

UNIVERSITY-BASED CHILD AND FAMILY POLICY CONSORTIUM

Compendium of Policy-relevant Materials

(July 2009)

This is a compendium of policy-relevant materials produced by members of the University-Based Child and Family Policy Consortium since 2007. We use the term “policy-relevant” loosely, recognizing that relevance depends on need and context, among other factors. The list includes policy briefs, reports and evaluations, journal articles, and practical guides for policymakers or practitioners in fields related to child and family policy. Where possible, links to online copies of each resource have been included. You may wish to consult a library to access other items.

Each section is organized with the most recent resources first: pending or in press (if any), followed by 2009, 2008, and 2007. Within each year, items are listed alphabetically. At the end of each citation is the name of the Consortium member organization that produced the item.

Items identified here were found on the relevant Consortium member’s Web site. If you are a Consortium member and would like to add other policy-relevant materials produced by your faculty or staff to this list, please contact Shannon Smith at Duke University’s Center for Child and Family Policy at Shannon.smith@duke.edu. (See www.childpolicyuniversityconsortium.com for a list of Consortium members.)

Disclaimer: The University-Based Child and Family Policy Consortium does not do peer review. By listing the following items, the Consortium is not expressing endorsement of the items nor does the listing of an item imply any statement about the item’s quality or accuracy.

Sections:

Child and Maternal Health

Crime, Violence and Child Safety

Early Childhood

K-12 Education

Poverty and Community Economic Development

Race, Ethnicity and Culture

Child and Maternal Health

IN PRESS

Ben-Arieh, A., & Goerge, R. (in press). **Measuring and monitoring children's well-being: The policy process.** In A. Ben-Arieh & R. Goerge (Eds.), *Indicators of Children's Well Being: Understanding Their Role, Usage, and Policy Influence*. Dordrecht, Netherlands: Springer. (Chapin Hall Center for Children, The University of Chicago)

Snyder, J. M. (in press). Foster and adoptive parenting of children with AD/HD: Advanced PRIDE training curriculum. Washington, DC: Child Welfare League of America. (Institute on Family and Neighborhood Life, Clemson University)

Titler, J., & Ben-Arieh, A. (in press). **So where should the research go? Some possible directions and their research implications.** In A. Ben-Arieh & R. Goerge (Eds.), *Indicators of Children's Well Being: Understanding Their Role, Usage and Policy Influence*. Dordrecht, Netherlands: Springer. (Chapin Hall Center for Children, The University of Chicago)

2009

Connell, Arin M. (2009). **Effects on emotional and behavioral problems from early childhood through adolescence.** Policy Brief 13. Schubert Center for Child Studies, Case Western Reserve University. February 2009.

http://www.case.edu/artsci/schubert/documents/connell_brief_final.pdf (Schubert Center for Child Studies, Case Western Reserve University)

Daro, D. (2009). **Home visitation: The cornerstone of effective early intervention.** Testimony on the Early Support for Families Act, given to the Committee on Ways and Means, Subcommittee on Income Security and Family Support. June 9, 2009.

http://www.chapinhall.org/sites/default/files/Daro%20Early%20Support%20for%20Family%20Act%20testimony_1.pdf (Chapin Hall Center for Children, The University of Chicago)

Goerge, R. M., Cusick, G. R., & Gultinan, S. (2009). **How active are teens during their out-of-school time?** May 2009.

http://www.chapinhall.org/sites/default/files/publications/Issue_Brief%2005_27_09_Final.pdf (Chapin Hall Center for Children, The University of Chicago)

Kaestner, R. (2009). **Obesity: Causes, consequences and public policy solutions.** In R. F. Rich (Ed.), *The Illinois Report 2009*. Urbana, IL: Institute of Government and Public Affairs.

<http://www.igpa.uillinois.edu/IR09/ch8-obesity> (Institute of Government and Public Affairs, University of Illinois)

Kaestner, R., LoSasso, A. T. & Helmchen, L. (2009). **Health and health care in Illinois.** In R. F. Rich (Ed.), *The Illinois Report 2009*. Urbana, IL: Institute of Government and Public Affairs. <http://www.igpa.uillinois.edu/system/files/05-ILRept08-HealthPg25-35.pdf> (Institute of Government and Public Affairs, University of Illinois)

Singer, L. T. (2009). **Parenting very low birth weight children from birth to adolescence.** Schubert Center for Child Studies, Case Western Reserve University. Brief #15, April 2009. http://www.case.edu/artsci/schubert/documents/singer_brief_final.pdf (Schubert Center for Child Studies, Case Western Reserve University)

2008

Bendheim-Thoman Center for Research on Child Wellbeing (2008). **Parental incarceration and child wellbeing in fragile families.** Fragile Families Research Brief 42. April 2008. Princeton, NJ: Center for Research on Child Wellbeing, Princeton University. <http://www.fragilefamilies.princeton.edu/briefs/ResearchBrief42.pdf> (Center for Research on Child Wellbeing, Princeton University)

Courtney, M. E., et. al. (2008). **Multi-site evaluation of foster youth programs.** Chicago: Chapin Hall at the University of Chicago. (Chapin Hall Center for Children, The University of Chicago)

