



Updated 12/29/2011

Early Childhood Longitudinal Study Data Products and Publications

This bibliography is intended to be a resource for researchers and policy makers who are interested in accessing ECLS data and findings. It includes existing NCES data products and publications as well as works conducted by outside researchers (i.e., books, articles published in peer-reviewed journals, and dissertations). This bibliography is not exhaustive. No endorsement of the methods, findings, or views of any publications or products developed outside of NCES is intended or implied.

Readers are invited to send citations of other published work featuring ECLS data to ECLS@ed.gov.

Data Products

(organized by year)

2010

U.S. Department of Education, National Center for Education Statistics. (2010). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Kindergarten Through Fifth Grade Parent and Teacher Social Rating Scale (SRS) Items and Restricted-Use Data Files*. (NCES 2010-071). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2010). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Kindergarten Through Fifth Grade Approaches to Learning and Self-Description Questionnaire (SDQ) Items and Public-Use Data Files*. (NCES 2010-070). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2010). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Correct Theta Scores for the Kindergarten through Eighth-Grade Data Collections Errata*. (NCES 2010-052). Washington, DC: Author.

2009

U.S. Department of Education, National Center for Education Statistics. (2009). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) 9-Month—Kindergarten 2007 Restricted-Use Data File and Electronic Codebook (CD-ROM)*. (NCES 2010-010). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2009). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Eighth Grade Restricted-Use Data File and Electronic Codebook (DVD)*. (NCES 2009-006). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2009). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Kindergarten through Eighth Grade Full Sample Public-Use Data and Documentation (DVD)*. (NCES 2009-005). Washington, DC: Author.

2007

U.S. Department of Education, National Center for Education Statistics. (2007). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) 9-Month—2-Year Residential Zip Code Restricted-Use Data File* (CD-ROM). (NCES 2008-038). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2007). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) 9-Month—Preschool Restricted-Use Data File and Electronic Codebook* (CD-ROM). (NCES 2008-034). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2007). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) 9-Month Twin Triad Restricted-Use Data File* (CD-ROM). (NCES 2007-032). Washington, DC: Author.

2006

U.S. Department of Education, National Center for Education Statistics. (2006). *ECLS-B Longitudinal 9-Month—2-Year Restricted-Use Data File and Electronic Codebook* (CD-ROM). (NCES 2006-044). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics (2006). *ECLS-K Base Year Public Use Electronic Codebook Errata*. (NCES 2001-029e). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics (2006). *ECLS-K Child Disability Composite Errata and Electronic Codebook Functionality Errata for Data Products Released 2000 through 2006*. (NCES 2007-031). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2006). *ECLS-K Fifth Grade Public-Use Data File and Electronic Codebook* (CD-ROM). (NCES 2006-034). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2006). *ECLS-K Fifth Grade Restricted-Use Data File and Electronic Codebook* (CD-ROM). (NCES 2006-033). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2006). *ECLS-K Longitudinal Kindergarten-Fifth Grade Public-Use Data File and Electronic Codebook* (CD-ROM). (NCES 2006-035). Washington, DC: Author.

2004

U.S. Department of Education, National Center for Education Statistics. (2004). *ECLS-B 9-month Restricted-Use Data File* (CD-ROM). (NCES 2004-093). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2004). *ECLS-K, Base Year Public-Use Data File, Kindergarten Class of 1998-99: Data Files and Electronic Code Book (Child, Teacher, School Files), and User's Manual* (CD-ROM). (NCES 2001-029 rev). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2004). *ECLS-K Longitudinal Kindergarten-Third Grade Public-Use Data File* (CD-ROM). (NCES 2004-089). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2004). *ECLS-K Third Grade Public-Use Data File* (CD-ROM). (NCES 2004-002). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2004). *ECLS-K Third Grade Restricted-Use Child File* (CD-ROM). (NCES 2003-002). Washington, DC: Author.

2002

U.S. Department of Education, National Center for Education Statistics. (2002). *ECLS-K First Grade Public-Use Child File*. (NCES 2002-134 [CD-ROM] and NCES 2002-135 [user's manual]). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2002). *ECLS-K First Grade Restricted-Use Child File* (CD-ROM and user's manual). (NCES 2002-127). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2002). *ECLS-K Longitudinal Kindergarten-First Grade Public-Use Child File*. (NCES 2002-148 [CD-ROM] and NCES 2002-149 [user's manual]). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics (2002). *Users' Manual for ECLS-K Longitudinal Kindergarten—First Grade Public-Use Files and Electronic Codebook*. (NCES 2002-149). Washington, DC: Author.

2001

U.S. Department of Education, National Center for Education Statistics. (2001). *ECLS-K Base Year Public-Use Child File* (CD-ROM and user's manual). (NCES 2001-029). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2001). *ECLS-K Base Year Restricted-Use Head Start File* (CD-ROM and user's manual). (NCES 2001-025). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2001). *ECLS-K Base Year Restricted-Use Salary and Benefits File* (CD-ROM and user's manual). (NCES 2001-014). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2001). *ECLS-K Base Year Restricted-Use Special Education Child File* (CD-ROM and user's manual). (NCES 2001-015). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2001). *ECLS-K Base Year Restricted-Use Student Records Abstract File* (CD-ROM and user's manual). (NCES 2001-016). Washington, DC: Author.

2000

U.S. Department of Education, National Center for Education Statistics. (2000). *ECLS-K Base Year Restricted-Use Child File* (CD-ROM and user's manual). (NCES 2000-097). Washington, DC: Author.

National Center for Education Statistics Reports and Publications

(organized by year, alphabetically within year)

2011

Snyder, T.D., and Dillow, S.A. (2011). *Digest of Education Statistics, 2010*. (NCES 2011-015). Washington, DC: National Center for Education Statistics.

2010

Aud, S., Fox, M.A., and KewalRamani, A. (2010). *Status and Trends in the Education of Racial and Ethnic Groups*. (NCES 2010-015). Washington, DC: National Center for Education Statistics.

Mulligan, G.M. (2010). *Errata Sheet: Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Twin Imputation Problem in 9-Month and 2-Year Data*. (NCES 2010-067). Washington, DC: National Center for Education Statistics.

Najararian, M., Snow, K., Lennon, J., and Kinsey, S. (2010). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Preschool-Kindergarten 2007 Psychometric Report*. (NCES 2010-009). Washington, DC: National Center for Education Statistics.

Snyder, T.D., and Dillow, S.A. (2010). *Digest of Education Statistics, 2009*. (NCES 2010-013). Washington, DC: National Center for Education Statistics.

Walston, J., and McCarroll, J.C. (2010). *Eighth-Grade Algebra: Findings From the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K)*. (NCES 2010-016). Washington, DC: National Center for Education Statistics.

2009

Flanagan, K.D., and McPhee, C. (2009). *The Children Born in 2001 at Kindergarten Entry: First Findings From the Kindergarten Data Collections of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)*. (NCES 2010-005). Washington, DC: National Center for Education Statistics.

Najararian, M. Pollack, J.M., and Sorongon, A.G. (2009). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Psychometric Report for the Eighth Grade*. (NCES 2009-002). Washington, DC: National Center for Education Statistics.

Snow, K., Derecho, A., Wheelless, S., Lennon, J., Rosen, J., Rogers, J., Kinsey, S., Morgan, K., Einaudi, P. (2009). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Kindergarten 2006 and 2007 Data File User's Manual*. (NCES 2010-010). Washington, DC: National Center for Education Statistics.

Snyder, T.D., Dillow, S.A., and Hoffman, C.M. (2009). *Digest of Education Statistics, 2008*. (NCES 2009-020). Washington, DC: National Center for Education Statistics.

Tourangeau, K., Lê, T., Nord, C., and Sorongon, A.G. (2009). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Eighth-Grade Methodology Report*. (NCES 2009-003). Washington, DC: National Center for Education Statistics.

Tourangeau, K., Nord, C., Lê, T., Sorongon, A. G., and Najarian, M. (2009). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Combined User's Manual for the ECLS-K Eighth-Grade and K-8 Full Sample Data Files and Electronic Codebooks*. (NCES 2009-004). Washington, DC: National Center for Education Statistics.

2008

Hampden-Thompson, G., Mulligan, G., Kinukawa, A., and Halle, T. (2008). *Mathematics Achievement of Language-Minority Students During the Elementary Years*. (NCES 2009-022). Washington, DC: National Center for Education Statistics.

Snyder, T.D., Dillow, S.A., and Hoffman, C.M. (2008). *Digest of Education Statistics, 2007*. (NCES 2008-022). Washington, DC: National Center for Education Statistics.

Walston, J., Rathbun, A., and Germino Hausken, E. (2008). *Eighth Grade: First Findings from the Final Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)*. (NCES 2008-088). Washington, DC: National Center for Education Statistics.

Warkentien, S., Fenster, M., Hampden-Thompson, G., and Walston, J. (2008). *Expectations and Reports of Homework for Public School Students in the First, Third, and Fifth Grades*. (NCES 2009-033). Washington, DC: National Center for Education Statistics.

2007

Aikens, N., Kwakye, N., Rathbun, A., Park, J., and Jacobson Chernoff, J. (2007). *Observations of Mother-Twin Interactions at 9 Months: User's Manual for the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) 9-Month Twin Triad Restricted-Use File*. (NCES 2007-047). Washington, DC: National Center for Education Statistics.

Anderson, C., Fletcher, P., and Park, J. (2007). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Psychometric Report for the 2-year Data Collection*. (NCES 2007-084). Washington, DC: National Center for Education Statistics.

Herring, W.L., McGrath, D.J., and Buckley, J. (2007). *Demographic and School Characteristics of Students Receiving Special Education in the Elementary Grades*. (NCES 2007-005). Washington, DC: National Center for Education Statistics.

Holt, E.W., McGrath, D.J., and Herring, W.L. (2007). *Timing and Duration of Student Participation in Special Education in the Primary Grades*. (NCES 2007-043). Washington, DC: National Center for Education Statistics.

KewalRamani, A., Gilbertson, L., Fox, M., and Provasnik, S. (2007). *Status and Trends in the Education of Racial and Ethnic Minorities*. (NCES 2007-039). Washington, DC: National Center for Education Statistics.

Jacobson Chernoff, J., Flanagan, K.D., McPhee, C., and Park, J. (2007). *Preschool: First Findings from the Third Follow-up of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)*. (NCES 2008-025). Washington, DC: National Center for Education Statistics.

Snow, K., Thalji, L., Derecho, A., Wheelless, S., Lennon, J., Kinsey, S., Rogers, J., Raspa, M., and Park, J. (2007). *User's Manual for the ECLS-B Longitudinal 9-month – Preschool Restricted Data File and Electronic Codebook*. (2008-024). Washington, DC: National Center for Education Statistics.

Snyder, T.D., Dillow, S.A., and Hoffman, C.M. (2007). *Digest of Education Statistics, 2006*. (NCES 2007-017). Washington, DC: National Center for Education Statistics.

2006

Avenilla, F., Rosenthal, E., and Tice, P. (2006). *Fathers of U.S. Children Born in 2001: Findings from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), E.D. Tab*. (NCES 2006-002). Washington, DC: National Center for Education Statistics.

Guarino, C., Hamilton, L., Lockwood, J., and Rathbun, A. (2006). *Teacher Qualifications, Instructional Practices, and Reading and Mathematics Gains of Kindergartners*. (NCES 2006-031). Washington, DC: National Center for Education Statistics.

Kienzl, G., Boachie-Ansah, G., Lanahan, L., and Hold, E. (2006). *Arts Instruction of Public School Students in the First and Third Grades*. (NCES 2006-099). Washington, DC: National Center for Education Statistics.

Lanahan, L., Princiotta, D., and Enyeart, C. (2006). *Instructional Focus in First Grade*. (NCES 2006-056). Washington, DC: National Center for Education Statistics.

Malone, L., West, J., Flanagan, K., and Park, J. (2006). *The Early Reading and Mathematics Achievement of Children Who Repeated Kindergarten or Who Began School a Year Late*. (NCES 2006-064). Washington, DC: National Center for Education Statistics.

Mulligan, G., and Flanagan, K. (2006). *Age 2: Findings From the 2-Year-Old Follow-up of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), E.D. Tab*. (NCES 2006-043). Washington, DC: National Center for Education Statistics.

Nord, C., Edwards, B., Andreassen, C., Green, J.L., and Wallner-Allen, K. (2006). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) User's Manual for the ECLS-B Longitudinal 9-Month–2-Year Data File and Electronic Codebook*. (NCES 2006-046). Washington, DC: National Center for Education Statistics.

