

ERIC Update:

Increasing Access to Full Text, Peer Reviewed Education Research



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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?

New ERIC Website



Search education resources

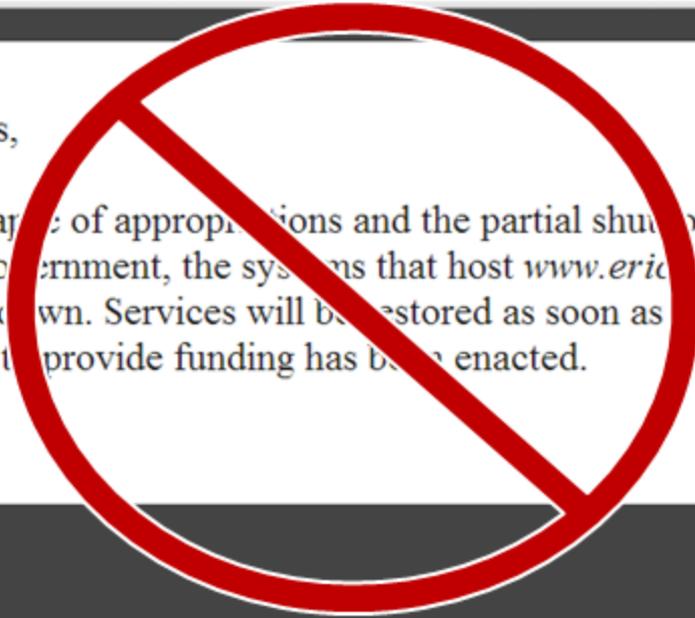
Search

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Benefits of the Cloud

Dear Users,

Due to a lapse of appropriations and the partial shut down of the Federal Government, the systems that host www.eric.ed.gov have been shut down. Services will be restored as soon as continuing resolution to provide funding has been enacted.



New ERIC Website



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New ERIC Website today

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Search education resources [Advanced Search Tips](#)

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50 Years of ERIC

The Education Resources Information Center (ERIC) is celebrating its 50th Birthday! First opened on May 15th, 1964 ERIC continues the long tradition of ongoing innovation and enhancement.

[Learn more about the history of ERIC here.](#) 

ERIC Search

← → ↻ eric.ed.gov/?q=schools ☆ 📄



[ERIC Home](#)

PUBLICATION DATE

In 2014	1381
Since 2013	10795
Since 2010 (last 5 years)	61614
Since 2005 (last 10 years)	127177
Since 1995 (last 20 years)	245453

DESCRIPTOR

Elementary Secondary Education	115254
Foreign Countries	78130
Higher Education	75083
Secondary Education	53229
Teaching Methods	52595
Elementary Education	45908
Academic Achievement	45892
High Schools	37002
Educational Change	36368
Student Attitudes	32928

[More ▼](#)

SOURCE

ProQuest LLC	5671
Phi Delta Kappan	3676

Collection

Thesaurus

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Peer reviewed only Full text available on ERIC

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Showing 1 to 15 of 568,391 results

[Success Factors of E-Learning Projects: A Technical Perspective](#)

Alhomod, 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 e learning program. The factors identified as success factors are: Sufficient Users Training, ...

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

Peer reviewed
 [Download full text](#)

[Free School Choice and the Educational Achievement Gap](#)

van Welie, Liesbeth; Hartog, Joop; Cornelisz, Ilija – 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

Peer reviewed
 [Direct link](#)

[Character Education in Three Schools: Catholic, Quaker and Public](#)

Meidl, Christopher; Meidl, 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

Peer reviewed
 [Direct link](#)

ERIC Publication Page



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schools

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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.]

Descriptors: [Charter Schools](#), [Middle Schools](#), [Urban Areas](#), [Context Effect](#), [Admission \(School\)](#), [Admission Criteria](#), [Competitive Selection](#), [Mathematics Tests](#), [Reading Tests](#), [Scores](#), [Academic Achievement](#), [Program Effectiveness](#), [Outcomes of Education](#), [Parent Attitudes](#), [Student Attitudes](#), [Satisfaction](#), [Institutional Characteristics](#), [Small Schools](#), [Ability Grouping](#)

National Center for Education Evaluation and Regional Assistance. Available from: ED Pubs. P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827; Web site: <http://ies.ed.gov/ncee/>

Publication Type: Reports - Evaluative

Education Level: Middle Schools

Audience: N/A

Language: English

Sponsor: Institute of Education Sciences (ED)

Authoring Institution: National Center for Education Evaluation and Regional Assistance (ED)

Identifiers: N/A

Peer reviewed
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ERIC Number: ED510574