Fauth, R. C., & Brooks-Gunn, J. (2008). **Are some neighborhoods better for child health than others?** In R. F. Schoeni, J. S. House, G.A. Kaplan, & H. Pollack (Eds.), *Making Americans Healthier: Social and Economic Policy as Health Policy*. 334-376. New York: Russell Sage Foundation. (National Center for Children and Families, Teachers College, Columbia University)

Goerge, R., & Harden, A. (2008). **Consequences of teen childbearing for child abuse, neglect and foster care placement.** In S. D. Hoffman & R. A. Maynard (Eds.), *Kids Having Kids: Economic Costs and Social Consequences of Teen Pregnancy*. Washington, DC: Urban Institute Press. (Chapin Hall Center for Children, The University of Chicago)

Harris, M. S., & Skyles, A. (2008). **Kinship care for African-American children: Disproportionate and advantageous.** *Journal of Family Issues* 29(8). August 2008. 1013-1030. (Chapin Hall Center for Children, The University of Chicago)

Hetzner, N. P., et. al. (2008). **Associations between feeding behaviors during infancy and child illness at two years.** September 2008. New York: National Center for Children and Families.

University-Based Child and Family Policy Consortium
July 2009

http://www.policyforchildren.org/pdf/Breastfeeding_FINAL_9.24.08.pdf (National Center for Children and Families, Teachers College, Columbia University)

Kimbrough-Melton, R. J., & Campbell, D. (2008). **Strong communities for children: A community-wide approach to prevention of child abuse and neglect.** *Family and Community Health* 31. 100-112. (Institute on Family and Neighborhood Life, Clemson University)

National Forum on Early Childhood Program Evaluation (2008). **Do nurse home-visiting programs have lasting benefits for mothers and children?** Cambridge, MA: Center on the Developing Child, Harvard University.

http://www.developingchild.harvard.edu/content/downloads/evaluation-brief_nfp.pdf
(Center on the Developing Child, Harvard University)

Philipsen, N.M., & Brooks-Gunn, J. (2008). **Childhood overweight and obesity.** In T.P. Gullotta and G. Blau (Eds.), *Handbook of Families and Health: Evidence-Based Approaches*. London: Routledge Publishing. (National Center for Children and Families, Teachers College, Columbia University)

Samuels, G. M. (2008). **A reason, season or a lifetime: Relational permanence among young adults with foster care backgrounds.** Chicago: Chapin Hall at the University of Chicago.

http://www.chapinhall.org/sites/default/files/old_reports/415.pdf (Chapin Hall Center for Children, The University of Chicago)

Shediak-Rizkallah, M. (2008). **University-community partnership in Cuyahoga County: The Youth Risk Behavior Survey.** Schubert Center for Child Studies, Case Western Reserve University. Brief #12, October 2008.

http://www.case.edu/artsci/schubert/rizkallah_frank_brief_b.pdf (Schubert Center for Child Studies, Case Western Reserve University)

Smithgall, C., DeCoursey, J., & Goerge, R. (2008). **Does money matter? Foster parenting and family finances.** Chicago: Chapin Hall at the University of Chicago.

<http://www.chapinhall.org/sites/default/files/ChapinHallDocument.pdf> (Chapin Hall Center for Children, The University of Chicago)

Wasilewski, Y., Murphy, R., & Staroneck, L. (2008). **Identifying and responding to the needs of children and domestic violence shelters: Final report.** June 2008. Durham, NC: Center for Child and Family Health.

http://www.childandfamilypolicy.duke.edu/evalsvcs/files/Final_Report_DVS_071608.pdf
(Center for Child and Family Policy, Duke University)

2007

Bendheim-Thoman Center for Research on Child Wellbeing (2007). **Parents' relationship status five years after a nonmarital birth.** Fragile Families Research Brief 39. June 2007. Princeton, NJ: Center for Research on Child Wellbeing, Princeton University.

<http://www.fragilefamilies.princeton.edu/briefs/ResearchBrief39.pdf> (Center for Research on Child Wellbeing, Princeton University)

Courtney, M. E., Dworksy, A., & Pollack, H. (2007). **When should the state cease parenting? Evidence from the Midwest Study.** December 2007.

http://www.chapinhall.org/sites/default/files/publications/ChapinHallDocument_1.pdf
(Chapin Hall Center for Children, The University of Chicago)

Finkelstein, D.M., Kubzansky, L.D., Capitman, J., & Goodman, E. (2007). **Socioeconomic differences in adolescent stress: The role of psychological resources.** *Journal of Adolescent Health*. 40. 127-134. (Center on the Developing Child, Harvard University)

Hack, M. (2007). **The long term outcomes for premature and low birth weight infants.** Schubert Center for Child Studies, Case Western Reserve University. Brief #6, October 2007.

http://www.case.edu/artsci/schubert/documents/hack_brief_final.pdf (Schubert Center for Child Studies, Case Western Reserve University)

McDonell, J. R., Limber, S. P., & Connor-Godbey, J. (2007). **Pathways Teen Mother Support Project: Longitudinal findings.** *Children and Youth Services Review* 29. 840-855. (Institute on Family and Neighborhood Life, Clemson University)

Miller, D. B. (2007). **The impact of urban hassles as chronic stressors on adolescent mental health.** Policy Brief. Schubert Center for Child Studies, Case Western Reserve University. Brief #6, November 2007.