Princiotta, D., Flanagan, K., and Germino Hausken, E. (2006). *Fifth Grade: Findings From the Fifth-Grade Follow-up of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99*. (NCES 2006-038). Washington, DC: National Center for Education Statistics.

Snyder, T.D., Tan, A.G., and Hoffman, C.M. (2006). *Digest of Education Statistics, 2005*. (NCES 2006-030). Washington, DC: National Center for Education Statistics.

Tourangeau, K., Lê, T., and Nord, C. (2006). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Fifth Grade Methodology Report*. (NCES 2006-037). Washington, DC: National Center for Education Statistics.

Tourangeau, K., Nord, C., Lê, T., Pollack, J.M., and Atkins-Burnett, S. (2006). *ECLS-K: Combined User's Manual for the ECLS-K Fifth-Grade Data Files and Electronic Codebooks*. (NCES 2006-032). Washington, DC: National Center for Education Statistics.

U.S. Department of Education, National Center for Education Statistics. (2005). *Education Statistics Quarterly*, 7(1&2). (NCES 2006-614). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics (2005). *Education Statistics Quarterly*, 6(4). (NCES 2006-613). Washington, DC: Author.

2005

Andreassen, C., Fletcher, P., and West, J. (2005). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Methodology Report for the 9-Month Data Collection (2001-02): Volume 1: Psychometric Characteristics*. (NCES 2005-100). Washington, DC: National Center for Education Statistics.

Bethel, J., Green, J.L., Nord, C., Kalton, G., and West, J. (2005). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Methodology Report for the 9-Month Data Collection (2001-02): Volume 2: Sampling*. (NCES 2005-147). Washington, DC: National Center for Education Statistics.

Flanagan, K.D., and Park, J. (2005). *American Indian and Alaska Native Children: Findings From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)*. (NCES 2005-116). Washington, DC: National Center for Education Statistics.

Pollack, J., Atkins-Burnett, S., Najarian, M., and Rock, D. (2005). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), Psychometric Report for the Fifth Grade*. (NCES 2006-036rev). Washington, DC: National Center for Education Statistics.

Pollack, J., Atkins-Burnett, S., Rock, D., and Weiss, M. (2005). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Psychometric Report for the Third Grade*. (NCES 2005-062). Washington, DC: National Center for Education Statistics.

Rosenthal, E., Rathbun, A., and West, J. (2005). *Regional Differences in Kindergartners' Early Education Experiences*. (NCES 2005-099). Washington, DC: National Center for Education Statistics.

Snyder, T.D. and Tan, A.G. (2005). *Digest of Education Statistics, 2004*. (NCES 2006-005). Washington, DC: National Center for Education Statistics.

Tourangeau, K., Brick, M., Byrne, L., Lê, T., Nord, C., West, J., and Germino Hausken, E. (2005). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Third Grade Methodology Report*. (NCES 2005-018). Washington, DC: National Center for Education Statistics.

U.S. Department of Education, National Center for Education Statistics. (2005). *Education Statistics Quarterly*, 6(1&2). (NCES 2005-611). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2005). *Education Statistics Quarterly*, 6(3). (NCES 2005-612). Washington, DC: Author.

2004

Flanagan, K.D., 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). Washington, DC: National Center for Education Statistics.

Germino Hausken, E., Walston, J., and Rathbun, A. (2004). *Kindergarten Teachers: Public and Private School Teachers of the Kindergarten Class of 1998-99*. (NCES 2004-060). Washington, DC: National Center for Education Statistics.

Livingston, A., and Wirt, J. (2004). *The Condition of Education in Brief 2004*. (NCES 2004-076). Washington, DC: National Center for Education Statistics.

Meyer, D., Princiotta, D., and Lanahan, L. (2004). *The Summer After Kindergarten: Children's Activities and Library Use by Socioeconomic Status*. (NCES 2004-037). Washington, DC: National Center for Education Statistics.

Nord, C., Edwards, B., Hilpert, R., Branden, L., Andreassen, C., Elmore, A., Sesay, D., Fletcher, P., Green, J., Saunders, R., Dulaney, R., Reaney, L., and Flanagan, K.D. (2004). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) User's Manual for the ECLS-B Nine-Month Restricted-Use Data File and Electronic Code Book*. (NCES 2004-092). Washington, DC: National Center for Education Statistics.

Rathbun, A., and West, J. (2004). *From Kindergarten Through Third Grade: Children's Beginning School Experiences*. (NCES 2004-007). Washington, DC: National Center for Education Statistics.

Snyder, T.D., Tan, A.G., and Hoffman, C.M. (2004). *Digest of Education Statistics, 2003*. (NCES 2005-025). Washington, DC: National Center for Education Statistics.

Walston, J., and West, J. (2004). *Full-Day and Half-Day Kindergarten in the United States: Findings From the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99*. (NCES 2004-078). Washington, DC: National Center for Education Statistics.

U.S. Department of Education, National Center for Education Statistics. (2004). *User's Manual for ECLS-K Third Grade Public-Use Data Files and Electronic Codebook*. (NCES 2004-001).

2003

Denton, K., West, J., and Walston, J. (2003). *Reading – Young Children's Achievement and Classroom Experiences*. (NCES 2003-070). Washington, DC: National Center for Education Statistics.

Prakash, N., West, J., and Denton, K. (2003). *Schools' Use of Assessment for Kindergarten Entrance and Placement: 1998-99*. (NCES 2003-004). Washington, DC: National Center for Education Statistics.

Rathbun, A.H., and West, J. (2003). *Young Children's Access to Computers in the Home and at School in 1999 and 2000*. (NCES 2003-036). Washington, DC: National Center for Education Statistics.

U.S. Department of Education, National Center for Education Statistics. (2003). *Education Statistics Quarterly*, 5(1). (NCES 2003-607). Washington, DC: Author.

Wirt, J., Choy, S., Provasnik, S., Rooney, P., Sen, A., and Tobin, R. (2003). *The Condition of Education, 2003*. (NCES 2003-067). Washington, DC: National Center for Education Statistics.

2002

Denton, K., and West, J. (2002). *Children's Reading and Mathematics Achievement in Kindergarten and First Grade*. (NCES 2002-125). Washington, DC: National Center for Education Statistics.

Rock, D., and Pollack, J. (2002). *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) Psychometric Report for Kindergarten through First Grade*. (NCES 2002-05). Washington, DC: National Center for Education Statistics.

Snyder, T.D., and Hoffman, C.M. (2002). *Digest of Education Statistics, 2002*. (NCES 2003-060). Washington, DC: National Center for Education Statistics.

Snyder, T.D. and Hoffman, C.M. (2002). *Digest of Education Statistics, 2001*. (NCES 2002-130). Washington, DC: National Center for Education Statistics.

2001

Atkins-Burnett, S., and Meisels, S. (2001). *Measures of Socio-Emotional Development in Middle Childhood*. (NCES 2001-03). Washington, DC: National Center for Education Statistics.

Denton, K.L., West, J., and Reaney, L.M. (2001). *The Kindergarten Year: Findings From the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99*. (NCES 2001-023). Washington, DC: National Center for Education Statistics.

Greene, A., Halle, T., LeMenestrel, S., and Moore, K. (2001). *Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B*. (NCES 2001-02). Washington, DC: National Center for Education Statistics.

Zill, N., and West, J. (2001). *Entering Kindergarten: Findings From The Condition of Education 2000*. (NCES 2001-035). Washington, DC: National Center for Education Statistics.

2000

West, J., Denton, K., and Germino Hausken, E. (2000). *America's Kindergartners*. (NCES 2000-070). Washington, DC: National Center for Education Statistics.

1999

Brimhall, D.W., Reaney, L.M., and West, J. (1999). *Participation of Kindergartners Through Third-Graders in Before- and After-School Care*. (NCES 1999-013). Washington, DC: National Center for Education Statistics.

Moore, K. (1999). *A Birth Cohort Study: Conceptual and Design Considerations and Rationale*. (NCES 1999-001). Washington, DC: National Center for Education Statistics.

1998

Snyder, T., and Wirt, J. (1998). *The Condition of Education, 1998*. (NCES 1998-013). Washington, DC: National Center for Education Statistics.

1997

Green, P., Hoogstra, L., Ingels, S., Greene, H., and Marnell, P. (1997). *Formulating a Design for the ECLS: A Review of Longitudinal Studies*. (NCES 9724). Washington, DC: National Center for Education Statistics.

Love, J., Meckstroth, A., and Sprachman, S. (1997). *Working Paper: Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs*. (NCES 9736). Washington, DC: National Center for Education Statistics.

1996

Meisels, S., Atkins-Burnett, S., and Nicholson, J. (1996). *Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning in Young Children*. (NCES 9618). Washington, DC: National Center for Education Statistics.

Perry, N., and Meisels, S. (1996). *How Accurate Are Teacher Judgments of Students' Academic Performance?* (NCES 9608). Washington, DC: National Center for Education Statistics.

Books*

(organized by year, alphabetically within year)

2008

Grissmer, D., and Eiseman, E. (2008). Can Gaps in the Quality of Early Environments and Noncognitive Skills Help Explain Persisting Black-White Achievement Gaps? In K. Magnuson and J. Waldfogel (Eds.) *Steady Gains and Stalled Progress: Inequality and the Black-White Test Score Gap* (pp. 139-180). New York, NY: Russell Sage Foundation.

Reardon, S.F., and Robinson, J.P. (2008). Patterns and Trends in Racial/Ethnic and Socioeconomic Academic Achievement Gaps. In Ladd, H.F. and Fiske, E.B. (Eds.), *Handbook of Research in Education Finance and Policy*. New York, NY: Routledge.

2007

Farkas, G., and Hibel, J. (2007). Inequality in School Readiness. In Booth, A. and Crouter, A.C. (Eds.) *Early Disparities in School Readiness: How Do Families Contribute to Successful and Unsuccessful Transitions into School?* Mahwah, N.J.: Erlbaum.

Pianta, R.C., Cox, M.J., and Snow, K.L. (2007). *School Readiness and the Transition to Kindergarten in the Era of Accountability*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

* No endorsement of the methods, findings, or views of any publications or products developed outside of NCES is intended or implied.

2006

O'Connell, A.A. (2006). *Logistic Regression Models for Ordinal Response Variables. Quantitative Applications in the Social Sciences*. Thousand Oaks, CA: Sage Publications.

2005

Levitt, S., and Dubner, S. (2005). *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. New York: Harper Collins Publishers.

2004

Rothstein, R. (2004). *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap*. Washington, DC: Economic Policy Institute.

2002

Barbarin, O. (2002). African American Males in Kindergarten. In J.U. Gordon (Ed.), *The African American Male in American Life and Thought* (pp. 1-12). New York, NY: Nova Science.

Lee, V., and Burkam, D. (2002). *Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School*. Washington, DC: Economic Policy Institute.

2001

National Research Council, Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education. (2001). *Eager to Learn: Educating Our Preschoolers*. Washington, DC: National Academy Press.

Articles and Other Publications*

(organized by year, alphabetically within year)

In press

Datar, A., and Nicosia, N. (Forthcoming). Junk Food in Schools and Childhood Obesity. *Journal of Policy Analysis and Management*.

Goodman, R.D., Miller, M.D., and West-Olatunji, C.A. (2011). Traumatic Stress, Socioeconomic Status, and Academic Achievement Among Primary School Students. *Psychological Trauma: Theory, Research, Practice, and Policy*.

2012

Catsambis, S., Mulkey, L.M., Buttaro, A., Steelman, L.C., and Koch, P.R. (2012). Examining Gender Differences in Ability Group Placement at the Onset of Schooling: The Role of Skills, Behaviors, and Teacher Evaluations. *Journal of Educational Research*, 105(1): 8-20.

2011

Adleson, J.L., and Carpenter, B.D. (2011). Grouping for Achievement Gains: For Whom Does Achievement Grouping Increase Kindergarten Reading Growth? *Gifted Child Quarterly*, 55(4): 265-278.

* No endorsement of the methods, findings, or views of any publications or products developed outside of NCES is intended or implied.

