

Graphics Standards for IES Publications and Collateral Materials

First Edition, April 2007



IES 2007-XXX

U.S. DEPARTMENT OF EDUCATION

ies INSTITUTE OF
EDUCATION SCIENCES

Graphics Standards for IES Publications and Collateral Materials

First Edition, April 2007

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Market research shows that consistent design elements, including colors, layout, font and imagery, can help audiences recognize materials as a coordinated series of information pieces.

Overview

Dozens of government agencies and hundreds of organizations work in the education field. They each develop and distribute a range of materials, including research reports and informational brochures. It can be difficult for audiences to distinguish between the materials because of the sheer volume produced.

Market research shows that consistent design elements, including colors, layout, font and imagery, can help audiences recognize materials as a coordinated series of information pieces. Complementary design elements also contribute to perceptions about the professionalism and quality of information resources.

The following guidance is intended to help the Institute of Education Sciences (IES) develop publications and other products that have complementary design and style elements. It provides a framework to build brand recognition for IES products.

Purpose

To ensure that all IES collateral materials reinforce a consistent IES identity so that they are easily recognized as IES products.

IES Logo

The logo represents the personality of a brand. It is a unique identifier that connects audiences to the organization. It reinforces that IES is committed to “Building Evidence-based Education.”

The IES logo makes a similar promise. The logo emphasizes the acronym “IES” in order to build recognition for the name among education stakeholders, such as researchers, practitioners and policymakers. The four circles represent the four Centers within the Institute of Education Sciences. That they are ascending symbolizes innovation, progress and improvement.

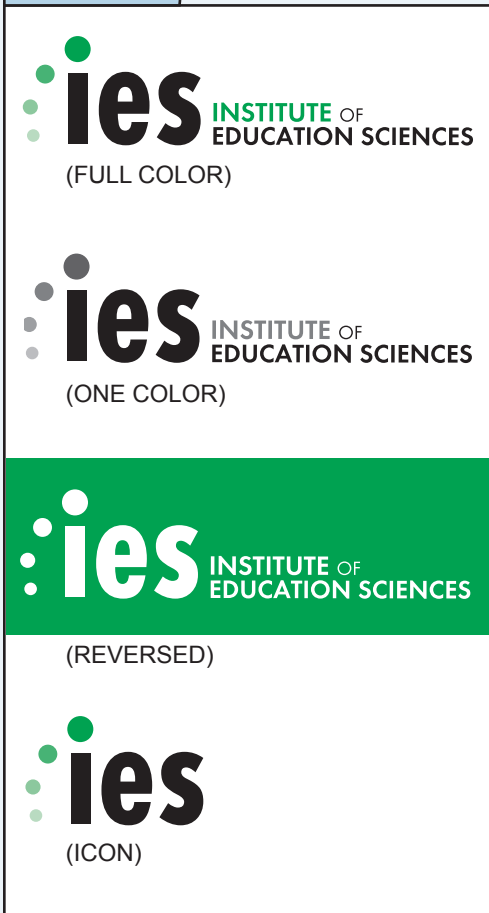
In order to communicate a consistent message, the brand identity, as exemplified by the logo, should follow basic rules of presentation.



ELEMENTS OF THE IES LOGO

- 1 IES Acronym** – The IES acronym is the core element of the logo. It is displayed in lower case letters (ies) in the center of the logo, between the ascending circles and the full Institute name. The acronym is displayed in black for both the full-color and single color version of the logo, in white for the reversed logo.
- 2 Ascending Circles** – The ascending circles are displayed to the left of the acronym. The highest circle serves as the dot for the “i” in the acronym. The circles are displayed in gradations of IES green for the full color logo, as tones of grey in the one color version and in all white when the logo is reversed.
- 3 Institute Name** – The complete Institute name, “Institute of Education Sciences,” is displayed in all capital letters to the right of the IES acronym. The text is displayed on two lines. The first line consists of the words “Institute of” with “Institute” in green for the full color logo, in black for the one color logo and in white for the reversed logo. “Education Sciences” is displayed in all capital letters on the second line. The phrase is displayed in black for the full color and single color logos; it is white in the reversed logo.

The logo represents the personality of a brand. It is a unique identifier that connects audiences to the organization.

FIGURE 1

LOGO VERSIONS

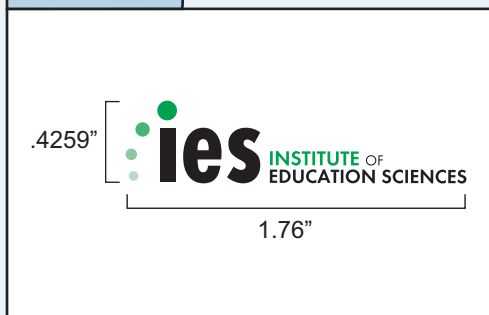
There are four versions of the logo that can be used: full color, one color, reversed and icon. (Figure 1)

- **Full Color** – The standard version of the logo consists of Pantone 355 and black. This version can also be converted to process colors if printing using CMYK technology. It consists of ascending circles in green, the lower case acronym in black and the full Institute name with “Institute” in green and “of” in black on one line of text and “Education Sciences” in black on the second line of text.
- **One Color** – The one color logo is to be used for black and white printing.
- **Reversed** – The reversed logo is used when the logo is placed on a dark background color or image. The reversed logo is **only** used in all white.
- **Icon** – The IES icon, consisting of the acronym and ascending circles, can be used separately from the Institute name if the complete Institute name is displayed elsewhere on the same page. The icon can be used in full color, one color or reversed.

