

Reading Data Available from the Early Childhood Longitudinal Studies (ECLS)

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The Early Childhood Longitudinal Studies

What kinds of things do kindergartners know?

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

66%

recognized
their letters

ABC

29%

knew the first
sounds of
words

CAT

58%

understood size
comparisons, such
as big, bigger, and
biggest



94%

recognized
numbers and
shapes and were
able to count to 10

123

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>.

Goals of the Early Childhood Longitudinal Studies

- Collect data that can be used to study:
 - The ways children are prepared for school – at home, and in their early care and education settings
 - Cognitive, social, emotional, and physical development
 - The association of background characteristics and early educational experiences with child outcomes over time



Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)

- Nationally representative study of children born in the United States in 2001
- More than 10,000 children and their parents participated in the first data collection
- Data are available for multiple points in the child's life:
 - Birth (information from the birth certificate)
 - At about 9 months of age
 - At about 2 years of age
 - Preschool age (about age 4)
 - Kindergarten

Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)

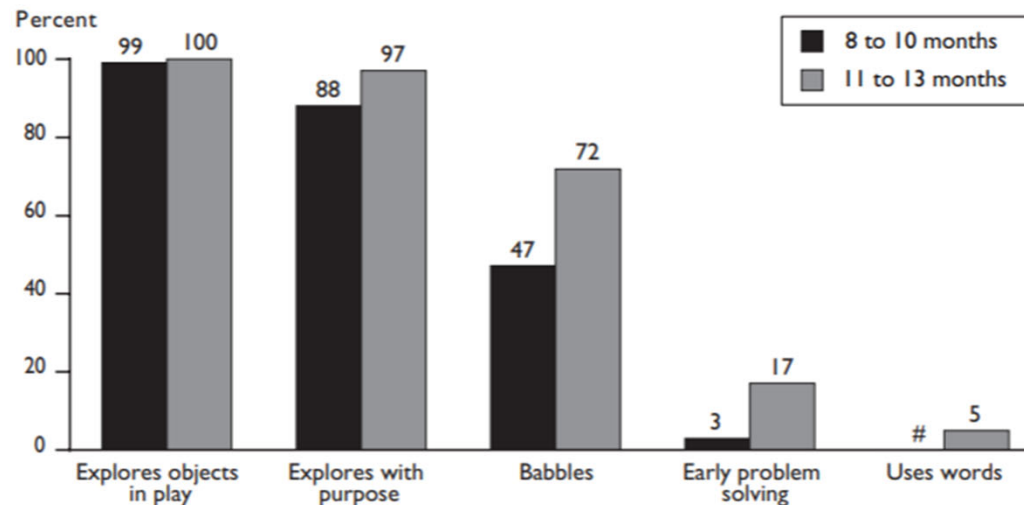
- Data were collected from:
 - Sampled children
 - Their families (both mothers and fathers)
 - Their nonparental care providers
 - Their kindergarten teachers

Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)

- Available reading-related data include:
 - Direct child cognitive assessments: Language and communication development (9 months and 2 years); Reading knowledge and skills (preschool and kindergarten)
 - Parent reports of child and family demographics, home activities (e.g., how often family read books to the child, told stories to the child, talked about books read to the child)
 - Care/education provider reports on characteristics of the child's development, the learning environment, and teaching practices
 - Kindergarten teacher reports on the child's development, school programs, and educational goals and objectives

Findings from the ECLS-B: Early cognitive skills

Figure 4. Percentage of children demonstrating certain mental skills at 8 to 10 months of age and at 11 to 13 months of age: 2001



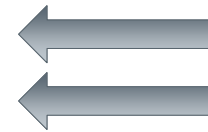
Less than .5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File (NCES 2004-093).

Source: Flanagan, K., and West, J. (2004). *Children Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington, DC: National Center for Education Statistics.

Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)

- Nationally representative study of children in kindergarten in the United States in the 1998-99 school year
- More than 21,000 children attending more than 1,200 public and private schools participated in the first year
- Data were collected at multiple points in time:
 - Fall 1998 and Spring 1999: Kindergarten
 - Fall 1999 and Spring 2000: First Grade
 - Spring 2002: Third Grade
 - Spring 2004: Fifth grade
 - Spring 2007: Eighth grade



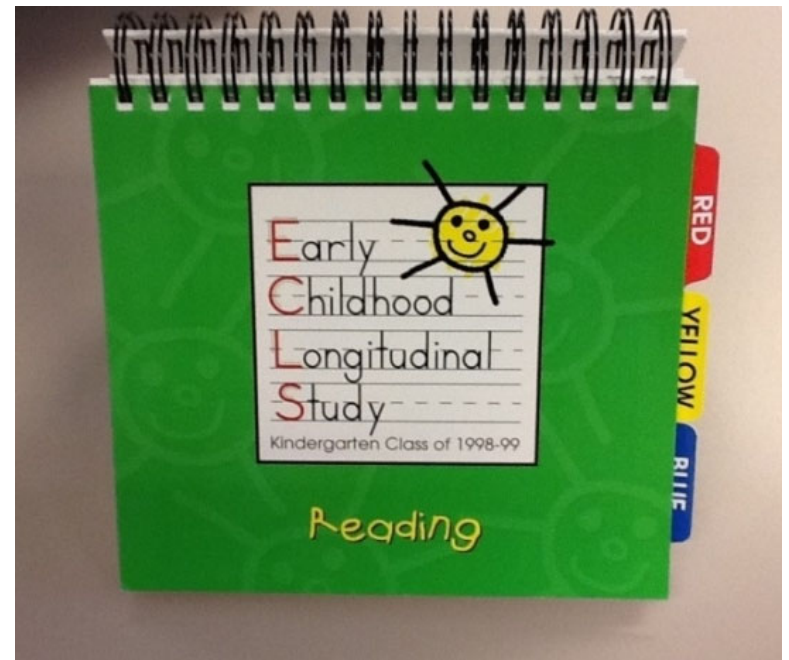
Data allow for the analysis of summer learning

Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)

- Data were collected from:
 - Sampled children
 - Their families
 - Their teachers
 - Their school administrators

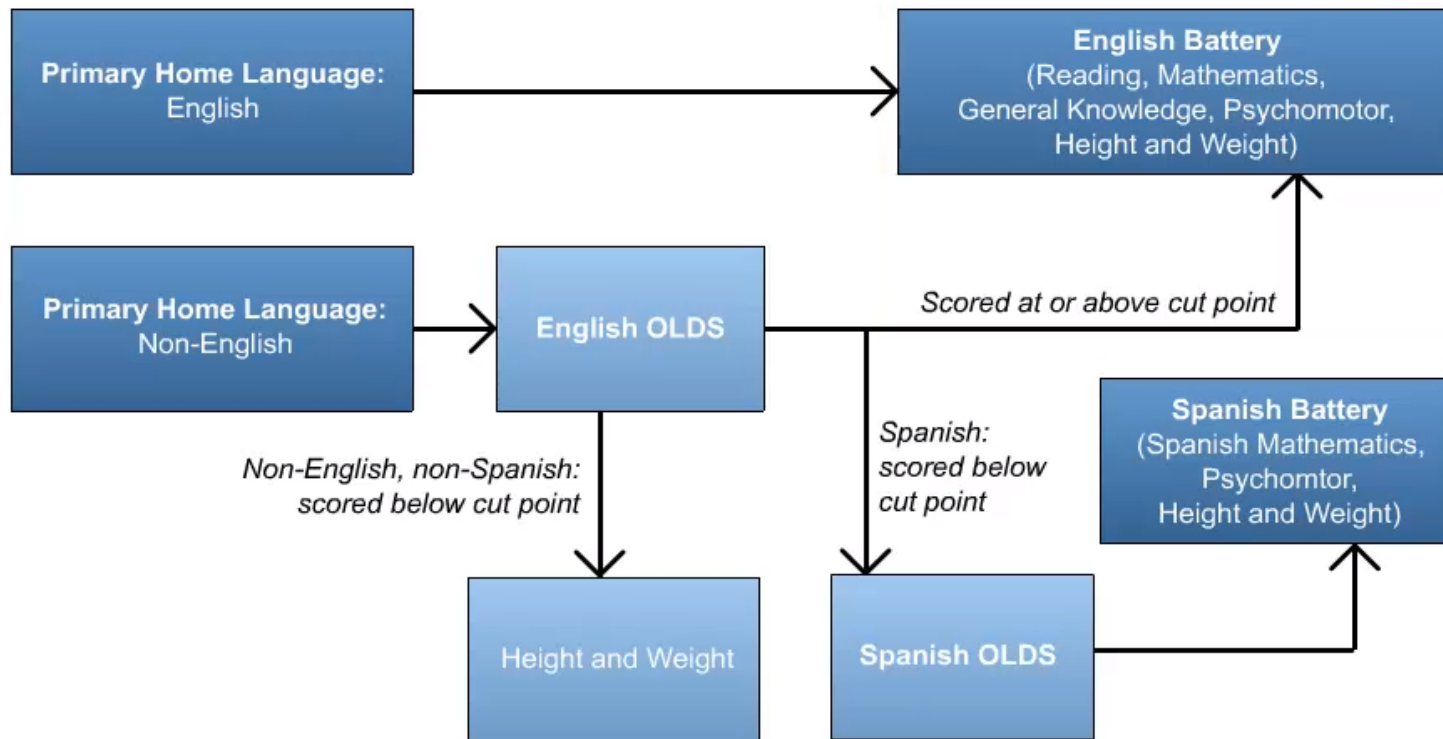
Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)

- Available reading-related data include:
 - Direct child cognitive assessments in reading at all study rounds



Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)

- Reading-related data include direct cognitive assessments in reading at all study rounds



Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)

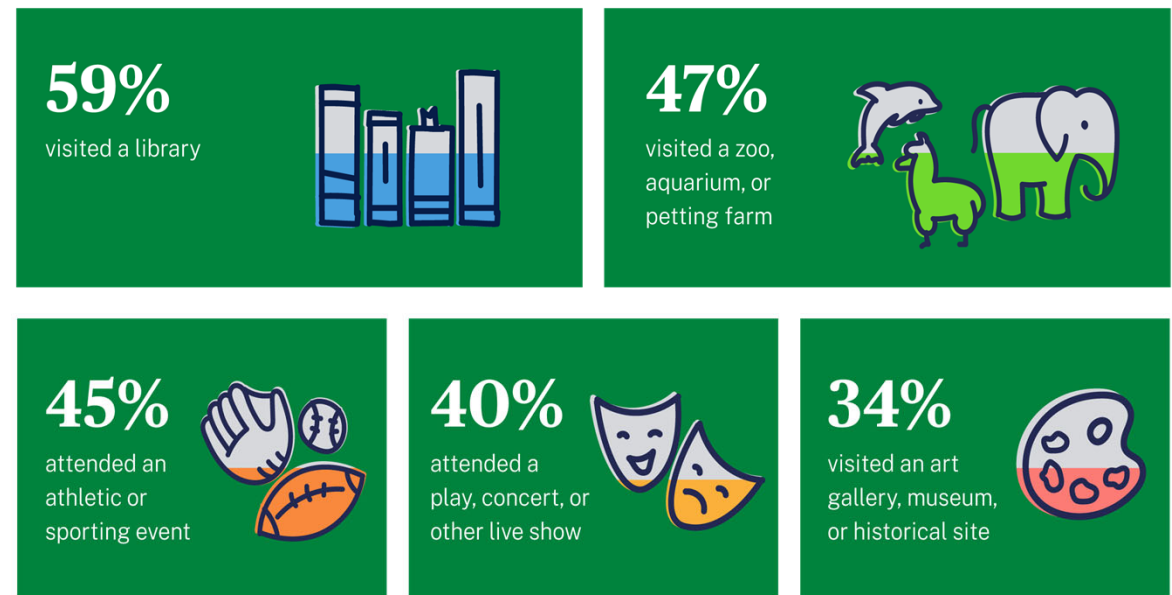
- Available reading-related data include:
 - Direct child cognitive assessments in reading at all study rounds
 - Parent reports of child characteristics (e.g., disabilities), home activities (e.g., how often family read books to the child, told stories to the child, talked about books read to the child) and home environment (e.g., number of books in the home)
 - Teacher reports at both the child (e.g., child's perceived interest and competence in reading, child's approaches to learning) and classroom (e.g., reading instructional practices) levels
 - Special education teacher reports were also collected when applicable

Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)

- Nationally representative study of children in kindergarten in the United States in the 2010-11 school year

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.

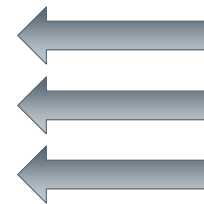


SOURCE: U.S. Department of Education, National Center for Education Statistics. (2020). Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011). Data retrieved July 31, 2020, from Table B2a, <https://nces.ed.gov/ecls/tables.asp>.

Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)

- More than 18,000 children attending more than 900 public and private schools participated in the first year
- Data were collected at multiple points in time:

- Fall 2010 and Spring 2011: Kindergarten
- Fall 2011 and Spring 2012: First Grade
- Fall 2012 and Spring 2013: Second Grade
- Spring 2014: Third Grade
- Spring 2015: Fourth Grade
- Spring 2016: Fifth Grade



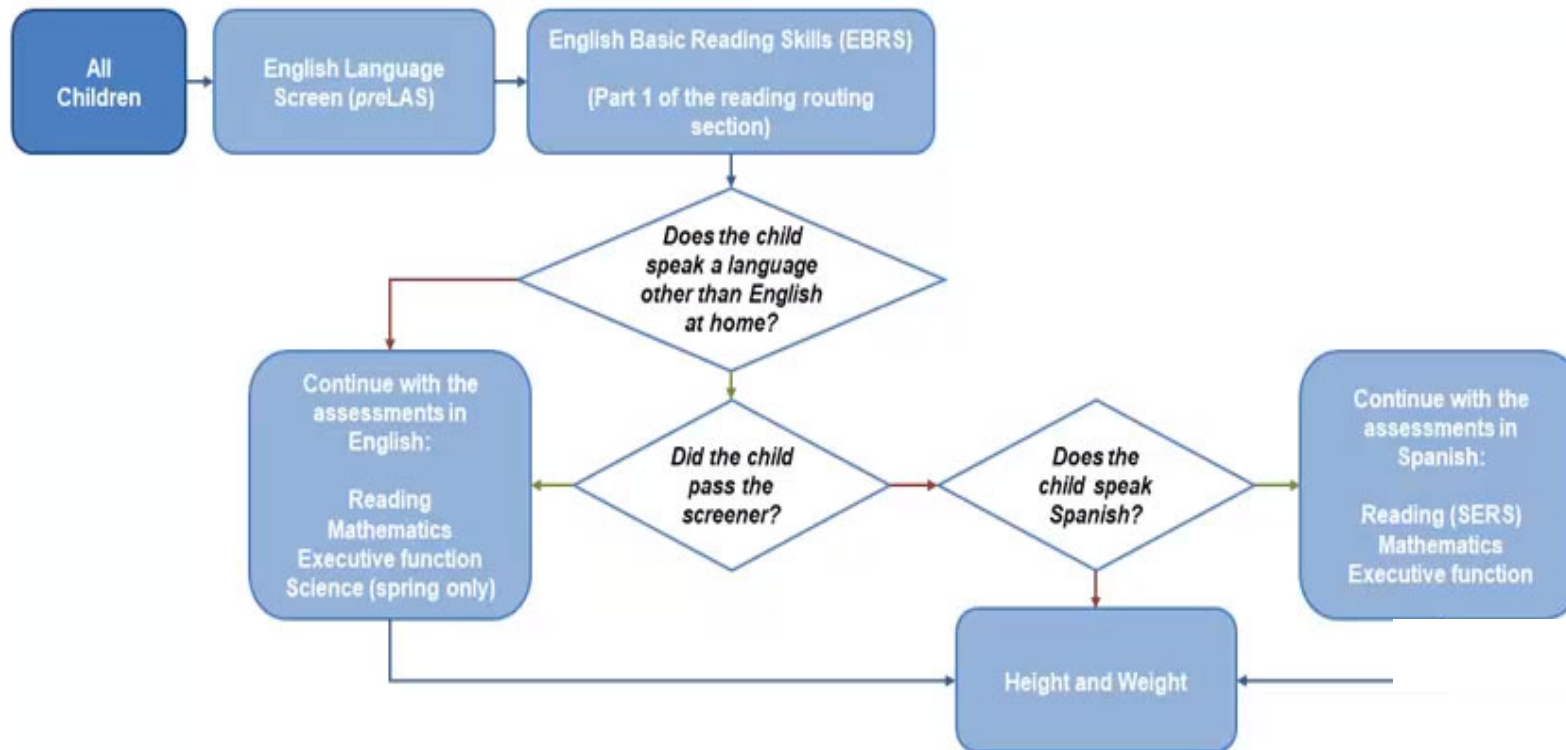
Data allow for the analysis of summer learning

Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)

- Data were collected from:
 - Sampled children
 - Their families
 - Their teachers
 - Their school administrators
 - Their before- and after-school care providers (in kindergarten only)

Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)

- Reading-related data include direct cognitive assessments in reading at all study rounds



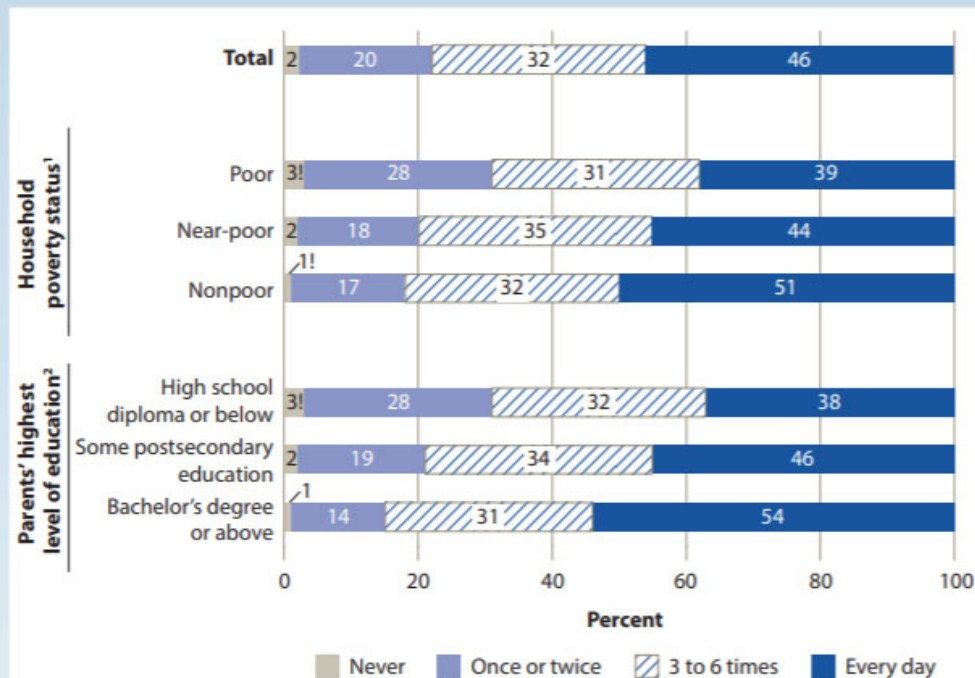
Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)

- Available reading-related data include:
 - Direct child cognitive assessments in reading at all study rounds
 - Parent reports of child characteristics (e.g., disabilities), home activities (e.g., how often family read books to the child, told stories to the child, talked about books read to the child) and home environment (e.g., number of books in the home)
 - Teacher reports at both the child (e.g., child's perceived interest and competence in reading, child's approaches to learning) and classroom (e.g., reading instructional practices) levels
 - Special education teacher reports were also collected when applicable

Research Resources: Statistics in Brief

FIGURE 7.

Percentage distribution of students in the kindergarten class of 2010–11, by household poverty status, parents' highest level of education, and frequency with which family members read books to child during a typical week in the summer: Summer 2011



- Redford, J., Burns, S., and Hall, L.J. (2018). *The Summer after Kindergarten: Children's Experiences by Socioeconomic Characteristics. Stats in Brief.* (NCES 2018-160). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved May 21, 2021 from <https://nces.ed.gov/pubs2018/2018160.pdf>.

! Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent.

¹ Household poverty status is based on preliminary U.S. Census thresholds for 2010, which identify incomes determined to meet household needs, given the household size. Poor households are those with incomes below 100 percent of the federal poverty level (\$22,113 in 2010 for a family of four with two children); near-poor households are those with incomes between 100 and 199 percent of the federal poverty level (greater than or equal to \$22,113 in 2010 for a family of four with two children, but less than \$44,226); and nonpoor households are those with incomes at or above 200 percent of the federal poverty level (greater than or equal to \$44,226 in 2010 for a family of four with two children).

² Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household or by the only parent or guardian in a single-parent household. "Some postsecondary education" includes parents whose highest level of education is some college, an associate's degree, or career/technical education.