- Anderson, S.E., and Whitaker, R.C. (2011). Attachment Security and Obesity in US Preschool-aged Children. *Archives of Pediatrics and Adolescent Medicine*, 165(3): 235-242.
- Andreyeva, T., Kelly, I.R., and Harris, J.L. (2011). Exposure to Food Advertising on Television: Associations with Children's Fast Food and Soft Drink Consumption and Obesity. *Economics and Human Biology*, 9(3): 221-233.
- Balistreri, K.K., and Hook, J.J. (2011). Trajectories of Overweight Among US School Children: A Focus on Social and Economic Characteristics. *Maternal & Child Health Journal*, 15(5): 610-619.
- Barnard-Brak, L., To, Y.M., Davis, T.N., and Thomson, D. (2011). Father Residency and Symptoms of ADHD: Adult Male Involvement as a Mediator. *Early Child Development & Care*, 181(5): 649-663.
- Benner, A.D., and Crosnoe, R. (2011). The Racial/Ethnic Composition of Elementary Schools and Young Children's Academic and Socioemotional Functioning. *American Educational Research Journal*, 48(3): 621-646.
- Cabrera, N.J., Fagan, J., Wight, V., and Schadler, C. (2011). Influence of Mother, Father, and Child Risk on Parenting and Children's Cognitive and Social Behaviors. *Child Development*, 82(6): 1985-2005.
- Cabrera, N.J., Hofferth, S.L., and Chae, S. (2011). Patterns and Predictors of Father-Infant Engagement Across Race/Ethnic Groups. *Early Childhood Research Quarterly*, 26(3): 365-375.
- Crosnoe, R., and Wildsmith, E. (2011). Nonmarital Fertility, Family Structure, and the Early School Achievement of Young Children From Different Race/Ethnic and Immigration Groups. *Applied Developmental Science*, 15(3): 156-170.
- Cunningham, S.A., and Zavodny, M. (2011). Does the Sale of Sweetened Beverages at School Affect Children's Weight? *Social Science & Medicine*, 73(9): 1332-1339.
- Datar, A., Shier, V., and Sturm, R. (2011). Changes in Body Mass During Elementary and Middle School in a National Cohort of Kindergarteners. *Pediatrics*, 128(6): e1411-e1417.
- Durand, Tina M.(2011). Latino Parental Involvement in Kindergarten: Findings From the Early Childhood Longitudinal Study. *Hispanic Journal of Behavioral Sciences*, 33(4): 469-489.
- Estelle, S.M. (2011). The Academic Impact on Children of Maternal Post-Secondary Enrollment. *Economics of Education Review*, 30(2): 353-364.
- Ferguson, J., and Ready, D. (2011). Expanding Notions of Social Reproduction: Grandparents' Educational Attainment and Grandchildren's Cognitive Skills. *Early Childhood Research Quarterly*, 26(2): 216-226.
- Fitzpatrick, M.D., Grissmer, D., and Hastedt, S. (2011). What a Difference a Day Makes: Estimating Daily Learning Gains During Kindergarten and First Grade Using a Natural Experiment. *Economics of Education Review*, 30(2): 269-279.

Gooze, R.A., Anderson, S.E., and Whitaker, R.C. (2011). Prolonged Bottle Use and Obesity in US Children at 5.5 Years of Age. *The Journal of Pediatrics*, 159(3): 431-436.

Gordon, R.A., Kaestner, R., Korenman, S., and Abner, K. (2011). The Child and Adult Care Food Program: Who Is Served and Why? *Social Service Review*, 85(3): 359-400.

Graves, S. (2011). School and Child Level Predictors of Academic Success for African American Children in Third Grade: Implications for No Child Left Behind. *Race, Ethnicity & Education*, 14(5): 675-697.

Graves Jr., S.L., and Brown Wright, L. (2011). Parent Involvement at School Entry: A National Examination of Group Differences and Achievement. *School Psychology International*, 32(1): 35-48.

Greenman, E., Bodovski, K., and Reed, K. (2011). Neighborhood Characteristics, Parental Practices and Children's Math Achievement in Elementary School. *Social Science Research*, 40(5): 1434-1444.

Herbst, C.M., and Tekin, E. (2011). Child Care Subsidies and Childhood Obesity. *Review of Economics of the Household*, 9(3): 349-378.

Herbst, C.M., and Tekin, E. (2011). Do Child Care Subsidies Influence Single Mothers' Decision to Invest in Human Capital? *Economics of Education Review*, 30(5): 901-912.

Hillemeier, M., Morgan, P., Farkas, G., and Maczuga, S. (2011). Perinatal and Socioeconomic Risk Factors for Variable and Persistent Cognitive Delay at 24 and 48 Months of Age in a National Sample. *Maternal & Child Health Journal*, 15(7): 1001-1010.

Hohmann-Marriott, B. (2011). Coparenting and Father Involvement in Married and Unmarried Coresident Couples. *Journal of Marriage and Family*, 73(1): 296-309.

Johnson, A.D., Martin, A., and Brooks-Gunn, J. (2011). Who Uses Child Care Subsidies? Comparing Recipients to Eligible Non-Recipients on Family Background Characteristics and Child Care Preferences. *Children & Youth Services Review*, 33(7): 1072-1083.

Judge, S., and Watson, S.M., (2011.) Longitudinal Outcomes for Mathematics Achievement for Students with Learning Disabilities. *Journal of Educational Research*, 104(3): 147-157.

Kim, H.S. (2011). Consequences of Parental Divorce for Child Development. *American Sociological Review*, 76(3): 487-511.

Lim, H. J., and Kim, J. (2011). A Longitudinal Study of Children's Social Behaviors and Their Causal Relationship to Reading Growth. *Asia Pacific Education Review*, 12(2): 197-213.

Lynch, J.L. (2011). Infant Health, Race/Ethnicity, and Early Educational Outcomes Using the ECLS-B. *Sociological Inquiry*, 81(4): 499-526.

Mancilla-Martinez, J., and Kieffer, M.J. (2011). Language Minority Learners' Home Language Use Is Dynamic. *Educational Researcher*, 39(7): 545-546.

Mollborn, S, and Lovegrove, P. (2011). How Teenage Fathers Matter for Children: Evidence From the ECLS-B. *Journal of Family Issues*, 32(1): 3-30.

Morgan, P.L., Farkas, G., and Wu, Q. (2011). Kindergarten Children's Growth Trajectories in Reading and Mathematics: Who Falls Increasingly Behind? *Journal of Learning Disabilities*, 44(5): 472-488.

Moss, B.G., and Yeaton, W.H. (2011). Young Children's Weight Trajectories and Associated Risk Factors: Results from the Early Childhood Longitudinal Study - Birth Cohort. *American Journal of Health Promotion*, 25(3): 190-198.

Ogbuanu, C., Glover, S. Probst, J. Liu, J., and Hussey, J. (2011). The Effect of Maternity Leave Length and Time of Return to Work on Breastfeeding. *Pediatrics*, 127(6): e1414-e1427.

Orr, A. (2011). Gendered Capital: Childhood Socialization and the 'Boy Crisis' in Education. *Sex Roles*, 65(3/4): 271-284.

Paulson, J.F., Dauber, S.E., and Leiferman, J.A. (2011). Parental Depression, Relationship Quality, and Nonresident Father Involvement with Their Infants. *Journal of Family Issues*, 32(4): 528-549.

Potera, C. (2011). Prolonged Bottle Feeding Raises Childhood Obesity Risk: Weaning around one year is Recommended. *American Journal of Nursing*, 111(8): 17.

Ready, D., and Wright, D.L. (2011). Accuracy and Inaccuracy in Teachers' Perceptions of Young Children's Cognitive Abilities: The Role of Child Background and Classroom Context. *American Educational Research Journal*, 48(2): 335-360.

Robinson, J.P., and Lubienski S.T. (2011). The Development of Gender Achievement Gaps in Mathematics and Reading During Elementary and Middle School: Examining Direct Cognitive Assessments and Teacher Ratings. *American Educational Research Journal*, 48(2): 268-302.

Saçkes, M., Trundle, K., Bell, R.L., and O'Connell, A.A. (2011). The Influence of Early Science Experience in Kindergarten on Children's Immediate and Later Science Achievement: Evidence From the Early Childhood Longitudinal Study. *Journal of Research in Science Teaching*, 48(2): 217-235.

Saçkes, M., Trundle, K., Bell, R.L. (2011) Young Children's Computer Skills Development from Kindergarten to Third Grade. *Computers & Education*, 57(2) 1698-1704.

Sparks, P.J. (2011). Racial/Ethnic Differences in Breastfeeding Duration among WIC-Eligible Families. *Women's Health Issues*, 21(5): 374-382.

Sturm, R., and Datar, A. (2011). Regional Price Differences and Food Consumption Frequency Among Elementary School Children. *Public Health*, 125(3): 136-141.

Sun, Y. (2011). Cognitive Advantages of East Asian American Children: When Do Such Advantages Emerge and What Explains Them? *Sociological Perspectives*, 54(3): 377-402.

Sun, Y., and Li, Y. (2011). Effects of Family Structure Type and Stability on Children's Academic Performance Trajectories. *Journal of Marriage & Family*, 73(3): 541-556.

Tandon, P.S., Zhou, C., Lozano, P., and Christakis, D.A. (2011). Preschoolers' Total Daily Screen Time at Home and by Type of Child Care. *The Journal of Pediatrics*, 158: 297-300.

2010

Anderson, S.E., and Whitaker, R.C. (2010). Household Routines and Obesity in US Preschool-Aged Children. *Pediatrics*, 125(3): 420-428

Capps, R., Bronte-Tinkew, J., and Horowitz, A. (2010). Acculturation and Father Engagement With Infants Among Chinese- and Mexican-Origin Immigrant Fathers. *Fathering: A Journal of Theory, Research, & Practice about Men as Fathers*, 8(1): 61-92.

Cooper, C. (2010). Family Poverty, School-Based Parental Involvement, and Policy-Focused Protective Factors in Kindergarten. *Early Childhood Research Quarterly*, 25(4): 480-492.

Cooper, C.E., Crosnoe, R., Suizzo, M.A., and Pituch, K.A. (2010). Poverty, Race, and Parental Involvement During the Transition to Elementary School. *Journal of Family Issues*, 31(7): 859-883.

Crosnoe, R., and Cooper, C.E. (2010). Economically Disadvantaged Children's Transitions into Elementary School: Linking Family Processes, School Contexts, and Educational Policy. *American Educational Research Journal*, 47(2): 258-291.

Crosnoe, R., and Kalil, A. (2010). Educational Progress and Parenting among Mexican Immigrant Mothers of Young Children. *Journal of Marriage and Family*, 72(4): 976-990.

Desimone, L.M. and Long, D. (2010). Teacher Effects and the Achievement Gap: Do Teacher and Teaching Quality Influence the Achievement Gap Between Black and White and High- and Low-SES Students in the Early Grades? *Teachers College Record*. 112(12): 3024-3075.

Dufur, M., Howell, N., Downey, D., Ainsworth, J., and Lapray, A. (2010). Sex Differences in Parenting Behaviors in Single-Mother and Single-Father Households. *Journal of Marriage and Family*, 72(5): 1092-1106.

Galindo, C., and Fuller, B. (2010). The Social Competence of Latino Kindergartners and Growth in Mathematical Understanding. *Developmental Psychology*, 46(3): 579-592.

Graves, S. (2010). Are We Neglecting African American Males: Parental Involvement Differences Between African American Males and Females During Elementary School? *Journal of African American Studies*, 14(2): 263-276.

Guzman, L., Wildsmith, E., Manlove, J., and Franzetta, K. (2010). Unintended Births: Patterns by Race and Ethnicity and Relationship Type. *Perspectives on Sexual & Reproductive Health*, 42(3): 176-185.

Herbst, C., and Tekin, E. (2010). Child Care Subsidies and Child Development. *Economics of Education Review*, 29(4): 618-638.

Hibel, J., Farkas, G., and Morgan, P. (2010). Who is Placed into Special Education? *Sociology of Education*, 83(4): 312-332.

Hooper, S., Roberts, J., Sideris, J., Burchinal, M., and Zeisel, S. (2010). Longitudinal Predictors of Reading and Math Trajectories Through Middle School for African American Versus Caucasian Students Across Two Samples. *Developmental Psychology, 46*(5): 1018-1029.

Kieffer, M.J. (2010). Socioeconomic Status, English Proficiency, and Late-Emerging Reading Difficulties. *Educational Researcher, 39*(6): 484-486.

Kitsantas, P., and Gaffney, K. (2010). Risk Profiles for Overweight/Obesity Among Preschoolers. *Early Human Development, 86*(9): 563-568.

Kitsantas, P., Pawloski, L., and Gaffney, K. (2010). Maternal Prepregnancy Body Mass Index In Relation to Hispanic Preschooler Overweight/Obesity. *European Journal of Pediatrics, 169*(11): 1361-1368.