A designer should select the version of the logo based on how well the logo will complement the design. For example, the reversed logo would be used when a publication cover uses a dark background color or image.

Guidance

- **Usage** – All materials produced for and by IES must carry the IES or Center logo.
- **Placement and Size** – The logo must be prominently displayed on the front of all publications and other visual materials produced by and for IES. Additionally, elements of the logo, such as the ascending circles, may be used as a graphical element. However, this does not eliminate the need for the placement of the logo on the cover. A minimum size of .4259” tall and 1.76” wide should be used. (Figure 2)
- **File Types** – EPS, TIF, JPG and GIF versions for each logo are available on the IES members site at <https://members.nces.ed.gov>. For professionally printed documents, use a minimum resolution of 300 dots per inch (dpi). For presentations and the Web, use a screen resolution of 72dpi.
 - EPS – Native, vector-based version of the logo. This is the preferred file format for professional offset and digital printing as well as for sending to graphic designers.
 - TIF – High-resolution CMYK color mode version alternately used when printing professionally.
 - JPG – High-resolution, RGB color mode for internal use. Ideal for placing into Word document and PowerPoint presentations.
 - GIF – Low-resolution RGB version for use on the Web.

FIGURE 2

Center Logos

The logos for the Centers have been developed to complement the IES logo and one another. Center logos follow the same general guidelines as the IES logo, except they are arranged in a slightly different manner. Specifically, the words “Institute of Education Sciences” are beneath the icon and the name of the Center is placed to the right of the IES acronym.

LOGO VERSIONS

- **Full Color** – The standard version of the Center logos is comprised of Pantone 355 (green) and black. This version can also be converted to process colors if printing using CMYK technology. It consists of ascending circles in green, the lower case acronym in black, the full Center name with “National Center” in green and the rest of the Center’s name in black. (Figure 3)
- **One Color** – The one color logo is to be used for black and white printing.
- **Reversed** – The reversed logo is used when the logo is placed on a dark background color or image. The reversed logo is only used in all white.
- **Icon** – The IES icon, consisting of the acronym and ascending circles, can be used separately from the Center’s name if the complete Center name is displayed elsewhere on the same page. The icon can be used in full color or reversed.

Secondary Logos

Secondary logos, such as survey logos, can be used on the title page only. Do not place them on covers. (See Figure 4 for examples of IES secondary logos, and see page 20 for guidance on the Title Page.)

FIGURE 3

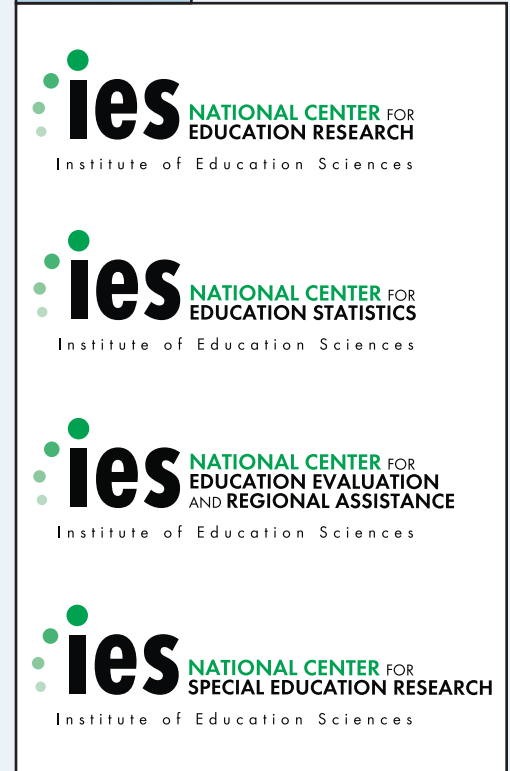
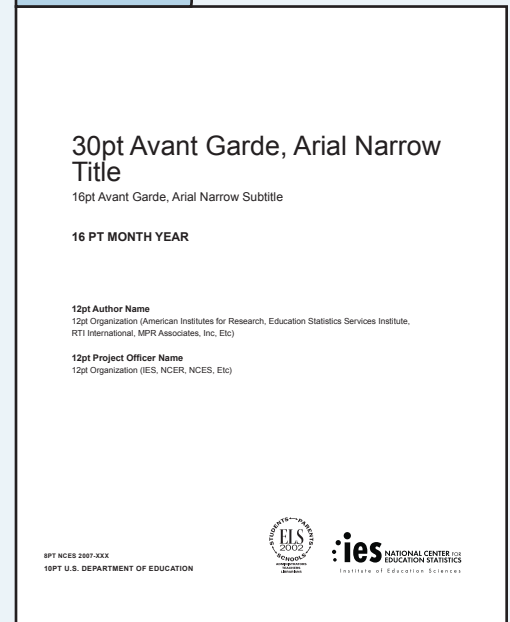