http://www.case.edu/artsci/schubert/documents/miller_brief.pdf
(Schubert Center for Child Studies, Case Western Reserve University)

Crime, Violence and Child Safety

IN PRESS

Alley, R., & Limber, S. P. (in press). **Bullying in schools: Legal issues for school personnel.** In S. M. Swearer & D. Espelage (Eds.), *Bullying Prevention and Intervention: Realistic Strategies for Schools*. (Institute on Family and Neighborhood Life, Clemson University)

Ben-Arieh, A., McDonell, J., & Attar-Schwartz, S. (in press). **Safety and home-school relations as indicators of children's well-being: Whose perspective counts?** *Social Indicators Research*. (Chapin Hall Center for Children, The University of Chicago)

Limber, S. P., Kowalski, R. M., & Agatston, P. A. (in press). **Cyber Bullying: A Curriculum for Grades 6-12**. Center City, MN: Hazelden. (Institute on Family and Neighborhood Life, Clemson University)

Olweus, D., & Limber, S. P. (in press). **The Olweus Bullying Prevention Program**. In S. Jimerson, S. Swearer, and D. Espelage (Eds.), *The International Handbook of School Bullying*. Mahwah, NJ: Erlbaum. (Institute on Family and Neighborhood Life, Clemson University)

Swearer, S. M., Limber, S. P., & Alley, R. (in press). **Developing and implementing an effective anti-bullying policy**. In S. M. Swearer and D. Espelage (Eds.), *Bullying Prevention and Intervention: Realistic Strategies for Schools*. (Institute on Family and Neighborhood Life, Clemson University)

2009

Cusick, G. R., Goerge, R. M., & Bell, K. C. (2009). **From corrections to community: The juvenile reentry experience as characterized by multiple systems involvement**. Chicago: Chapin Hall at the University of Chicago.

http://www.chapinhall.org/sites/default/files/Corrections%20to%20Community_04_21_09.pdf
(Chapin Hall Center for Children, The University of Chicago)

Lawrence, N., & Snyder, R., (2009). **Multiple Response System and System of Care: Two Policy Reforms Designed to Improve the Child Welfare System**. Policy Brief. Center for Child and Family Policy, Duke University.
http://www.childandfamilypolicy.duke.edu/pdfs/news/PolicyBrief_mrssoc.pdf (Center for Child and Family Policy, Duke University)

Limber, S. P., Kowalski, R. M., & Agatston, P. A. (2009). **Cyber bullying: A curriculum for grades 3-5**. Center City, MN: Hazelden. (Institute on Family and Neighborhood Life, Clemson University)

2008

Butts, J. A. (2008). **A sensible model for juvenile justice**. Youth Transition Funders' Group Briefing Paper #3. Summer 2008.

http://www.chapinhall.org/sites/default/files/old_reports/442.pdf (Chapin Hall Center for Children, The University of Chicago)

Kowalski, R. M., Limber, S. P., & Agatston, P. W. (2008). **Cyber bullying: Bullying in the digital age**. New York: Blackwell. (Institute on Family and Neighborhood Life, Clemson University)

2007

Cusick, G. R., & Courtney, M. E. (2007). **Offending during late adolescence: How do youth aging out of care compare with their peers?** January 2007. Chicago: Chapin Hall at the University of Chicago.

http://www.chapinhall.org/sites/default/files/publications/ChapinHallDocument_0.pdf
(Chapin Hall Center for Children, The University of Chicago)

Foster, H., Brooks-Gunn, J., & Martin, A. (2007). **Poverty / socio-economic status and exposure to violence in the lives of children and adolescents**. In D. J. Flannery, A. T. Vazsonyi, and I. D. Waldman (Eds.), *The Cambridge Handbook of Violent Behavior and Aggression*. 664-687. Cambridge, UK: Cambridge University Press. (National Center for Children and Families, Teachers College, Columbia University)

Olewus, D., & Limber, S. P. (2007). **Olweus Bullying Prevention Program teacher guide**. Center City, MN: Hazelden. (Institute on Family and Neighborhood Life, Clemson University)

Olewus, D., Limber, S. P., Flerx, V., Mullin, N., Riese, J., & Snyder, M. (2007). **Olweus Bullying Prevention Program schoolwide guide**. Center City, MN: Hazelden. (Institute on Family and Neighborhood Life, Clemson University)

Snyder, M. (2007). **Keeping licensed teenage drivers with AD/HD safe: Parent strategies**. In SchwabLearning.org (Ed.), *Teen Drivers with LD and/or AD/HD*. 14-17. San Mateo, CA: Charles and Helen Schwab Foundation. (Institute on Family and Neighborhood Life, Clemson University)

Snyder, M. (2007). **Teen drivers with AD/HD: Realities and risk factors**. In SchwabLearning.org (Ed.), *Teen Drivers with LD and/or AD/HD*. 5-8. San Mateo, CA: Charles and Helen Schwab Foundation. (Institute on Family and Neighborhood Life, Clemson University)

Snyder, M. (2007). **When teens with AD/HD are learning to drive: Parent strategies**. In SchwabLearning.org (Ed.), *Teen Drivers with LD and/or AD/HD* (pp. 9-13). San Mateo, CA: Charles and Helen Schwab Foundation. (Institute on Family and Neighborhood Life, Clemson University)