Record Type: Non-Journal

Publication Date: 2010-Jun

Pages: 4

Abstractor: As Provided

Reference Count: 0

ISBN: N/A

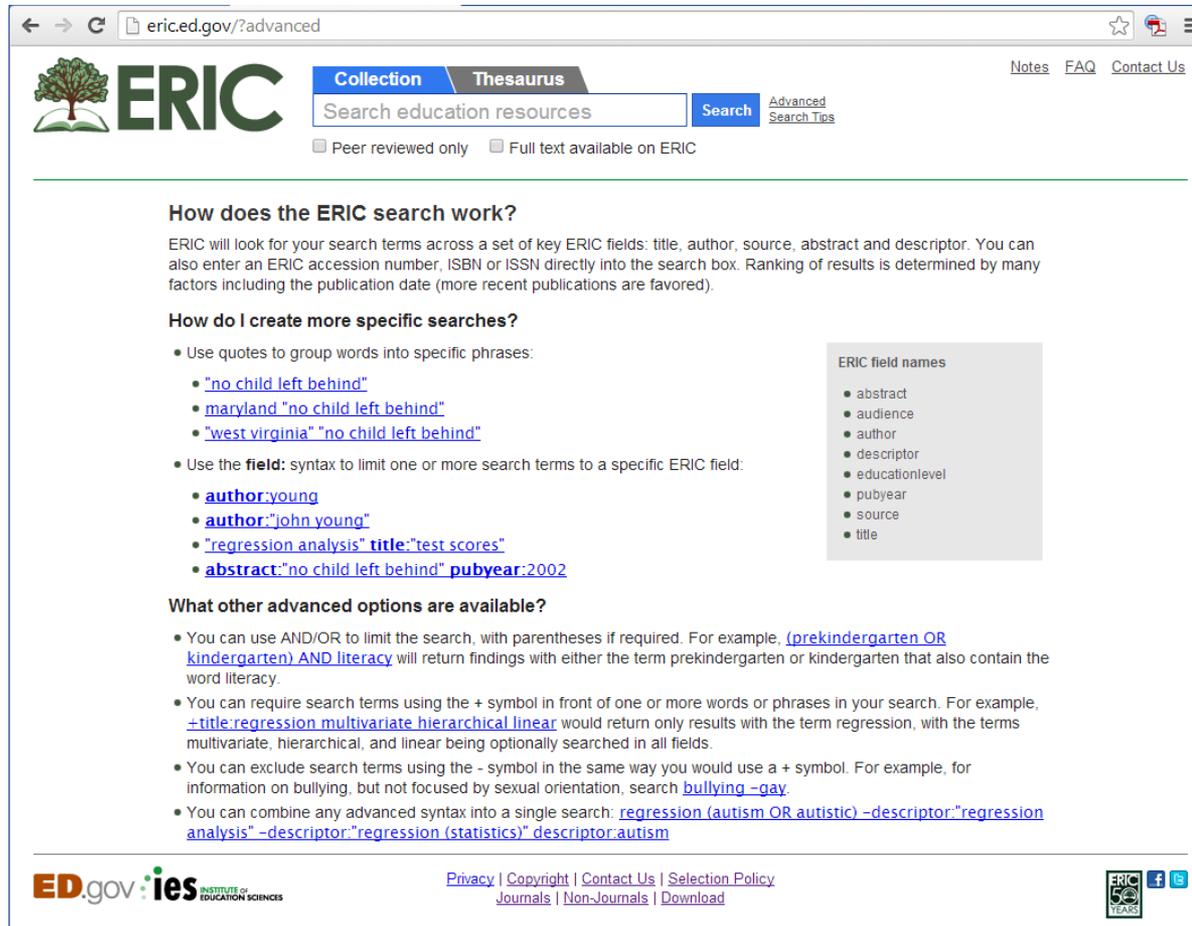
ISSN: N/A



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Advanced Search



The screenshot shows the ERIC website's advanced search interface. At the top, there is a navigation bar with the ERIC logo, a search box, and links for 'Collection', 'Thesaurus', 'Notes', 'FAQ', and 'Contact Us'. The search box contains the text 'Search education resources' and a 'Search' button. Below the search box, there are two checkboxes: 'Peer reviewed only' and 'Full text available on ERIC'. The main content area is titled 'How does the ERIC search work?' and explains that the search looks for terms across key ERIC fields: title, author, source, abstract, and descriptor. It also mentions that ranking is determined by factors like publication date. Below this, there is a section 'How do I create more specific searches?' with a list of search tips. To the right of this list is a box titled 'ERIC field names' containing a list of fields: abstract, audience, author, descriptor, educationlevel, pubyear, source, and title. The final section is 'What other advanced options are available?' with a list of tips on using AND/OR, +, -, and quotes in search terms. At the bottom, there is a footer with the ED.gov logo, a list of links (Privacy, Copyright, Contact Us, Selection Policy, Journals, Non-Journals, Download), and social media icons for ERIC 50 Years, Facebook, and Twitter.

eric.ed.gov/?advanced

ERIC

Collection Thesaurus

Search education resources Search Advanced Search Tips

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Notes FAQ Contact Us

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" pubyear:2002](#)

ERIC field names

- abstract
- audience
- author
- descriptor
- educationlevel
- pubyear
- source
- title

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, for information on bullying, but not focused by sexual orientation, search [bullying -gay](#).
- You can combine any advanced syntax into a single search: [regression \(autism OR autistic\) -descriptor:"regression analysis" -descriptor:"regression \(statistics\)" descriptor:autism](#)