FIGURE 4

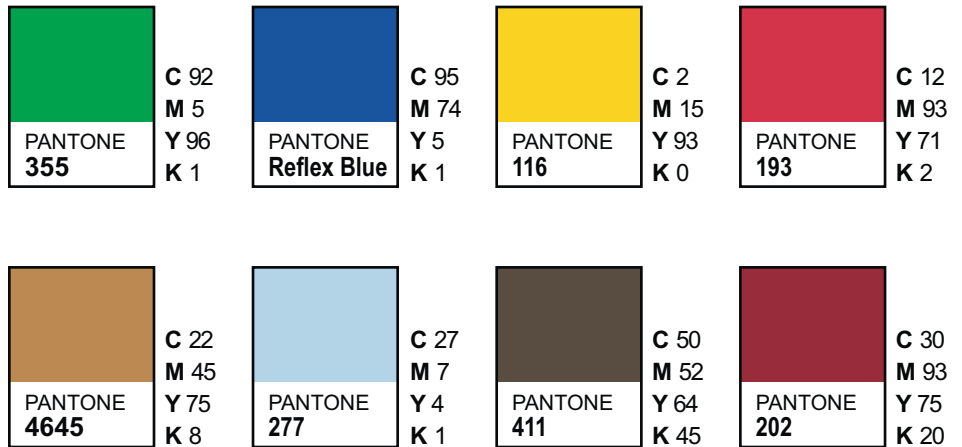


Only the approved color palette should be used for all printed material within IES and its Centers.

Color Palette

Color is an essential element of any publication design. Defining a color palette helps to create the sense that publications are part of the same family of materials. The primary and secondary color palettes are approved for all IES and U.S. Department of Education publications.

Approved Color Palette



Guidance

- The palettes should be used for all color blocks, accent colors and text.
- Colors outside of the primary and secondary palette should not be used.
- Tints of colors on the palette are allowable.
- Publications may be printed in black and white.
- When materials are being professionally printed, the specific Pantone numbers should be provided to the printer for accurate color matching. Process color equivalents are provided as well (to the right of each color swatch) if using CMYK technology. **Only the above color palette should be used for all printed material within IES and its Centers.**

Typography

Typography plays an important role in shaping an organization's unique identity and helps it create a consistent look and feel.

Guidance

- **Professionally Printed Publications** – All professionally printed IES publications will use the Avant Garde, Arial or Arial Narrow type families for titles, headings and pull-out quotes. These fonts may also be used for the body text in smaller publications and brochures. Garamond should be used for the body text in longer publications and can also be used as an alternative in smaller publications. (Figure 5)
- **Font Sizes** – The publication's title should be displayed in 30pt type for all standard size (8 1/2 x 11) publications. A smaller font size than 24pt would be used for titles and subtitles on brochures and other printed material. (See page 28)

FIGURE 5

Avant Garde Title

Avant Garde Subtitle

Arial Title

Arial Subtitle

Arial Narrow Title

Arial Narrow Subtitle

Avant Garde

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890 (& . , ; : ! ? " ' ")

Arial

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890 (& . , ; : ! ? " ' ")

Arial Narrow

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890 (& . , ; : ! ? " ' ")

Garamond

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890 (& . , ; : ! ? " ' ")

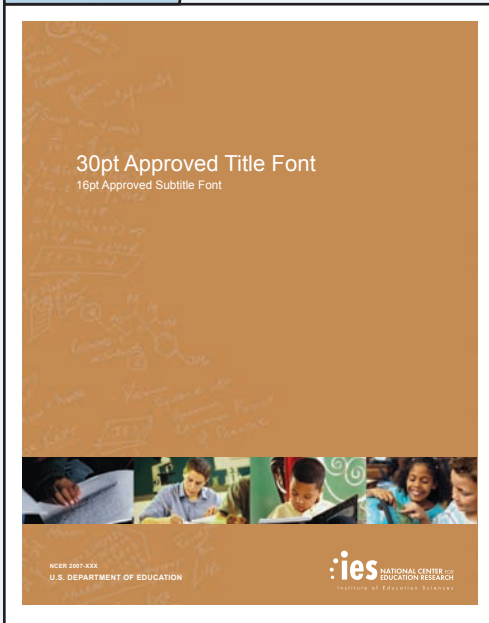
Photography

Photos provide engaging images that grab the attention of audiences and help them relate to the subject matter.

Guidance

- **Style** – A single image is more powerful than photos displayed in a collage; however, a row of images can be used when needing to convey multiple subjects. (Figure 6) As a general rule, photos of people are typically more appealing than images of inanimate objects. Wherever possible, photos should represent the diversity of the U.S. population, including differences in gender, race, ethnicity, age and abilities.
- **Text Overlapping Images** – Careful attention should be paid to the readability of any text that is placed over an image. It is significantly more difficult for the reader to discern text that is placed over the background of a photograph, as opposed to a solid color. Any text displayed over an image should be limited and legible.
- **Photo Credits** – For professionally shot or rights-managed photography, not including royalty-free images, a credit should be placed on the inside front cover or at the end of the table of contents. Credits should not be placed under photographs.
- **Photo Captions** – Photographs are not required to be captioned. However, if a photo is captioned, the caption should consist of a short, descriptive phrase in sentence form, beginning with a capital letter and ending with a period.
- **Release Forms** – Proper photo release forms must be signed and on-file for all photos commissioned for use in a publication. This is particularly important for photos of minors (under age 18) for which parental consent must be secured before photographs can be used.
- **Royalty-free and Rights-managed Photos** – Rights-managed pictures are purchased for a specific, one-time use, while royalty-free images can be used more than once. Royalty-free images are preferred. Be sure to understand the rights of the photos that have been purchased for use so that you are not violating license restrictions.
- **Endorsements** – Photos should not prominently display corporate logos or other identifiers that might imply endorsement of a particular product or company.