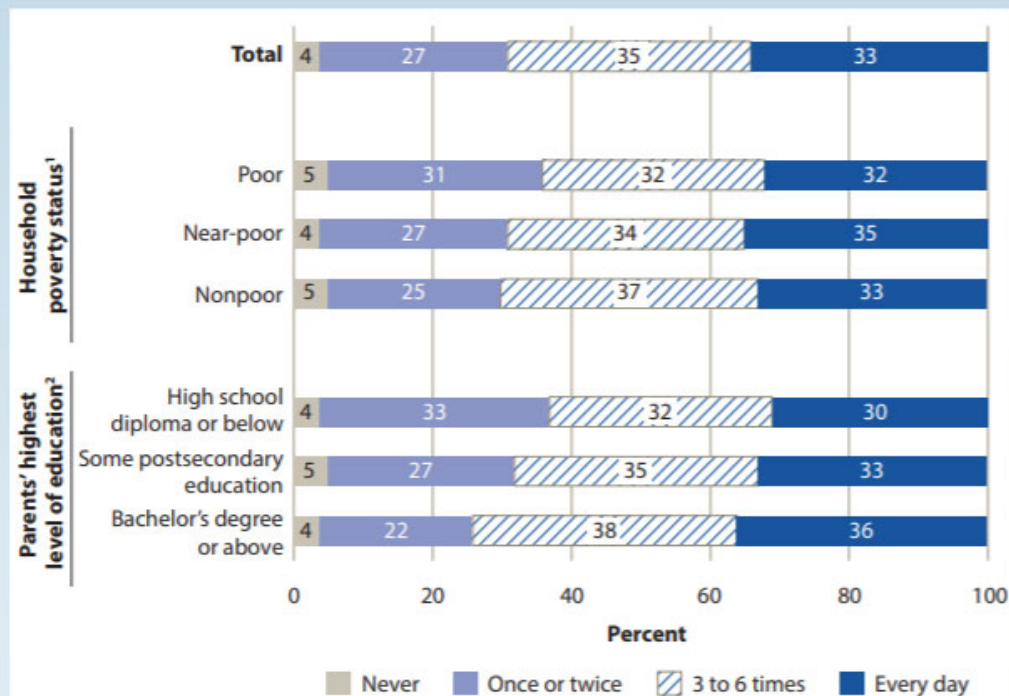
NOTE: In the parent questionnaire, the term "family" refers to any person who lives in the child's household and any relative of the child living outside the child's household. Data on summer vacation characteristics in summer 2011 were collected in fall 2011. Estimates weighted by W3CF3P_30. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten-Second Grade Restricted-Use Data File.

Research Resources: Statistics in Brief

FIGURE 8.

Percentage distribution of students in the kindergarten class of 2010–11, by household poverty status, parents' highest level of education, and frequency with which child looked at or read books on his/her own during a typical week in the summer: Summer 2011



- Redford, J., Burns, S., and Hall, L.J. (2018). *The Summer after Kindergarten: Children's Experiences by Socioeconomic Characteristics. Stats in Brief.* (NCES 2018-160). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved May 21, 2021 from <https://nces.ed.gov/pubs2018/2018160.pdf>.

¹ Household poverty status is based on preliminary U.S. Census thresholds for 2010, which identify incomes determined to meet household needs, given the household size. Poor households are those with incomes below 100 percent of the federal poverty level (\$22,113 in 2010 for a family of four with two children); near-poor households are those with incomes between 100 and 199 percent of the federal poverty level (greater than or equal to \$22,113 in 2010 for a family of four with two children, but less than \$44,226); and nonpoor households are those with incomes at or above 200 percent of the federal poverty level (greater than or equal to \$44,226 in 2010 for a family of four with two children).

² Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household or by the only parent or guardian in a single-parent household. "Some postsecondary education" includes parents whose highest level of education is some college, an associate's degree, or career/technical education.

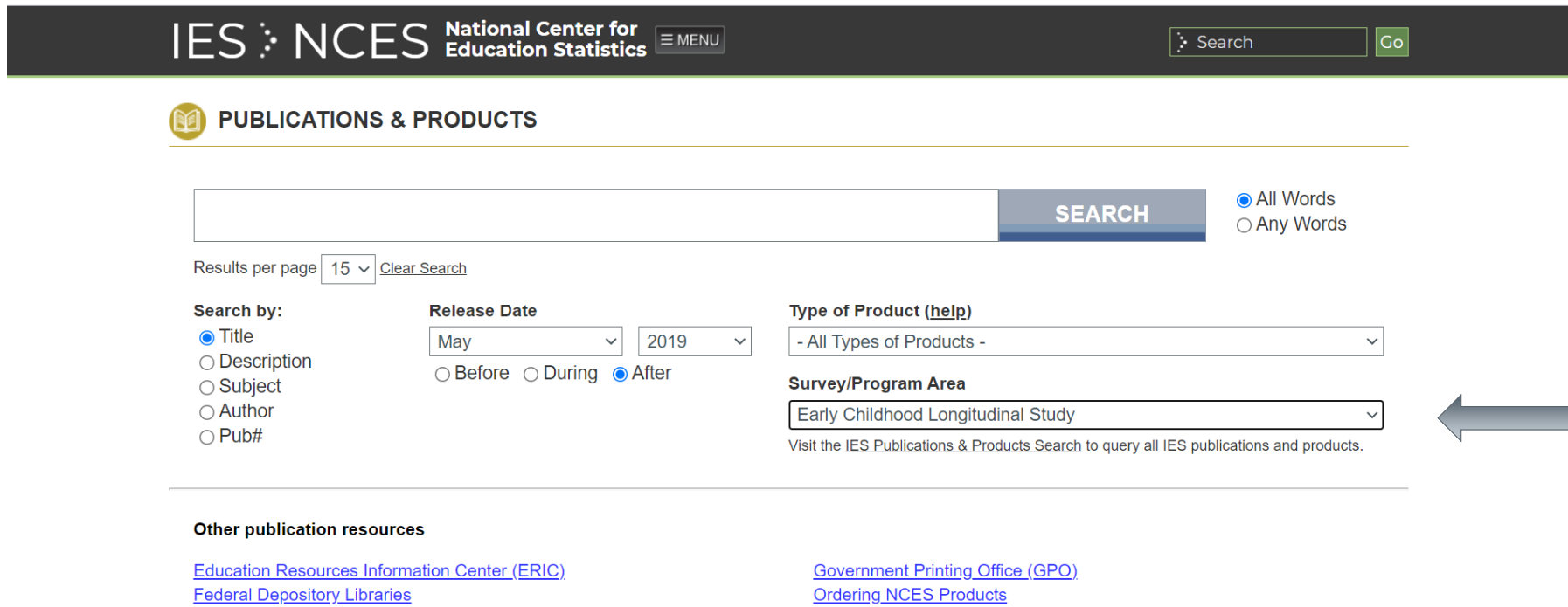
NOTE: Data on summer vacation characteristics in summer 2011 were collected in fall 2011. Estimates weighted by W3CF3P_30. Detail may not sum to total due to rounding and/or missing data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten-Second Grade Restricted-Use Data File.

