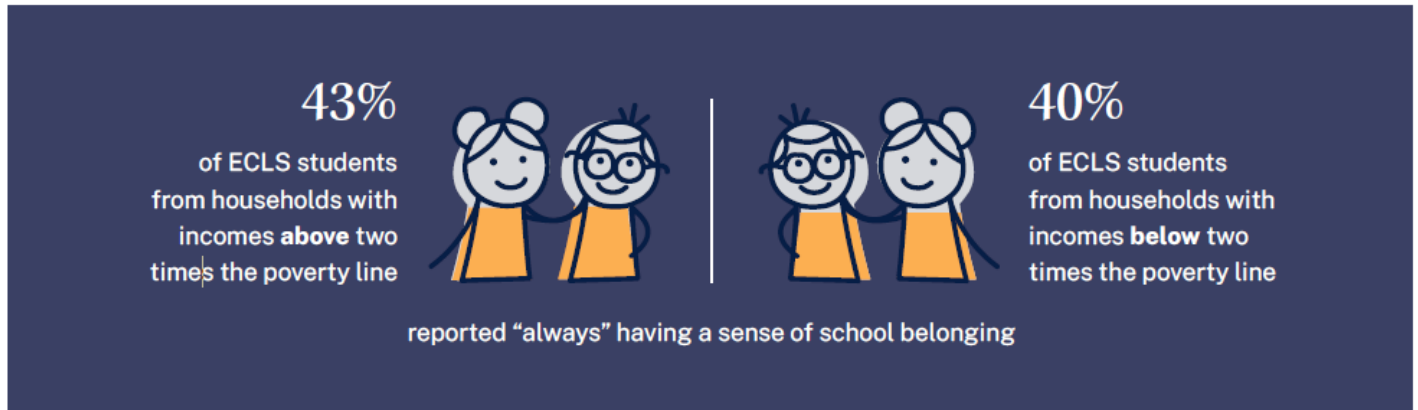
SOURCE: U.S. Department of Education, National Center for Education Statistics. (2020). Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011). Data retrieved July 31, 2020, from Table B2a <https://nces.ed.gov/ecls/tables.asp>.

Sense of Belonging

Does students' sense of belonging at school vary by different family characteristics, such as household income and parents' level of education?

The ECLS helps us learn about how family characteristics may be related to children's connections to school. For example, in the 2015–16 school year, when most ECLS students were in fifth grade, we learned about children's sense of school belonging.

Overall, 41% of ECLS students reported “always” having a sense of belonging at school.



SOURCE: U.S. Department of Education, National Center for Education Statistics. (2022). Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Fifth Grade Public-Use Data File. Data retrieved May 31, 2022, from Table D1a, <https://nces.ed.gov/ecls/tables.asp>.

Positive Learning Behaviors

Do children who display positive learning behaviors at kindergarten entry perform better academically over time?

In the last ECLS, we learned from teachers how often children showed positive learning behaviors in the following areas: attentiveness, eagerness to learn, independence, ability to adapt easily to changes, organization, and ability to follow classroom rules.

ECLS students who exhibited positive learning behaviors very often in the fall of kindergarten **scored higher** on study-designed assessments **not only during kindergarten**, but also **5 years later**, when most students were in fifth grade.

Of ECLS students who **very often** versus **never** displayed positive learning behaviors in fall of kindergarten, there is a:



22 point

Reading score difference
in fifth grade

120	142
Never	Very often



25 point

Math score difference
in fifth grade

101	126
Never	Very often



17 point

Science score difference
in fifth grade

61	77
Never	Very often

NOTE: Possible scores for the reading assessment range from 0 to 167; in spring 2016, the standard deviation for the reading assessment was 14.0. Possible scores for the mathematics assessment range from 0 to 159; in spring 2016, the standard deviation for the math assessment was 15.8. Possible scores for the science assessment range from 0 to 100; in spring 2016, the standard deviation for the science assessment was 11.6. Estimates are based on a sample of children who were enrolled in kindergarten for the first time in the 2010-11 school year. In 2015-16, most of the children were in fifth grade, but 7.6 percent were in fourth grade or other grades (e.g., sixth grade, ungraded classrooms). Differences were calculated using unrounded estimates and may, therefore, differ from differences using rounded estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2020). Digest of Education Statistics 2019. Data retrieved May 31, 2022, from Tables 220.40, 220.41, and 220.42. https://nces.ed.gov/programs/digest/2019menu_tables.asp.