Li-Grining, C., Votruba-Drzal, E., Maldonado-Carreño, C., and Haas, K. (2010). Children's Early Approaches to Learning and Academic Trajectories Through Fifth Grade. *Developmental Psychology, 46*(5): 1062-1077.

Mashburn, A.J., and Myers, S.S. (2010). Advancing Research on Children with Speech-Language Impairment: An Introduction to the Early Childhood Longitudinal Study -- Kindergarten Cohort. *Language, Speech & Hearing Services in Schools, 41*(1): 61-69.

Matthews, J., Kizzie, K., Rowley, S., and Cortina, K. (2010). African Americans and Boys: Understanding the Literacy Gap, Tracing Academic Trajectories, and Evaluating the Role of Learning-Related Skills. *Journal of Educational Psychology, 102*(3): 757-771.

Morgan, P., Frisco, M., Farkas, G., and Hibel, J. (2010). A Propensity Score Matching Analysis of the Effects of Special Education Services. *The Journal of Special Education, 43*(4): 236-254.

Neidell, M., and Waldfogel, J. (2010). Cognitive and Noncognitive Peer Effects in Early Education. *Review of Economics and Statistics, 92*(3): 562-576.

Potter, D. (2010). Psychosocial Well-Being and the Relationship Between Divorce and Children's Academic Achievement. *Journal of Marriage and Family, 72*(4): 933-946.

Raleigh, E., and Kao, G. (2010). Do Immigrant Minority Parents Have More Consistent College Aspirations for Their Children?. *Social Science Quarterly, 91*(4): 1083-1102.

Shriner, M., Mullis, R., and Shriner, B. (2010). Variations in Family Structure and School-Age Children's Academic Achievement: A Social and Resource Capital Perspective. *Marriage & Family Review, 46*(6/7): 445-467.

Sparks, P.J. (2010). Childhood Morbidities Among Income- and Categorically-Eligible WIC Program Participants and Non-participants. *Journal of Children and Poverty, 16*(1): 47-66.

Sparks, P.J. (2010). Rural-Urban Differences in Breastfeeding Initiation in the United States. *Journal of Human Lactation, 26*: 118-129.

Yucel, D., and Downey, D. (2010). Assessing the Advantages of a Multi-Method Approach: Measuring Mothering With Data From the Early Childhood Longitudinal Study—Birth Cohort. *Social Science Research*, 39(6): 894-911.

2009

Anderson, S. E., and Whitaker, R. C. (2009). Prevalence of obesity among US preschool children in different racial and ethnic groups. *Archives of Pediatrics and Adolescent Medicine*. 163: 344-348.

Barros, R.M., Silver, E.J., and Stein, R.E.K. (2009). School Recess and Group Classroom Behavior. *Pediatrics*, 123(10): 431-436.

Condran, D.J. (2009). Social Class, School and Non-School Environments, and Black/White Inequalities in Children's Learning. *American Sociological Review*, 74(5): 683-708.

Datar, A., and Jacknowitz, A. (2009). Birth Weight Effects on Children's Mental, Motor, and Physical Development; Evidence from Twins Data. *Maternal and Child Health Journal*, 13(6): 780-794.

Easton-Brooks, D., and Davis, A. (2009). Teacher Qualification and the Achievement Gap in Early Primary Grades. *Education Policy Analysis Archives*, 17(15): 1-16.

Fuller, B., Bridges, M., Bein, E. Jang, H., Jung, S. Rabe-Hesketh, S., Halfon, N., and Kuo, A. (2009). The Health and Cognitive Growth of Latino Toddlers: At Risk or Immigrant Paradox? *Maternal & Child Health Journal*, 13(6): 755-768.

Graves, S., and Frohwerk, A. (2009). Multilevel Modeling and School Psychology: A Review and Practical Example. *School Psychology Quarterly*, 24(2): 84-94.

Hibel, J. (2009). Roots of Assimilation: Generational Status Differentials in Ethnic Minority Children's School Readiness. *Journal of Early Childhood Research*, 7(2): 135-152.

Hong, G., and Hong, Y. (2009). Reading Instruction Time and Homogeneous Grouping in Kindergarten: An Application of Marginal Mean Weighting Through Stratification. *Educational Evaluation and Policy Analysis*, 31(1): 54-81.

Lleras, C., and Rangel, C. (2009). Ability Grouping Practices in Elementary School and African American/Hispanic Achievement. *American Journal of Education*, 115(2): 279-304.

Philipsen Hetzner, N.M., Razza, R.A., Malone, L.M., and Brooks-Gunn, J. (2009). Associations Among Feeding Behaviors During Infancy and Child Illness at Two Years. *Maternal and Child Health Journal*, 13(6):795-805.

Reardon, S.F., Cheadle, J.E., and Robinson, J.P. (2009). The Effect of Catholic Schooling on Math and Reading Development in Kindergarten Through Fifth Grade. *Journal of Research on Educational Effectiveness*, 2:45-87.

Silverstein, M., Guppy, N., Young, R., and Augustyn, M. (2009). Receipt of Special Education Services Following Elementary School Grade Retention. *Archives of Pediatric & Adolescent Medicine*, 163(6): 547-553.

Southgate, D.E., and Roscigno, V.J. (2009). The Impact of Music on Childhood and Adolescent Achievement. *Social Science Quarterly*, 90(1): 4-21.

Sparks, P.J. (2009). Mommy Knows Best: Parents' Perceptions of Their Infant's Health. *Journal of Child Health Care*, 13(1): 63-74.

Sparks, P.J. (2009). Do Biological, Sociodemographic, and Behavioral Characteristics Explain Racial/Ethnic Disparities in Preterm Births? *Social Science and Medicine*, 68(9): 1667-1675.

Sparks, P.J. (2009). One Size Does not Fit All: An Examination of Low Birthweight Disparities Among a Diverse Set of Racial/Ethnic Groups. *Maternal and Child Health Journal*, 13(6): 769-779.

Zaslow, M., Bronte-Tinkew, J., Capps, R., Horowitz, A., Moore, K.A., and Weinstein, D. (2009). Food Security During Infancy: Implications for Attachment and Mental Proficiency in Toddlerhood. *Maternal and Child Health Journal*, 13(1): 66-80.

2008

Aikens, N.L., and Barbarin, O. (2008). Socioeconomic Differences in Reading Trajectories: The Contribution of Family, Neighborhood, and School Contexts. *Journal of Educational Psychology*, 100(2): 235-251.

Bodovski, K., and Farkas, G. (2008). "Concerted Cultivation" and Unequal Achievement in Elementary School. *Social Science Research*, 37(3): 903-919.

Bronte-Tinkew, J., Carrano, J., Horowitz, A., and Kinukawa, A. (2008). Involvement Among Resident Fathers and Links to Infant Cognitive Outcomes. *Journal of Family Issues*, 29(9): 1211-1244.

Carlson, S.A., Fulton, J.E., Lee, S.M., Maynard, M., Brown, D.R., Kohl, H.W., and Dietz, W.H. (2008). Physical Education and Academic Achievement in Elementary School: Data from the Early Childhood Longitudinal Study. *American Journal of Public Health*, 98(4): 1-7.

Cheadle, J.E. (2008). Educational Investment, Family Context, and Children's Math and Reading Growth from Kindergarten Through the Third Grade. *Sociology of Education*, 81(1): 1-31.

Datar, A., and Mason, B. (2008). Do Reductions in Class Size "Crowd Out" Parental Investment in Education? *Economics of Education Review*, 27(6): 712-723.

Dawson, B.A., and Williams, S.A. (2008). The Impact of Language Status as an Acculturative Stressor on Internalizing and Externalizing Behaviors Among Latino/a Children: A Longitudinal Analysis from School Entry Through Third Grade. *Journal of Youth and Adolescence*, 37(4): 399-411.

Downey, D.B., von Hippel, P.T., and Hughes, M. (2008). Are "Failing" Schools Really Failing? Using Seasonal Comparisons to Evaluate School Effectiveness. *Sociology of Education*, 81(3): 242-270.

Fernandez, M.M. (2008). The Effect of Soft Drink Availability in Elementary Schools on Consumption. *Journal of the American Dietetic Association*, 108(9): 1445-1452.

- Han, W.-J. (2008). The Academic Trajectories of Children of Immigrants and Their School Environments. *Developmental Psychology, 44*(6): 1572-1590.
- Hibel, J., Faircloth, S., and Farkas, G. (2008). Unpacking the Placement of American Indian and Alaska Native Students in Special Education Programs and Services in the Early Grades: School Readiness as a Predictive Variable. *Harvard Educational Review, 78*(3): 498-528.
- Hong, G., and Yu, B. (2008). Effects of Kindergarten Retention on Children's Social-Emotional Development: An Application of Propensity Score Method to Multivariate Multi-Level Data. Special Section on New Methods in *Developmental Psychology, 44*(2).
- Keiffer, M.J. (2008). Catching Up or Falling Behind? Initial English Proficiency, Concentrated Poverty, and the Reading Growth of Language Minority Learners in the United States. *Journal of Educational Psychology, 100* (4): 851-868.
- Lubienski, C., Crane, C., and Lubienski, S.T. (2008). What Do We Know About School Effectiveness? Academic Gains in Public and Private Schools. *Phi Delta Kappan, May 2008*: 689-695.
- Maher, E.J., Li, G., Carter, L., and Johnson, D.B. (2008). Preschool Child Care Participation and Obesity at the Start of Kindergarten. *Pediatrics, 122*: 322-330.
- Morgan, P., Farkas, G., and Hibbel, J. (2008). Matthew Effects for Whom? *Learning Disabilities Quarterly, 31*(4):187-198.
- Morgan, P.L., Farkas, G., Tufis, P.A., and Sperling, R.A. (2008). Are Reading and Behavior Problems Risk Factors for Each Other? *Journal of Learning Disabilities, 41*(5): 417-436.
- Price, S. K. (2008). Stepping Back to Gain Perspective: Pregnancy Loss History, Depression and Parenting Capacity in The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B). *Death Studies, 32*(2): 97-122.
- Robinson, J.P. (2008). Evidence of a Differential Effect of Ability Grouping in Kindergarten and First Grade on the Reading Achievement Growth of Language-Minority Hispanics. *Educational Evaluation and Policy Analysis, 30*(2): 141-180.
- Rosenberg, S., Zhang, D., and Robinson, C. (2008). Prevalence of Developmental Delays and Enrollment in Early Intervention Services for Young Children. *Pediatrics, 121*: 1503-1509.
- Stevens, T.A., To, Y., Stevenson, S.J., and Lochbaum, M.R. (2008). The Importance of Physical Activity and Physical Education in the Prediction of Academic Achievement. *Journal of Sport Behavior, 31*(4): 368-388.
- Sturm, R., and Datar, A. (2008). Food Prices and Weight Gain During Elementary School Children: 5-Year Update. *Public Health, 122*(11): 1140-1143.
- Sung, Y.Y., and Chang, M. (2008). Center-Based Care for Language Minority Students. *Educational Research and Evaluation, 14*(5): 445-463.

Votruba-Drzal, E., Li-Grining, C.P., and Moldonado-Carreno, C. (2008). A Developmental Perspective on Full- Versus Part-Day Kindergarten and Children's Academic Trajectories Through Fifth Grade. *Child Development*, 79(4): 957-978.

2007

Andreassen, C., and West, J. (2007). Measuring Socioemotional Functioning in a National Birth Cohort Study. *Infant Mental Health Journal*, 28(6): 627-646.

Barrueco, S., Lopez, M., and Miles, J. (2007). Parenting Behaviors in the First Year of Life: A National Examination of Latinos and Other Cultural Groups. *Journal of Latinos and Education*, 6(3): 253-265.

Bartkowski, J., Xu, X., and Levin, M. (2007). Religion and Child Development: Evidence from the Early Childhood Longitudinal Study. *Social Science Research*, 37: 18-36.

Beets, M.W., and Foley, J.T. (2008). Association of Father Involvement and Neighborhood Quality to Kindergarteners' Physical Activity: A Multilevel Structural Equation Model. *American Journal of Health Promotion*, 22(3): 195-203.

Bodovski, K., and Farkas, G. (2007). Do Instructional Practices Contribute to Inequality in Achievement? The Case of Mathematics Instruction in Kindergarten. *The Journal of Early Childhood Research*, 5(3): 301-322.

Bodovski, K., and Farkas, G. (2007). Mathematics Growth in Early Elementary School: The Roles of Beginning Knowledge, Student Engagement and Instruction. *The Elementary School Journal*, 108(2): 115-130.

Bronte-Tinkew, J., Ryan, S., Carrano, J., and Moore, K. A. (2007). Resident Fathers' Pregnancy Intentions, Prenatal Behaviors, and Links to Involvement With Infants. *Journal of Marriage & Family*, 69 (4): 977-990.

