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ABSTRACT

Data quality and speed in data processing profoundly affect service provided to the Educational Resources Information Center's (ERIC's) broad audiences. With these factors in mind, a new technology infrastructure for processing records has been acquired and is scheduled for implementation. The story of how the ERIC database is being constructed is featured in this annual report, as are highlights of recent acquisitions. A review of the year 2000 includes discussion of the ERIC database growth in 2000; database content; database access; document delivery; information sharing; and system-wide improvements. The individual ERIC Clearinghouses and support components also report their accomplishments and provide lists of their best-selling publications and recent ERIC Digest titles. A description of ERIC's users services--which include reference and retrieval services, access to Internet resources, literature searches, bibliographies, identification of popular documents, and referrals to other sources of information--is provided. An ERIC system directory and an outline of the ERIC budget are also included. (AEF)

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ANNUAL REPORT 2001

SUMMARIZING THE RECENT ACCOMPLISHMENTS OF THE EDUCATIONAL RESOURCES INFORMATION CENTER

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
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Office of Educational Research and Improvement • U.S. Department of Education

ERIC Mission and Audience

The Educational Resources Information Center (ERIC) is a federally funded, nationwide information network that has been providing ready access to education literature since 1966. At the heart of ERIC is the largest education database in the world—containing more than 1 million bibliographic records.

Mission

The mission of the ERIC system is to improve American education by increasing and facilitating the use of educational research and information to improve practice in learning, teaching, educational decision making, and research, wherever and whenever these activities take place.

Audience

The ERIC audience includes teachers, professors, and librarians; school and college administrators, counselors, instructional media staff, and support personnel; educational researchers; educational policymakers at every level; students and nonformal learners at every age and level, including adult learners; parents; health and social services personnel and caregivers who support families, parents, students, and children; and the media and business communities as they relate to education.

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ERIC
Educational Resources Information Center

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ANNUAL REPORT 2001

SUMMARIZING THE RECENT ACCOMPLISHMENTS OF THE EDUCATIONAL RESOURCES INFORMATION CENTER

Educational Resources Information Center • National Library of Education
Office of Educational Research and Improvement • U.S. Department of Education

Foreword

When ERIC directors met in October 2000, they articulated a vision of the ERIC system as reliable, speedy, usable, and of high quality. The process of translating this vision into results for ERIC customers has generated a renewed focus on improving the accessibility and usability of ERIC's database of educational literature.

Data quality and speed in data processing profoundly affect service provided to ERIC's broad audiences. With these factors in mind, a new technology infrastructure for processing records has been acquired and is scheduled for implementation in 2001. This implementation process will include an examination of the procedures for retrieving Internet resources for the ERIC system. We encourage everyone to watch the new technology unfold and to access the ERIC database and clearinghouse system by using the new Web page address, http://www.eric.ed.gov.

The story of how the ERIC database is being constructed is featured in this annual report, as are highlights of recent acquisitions. The individual ERIC clearinghouses and support components have also reported their accomplishments and have provided lists of their bestselling publications and recent ERIC Digest titles. We invite you to read the record of what ERIC has accomplished.

Luna Levinson
Director of ERIC

ERIC

Table of Contents

The ERIC Database: Review of the Year 2000	6
Database Growth in 2000	6
Database Content	7
Database Access	8
Document Delivery	9
Information Sharing	10
Systemwide Improvements	10
ERIC Products	11
ERIC Clearinghouses' Bestsellers of 2000 and ERIC Digests Produced in 2000	12
User Services	18
Figure 1: How Users Contacted ERIC Components in 2000	18
Figure 2: Types of Users Who Contacted ERIC Clearinghouses in 2000	19
Highlights of ERIC Components' Accomplishments in 2000	20
ERIC System Directory	29
The ERIC Budget	34

The ERIC Database: Review of the Year 2000

In keeping with the ERIC tradition begun in 1966, ERIC continues to build and maintain the world's largest education database. The database enables anyone who needs information on education to locate journal articles, conference papers, research and technical reports, project descriptions, books, teaching guides, evaluation reports, and many other types of materials.

Database Growth in 2000

In 2000, 32,427 new records were added to the ERIC database: abstracts of 10,268 documents and abstracts of 22,159 journal articles. The entire bibliographic database, covering the period 1966–2000, totals 1,045,081 records.

The database is being built by the 16 ERIC Clearinghouses, which acquire and select articles and documents in their scope areas; catalog, abstract, and index them; and send them to the central ERIC Processing and Reference Facility. The Facility performs final editing and combines records from all clearinghouses into the database.

The results of your expeditious response to my cry for help were nothing short of sensational, particularly in light of my own fruitless efforts. I wanted to extend a note of eternal gratitude....The service truly is an undisguised blessing for those of us in the throes of the life-altering, life-consuming experience of dissertation writing. Again, thank you.

—A message from a graduate student to the ERIC Clearinghouse on Reading, English, and Communication

Sample Titles Added to the ERIC Database in 2000

Becker, Ruth R. Spring 2000. "The Critical Role of Students' Questions in Literacy Development." *Educational Reform* Vol. 64 (Issue 3).

Campbell, Bob, and Fred Lubben. March 2000."Learning Science through Contexts: Helping Pupils Make Sense of Everyday Situations." *International Journal of Science Education* Vol. 22 (Issue 3).

Gullo, Dominic F. February 2000. "The Long Term Educational Effects of Half-Day vs. Full-Day Kindergarten." *Early Child Development and Care* Vol. 160.

Prichard Committee for Academic Excellence. 1999. *Gaining Ground: Hard Work and High Expectations for Kentucky Schools.*

Thomas B. Fordham Foundation. 2000. *The State of State Standards, 2000: English, History, Geography, Mathematics, Science.*

ERIC currently indexes more than 1,081 education-related journals. The clearinghouses cover the journals in their scope areas and add new journals when appropriate. Many journals are indexed cover to cover, whereas others are indexed selectively. Journal articles comprise approximately 60 percent of the ERIC database.

Documents other than journal articles comprise approximately 40 percent of the database. ERIC systematically acquires most documents via acquisition arrangements with information providers such as universities and other research organizations, associations, commercial publishers, and state and local education agencies. The ERIC Facility and the clearinghouses formed 159 new acquisitions arrangements in 2000 for a year end total of 2,504 arrangements. In 2000 the Facility introduced a new Web-searchable ERIC Acquisitions Arrangements Database that enables the clearinghouses to check existing arrangements and avoid duplication.

In addition to these standing acquisitions arrangements, ERIC aggressively solicits education-related material from new sources and accepts unsolicited documents for review. However, inclusion of submitted documents in the ERIC database is not automatic; all documents are evaluated by subject-matter experts at the ERIC Clearinghouses. First and foremost, a document selected for ERIC must be clearly linked to the process or practice of education. In addition, every document sent to ERIC is evaluated for quality of content, including contribution to knowledge, significance, relevance, newness, innovativeness, effectiveness of presentation, thoroughness of reporting, relation to current priorities, timeliness, authority of source, intended audience, and comprehensiveness. All documents must meet standards for legibility and reproducibility, and must be available from either the ERIC Document Reproduction Service (EDRS) or another source.

Database Content

ERIC catalogs bibliographic records in its database by describing records according to type of publication. In 2000, more than 90 percent of the documents and articles entered in the database were categorized as research/technical reports, descriptive reports, evaluative/feasibility reports, guides (including administrative and teaching guides), speeches, conference papers, viewpoints, or books.

Documents produced or funded by the Department of Education are given special priority in the database. The ERIC Facility reports that 1,329 Department documents were entered into the database in 2000—approximately 14 percent of all documents entered. In 2000, a special initiative was conducted jointly by the Facility and the Department of Education's (ED's) Office of Educational Research and Improvement (OERI) to ensure that documents from OERI Regional Educational Laboratories are entered into the ERIC database. Currently, documents from the laboratories are mailed directly to the ERIC Facility for assignment to the appropriate ERIC Clearinghouse. Each document carries a

Thank you so much for responding to my query on grading systems for technical college courses. My institution has recently gained Technical College status, and we are in the process of evaluating students and assigning grades for each course. I really appreciate your attention to this matter, and thank you for the information and useful Internet resources.

—Message sent to the ERIC Clearinghouse on Assessment and Evaluation

transmission memo from the Facility marking it for special attention during the clearinghouse document selection process.

Examples of Department of Education Publications Entered in ERIC in 2000

Elementary and Secondary Education: An International Perspective

Participation in Adult Education in the United States: 1998–99. Statistics in Brief

Standards for Foreign Language Learning in the 21st Century

Who's Teaching, and Who Will Teach, Vocational Education?

In 2000, the highest numbers of document entries into the database came from three scope areas: reading, English, and communication (929 documents); adult, career, and vocational education (916 documents); and elementary and early childhood education (902 documents). The largest numbers of journal articles were processed in the scope areas of science, mathematics, and environmental education (2,248 articles); information and technology (2,161 articles); and reading, English, and communication (1,950 articles).