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ERIC 50 YEARS

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Advanced search

Collection	Thesaurus
<input type="text" value="“charter schools” AND “race to the top”"/>	<input type="text" value="charter schools race to the top"/>
<input type="button" value="Search"/>	<input type="button" value="Search"/>
Advanced Search Tips	Advanced Search Tips
<input type="checkbox"/> Peer reviewed only <input type="checkbox"/> Full text available on ERIC	<input type="checkbox"/> Peer reviewed only <input type="checkbox"/> Full text available on ERIC
Charter Schools: Education Could Do More to Assist Charter Schools with Appropriate Congressional Requesters. GAO-11-89 Ashby, Cornelia M. – US Government Accountability Office, 2010 The number of charter schools is growing, spurred by demand for innovation and federal incentives. Race to the Top Fund, which favors states supportive of charter schools. However, states often fund charter schools differently than traditional public schools. Some charter schools operate as a school district. Descriptors: Charter Schools, Federal Aid, Grants, Eligibility	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 describe: Descriptors: Student Needs, Charter Schools, Low Income, School Law
Charter Schools... Taking a Closer Look: How Charter Schools Operate, Who Attends Them, and How They Fare Academically Bulkley, Katrina E. – Education Digest: Essential Readings Condensed for Quick Review, 2010 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	Charter Schools... Taking a Closer Look: How Charter Schools Operate, Who Attends Them, and How They Fare Academically Bulkley, Katrina E. – Education Digest: Essential Readings Condensed for Quick Review, 2012 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. 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 describe: Descriptors: Student Needs, Charter Schools, Low Income, School Law	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 excellence.” Descriptors: Charter Schools, Educational Policy, State Policy, School Law
Race to the Top. District of Columbia Report. Year 1: School Year 2010-2011 US Department of Education, 2012 This State-specific summary report serves as an assessment of the District of Columbia’s Year 1 implementation, highlighting successes and accomplishments, identifying challenges, and	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

<p>Collection Thesaurus</p> <p><input type="text" value="charter schools"/> <input type="text" value="race to the top"/> <input type="button" value="Search"/> Advanced Search Tips</p> <p><input type="checkbox"/> Peer reviewed only <input type="checkbox"/> Full text available on ERIC</p> <p>Race to the Top. Hawaii Report. Year 1: School Year 2010-2011. [State-Specific] US Department of Education, 2012</p> <p>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 and... (Hawaii...)</p> <p>Descriptors: Academic Achievement, Academic Standards, Accountability, Achievement Gains</p> <p>Race to the Top. District of Columbia Report. Year 1: School Year 2010-2011. US Department of Education, 2012</p> <p>This State-specific summary report serves as an assessment of the District of Columbia's Year 1 Top implementation, highlighting successes and accomplishments, identifying challenges, and providing lessons learned from implementation to date. The Office of the State Superintendent of Education...</p> <p>Descriptors: Academic Achievement, Academic Standards, Accountability, Achievement Gains</p> <p>Race to the Top. Delaware. State-Reported APR: Year One US Department of Education, 2012</p> <p>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, teacher effectiveness,...</p> <p>Descriptors: Academic Achievement, Academic Standards, Accountability, Achievement Gains</p> <p>Race to the Top. District of Columbia Report. Year 2: School Year 2011-2012. US Department of Education, 2013</p>	<p>Collection Thesaurus</p> <p><input type="text" value="charter schools race to the top"/> <input type="button" value="Search"/> Advanced Search Tips</p> <p><input type="checkbox"/> Peer reviewed only <input type="checkbox"/> Full text available on ERIC</p> <p>Showing 1 to 15 of 17,007 results</p> <p>Review of "Connecticut's Charter School Law and Race to the Top" Bifulco, Robert – Education and the Public Interest Center, 2010</p> <p>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... </p> <p>Descriptors: Student Needs, Charter Schools, Low Income, School Law</p> <p>Charter Schools... Taking a Closer Look: How Charter Schools Operate, Who Attends Them, How They Are Distinctive, and How They Fare Academically Bulkley, Katrina E. – Education Digest: Essential Readings Condensed for Quick Review, 2012</p> <p>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... </p> <p>Descriptors: Charter Schools, School Administration, School Demography, Institutional Characteristics</p> <p>Connecticut's Charter School Law & Race to the Top. A ConnCAN Issue Brief Truscheit, Tori – ConnCAN, 2010</p> <p>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 excellence in... </p> <p>Descriptors: Charter Schools, Educational Policy, State Policy, School Law</p>
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Advanced Search

← → ↻ eric.ed.gov/?q=author%3A"ruth+neild"+descriptor%3A"dropout"#thesaurus ☆ ☰



Collection **Thesaurus**

author:"ruth neild" descriptor:"dropout" **Search** [Advanced Search Tips](#)

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Showing all 4 results

PUBLICATION DATE	
In 2014	0
Since 2013	0
Since 2010 (last 5 years)	1
Since 2005 (last 10 years)	4
Since 1995 (last 20 years)	4

DESCRIPTOR	
At Risk Students	3
Dropouts	3
Public Schools	3
Urban Schools	3
Dropout Rate	2
Gender Differences	2
Grade 9	2
High School Freshmen	2
High Schools	2
Racial Differences	2
More ▼	

SOURCE	
Education and Urban Society	1
Future of Children	1
NASSP Bulletin	1
Philadelphia Youth Network	1

[Falling off Track during the Transition to High School: What We Know and What Can Be Done](#)
 Neild, Ruth Curran – Future of Children, 2009

Ninth grade, observes Ruth Curran Neild, marks a critical juncture in American schooling. Students who manage the academic demands of the transition to high school have a high probability of graduating four years later. But those who do not—who fail to earn as many credits as they should during ninth grade—face a substantially elevated risk of...

Descriptors: Grade 9, Developmental Stages, Developmental Continuity, High Schools

 Peer reviewed

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[Using State Unemployment Insurance Data to Track Student Postsecondary Outcomes](#)
 Neild, Ruth Curran; Boccanfuso, Christopher – NASSP Bulletin, 2010

Despite the proliferation of data about student performance, secondary school educators have had difficulty accessing data on their former students' post-high school employment and earnings in the formal economy. This article describes how one community used state unemployment insurance data, merged with student record data, to investigate the...