Bronte-Tinkew, J., Zaslow, M., Capps, R., Horowitz, A., and McNamara, M. (2007). Food Insecurity Works through Depression, Parenting, and Infant Feeding to Influence Overweight and Health in Toddlers. *Journal of Nutrition*, 137(9): 2160-2165.

Brown, T.N., Tanner-Smith, E.E., Lesane-Brown, C.L., and Ezell, M.E. (2007). Child, Parent, and Situational Correlates of Familial Ethnic/Race Socialization. *Journal of Marriage & Family*, 69(1): 14-25.

Burkam, D.T., LoGerfo, L. Ready, D., and Lee, V.E. (2007). The Differential Effects of Repeating Kindergarten. *Journal of Education for Students Placed at Risk*, 12(2): 103-136.

Burkam, D.T. Michaels, D.L., and Lee, V.E. (2007). School Grade Span and Kindergarten Learning. *The Elementary School Journal*, 107(3): 287-303.

Croninger, R.G., Rice, J.K., Rathbun, A., and Nishio, M. (2007). Teacher Qualifications and Early Learning: Effects of Certification, Degree, and Experience on First-Grade Student Achievement. *Economics of Education Review*, 26(3): 312-324.

- DeCicca, P. (2007). Does Full-Day Kindergarten Matter? Evidence from the First Two Years of Schooling. *Economics of Education Review*, 26(1): 67-82.
- Dmitrieva, J., Steinberg, L., and Belsky, J. (2007). Child-Care History, Classroom Composition, and Children's Functioning in Kindergarten. *Psychological Science*, 18(12): 1032-1039.
- Duncan, G.J., Dowsett, C.J., Claessens, A., Magnuson, K., Huston, A.C., Klebanov, P., Pagani, L.S., Feinstein, L., Engel, M., Brooks-Gunn, J., Sexton, H., Duckworth, K., and Japel, C. (2007). School Readiness and Later Achievement. *Developmental Psychology*, 43(6): 1428-1446.
- Foster, W., and Miller, M. (2007). Development of the Literacy Achievement Gap: A Longitudinal Study of Kindergarten Through Third Grade. *Language, Speech, and Hearing Services in Schools*, 38(3): 173-181.
- Gable, S., Chang, Y., and Krull, J. (2007). Television Watching and Frequency of Family Meals are Predictive of Overweight Onset and Persistence in a National Sample of School-Aged Children. *Journal of the American Dietetic Association*, 107(1): 53-61.
- Gershoff, E.T., Aber, J.L., Raver, C.C., and Lennon, M.C. (2007). Income is not Enough: Incorporating Material Hardship into Models of Income Associations with Parenting and Child Development. *Child Development*, 78(1): 70-95.
- Hong, G., and Yu, B. (2007). Early-Grade Retention and Children's Reading and Math Learning in Elementary Years. *Educational Evaluation and Policy Analysis*, 29(4): 239-261.
- Jacknowitz, A., Novillo, D., and Tiehen, L. (2007). Special Supplemental Nutrition Program for Woman, Infants, and Children and Infant Feeding Practices. *Pediatrics*, 119(2): 281-289.
- Jensen, B. (2007). The Relationship Between Spanish-Use in the Classroom and the Mathematics Achievement of Spanish-Speaking Kindergartners. *Journal of Latinos and Education*, 6(3): 267-280.
- Judge, S., and Jahns, L. (2007). Association of Overweight with Academic Performance and Social and Behavioral Problems: An Update from the Early Childhood Longitudinal Study. *Journal of School Health*, 77(10): 717-721.
- Kainz, K., and Vernon-Feagans, L. (2007). The Ecology of Early Reading Development for Children in Poverty. *The Elementary School Journal*, 107(5): 407-427.
- Li, M. H, and Ferdinandi, A. (2007). Interaction Among Children's Ability to Control Impulsive Behaviors, Academic Motivation, and Academic Performance Over Years Across Kindergarten and First Grade. *Journal of Education and Human Development*, 1(2).
- Loeb, S., Bridges, M., Bassok, D., Fuller, B., and Rumberger, R. (2007). How Much is Too Much? The Influence of Preschool Centers on Children's Social and Cognitive Development. *Economics of Education Review*, 26(1): 52-66.
- Luo, Z., Jose, P.E., Huntsinger, C.S., and Pigott, T.D. (2007). Fine Motor Skills and Mathematics Achievement in East Asian American and European American Kindergartners and First Graders. *British Journal of Developmental Psychology*, 25(4): 595-614.

Magnuson, K., Ruhm, C., and Waldfogel, J. (2007). The Persistence of Preschool Effects: Do Subsequent Classroom Experiences Matter? *Early Childhood Research Quarterly*, 22(1): 18-38.

Marks, A.K., and Garcia-Coll, C. (2007). Psychological and Demographic Correlates of Early Academic Skill Development Among American Indian and Alaska Native Youth: A Growth Modeling Study. *Developmental Psychology*, 43(3): 663-674.

Martin, L.T., McNamara, M.J., Milot, A.S., Halle, T., and Hair, E.C. (2007). The Effects of Father Involvement during Pregnancy on Receipt of Prenatal Care and Maternal Smoking. *Maternal and Child Health Journal*, 11(6): 595-602.

Raver, C.C., Gershoff, E.T., and Aber, J.L. (2007). Testing Equivalence of Mediating Models of Income, Parenting and School Readiness for White, Black and Hispanic Children in a National Sample. *Child Development*, 78(1): 96-115.

Reardon, S.F., and Galindo, C. (2007). Patterns of Hispanic Students' Math Skill Proficiency in the Early Grades. *Journal of Latinos and Education*, 6(3): 229-251.

Teitler, J.O., Reichman, N.E., Nepomnyaschy, L. and Martinson, M. (2007). A Cross-National Comparison of Racial and Ethnic Disparities in Low Birth Weight in the United States and England. *Pediatrics*, 120(5): 1182-1189.

Von Hippel, P., Powell, B., Downey, D., and Rowland, N. (2007). The Effect of School on Overweight in Childhood: Gain in Body Mass Index During the School Year and During Summer Vacation. *American Journal of Public Health*, 97(4): 696-702.

2006

Cabrera, N., Shannon, J., West, J. and Brooks-Gunn, J. (2006). Parental Interactions With Latino Infants: Variation by Country of Origin and English Proficiency. *Child Development*, 77(5): 1190-1207.

Cannon, J., Jacknowitz, A., and Painter, G. (2006). Is Full Better Than Half? Examining the Longitudinal Effects of Full-Day Kindergarten Attendance. *Journal of Policy Analysis and Management*, 25(2): 299-321.

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.

Crosnoe, R. (2006). Health and the Education of Children from Racial/Ethnic Minority and Immigrant Families. *Journal of Health and Social Behavior*, 47: 77-93.

Datar, A. (2006). Does Delaying Kindergarten Entrance Give Children a Head Start? *Economics of Education Review*, 25(1): 43-62.

Datar, A. (2006). The Impact of Kindergarten Entrance Age Policies on the Childcare Needs of Families. *Journal of Policy Analysis and Management*, 25(1): 129-151.

- Datar, A., and Sturm, R. (2006). Childhood Overweight and Elementary School Outcomes. *International Journal of Obesity*, 30: 1449-1460.
- Frongillo, E., Jyoti, D., and Jones, S. (2006). Food Stamp Program Participation is Associated with Better Academic Learning Among School Children. *The Journal of Nutrition*, 136(4): 1077-1080.
- Garcia, E.E., Jensen, B., and Cuellar, D. (2006). Early Academic Achievement of Hispanics in the United States: Implications for Teacher Preparation. *The New Educator*, 2: 123-147.
- Hong, G., and Raudenbush, S.W. (2006). Evaluating Kindergarten Retention Policy: A Case Study of Causal Inference for Multi-level Observational Data. *Journal of the American Statistical Association*, 101(45): 901-910.
- Huang Z., Wong F., Ronzio C., and Yu, S. (2006). Depressive Symptomatology and Mental Health Help-Seeking Patterns of U.S. - and Foreign-Born Mothers. *Maternal and Child Health Journal*, 11: 257-267.
- Judge, S., Puckett, K., and Bell, S. (2006). Closing the Digital Divide: An Update from the Early Childhood Longitudinal Study. *The Journal of Education Research*, 100(1): 52-60.
- Lee, V.E., Burkam, D.T., Ready, D.D., Honigman, J., and Meisels, S.J. (2006). Full-Day Versus Half-Day Kindergarten: In Which Program Do Children Learn More? *American Journal of Education*, 112(2): 163-208.
- McCoach, D.B., O'Connell, A.A., Reis, S.M., and Levitt, H.A. (2006). Growing Readers: A Hierarchical Linear Model of Children's Reading Growth During the First 2 Years of School. *Journal of Educational Psychology*, 98(1): 14-28.
- McCoach, D.B., O'Connell, A.A., and Levitt, H. (2006). Ability Grouping Across Kindergarten Using an Early Childhood Longitudinal Study. *Journal of Educational Research*, 99(6): 339-346.
- Milesi, C. and Gamoran, A. (2006). Effect of Class Size and Instruction on Kindergarten and Achievement. *Education Evaluation and Policy Analysis*, 28(4): 287-313.
- Paulson, J.F., Dauber, S., and Leiferman, J.A. (2006). Individual and Combined Effects of Postpartum Depression in Mothers and Fathers on Parenting Behavior. *Pediatrics*, 118: 659-668.
- Price, S.K. (2006). Prevalence and Correlates of Pregnancy Loss History in a National Sample of Children and Families. *Maternal and Child Health Journal*, 10(6): 489-500.
- Reardon, S., Yun, J., and Kurlaender, M. (2006). Implications of Income-Based School Assignment Policies for Racial School Segregation. *Education Evaluation and Policy Analysis*, 28(1): 49-75.
- Rose, D., and Bordor, J. (2006). Household Food Insecurity and Overweight Status in Young School Children: Results from the Early Childhood Longitudinal Study. *Pediatrics*, 117(2): 464-473.
- Schneider, H., and Eisenberg, D. (2006). Who Receives a Diagnosis of Attention-Deficit/Hyperactivity Disorder in the United States Elementary School Population? *Pediatrics*, 117(4): 601-609.

Stevens, T., and Mulsow, M. (2006). There is no Meaningful Relationship Between Television Exposure and Symptoms of Attention-Deficit/Hyperactivity Disorder. *Pediatrics*, 117(3): 665-672.

Silverstein, M., Augustyn, M., Cabral, H., and Zuckerman, B. (2006). Maternal Depression and Violence Exposure: Double Jeopardy for Child School Functioning. *Pediatrics*, 118(3): 792-800.

2005

Beaver, K.M., and Wright, J.P. (2005). Evaluating the Effects of Birth Complications on Low Self-Control Using a Sample of Twins. *International Journal of Offender Therapy and Comparative Criminology*, 49(4): 450-471.

Brunsma, D.L. (2005). Interracial Families and the Racial Identification of Mixed-Race Children: Evidence From the Early Childhood Longitudinal Study. *Social Forces*, 84(2): 1131-1157.

Chen, A., and Zhu, W. (2005). Personal and Environmental Influences on Kindergarten Children's Interest in Physical Activity. *Journal of Physical Activity and Health*, 2: 1-15.

Hong, G., and Raudenbush, S.W. (2005). Effects of Kindergarten Retention Policy on Children's Cognitive Growth in Reading and Mathematics. *Educational Evaluation and Policy Analysis*, 27(3): 205-224.

Judge, S. (2005). Impact of Computer Technology on Academic Achievement of Young African American Children. *Journal of Research in Childhood Education*, 20(2): 149-168.

Judge, S. (2005). Resilient and Vulnerable At-risk Children: Protective Factors Affecting Early School Competence. *Journal of Children and Poverty*, 11(2): 149-168.

Jyoti, D., Frongillo, E., and Jones, S. (2005). Food Insecurity Affects School Children's Academic Performance, Weight Gain and Social Skills. *The Journal of Nutrition*, 135(12): 2831-2839.

Kaplan, D. (2005). A Stage-Sequential Model of Reading. *Journal of Educational Psychology*, 97(4): 551-563.

Nelson, R.F. (2005). The Impact of Ready Environments on Achievement in Kindergarten. *Journal of Research in Childhood Education*, 19(3): 214-220.

Park, J., Hogan, D., and D'Ottavi, M. (2005). Grandparenting Children with Special Needs. *Annual Review of Gerontology and Geriatrics*, 24: 120-149.

