ERIC Update:
Increasing Access to Full Text, Peer Reviewed Education Research

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US Department of Education

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US Department of Education
Overview

- What changes have we seen in ERIC in the past year?
- What changes are coming?
- What is open access and how will it impact ERIC?
Benefits of the Cloud

Dear Users,

Due to a lapse of appropriations and the partial shutdown of the Federal Government, the systems that host www.eric.ed.gov have been shut down. Services will be restored as soon as a continuing resolution to provide funding has been enacted.
New ERIC Website
New ERIC Website today
Success Factors of E-Learning Projects: A Technical Perspective
Alhomoud, Sami; Shafi, Mohd Mudasir – Turkish Online Journal of Educational Technology - TOJET, 2913
The aim of this study is to identify the success factors of e-learning programs in King Saud University from an engineer and technician’s point of view. An extensive study of existing literature was done to determine the 11 success factors of a learning program. The factors identified as success factors are: Sufficient User Training, ...

Descriptors: Electronic Learning, Success, Performance Factors, Meta Analysis

Free School Choice and the Educational Achievement Gap
van Welle, Liesbeth; Hartog, Joop; Cornelisz, Ilja – Journal of School Choice, 2013
In the Netherlands, school choice is free and all schools are equally funded by the government. We measured distance from home to school as a proxy for the selectivity of choice and used characteristics of the nearest school to explain the choice of a school other than the nearest school. Almost 89% of all pupils in the 4 largest cities do not...

Descriptors: Foreign Countries, Ethnicity, Social Stratification, Proximity

Character Education in Three Schools: Catholic, Quaker and Public
Moldi, Christopher; Moldi, Tynisha – Education 3-13, 2013
Character education has always played a role in the purpose of schools. Most US states have a statement about character education as a part of the mission of the schools. This research studied how character education was perceived by participants in regards to school mission statements/philosophies, school atmosphere and curriculum in a Catholic...

Descriptors: Values Education, Catholic Schools, Public Schools, Institutional Mission
The Evaluation of Charter School Impacts: NCEE Study Snapshot. NCEE 2010-4031

National Center for Education Evaluation and Regional Assistance

Charter middle schools popular enough to hold admissions lotteries are, on average, no more successful than nearby traditional public schools in boosting student achievement, behavior, and attendance. However, charter schools vary widely; some are more effective and some are less effective than nearby traditional public schools. Those located in large urban areas and those serving disadvantaged students are the most successful. Overall, parents and students who win entry into a charter are more likely to be satisfied with their school than those who do not win and must attend another school. (Contains 3 figures) IES develops these briefs to offer short, accessible summaries of complex technical evaluation reports. For the full final report with technical details, Gleason, P., Clark, M., Tuttle, C., and Dwoyer, E. (2010). "The Evaluation of Charter School Impacts" (NCEE 2010-4029). See: ED510573.


Publication Type: Reports - Evaluative
Education Level: Middle Schools
Audience: NA
Language: English
Sponsor: Institute of Education Sciences (ED)
Authoring Institution: National Center for Education Evaluation and Regional Assistance (ED)
Identifiers: NA
Advanced Search

How does the ERIC search work?
ERIC will look for your search terms across a set of key ERIC fields: title, author, source, abstract, and descriptor. You can also enter an ERIC accession number, ISBN, or ISSN directly into the search box. Ranking of results is determined by many factors including the publication date (more recent publications are favored).

How do I create more specific searches?
- Use quotes to group words into specific phrases:
  - "no child left behind"
  - maryland "no child left behind"
  - "west virginia" "no child left behind"
- Use the field: syntax to limit one or more search terms to a specific ERIC field:
  - author:young
  - author:"john young"
  - "regression analysis" title:"test scores"
  - abstract:"no child left behind" publish 2002