Participation in Summer Activities

Participation in Summer Activities

The ECLS helps us learn about the role child and family characteristics may play in what children do during the summer. For example, we heard from ECLS parents about their children's participation in summer activities and camp attendance during the summer of 2012, when most children were rising second-graders.

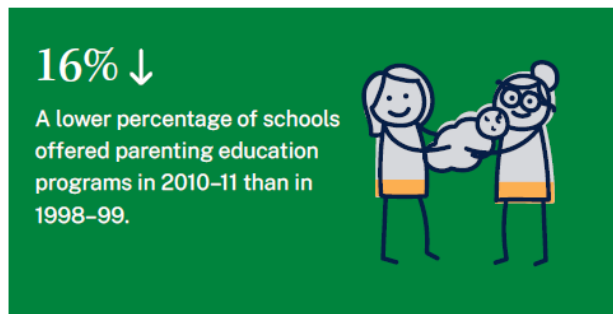
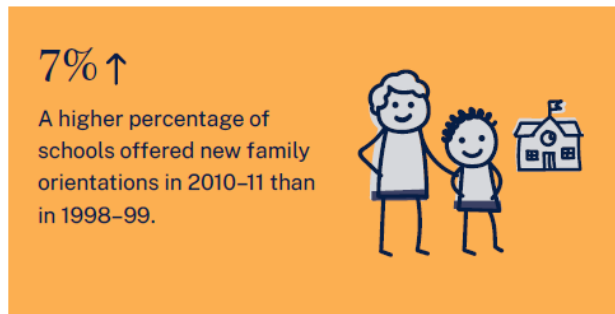
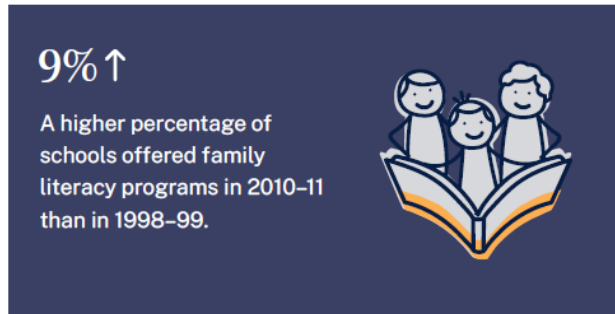


SOURCE: U.S. Department of Education, National Center for Education Statistics. (2022). Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011), Kindergarten-Fifth Grade Public-Use Data File. Data retrieved May 31, 2022, from Table B3a, <https://nces.ed.gov/ecls/tables.asp>.

School Programs and Services Available to Parents and Families

School Programs and Services Available to Parents and Families

In the last two ECLS studies, the U.S. Department of Education asked school principals what types of programs and services to support parents and families were available at their schools.



NOTE: Differences between years are calculated using unrounded estimates and may, therefore, differ from differences using rounded estimates. Health or social services are services offered collaboratively by service agencies such as hospitals. Parenting education programs may include classes on child development, education in being a parent, and understanding children's special needs.