More Information on NCES Early Childhood Data

Research Resources: NCES Publications & Products

- NCES publications and products website: nces.ed.gov/pubsearch/

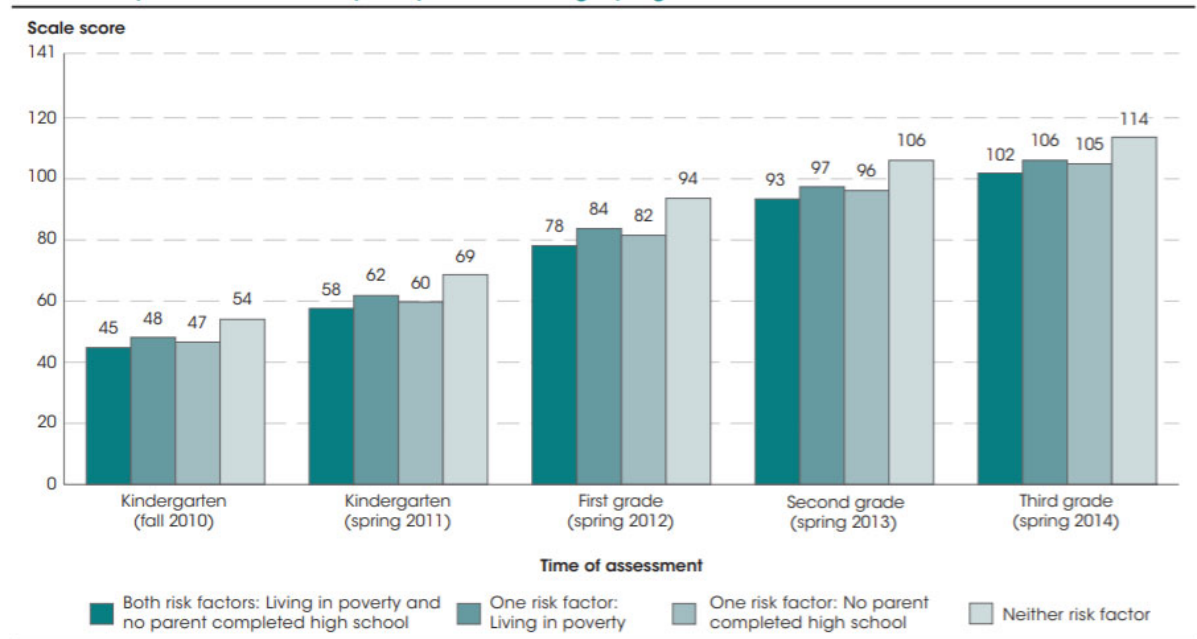


The screenshot shows the top navigation bar of the NCES website with the IES logo and the text "National Center for Education Statistics". A search bar is located on the right with a "Go" button. Below the navigation bar, the page title "PUBLICATIONS & PRODUCTS" is displayed. The main search area includes a large search input field, a "SEARCH" button, and radio buttons for "All Words" (selected) and "Any Words". Below the search field, there are options for "Results per page" (set to 15) and a "Clear Search" link. The search filters are organized into three columns: "Search by" with radio buttons for Title, Description, Subject, Author, and Pub#; "Release Date" with dropdown menus for month (May) and year (2019), and radio buttons for "Before", "During", and "After"; and "Type of Product" with a dropdown menu set to "- All Types of Products -". Below these filters is the "Survey/Program Area" dropdown menu, which is set to "Early Childhood Longitudinal Study". A grey arrow points to this dropdown menu. At the bottom of the search area, there is a link to "Visit the IES Publications & Products Search to query all IES publications and products." Below the search area, there is a section titled "Other publication resources" with links to "Education Resources Information Center (ERIC)", "Federal Depository Libraries", "Government Printing Office (GPO)", and "Ordering NCES Products".

Research Resources: *The Condition of Education*

- McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., Gebrekristos, S., Zhang, J., Rathbun, A., Barmer, A., Bullock Mann, F., and Hinz, S. (2017). *The Condition of Education 2017* (NCES 2017-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved May 21, 2021 from <https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2017144>.

Figure 5. Average reading scale scores of fall 2010 first-time kindergartners, by time of assessment and risk factors related to parent education and poverty: Fall 2010 through spring 2014



NOTE: Estimates weighted by W7C17P_7T1170. Scores on the reading assessments reflect performance on questions measuring basic skills (print familiarity, letter recognition, beginning and ending sounds, rhyming words, and word recognition); vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences from texts, and considering the text objectively and judging its appropriateness and quality. Possible scores for the reading assessment range from 0 to 141. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. Most of the children were in first grade in 2011–12, second grade in 2012–13, and third grade in 2013–14, but some of the children were in other grades. In 2013–14, for example, 6 percent of the children were not in third grade (e.g., were in second grade, fourth grade, or ungraded classrooms). Information on risk factors and student and family characteristics are based on data collected during the kindergarten year. Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents. Poverty status is based on preliminary U.S. Census income thresholds for 2010, which identify incomes determined to meet household needs, given family size and composition. For example, a family of three with one child was below the poverty threshold if its income was less than \$17,552 in 2010. SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Third Grade Restricted-Use Data File. See *Digest of Education Statistics 2016*, table 220.40.