What other advanced options are available?
- You can use AND/ OR to limit the search, with parentheses if required. For example, (prekindergarten OR kindergarten) AND literacy will return findings with either the term prekindergarten or kindergarten that also contain the word literacy.
- You can require search terms using the + symbol in front of one or more words or phrases in your search. For example, +title:regression multivariate hierarchical linear would return only results with the term regression, with the terms multivariate, hierarchical, and linear being optionally searched in all fields.
- You can exclude search terms using the - symbol in the same way you would use a + symbol. For example: bullying -gay.
- You can combine any advanced syntax into a single search: regression (autism OR autistic) -descriptor:regression analysis -descriptor:regression statistics descriptor:autism
Advanced search

Collection  Thesaurus
"charte... AND "race to the top" Search  Advanced Search Tips

Charter Schools: Education Could Do More to Assist Charter Schools with App... Congressional Requesters. GAO-11-89
The number of charter schools is growing, spurred by demand for innovation and federal incentive. The Top Fund, which favors states supportive of charter schools. However, states offer schools differently than traditional public schools. Some charter schools operate as a school... Descriptors: Charter Schools, Federal Aid, Grants, Eligibility

Charter Schools... Taking a Closer Look: How Charter Schools Operate, Who Distinctive, and How They Fare Academically
Since the adoption of the first charter school law in Minnesota in 1991, charter schools have received considerable attention. Three U.S. presidents, Bill Clinton, George W. Bush, and Barack Obama, have supported charters, and the Obama administration has highlighted charter schools under its Race to the Top Fund... Descriptors: Charter Schools, School Administration, School Demography, Institutional Characteristics

Review of "Connecticut’s Charter School Law and Race to the Top"
Bifulco, Robert – Education and the Public Interest Center, 2010
The issue brief entitled "Connecticut’s Charter School Law & Race to the Top" by the Connecticut Coalition for Achievement Now (ConnCAN) recommends changes to the state’s charter school law that it argues would improve funding equity and are essential to closing the state’s achievement gaps. The brief’s specific proposals... Descriptors: Student Needs, Charter Schools, Low Income, School Law

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Connecticut’s Charter School Law & Race to the Top. A ConnCAN Issue Brief
Truscheit, Tori – ConnCAN, 2010
In recent years, public charter schools in Connecticut and around the United States have proven that students living in poverty are capable of high achievement. President Obama said in a July 2009 interview, “Charters, which are within the public school system, force the kind of experimentation and innovation that helps to drive exc... Descriptors: Charter Schools, Educational Policy, State Policy, School Law

Race to the Top. New York. State-Reported APR: Year One
US Department of Education, 2012
This paper describes New York’s progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, this report highlights key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to
Advanced search

**Race to the Top, Hawaii Report, Year 1: School Year 2010-2011**

This state-specific summary report serves as an assessment of Hawaii’s Year 1 Race to the Top implementation, highlighting successes and accomplishments, identifying challenges, and providing lessons learned from implementation to date. This past year, Hawaii significantly improved collaboration across all areas (Hawaii).

Descriptors: Academic Achievement, Academic Standards, Accountability, Achievement Gains

**Race to the Top, District of Columbia Report, Year 1: School Year 2010-2011**

This state-specific summary report serves as an assessment of the District of Columbia’s Year 1 Race to the Top implementation, highlighting successes and accomplishments, identifying challenges, and providing lessons learned from implementation to date. The Office of the State Superintendent of Education.

Descriptors: Academic Achievement, Academic Standards, Accountability, Achievement Gains

**Race to the Top, Delaware, State-Reported APR: Year One**

This paper describes Delaware’s progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, it highlights key accomplishments over the reporting period in the four reform areas: standards and assessments, teachers...

Descriptors: Academic Achievement, Academic Standards, Accountability, Achievement Gains

**Race to the Top, District of Columbia Report, Year 2: School Year 2011-2012**

US Department of Education, 2013

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Bifulco, Robert – Education and the Public Interest Center, 2010

The issue brief entitled “Connecticut’s Charter School Law & Race to the Top” by the Connecticut Coalition for Achievement Now (ConnCAN) recommends changes to the state’s charter school law that it argues would improve funding equity and are essential to closing the state’s achievement gaps. The brief’s specific proposals deserve careful...