Thank you for providing me with your most recent packet of products that were produced by the ERIC Clearinghouse on Adult, Career, and Vocational Education. As always, the materials are very well prepared and will be very useful for our work with migrant and seasonal farmworker families.

—A message from a director of a migrant center sent to the ERIC Clearinghouse on Adult, Career, and Vocational Education

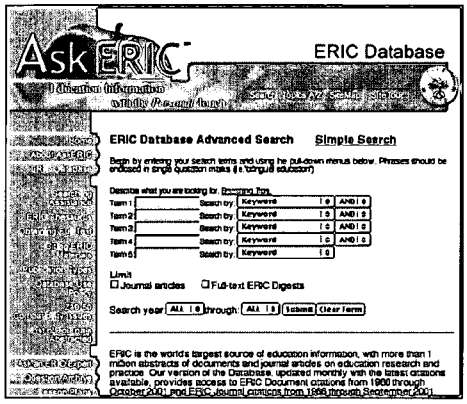
Database Access

The ERIC database is available for public access on the Internet. For example, a social studies teacher interested in using primary sources could go to www.eric.ed.gov and click on "Search ERIC Database." By performing a keyword search using terms such as "primary sources," "heritage education," and "United States History," the teacher could locate practical materials such as a series of teaching guides from the National Park Service highlighting national historic places.

Teachers, researchers, and others interested in education can also search ERIC at more than 1,000 public and university libraries as well as at Federal Depository Libraries. ERIC records are published in two print indexes—*Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*—as well as online (via the Internet and commercial services) and on CD-ROM. Currently, six online vendors and three CD-ROM vendors offer access to the ERIC database, including the ERIC Processing and Reference Facility, which offers a CD-ROM subscription for $100 per year.

Because the ERIC database is accessible in so many ways, it is impossible to gather complete statistics on how many searches are run each year. Three ERIC host organizations provide access to the database: the ERIC Clearinghouse on Assessment and Evaluation (http://searcheric.org), the ERIC Clearinghouse on

Information & Technology (http://ericit.org/searcheric.shtml), and EDRS (http://www.edrs.com/webstore/search.cfm). These organizations reported a combined total of 8,446,758 ERIC searches run in 2000—an average of 703,897 searches run each month.



Who searches the ERIC database? One study of ERIC database users, conducted by the ERIC Clearinghouse on Assessment and Evaluation, revealed that 36.6 percent are researchers or professors, 24.3 percent are college students, 23.1 percent are K–12 teachers or administrators, 14.7 percent are "others" (including parents, college librarians, and journalists), and 1.3 percent are K–12 students. (See page 19 for additional information on who uses ERIC.)

Document Delivery

Access to copies of ERIC documents is provided by EDRS, which experienced a banner year for electronic services in 2000. The ERIC E*Subscribe service, which provides access to electronically releasable ERIC documents by subscription, increased its customer base by 226 percent, growing from 134 customers at the beginning of 2000 to a year-end total of 438 customers (409 U.S. and 29 international).

E*Subscribe's customers comprise 4-year colleges and universities (84.5 percent); community colleges (4.8 percent); K–12 institutions (6.8 percent); and public, special, and corporate libraries (3.9 percent). This service provides direct access to electronic copies of more than 77,000 publications (more than 85 percent of the releasable ERIC documents produced since 1993) to more than 4 million students, faculty, and other patrons. Patrons at subscribing institutions can search the ERIC database and download ERIC documents in Adobe's Portable Document Format (PDF). A total of 192,000 ERIC documents were downloaded through E*Subscribe in 2000.

E*Subscribe's popularity has caused the number of ERIC Standing Order microfiche subscriptions to decline from 950 in 1999 to 886 in 2000. Of the 64 institutions that canceled microfiche subscriptions, 62 transferred to E*Subscribe.

Despite the high interest in electronic document delivery, EDRS continues to fill many on-demand orders for paper and microfiche copies of ERIC documents. In 2000, customers ordered 44,926 copies of ERIC documents, up 51.2 percent from 1999. Of these requests, 54 percent were for paper copies, 28 percent were for electronic copies, and 18 percent were for microfiche.

I must say the National Council of La Raza is very thankful for your wide range of help. While the research I have been doing has been hard to dig up, you have led me to areas or organizations I have not contacted. Thank you so much for your work. It makes researchers and policy analysts...very grateful that there are services out there that do help promote and foster knowledge. Thank you once again for you help.

—A researcher at the National Council of La Raza in a message to the ERIC Clearinghouse on Languages and Linguistics

Information Sharing

ERIC participates in partnerships for information exchange with other national libraries and sponsors of databases and international collections. This section lists just a few examples.

Each year, appropriate records from the ERIC database are provided to the United Nations' Educational, Cultural, and Scientific Organization/International Association of Universities' (IAU's) *International Bibliography of Higher Education.* In 2000, 942 ERIC document records and 1,387 ERIC journal article records were delivered to IAU.

At the 2000 ERIC Technical Meeting, panelists from the National Library of Medicine, National Agricultural Library, and American Psychological Association joined the ERIC Facility to discuss processing of electronic documents and journal articles for large bibliographic databases such as MEDLINE, AGRICOLA, and PsycINFO.

Representatives from Australian Education Index, British Education Index, and Canadian Education Index participated in ERIC's Vocabulary Review Group, which provides guidance on additions and changes to the *Thesaurus of ERIC Descriptors.*

The Online Computer Library Center (OCLC) is investigating a mapping between the *Thesaurus of ERIC Descriptors* and the Dewey Decimal Classification system.

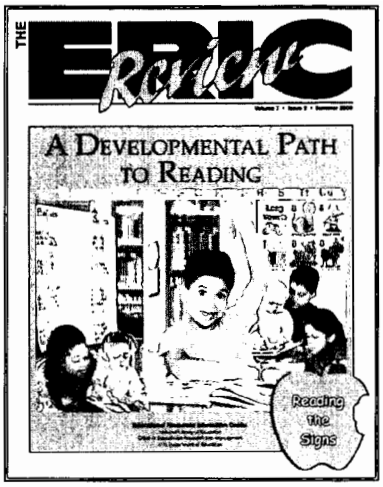
I teach all of my freshman education students about ERIC. It's one of the first things they learn in my classes.

—Comment to the ERIC Clearinghouse on Teaching and Teacher Education from a postsecondary faculty member

Systemwide Improvements

New developments are under way that will improve the timeliness and accuracy of the ERIC database and expand the database content to include more types of electronic materials. The ERIC Facility is developing an online data entry system that will automate data input and validation and streamline document processing. Clearinghouses will catalog, abstract, and index directly into this new Web-based system, which will feature error and duplicate checking, online access to descriptors and identifiers with cut-and-paste routines, spell-check, and access to various editorial help tools. In addition, the system will accept uploads of various digital file formats, including PDF, HTML, XML, video, and audio, which will move ERIC from a largely paper-based system to an electronic system that provides more comprehensive coverage of education-related material. The Facility will work closely with three to six ERIC Clearinghouses on the initial development of the new system and anticipates that final implementation and training for the entire ERIC system will occur in late 2001.

ERIC Products



In addition to building the ERIC database, the ERIC Clearinghouses analyze and synthesize literature in their areas of expertise and create research reviews, bibliographies, interpretive studies of high-interest topics, digests, and other publications that meet the information needs of the wide spectrum of ERIC users. In 2000, the clearinghouses and ACCESS ERIC produced 536 information products. These products are noteworthy for the collaborative ways in which they are produced, the extensive networks through which they are distributed, and the attention they receive from a variety of audiences. Many publications result from partnerships among ERIC Clearinghouses and professional associations, private publishers, academic institutions, and other organizations. All clearinghouse products are reviewed by two subject matter experts prior to publication. Titles of ERIC bestsellers for 2000 are listed on pages 12–17.

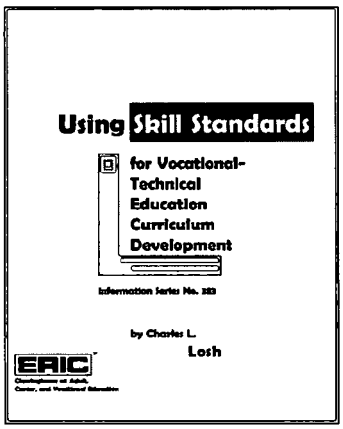
ERIC also produces electronic products such as peer-reviewed electronic journals, virtual libraries, and numerous specialized directories. The clearinghouses collaborate with ACCESS ERIC to produce a series of Parent Brochures and *The ERIC Review,* a free journal for practitioners that reports critical trends and issues in education. In 2000, issues of *The ERIC Review* addressed "School Safety," "Early Intervention: Expanding Access to Higher Education," and "A Developmental Path to Reading."

In 2000, the ERIC Clearinghouses produced more than 175 ERIC Digests. These popular, two-page products summarize the most current information available on specific education issues and topics. Topics are determined by examining research trends in documents and articles acquired for the database, questions most frequently asked by ERIC customers, and suggestions from the National Clearinghouse Committees. Digests are typically presented in question-and-answer format and always include additional resources for further research. Several types of digests are available including overviews, fact sheets, issues (defining and describing a controversial topic), practice applications, research findings, syntheses of syntheses, and resource summaries.