Descriptors: Student Records, Unemployment, Dropouts, Insurance

 Peer reviewed

 [Direct link](#)

[Unfulfilled Promise: The Dimensions and Characteristics of Philadelphia's Dropout Crisis, 2000-2005](#)
 Neild, Ruth Curran; Balfanz, Robert – Philadelphia Youth Network, 2006

This report uses a unique set of data obtained from the Kids Integrated Data System (KIDS), which is housed at the University of Pennsylvania's Cartographic Modeling Laboratory. The KIDS system merges individual-level data on young people from the School District of Philadelphia and the city's social service agencies, including the Department of...

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Showing all 7 results

PUBLICATION DATE

In 2014	0
Since 2013	0
Since 2010 (last 5 years)	2
Since 2005 (last 10 years)	7
Since 1995 (last 20 years)	7

DESCRIPTOR

Dropouts	6
At Risk Students	4
High School Students	4
Urban Schools	4
Dropout Rate	3
High School Graduates	3
High Schools	3
Labor Market	3
Public Schools	3
Dropout Characteristics	2
More ▼	

SOURCE

Philadelphia Youth Network	3
Education and Urban Society	1
Future of Children	1
IAP - Information Age ...	1
NASSP Bulletin	1

AUTHOR

Neild, Ruth Curran	4
Balfanz, Robert	1
Rocantuso, Christopher	1
Borman, Kathryn M., Ed.	1
Furstenberg, Frank	1
Smerdon, Becky, Ed.	1
Stoner-Eby, Scott	1

[Falling off Track during the Transition to High School: What We Know and What Can Be Done](#)

Neild, Ruth Curran – Future of Children, 2009

Ninth grade, observes Ruth Curran Neild, marks a critical juncture in American schooling. Students who manage the academic demands of the transition to high school have a high probability of graduating four years later. But those who do not—who fail to earn as many credits as they should during ninth grade—face a substantially elevated risk of...

Descriptors: Grade 9, Developmental Stages, Developmental Continuity, High Schools

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[New Research on the Relationships between Philadelphians' Educational Attainment and Their Employment, Earnings and Contributions to Government and Society. Research Summary](#)

Philadelphia Youth Network, 2009

Three recently-released research reports commissioned through Project U-Turn and funded by the William Penn Foundation and the Pennsylvania Department of Labor and Industry offer analyses that shed new light on the relationships between Philadelphians' educational attainment and their earnings, employment and contributions to government and...

Descriptors: Academic Records, Credentials, Dropouts, Educational Attainment

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[Pressing Forward: Increasing and Expanding Rigor and Relevance in America's High Schools. Research on High School and Beyond](#)

Smerdon, Becky, Ed.; Borman, Kathryn M., Ed. – IAP - Information Age Publishing, Inc., 2012

Pressing Forward: Increasing and Expanding Rigor and Relevance in America's High Schools is organized to place secondary education, specifically the goals of preparing young adults to be college and career ready, in contemporary perspective, emphasizing the changing global economy and trends in policy and practice. High school students must be...

Descriptors: Urban Schools, High Schools, Secondary Education, Global Approach

[Direct link](#)

[Turning It around: A Collective Effort to Understand and Resolve Philadelphia's Dropout Crisis](#)

Philadelphia Youth Network, 2006

Today and every day, in neighborhoods and communities throughout Philadelphia, young people are making decisions that will change their lives forever. Some will decide to stay in school, graduate, and prepare themselves for college and careers. Others, who left school without a diploma, will summon the courage to seek out educational programs they...

Descriptors: Dropouts, Out of School Youth, Citizenship, Neighborhoods

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[Connecting Entrance and Departure: The Transition to Ninth Grade and High School Dropout](#)

Neild, Ruth Curran; Stoner-Eby, Scott; Furstenberg, Frank – Education and Urban Society, 2008

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ERIC

Collection

Thesaurus

rural

Search

[Browse Thesaurus](#)

Include Synonyms Include Dead terms

Showing 14 results (synonyms in *italics*, dead terms in ~~strike through~~)

[Rural Areas](#)

[Rural Development](#)

[Rural Economics](#)

[Rural Education](#)

[Rural Environment](#)

[Rural Extension](#)

[Rural Farm Residents](#)

[Rural Population](#)

[Rural Schools](#)

[Rural Sociology](#)

[Rural to Urban Migration](#)

[Rural Urban Differences](#)

[Rural Youth](#)

[Urban to Rural Migration](#)

ERIC Thesaurus



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Include Synonyms Include Dead terms

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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 \(2004\)](#)

[Rural Women \(2004\)](#)

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](#)

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Rural Population X

Showing 1 to 15 of 2,052 results

PUBLICATION DATE

In 2014	1
Since 2013	21
Since 2010 (last 5 years)	140
Since 2005 (last 10 years)	288
Since 1995 (last 20 years)	537

DESCRIPTOR

Rural Population	2052
Rural Areas	651
Foreign Countries	330
Rural Urban Differences	285
Rural Education	261
Rural Development	250
Poverty	248
Older Adults	207
Population Trends	196
Demography	173

[More ▼](#)

SOURCE

Rural Sociology	84
Journal of Rural Studies	82

[Population Validity for Educational Data Mining Models: A Case Study in Affect Detection](#)

Ocuppaugh, 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...

Descriptors: Research Methodology, Educational Research, Information Technology, Data Analysis

Peer reviewed

[Direct link](#)

[Extractive Industries and Indigenous Peoples: A Changing Dynamic?](#)

O'Faircheallaigh, Ciaran – Journal of Rural Studies, 2013

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...