FIGURE 6



Reports and Publications

COVERS

The cover design is the first opportunity to engage audiences and encourage them to explore what is inside a publication or product. The design should be subject appropriate and complement other IES publications in style and color. All artwork should be of high quality and reflect gender, race, ethnicity, age and abilities diversity whenever possible. Given that all IES publications are related to education, images of students provide an engaging visual.

Publication titles should be as succinct and descriptive as possible; they should not extend beyond two lines of text. For annual reports that include a year in the title, the year should be listed last (e.g., *The Condition of Education 2005*).

Specific examples illustrating the guidance below appear on pages 10-19.

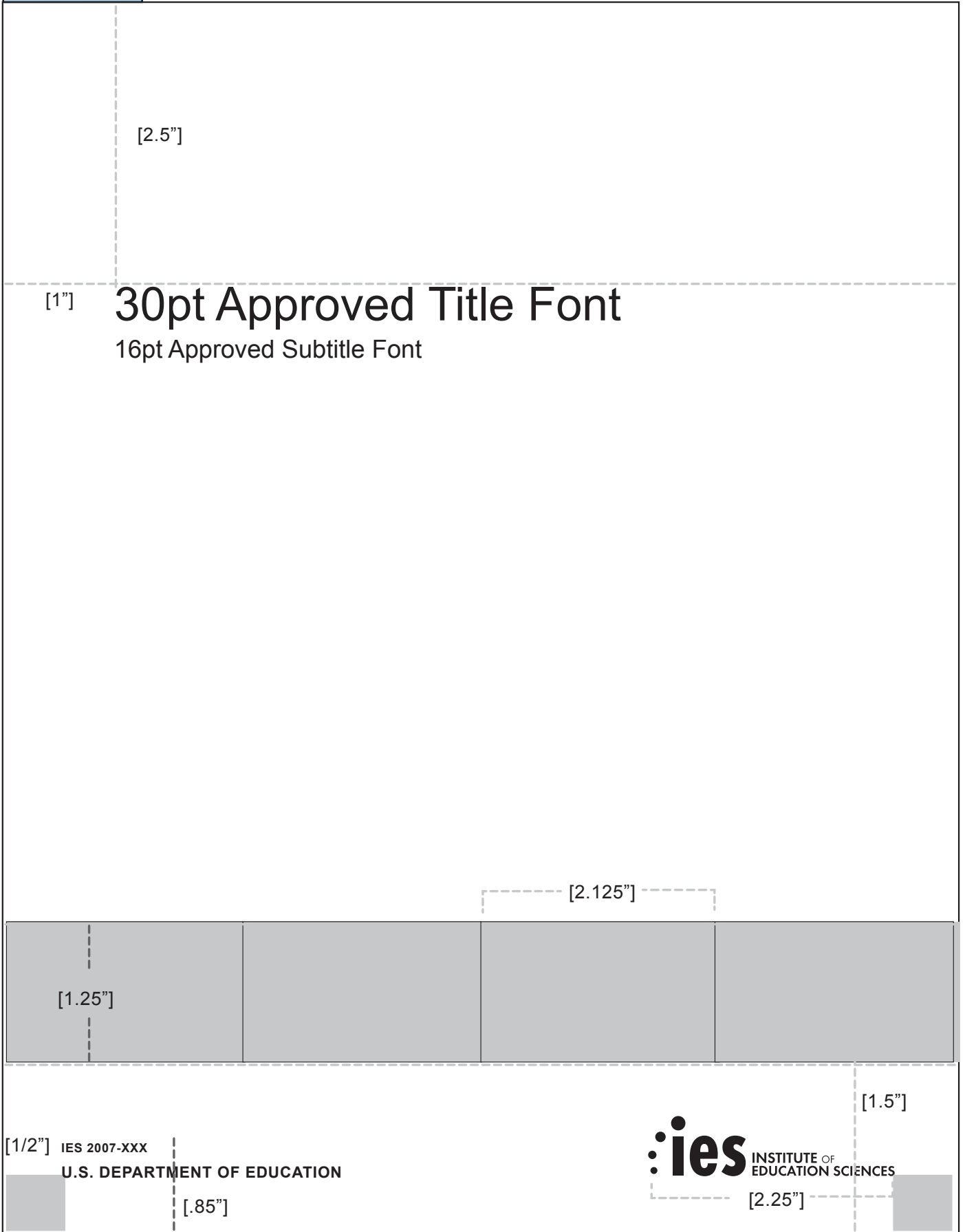
Guidance

- **Publication Title** – The publication title should be displayed in Avant Garde, Arial, or Arial Narrow font family in 30pt type with line spacing of 30 for all reports and publications. (Figure 7)
- **Subtitle** – If there is a publication subtitle, it should be placed immediately below the title and set in the same font as the title in 16pt type with a line spacing of 24.
- **Product Number** – The product number (e.g., IES 2007-XXX) should appear on the front of all publications or products in one of the approved sans-serif fonts in 8pt type (or smaller, depending on the size/type of product).
- **U.S. Department of Education** – “U.S. DEPARTMENT OF EDUCATION” should be displayed in one of the approved sans-serif fonts in ALL CAPS, 10pt type.
- **Logos** – The cover should prominently display the IES or Center logo. Suggested placements for the logo are included in the cover template on the following pages in Figures 10A-E.
- **Institute of Education Sciences** – If using the icon version of the logo both “Institute of Education Sciences” and the appropriate Center name (if applicable) need to be displayed on the cover in one of the approved sans-serif fonts at a minimum size of 8pt. Title case or ALL CAPS may be used. The “of” in Institute of Education Sciences should be lowercase if using title case.
- **Cover Templates** – Design templates are available for creating cover art for reports. (Figures 8A-E) To access the IES Template Library, please visit the IES members site at <https://members.nces.ed.gov>.