Early Childhood

2009

Ackerman, D. J., & Barnett, W. S. (2009). **Does preschool education policy impact infant/toddler care?** NIEER Policy Brief 20. March 2009. Rutgers, NJ: National Institute for Early Education Research. <http://nieer.org/resources/policybriefs/21.pdf> (National Institute for Early Education Research, Graduate School of Education, Rutgers University)

Ackerman, D. J., et. al. (2009). **Providing preschool education for all 4-year-olds: Lessons from six state journeys.** NIEER Policy Brief 18. March 2009. Rutgers, NJ: National Institute for Early Education Research. <http://nieer.org/resources/policybriefs/19.pdf> (National Institute for Early Education Research, Graduate School of Education, Rutgers University)

Barnett, S., & Frede, E. (2009). **Federal early childhood policy guide for the first 100 days.** NIEER Policy Brief. January 2009. Rutgers, NJ: National Institute for Early Education Research. <http://nieer.org/resources/policybriefs/18.pdf> (National Institute for Early Education Research, Graduate School of Education, Rutgers University)

Brenneman, K., Stevenson-Boyd, J., & Frede, E. C. (2009). **Math and science in preschool: Policies and practice.** NIEER Policy Brief 19. March 2009. Rutgers, NJ: National Institute for Early Education Research. <http://nieer.org/resources/policybriefs/20.pdf> (National Institute for Early Education Research, Graduate School of Education, Rutgers University)

Gordon, R. A. (2009). **Child care quality in Illinois.** In R. F. Rich (Ed.), *The Illinois Report 2009*. Urbana, IL: Institute of Government and Public Affairs. <http://www.igpa.uillinois.edu/IR09/ch7-childcare> (Institute of Government and Public Affairs, University of Illinois)

Kagan, S. L., & Reid, J. L. (2009). **Advancing ECE² policy: Early childhood education (ECE) and its quest for excellence, coherence and equity.** February 2009. New York: National Center for Children and Families. <http://www.policyforchildren.org/pdf/American%20ECE%20Policy%20Final%202.10.09.pdf> (National Center for Children and Families, Teachers College, Columbia University)

Maxwell, K., et. al. (2009). **Using developmental science to transform children's early school experience.** Issues in Pre-K to 3rd Education #4. February 2009. Chapel Hill, NC: Frank Porter Graham Child Development Institute. (Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill)

National Forum on Early Childhood Program Evaluation (2009). **Can professional development for teachers enhance language and literacy environments for preschoolers?** Cambridge, MA:

Center on the Developing Child, Harvard University.

http://www.developingchild.harvard.edu/content/downloads/evaluation-brief_leep.pdf

(Center on the Developing Child, Harvard University)

Ritchie, S., & Crawford, G. M. (2009). **Time is of the essence.** Issues in Pre-K to 3rd Education #5. March 2009. Chapel Hill, NC: Frank Porter Graham Child Development Institute. (Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill)

Spielberger, J., et. al. (2009). **Supporting low-income parents of young children: The Palm Beach County Family Study 2009.** Chicago: Chapin Hall at the University of Chicago.

http://www.chapinhall.org/sites/default/files/Longitudinal%20Exec_Sum_04_18_09.pdf

(Chapin Hall Center for Children, The University of Chicago)

Spielberger, J., et. al. (2009). **Getting ready for school: Palm Beach County's Early Childhood Cluster Initiative.** Year 3 Report. Chicago: Chapin Hall at the University of Chicago.

<http://www.chapinhall.org/sites/default/files/Year%203%20Exec%20Summary.pdf> (Chapin

Hall Center for Children, The University of Chicago)

2008

Barnett, S., et. al. (2008). **The state of preschool 2008.** Rutgers, NJ: National Institute for Early Education Research. <http://nieer.org/yearbook/> (National Institute for Early Education Research, Graduate School of Education, Rutgers University)

Gilliam, W. S. (2008). **Implementing policies to reduce the likelihood of preschool expulsion.** FCD Policy Brief 7. January 2008. New Haven, CT: Edward Zigler Center, Yale University School of Medicine.

<http://www.ziglercenter.yale.edu/publications/documents/PreKExpulsionBrief2.pdf> (Edward Zigler Center in Child Development and Social Policy, Yale University)

Gormley, Jr., W., Phillips, D., & Gayer, T. (2008). **Preschool programs can boost school readiness.** *Science* 320. June 27, 2008. 1723-1724. (National Institute for Early Education Research, Graduate School of Education, Rutgers University)

Gormley, Jr., W. T. (2008). **The effects of Oklahoma's universal pre-kindergarten program on Hispanic children.** June 2008. Washington, DC: Center for Research on Children in the US.

http://www.crocus.georgetown.edu/reports/policybrief_hispanicchildren.pdf (Center for Research on Children in the United States, Georgetown University)

Hustedt, J. T., Barnett, W. S., Jung, K., & Figueras, A. (2008). **Impacts of New Mexico pre-K on children's school readiness at kindergarten entry: Results from the second year of a growing**

