

Archived Information

NATIONAL EDUCATION RESEARCH INSTITUTES

Goal: Conduct high-quality research and development that contribute to educational improvement. Legislation: Educational Research, Development, Dissemination, and Improvement Act of 1994 (20 U.S.C. 6031).	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$60*	2000	\$104**
	1990	\$95*	2001	\$121**
	1995	\$86**	2002 (Requested)	\$123**

*Research funds were included in the appropriation for research and statistics. It was \$60 in 1985 and \$90 in 1990.

**Research funds were included in the appropriation for research and dissemination.

Program Description

Funding for this program supports the activities of the five National Education Research Institutes, which are the organizational units within the Office of Educational Research and Improvement (OERI) currently responsible for administering the office's support for education research. The mission of the Institutes is to expand knowledge and understanding of education and contribute to the improvement of education policy and practice. They support research, development, and evaluation activities through grants, contracts, and cooperative agreements with institutions of higher education, public and private organizations, and individuals. The five Institutes are: *National Institute on Student Achievement, Curriculum, and Assessment* (<http://www.ed.gov/offices/OERI/SAI/>); *National Institute on the Education of At-Risk Students* (<http://www.ed.gov/offices/OERI/At-Risk/>); *National Institute on Educational Governance, Finance, Policymaking, and Management* (<http://www.ed.gov/offices/OERI/GFI/>); *National Institute on Early Childhood Development and Education* (<http://www.ed.gov/offices/OERI/ECI/>); and *National Institute on Postsecondary Education, Libraries, and Lifelong Learning* (<http://www.ed.gov/offices/OERI/PLLI/>).

The Institutes support university-based research and development centers, which conduct long-term research and development on core issues and concerns; field-initiated studies in which the topics and methods of study are determined by the individual investigators; and a variety of other research and related projects. The Institutes also support fellowships to bring outside scholars to the Institutes for 12- to 18-month periods.

Program Performance

OBJECTIVE 1: THE FINDINGS AND PRODUCTS OF EDUCATION RESEARCH ARE USEFUL TO POLICYMAKERS AND PRACTITIONERS IN ADDRESSING THEIR HIGH-PRIORITY NEEDS.

Indicator 1.1 Usefulness: Education policymakers and practitioners find research products supported by the Office of Educational Research and Improvement (OERI) to be useful in addressing their high-priority needs.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Initial data allow us to establish a benchmark and set future targets. Forthcoming reports will reflect assessment of progress.</p> <p>Explanation: Beginning this year, a nationally known representative group of education policy-makers and practitioners evaluated a sample of OERI-supported research products on their relevance and usefulness.</p>	<p>Source: A representative sample of OERI-sponsored research products was drawn from an inventory of products produced between 6/1/99 – 5/31/00. Nationally known reviewers were selected from a variety of education organizations, states, and school districts. <i>Frequency:</i> Biennially. <i>Next collection update:</i> November 2002. <i>Date to be reported:</i> January 2003.</p> <p>Validation Procedure: Data supplied by panel evaluations. No formal external verification applied.</p> <p>Limitations of Data and Planned Improvements: Variability of the products unknown at this time. Further expansion of the inventory and revised sampling frame will provide more reliable data.</p>
1999:	Data Collected Biennially	No target set		
2000:	55%	Baseline data		
2002:		70%		
2004:		80%		
2006:		90%		

Indicator 1.2 OERI-supported research findings are published in periodicals for education policymakers and practitioners.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Initial data allow us to establish a benchmark and set future targets. Forthcoming reports will reflect assessment of progress.</p> <p>Explanation: Beginning this year, OERI sampled a subset of nationally recognized periodicals (17), aimed at education practitioners and policymakers, to track the publication of OERI-supported research findings.</p>	<p>Source: Sample of nationally recognized periodicals aimed at practitioners and policymakers published between 6/1/99 – 5/31/00. <i>Frequency:</i> Biennially. <i>Next collection update:</i> November 2002. <i>Date to be reported:</i> January 2003.</p> <p>Validation Procedure: No formal verification applied.</p> <p>Limitations of Data and Planned Improvements: Augmentation of sample under discussion.</p>
FY 1999:	Data Collected Biennially	No target set		
FY 2000:	21 articles	Baseline data		
FY 2002:		Increase of 25% over baseline		
FY 2004:		Increase of 50% over baseline		
FY 2006:		Increase of 70% over baseline		

OBJECTIVE 2: EDUCATION RESEARCH REFLECTS ACCEPTED STANDARDS OF TECHNICAL MERIT AND EVIDENCE.

Indicator 2.1 Technical Merit: Review panel finds a sample of OERI-supported research products to reflect research of a fully acceptable scientific quality.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Initial data allow us to establish a benchmark and set future targets. Forthcoming reports will reflect assessment of progress.</p> <p>Explanation: Beginning this year, a nationally known representative group of education researchers evaluated a sample of OERI-supported research products on their scientific and technical quality.</p>	<p>Source: A representative sample of OERI-sponsored research products was drawn from an inventory of products produced between 6/1/99 – 5/31/00.</p> <p>Nationally known reviewers were selected from a variety of research organizations, colleges, and universities.</p> <p><i>Frequency:</i> Biennially. <i>Next collection update:</i> November 2002. <i>Date to be reported:</i> January 2003.</p> <p>Validation Procedure: Data supplied by panel. No formal external verification applied.</p> <p>Limitations of Data and Planned Improvements: Variability of the products unknown at this time. Further expansion of the inventory and revised sampling frame will provide more reliable data.</p>
1999:	Data Collected Biennially	No target set		
2000:	70%	Baseline data		
2002:		75%		
2004:		85%		
2006:		90%		

Indicator 2.2 OERI-supported research is published in scholarly research journals.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p>Status: Initial data allow us to establish a benchmark and set future targets. Forthcoming reports will reflect assessment of progress.</p> <p>Explanation: Beginning this year, OERI sampled a subset of rigorously peer-reviewed research journals (18), aimed at education researchers, to track the publication of OERI-supported research findings.</p>	<p>Source: Sample of nationally recognized scholarly research journals published between 6/1/99 – 5/31/00.</p> <p><i>Frequency:</i> Biennially. <i>Next collection update:</i> November 2002. <i>Date to be reported:</i> January 2003.</p> <p>Validation Procedure: No formal verification applied.</p> <p>Limitations of Data and Planned Improvements: Augmentation of sample under discussion.</p>
FY 1999:	Data Collected Biennially	No target set		
FY 2000:	11 articles	Baseline data		
FY 2002:		Increase of 25% over baseline		
FY 2004:		Increase of 50% over baseline		
FY 2006:		Increase of 70% over baseline		