

From: <Sandra_Cook@ed.gov>
To: <skress@akingump.com>; "Sarah E. Youssef (CN=Sarah E. Youssef/OU=OPD/O=EOP [OPD])"
Subject: : FW: early ed info
Date: Wednesday, March 21, 2001 2:37 PM

Begin Original ARMS Header #####
RECORD TYPE: PRESIDENTIAL (NOTES MAIL)
CREATOR:"Cook, Sandra" <Sandra_Cook@ed.gov> ("Cook, Sandra" <Sandra_Cook@ed.gov> [UNKNOWN])
CREATION DATE/TIME:21-MAR-2001 14:37:38.00
SUBJECT:: FW: early ed info
TO:'Sandy Kress' <skress@akingump.com> ('Sandy Kress' <skress@akingump.com> [UNKNOWN])
READ:UNKNOWN
TO:Sarah E. Youssef (CN=Sarah E. Youssef/OU=OPD/O=EOP [OPD])
READ:UNKNOWN
End Original ARMS Header

This is the information provided to Jeffords' staff on early childhood education.

> -----Original Message-----

> From: Bonner, Heidi
> Sent: Wednesday, March 21, 2001 1:51 PM
> To: Cook, Sandra
> Subject: FW: early ed info

>
> This is what I gave Sherry yesterday.

> -----Original Message-----

> From: Bonner, Heidi
> Sent: Tuesday, March 20, 2001 9:42 AM
> To: 'Sherry_Kaiman@labor.senate.gov'
> Subject: early ed info

>
> Re your request for information on early childhood education research
NCES

> has underway:

>
> NCES' current efforts include two large-scale longitudinal studies, one
> that starts at kindergarten and the other that begins with a birth
cohort.

> Attached are a full description taken from NCES' Programs and Plans and a
> shorter description taken from the web site (<http://nces.ed.gov/ecls>).

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>
> <<Early Childhood Longitudinal Studies.doc>> <<ECLS short desc..doc>>

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> plans more over the next year. The Birth Cohort data collection is slated
> to go out in the field starting in 2001.

- att1.htm - Early Childhood Longitudinal Studies.doc - ECLS short desc..doc

ATT CREATION TIME/DATE: 0 00:00:00.00

File attachment <P_9NH71004_OPD.TXT_1>

ATT CREATION TIME/DATE: 0 00:00:00.00

File attachment <P_9NH71004_OPD.TXT_2>

ATT CREATION TIME/DATE: 0 00:00:00.00

File attachment <P_9NH71004_OPD.TXT_3>

**The following document is attachment
P_9NH71004_OPD.TXT_1**

This is the information provided to Jeffords' staff on early childhood education.

-----Original Message-----

From: Bonner, Heidi
Sent: Wednesday, March 21, 2001 1:51 PM
To: Cook, Sandra
Subject: &n bsp; FW: early ed info

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Sent: Tuesday, March 20, 2001 9:42 AM
To: 'Sherry_Kaiman@labor.senate.gov'
Subject: &n bsp; early ed info

Re your request for information on early childhood education research NCES has underway:

NCES' current efforts include two large-scale longitudinal studies, one that starts at kindergarten and the other that begins with a birth cohort. Attached are a full description taken from NCES' Programs and Plans and a shorter description taken from the web site (<http://nces.ed.gov/ecls>).

<<Early Childhood Longitudinal Studies.doc>> <& It;ECLS short desc..doc>>

NCES has already published two reports based on the kindergarten data and plans more over the next year. The Birth Cohort data collection is slated to go out in the field starting in 2001.&nbs p;

**The following document is attachment
P_9NH71004_OPD.TXT_2**

Early Childhood Longitudinal Studies

The National Center for Education Statistics (NCES) at the U.S. Department of Education and several federal, health, education and human services agencies are sponsoring an ambitious program to provide a comprehensive and reliable data set that can be used to inform policy regarding children, their families, early care, and education. The data collected by the Early Childhood Longitudinal Studies (ECLS) program, and the information that is disseminated through reports prepared by NCES and others will inform decisionmakers, educational practitioners, researchers, and parents about the experience of young children.