University-Based Child and Family Policy Consortium

July 2009

initiative. June 2008. Rutgers, NJ: National Institute for Early Education Research.
<http://nieer.org/resources/research/NewMexicoRDD0608.pdf> (National Institute for Early Education Research, Graduate School of Education, Rutgers University)

Kagan, S.L., Kauerz, K., & Tarrant, K. (2008). ***The Early Care and Education Teaching Workforce at the Fulcrum: An Agenda for Reform.*** New York: Teachers College Press.
<http://www.policyforchildren.org/ece.html> (National Center for Children and Families, Teachers College, Columbia University)

Martin, A., et. al. (2008). **Long-term maternal effects of early childhood intervention: Findings from the Infant Health and Development Program (IHDP).** *Journal of Applied Developmental Psychology* 29. 101-117. (National Center for Children and Families, Teachers College, Columbia University)

National Forum on Early Childhood Program Evaluation (2008). **Do state pre-K programs improve children's pre-literacy and math learning?** Cambridge, MA: Center on the Developing Child, Harvard University.
http://www.developingchild.harvard.edu/content/downloads/evaluation-brief_prek.pdf (Center on the Developing Child, Harvard University)

National Forum on Early Childhood Program Evaluation (2008). **Early childhood program evaluations: A decision-maker's guide.** Cambridge, MA: Center on the Developing Child, Harvard University.
http://www.developingchild.harvard.edu/content/downloads/Decision_Guide.pdf (Center on the Developing Child, Harvard University)

National Forum on Early Childhood Program Evaluation (2008). **Do early childhood programs have a lasting effect on children?** Cambridge, MA: Center on the Developing Child, Harvard University. http://www.developingchild.harvard.edu/content/downloads/evaluation-brief_hr_ihdp.pdf (Center on the Developing Child, Harvard University)

Raver, C. C., et. al. (2008). **Improving preschool classroom processes: Preliminary findings from a randomized trial implemented in Head Start settings.** *Early Childhood Research* 63(3). 253-255. (Institute of Human Development and Social Change, New York University)

Scott-Little, C., et. al. (2008). **Inside the content of infant-toddler early learning guidelines: Results from analyses, issues to consider and recommendations.** February 2008. New York: National Center for Children and Families.
<http://www.policyforchildren.org/pdf/Inside%20the%20Content%20of%20Infant->

Toddler%20ELGs-Brief.pdf (National Center for Children and Families, Teachers College, Columbia University)

Tarrant, K., et. al. (2008). **The early care and education workforce.** In S. Feeney, A. Galper and C. Seefeldt (Eds.), *Continuing Issues in Early Childhood Education*. Columbus, OH: Pearson Merrill Prentice Hall. (National Center for Children and Families, Teachers College, Columbia University)

Wilson Robinson, K. (2008). **The status of home-based child care services in Chesterfield County: The results of a 2007 winter survey.** Chesterfield, SC: Chesterfield County First Steps. (Institute on Family and Neighborhood Life, Clemson University)

Wilson Robinson, K. (2008). **The status of child care among technical college students in Chesterfield County: A survey of Northeastern Technical College students living in Chesterfield County.** Chesterfield, SC: Chesterfield County First Steps. (Institute on Family and Neighborhood Life, Clemson University)

Wong, V. C., Cook, T. D., Barnett, W. S., & Jung, K. (2008). **An effectiveness-based evaluation of five state pre-kindergarten programs.** *Journal of Policy Analysis and Management* 27(1). 122-154. <http://www3.interscience.wiley.com/cgi-bin/fulltext/117357281/PDFSTART?CRETRY=1&SRETRY=0> (National Institute for Early Education Research, Graduate School of Education, Rutgers University)

2007

National Forum on Early Childhood Program Evaluation (2007). **A science-based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior, and health for vulnerable children.** August 2007. Cambridge, MA: Center on the Developing Child, Harvard University.
http://www.developingchild.harvard.edu/content/downloads/Policy_Framework.pdf (Center on the Developing Child, Harvard University)

Rigby, E., Ryan, R., & Brooks-Gunn, J. (2007). **Child care quality in different state policy contexts.** *Journal of Policy Analysis and Management* 26. 863-883. (National Center for Children and Families, Teachers College, Columbia University)

Rigby, E., Tarrant, K., & Neuman, M. J. (2007). **Alternative policy designs and the socio-political construction of childcare.** *Contemporary Issues in Early Childhood* 8(2). 98-108. (National Center for Children and Families, Teachers College, Columbia University)

Sobel, D. M., & Sommerville, J. A. (2007). **Children's knowledge of the relation between intentional action and pretending.** *Cognitive Development* 22. 130-141. (Center for the Study of Human Development, Brown University)

Teachers' College, Columbia University (2007). **Using assessment to improve school readiness and Head Start quality.** September 2007. New York: National Center for Children and Families. <http://www.policyforchildren.org/pdf/Using%20Assessments%20to%20Improve%20HS%20Quality.pdf> (National Center for Children and Families, Teachers College, Columbia University)

K-12 Education

IN PRESS

Robinson, K. (in press). **The challenges in building a sustainable out of school youth activity capacity in rural South Carolina.** *Children, Youth, and Environments.* (Institute on Family and Neighborhood Life, Clemson University)

