



ConnectED

News and Resources from the Early Childhood Longitudinal Study, Kindergarten Class of 2023-24 (ECLS-K:2024)

This fall marks the start of the much-anticipated ECLS-K:2024! We are looking forward to working with participating kindergartners and their families, teachers, and schools across the country. This study is incredibly important. It will help us learn more about children's educational experiences and how these experiences relate to children's learning and development over time—at school and at home. As with previous ECLS program studies, findings from the ECLS-K:2024 can be used to inform practices and policies that increase every child's chances of doing well in school. **Thank you to everyone who is participating; we truly appreciate it.**

Please feel free to share this newsletter with your colleagues. I hope the results and resources included are informative and useful to you.

Sincerely,



Dr. Peggy Carr

Commissioner, National Center for Education Statistics (NCES),
Institute of Education Sciences,
U.S. Department of Education



ECLS Insights

The ECLS-K:2024 will provide valuable information for teachers and administrators about instructional practices, resources, school climate, and other factors connected with student learning, as well as how those factors relate to children's development and achievement.

In previous ECLS program studies, for example, teachers and parents/guardians answered questions about specific **kindergarten transition activities** that were provided by schools for children and their families—such as whether schools sent home information about their kindergarten programs or staggered school entry so kindergarten students start the year in small groups.

The Administration of Children and Families at the U.S. Department of Health and Human Services recently released a **report** using ECLS data that analyzed these activities for the kindergarten class of 2010-11 and their relation to children's initial adjustment to school.

Findings “suggest that providing more information to families about what to expect in kindergarten, engaging in more face-to-face transition activities, and making schedule adjustments to ease transitions could improve children and families' experiences as they transition into kindergarten and throughout the kindergarten year.”

Find more results related to students' transition to kindergarten on the [NCES ECLS website](#). We look forward to sharing updated information for this year's kindergarten class as the ECLS-K:2024 progresses.

Relevant Results: News from NCES

The ECLS-K:2024 is one of many studies that NCES conducts as the statistical center of the U.S. Department of Education, in order to support evidence-based decision-making and improve educational outcomes for our nation's students. The School Pulse Panel, for example, provides timely information about the COVID-19 pandemic's impact on public school students and how public schools are responding.

In December 2022, the School Pulse Panel showed that:

45% 

of public elementary schools reported providing high-dosage tutoring (HDT) for students.

52% 

of public elementary schools providing HDT reported that a lack of funding to hire staff to support this tutoring limited their efforts in providing HDT.

High-dosage tutoring:

- takes place for at least 30 minutes per session, one-on-one or in small group instruction
- is offered three or more times per week
- is provided by educators or well-trained tutors
- aligns with an evidence-based core curriculum or program

See what other types of tutoring public schools provided for students by using our School Pulse Panel [dashboards](#).



Featured Resource

NCES has an extensive video library on [YouTube](#) that offers reliable and accurate information about the status of education throughout the United States and how it compares to education internationally. Don't miss the [playlist](#) of videos that are dedicated entirely to early childhood findings!



Stay ConnectED

Learn more about the ECLS-K:2024 on the NCES [website](#) or [MyECLS](#) site for participants.

Sign up for the NCES [Newsflash](#) for reports and resources.

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The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). The collected information will be combined across respondents to produce statistical reports.