The ECLS program consists of two cohorts—a birth cohort study and a kindergarten cohort study. Together, these studies will provide the range and breadth of data required to more fully describe children's early learning and education experiences. Still in the design and testing stages, the birth cohort study (ECLS–B) is being designed to study children's early learning and development from birth through first grade. It will focus on those characteristics of children, their families, and out-of-home experiences that influence children's first experiences with the demands of formal school (i.e., kindergarten and first grade) and will provide important information about the way America raises, nurtures, cares for and prepares its children for school. The kindergarten cohort (ECLS–K) measures aspects of children's development and their home, classroom and school environments as they enter school for the first time, and examine how factors from these environments influence their academic achievement, social development, and school experiences through fifth grade.

The ECLS-K and ECLS-B focus on the early childhood years and the influence of the home, classroom, school, and child care on development. To date, the ECLS-K has completed baseline and three followup data collections and has released two major reports on the progress of children through the kindergarten year. Data from this study are being used to examine the differences in children (e.g., their backgrounds, their skills and knowledge) at school entry and to describe teacher, classroom, and school characteristics. The research issues being addressed by these two studies fall into four broad areas:

- Children's growth and development in critical cognitive and noncognitive domains;
- Children's transitions to child care and education programs, kindergarten and beyond;
- School readiness; and
- The relationship between early experiences and later school performance.

Early Childhood Longitudinal Study—Birth Cohort

Parents, educators, health practitioners, and policy makers are being asked to reconsider the ways in which children are being cared for and educated throughout early childhood. Researchers and practitioners searching for answers are turning to the critical years before formal schooling as a source of information and a place to start. Several factors have contributed to this research and policy focus on children's early care and education experiences before entering school, including:

New research, such as that on early brain development, highlighting the significant growth and development occurring in the first three years;

An increased public awareness of the importance of children's early experiences, reinforced by the National Education Goal on school readiness;

An increase in working mothers and dual-employed families, resulting in children entering child care at earlier ages; and

The increasingly diverse population of children entering school.

Vital to any effort to improve the health, early care, and education for all of the nation's children is a research and data collection program that increases primary understanding of the dynamics that lead to differential school success. NCES in collaboration with several health, education, and human services agencies is planning an ambitious new study on the early years before formal schooling. The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) will follow a national sample of children, born in the year 2001, from birth through first grade.

The three key areas to be addressed by the ECLS-B are: children's growth and development in critical cognitive and noncognitive domains, children's transitions to child care and early childhood education programs, kindergarten, and beyond, and children's preparation for school. First, the ECLS-B will monitor children's growth and development during the critical years before school. In these early years, children are quickly achieving developmental milestones that build upon one another. The ECLS-B seeks to accurately describe children's physical, social, emotional, cognitive, and language development in relation to important influences in their lives prior to school entry. It will then follow their progress during the first 2 years of school, kindergarten and first grade.

Second, children and adults are continually making transitions from one status to another—from home to child care and to school. Most notably is the transition that occurs as young children go from being cared for exclusively by their parents to the care of other persons. For some children, this transition may occur shortly after birth, while for others, their first significant experience with adults other than their parents in a regular care and educational setting may be when they enter school for the first time. The ECLS-B is especially focussed on looking at these transitions and their impact on different groups of children and families defined by race/ethnicity, socioeconomic status, birth weight, language minority status, plurality (i.e., twins), and family structure (i.e., single-parent families and teenage mothers).

Third, the first of the national education goals that all children will start school ready to learn, has sparked renewed policy interest in children's school readiness. For most children, the first formal school experience is kindergarten. However, the nature of children's early experiences in and before kindergarten is quite variable, and the demands placed on children differ across programs. The ECLS-B will examine children's preparation for school by prospectively studying the different characteristics of children, their families, and their out-of-home care and educational experiences leading up to and at school entry.