2009

Grossman, J. B., et. al. (2009). **The cost of quality out-of-school-time programs.** Philadelphia: Public/Private Ventures. <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/AreasOfContinuingInterest/PhilanthropicIssues/Documents/The-Cost-of-Quality-OST-Programs.pdf> (Center for Research on Child Wellbeing, Princeton University)

Incorvaia, A. (2009). **One-to-one tutoring for reading in grade one: Is it beneficial for all students?** April 2009. Durham, NC: Center for Child and Family Policy. http://www.childandfamilypolicy.duke.edu/publications/policybriefs/files/edureform/One_to_one_Tutoring.pdf (Center for Child and Family Policy, Duke University)

2008

Bruce, S., Pike-Parnell, E., & Zayyad, M. (2008). **Assessment and instruction of self-recognition.** *Teaching Exceptional Children* 41(1). 36-41. (Lynch School of Education, Boston College)

Cochran-Smith, M., Barnatt, J., Lahann, R., Shakman, K., & Terrell, D. (2008). **Teacher education for social justice: Critiquing the critiques.** In W. Ayers, T. Quinn and D. Stovall (Eds.), *The Handbook of Social Justice in Education.* Philadelphia: Taylor and Francis. 625-639. (Chapin Hall Center for Children, The University of Chicago)

Dudley-Marling, C. (2008). **Home-school literacy connections: The perceptions of African American and immigrant, ESL parents in two urban communities.** *Teachers College Record* 111(7). 2009. (Lynch School of Education, Boston College)

Dworsky, A. (2008). **Educating homeless children in Chicago: A case study of Children in the Family Regeneration Program.** Chicago: Chapin Hall at the University of Chicago.
[http://www.chapinhall.org/sites/default/files/ChapinHallDocument\(2\).pdf](http://www.chapinhall.org/sites/default/files/ChapinHallDocument(2).pdf) (Chapin Hall Center for Children, The University of Chicago)

Fagan, J. (2008). **A theory of intelligence as processing: Implications for addressing racial differences in IQ.** Schubert Center for Child Studies, Case Western Reserve University. Brief #10, March 2008. http://www.case.edu/artsci/schubert/documents/fagan_brieffinal.pdf (Schubert Center for Child Studies, Case Western Reserve University)

Konstantopoulos, S., & Hedges, L. V. (2008). **How large an effect can we expect from school reforms?** *Teachers College Record* 110(8). August 2008. 1611-1638. (Lynch School of Education, Boston College)

Lewis, Barbara A. (2008). **The role of genetics in speech, language and reading disorders among children.** Schubert Center for Child Studies, Case Western Reserve University. Brief #11. April 2008. http://www.case.edu/artsci/schubert/lewis_brief_final.pdf (Schubert Center for Child Studies, Case Western Reserve University)

Páez, M. (2008). **English language proficiency and bilingual verbal ability among Chinese, Haitian and Dominican immigrant students.** *Equity & Excellence in Education*. 41(3). 311-324. (Lynch School of Education, Boston College)

Rinaldi, C., & Samson, J. (2008). **English language learners and response to intervention: Referral recommendations.** *Teaching Exceptional Children* 40(5). 6-14. (Lynch School of Education, Boston College)

Royer, H. (2008). **School entry dates and overall academic attainment.** Schubert Center for Child Studies, Case Western Reserve University. Brief #9. February 2008.
http://www.case.edu/artsci/schubert/documents/royer_brief.pdf (Schubert Center for Child Studies, Case Western Reserve University)

Stevens, L. P., et. al. (2008). **Linguistics and science learning for diverse populations: an agenda for teacher education.** In K. Bruna and K. Gomez (Eds.), *Talking Science, Writing Science: The Work of Language in Multicultural Classrooms*. 291-315. New York: Heinemann. (Lynch School of Education, Boston College)

Wasilewski, Y., Gifford, B., & Bonneau, K. (2008). **Evaluation of the school-wide Positive Behavioral Support Program in eight North Carolina elementary schools.** April 2008. Durham, NC: Center for Child and Family Policy.
http://www.childandfamilypolicy.duke.edu/evalsvcs/files/PBS_EvalReport_040108.pdf (Center for Child and Family Policy, Duke University)

2007

Brooks-Gunn, J., Rouse, C., & McLanahan, S. (2007). **Racial and ethnic gaps in school readiness.** In R.C. Pianta, M.J. Cox, & K. Snow (Eds.), *School Readiness and the Transition to Kindergarten*. 283-306. Baltimore, MD: Paul H. Brookes. (National Center for Children and Families, Teachers College, Columbia University)

Coulton, C. (2007). **Children's participation in out-of-school activities.** Schubert Center for Child Studies, Case Western Reserve University. Brief #5. September 2007.
<http://www.case.edu/artsci/schubert/documents/coulton-irwin%20brief%20F.pdf> (Schubert Center for Child Studies, Case Western Reserve University)

Duncan, G. J., et. al. (2007). **School readiness and later achievement.** *Developmental Psychology* 43. 1428–1446. (School of Education and Social Policy, Northwestern University)

Fauth, R. C., Roth, J. L., & Brooks-Gunn, J. (2007). **Does the neighborhood context alter the link between youth's after-school time activities and developmental outcomes? A multilevel analysis.** *Developmental Psychology* 43. 760-777. (National Center for Children and Families, Teachers College, Columbia University)