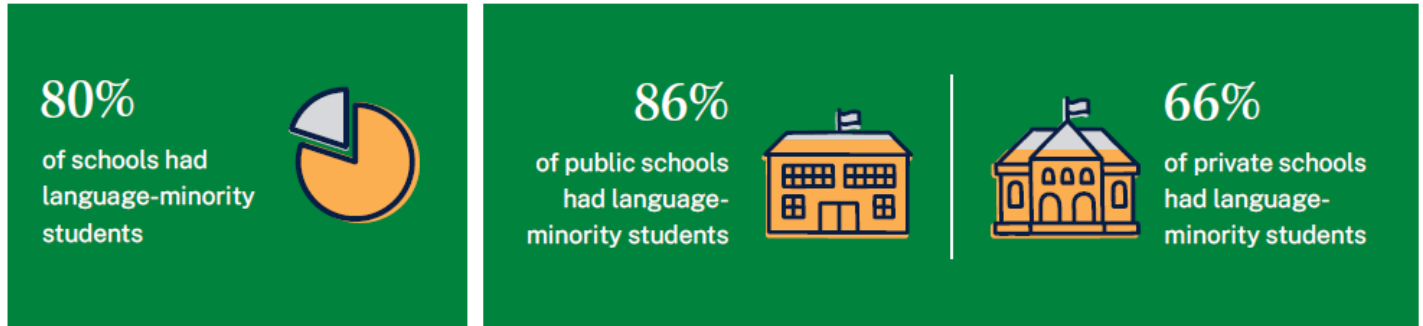
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Kindergarten–Eighth Grade Public-Use Data File, and Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Fifth Grade Public-Use Data File. Data retrieved May 31, 2022, from Table A3a, <https://nces.ed.gov/ects/tables.asp>.

Language-Minority Students

Language-Minority Students

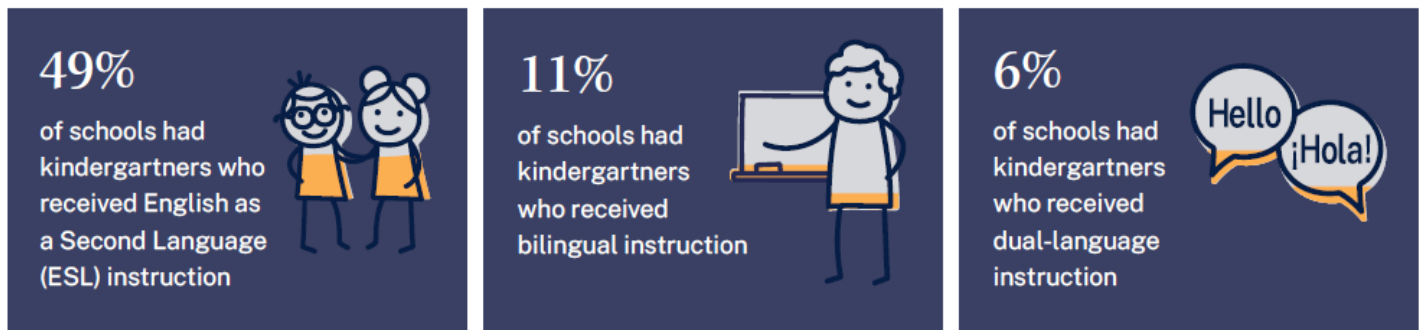
Schools with Language-Minority Students

In the 2010–11 school year, schools containing kindergarten classes reported on whether they had language-minority students — that is, students coming from a home where a non-English language is typically spoken.



Types of Instruction for Language-Minority Students

The ECLS also gathered information about what types of instruction language-minority students received in kindergarten.