Pigott, T.D. and Israel, M.S. (2005). Head Start Children's Transition to Kindergarten: Evidence from the Early Childhood Longitudinal Study. *Journal of Early Childhood Research*, 3: 77-104.

Ready, D.D., LoGerfo, L.F., Burkam, D.T., and Lee, V.E. (2005). Explaining Girls' Advantage in Kindergarten Literacy Learning: Do Classroom Behaviors Make a Difference? *The Elementary School Journal*, 106(1): 21-38.

Son, S.H., and Meisels, S. J. (2006). The Relationship of Young Children's Motor Skills to Later Reading and Math Achievement. *Merrill-Palmer Quarterly- Journal of Developmental Psychology*, 52(4), 755-778.

Sturm, R., and Datar, A. (2005). Weight Gain in Elementary School Children and Metropolitan Area Food Prices. *Public Health*, 119(12): 1059-1068.

Zeng, G., and Zeng, L. (2005). Developmentally and Culturally Inappropriate Practice in U.S. Kindergarten Programs: Prevalence, Severity, and its Relationship With Teacher and Administrator Qualifications. *Education*, 125(4): 706-725.

2004

Burkam, D.T., Ready, D.D., Lee, V.E. and LoGerfo, L. (2004). Social-Class Differences in Summer Learning Between Kindergarten and First Grade: Model Specification and Estimation. *Sociology of Education*, 77: 1-31.

Datar, A., and Sturm, R. (2004). Childhood Overweight and Parent and Teacher-Reported Behavior Problems: Evidence From a Prospective Study of Kindergartners. *Archives of Pediatrics and Adolescent Medicine*, 158: 804-810.

Datar, A., and Sturm, R. (2004). Physical Education in Elementary School and Body Mass Index: Evidence From the Early Childhood Longitudinal Study. *American Journal of Public Health* 94(9): 1501-1506.

Datar, A., Sturm, R., and Magnabosco, J. (2004). Childhood Overweight and Academic Performance: National Study of Kindergartners and First-Graders. *Obesity Research*, 12: 58-68.

Downey, D.B., von Hippel, P.T., and Broh, B. (2004). Are Schools the Great Equalizer? School and Non-School Sources of Inequality in Cognitive Skills. *American Sociological Review*, 69(5): 613-635.

Finn, J. D., and Pannozzo, G. M. (2004). Classroom organization and student behavior in kindergarten. *The Journal of Educational Research*, 98: 79-92.

Fryer, R., and Levitt, S. (2004). Understanding the Black-White Test Score Gap in the First Two Years of School. *The Review of Economics and Statistics*, 86(2): 447-464.

Judge, S., Puckett, K., and Cabuk, B. (2004). Digital Equity: New Findings From the Early Childhood Longitudinal Study. *Journal of Research on Technology in Education*, 36(4): 383-396.

Magnuson, K.A., Meyers, M.K., Ruhm, C.J., and Waldfogel, J. (2004). Inequality In Preschool Education and School Readiness. *American Education Research Journal*, 41(1): 115-157.

Nelson, R.F. (2004). The Transition to Kindergarten. *Early Childhood Education Journal*, 32(3): 187-190.

Xue, Y., and Meisels, S.J. (2004). Early Literacy Instruction and Children's Learning in Kindergarten: Evidence From the Early Childhood Longitudinal Study—Kindergarten Class of 1998-99. *American Educational Research Journal*, 41(1): 191-229.

2003

Arnold, D., and Doctoroff, G. (2003). The Early Education of Socioeconomically Disadvantaged Children. *Annual Review of Psychology*, 54: 517-545.

Bacharach, V., and Baumeister, A. (2003). Child Care and Severe Externalizing Behavior in Kindergarten Children. *Journal of Applied Developmental Psychology*, 23: 527-537.

Hogan, D.P., Park, J., and Holder, K.A. (2003). The Survey Measurement of Learning Disability and Its Implications for Social Research. *Paper prepared for the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services.*

Lin, H.L., Lawrence, F., and Gorrell, J. (2003). Kindergarten Teachers' View of Children's Readiness for School. *Early Childhood Research Quarterly*, 18(2): 225-237.

Winicki, J., and Jemison, K. (2003). Food Insecurity and Hunger in the Kindergarten Classroom: Its Effect on Learning and Growth. *Contemporary Economic Policy*, 21 (2): 145.

2002

Apodaca-Tucker, M., and Slate, J. (2002). School-Based Management: Views From Public and Private Elementary School Principals. *Education Policy Analysis Archives*, 10 (23). Retrieved [May 31, 2006] from <http://epaa.asu.edu/epaa/v10n23.html>.

Kaplan, D. (2002). Methodological Advances in the Analysis of Individual Growth With Relevance to Education Policy. *Peabody Journal of Education*, 77(4): 189-215.

Ritter, G.W., Rush, A., and Rush, J. (2002). How Might School Choice Affect Racial Integration in Schools? New Evidence From the ECLS-K. *Georgetown Public Policy Review*, 7(2): 125-136.

Dissertations*

(organized by year, alphabetically within year)

2012

Kucera, M. (2012). *Relations of Race, Mother's Education, and Early Education on Kindergarten Academic Readiness of Children with and without Diabetes*. Doctoral dissertation, Arizona State University.

2011

Almarode, J.T. (2011). *Frequency, Duration, and Time Devoted to Elementary Science Instruction and the Association with Science Achievement and Science Interest*. Doctoral dissertation, University of Virginia.

Clark, T.P. (2011). *Reading First, or Is It? An Examination of the Interrelationship Between Reading Achievement and Behavioral Problem Trajectories Across Elementary School for Children from Disadvantaged Circumstances*. Doctoral dissertation, Michigan State University.

* No endorsement of the methods, findings, or views of any publications or products developed outside of NCES is intended or implied.

Farkis, J.C. (2011). *Early School Experiences Related to Gender Disparities in K-8 Mathematics and Science*. Doctoral dissertation, Northeastern university.

Kim, H.S. (2011). *Dynamic Development of Cognitive Skills and Noncognitive Traits in Childhood*. Doctoral dissertation, The University of Wisconsin- Madison.

Kirst, S.J. (2011). *Beyond Family Contextual Variables in Latino Children's Social-Emotional Development: The Relationship of Spanish Resources to Social Competency*. Doctoral dissertation, Boston College.

Lewis J.M. (2011). *Fathering Attitudes and Father Involvement*. Doctoral dissertation, The University of North Carolina at Chapel Hill.

Liu, X. (2011). *Young Children's Social Skills Development and Academic Achievement: Longitudinal Analysis of Developmental Trajectories and Environmental Influences*. Doctoral dissertation, State University of New York at Buffalo.

Lynch, J.L. (2011). *Child Health and Cognitive Development at the Onset of the Life Course*. Doctoral dissertation, The Ohio State University.

Parkinson, J. (2011). *Children at Risk of Academic Failure: How Child Health and Social-Emotional Skills Affect Reading and Mathematics Achievement from Kindergarten Through Fifth Grade*. Doctoral dissertation, University of Michigan.

Potter, D.J. (2011). *Diagnosis, Achievement, and Social Inequality: The Correlates and Consequences of Children's Mental Health Diagnoses*. Doctoral dissertation, University of Virginia.

Rispoli, K.M. (2011). *Parent-Child Interaction in the Formation of Emotional and Social Competence: The Impact of Individual Differences and Cultural Variability*. Doctoral dissertation, Duquesne University.

Shah, P. G. (2011). *Asian Americans' Achievement Advantage: When And Why Does It Emerge?* Doctoral dissertation, The Ohio State University.

Shelby, J. (2011). *A Comparison of Eighth Grade Athletes and Non-Athletes: Academic Achievement, Time Spent on Homework, Future Educational Goals, and Socioeconomic Status*. Doctoral dissertation, University of Central Florida.

Vericker, T.C. (2011). *Competitive Food and Beverage Availability in School: Implications for Adolescent Consumption Patterns*. Doctoral dissertation, The George Washington University.

2010

Adams, D. (2010). *The Relationship Between Parent Involvement and a Child's Transition Into Kindergarten*. Doctoral dissertation, New Brunswick, Rutgers, The State University of New Jersey.

Ben-Shalom, Y. (2010). *Maternal Employment, Household Nutrition, and Obesity*. Doctoral dissertation, The Johns Hopkins University.

Dennis, J.A. (2010). *Birth weight in the United States: Disparities by Race/Ethnicity and Maternal Age*. Doctoral dissertation, University of Colorado at Boulder.

Denno, D. (2010). *Multiple Paths to First Grade: A Comparison of Child, Parent, and Early Education Variables Associated with Multiple Year Kindergarten Experiences*. Doctoral dissertation, University of Cincinnati.

Garrett, R. (2010). *Multilingualism, Mathematics Achievement and Instructional Language Policy*. Doctoral dissertation, The University of Chicago.

Head-Reeves, D.M. (2010). *Paternal Involvement Among African-American Fathers in Two-parent Families: Influences in Early Child Development*. Doctoral dissertation, The University of North Carolina at Chapel Hill.

Kang, Y.-S. (2010). *The Role of Religious Socialization in Asian Families for Children's Self-Perceived Early Academic Success and Social Competence*. Doctoral dissertation, Northeastern University.

Kim, M. (2010). *Childhood Obesity: Structural Relationships Among Social Environments, Children's Psychological Traits, and Behavioral Factors*. Doctoral dissertation, The University of Wisconsin.

Kim, S.J. (2010). *The Relationship of Parental Book Reading on Young Children's Vocabulary and Their Code-Related Skills*. Doctoral dissertation, Arizona State University.

Mistry, K. B. (2010). *Racial/Ethnic Disparities in Children's Early Social Emotional Development*. Doctoral dissertation, The Johns Hopkins University.

Simms, K.A. (2010). *A Hierarchical Examination of the Immigrant Achievement Gap: The Additional Explanatory Power of Nationality and Educational Selectivity Over Traditional Explorations of Race and Socioeconomic Status*. Doctoral dissertation, Old Dominion University.

Worthington, K.L. (2010). *An Investigation of Early Literacy Outcomes by Socio-economic Status and Race/ethnicity*. Doctoral dissertation, University of Maryland, College Park.

2009

Adelson, J.L. (2009). *Examining the Effects of Gifted Programming in Mathematics and Reading Using the ECLS-K*. Doctoral dissertation, University of Connecticut.

Bassok, D. (2009). *Three Essays on Early Childhood Education Policy*. Doctoral dissertation, Stanford University.

Bates, L.A. (2009). *Racial and Ethnic Differences in Educational Trajectories: The Role of Parental Involvement, Families, and School*. Doctoral dissertation, Arizona State University.

Bodovski, K. (2009). *Concerted Cultivation, Students' Behavior, and Unequal Achievement in Elementary School*. Doctoral dissertation, The Pennsylvania State University.

Burdett, J.M. (2009). *The Effects of Professional Learning Communities on Student Achievement*. Doctoral dissertation, University of North Texas.

Chen, H.-F. (2009). *The Longitudinal Factor Structure of Parent Involvement and its Impact on Academic Achievement: Findings From the ECLS-K Dataset*. Doctoral dissertation, University of Denver.

Chen, K. -Y. (2009). *Cultural Differences in Children's Development of Social Competence Between European American and Chinese Immigrant Families*. Doctoral dissertation, The University of Texas at Austin.

Chien, N.C. (2009). *Context Matters: The Effects of Geographic Variations in Cost of Living and Family Income on Children's Well-Being*. Doctoral dissertation, University of California, Los Angeles.

Clark, M.H. (2009). *Impact of Preschool Education on Reading Achievement of Kindergarten Through Fifth Grade Students*. Doctoral dissertation, The University of Southern Mississippi.

Craig, M.J. (2009). *The Influence of Early Parent Involvement on Later Learning-Related Social Skills: A Latent Growth Curve Analysis*. Doctoral dissertation, The Florida State University.

Crowl, A.L. (2009). *Parent Practices & Home-School Partnerships: A Differential Effect for Children With Same-Sex Parents?* Doctoral dissertation, Michigan State University.

Durham, R.E. (2009). *English Oral Language, Generation Status, and the Educational Performance of Immigrant Children*. Doctoral dissertation, The Pennsylvania State University.

Fizer, S.E. (2010). *The Impact of Professional Development on Literacy Achievement of Kindergarten Hispanic English Language Learners*. Doctoral dissertation, Bowie State University.

Gibbs, B.G. (2009). *Gender and Cognitive Skills Throughout Childhood*. Doctoral dissertation, The Ohio State University.