Georges, A. (2007). **Poverty, classroom instruction and mathematics achievement in kindergarten.** In B. Arrighi and D. Maume (Eds.) *Child Poverty in America Today*. 26-47. Westport, CT: Praeger. (National Center for Children and Families, Columbia University)

Goerge, R. M., et. al. (2007). **After-school programs and academic impact: A study of Chicago's After School Matters.** Issue brief, January 2007. Chicago: Chapin Hall at the University of Chicago.
[http://www.chapinhall.org/sites/default/files/publications/ChapinHallDocument\(2\)_0.pdf](http://www.chapinhall.org/sites/default/files/publications/ChapinHallDocument(2)_0.pdf) (Chapin Hall Center for Children, The University of Chicago)

Gordon, R. A., Powers, E. T. & Mulhall, P. (2007). **School's out: After-school programs and policies that work.** *Institute of Government and Public Affairs Policy Forum*, 19(4).
<http://www.igpa.uillinois.edu/system/files/PF19-4.pdf> (Institute of Government and Public Affairs, University of Illinois)

Skyles, A., Smithgall, C., & Howard, E. (2007). **School engagement and youth who run away from care: The need for cross-system collaboration.** Chicago: Chapin Hall at the University of Chicago. http://www.chapinhall.org/sites/default/files/old_reports/352.pdf (Chapin Hall Center for Children, The University of Chicago)

University of Pittsburgh Office of Child Development (2007). **Teachers' level of education: Impact on classroom quality and children's academic outcomes.** July 2007. Pittsburgh: University of Pittsburgh School of Education. <http://www.education.pitt.edu/ocd/publications/sr2007-07.pdf> (University of Pittsburgh School of Education)

Wheeler, J., & Glennie, E. (2007). **Can pay incentives improve the recruitment and retention of teachers in America's hard-to-staff schools? A research summary.** Summer 2007. Durham, NC: Center for Child and Family Policy. <http://www.childandfamilypolicy.duke.edu/publications/policybriefs/files/edureform/Incentives.pdf> (Center for Child and Family Policy, Duke University)

Poverty and Community Economic Development

IN PRESS

Condrasky, M., & Marsh, J. (in press). **Food stamps and dietary intake of low-income women in the rural south in the time of welfare reform.** *Topics in Clinical Nutrition* 20. 366-374. (Institute on Family and Neighborhood Life, Clemson University)

2009

Webber, H., & Karlström, M. (2009). **Why community investment is good for nonprofit anchor institutions: Understanding costs, benefits and the range of strategic options.** Chicago: Chapin Hall at the University of Chicago. http://www.chapinhall.org/sites/default/files/Anchor_Paper_04_20_09_0.pdf (Chapin Hall Center for Children, The University of Chicago)

2008

Barajas, R.G., Philipsen, N., & Brooks-Gunn, J. (2008). **Cognitive and emotional outcomes for children in poverty.** In D.R. Crane and T.B. Heaton (Eds.), *Handbook for Families and Poverty.* New York: Russell Sage Foundation. (National Center for Children and Families, Teachers College, Columbia University)

Bendheim-Thoman Center for Research on Child Wellbeing (2008). **Predictors of homelessness and doubling-up among at risk families.** Fragile Families Research Brief 43. August 2008. Princeton, NJ: Center for Research on Child Wellbeing, Princeton University. <http://www.fragilefamilies.princeton.edu/briefs/ResearchBrief43.pdf> (Center for Research on Child Wellbeing, Princeton University)

Bendheim-Thoman Center for Research on Child Wellbeing (2008). **Mothers' and children's poverty and material hardship in the years following a non-marital birth.** Fragile Families Research Brief 41. January 2008. Princeton, NJ: Center for Research on Child Wellbeing, Princeton University. <http://www.fragilefamilies.princeton.edu/briefs/ResearchBrief41.pdf> (Center for Research on Child Wellbeing, Princeton University)

Fauth, R. C., Leventhal, T., & Brooks-Gunn, J. (2008). **Seven years later: Effects of a neighborhood mobility program on poor Black and Latino adults' well-being.** *Journal of Health and Social Behavior* 49. 119–130. (National Center for Children and Families, Teachers College, Columbia University)

Gordon, R. A. (2008). **Policy, child well-being.** In D. Carr (Ed), *Encyclopedia of the Life Course and Human Development*. Farmington Hills, MI: Gale. (Institute of Government and Public Affairs, University of Illinois)

National Forum on Early Childhood Program Evaluation (2008). **Do disadvantaged neighborhoods affect children's verbal skills?** Cambridge, MA: Center on the Developing Child, Harvard University. http://www.developingchild.harvard.edu/content/downloads/evaluation-brief_verbal.pdf (Center on the Developing Child, Harvard University)

National Forum on Early Childhood Program Evaluation (2008). **Workforce development, welfare reform and child well-being.** Working Paper 1. Cambridge, MA: Center on the Developing Child, Harvard University. <http://www.developingchild.harvard.edu/content/downloads/Forum-WP1.pdf> (Center on the Developing Child, Harvard University)

Powers, E. T. & Bagby, E. (2008). **Poverty and inequality in Illinois.** *The Illinois Report 2008*. Urbana, IL: Institute of Government and Public Affairs. <http://www.igpa.uillinois.edu/library/ILReport08Poverty> (Institute of Government and Public Affairs, University of Illinois)

Zinn, A., & Courtney, M. E. (2008). **Are family needs and services aligned? Evaluating the Bureau of Milwaukee Child Welfare.** Chicago: Chapin Hall at the University of Chicago.