DESIGN

The design of the ECLS-B is based on the assumption that children's preparation for school begins at (or before) birth and continues until they enter school for the first time. It is guided by a framework of children's development, care, and schooling that emphasizes the interaction between the child, family, health care, child care and education programs, and community. The ECLS-B recognizes the importance and inter-relatedness of factors that represent the child's health status and socio-emotional and intellectual development.

A nationally representative sample of approximately 15,000 children born during calendar year 2001 will be selected for participation in the study. The sample will consist of children from different racial/ethnic and socioeconomic backgrounds. Asian and Pacific Islander children, Chinese children, moderately low birth weight children (1500-2500 grams), very low birth weight children (under 1500 grams), and twins will be oversampled. The feasibility of oversampling American Indian births is under review.

Children will be selected at birth from birth certificates, the best and most affordable way of sampling newborns. The first data collection will occur when the children are approximately nine months of age. Capturing data this soon after birth is important because much of the data collected at this time will pertain to prenatal care and the health care of the mother and child during the first months of life. Data will be captured again when the children reach 18 months, 30 months, and 48 months of age. Data will also be collected when the children enter kindergarten and first grade.

COMPONENTS

The emphasis that is being placed on the whole child and the different environments in which learning occurs is critically important for the design of the ECLS-B. While children's parents will be the primary reporters throughout the life of the study, at varying points it will be necessary to gather data from children's hospital birth records, their care and early education providers, their schools and teachers, and directly from the children themselves.

Children's Birth Certificates—A variety of useful data about the children and about their mothers and families is captured in birth certificates. They provide information on the date of birth and children's gender. Information is also available on parents' education, parents' race and ethnicity (including Hispanic origin), and mother's marital status. Birth certificates provide information on the mother's pregnancy history, prenatal care, medical and other risk factors during this pregnancy, and complications during labor and birth. Health characteristics of children, such as congenital anomalies and abnormal conditions of the baby and the baby's APGAR score, are also provided.

Parent-Guardian Interviews—Parents and guardians are an important source of information about themselves, their child, and the home environment. A parent-guardian interview will be conducted in the child's home at each data collection point using computer assisted personal interviewing (CAPI) and a self-administered questionnaire. The parent-guardian interviews will capture information about children's early health and development and about their experiences with family members and others. Parents will report on children's development in areas such as child temperament and developmental milestones (e.g., crawling). The parent interview will also capture detailed information on children's health (e.g., developmental difficulties, illness, ear infections) and access to health care (e.g., health insurance). Parents-guardians will provide key information about themselves as caregivers, the home environment, and the neighborhood in which they live. Several aspects on the economic stability of the home environment will be tracked (e.g., welfare receipt, household food sufficiency, employment situation). The parent-guardian interviewed will be the individual who is the primary caregiver and the most knowledgeable about the care and education of the child. In most cases, this will be the child's mother or female guardian.

Father Questionnaires—The ECLS-B will collect information from fathers as well. Resident fathers will complete a self-administered questionnaire when their children are 9 months old, 18 months old, and at future points during the study. Currently, NCES is considering the inclusion of nonresident biological fathers by examining the feasibility in the field test. Nonresident fathers are interviewed using a self-administered questionnaire or a computer assisted telephone interview (CATI). The father questionnaire will capture information about children's well-being and activities fathers engage in with their children. Fathers will also provide key information about themselves as caregivers. Additional information is captured relevant to fathers depending on whether they are resident or nonresident (e.g., provision of child

support by the latter). The data will provide the opportunity to gather information on fathers from the fathers themselves.