Hamilton, M.P. (2009). *Teacher Characteristics and Race/Ethnic and Economic Disparities in Academic Achievement at the Start of Elementary School*. Doctoral dissertation, The University of Texas at Austin.

Hastedt, S.A. (2009). *Essays on the Economics of Education*. Doctoral dissertation, University of Virginia.

Hung, M. (2009). *Achieving Science, Math, and Reading Literacy for All: The Role of Inquiry-Based Science Education*. Doctoral dissertation, The University of Utah.

Jung, S.Y. (2009). *The Effects of Maternal Employment on Parenting Behavior of Low-Income Mothers: The "Parental Economic Stress" Model and the "Work-to-Family Spillover" Model*. Doctoral dissertation, University of California, Berkeley.

Kao, L.L. (2009). *Adding It Up: Is Computer Use Associated With Higher Achievement in Public Elementary Mathematics Classrooms?* Doctoral dissertation, University of California, Los Angeles.

Koran, J. (2009). *An Integrated Item Response Model for Evaluating Individual Students' Growth in Educational Achievement*. Doctoral dissertation, University of Maryland, College Park.

Livas, A. (2009). *The Role of Culture in Early Childhood: An Examination of Diverse Parents' Beliefs and Practices in Relation to Their Preschool-aged Children*. Doctoral dissertation, University of California, Berkeley.

Lu, W.P. (2009). *Using an Ecological Model to Examine the Validity of Reading Disability Identification: Findings From a Nationwide Longitudinal Dataset*. Doctoral dissertation, University of Virginia.

McGinnis, A.M. (2009). *Student Behaviors as Predictors of Later Academic Achievement: School Entry Through Fifth Grade*. Doctoral dissertation, The Pennsylvania State University.

McKillip, M.E.M. (2009). *The Context of Changing Schools: A Life Course Perspective on Elementary School Mobility*. Doctoral dissertation, University of Illinois at Urbana-Champaign.

Murphy, P.R. (2009). *Essays on Gifted Education's Impact on Student Achievement*. Doctoral dissertation, The Florida State University.

Palacios, N. (2009). *Immigration, Child Development, and Early Education in the Twenty-First Century*. Doctoral dissertation, Northwestern University.

Ogbuanu, C.A. (2009). *The Effect of Maternity Leave Length, Other Employment Benefits, and Job Characteristics on Breastfeeding Initiation and Duration*. Doctoral dissertation, University of South Carolina.

Oloff-Lewis, J. (2009). *Correlates of Growth for Mathematically-Gifted Students*. Doctoral dissertation, Arizona State University.

Riordan, J. (2009). *Do Teacher Qualifications Matter? A Longitudinal Study Investigating the Cumulative Effect of NCLB Teacher Qualifications on the Achievement of Elementary School Children*. Doctoral dissertation, University of Pennsylvania.

Rose, J. (2009). *Men Among Boys: The Characteristics, Qualifications, and Academic Impact of Male Kindergarten Teachers in America*. Doctoral dissertation, The University of North Carolina at Chapel Hill.

Ruedel, K.L.A. (2009). *Examining the Impact of Student-level and School-level Variables on the Disproportionate Representation of Minority Students in Special Education Using Data from the Early Childhood Longitudinal Study – Kindergarten Cohort*. Doctoral dissertation, University of Maryland, College Park.

Schneider, M.K. (2009). *In the Face of Adversity: An Ecological Approach to Understanding the Resiliency of Disadvantaged Kindergartners*. Doctoral dissertation, Rutgers, the State University of New Jersey – New Brunswick.

Smith, K.E. (2009). *The Influence of Childhood Obesity on the Psychosocial Skills of Third Grade Girls: A Multicultural View*. Doctoral dissertation, New York University.

Sohn, K. (2009). *Essays in Education Economics*. Doctoral dissertation, State University of New York at Albany.

Surjadi, F.F. (2009). *The Influence of Child, Family, and Community Characteristics on Changes in Children's Body Mass Index: Mediating Role of Community-Based Physical Activity Trajectories*. Doctoral dissertation, Iowa State University.

Titley, J.E. (2009). *A Longitudinal Comparison of Early Student Literacy Using Teacher Ratings and Direct Reading Assessments*. Doctoral dissertation, University of Northern Colorado.

Wang, X. (2009). *Maternal Education, Maternal Language Acculturation, Parental Involvement, and Maternal Social Support as Predictors of the Academic Achievement and Socioemotional Development of Asian American Children*. Doctoral dissertation, University of Maryland at College Park.

Weinberg, L.M. (2009). *Parents' Educational Expectations for Their Young Children: SES, Race/ethnicity, and School Feedback*. Doctoral dissertation, The Florida State University.

Wendt, M.H.D. (2009). *Economic, Environmental, and Endowment Effects on Childhood Obesity and School Performance*. Doctoral dissertation, University of Minnesota.

Xia, N. (2009). *Family Factors and Student Outcomes*. Doctoral dissertation, The Pardee RAND Graduate School.

Zane, L.M. (2009). *The Impact of Early Childhood Education Upon the Black-White Achievement Gap*. Doctoral dissertation, Duquesne University.

2008

Arellano Anguiano, B. (2008). *Parent Involvement and Academic Achievement Among Language Minority Students in Elementary School Using Structural Equation Modeling*. Doctoral dissertation, University of California, Santa Barbara.

Bond, J. (2008). *Social Factors, Human Capital, Ethnicity, and the Mediating Effects of Paternal Involvement on Select Pregnancy Outcomes*. Doctoral dissertation, Howard University.

Conrad, L.M. (2008). *Ethnicity With the NCAST Teaching Scale: A Secondary Analysis of United States National Data*. Doctoral dissertation, University of Washington.

Dogaru, C.M. (2008). *Applying Theories of Capital to Understand Parent Involvement at School as a Component of Family-School Interaction: The Special Case of Children with Special Needs*. Doctoral dissertation, Oregon State University.

Howard, L.L. (2008). *Essays on Public Economics and Health in the U.S.* Doctoral dissertation, University of Houston.

- Huang, S.Y.S. (2008). *The Influence of Kindergarten and First-Grade Reading Instruction on the 3rd and 5th Grade Students' Reading Achievement: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999*. Doctoral dissertation, University of San Francisco.
- Husain, M. (2008). *Essays on Gender Differences in Education*. Doctoral dissertation, Southern Methodist University.
- James, S. (2008). *The Impact of Kindergarten Scheduling, Gender, Geographic Location and Parental Involvement on the Achievement and Behavior of African-American Children*. Doctoral dissertation, Howard University.
- Kim, J.-Y. (2008). *The Academic Achievement and Social Emotional Development of Third Grade Asian-American Children: An Exploratory Study*. Doctoral dissertation, Azusa Pacific University.
- Koch, P.R. (2008). *Speaking of Discipline: The Nexus Between Discipline, Parental Type, Parental Role Strain, and Achievement*. Doctoral dissertation, University of South Carolina.
- Lee, E.Y.L. (2008). *A Latent Growth Curve Analysis of the Impact of School Mobility on the Reading Scores of Poor and Non-Poor Children in the U.S.* Doctoral dissertation, University of Minnesota.
- Li, S. (2008). *Short-Term and Long-Term Effects of Head Start: A Revisit Using the Early Childhood Longitudinal Study*. Doctoral Dissertation, Northern Illinois University.
- Malone, L.M. (2008). *The World as Our Classroom: Early Extracurricular Activity Participation and Elementary School Academic Growth*. Doctoral dissertation, Columbia University.
- Matthews, E. (2008). *Investigating the Association of Parental Influence and Children's School Readiness and Early Academic Achievement: An Analysis Using Early Childhood Longitudinal Study – Kindergarten (ECLS-K)*. Doctoral dissertation, Temple University.
- Mothershead, C.N. (2008). *Factors That are Associated With Students' Standardized Reading Achievement Scores*. Doctoral dissertation, The University of Southern Mississippi.
- Olgan, R. (2008). *A Longitudinal Analysis of Science Teaching and Learning in Kindergarten and First Grade*. Doctoral dissertation, The Florida State University.
- Perez-Johnson, I.L. (2008). *Parsing Hispanic-White Achievement Gaps: The Influence of Individual, Family, and School Factors on Mathematics Achievement Differences in the Elementary Grades*. Doctoral dissertation, the University of Pennsylvania.
- Pisciella, A.E. (2008). *Estimating Effects of Participation in Parental Leave on Children's and Mothers' Well-Being*. Doctoral dissertation, Fordham University.
- Rivera, A.C. (2008). *Impact and Process Evaluation of Prenatal WIC on Maternal and Infant Outcomes*. Doctoral dissertation, New York University.
- Shriner, M. (2008). *The Usefulness of Social Capital Theory to Understand Academic Improvement in Young Children: The Impact of Family Structure*. Doctoral dissertation, The Florida State University.

Smith, J.J. (2008). *The Impact of Maternal Employment on Childhood Overweight and Obesity*. Doctoral dissertation, Northern Illinois University.

Smith, P.J. (2008). *Inequality and Infant Health: A Multilevel Approach to Disentangling Correlates of Metropolitan/Nonmetropolitan Disparities in Low Birth Weight Infants*. Doctoral dissertation, The Pennsylvania State University.

Stanley, L.M. (2008). *The Relationship Between the Amount of Time Children Spend in Child Care and Their Healthy Development During the Toddler Years*. Doctoral dissertation, University of California, Los Angeles.

Swan, D.W. (2008). *Emerging Paths to Literacy: Modeling Individual and Environmental Contributions to Growth in Children's Emergent Literacy Skills*. Doctoral dissertation, Georgia State University.

Tran, L. (2008). *Investigating Group Differences in the Educational Achievement Gap in Early Elementary School: A Multilevel Structural Equation Modeling Analysis*. Doctoral dissertation, University of California, Santa Barbara.

Weiss, S.L. (2008). *Early Elementary School Predictors of a Learning Disability in Reading*. Doctoral dissertation, North Carolina State University.

Xu, M. (2008). *The Relationship Between Parental Involvement, Self-Regulated Learning, and Reading Achievement of Fifth Graders: A Path Analysis Using the ECLS-K Database*. Doctoral dissertation, The University of Akron.

Zhai, F. (2008). *Effects of Head Start on the Outcomes of Participants*. Doctoral dissertation, Columbia University.

2007

Bodovski, K. (2007). *Concerted Cultivation, Students' Behavior, and Unequal Achievement in Elementary School*. Doctoral dissertation, The Pennsylvania State University.

Begum, N. (2007). *Effect of Parent Involvement on Math and Reading Achievement of Young Children: Evidence From the Early Childhood Longitudinal Study*. Doctoral dissertation, Indiana University of Pennsylvania.

Cannon, J. (2007). *Longitudinal Effects of Kindergarten Policies and Early Childhood Practices*. Doctoral dissertation, University of Southern California.

Cory, A.C. (2007). *The Influence of the Home, School, and Community Contexts on Childhood Obesity: A Multilevel Study*. Doctoral dissertation, University of Illinois at Chicago.

Epstein, D.J. (2007). *The Impact of Parents' Demographic and Psychological Characteristics and Parent Involvement on Young Children's Reading and Math Outcomes*. Doctoral dissertation, The University of Maryland, College Park.

Fleischman, D. (2007). *Associations Between Age at School Entry and Academic Performance: Using Data From a Nationally Representative, Longitudinal Sample*. Doctoral dissertation, Clemson University.

Holian, L.M. (2007). *Questioning Social Capital: How Large are the Early Education Returns on Investments?* Doctoral dissertation, University of Virginia.

Ji, Cheng Shuang. (2007). *Maternal Mental Health, Education, Acculturation, and Social Support as Predictors of the Parenting of Asian American and Asian Immigrant Mothers*. Doctoral dissertation, The University of Maryland, College Park.

Kim, H. (2007). *An Analysis of Developmentally Appropriate and Culturally Responsive Practices and the Learning Trajectories of Kindergarten, First-Grade, and Third Grade Children from ECLS-K: Teacher's Beliefs and Practices as Mediators*. Doctoral dissertation, The University of Wisconsin-Madison.

Kim, Y. (2007). *Educational Achievement: The Role of Siblings, Head Start, and Catholic Schools*. Doctoral dissertation, The University of Wisconsin-Madison.

Matthews, K. F. (2007). *Reading Achievement of Children with Learning Disabilities: Relation of Instructional Literacy Features in Early Elementary General Education Classrooms*. Doctoral dissertation, University of Kentucky.

