



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, 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.

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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.

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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.

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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.

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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.

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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.

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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)

2008

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.

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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.

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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.

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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.

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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).

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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.

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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.

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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.

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

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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.

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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.

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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.

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

Articles and Other Publications*

(organized by year, alphabetically within year)

In press

Datar, A., & Mason, B. (in press). Do Reductions in Class Size “Crowd Out” Parental Investment in Education? *Economics of Education Review*.

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

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*.

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

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.

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.

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Han, W.-J. (2008). The Academic Trajectories of Children of Immigrants and Their School Environments. *Developmental Psychology*, 44(6): 1572-1590.

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

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.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.

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.

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

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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.

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Dissertations*

(organized by year, alphabetically within year)

2008

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.

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

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.

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.

Malone, L.M. (2008). *The World as Our Classroom: Early Extracurricular Activity Participation and Elementary School Academic Growth*. Doctoral dissertation, Columbia University.

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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.

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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.

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