



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)

2009

U.S. Department of Education, National Center for Education Statistics. (2009). *ECLS-K Eighth Grade Restricted-Use Data File and Electronic Codebook* (CD-ROM). (NCES 2009-006). Washington, DC: Author.

U.S. Department of Education, National Center for Education Statistics. (2009). *ECLS-K Kindergarten through Eighth Grade Full Sample Public-Use Data and Documentation*. (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.

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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 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)

2009

Najarian, 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.

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.

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.

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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.

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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.

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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.

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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

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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.

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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.

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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.

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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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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)

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.

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

Farkas, G., and Hibel, J. (2007). Inequality in School Readiness. In Booth, A. and A.C. Crouter (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.

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

Hibel, J., Farkas, G., and Morgan, P. (in press). Who is Placed into Special Education? *Sociology of Education*.

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*.

2009

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

Condon, 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.

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

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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*, 115:279 – 304.

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.

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- 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.
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- 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.
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Dissertations*

(organized by year, alphabetically within year)

2009

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

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

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.

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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.

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, The 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.

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.

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

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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.
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- 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.
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- 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.
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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.

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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.
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- 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.
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