Titles of the ERIC Digests produced in 2000 appear on pages 12–17. The complete text of more than 2,300 ERIC Digests can be found on CD-ROM versions of the database and on the Web at http://www.ed.gov/databases/ERIC_Digests/index.

ERIC Clearinghouses' Bestsellers of 2000 and ERIC Digests Produced in 2000

ERIC Clearinghouse on Adult, Career, and Vocational Education



Bestseller: *Using National and State Skill Standards for Vocational-Technical Education Curriculum Development*

Digests Produced in 2000

African Americans and Self-Help Education: The Missing Link in Adult Education

Change: Connections to Adult Learning and Education

Changing Career Patterns

Employability Skills: An Update

The New Meaning of Retirement

Parenting and Career Development

Preparing Limited English Proficient Persons for the Workplace

Transformative Learning and the Journey of Individuation

Web-Based Training

Welfare to Work: Considerations for Adult and Vocational Education Programs

ERIC Clearinghouse on Assessment and Evaluation

Bestseller: *Multi-Cultural Program Evaluation*

Digests Produced in 2000

The Advantages of Hierarchical Linear Modeling

Assessments and Accountability

Basic Assessment Concepts for Teachers and School Administrators

Bayes' Theorem: An Old Tool Applicable to Today's Classroom Measurement Needs

The Preliterate Student: A Framework for Developing an Effective Instructional Program

Scoring Rubrics Part I: What and When

Scoring Rubrics Part II: How?

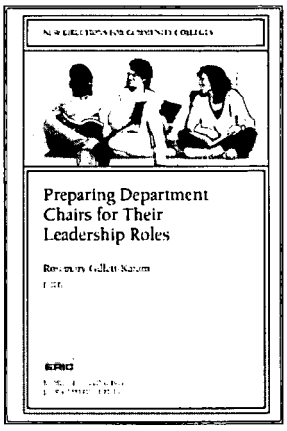
Summarizing Change in Test Scores: Shortcomings of Three Common Methods

Using Critical Thinking To Conduct Effective Searches of Online Resources

Using Expected Growth Size Estimates To Summarize Test Score Changes

ERIC Clearinghouse for Community Colleges

Bestseller: *Preparing Department Chairs for Their Leadership Roles*



Digests Produced in 2000

Academic Dishonesty and the Community College

Computer Literacy for Community College Students

English As a Second Language: Program Approaches at Community Colleges

Facing Challenges: Identifying the Role of the Community College Dean

A Review of Community College Curriculum Trends

Sexual Minorities on Community College Campuses

Strategic Planning for a New Century: Process Over Product

Values Education in the Two-Year Colleges

ERIC Clearinghouse on Counseling and Student Services

Bestseller: *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*

Digests Produced in 2000

The 70% Solution: Meeting the Need for High Skills

Coping With Loss and Grief Through Online Support Groups

Ethics and Regulations of Cybercounseling

Historical Context: The Relationship of Computer Technologies and Counseling

Let's Go Surfing: Use of the Internet for Career Counseling in Schools

Online Support Groups: Nuts and Bolts, Benefits, Limitations, and Future Directions

Technology-Delivered Assessment: Diamonds or Rocks?

Technology-Delivered Assessment: Guidelines for Educators Traveling the Technology Highway

Transition of Career Development University Courses to Electronic Formats

Understanding the Implications of Distance Learning for Accreditation and Licensure of Counselor Preparation Programs

ERIC Clearinghouse on Disabilities and Gifted Education

Bestseller: *Adapting Curricular Materials:* Three-Volume Set

Digests Produced in 2000

Assessment of Culturally and Linguistically Diverse Students for Special Education Eligibility

Creating Useful Individualized Education Programs (IEPs)

Designing Individualized Education Program (IEP) Transition Plans

Five Strategies To Reduce Overrepresentation of Culturally and Linguistically Diverse Students in Special Education

Improving Post-School Outcomes for Students With Emotional and Behavioral Disorders

The Individual Family Service Plan (IFSP)

Infusing Multicultural Content Into the Curriculum for Gifted Students

The Link Between Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plans (BIPs)

Planning Student-Directed Transitions to Adult Life

Strategic Processing of Text: Improving Reading Comprehension for Students With Learning Disabilities

Teaching Mathematics to Gifted Students in a Mixed-Ability Classroom

Teaching Young Gifted Children in the Regular Classroom

The Warning Signs of Learning Disabilities

Youth Aggression and Violence: Risk, Resilience, and Prevention

ERIC Clearinghouse on Educational Management

Bestseller: *School Leadership: Handbook for Excellence* (Third Edition)

Digests Produced in 2000

Alternative Teacher Compensation

Becoming a Technologically Savvy Administrator

Capitalizing on Small Class Size

Educational Vouchers

Evaluating the Results of Whole-School Reform

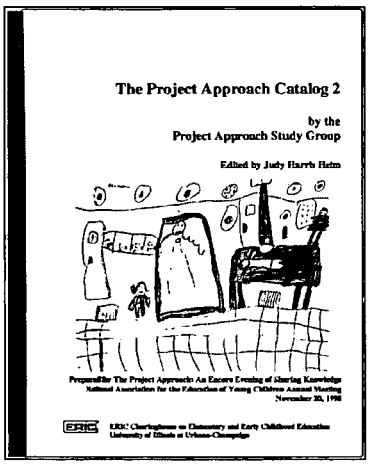
How Schools Allocate Their Resources

New Patterns of School Governance

Profiling Students for Violence

Standards: The Policy Environment

ERIC Clearinghouse on Elementary and Early Childhood Education



Bestseller: *The Project Approach Catalog 2*

Digests Produced in 2000

Academic Redshirting and Young Children

Child Care Quality: An Overview for Parents

Computadoras y niños pequeños (Computers and Young Children)

Computers and Young Children

Conferencias de padres-educadores: Sugerencias para los padres (Parent-Teacher Conferences: Suggestions for Parents)

Differentiation of Instruction in the Elementary Grades

Exploratory Curriculum in the Middle School

Integrative Curriculum in a Standards-Based World

Juegos de videos: Investigación, puntajes y recomendaciones (Video Games: Research, Ratings, and Recommendations)

K–12 Single-Sex Education: What Does the Research Say?

Manejando las burlas: Cómo los padres pueden ayudar a sus hijos (Easing the Teasing: How Parents Can Help Their Children)

Mathematics Standards for Pre-Kindergarten Through Grade 2

Otra perspectiva sobre lo que los niños deben estar aprendiendo (Another Look at What Young Children Should Be Learning)

Reggio Emilia: Catalyst for Change and Conversation

The Role of Curriculum Models in Early Childhood Education

Seleccionando materiales adecuados cultural y lingüísticamente: Sugerencias para los proveedores de servicios (Selecting Culturally and Linguistically Appropriate Materials: Suggestions for Service Providers)

Adjunct ERIC Clearinghouse for ESL Literacy Education

Bestseller: *Assessing Success in Family Literacy and Adult ESL*

Digests Produced in 2000

Civics Education for Adult English Language Learners

Dialogue Journals: Interactive Writing To Develop Language and Literacy

ESL Instruction and Adults With Learning Disabilities

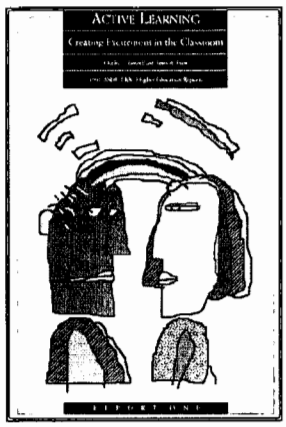
Finding and Evaluating Adult ESL Resources on the World Wide Web

Online Professional Development for Adult ESL Educators

Reflective Teaching for Adult ESL Practitioners

Trauma and the Adult English Language Learner

ERIC Clearinghouse on Higher Education



Bestseller: *Active Learning: Creating Excitement in the Classroom Volume 20–1*

Digests Produced in 2000

Academic Departments: How They Work, How They Change

Copyright Concerns in the Age of Distance Education

Digital Dilemma: Issues of Access, Cost, and Quality in Media-Enhanced and Distance Education

Grading Students' Classroom Writing: Issues and Strategies

Graduate Student Unionization in Higher Education

Higher Education Outside of the Academy

Outsourcing in Higher Education

Post-Tenure Faculty Development: Building a System of Faculty Improvement and Appreciation

Summer Bridge Programs: Supporting All Students

Women and Minority Faculty in the Academic Workplace: Recruitment, Retention, and Academic Culture

ERIC Clearinghouse on Information & Technology

Bestseller: *Survey of Instructional Development Models*

Digests Produced in 2000

The Field of Educational Technology: Update 2000. A Dozen Frequently Asked Questions

Internet Resources for K–8 Students: Update 2000

Internet Resources for Library Media Specialists and Children's Librarians

An Introduction to Internet Resources for K–12 Educators. Part I: Information Resources: Update 2000