Mills, C.L. (2007). *Socioemotional Competence and Academic Profiles of Young Children with Learning Difficulties*. Doctoral dissertation, The University of North Carolina at Chapel Hill.

Newell, S.A. (2007). *Factors Associated with Reading Achievement of Fifth Grade Special Education Students in a Regional and a National Setting*. Doctoral dissertation, The University of Southern Mississippi.

Pas, E.L. (2007). *Essays on Teacher Labor Markets and Educational Disparities*. Doctoral dissertation, Syracuse University.

Pendry, P. (2007). *Antecedents, Consequences and Pathways of Associations Between Interparental Discord and Child Development in Infancy, Childhood and Adolescence: An Examination of Negative Emotionality, Child Cognitive and Socioemotional Functioning and HPA-Axis Activity*. Doctoral dissertation, Northwestern University.

Rathbun, A.H. (2007). *Making the Most of Extra Time: The Role of Classroom Factors and Family Socioeconomic Status on Full-Day Kindergartners' Reading Achievement and Academic Engagement*. Doctoral dissertation, The University of Maryland, College Park.

Russell, J.L. (2007). *Not Kid Stuff Anymore? Institutional Change in Kindergarten Education*. Doctoral dissertation, University of California, Berkeley.

Schlee, B. (2007). *Predictors of Academic Achievement During Early Childhood*. Doctoral dissertation, The Florida State University.

Sohn, S. (2007). *Asian Parent Involvement in the Home, School, and Community and Children's Achievement in the Early Grades*. Doctoral dissertation, State University of New York at Buffalo.

Thoman, D.B. (2007). *Factors Which Impact the Conduct of Fifth Grade African-American Males*. Doctoral dissertation, University of Southern Mississippi.

Todd, L. (2007). *The Impact of State Child Care Regulations on School Readiness*. Doctoral dissertation, Mississippi State University.

Vagi, S.J. (2007). *Socioeconomic Status and Achievement in Math and Reading in Kindergarten through Elementary School: The Role of Social Capital*. Doctoral dissertation, University of Miami.

Zeng, G. (2007). *An Exploratory Investigation of the Internalizing Problem Behavior Among Children from Kindergarten to Third Grade*. Doctoral dissertation, University of Pennsylvania.

Zhang, Y. (2007). *Effects of Teacher-Student Ethnic Matching on Kindergarteners' Academic Achievement and on Teachers' Ratings of Kindergarteners' Academic Performance*. Doctoral dissertation, University of Virginia.

2006

Alvarez, C. X. (2006). *Family, Neighborhood, and School Factors Associated with Before and After School Programs Attendance*. Doctoral dissertation, University of Connecticut.

Campbell, B.V. (2006). *Parental Involvement as an Explanation of Mathematics and Reading Achievement in Kindergarteners*. Doctoral dissertation, North Carolina State University.

Cooper, C.E. (2006). *Family Poverty, Parental Involvement in Education, and the Transition to Elementary School*. Doctoral dissertation, The University of Texas at Austin.

Graves, S.L. (2006). *Parental Involvement at School Entry: Differences in Ethnicity, Socioeconomic Status, Educational Level and Specific Occupation*. Doctoral dissertation, University of Kentucky.

Hickman, L.N. (2006). *Entry into Kindergarten: Education Stratification at the Beginning School Experiences*. Doctoral dissertation, The Ohio State University.

Kessenich, A.T. (2006). *The Impact of Parenting Practices and Early Childhood Curricula on Children's Academic Achievement and Social Competence*. Doctoral dissertation, The University of Maryland, College Park.

Lahaie, C. (2006). *The Impact of Parental Involvement on the Educational Achievement of Children of Immigrants*. Doctoral dissertation, Columbia University.

McNulty, C. (2006). *Incremental Validity of Kindergarten Teachers' Ratings in Predicting Children's Subsequent Academic Skills Using the Early Childhood Longitudinal Study-Kindergarten*. Doctoral dissertation, The Pennsylvania State University.

Musser, K. (2006). *The Changing Face of the Kindergarten Culture: An Analysis of Past and Present Programs in Kindergarten*. Doctoral dissertation, The Claremont Graduate University.

Nomi, T. (2006). *Educational Stratification in Early Elementary School: The Causal Effect of Ability Grouping on Reading Achievement*. Doctoral dissertation, The Pennsylvania State University.

Nores, M. (2006). *Gaps in Early Childhood Attainment: Learning A, B, Cs. Analysis of the 1998 Cohort*. Doctoral dissertation, Columbia University.

Rippeyoung, P.L.F. (2006). *Is it too Late Baby? Pinpointing the Emergence of a Black-White Test Score Gap in Infancy*. Doctoral dissertation, The University of Iowa.

Robinson, K. D. (2006). *Achievement Inequity Across K-12 Schooling*. Doctoral dissertation, University of Michigan.

Smith, P.J. (2006). *Inequality and Infant Health: A Multilevel Approach to Disentangling Correlates of Metropolitan/Nonmetropolitan Disparities in Low Birth Weight Infants*. Doctoral dissertation, The Pennsylvania State University.

Sweetman, H. (2006). *Categorical Latent Variable Modeling Approaches to the Study of Neighborhood Poverty, Social Capital and Their Relationship to Academic Achievement*. Doctoral dissertation, University of Delaware.

Thomas, D. (2006). *The Impact of Conduct on Fifth Grade African-American Males*. Doctoral dissertation, The University of Southern Mississippi.

Wereley, M.E. (2006). *Failure at the First Gate: An Analysis of Selected Factors That Influence the Decision To Retain Kindergarten Students*. Doctoral dissertation, Columbia University Teachers College.

Yesil-Dagli, U. (2006). *The Effects of Kindergarten Entrance Age on Children's Reading and Mathematics Achievement From Kindergarten Through Third Grade*. Doctoral dissertation, The Florida State University.

Zimmerman, D. E. (2006). *Financial Health and Positive Family Relations prepare children for school*. Doctoral dissertation, Capella University.

2005

Aikens, N., L. (2005). *Out-of-School and Within-School Influences on Socioeconomic Differences in Reading Trajectories*. Doctoral dissertation, The University of North Carolina at Chapel Hill.

Carreras, S. (2005). *Multiple Risk Factors for Academic and Behavior Problems at the Beginning of School*. Doctoral dissertation, Brandeis University.

Cheadle, J. (2005) *The Role of "Concerted Cultivation" in Childhood Academic Achievement Growth Processes: Class and Race Differences From Kindergarten Through Third Grade*. Doctoral dissertation, The Pennsylvania State University.

Condrón, D. (2005). *Stratification, Skill Grouping, and Learning to Read in First Grade*. Doctoral dissertation, The Ohio State University.

- Farber, S. (2005). *The Space Between: Roles Parents Play in Their Children's Educational Success (or Non-success), Examining a Model of Parental Influence Across Family Race and Child Gender*. Doctoral dissertation, State University of New York at Buffalo.
- Galindo, C.L. (2005). *Latino Students' Math Learning Trajectories in the Early School Years: The Role of English Ability and Socioeconomic Status*. Doctoral dissertation, The Pennsylvania State University.
- Kainz, K. (2005). *Reading Development Trajectories From Kindergarten to Third Grade: Untangling the Effects From Child, Family, Classroom, and School Literacy Systems for Children Living in Poverty*. Doctoral dissertation, The University of North Carolina at Chapel Hill.
- Kwan, Y. (2005). *Protective Mechanisms That Moderate Academic Risk Levels in Young Children: HLM Applications With the Early Childhood Longitudinal Study (ECLS-K), Kindergarten-First Grade Data Set*. Doctoral dissertation, Columbia University Teachers College.
- McNalley, J. (2005). *"We Value Diversity, but . . .": Academic Achievement of White, Middle-Class Elementary Students in Segregated and Integrated schools*. Doctoral dissertation, The University of Iowa.
- Mulligan, G.M. (2005). *The Participation of Language Minority Families in Formal School Activities*. Doctoral dissertation, University of Notre Dame.
- Nyankori, R. (2005). *Does Certification of Elementary School Teachers Matter? The Effects of Certification Status on Instructional Practices and on the Mathematics and Reading Achievement of First-Grade Public School Students*. Doctoral dissertation, The University of Maryland, College Park.
- Price, S. (2005). *Parenting After Pregnancy Loss: Maternal Depression and Mother-Infant Interaction*. Doctoral dissertation, Washington University in St. Louis.
- Sheng, X. (2005). *Understanding the Transition to School: An Ecological Perspective*. Doctoral dissertation, University of Delaware.
- Tauheed, L. (2005) *Towards a Socio-Educational Index: A Preliminary Critical Institutional Dynamics Model of the Interrelationship of Complementary and Limiting Factors Associated With African American Student Performance*. Doctoral dissertation, University of Missouri.
- 2004**
- Broh, B. (2004). *Racial/Ethnic Achievement Inequality: Separating School and Non-School Effects Through Seasonal Comparisons*. Doctoral dissertation, The Ohio State University.
- Chang, M. (2004). *A Study of the Efficacy of All-Day Kindergarten: Parametric Versus Nonparametric Approaches*. Doctoral dissertation, Columbia University.
- Chau, Y. (2004). *Investigating Pre-K Child Care Characteristics and Head Start on Kindergarten Outcomes: Analyses Using the Early Childhood Longitudinal Study (ECLS-K)*. Doctoral dissertation, The Pennsylvania State University.

Halliburton, A. (2004). *The Transition to Kindergarten: Teachers' Use of Transition Activities and Children's Kindergarten Transition Success*. Doctoral dissertation, University of Missouri, Columbia.

Heinemeier, S. (2004). *Investigating the Processes and Conditions of School Readiness*. Doctoral dissertation, The University of North Carolina at Chapel Hill.

Hong, G. (2004). *Causal Inference for Multi-Level Observational Data With Application to Kindergarten Retention*. Doctoral dissertation, University of Michigan.

Kelly, S. (2004). *Understanding Math and Reading Achievement Through Motivational and Contextual Variables in the Early Childhood Longitudinal Study (ECLS-K)*. Doctoral dissertation, Southern Illinois University at Carbondale.

Stormer, A. (2004). *The Relationship Between Food Insecurity and Cognitive and Social Skills of Kindergartners in the United States*. Doctoral dissertation, Tulane University.

2003

Datar, A. (2003). *The Impact of Changes in Kindergarten Entrance Policies on Children's Academic Achievement and the Child Care Needs of Families*. Doctoral dissertation, RAND Graduate School.

Lin, Q. (2003). *Beginning School Ready to Learn: Understanding Racial-Ethnic and Income Differences in Parent Involvement and First-Time Kindergartners' Academic Performance*. Doctoral dissertation, Indiana University of Pennsylvania.

McCoach, D. (2003). *Does Grouping Matter? A Cross-Classified Random Effects Model of Children's Reading Growth During the First Two Years of School*. Doctoral dissertation, The University of Connecticut.

Park, J. (2003). *What Hurts? What Helps? Kindergarten Achievement Among Youth With Perceptual Impairment*. Doctoral dissertation, Brown University.

Simeonsson, N. (2003). *Family and Child Predictors of Kindergarten Children's Health: Maternal Perception, Body Mass Index, and a Composite Index of Child Health*. Doctoral dissertation, The University of North Carolina at Greensboro.

2002

Carreras, S.A. (2002). *Multiple Risk Factors for Academic and Behavior Problems at the Beginning of School*. Doctoral dissertation, Brandeis University.

Luo, Z. (2002). *Children's Mathematical Development From Kindergarten to First Grade: Identifying Early Predictors for Success*. Doctoral dissertation, Loyola University of Chicago.

Riordan, K. (2002). *Racial and Socioeconomic Gaps in Children's School Readiness*. Doctoral dissertation, The Pennsylvania State University.

Sy, S. (2002). *Parent Involvement and Children's Transition to School in Asian American and European Families*. Doctoral dissertation, University of Michigan.

Xue, Y. (2002). *The Influence of Early Literacy Instruction on Children's Learning in Kindergarten*. Doctoral dissertation, University of Michigan.

2001

Chiu, S. (2001). *Exploring Kindergartners' Social and Cognitive Competence: An Application of ECLS-K*. Doctoral dissertation, The University of Maryland, College Park.

Foster, W. (2001). *Socioeconomic and Racial/Ethnic Influences on Patterns of Achievement and Socialization in Young Children: An Investigation of African Americans, Hispanic Americans, and European Americans*. Doctoral dissertation, The University of North Carolina at Greensboro.

Tucker, M. (2001). *Elementary School Principals' Views of School-Based Management in the United States: Results From the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99*. Doctoral dissertation, The University of Texas at El Paso.