Direct Child Assessments—Children's participation in the study occurs with the full permission of their parents-guardians. Beginning at 9 months, children will participate in activities designed to directly measure important developmental skills in the cognitive, social, emotional, and physical domains. The ECLS-B will be using the Bayley Scales for Infant Development (BSID-II) and the Behavior Rating Scale (BRS) from the Bayley. These measures will assess children's gross and fine motor skills as well as their receptive and expressive language skills and emotionregulation. The Nursing Child Assessment Teaching Scale (NCATS) from the Nursing Child Assessment Satellite Training (NCAST) assesses the parent-child interaction for early presursors of cognitive and social skills. These interactions will be videotaped and coded along several dimensions (e.g., mother responsiveness, cognitive growth fostering), providing rich information on early parent-child interactions. At the nine-month home visit, height, weight, and middle upper arm circumference will be assessed for all children. In addition, head circumference will be measured for very low birth weight infants. The same measures will be used at eighteen-months, with the addition of a measure of attachment.

Early Care and Education Providers—With the permission of the child's parents, individuals and organizations who provide regular care and/or education for a child will be interviewed. Care providers and preschool teachers, like parents, represent a significant source of information on themselves (their backgrounds, teaching practices, and experience), the children in their care, and children's learning environments. Much of the data needed to describe the structure of children's care arrangements and education programs, to develop indicators of the quality of these arrangements and programs, and to profile the background and experience of the persons caring for these children can only be reported accurately by the providers, teachers, and organizations themselves. Contacting children's care and education providers also opens up other data collection opportunities (e.g., collecting information about children's development from sources other than their parents). Children's child care providers will be interviewed over the telephone with computer-assisted programming (CATI). This information will be collected when the children are 18 months of age and again at 48-months.

Teacher Questionnaires—As the ECLS-B cohort enters kindergarten and the first grade, their school teachers will become valuable sources of information on one of children's most immediate learning environments, the classroom. Teachers also represent important sources of information about themselves (e.g., their backgrounds, teaching practices, and experience) and children's development, both cognitive and social. The ECLS-B instruments will be a subset of the ECLS-K teacher questionnaires (see the ECLS-K web site).

School Questionnaires—Once the children enter formal schooling, school administrators will provide information on the physical, fiscal, and organizational characteristics of their schools and on the schools' learning environments, educational philosophies, and programs. The ECLS-B instruments will be a subset of the ECLS-K school questionnaires (see the ECLS-K web site). More information the ECLS-B can be found on the Internet (<http://nces.ed.gov/ecls>).

Early Childhood Longitudinal Study–Kindergarten Class of 1998-99

In recent years, parents, educators, and policymakers have been reconsidering the ways young children are taught in schools and have been looking for more effective approaches to

education. Several factors which have contributed to this research and policy focus on children's early school experiences include:

- An increased public awareness of the importance of children's early experiences, reinforced by the National Education Goal on school readiness;
- The changing nature of children's preschool and early school experiences;
- The increasingly diverse population of children entering school and the demands this places on schools; and
- The expanded role that schools are expected to play in supporting and nurturing development and learning.

NCES has embarked on an ambitious study to provide a comprehensive and reliable data set that can be used to inform policies related to early and middle childhood education, defined as kindergarten through fifth grade. The Early Childhood Longitudinal Study–Kindergarten Class of 1998–99 (ECLS–K), in which a cohort of kindergarten children are sampled and studied intensively over time, responds directly to the concerns decisionmakers, educational practitioners, researchers, and parents have about our nation's schools and American education.

The three key issues to be addressed by the ECLS–K are: children's transition to school, schooling performance in the early grades (e.g., school readiness), and the interaction of school, family, and community. First, the ECLS–K examines children's transition to school. Of particular interest to the study is the transition that occurs as young children go from being kindergartners to being first graders and as they move from first grade to the later elementary grades. These transitions are an ongoing process which are mutually determined by the child's characteristics, the family and school environments, and the demands, resources, and responses within both family and school settings. Therefore, these transitions may be quite different for children depending upon the characteristics of the settings and their experience in each.