An Introduction to Internet Resources for K–12 Educators. Part II: Question Answering, Electronic Discussion Groups, Newsgroups: Update 2000

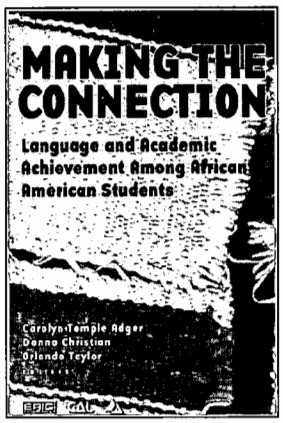
Laptop Computers in the K–12 Classroom

The Role of the School Library Media Specialist in the 21st Century

A Survey of Educational Change Models

Teachers and Librarians: Collaborative Relationships

ERIC Clearinghouse on Languages and Linguistics



Bestseller: *Making the Connection: Language and Academic Achievement Among African Americans*

Digests Produced in 2000

Assessment Portfolios: Including English Language Learners in Large-Scale Assessments

Brain Research: Implications for Second Language Learning

Contextual Factors in Second Language Acquisition

Enhancing Authentic Language Learning Experiences Through Internet Technology

The ESL Standards: Bridging the Academic Gap for English Language Learners

Examining Latino Paraeducators' Interactions With Latino Students

Planning for Success: Common Pitfalls in the Planning of Early Foreign Language Programs

Programs That Prepare Teachers To Work Effectively With Students Learning English

Promoting a Language Proficient Society: What You Can Do

Simulated Oral Proficiency Interviews: Recent Developments

Strategies for Success: Engaging Immigrant Students in Secondary Schools

Teaching Educators About Language: Principles, Structures, and Challenges

Thematic, Communicative Language Teaching in the K–8 Classroom

What Early Childhood Teachers Need To Know About Language

What Elementary Teachers Need To Know About Language

ERIC Clearinghouse on Reading, English, and Communication

Bestseller: *101 Ways To Help Your Child Learn To Read and Write*

Digests Produced in 2000

The Digital Divide and Its Implications for the Language Arts

Hispanic Parental Involvement in Home Literacy

Language Development in the Early Years

Media Literacy

Newspapers as a Teaching Resource for Adult Learners

Political Communication via the Media

Vocabulary's Influence on Successful Writing

Writing Development

Writing Instruction: Changing Views Over the Years

Writing Instruction: Current Practices in the Classroom

ERIC Clearinghouse on Rural Education and Small Schools

Bestseller: *Next Steps: Research and Practice To Advance Indian Education*

Digests Produced in 2000

Balance Due: Increasing Financial Resources for Small Rural Schools

Involving Migrant Families in Education

Issues in the Education of American Indian and Alaska Native Students With Disabilities

Mexican Immigrant Youth and Resiliency: Research and Promising Programs

Outdoor Experiences for Young Children

Place-Based Curriculum and Instruction: Outdoor and Environmental Education Approaches

Research About School Size and School Performance in Impoverished Communities

Rural Schools and the Workforce Investment Act

Therapeutic Uses of Outdoor Education

"World-Class Standards" and Local Pedagogies: Can We Do Both?

ERIC Clearinghouse on Science, Mathematics, and Environmental Education

Bestseller: *Proceedings of the 21st Annual Meeting: Psychology of Mathematics Education (PME), Volumes 1 and 2*

Digests Produced in 2000

Action Research in Science Education

Curriculum and Assessment in an Age of Computer Algebra Systems

High School Biology Textbooks Do Not Meet National Standards

Improving Student Achievement in Mathematics, Part 1: Research Findings

Improving Student Achievement in Mathematics, Part 2: Recommendations for the Classrooms

Poetry and Science Education

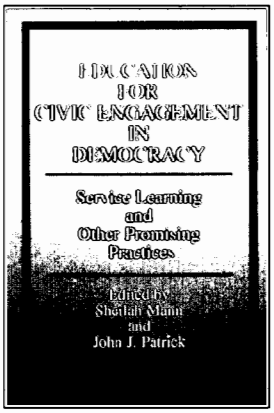
Studying Watersheds: A Confluence of Important Ideas and Skills

TIMSS: What Have We Learned About Math and Science Teaching?

Using Spreadsheets in Mathematics Education

Visual Literacy and Learning Science

ERIC Clearinghouse for Social Studies/Social Science Education



Bestseller: *Education for Civic Engagement in Democracy: Service Learning and Other Promising Practices*

Digests Produced in 2000

Character Education

The National Assessment of Educational Progress in Civics

Standards for the High School Psychology Course

Teaching About Japanese-American Internment

Teaching About Presidential Elections

Teaching About the U.S. Presidency

Teaching Archaeology

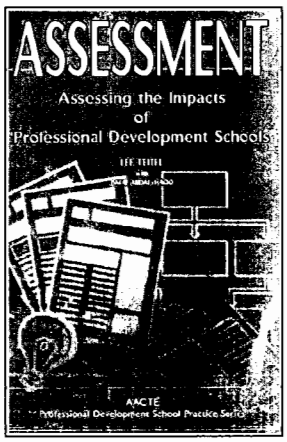
Teaching Primary School Children About Japan Through Art

Using Primary Sources on the Internet To Teach and Learn History

Youth Summits: Law-Related Education for Violence Prevention

ERIC Clearinghouse on Teaching and Teacher Education

Bestseller: *Assessing the Impacts of Professional Development Schools*



Digests Produced in 2000

Culturally Sensitive School Health Issues

Evaluating Technology-Based Curriculum Materials

Health Risk Behaviors of Children and Youth

Homeschooling Teaching Skills

Parent Involvement in Culturally Diverse Classrooms

Playground Safety

Out-of-Field Teaching

Reflective Practice and Professional Development

School Health Education in a Multicultural Society

Teaching in Public Charter Schools

Teaching in Year-Round Schools

ERIC Clearinghouse on Urban Education

Bestseller: *A Guide to Teaching English and Science Together*

Digests Produced in 2000

The Biculturation of the Vietnamese Student

Characteristics of Effective Urban College Preparation Programs

The Impact of Professional Development Schools on the Education of Urban Students

Internet Access and Content for Urban Schools and Communities

New Trends in Language Education for Hispanic Students

Preventing Student Sexual Harassment

Retention and Social Promotion: Research and Implications for Policy

The Role of Teachers in Urban School Reform

School Practices To Promote the Achievement of Hispanic Students

The Technical, Cultural, and Political Factors in College Preparation Programs for Urban and Minority Youth

User Services

Consistent with its mission to increase and facilitate the use of educational research and information on educational practice, ERIC provides extensive user services to the public. These include reference and retrieval services, access to Internet resources, literature searches, bibliographies, identification of popular documents, and referrals to other sources of information.

Since 1987, the ERIC program has committed itself explicitly to reaching and serving more diverse audiences. In addition to researchers and graduate students, ERIC has broadened its services to teachers, policymakers, journalists, parents, students, and the general public. Although ERIC has embraced the latest technological innovations to disseminate information, it is equally proud to have a network of experts available to users. ERIC staff receive and answer requests via toll-free phone calls, faxes, mail, and e-mail as well as in person at clearinghouses and conferences. Figure 1 shows user request statistics for 2000.

Thanks so much for your research. I am amazed that such a service exists at all, let alone with the high-quality effort that you've delivered.

—A message sent by a graduate student and pre-K teacher to the ERIC Clearinghouse for Community Colleges

Figure 1: How Users Contacted ERIC Components in 2000

Method	Number	Percent
E-mail*	109,761	66.3
Phone	35,007	21.1
Letters/Fax	15,680	9.5
Visits	5,130	3.1
Total	**165,578**	**100.0**

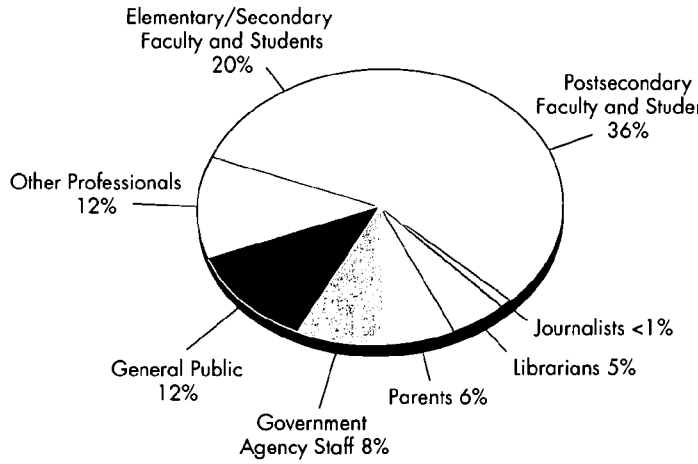
*The e-mail category includes 38,422 AskERIC requests.

Since 1992, the AskERIC service has responded to more than 238,000 questions sent via e-mail. Anyone can send an education-related question to askeric@askeric.org and expect to receive a reply within two business days.