Descriptors: Student Needs, Charter Schools, Low Income, School Law

**Chartier Schools... Taking a Closer Look: How Charter Schools Operate, Who Attends Them, How They Are Distinctive, and How They Fare Academically**


Since the adoption of the first charter school law in Minnesota in 1991, charter schools have received considerable attention. Three U.S. presidents, Bill Clinton, George W. Bush, and Barack Obama, have all supported charters, and the Obama administration has highlighted charter schools under its Race to the Top fund and in regulations for its...

Descriptors: Charter Schools, School Administration, School Demography, Institutional Characteristics

**Connecticut’s Charter School Law & Race to the Top, A ConnCAN Issue Brief**

Truscheit, Tor – ConnCAN, 2010

In recent years, public charter schools in Connecticut and around the United States have proven that students living in poverty are capable of high achievement. President Obama said in a July 2009 interview, “Charter, which are within the public school system, force the kind of experimentation and innovation that helps to drive excellence in...”

Descriptors: Charter Schools, Educational Policy, State Policy, School Law
Advanced Search
Rural Population

Category: Human Geography

Search collection using this descriptor

Broader Terms
- Population Groups

Narrower Terms
- Rural Farm Residents
- Rural Youth

Use this term instead of
- Farm Women (2004)
- Rural Family (2004)
- Rural Inhabitants
- Rural Nonfarm Residents (2004)

Related Terms
- Demography
- Geographic Isolation
- Population Distribution
- Population Growth
- Population Trends
- Rural Areas
- Rural Environment
- Rural Sociology
- Rural to Urban Migration
- Rural Urban Differences
- Urban to Rural Migration
Population Validity for Educational Data Mining Models: A Case Study in Affect Detection
Ocumaugh, Jaclyn; Baker, Ryan; Gowda, Sujith; Heffernan, Neil; Heffernan, Cristina – British Journal of Educational Technology, 2014

Information and communication technology (ICT)-enhanced research methods such as educational data mining (EDM) have allowed researchers to effectively model a broad range of constructs pertaining to the student, moving from traditional assessments of knowledge to assessment of engagement, meta-cognition, strategy and affect. The automated...

Extractive Industries and Indigenous Peoples: A Changing Dynamic?

Indigenous peoples and other rural or remote populations often bear the social and environmental cost of extractive industries while obtaining little of the wealth they generate. Recent developments including national and international recognition of Indigenous rights, and the growth of “corporate social responsibility” initiatives among mining...

Second Home Owners, Locals and Their Perspectives on Rural Development
Farstad, Maja; Rye, Johan Fredrik – Journal of Rural Studies, 2013
Find Resources on High School Graduation Rates in ERIC

According to the National Center for Education Statistics (NCES), the high school graduation rate in the United States is on the rise. Between 2003-06 and 2010-11, the percentage of public school students graduating on time with a regular high school diploma has increased by 7 percentage points from 73% to 80%.

However, the graduation rate differs among various subgroups of students and location. For example, in 2010-11 the national graduation rate calculated using student-level data was 76%, but Asian/Pacific Islanders had the highest graduation rate at 87%, and American Indian/Alaskan Native students had the lowest graduation rate at 65%. Similarly, economically disadvantaged students had a graduation rate of 72%, students with limited English proficiency had a graduation rate of 69%, and special education students had a graduation rate of 61%. There are also differences in the graduation rates between states. Students in Vermont and Wisconsin had the highest graduation rate of 87%, while students in the District of Columbia had the lowest graduation rate at 50%.

Calculating graduation rates can be done in many ways, and graduation rates reported by states are generally higher than the standardized rates reported by NCES. For example, for the 2003-2004 school year, Nevada reported a graduation rate of 74.8% while NCES’s rate for that state was 57.4%. These differences can occur when a state includes students who have received their GED or students who took more than 5 years to graduate, which can boost the state’s graduation rate. To improve the quality and accuracy of graduation rates reported in the future, 48 states have agreed to use a standardized formula going forward.