Second, a major goal of the ECLS–K is to describe student learning and academic progress during the early school years. It is focussed on children's characteristics and experiences as they enter school and seeks to describe ways in which these are related to different aspects of children, their families, and the kindergarten programs they attend. Then by closely chronicling the relationship between children's kindergarten experience and their school performance in grades one through five, the study provides useful information on achievement differences between boys and girls, among minority groups, and among members of different social-economic status groups as children pass through school. The study also provides useful data on when children begin to experience problems with their school work and the circumstances surrounding these difficulties. It provides data on the longevity of these problems and on the responses of the children's families, schools, and teachers.

Third, numerous factors influence children's school and other life outcomes, including the school, family, and community. The ECLS–K examines how the educational system prepares for and responds to children. It gathers information on how schools and teachers respond to the diverse background and experiences that children bring with them as they enter school for the first time. The ECLS–K also looks outward to the family and community in which children live by focusing on the resources of the family, the home environment, and the community that have a profound impact on children's success in school and provide the context within which schools must operate. The ECLS–K provides critical information on the roles that parents and families play in preparing for and supporting their children's education and how families, schools, and communities interact to support children's education.

DESIGN

The design of the ECLS–K is guided by a framework of children’s development and schooling that emphasizes the interaction between the child and family, the child and school, the family and school; and the family, school, and community. Thus, the ECLS–K recognizes the importance of factors that represent the child’s health status and socio-emotional and intellectual development, and incorporates factors from the child’s family, community, and school and classroom environments. The study is particularly focussed in the role that parents and families play in helping children adjust to formal school and in supporting their education through the primary and middle elementary grades. It is also gathering information on understanding how schools prepare for and respond to the diverse backgrounds and experiences of the children and families they serve.

A nationally representative sample of approximately 22,000 children enrolled in about 1,000 kindergarten programs during the 1998–99 school year were selected for participation in the ECLS–K. These children were selected from full-day and part-day programs in public and private schools. The sample consist of children from different racial/ethnic and socioeconomic backgrounds. NCES to oversampled private kindergartens and kindergartners. NCES also oversampled Asian and Pacific Islander children. The ECLS–K sample will supports separate analyses of public and private kindergartens, as well as white, black, Hispanic, and Asian and Pacific Islander children’s school experiences and outcomes.

To date, NCES has collected data on the sampled children and their environments in the fall and spring of the kindergarten year and in the spring of the first grade. It also conducted child assessments and parent interviews in the fall of first grade for 25% of the sample. Current plans call for a spring third and fifth grade data collection.

COMPONENTS

Because numerous factors in schools, homes, and communities influence children’s academic and social outcomes, data for the ECLS–K are collected not only from children, but also from their parents-guardians, teachers, and school administrators.

Student Assessments—Sampled children will be asked to participate in various activities to measure the extent to which they exhibit those abilities and skills deemed important to success in school. They are asked to participate in activities designed to measure important cognitive (e.g., general knowledge, literacy, and quantitative skills) and noncognitive (e.g., social skills) outcomes. Measures of a child's cognitive skills are obtained through an untimed one-on-one assessment of the child. Measures of physical development include both height and weight measurements. Also, in the fall of kindergarten, a psychomotor assessment was administered which will included measures of children’s motor ability, coordination, and visual motor skills. During later years of the ECLS-K, children will report on their own experiences in and out of school.

Parent-Guardian Interviews—Parents and guardians are an important source of information about the families of the children selected for the study and about themselves. In telephone interviews (or in personal interviews for households without telephones), they will be asked to provide key information about children’s development and their experiences with family members schools, and others. The family background, demographics, and home environment content to be covered in the parent-guardian interviews of the ECLS-K include: family structure; immigration status; primary language(s) spoken; parent's involvement with the child's education; child care; child's health and well-being; parental values, beliefs, and expectations; home environment, activities, and cognitive stimulation; parental monitoring; neighborhood; parent education and human capital; parent employment; parent income and

assets; welfare and other public transfers; discipline, warmth, and emotional supportiveness; parent's psychological well-being and health; and critical family processes. Parent-guardian interviews also include items asking parents-guardians to provide a rating of their child's social skills, problem behaviors, and approaches toward learning.