The ERIC system responds to user requests by answering queries; sending out materials such as ERIC Digests, newsletters, and bibliographies; searching the ERIC database and other ERIC-produced databases and directories for relevant information; and providing referrals to other education-related organizations.

ERIC Clearinghouses are contacted by a broad spectrum of users. Most users are faculty and students from either K–12 or postsecondary schools. Figure 2 shows the percentages of several types of users; however, note that these statistics are based primarily on people who call, write, or visit. It is difficult to capture demographic data on the thousands of users who send e-mail requests, visit ERIC exhibits at conferences, search the ERIC database, or obtain ERIC information via the Internet, so many of these users are categorized as "General Public." (See also page 9 for information on who uses ERIC.)

Figure 2: Types of Users Who Contacted ERIC Clearinghouses in 2000



We will be placing online soon a renewed edition of our Web page for the Counseling Center. I'd like to ask you if we may have your permission to include a link to your fine Web page. We believe that it is an excellent source of information for parents.

—A request from a counselor to the ERIC Clearinghouse on Urban Education

Highlights of ERIC Components' Accomplishments in 2000

Throughout 2000, ERIC Clearinghouses and support components introduced new products and services to bring ERIC users more online full-text resources, new publications on cutting-edge issues in education, and a more comprehensive ERIC database. The highlights in this section provide a snapshot of system improvements.

Adult, Career, and Vocational Education

(Ohio State University)

Developed and disseminated 35 new user products. These products were added to the clearinghouse Web site and announced on numerous listservs. Customers are able to acquire either electronic or paper copies.

Added a section of Web site links to full-text resources in the adult, career, and vocational education fields (http://ericacve.org/fulltextresource.asp).

Assessment and Evaluation

(University of Maryland, College Park)

Significantly expanded *Practical Assessment, Research & Evaluation* (PARE), the clearinghouse's online, peer-reviewed journal (http://ericae.net/pare). In the 15 months since the journal's debut, the 85 practitioner-oriented articles in PARE have been downloaded more than 340,000 times.

Home Articles Subscribe Review Policies

Volume 7 6 5 4 3 2 1

Practical Assessment, Research & Evaluation

A peer-reviewed electronic journal. ISSN 1531-7714

Search: title Go

Volume 7

- 22. A confirmatory analysis of the Wechsler Adult Intelligence Scale-Third edition: Is the verbal/performance discrepancy justified? Tsai, Gordon E. Viewed 277 times since 9/1/01.
- 21. Alignment of standards and assessments as an accountability criterion La Marca, Paul M. Viewed 293 times since 9/1/01.
- 20 The stability of undergraduate students' cognitive test anxiety levels Cassady, Jerrell C. Viewed 449 times since 8/2/01.
- 19. Conducting web-based surveys Solomon, David J. Viewed 811 times since 8/2/01.
- 18 A rubric for scoring postsecondary academic skills Moskal, Barbara M. & Brualdi Parpette-Gleason Viewed 904 times since 6/17/01.
- 17. An overview of content analysis Stemler, Steve Viewed 1,499 times since 6/7/01.
- 16. Profile analysis: multidimensional scaling approach Ding, Cody S. Viewed 920 times since 4/27/01.
- 15 Replication in field research Schaffer, William D Viewed 847 times since 4/18/01.
- 14 Computing the expected proportions of misclassified examinees Rudner, Lawrence M Viewed 920 times since 3/30/01.
- 13. Using state standards and tests to improve instruction Trimble, Christopher & Michael Whitcomb Viewed 2,184 times since 2/23/01.
- 12. Self-Reported GPA and SAT: A Methodological Note Cassady, Jerrell C. Viewed 1,034 times since 1/24/01.

Formed strategic alliances with Worldlingo.com to provide multilingual access (Spanish and German) to the ERIC database and with eLibrary to provide access to popular journal literature (http://searcheric.org).

Responded to the huge interest in high-stakes testing of K–12 students by developing resources such as frequently asked questions (FAQs) on test preparation and state assessment programs (http://ericae.net/faqs) and adding relevant research and technical reports to the online library (http://ericae.net/ftlib.htm).

Community Colleges

(University of California at Los Angeles)

Dramatically strengthened the clearinghouse's relationship with the Council for the Study of Community Colleges, the nation's premier organization of community college scholars. New joint efforts include enhanced communication with members, increased submissions of conference papers to the ERIC database, and a vastly improved Web site (http://www.cscconline.org), which provides members with up-to-date information on job openings, conferences, and new scholarly publications.

Set up 19 listservs that function as a quick-reference service for the clearinghouse's users and provide article summaries for keeping up to date with community college-related journals. In 2000, the clearinghouse distributed 1,428 abstracts through these listservs.

Compiled a Web-based list of nearly 50 programs that offer leadership training to community college administrators as well as research-focused, degree-granting programs for scholars in the field.

Counseling and Student Services

(University of North Carolina at Greensboro)

Collaborated with the American Counseling Association to produce a Web site (http://cybercounsel.uncg.edu) to supplement a major publication, *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium.* Both the Web site and the publication were unveiled at the American Counseling Association's annual conference. Sales of the publication surpassed all previous conference book sales.

Updated, expanded, and redesigned the format of the ERIC/CASS Virtual Libraries Web site (http://ericcass.uncg.edu/virtuallib/newlibhome.html). The libraries provide full-text resources on critical issues in counseling and education, including bullying, conflict resolution, cultural diversity, depression and suicide, juvenile boot camps, school violence, student achievement, substance abuse, and youth gangs.

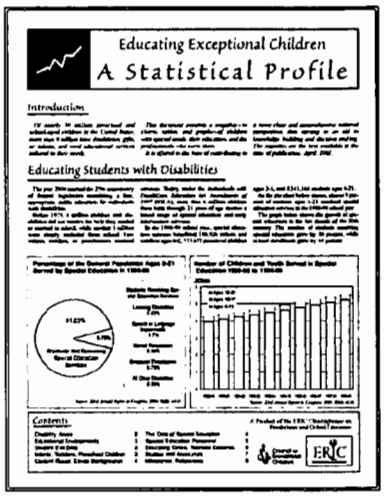
Established a partnership with the consortium of three professional career counseling associations that sponsors the annual International Career Development Conference and jointly published a preconference publication that was distributed to the 1,000 conference participants and that will be entered into the ERIC database in 2001.

Thanks a million for your help finding engineering projects for our middle school competitions. The Internet can be overwhelming for teachers when you have to wade through tons of sites to find the information you want. I really appreciate your efforts to make this process much more efficient for me. Keep up the good work.

—A comment from a middle school teacher to AskERIC

Disabilities and Gifted Education

(Council for Exceptional Children)


Educating Exceptional Children
A Statistical Profile

Introduction

Educating Students with Disabilities

Contents

Completed *Educating Exceptional Children: A Statistical Profile.* This publication provides statistical snapshots of the numbers of children receiving special education services, the professionals who work with these students, and some of the associated costs. Services for gifted students are also included.

Completed *Serving the Underserved: A Review of the Research and Practice in Early Intervention for Culturally and Linguistically Diverse Young Children.* This publication is the result of work accomplished by the Culturally and Linguistically Appropriate Services project of the Early Childhood Institute-University of Illinois and numerous collaborators, including the ERIC Clearinghouse on Elementary and Early Childhood Education and the University of Wisconsin–Milwaukee.

Began disseminating, on a monthly basis, summaries of the items processed for the ERIC database. This information is disseminated as advance notice to the Regional Resource Centers and other clearinghouse partners that are interested in the most recent professional literature.

Educational Management

(University of Oregon)

Printed five Spanish ERIC Digests for dissemination by the Latin American Center for Development, Education, and Culture in Valparaiso, Chile. The center, located at the state-run Universidad de Playa Ancha, distributes Spanish translations of the Digests to 2,000 education sites in Chile and other South American countries.

Contributed three articles to professional journals: "Key Questions About School Safety: Critical Issues and Recommended Solutions," *NASSP Bulletin,* March 2000; "The Path to Comprehensive School Reform," *Educational Leadership,* April 2000; and "The Accountability Challenge: Who's in Charge?" *Principal Leadership,* November 2000.

Published a *Policy Report* on class size, and mailed a complimentary copy, along with a news release, to the chief education official of each state, the education editors of selected national publications, the directors of organizations that have an interest in class size research or policy, and members of the clearinghouse's National Clearinghouse Committee.

Elementary and Early Childhood Education

(University of Illinois at Urbana–Champaign)

Participated in a record number of conferences and meetings in which ERIC materials and information were shared with attendees (86 events).

Increased awareness of ERIC and clearinghouse services with an appearance by Lilian Katz on NBC's *Today Show* in August on the "academic redshirting" phenomenon.

Published the third *Project Approach Catalog,* a guide for teachers implementing the Project Approach in pre-K and K–6 classrooms.

Higher Education

(George Washington University)

Published a variety of books, reports, and bibliographies. These include seven new monographs in the *ASHE-ERIC Higher Education Report Series,* eight new *ERIC Trends*—(reports summarizing the trends appearing in recent higher education literature) and a bibliography for the Congressional Web-Based Education Commission to use in assessing critical pedagogical and policy issues affecting Web-based teaching and learning.