Descriptors: Foreign Countries, Indigenous Populations, Industry, Corporations

Peer reviewed

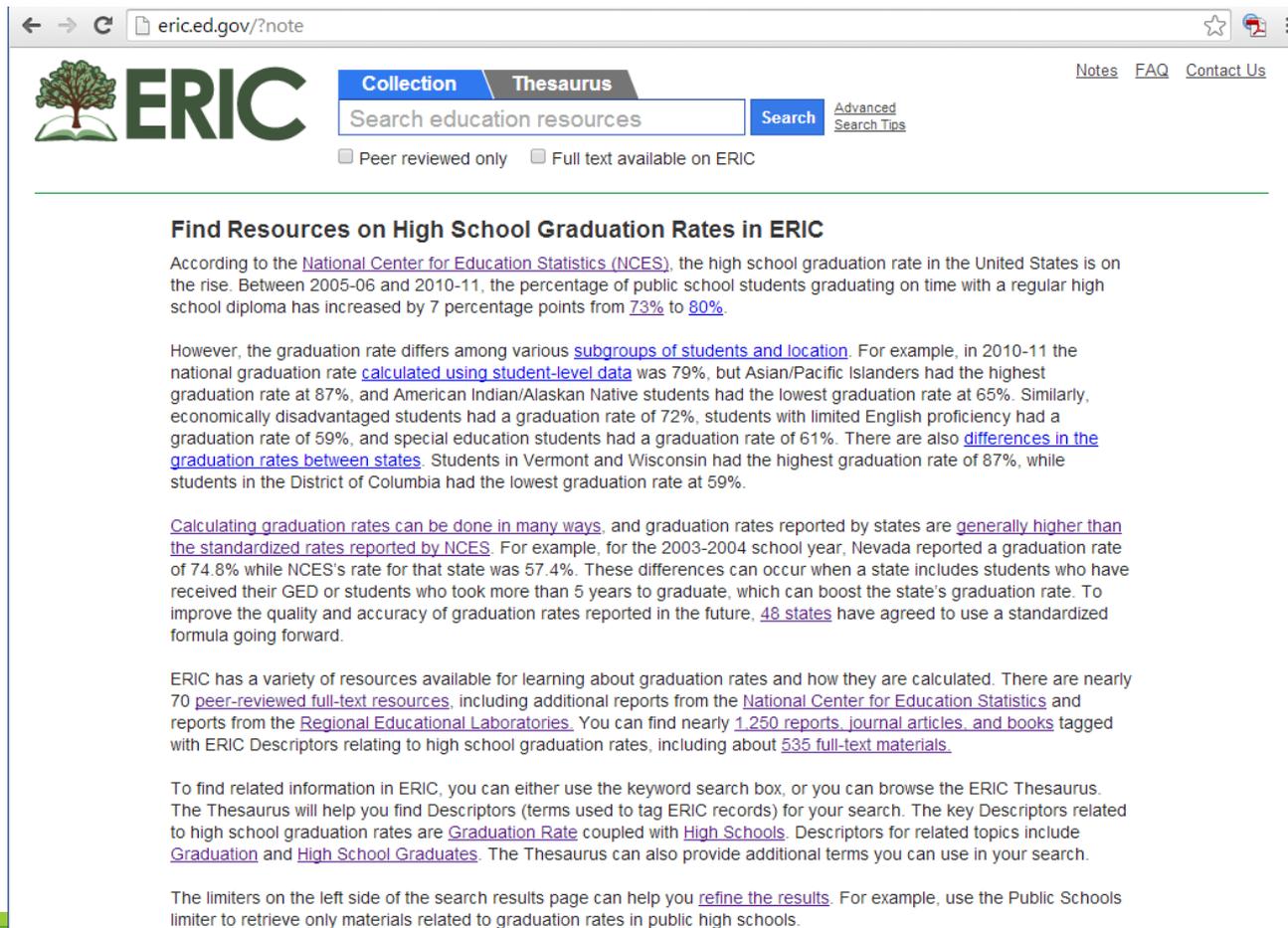
[Direct link](#)

[Second Home Owners, Locals and Their Perspectives on Rural Development](#)

Farstad, Maja; Rye, Johan Fredrik – Journal of Rural Studies, 2013

Peer reviewed

Notes



The screenshot shows a web browser window with the URL eric.ed.gov/?note. The ERIC logo is visible on the left, and the navigation menu includes "Collection" and "Thesaurus". A search bar contains the text "Search education resources" and a "Search" button. Below the search bar, there are two checkboxes: "Peer reviewed only" and "Full text available on ERIC".

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%](#).

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 79%, 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 59%, 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 59%.

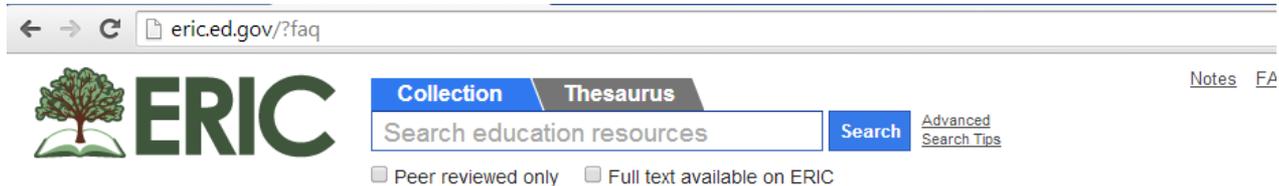
[Calculating graduation rates can be done in many ways](#), and graduation rates reported by states are [generally higher than the standardized rates reported by NCES](#). For example, for the 2003-2004 school year, Nevada reported a graduation rate of 74.8% while NCES's rate for that state was 57.4%. 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 [535 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 limiters 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.