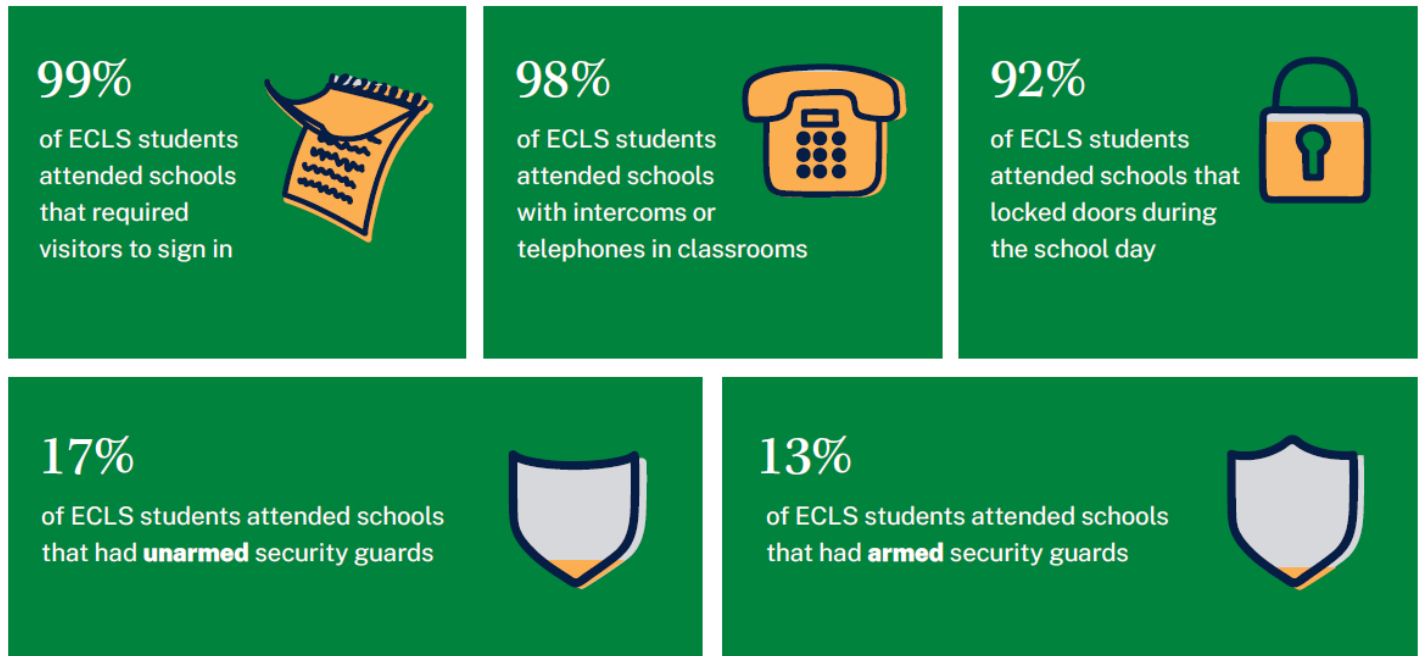


SOURCE: U.S. Department of Education, National Center for Education Statistics. (2022). Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Fifth Grade Public-Use Data File. Data retrieved May 31, 2022, from Table F1a, <https://nces.ed.gov/ecls/tables.asp>.

School Safety Measures

School Safety Measures

In the 2015–16 school year, when most ECLS students were in fifth grade, we learned from school principals about what security measures schools had in place.



SOURCE: U.S. Department of Education, National Center for Education Statistics. (2022). Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Fifth Grade Public-Use Data File. Data retrieved May 31, 2022, from Table F2a, <https://nces.ed.gov/ecls/tables.asp>.

School Neighborhood Problems

What types of problems exist in school neighborhoods?

When most of the students from the last ECLS were in fifth grade, we learned from school principals about their perceptions of the prevalence of different types of problems in the school's neighborhood.



34%

of ECLS students attended schools where crime in the neighborhood was a problem

31%

of ECLS students attended schools where selling or using drugs or excessive drinking in public was a problem

25%

of ECLS students attended schools where violence in the neighborhood was a problem

17%

of ECLS students attended schools where gangs in the neighborhood were a problem

16%

of ECLS students attended schools where tensions based on racial, ethnic, or religious differences in the neighborhood were a problem

NOTE: School principals were asked, "How much of a problem are the following in the neighborhood where this school is located?"

SOURCE: Wang, K., Chen, Y., Zhang, J., and Oudekerk, B.A. (2020). *Indicators of School Crime and Safety: 2019* (NCES 2020-063/NCJ 254485). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. Data retrieved May 31, 2022, from Figure S2.1, <https://nces.ed.gov/pubs2020/2020063.pdf>.