Entered into a partnership with Jossey-Bass Publishers to produce the *ASHE-ERIC Higher Education Report Series;* Jossey-Bass assumed responsibility for marketing and distributing the Series, while the clearinghouse retains responsibility for proposal development and editing.

Completely redesigned the clearinghouse Web site to enhance its aesthetic appeal and ease of use (http://www.eriche.org/main.html). The redesign included creating an On-Line Evaluation Center to house all forms needed for reviewing proposals and manuscripts for the *ASHE-ERIC Higher Education Report Series.* Reviewers can now print a copy of the proposal or manuscript they are to review, find all the information they need to conduct the review, and submit their comments via an electronic evaluation form.

Information & Technology

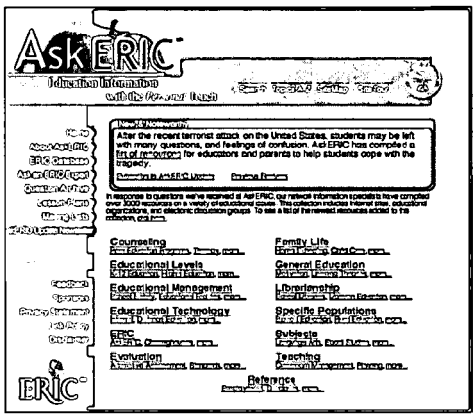
(Syracuse University)

Adapted and customized a Microsoft Access database program to improve the tracking of clearinghouse acquisitions and significantly speed up cataloging, indexing, and abstracting of journal articles and educational literature in the fields of educational technology and library and information science.

Created a new in-process database containing résumés of documents and journal articles recently processed, but not yet appearing in the ERIC database.

A seamless interface allows users to search clearinghouse in-process records and move by the click of a mouse to the complete ERIC database to locate processed resources (http://askeric.org/ithome/inprocess2.html).

AskERIC (http://www.askeric.org). Redesigned the AskERIC Web site. The site now features links to approximately 3,000 Internet sites, mailing lists, organizations, and discussion groups that serve the education community; more than 1,500 lesson plans; answers to 120 FAQs; and the new *AskERIC Update,* a monthly electronic newsletter that contains the latest information about AskERIC.



I wanted to take the time to express my sincere appreciation to you and the Educational Resources Information Center for sending me the extra copies of The ERIC Review *[on school safety]. I carried them with me and handed them out to police chaplains from all over the country at our annual training seminar. I am sure they found the information to be extremely informative, as I did.*

—From a letter to ACCESS ERIC

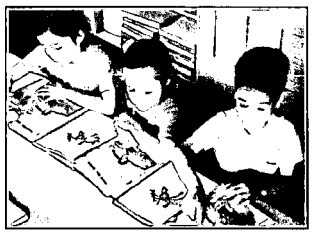
Virtual Reference Desk (VRD) (http://www.vrd.org). Conducted a major digital reference conference offering insight into the future of Internet-based question-and-answer services. The conference attracted more than 500 information professionals from libraries, government agencies, higher education, business, and other industries. Topics included software and synchronous technologies for real-time reference transactions, management and staffing issues, electronic resources, user needs in digital exchanges, legal liability, and emerging back-end applications for creating new services.

Gateway to Educational Materials (GEM) (http://www.thegateway.org). Added 6,601 lesson plans and other resources to GEM in 2000, bringing the total number of resources to 13,959. GEM developed several new partnerships in 2000, including Canadian Heritage Information Network (Learning with Museums), Northeast and Islands Regional Educational Laboratory at Brown University (Knowledge Loom), MCI WorldCom Foundation (MarcoPolo), and NASA Office of Space Science (Space Science Education Resource Directory).

Languages and Linguistics

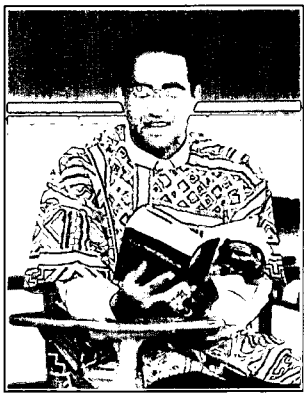
(Center for Applied Linguistics)

Launched the *Professional Practice Series,* a series of books designed for foreign language and ESL teachers and school and district administrators. Information about the first book in the series, *Lessons Learned: Model Early Foreign Language Programs,* and a list of forthcoming titles are available at www.practiceseries.com.



Developed, in collaboration with the National Clearinghouse for Bilingual Education, the *Directory of Resources for Foreign Language Programs* (http://www.cal.org/ericcll/ncbe/fldirectory), an online, searchable directory of resources for foreign language professionals. The directory includes information

about and links to national organizations and professional associations, Web-based curricula and instructional materials, and electronic listservs.



Published, in collaboration with the U.S. Department of Education's Improving America's Schools Act initiatives, a series of papers titled *What Teachers Need to Know About Language.* The series helps teachers in mainstream classrooms work effectively with students who are not native English speakers. These papers are available at http://www.cal.org/ericcll/teachers.

Adjunct ERIC Clearinghouse for ESL Literacy Education. Expanded the adjunct's Web site (http://www.cal.org/ncle) to include resource compilations, such as annotated bibliographies; an annotated list of National Center for ESL Literacy Education publications and of commercial publishers; overviews of articles, organizations, and reports; and other resources available on the Internet. Resource collections completed in 2000 are "Assessment and Evaluation in Adult ESL" and "Learning Disabilities and Adult ESL."

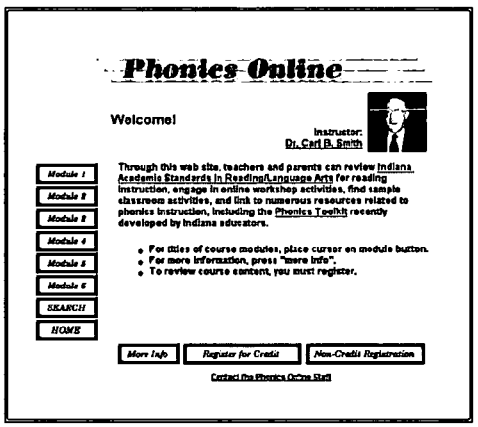
Published the best-selling book *Assessing Success in Family Literacy and Adult ESL* (edited by Daniel Holt and Carol Van Duzer).

In collaboration with Teachers of English to Speakers of Other Languages, the National Institute for Literacy, and the National Coalition for Literacy, wrote *Vision and Action Agenda for Adult ESL Language and Literacy Instruction.* This paper, sponsored and developed as part of the work of the National Literacy Summit (1999), is ancillary to the *Action Agenda for Adult Literacy.*

Reading, English, and Communication Skills

(Indiana University)

Designed and launched a Web-based phonics course for in-service and pre-service teachers in Indiana (http://eric.indiana.edu/phonics).



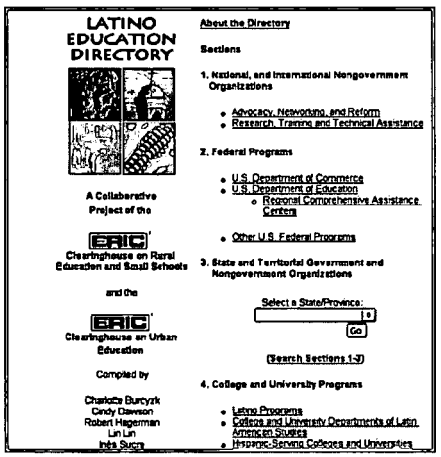
For the Indiana Department of Education, designed and launched a character education database/ Web-based resource center, which pays special attention to the role of literature in the character education curriculum. This project involves close collaboration with the ERIC Clearinghouse on Social Studies/ Social Science Education and the Anderson University Center for Character Development.

Initiated the clearinghouse's first Web-based book, *Writing for School and Workplace.* The book is a teacher's guide to an overall instructional strategy for workplace writing—memos, reports, and summaries—with related activities for middle and secondary school students.

Rural Education and Small Schools

(AEL, Inc.)

Held four weeklong online forums, which were moderated by respected scholars and education leaders and included participants from across the country. Topics of these lively forums included how to support Latino students' transition from high school to college, how to improve the identification and recruitment of migrant students, how to scale down large rural and urban high schools, and how to provide better educational support for rural and American Indian community development and self-determination.



Added four more searchable directories to the clearinghouse Web site relating to

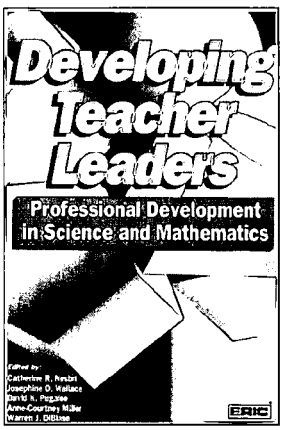
- ☐ Outdoor and experiential education (developed in collaboration with the Association for Experiential Education).
- ☐ Rural education (in collaboration with the Rural Specialty at AEL, Inc. and the National Rural Education Association).
- ☐ Migrant education (developed in collaboration with the Office of Migrant Education).
- ☐ Latino education (developed in collaboration with the ERIC Clearinghouse on Urban Education).