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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.

[Download ERIC Thesaurus](#)

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 2014 Apr](#)
[Download 2014 Mar](#)
[Download 2014 Feb](#)
[Download 2014 Jan](#)
[Download 2010-2013](#)
[Download 2005-2009](#)
[Download 2000-2004](#)
[Download 1995-1999](#)
[Download 1990-1994](#)
[Download 1985-1989](#)
[Download 1980-1984](#)
[Download 1975-1979](#)
[Download 1970-1974](#)
[Download 1965-1969](#)

Selection Policy

← → ↻ eric.ed.gov/?selection ☆ 📄

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ERIC 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.

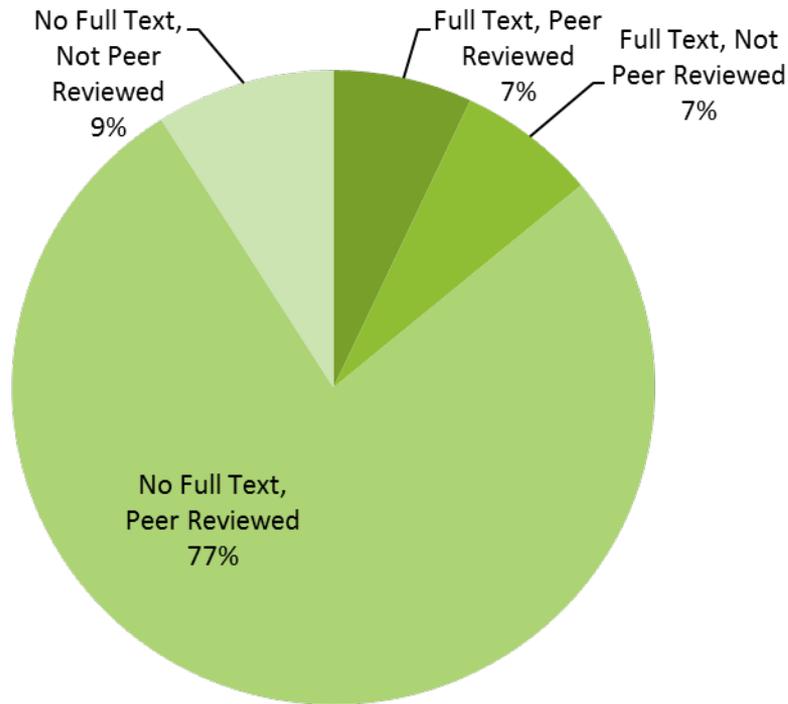
Goals of the New Selection Policy

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.

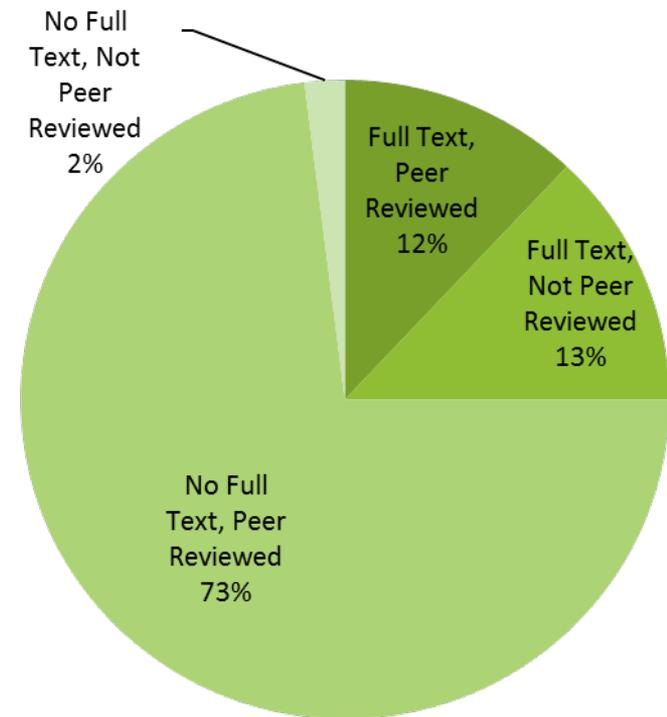
Goals of the New Selection Policy

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



Ideal mix in 2015

Journals and Non-Journals List



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Thesaurus

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ERIC indexes a wide variety 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 50-79% 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 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 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](#)

A

[Top](#)

[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%](#).



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 79%, 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 59%, 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 59%.

[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.

Use ERIC to Find Resources about Preschool

For most children in the United States, formal education begins before kindergarten. In 2011, [64%](#) 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 [Newsflash](#) * Like us on [Facebook](#) * Follow us on [Twitter](#)

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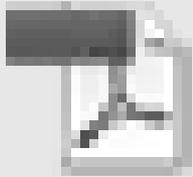
If you need help or wish to make a suggestion related to the ERIC website, please contact us using the email form below or at 1-800-LET-ERIC (7am to 11pm EST). Be as specific as possible, to help us in our efforts to support you.

Your email address

Subject

Message

PDF restoration process



PDF release pending

Done!

PDF Restoration Process

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.