Teacher Questionnaires—Like parents, teachers represent a valuable source of information on themselves and the children's learning environment (i.e., the classroom). In self-administered questionnaires, teachers are asked to provide information about their own backgrounds, teaching practices, and experience along with information on the classroom setting for the sampled children they teach. The content to be covered in the teacher questionnaires of the ECLS-K includes: class type and composition, class organization, class activities, curricular focus and evaluation methods, parent involvement, views on readiness, professional development, and teacher's background.

Teacher Rating—Teachers are also asked to evaluate each sampled child on a number of critical cognitive and noncognitive dimensions. Teacher cognitive ratings measure teachers' perceptions of students' academic achievement and dispositions for learning in the three domains of language-literacy, mathematics, and general knowledge. Ratings of children's socio-emotional performance provide measures of children's pro-social and problem behaviors and their approaches toward learning. Teachers are also asked to complete a checklist on each sampled child reporting on such things as the children's language skills, special needs, program placements, attendance, and physical activity

Special Education Teacher Questionnaires—Special education teachers who provide instruction or assistance for a sampled child represent a valuable source of information on themselves and the child's experience with special education services. In a self-administered questionnaire they are asked to provide information about their background and experience and their instructional practices for the sampled child. They also provide information on the sampled child's disability, Individual Education Plan (IEP), and services.

School Questionnaires—In a self-administered questionnaire, school administrators, principals, and headmasters are asked to provide information on the physical and organizational characteristics of their schools, and on the schools' learning environment and programs. Special attention is paid to the instructional philosophy of the school and its expectations for students. The content covered in the school questionnaires of the ECLS-K includes: school characteristics, student characteristics, teaching staff characteristics, school policies and programs, principal characteristics, and school governance and climate. Additionally, field survey the physical security and safety, the atmosphere (e.g., fighting in hallways), and the learning environment (e.g., student work displayed).

Salary and Benefits Questionnaire—In order to trace resources directly available to children, school district business offices or headmasters complete a self-administered questionnaire capturing information on salary, merit pay (e.g., education stipends), and benefits (e.g., payroll taxes; medical insurance) for sampled children's teachers and school administrators. It represents one of the first times that specific teacher salary data can be linked to child outcomes of specific children.

Student Records Abstract Form—For each sampled ECLS-K child, information is gathered from his/her school records. This form, completed by the school from its records,

collects data on attendance, the child's home language and whether the child has an Individual Education Plan (IEP) on record or attended Head Start.

Verification of Head Start Program Participation—Head Start participation data have proven to be somewhat unreliable, as reported by either parents or schools. The ECLS-K contacted each Head Start site that a sampled child was reported to have attended. This report of participation came from either the parent-guardian interview or the student record. The Head Start site completed a self-administered form for each child that verified attendance and asked about attendance dates and program type (e.g., part- vs. full-day; center- vs. home-based).

More information on the ECLS-K can be found on the Internet (<http://nces.ed.gov/ecls>).

**The following document is attachment
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About the Early Childhood Longitudinal Studies Program

The **Early Childhood Longitudinal Study (ECLS) Program** has both descriptive and analytic purposes. The descriptive purposes are to provide national data on (1) children's status at birth and at various points thereafter; (2) children's transitions to nonparental care, early education programs, and school; and (3) children's experiences and growth through the fifth grade. The analytic purpose of the program is to provide data to test hypotheses about the effects of a wide range of family, school, community, and individual variables on children's development, early learning, and early performance in school. The ECLS program has been designed to include two overlapping cohorts: a **birth cohort** and a **kindergarten cohort**. The birth cohort will follow a sample of children from birth through the first grade. The kindergarten cohort will follow a sample of children from kindergarten through the fifth grade.

Early Childhood Longitudinal Study, Kindergarten Class of 1998-99

Study Brief

The **Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)** is an ongoing effort by the U.S. Department of Education, National Center for Education Statistics (NCES). The study follows a nationally representative sample of approximately 22,000 children from kindergarten through fifth grade.