ERIC has a variety of resources available for learning about graduation rates and how they are calculated. There are nearly 70 peer-reviewed full-text resources, including additional reports from the National Center for Education Statistics and reports from the Regional Educational Laboratories. You can find nearly 1,250 reports, journal articles, and books tagged with ERIC Descriptors relating to high school graduation rates, including about 630 full-text materials.

To find related information in ERIC, you can either use the keyword search box, or you can browse the ERIC Thesaurus. The Thesaurus will help you find Descriptors (terms used to tag ERIC records) for your search. The key Descriptors related to high school graduation rates are Graduation Rate coupled with High Schools. Descriptors for related topics include Graduation and High School Graduates. The Thesaurus can also provide additional terms you can use in your search.

The limiter on the left side of the search results page can help you refine the results. For example, use the Public Schools limiter to retrieve only materials related to graduation rates in public high schools.
FAQs

Frequently Asked Questions

How do I download full text for the article that I want?
If you see "Download Full Text" in the grey box to right after you search, then ERIC has permission for you to download the article for free. To only see these articles, make sure the "Full text available on ERIC" box is checked when you search.

"PDF Release Pending" means that the document is temporarily unavailable due to concerns about personally identifiable information in some of our older documents. Almost all of the PDF pending release documents should be released by July 2014. If you do not see either option, it means that ERIC does not have permission to release that document. You can get access through your local or university library.

The article I want says "PDF Release Pending". What does that mean?
"PDF Release Pending" means that we are unable to release that document electronically at this time due to concerns about personally identifiable information in some of our older, non-peer reviewed documents. We are currently analyzing each document and are returning documents to ERIC on an ongoing basis. We expect this project to be complete in July 2014. In the meantime, the articles may be able to be retrieved through interlibrary loan and via microfiche.

If full text is not available through ERIC, how can I see the article?
To find free access to the full text of these articles, please contact your local or university library. They may be able to help you access through interlibrary loan or through one of their databases.

Where is the advanced search?
To find information about how to do an advanced search, click here: http://eric.ed.gov/?advanced

How do I submit my article to be indexed in ERIC?
ERIC is currently working on the online submission system and expect for it to be live in the next few weeks. Please stay tuned for updates by signing up for our emailed Newsflash.

If you are an IES grantee, please contact ERICRequests@ed.gov for more information.
Downloads

The ERIC thesaurus and ERIC database are available for use by the general public. Please see our copyright policy for more information on acceptable use.

Thesaurus
This file will be updated when changes to the thesaurus are made. The next scheduled Thesaurus update is scheduled for 2015.

Database
A file with new records will be added monthly. At the start of each calendar year a new master file will be available to download. This will incorporate any changes or corrections to the existing files. The next scheduled annual update is January 2015.

Download ERIC Thesaurus

Download 2014 Apr
Download 2014 Mar
Download 2014 Feb
Download 2014 Jan
Download 2013-2014
Download 2004-2005
Download 2000-2003
Download 1995-1999
Download 1995-1999
Download 1990-1994
Download 1986-1989
Download 1980-1984
Download 1975-1979
Download 1970-1974
Download 1965-1969
Selection Policy

The ERIC Selection Policy establishes the standards and criteria for selecting materials for inclusion in the ERIC collection. It states broad collection goals and defines the standards and criteria required of approved sources and individual materials in the ERIC digital library. The purpose of the selection policy is to provide consistency in the approach for reviewing and selecting sources and individual items, and clearly communicate policy and process to staff, users, publishers, and individual submitters of material.

This policy was released in January 2014 and applies to new materials added to ERIC. No previously published records in ERIC will be removed as a result of this selection policy. As of April 2014, the following list of journals and non-journals are approved to be indexed in ERIC. New sources will be reviewed for inclusion based on the new selection policy twice a year.

As of January 2014, ERIC’s content selection philosophy will encompass four overarching goals:

1. Assure each approved source is relevant to one or more of the topic areas in the IES authorizing legislation and is education research. For the purpose of this policy, education research is defined as original presentations of education work or study, such as data and/or empirical analysis; literature reviews or summaries of a field; methodological work; presentations or critiques of theories; or logic models that can guide practice.