Research Resources: *Digest of Education Statistics*

Table 220.60. Fall 2010 kindergartners' reading, mathematics, science, and approaches to learning scale scores and standard deviations, by kindergarten entry status and time of assessment: Fall 2010 and spring 2011 through spring 2016

[Standard errors appear in parentheses]

Type and time of assessment 1	Overall mean score ¹ 2		Standard deviation of the overall mean score 3		Mean score by fall 2010 kindergarten entry status ²							
					Early kindergarten entrants 4		On-time kindergarten entrants 5		Delayed kindergarten entrants 6		Kindergarten repeaters 7	
Reading scale score ³												
Kindergarten												
Fall 2010	54.6	(0.24)	11.3	(0.18)	52.1	(1.09)	54.6	(0.25)	55.9	(0.65)	56.4	(0.86)
Spring 2011	69.3	(0.33)	14.4	(0.18)	64.5	(2.13)	69.6	(0.36)	70.5	(0.77)	68.0	(0.90)
First grade, spring 2012	94.9	(0.37)	17.8	(0.14)	87.7	(2.85)	95.7	(0.43)	97.6	(0.90)	89.1	(1.36)
Second grade, spring 2013	112.3	(0.34)	17.0	(0.16)	108.1	(2.22)	113.1	(0.40)	114.8	(0.91)	105.3	(1.52)
Third grade, spring 2014	120.9	(0.31)	15.3	(0.14)	116.4	(1.93)	121.7	(0.35)	123.1	(0.80)	114.4	(1.42)
Fourth grade, spring 2015	129.3	(0.27)	14.6	(0.15)	124.9	(2.02)	130.1	(0.30)	130.8	(0.84)	123.0	(1.42)
Fifth grade, spring 2016	136.3	(0.29)	15.3	(0.14)	132.9	(2.16)	137.1	(0.32)	137.7	(1.01)	129.1	(1.27)

- De Brey, C., Snyder, T.D., Zhang, A., and Dillow, S.A. (2021). *Digest of Education Statistics 2019* (NCES 2021-009). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Research Resources: *Digest of Education Statistics*

Table 220.40. Fall 2010 first-time kindergartners' reading scale scores and standard deviations through spring of fifth grade, by selected child, family, and school characteristics during the kindergarten year: Fall 2010 and spring 2011 through spring 2016

[Standard errors appear in parentheses]

Selected child, family, or school characteristic during the kindergarten year	Kindergarten		First grade, spring 2012	Second grade, spring 2013	Third grade, spring 2014	Fourth grade, spring 2015	Fifth grade, spring 2016
	Fall 2010	Spring 2011					
1	2	3	4	5	6	7	8
	Mean reading score ¹						
Total	54.5 (0.24)	69.3 (0.34)	95.3 (0.40)	112.8 (0.37)	121.4 (0.32)	129.7 (0.28)	136.8 (0.30)
Sex of child							
Male	54.0 (0.30)	68.6 (0.41)	93.7 (0.45)	111.1 (0.44)	119.8 (0.40)	128.8 (0.34)	136.1 (0.36)
Female	55.0 (0.26)	70.1 (0.39)	97.0 (0.48)	114.5 (0.42)	123.0 (0.37)	130.7 (0.32)	137.5 (0.36)
Age of child at kindergarten entry, fall 2010							
Less than 5 years old	50.7 (0.62)	63.8 (0.96)	87.9 (1.40)	107.1 (1.22)	117.3 (1.02)	126.2 (0.98)	134.0 (1.07)
5 years old to 5 1/2 years old	53.0 (0.32)	67.7 (0.41)	93.5 (0.48)	111.3 (0.40)	119.8 (0.38)	128.7 (0.35)	135.6 (0.37)
More than 5 1/2 years old to 6 years old	55.5 (0.30)	70.6 (0.37)	96.9 (0.52)	114.1 (0.49)	122.6 (0.41)	130.6 (0.36)	137.8 (0.38)
More than 6 years old	57.9 (0.45)	73.1 (0.63)	99.6 (0.74)	115.9 (0.74)	124.0 (0.61)	131.9 (0.68)	138.4 (0.74)
Race/ethnicity of child							
White	56.1 (0.33)	71.4 (0.45)	98.6 (0.50)	116.1 (0.43)	124.8 (0.38)	132.8 (0.32)	140.0 (0.35)
Black	53.0 (0.44)	66.5 (0.58)	91.0 (0.90)	107.7 (0.80)	115.3 (0.62)	123.8 (0.68)	130.5 (0.57)
Hispanic	50.8 (0.32)	65.3 (0.33)	89.2 (0.52)	107.1 (0.61)	116.0 (0.56)	125.0 (0.56)	132.0 (0.53)
Asian	59.2 (0.66)	74.4 (0.82)	100.4 (1.00)	117.1 (0.88)	125.2 (0.70)	134.3 (0.81)	141.3 (0.76)
Pacific Islander	52.7 (2.00)	69.9 (2.96)	97.7 (2.87)	115.4 (2.82)	123.2 (2.61)	131.3 (1.87)	138.8 (2.09)
American Indian/Alaska Native	50.3 (0.61)	64.2 (1.08)	91.3 (1.39)	107.5 (1.33)	117.6 (1.21)	126.7 (1.33)	134.0 (1.59)
Two or more races	56.2 (0.74)	70.8 (1.01)	97.0 (1.12)	114.6 (1.08)	123.6 (0.82)	132.0 (0.84)	139.2 (0.82)

- De Brey, C., Snyder, T.D., Zhang, A., and Dillow, S.A. (2021). *Digest of Education Statistics 2019* (NCES 2021-009). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Research Resources: ECLS Bibliography

- NCES maintains an online bibliography search tool: <https://nces.ed.gov/bibliography/>

IES NCES National Center for Education Statistics ≡ MENU

BIBLIOGRAPHY

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Data Source
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Author/Editor

Reference Type
Select Reference Type (optional) ▼

Journal

Publication Year
From To

The Bibliography Search Tool allows you to search for individual citations from journal articles that have been published using data from 18 research programs conducted by NCES (click on the icons below for more information on each program). The bibliography is updated continually. The list of citations was derived from computer searches of online bibliographic databases (i.e., EBSCO, JSTOR, EconLit, Dissertation Abstracts), ERIC, as well as the NCES website.