[http://www.chapinhall.org/sites/default/files/publications/ChapinHallDocument\(2\)_4.pdf](http://www.chapinhall.org/sites/default/files/publications/ChapinHallDocument(2)_4.pdf)
(Chapin Hall Center for Children, The University of Chicago)

2007

Bendheim-Thoman Center for Research on Child Wellbeing (2007). **Mothers' residential mobility following the birth of a child.** Fragile Families Research Brief 40. October 2007. Princeton, NJ: Center for Research on Child Wellbeing, Princeton University.
<http://www.fragilefamilies.princeton.edu/briefs/ResearchBrief40.pdf> (Center for Research on Child Wellbeing, Princeton University)

Bendheim-Thoman Center for Research on Child Wellbeing (2007). **Incarceration, employment and earnings among fathers in fragile families.** Fragile Families Research Brief 38. May 2007. Princeton, NJ: Center for Research on Child Wellbeing, Princeton University.
<http://www.fragilefamilies.princeton.edu/briefs/ResearchBrief38.pdf> (Center for Research on Child Wellbeing, Princeton University)

DeCoursey, J., & Skyles, A. (2007). **Making connections: Engaging employers in preparing Chicago's youth for the workforce.** Chicago: Chapin Hall at the University of Chicago.
http://www.chapinhall.org/sites/default/files/old_reports/341.pdf (Chapin Hall Center for Children, The University of Chicago)

Derrington, T. (2007). **What "we" don't know can hurt "them": Children and families of color in child welfare and Part C Early Intervention.** *Brandeis University Graduate Student Journal* 5. 111-124. (The Institute for Child, Youth and Family Policy, Brandeis University)

Dworsky, A., & Courtney, M. E. (2007). **Barriers to employment among TANF applicants and their consequences for self-sufficiency.** *Families in Society* 88(3). 379-389. (Chapin Hall Center for Children, The University of Chicago)

Dworsky, A., Courtney, M. E., & Zinn, A. (2007). **Child, parent and family predictors of child welfare services involvement among TANF applicant families.** *Children and Youth Services Review* 29(6). June 2007. 802-820. (Chapin Hall Center for Children, The University of Chicago)

Rich, L. M., Garfinkel, I., & Gao, Q. (2007). **Child support enforcement policy and unmarried fathers' participation in the regular and underground economies.** *Journal of Policy Analysis and Management* 26(4). Autumn 2007. 791-810. (Chapin Hall Center for Children, The University of Chicago)

Robinson, K. (2007). **The challenges of enhancing the youth out of school program workforce in rural America: A Lowcountry South Carolina case study of the Schools Out Lowcountry**

University-Based Child and Family Policy Consortium
July 2009

initiative. Houston: Cornerstones For Kids. (Institute on Family and Neighborhood Life, Clemson University)

Sanbonmatsu, L., et. al. (2007). **New kids on the block: results from the Moving to Opportunity experiment.** *Education Next* 7. 60-66. (National Center for Children and Families, Teachers College, Columbia University)

Race, Ethnicity and Culture

IN PRESS

Brady-Smith, C., et. al. (in press). **Parenting in context, parenting as context: Examining patterns of parenting and their relations to infant development among Mexican, African, and European American low-income mothers.** *Parenting: Science and Practice.* (National Center for Children and Families, Teachers College, Columbia University)

2009

Koops, L. H. (2009). **Pathways to Culturally Informed Music Education: Lessons from the Gambia.** Schubert Center for Child Studies, Case Western Reserve University. Brief #14, March 2009. http://www.case.edu/artsci/schubert/documents/koops_brief_2.pdf (Schubert Center for Child Studies, Case Western Reserve University)

2008

Berger, L., Brooks-Gunn, J., Paxson, C., & Waldfogel, J. (2008). **First-year maternal employment and child outcomes: Differences across racial and ethnic groups.** *Children and Youth Services Review* 30. 365-387. (National Center for Children and Families, Teachers College, Columbia University)

Villanueva Dixon, S., Graber, J. A., & Brooks-Gunn, J. (2008). **The roles of respect for parental authority and parenting practices in parent-child conflict among African American, Latino, and European American families.** *Journal of Family Psychology* 22. 1-11. (National Center for Children and Families, Teachers College, Columbia University)

2007

University of Pittsburgh Office of Child Development (2007). **Racial-ethnic socialization: Understanding how children of minorities learn about race, culture and prejudice.** January 2007. Pittsburgh: University of Pittsburgh School of Education.

<http://www.education.pitt.edu/ocd/publications/sr2007-01.pdf> (University of Pittsburgh School of Education)

Wulczyn, F., & Lery, B. (2007). **Racial disparity in foster care admissions**. Chicago: Chapin Hall at the University of Chicago.

http://www.chapinhall.org/sites/default/files/old_reports/399.pdf (Chapin Hall Center for Children, The University of Chicago)