2. Increase the number of peer-reviewed, full-text materials in ERIC.

3. Increase the number of rigorous and relevant non peer-reviewed, full-text material from sources such as policy organizations, institutional repositories, research organizations, state and district research offices, and technical assistance providers. Content considered to be rigorous will have undergone a review process and present a method and a scholarly approach that is reasonable and sound to the field. To be considered relevant, a source and/or its materials must have demonstrable bearing on the field of education and the four centers at IES: National Center for Education Evaluation and Regional Assistance (NCEE), National Center for Education Research (NCER), National Center for Education Statistics (NCES), and National Center for Special Education Research (NCSER).
Collections Advisory Group

- An advisory group of nine experts in library science from institutions around the country provided input during the policy review.

CAG Objectives:

- Present recommendations for revisions to the existing ERIC Selection Policy, including policy for user-submitted materials.
- Assist in review of current ERIC sources and propose recommendations regarding the indexing of journals and other source materials for inclusion in ERIC.
Collections Advisory Group

Members

• Tahirah Akbar-Williams (Johns Hopkins)
• Elana Broch (Princeton University)
• Bridget Burns (State Department)
• Andrea Copeland (Indiana University)
• Deborah Garson (Harvard University)
• John Harer (East Carolina University)
• Toni Nolen (Southern Methodist University)
• Dana Peterman (University of California at Irvine)
• Tim Watts (Kansas State University)
Why the new Selection Policy?

- Increase selectivity of new resources in ERIC to provide searchers with the very best education research articles and reports.

- Enable ERIC to bypass less relevant resources and focus on the most important education literature without incurring a backlog of material.

- Ensure the best use of taxpayer dollars— we will still be indexing 4,000 records a month, but want to ensure that those records are meaningful additions to the collection.
Goals of the New Selection Policy

1. Assure each approved source is relevant to one or more of the topic areas in the IES authorizing legislation and is education research.

- Research includes original presentations of education work or study, such as data and/or empirical analysis; literature reviews or summaries of a field; methodological work; presentations or critiques of theories; or logic models that can guide practice.
2. Increase the number of rigorous and relevant non-peer reviewed, full-text material
   - Sources include policy organizations, institutional repositories, research organizations, state and district research offices, and technical assistance providers.
   - Materials considered rigorous have undergone a review process and present a method and a scholarly approach that is reasonable and sound to the field.
   - Materials considered relevant have demonstrable bearing on the field of education.
Goals of the New Selection Policy

3. Limit citation-only indexing to those materials that are peer reviewed or are of substantial rigor and relevance.

4. Increase the number of peer-reviewed, full-text materials in ERIC.
Goals for the New Selection Policy

Existing mix in 2011:
- No Full Text, Not Peer Reviewed: 9%
- Full Text, Peer Reviewed: 7%
- Full Text, Not Peer Reviewed: 7%
- No Full Text, Peer Reviewed: 77%

Ideal mix in 2015:
- No Full Text, Not Peer Reviewed: 13%
- Full Text, Peer Reviewed: 12%
- Full Text, Not Peer Reviewed: 2%
- No Full Text, Peer Reviewed: 73%
Journals and Non-Journals List

ERIC indexes a wide variety of journal sources. The coverage of an approved journal source is determined by an examination of three to five current issues during the source review process. A journal may be switched between being comprehensively, selectively, or occasionally indexed at any time. Source coverage is defined as follows:

- **Comprehensively indexed** journals contain an average of 80% or more education-related articles; ERIC creates a bibliographic record for all articles in every acquired issue.
- **Selectively indexed** journals contain an average of 60-79% education-related articles and are critical to topic area coverage; ERIC applies a manual article-by-article selection process and indexes only the articles that conform to the standard and criteria outlined in the [selection policy](#).
- **Occasionally indexed** journals contain an average of 25-49% education-related articles and are determined to be critical to topic area coverage; ERIC applies a manual article-by-article selection process and indexes only the articles that conform to the standard and criteria outlined in the [selection policy](#).