 Baccalaureate and Beyond Longitudinal Study (B&B)	 Beginning Postsecondary Students (BPS)
 Beginning Teacher Longitudinal Study (BTLs)	 Common Core of Data (CCD)
 Civic Education Survey (CivEd)	 Early Childhood Longitudinal Program (ECLS)
 Education Longitudinal Study of 2002 (ELS:2002)	 High School Longitudinal Study of 2009 (HSLs)
 National Assessment of Educational Progress (NAEP)	 National Education Longitudinal Study of 1980 (NELS)

Research Resources: ECLS Bibliography

- NCES maintains an online bibliography search tool: <https://nces.ed.gov/bibliography/>

The screenshot shows the top navigation bar with the IES NCES logo and a search box. Below is the 'BIBLIOGRAPHY SEARCH TOOL' header with 'Home' and 'Help' links. On the left is a search form with fields for 'Search Word(s)', 'Data Source', 'Author/Editor', 'Reference Type', 'Journal', and 'Publication Year'. A grey arrow points to the search form. On the right is a grid of 18 research program icons and names, including Baccalaureate and Beyond Longitudinal Study (B&B), Beginning Postsecondary Students (BPS), Beginning Teacher Longitudinal Study (BTLS), Common Core of Data (CCD), Civic Education Survey (CivEd), Early Childhood Longitudinal Program (ECLS), Education Longitudinal Study of 2002 (ELS:2002), High School Longitudinal Study of 2009 (HSL:09), and National Assessment of Educational Progress (NAEP).

Research Resources: ECLS Bibliography

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Research Resources: Example Citations on ECLS Reading

- Cameron, C.E., Grimm, K.J., Steele, J.S., Castro-Schilo, L., and Grissmer, D.W. (2015). Nonlinear Gompertz Curve Models of Achievement Gaps in Mathematics and Reading. *Journal of Educational Psychology*, 107(3): 789-804.
- Chatterji, M. (2006). Reading Achievement Gaps, Correlates, and Moderators of Early Reading Achievement: Evidence From the Early Childhood Longitudinal Study (ECLS) Kindergarten to First Grade Sample. *Journal of Educational Psychology*, 98(3): 489-507.
- Curran, F.C., and Kitchin, J. (2019). Why Are the Early Elementary Race/Ethnicity Test Score Gaps in Science Larger Than Those in Reading or Mathematics? National Evidence on the Importance of Language and Immigration Context in Explaining the Gap-in-Gaps. *Science Education*, 103: 477-502.

Research Resources: Example Citations on ECLS Reading

- Guarino, C.M, Hamilton, L.S., Lockwood, J.R., and Rathbun, A.H. (2006). *Teacher Qualifications, Instructional Practices, and Reading and Mathematics Gains of Kindergartners* (NCES 2006-031). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Kang, H.S. (2013). *Content-Focused Teacher Meetings as Effective Teacher Learning Opportunities: Do They Really Help Improve Overall Reading Achievement and Reduce the Achievement Gap in First Grade Classrooms?* [Doctoral dissertation, The University of Wisconsin Madison]. ERIC. <https://eric.ed.gov/?id=ED554177>
- Mulligan, G.M., McCarroll, J.C., Flanagan, K.D., and McPhee, C. (2019). *Findings from the Fifth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)* (NCES 2019-130). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Research Resources: Example Citations on ECLS Reading

- Palardy, G.J. (2015). Classroom-Based Inequalities and Achievement Gaps in First Grade: The Role of Classroom Context and Access to Qualified and Effective Teachers. *Teachers College Record*, 117(2): 1-48.
- Rathbun, A., and West, J. (2004) *From Kindergarten Through Third Grade: Children's Beginning School Experiences* (NCES 2004-007). U.S. Department of Education, National Center for Education Statistics. Washington, D.C.: U.S. Government Printing Office.
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Research Resources: ECLS Questionnaires

- ECLS questionnaires
 - ECLS-B: <https://nces.ed.gov/ecls/birthinstruments.asp>
 - ECLS-K: <https://nces.ed.gov/ecls/kinderinstruments.asp>
 - ECLS-K:2011: <https://nces.ed.gov/ecls/instruments2011.asp>
 - ECLS User’s Manuals and Psychometric Reports (under “Technical/Methodological”):
<https://nces.ed.gov/pubsearch/getpubcats.asp?sid=024>

Research Resources: ECLS Datafiles

- NCES data are available in two formats
 - Restricted-use files (RUFs): Visit <https://nces.ed.gov/statprog/instruct.asp> for information
 - Public-use files (PUFs): Visit study websites for information

Research Resources: ECLS Datafiles Training

- Training on NCES data is available through NCES's Distance Learning Data Training (DLDT)
 - Online, interactive tool for learning about NCES data:
<https://nces.ed.gov/training/datauser/>
 - Modules introduce users to NCES studies and datasets, including considerations to facilitate successful analyses
 - Appropriate for use by researchers, students, policy specialists, education professionals, and others

For More Information

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