FIGURE 7



FIGURE 8A



30pt Approved Title Font

16pt Approved Subtitle Font



NCER 2007-XXX
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
EDUCATION RESEARCH
Institute of Education Sciences

30pt Approved Title Font

16pt Approved Subtitle Font

16pt Approved Subtitle Font



NCEE 2007-XXX
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
Institute of Education Sciences

30pt Approved Title Font

16pt Approved Subtitle Font



NCSE 2007-XXX
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences

30pt Approved Title Font
30pt Approved Title Font

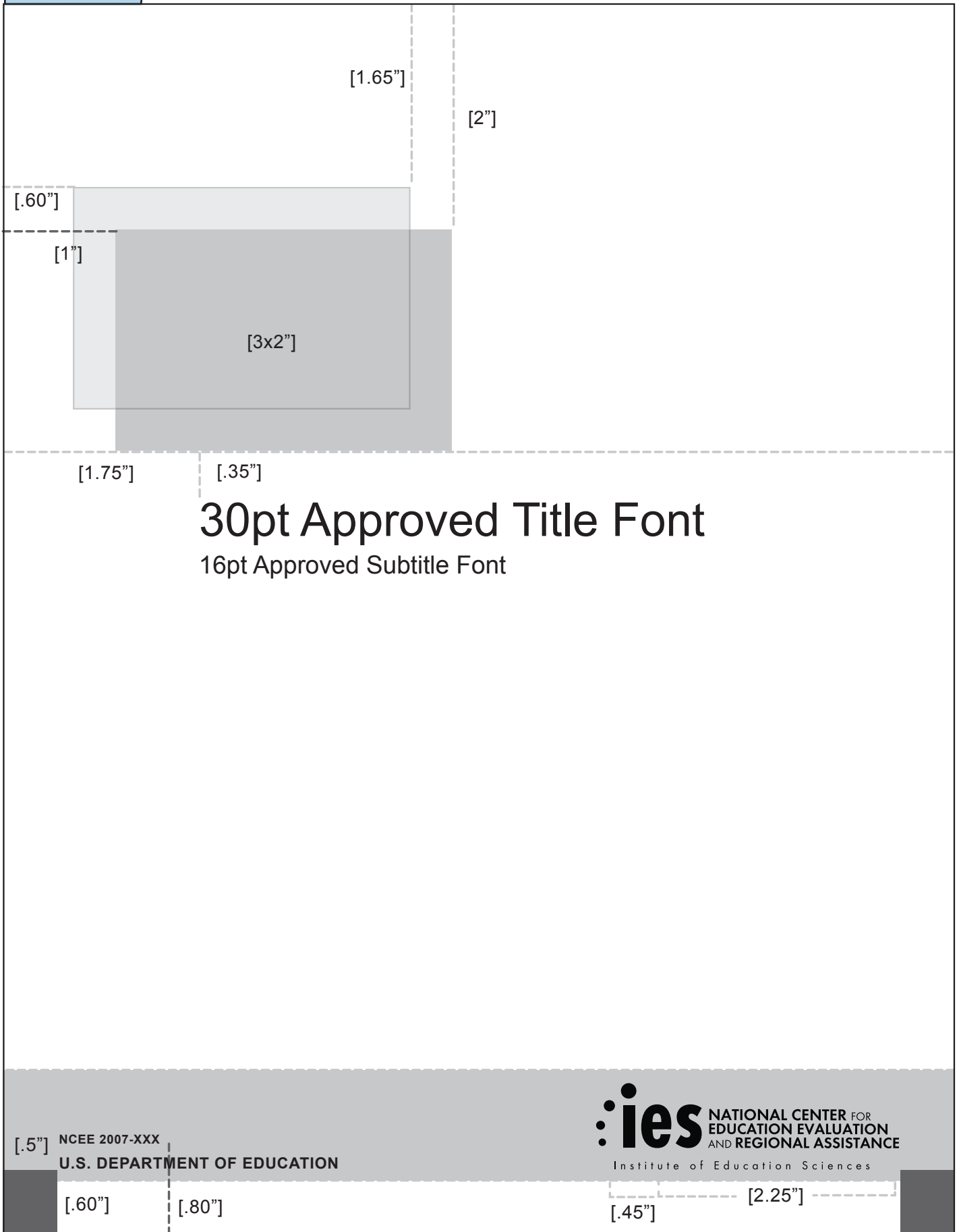
16pt Approved Subtitle Font



NCSE 2007-XXX
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
SPECIAL EDUCATION RESEARCH
Institute of Education Sciences

FIGURE 8B





30pt Approved Title Font
16pt Approved Subtitle Font

IES 2007-XXX
U.S. DEPARTMENT OF EDUCATION

ies INSTITUTE OF
EDUCATION SCIENCES



30pt Approved Title Font
16pt Approved Subtitle Font

NCER 2007-XXX
U.S. DEPARTMENT OF EDUCATION

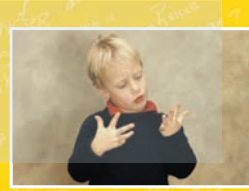
ies NATIONAL CENTER FOR
EDUCATION RESEARCH
Institute of Education Sciences



