



## 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](mailto:ECLS@ed.gov).*

### Data Products

*(organized by year, public-use products before restricted-use products)*

#### 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)*

### **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: Author.

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.

Kewal Ramani, 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., Kinsey, S., Rogers, J., Raspa, M., and Park, J. (2007). *Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Preschool Year, Data File User's Manual*. (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.

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.

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)

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.

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

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

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

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.

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**

Rosenberg, S., Zhang, D., and Robinson, C. (in press). Prevalence of Developmental Delays and Enrollment in Early Intervention Services for Young Children. *Pediatrics*.

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

### **2008**

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.

---

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



Hong, G., & 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).

### 2007

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., & 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. & 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. & 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.

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.

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.

Jackowitz, 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.

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.

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.

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.

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.

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.

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.

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*.

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.

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.

### **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.

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.

Son, S.-H., & 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.

#### **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., & 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)

### **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, University of Maryland.

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.

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.

---

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

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

Rathbun, A.H. (2007). *Making the Most of Extra Time: The Role of Classroom Factors and Family Socioeconomic Status on Full-Day Kindergarteners' 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 Kindergartners' 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.
- Condron, 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**

Broh, B.A. (2003). *Racial/Ethnic Achievement Inequality: Separating School and Non-School Effects Through Seasonal Comparisons*. Doctoral dissertation, The Ohio State University.

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.

Stormer, A. (2003) *The Relationship Between Food Insecurity and Cognitive and Social Skills of Kindergartners in the United States*. Doctoral dissertation, Tulane University.

**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.