Observer	Tape	Side	File	Date	Student
13	11	A	1	02/13/86	
		A	2	02/13/86	
		A	3	02/18/86	
		A	4	02/20/86	
		A	5	02/20/86	
		B	1	02/20/86	
		B	2	02/27/86	
		B	3	02/27/86	
		B	4	02/27/86	
		B	5	02/27/86	

Observer	Tape	Side	File	Date	Student
13	12	A	1	02/27/86	
		A	2	02/28/86	
		A	3	03/03/86	
		A	4	03/04/86	
		A	5	03/06/86	
		B	1	03/06/86	
		B	2	03/06/86	
		B	3	03/06/86	
		B	4	03/06/86	
		B	5	03/06/86	

PDF Restoration Process

Mathematics for the Elementary School, Grade 4

Teacher's Commentary, Part 1

REVISED EDITION

Prepared under the supervision of the
Panel on Elementary School Mathematics
of the National Mathematics Study Group:

Lola Burns	Chula Vista City Schools — Director, Chula Vista, California
L. Oltmanns (ed.)	Iowa State Teachers College, Clarke Hall, Iowa
W. T. Kelly	University of Texas
S. B. Jackson	University of Maryland
Irvin Sullis	Director Public Schools
M. H. S. (ed.)	University of Chicago
J. J. Wheeler	Boston University
R. L. Wilder	University of Michigan

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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.

ERIC Online Submission



Online Submission Form

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For a document to be eligible to use the ERIC Online Submission System, the material must meet the standard of direct relevance to one or more topics of the field of education and the quality criteria, except sponsorship, as described in the [ERIC Selection policy \(PDF\)](#). For more questions, please see the [Online Submission FAQs](#).

All submitters must hold copyright or an authorized representative, and will be asked to confirm this status during the online submission process. Content with multiple authors is accepted when one author submits the content. Content may be submitted by:

- Individuals, including federal grantees
- Organizations
- Publishers

Unique User Submission Requirements and Features:

- All submitters using the online submission system must grant ERIC rights to distribute the full text of the submitted material to the public. The permission to index and display the content, once granted, provides perpetual access to the content for ERIC users.
- Full text of all pages of a document or article and indicated attachments or tables must be provided; the submitter must provide an abstract.
- Title of the article or document, author(s) name, and date of publication, presentation, or completion must be on the first page.
- If it applies, conference information must also appear on the first page (conference organization, title, location, and dates).
- The quality indicator of peer review is not assigned to user submission records unless it is work funded by federal research grants and being submitted under an open access policy regarding public access to federally funded research.

Types of materials eligible for online submission

- All types of non-journal materials outlined in the "Type of Material" table are eligible; preference is 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.

Types of materials not accepted through the online submission system

- Stand-alone lesson plans; however, a document comparing or analyzing a lesson plan may be submitted
- Web sites, web pages, and blogs
- Subject-matter related content is deemed to not meet the ERIC standard of being education research (i.e., an article on the "Battle of Lexington" or the "Pythagorean Theorem" does not meet the selection policy, but an article on research based practices to teach these topics is eligible for inclusion in ERIC).

[Begin >>](#)

ERIC Online Submission



ERIC

Online Submission Form

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Is your submission education research as defined by the ERIC Selection policy?

Materials are original presentations of education research, 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.

- Yes
 No

Is your submission directly related to one or more topics in the IES authorizing legislation?

This includes information on closing the achievement gap, education practices that improve academic achievement and promote learning, and topics that were covered by the former ERIC clearinghouses: adult, career, and vocational education; community colleges; assessment and evaluation; higher education; teaching and teacher education; information and technology; counseling and student services; educational management; elementary and early childhood education; reading, English, and communication; science, mathematics, and environmental education; social studies/social science education; rural education and small schools; urban education; disabilities and gifted education; and languages and linguistics.

- Yes
 No

Are you authorized to submit this material to ERIC?

By checking yes, you are agreeing that no other source holds a copyright that would prohibit you from including this submission.

- Yes
 No

Do you grant ERIC the rights to distribute the full text of your submitted document to the public?

The permission to index and display the content, once granted, provides perpetual access to the content for ERIC users.

- Yes
 No

Is your submitted material in English?

Materials considered for inclusion in ERIC must be written in English, or a translation of the full-text must be available in English. English presented in materials must conform to standards of grammar and understandability.

- Yes
 No

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ERIC Online Submission



Online Submission Form

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Title of the Submitted Material

Please enter the title exactly as it appears on the submitted material (including capitalization).

Author(s)

Please enter the authors in the order that they appear in the source (up to 6).

1.

Abstract

Please make sure your abstract follows the guidance at <http://eric.ed.gov/?abstract>

Has your work been funded (in whole or in part) by a U.S. government research grant or contract?

- Yes, an IES grant or contract
- Yes, a Department of Education (non-IES) grant or contract
- Yes, a non-Department of Education grant or contract
- No

What type of document are you submitting?

Please make sure your document is eligible to submit based on the selection policy <http://eric.ed.gov/pdf/policy.pdf>

-- select one --

ERIC Online Submission

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Online Submission Form

Publication Details

Please specify the publication date: the document was released or published, not the date submitted to ERIC. Month and Day of month are optional.

Year	Month	Day
<input type="text" value="2010"/>	<input type="text" value="May"/>	<input type="text" value="- N/A -"/>

How many pages are in your publication? pages

How many references do you cite? references

Please attach a PDF of your submission.

Please upload the document in PDF format with a maximum size of 100MB (megabytes). Please ensure it is complete and the Title, Author(s), and Publication Date are included on the first page and match the information you provided here.

Erin's Thesis.pdf

Your Contact Details

First name

Last name

Email

Please enter your first and last name, and an email address where we may contact you with questions. You will also receive an email confirmation your submission details.