30pt Approved Title Font
30pt Approved Title Font
16pt Approved Subtitle Font

NCES 2007-XXX
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences

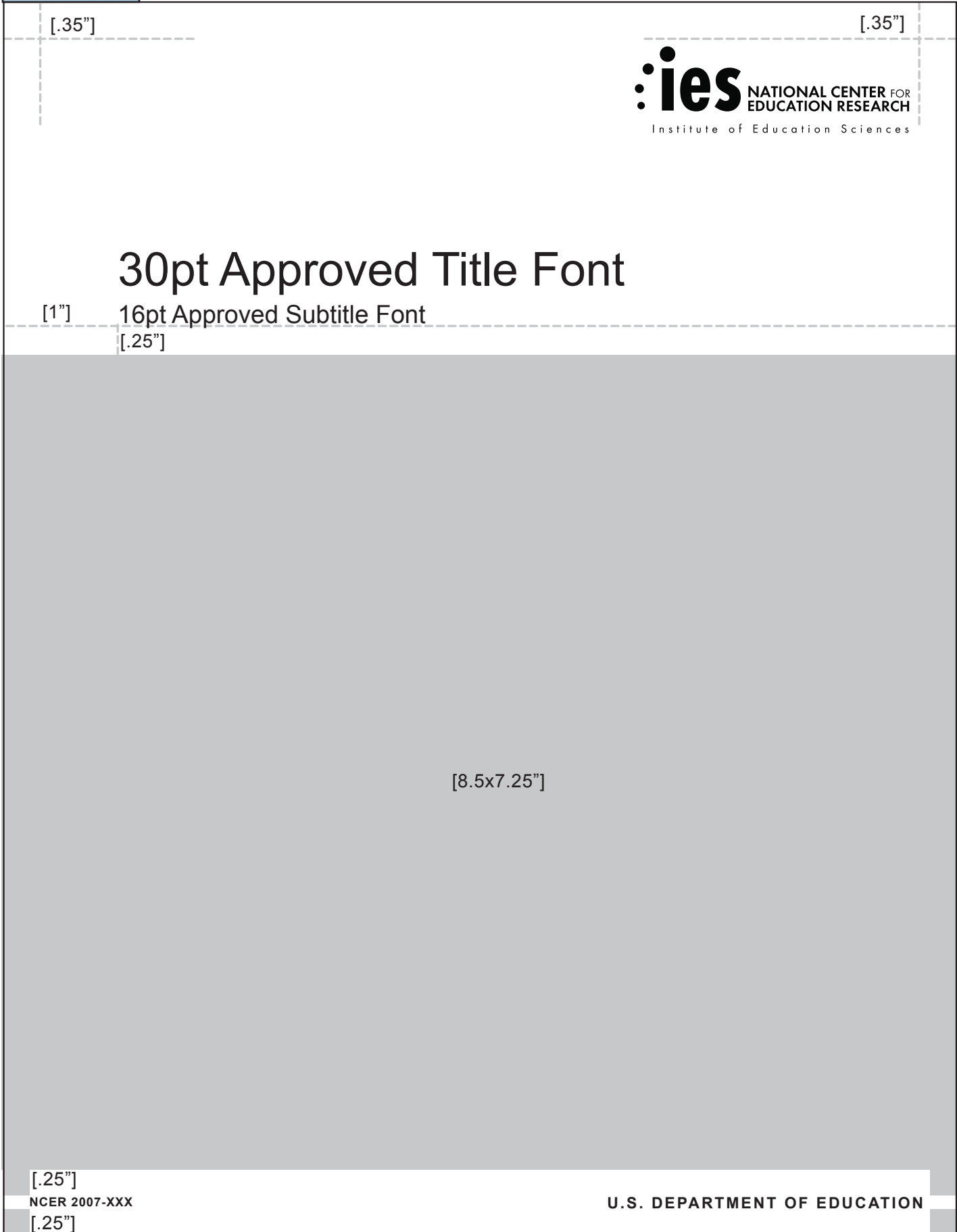


30pt Approved Title Font
16pt Approved Subtitle Font
16pt Approved Subtitle Font

NCER 2007-XXX
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
SPECIAL EDUCATION RESEARCH
Institute of Education Sciences

FIGURE 8C



30pt Approved Title Font
16pt Approved Subtitle Font



IES 2007-XXX

U.S. DEPARTMENT OF EDUCATION

30pt Approved Title Font
16pt Approved Subtitle Font



NCEE 2007-XXX

U.S. DEPARTMENT OF EDUCATION

30pt Approved Title Font
16pt Approved Subtitle Font



NCES 2007-XXX

U.S. DEPARTMENT OF EDUCATION

30pt Approved Title Font
16pt Approved Subtitle Font




NCSE 2007-XXX

U.S. DEPARTMENT OF EDUCATION



FIGURE 8D






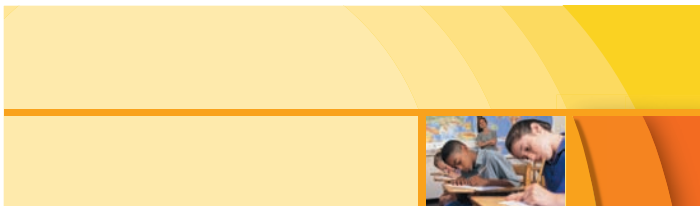
30pt Approved Title Font
16pt Approved Subtitle Font