Saw a 61-percent increase in accesses to the clearinghouse's Web pages. Respondents to an online survey indicated a very high degree of satisfaction with services and products provided by the Web pages and clearinghouse staff.

Science, Mathematics, and Environmental Education

(Ohio State University)

Completed a major publication titled *Developing Teacher Leaders: Professional Development in Science and Mathematics.*



Published 10 ERIC Digests, including *Action Research in Science Education* and *Using Spreadsheets in Mathematics Education.*

Social Studies/Social Science Education

(Indiana University)

Provided a Social Studies Standards and Curriculum section for the clearinghouse Web site, which contains links, where available, to national and state art,

civics, economics, geography, history, music, psychology, and social studies education standards and curriculum frameworks on the Internet (http://www.indiana.edu/~ssdc/stand.htm). This unique set of links has been referenced in social studies journals. It was the most frequently visited content section of the clearinghouse's Web site, receiving 10,140 hits.

Received notification that the clearinghouse's Web site was awarded a five-star rating by Schoolzone. Schoolzone identifies safe, differentiated, commercial-free Internet materials that teachers, parents, and students can easily access and distributes the URLs for these sites to all schools in the United Kingdom.

Teaching and Teacher Education

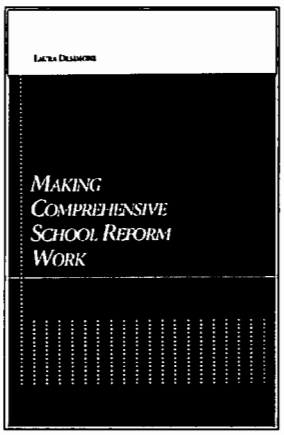
(American Association of Colleges for Teacher Education)

Copublished, with the American Association of Colleges for Teacher Education, a new publication titled *Assessing the Impact of Professional Development Schools* by Lee Teitel and Ismat Abdal-Haqq.

Developed a new series of online, interactive, full-text articles titled *E-Primers* (www.ericsp.org/pages/digests/eprimers.html). In 2000, published three articles: *Health Fitness Professional Certification, A National Dialogue on Professional Development,* and *A Model for Technology Integration in Teacher Education Programs.*

Urban Education

(Teachers College, Columbia University)



Published the following papers on the education of specific ethnic minority students: "Straddling Two Worlds: The Experience of Vietnamese Children in the United States" ED 439 180 (monograph); "School Practices To Promote the Achievement of Hispanic Students" ED 439 186 (digest); and "New Trends in Language Education for Hispanic Students" ED 442 913 (digest).

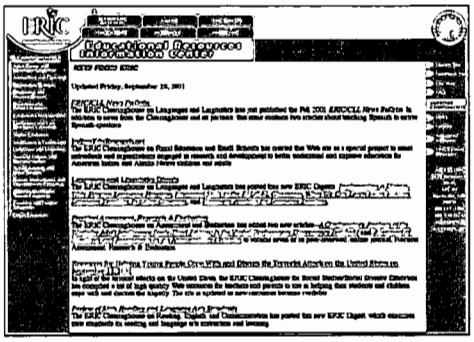
Collaborated with the ERIC Clearinghouse on Rural Education to create an electronic directory of information sources on the education of Latino students, with links to other sources of information. It is accessible on the two clearinghouses' Web sites (http://eric-web.tc.columbia.edu and www.ael.org/eric).

Issued a comprehensive analysis of current practices in urban school reform titled *Making Comprehensive Urban School Reform Work.*

Thank you for the advanced search you performed for me last week. I think I can do it next time, but I am glad that you and other ERIC assistance are available. I am in the process of ordering from the 23 records you e-mailed to me. Thank you again!

—Message sent to the ERIC Clearinghouse on Educational Management

ACCESS ERIC



Redesigned the ERIC systemwide Web site (http://www.eric.ed.gov) to provide weekly ERIC news updates and to ease access to the ERIC database and ERIC Clearinghouses' Web sites.

Published three issues of *The ERIC Review* on "School Safety," "Early Intervention: Expanding Access to Higher Education," and "A Developmental Path to Reading" (http://www.eric.ed.gov/resources/ericreview/review.html).

ERIC Document Reproduction Service

Added 304 new institutional E*Subscribe accounts for electronic document delivery for a year-end total of 438 accounts. This growth reflects new accounts as well as the shift of some institutions from microfiche subscriptions to E*Subscribe.

Procured and installed additional storage devices, servers, and network capacity to support the growing electronic archive and increased demand resulting from the expanding use of E*Subscribe and other Web-based services. EDRS added 7,763 document images to the electronic archive in 2000.

Exhibited at 6 library and education conferences, gave 3 conference presentations, mailed more than 100,000 promotional pieces to educators and librarians, and ran 4 paid advertisements in major journals and library directories during 2000.

ERIC Processing and Reference Facility

Released its new Web site featuring publicly available, full-text-searchable versions of the *ERIC Thesaurus* and the *CIJE Source Journal Index* (SJI). The SJI contains titles, ISSN numbers, and subscription information for the more than 1,000 journals covered by ERIC.

ERIC System Directory

Federal Sponsor

The ERIC Program staff manage the ERIC system, coordinate systemwide activities, and establish ERIC system policies.

Educational Resources Information Center (ERIC)

National Library of Education
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202–5721
Toll Free: (800) 424–1616
TTY/TDD: (800) 437–0833
Web: http://www.ed.gov

Clearinghouses

Each of the 16 ERIC Clearinghouses specializes in a different subject area of education. The clearinghouses acquire significant literature within their particular scope; select the highest quality and most relevant materials; and catalog, index, and abstract these materials for input into the ERIC database. The clearinghouses also provide research summaries, bibliographies, analyses, and many other products and services. Together, the 16 clearinghouses present the most comprehensive mosaic of education information in the country.

The two-letter acronym following each clearinghouse's name indicates how the ERIC database refers to the clearinghouse. In many cases, the acronym is based on an old clearinghouse name—for example, Adult, Career, and Vocational Education used to be known simply as Career Education.

Adult, Career, and Vocational Education (CE)

Ohio State University
1900 Kenny Road
Columbus, OH 43210–1090
Toll Free: (800) 848–4815, ext. 2–7069
Phone: (614) 292–7069
TTY/TDD: (614) 688–8734
E-mail: ericacve@postbox.acs.ohio-state.edu
Web: http://ericacve.org

Assessment and Evaluation (TM)

University of Maryland, College Park
Department of Measurement, Statistics, and Evaluation
1129 Shriver Laboratory
College Park, MD 20742
Toll Free: (800) GO4–ERIC (464–3742)
Phone: (301) 405–7449
E-mail: ericae@ericae.net
Web: http://ericae.net

Community Colleges (JC)

University of California at Los Angeles
3051 Moore Hall
P.O. Box 951521
Los Angeles, CA 90095–1521
Toll Free: (800) 832–8256
Phone: (310) 825–3931
E-mail: ericcc@ucla.edu
Web: http://www.gseis.ucla.edu/ERIC/eric.html

Counseling and Student Services (CG)

University of North Carolina at Greensboro
School of Education
201 Ferguson Building
P.O. Box 26171
Greensboro, NC 27402–6171
Toll Free: (800) 414–9769
Phone: (336) 334–4114
E-mail: ericcass@uncg.edu
Web: http://ericcass.uncg.edu

Disabilities and Gifted Education (EC)

Council for Exceptional Children
1110 North Glebe Rd.
Arlington, VA 22201–5704
Toll Free: (800) 328–0272
Phone: (703) 264–9475
TTY/TDD: (800) 328–0272
E-mail: ericec@cec.sped.org
Web: http://ericec.org

Educational Management (EA)

5207 University of Oregon
Eugene, OR 97403–5207
Toll Free: (800) 438–8841
Phone: (541) 346–5043
E-mail: eric@eric.uoregon.edu
Web: http://eric.uoregon.edu

Elementary and Early Childhood Education (PS)

University of Illinois at Urbana–Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820–7469
Toll Free: (800) 583–4135
Phone: (217) 333–1386
TTY/TDD: (800) 583–4135
E-mail: ericeece@uiuc.edu
Web: http://ericeece.org
National Parent Information Network Web: http://npin.org

Higher Education (HE)

George Washington University
Graduate School of Education and Human Development
One Dupont Circle, NW, Suite 630
Washington, DC 20036–1183
Toll Free: (800) 773–ERIC (3742)
Phone: (202) 296–2597
E-mail: eric-he@eric-he.edu
Web: http://www.eriche.org

Information & Technology (IR)

Syracuse University
621 Skytop Road, Suite 160
Syracuse, NY 13244–5290
Toll Free: (800) 464–9107
Phone: (315) 443–3640
E-mail: eric@ericir.syr.edu
AskERIC E-mail: askeric@askeric.org
Web: http://ericit.org
AskERIC Web: http://www.askeric.org