ERIC Topic Pages

- Counseling
- Early Learning
- Literacy and Communication
- Adult Learning
- Higher Education
- Technology in Education
- Education Policy
- Students with Special Needs
- Standards & Assessment
- Student Populations
- Teaching and Teacher Education
- Research to Practice
- Educational Access
- Educational Leadership
- K-12 Education

Coming soon...

- Call center hours
- Webinars
- Videos
- API
- ERIC Topic pages

Public Access

- IES just announced 88 new research grants for \$41.5 million to be awarded in 2014
- When the peer reviewed research resulting from those grants is published it will be freely available in ERIC

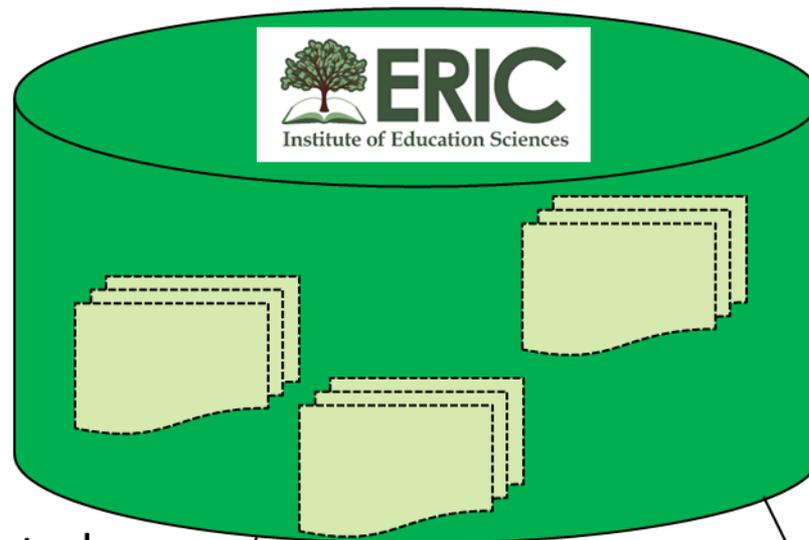
Changes are coming: access to publicly funded scientific research

- Some percentage of research indexed in ERIC has been funded, in whole or in part, by grants from government agencies
- Publishers add value through peer-review, editorial oversight, and dissemination
- But currently that research sits behind a paywall

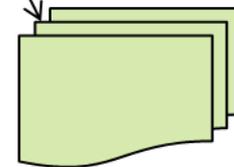
A government-wide initiative to increase access to the results of federally funded scientific research

- February 2013 Memorandum for the Heads of Executive Departments and Agencies
- Office of Science and Technology Policy (OSTP), Executive Office of the President
 - Outlined policy principles
 - Described the objectives
 - Directed agencies to develop a plan to implement

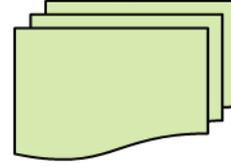
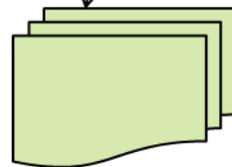
Once the department's plan is implemented and research is published...



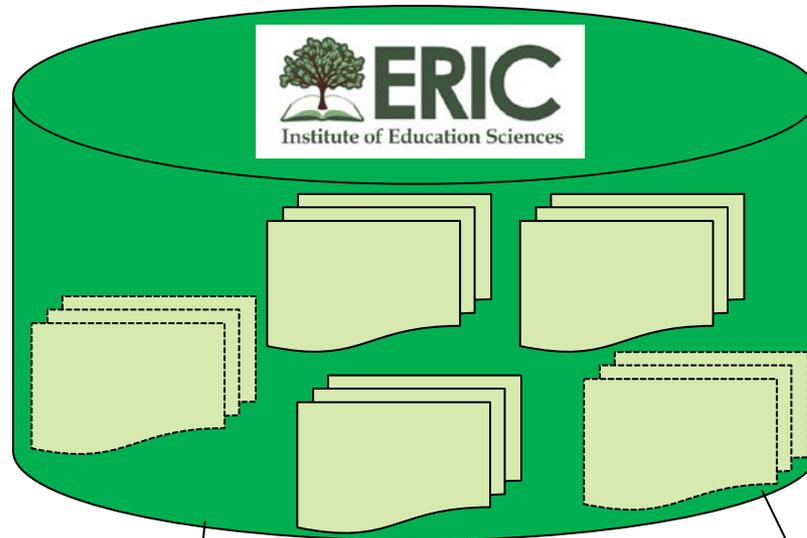
Authors will deposit final peer reviewed manuscript in ERIC



ERIC users will be directed to publishers' sites for published version for 12 months and will need a subscription for access



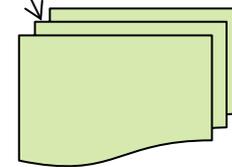
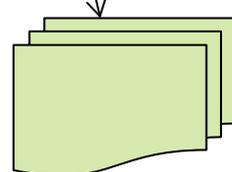
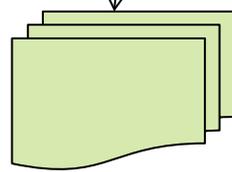
When the embargo period (12 months) for each article is over....



Full-text peer-reviewed manuscript version will be open to all ERIC users. If the publisher agrees to provide a PDF of the published article to ERIC that will be available too.



ERIC users can still go to the publishers' sites for published version, which may or may not be free



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

Erin Pollard

ERIC Project Officer
US Department of Education

Erin.Pollard@ed.gov

Pamela Tripp-Melby

Director, National Library of Education
US Department of Education

Pamela.Tripp-Melby@ed.gov