IES 2007-XXX
U.S. DEPARTMENT OF EDUCATION


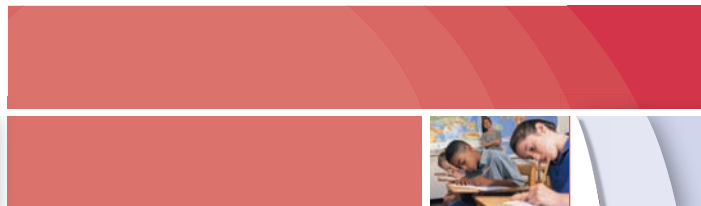
30pt Approved Title Font
30pt Approved Title Font
16pt Approved Subtitle Font

NCER 2007-XXX
U.S. DEPARTMENT OF EDUCATION

30pt Approved Title Font
16pt Approved Subtitle Font

NCEE 2007-XXX
U.S. DEPARTMENT OF EDUCATION

30pt Approved Title Font
16pt Approved Subtitle Font
16pt Approved Subtitle Font

NCSE 2007-XXX
U.S. DEPARTMENT OF EDUCATION


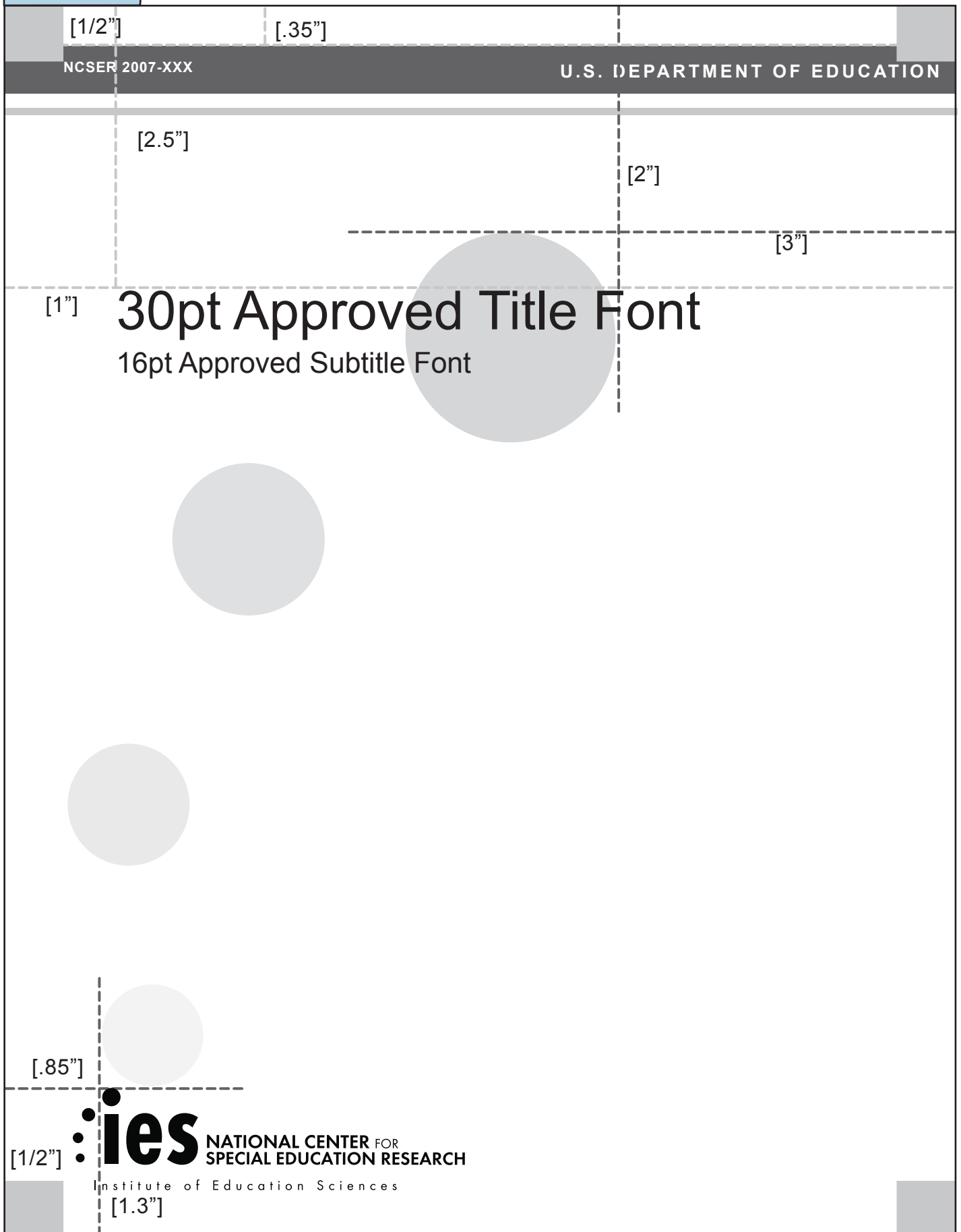
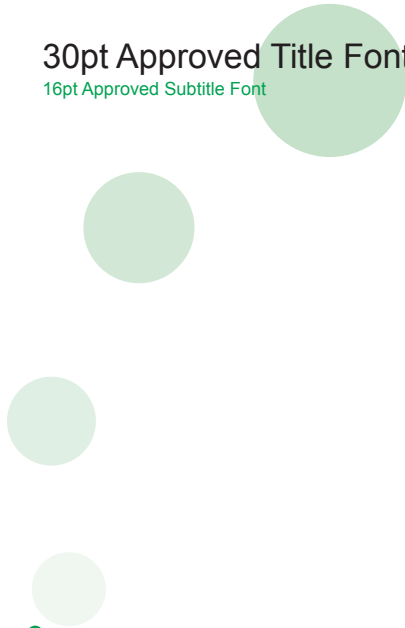