Languages and Linguistics (FL)

Center for Applied Linguistics
4646 40th Street, NW
Washington, DC 20016–1859
Toll Free: (800) 276–9834
Phone: (202) 362–0700
E-mail: eric@cal.org
Web: http://www.cal.org/ericcll

Reading, English, and Communication (CS)

Indiana University
Smith Research Center
2805 East 10th Street, Suite 140
Bloomington, IN 47408–2698
Toll Free: (800) 759–4723
Phone: (812) 855–5847
E-mail: ericcs@indiana.edu
Web: http://www.eric.indiana.edu

Rural Education and Small Schools (RC)

AEL, Inc.
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325–1348
Toll Free: (800) 624–9120
Phone: (304) 347–0400
TTY/TDD: (304) 347–0448
E-mail: ericrc@ael.org
Web: http://www.ael.org/eric

Science, Mathematics, and Environmental Education (SE)

Ohio State University
1929 Kenny Road
Columbus, OH 43210–1080
Toll Free: (800) 276–0462
Phone: (614) 292–6717
E-mail: ericse@osu.edu
Web: http://www.ericse.org

Social Studies/Social Science Education (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2698
Toll Free: (800) 266–3815
Phone: (812) 855–3838
E-mail: ericso@indiana.edu
Web: http://www.ericso.indiana.edu

Teaching and Teacher Education (SP)

American Association of Colleges for Teacher Education
1307 New York Avenue, NW, Suite 300
Washington, DC 20005–4701
Toll Free: (800) 822–9229
Phone: (202) 293–2450
E-mail: query@aacte.org
Web: http://www.ericsp.org

Urban Education (UD)

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
New York, NY 10027–6696
Toll Free: (800) 601–4868
Phone: (212) 678–3433
E-mail: eric-cue@columbia.edu
Web: http://eric-web.tc.columbia.edu

Adjunct Clearinghouses

Adjunct ERIC Clearinghouses are associated with the ERIC Clearinghouse whose scope encompasses the narrower scope of the adjunct. Adjuncts perform some or all of the following functions in their subject areas: identifying and acquiring significant literature within their scope area for the ERIC database, providing reference and referral services, providing technical assistance, maintaining or contributing to Web sites, and producing publications. They receive funding from sponsors outside the ERIC system.

Child Care

National Child Care Information Center
243 Church Street, NW, Second Floor
Vienna, VA 22180
Toll Free: (800) 616–2242
TTY/TDD: (800) 516–2242
E-mail: info@nccic.org
Web: http://nccic.org
Sponsored by: Child Care Bureau; Administration for Children, Youth, and Families; U.S. Department of Health and Human Services

Clinical Schools

American Association of Colleges for Teacher Education
1307 New York Avenue, NW, Suite 300
Washington, DC 20005–4701
Toll Free: (800) 822–9229
Phone: (202) 293–2450
Web: http://www.aacte.org/eric/pro_dev_schools.htm
Sponsored by: Ford Foundation

Early Intervention for Children With Special Needs

National Early Childhood Technical Assistance Center
137 East Franklin Street, Suite 500
Chapel Hill, NC 27514–3628
Phone: (919) 962–7324
TTY/TDD: (877) 574–3194
E-mail: nectas@unc.edu
Web: http://www.nects.unc.edu.

Educational Opportunity

National TRIO Clearinghouse
Council for Opportunity in Education
1025 Vermont Avenue, NW, Suite 900
Washington, DC 20005
Phone: (202) 347–7430
E-mail: clearinghouse@hqcoe.org
Web: http://www.trioprograms.org/clearinghouse
Sponsored by: U.S. Department of Education, Office of Higher Education Preparation and Support

Entrepreneurship Education

Center for Entrepreneurial Leadership
Ewing Marion Kauffman Foundation
4801 Rockhill Road
Kansas City, MO 64110–2046
Toll Free: (888) 4–CELCEE (423–5233)
Phone: (310) 206–9549
E-mail: celcee@ucla.edu
Web: http://www.celcee.edu
Sponsored by: The Center for Entrepreneurial Leadership, Ewing Marion Kauffman Foundation

ESL Literacy Education

National Center for ESL Literacy Education
Center for Applied Linguistics
4646 40th Street, NW
Washington, DC 20016–1859
Phone: (202) 362–0700, ext. 200
E-mail: ncle@cal.org
Web: http://www.cal.org/ncle
Sponsored by: U.S. Department of Education, Office of Vocational and Adult Education

International Civic Education

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2698
Toll Free: (800) 266–3815
Phone: (812) 855–3838
E-mail: patrick@indiana.edu
Sponsored by: Center for Civic Education

Service Learning

University of Minnesota
R–460 VoTech Building
1954 Buford Avenue
St. Paul, MN 55108
Toll Free: (800) 808–SERVe (7378)
Phone: (612) 625–6276
E-mail: serve@tc.umn.edu
Web: http://umn.edu/~serve
Sponsored by: National Service Learning Cooperative Clearinghouse, University of Minnesota

Test Collection

Educational Testing Service
Princeton, NJ 08541
Phone: (609) 734–5689
E-mail: library@ets.org
Web: http://ericae.net/testcol.htm
Sponsored by: Educational Testing Service

U.S.–Japan Studies

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2698
Toll Free: (800) 266–3815
Phone: (812) 855–3838
E-mail: japan@indiana.edu
Web: http://www.indiana.edu/~japan
Sponsored by: Japan Foundation Center for Global Partnership

Affiliate Clearinghouse

This Affiliate ERIC Clearinghouse follows ERIC policies and procedures and performs many of the functions of the 16 ERIC Clearinghouses, focusing on four areas related to educational facilities: architecture, construction, engineering, and finance.

National Clearinghouse for Educational Facilities

National Institute of Building Sciences
1090 Vermont Avenue, NW, Suite 700
Washington, DC 20005–4905
Toll Free: (888) 552–0624
Phone: (202) 289–7800
E-mail: ncef@nibs.org
Web: http://www.edfacilities.org

Support Components

ERIC support components produce, publish, and disseminate systemwide ERIC products and services.

ACCESS ERIC

2277 Research Boulevard, 4M
Rockville, MD 20850
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Phone: (301) 519–5157
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Web: http://www.eric.ed.org

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Phone: (703) 440–1400
E-mail: service@edrs.com
Web: http://www.edrs.com

ERIC Processing and Reference Facility

Computer Sciences Corporation
4483–A Forbes Boulevard
Lanham, MD 20706
Toll Free: (800) 799–ERIC (3742)
Phone: (301) 552–4200
E-mail: ericfac@inet.ed.gov
Web: http://ericfacility.org

Publishers

Oryx Press

c/o Greenwood Publishing Company
88 Post Road West, P.O. Box 5007
Westport, CT 06881–5007
Phone: (203) 226–3571
E-mail: info@greenwood.com

Oryx Press publishes the monthly and semiannual editions of *Current Index to Journals in Education (CIJE)* and the *Thesaurus of ERIC Descriptors.*

United States Government Printing Office (GPO)

Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250–7954
Phone: (202) 512–1800
Web: http://www.access.gpo.gov

GPO publishes and sells subscriptions to *Resources in Education (RIE).*

The ERIC Budget

The ERIC system was reauthorized in 1994 as part of the Educational Research, Development, Dissemination, and Improvement Act.

The ERIC budget for fiscal year 2001 is $10.5 million. These funds are allocated as follows:

- ☐ 80 percent to the 16 ERIC Clearinghouses.
- ☐ 18 percent to the support components (ACCESS ERIC, the ERIC Processing and Reference Facility, and the ERIC Document Reproduction Service).
- ☐ 2 percent for system improvements, printing ERIC publications by the Government Printing Office, toll-free FTS phone lines, computer systems, and so on.

ERIC Clearinghouses use their funds for the following functions:

- ☐ **Database Development—23 percent**
  Acquiring, selecting, cataloging, abstracting, and indexing documents and articles for the ERIC database.
- ☐ **Clearinghouse Management—18 percent**
  Covering day-to-day operating costs including salaries, supplies, and overhead.
- ☐ **System Improvements and Special Projects—17 percent**
  Incorporating advances in technology and major special projects, such as AskERIC and NPIN, into the ERIC system.
- ☐ **Publications—15 percent**
  Producing ERIC Digests, major publications, bibliographies, newsletters, and journal columns.
- ☐ **User Services—15 percent**
  Responding to e-mail, phone calls, letters, and visitors' requests for information.

Thank you so much for helping me find more references. I had found a few of the ones you sent, but not many. You made my life much easier. I appreciate your help and the service from ERIC.

—Message sent to the ERIC Clearinghouse on Higher Education

- ☐ **Outreach and Training—10 percent**
  Giving workshops, exhibits, and presentations on ERIC.

- ☐ **Travel and Per Diem—2 percent**
  Traveling to ERIC system meetings for directors and technical staff and to outreach and training events.

ACCOMPLISHMENTS

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38

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