Who? The children come from both public and private schools and attended both full-day and part-day kindergarten programs. The children come from diverse socioeconomic and racial/ethnic backgrounds. Also participating, are the children's parents, teachers and schools.

What?	The children, their families, their teachers and their schools provide information on children's cognitive, social, emotional and physical development. There is also information on the children's home environment, home educational practices, school environment, classroom environment, classroom curriculum and teacher qualifications.
When?	The ECLS-K is a longitudinal study. The same children are followed from kindergarten through the fifth grade. Information is collected in the fall and the spring of kindergarten (1998-99), the fall and spring of first grade (1999-2000), the spring of third grade (2002) and the spring of fifth grade (2004).
Where?	This is a nationally representative sample. Information is collected from children, their families, their teachers and their schools all across the United States.
Why?	From a national perspective, little information is available on the knowledge and skills of young children as they enter kindergarten and move through the primary grades. In part, this research is in response to an increased public awareness of the importance of children's early experiences in care and education evidenced by the National Education Goal on school readiness.
How?	Trained evaluators assess children in their schools and collect information from parents over the telephone. Teachers and school administrators are contacted in their school and asked to complete questionnaires.

Recent Publications

- ***The Kindergarten Year***: This report presents information on children's cognitive knowledge, social skills and approaches to learning. The report examines the gains children make in their knowledge and skills across the kindergarten year, and the differences in these gains by child, family and kindergarten program characteristics. It also describes children's cognitive knowledge and social skills, and the differences in these, as they are leaving kindergarten and preparing to enter first grade. The findings in this report are from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, which is following a national sample of kindergarten children

through fifth grade.

- ***America's Kindergartners***: This report provides national data on children's skills, knowledge and experiences as they enter kindergarten for the first time. The data are the first findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99. This report, using data collected in the fall of 1998 from approximately 22,000 first-time kindergartners attending about 1,000 public and private schools, provides estimates of children's cognitive skills and knowledge, their social skills, their physical well-being, their approaches to learning and their family environments and experiences. Children's developmental status across these domains was directly assessed. Parents and teachers also reported information on children's development, as well as their early care and home experiences. This descriptive report presents the information by characteristics of children (e.g., age and race/ethnicity) and families (e.g., mother's education and primary language spoken in the home).

Early Childhood Longitudinal Study, Birth Cohort

Study Brief

The **Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)** is a new study that will provide detailed information on children's development, health, early care and education. The study is sponsored by the U.S. Department of Education, National Center for Education Statistics (NCES) in collaboration with several health, education and human services agencies, including the National Center for Health Statistics (NCHS), the National Institutes of Health (NIH), the Administration for Children, Youth, and Families (ACYF) and the U.S. Department of Agriculture (USDA). The study will follow a nationally representative sample of approximately 15,000 children born in 2001 from 9-months of age through the first grade.

Who?

The children participating in the ECLS-B are sampled from birth certificates. They come from diverse socioeconomic and racial/ethnic backgrounds with oversamples of Asian and Pacific Islander children, Chinese children, twins and low birth weight children.

What?	Children, their parents, their child care providers, and their teachers and school administrators provide information on children's cognitive, social, emotional and physical development across multiple settings (e.g., home, child care, school).
When?	Data collection for the ECLS-B will be longitudinal. The same children will be followed from birth through first grade. Information about these children will be collected at 9-, 18-, 30-, and 48-months and in kindergarten and first grade.
Where?	This is a nationally representative sample. Information is collected from children, their families, their teachers, and their schools all across the United States.
Why?	From a national perspective, there is little information about young children's development, health, early care and education from birth through the first grade. This research is in response to an increased public awareness of the importance of children's early experiences to their later school success as evidenced by the National Education Goal on school readiness.
How?	Trained evaluators assess children and question their primary caregivers in the children's homes. Fathers are asked to complete a self administered questionnaire and child care providers are contacted and interviewed over the telephone.

For More Information

For more information on both of the studies, please visit the web site: <http://nces.ed.gov/ecls>.