As of April 2014, the journals currently indexed in ERIC are listed below. Click on the hyperlink to see all indexed material from each source:

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z
---
AASA Journal of Scholarship & Practice
About Campus
Academic Questions
ACM Transactions on Computing Education
Action in Teacher Education
Action Learning: Research and Practice
Action, Criticism, and Theory for Music Education
Active Learning in Higher Education
Adult Education Quarterly: A Journal of Research and Theory
Adult Learner: The Irish Journal of Adult and Community Education
Adult Learning
New Newsflashes

**Find Resources on High School Graduation Rates in ERIC**

According to the National Center for Education Statistics (NCES), the high school graduation rate in the United States is on the rise. Between 2005-06 and 2010-11, the percentage of public school students graduating on time with a regular high school diploma has increased by 7 percentage points from 73% to 80%.

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**Use ERIC to Find Resources about Preschool**

For most children in the United States, formal education begins before kindergarten. In 2011, 94% of 3- to 5-year-olds attended a preschool program, and there is a growing body of research on the impact of these programs on the development of young children.

ERIC indexes much of the critical research on preschool education. The ERIC digital library has more than 30,000 records about preschool and preschool children, including 4,300 resources with free full text. There are more than 40 What Works Clearinghouse reports on preschool education in ERIC, including intervention reports that summarize the highest quality research, Quick Reviews that provide timely assessments of recent research, and a Practice Guide that provides recommendations for teaching math to young children.

To find preschool resources, you can use the ERIC search feature by entering keywords directly into the search box. You can use the limiters on the left hand side of the page to refine the results. For example, you can use education level limiter to refine a search to only sources that focus on preschool or early childhood education.

You can also browse the Thesaurus for the terms used to tag ERIC records, known as Descriptors, Key Descriptors related to preschool include: Preschool Education, Preschool Children, Preschool Curriculum, Preschool Teachers, Kindergarten, or the broader term Early Childhood Education.

Want more info about ERIC? Call the ERIC Help Desk at 1-800-LET-ERIC, sign up for our NewsBriefs, like us on Facebook, follow us on Twitter.
Contact Us

If you need help or wish to make a suggestion related to the ERIC website, please contact us using the email form below or at 1-800-LET-ERIC (7am to 11pm EST). Be as specific as possible, to help us in our efforts to support you.

Your email address

Subject
Search Question ▼

Message

Submit
PDF restoration process

Done!
This function was developed as a means to obtain periodic printouts of observation files collected by field observers and included in the STEEL database. An example of such a report is shown below.

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PDF Restoration Process

Mathematics for the Elementary School, Grade 4

Teacher's Commentary, Part 1

REvised EdiTion

Prepared under the supervision of the

Panel in Elementary School Mathematics

of the School Mathematics Study Group

Edited by

M. A. Johnson

Harold W. Ginn

A. M. Webber

W. P. N. Lockett

J. A. H. Emery

G. W. Whipple

S. F. Fullerton

N. C. L. Wetmore

F. Hasbrouck

S. H. L. A. Stoddart
Online Submission System

• Types of materials eligible for online submission
  ◦ All types of non-journal materials are eligible.
  ◦ Preference is given to content funded by the Department of Education or other federal agencies; professional conference papers or proceedings; reports from credible sources not yet reviewed for selection; and dissertations, theses and practicum papers.
  ◦ A journal article is eligible only if it is a result of federal funding or is submitted by the author.
Online Submission System

- Types of materials that will not be accepted through online submission:
  - Full or partial journal issues; only individual articles are accepted.
  - Stand-alone lesson plans; however, a document comparing or analyzing lesson plans may be submitted.
  - Subject-matter related content that is deemed to not meet the ERIC standard of being education research.
  - Web sites, web pages, and blogs.
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- Web sites, web pages, and blogs
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- February 2013 Memorandum for the Heads of Executive Departments and Agencies
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  - Outlined policy principles
  - Described the objectives
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Next steps

- Finalize Dept. of Education plan
- Work with other offices in the department to identify programs subject to plan
- Develop procedures and training for implementation
- Implement in phases, beginning with research funded by the Institute of Education Sciences
- Confirm post-embargo access preferences of ERIC publisher partners
Thank you

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