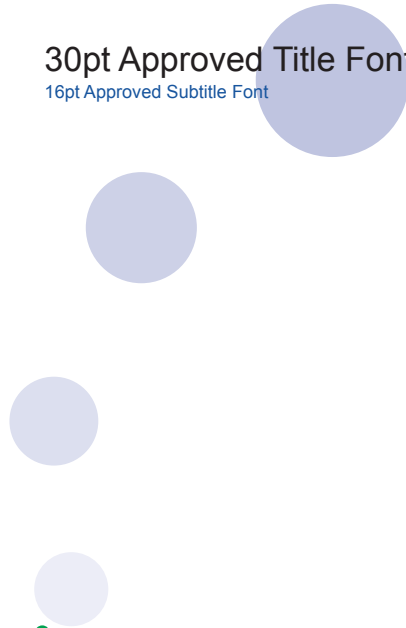
FIGURE 8E



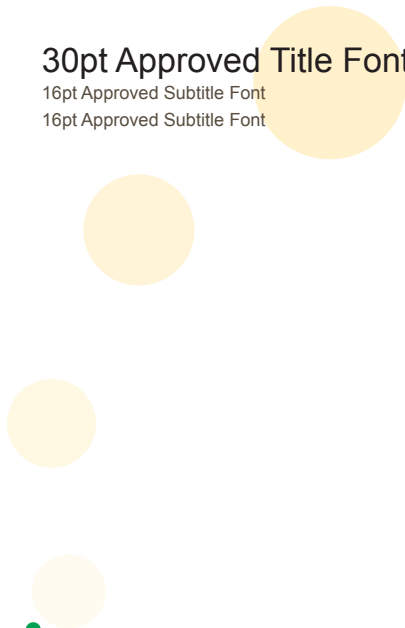
30pt Approved Title Font
16pt Approved Subtitle Font



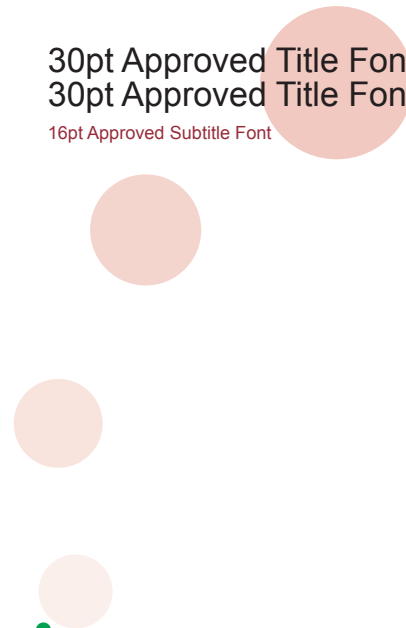
30pt Approved Title Font
16pt Approved Subtitle Font



30pt Approved Title Font
16pt Approved Subtitle Font
16pt Approved Subtitle Font



30pt Approved Title Font
30pt Approved Title Font
16pt Approved Subtitle Font



TITLE PAGE

The title page should match the cover in style, including placement of the title and supporting text. Graphic design elements may also be carried over from the cover. The title page for reports should include the title, subtitle, month and year of publication, authors and/or project officers and logos. (Figure 9)

Guidance

- **Publication Title** – The publication title should be displayed in Avant Garde, Arial, or Arial Narrow font family in 30pt type with line spacing of 30.
- **Subtitle** – If there is a publication subtitle, it should be placed immediately below the title and set in the same font as the title in 16pt type with a line spacing of 24.
- **Date** – The month and year of the publication is displayed beneath the subtitle in Bold, ALL CAPS and 16pt type.
- **Authors/Project Officers** – The author(s) and project officer(s) should be listed in 12pt, Bold with a line spacing of 16. Affiliations are listed immediately below each author or officer in the same 12pt font, except not bolded. A recommended line spacing of 16 should be used with a paragraph break between each listing. If multiple people have the same affiliation, the organization is displayed beneath the list of grouped names.
- **Product Number** – The product number should appear on all reports and publications in one of the approved sans-serif fonts in 8pt type.
- **U.S. Department of Education** – “U.S. Department of Education” should be displayed in one of the approved sans-serif fonts in ALL CAPS, 10pt type.
- **Logos** – The IES or Center logo should be used in the single color (black or grayscale) version unless the inside of the publication is being printed in color. If there is a secondary logo it should be of comparable size and displayed in a color scheme that matches the IES or Center logo displayed with it.
- **Page Number** – A page number should not appear on the title page.

30pt Avant Garde, Arial Narrow Title

16pt Avant Garde, Arial Narrow Subtitle

16 PT MONTH YEAR

12pt Author Name

12pt Organization (American Institutes for Research, Education Statistics Services Institute,
RTI International, MPR Associates, Inc, Etc)

12pt Project Officer Name

12pt Organization (IES, NCER, NCES, Etc)

8PT NCES 2007-XXX

10PT U.S. DEPARTMENT OF EDUCATION

BACK OF THE TITLE PAGE

The back of the title page is an opportunity to provide more detailed information about IES and/or the Center producing the publication, as well as contact and ordering information. (Figure 10)

Guidance

- **Department of Education** – The “U.S. Department of Education” should be listed at the top of the page, with the name of the Secretary of Education.
- **IES** – The “Institute of Education Sciences” should be listed below the Department along with the Director’s name and title.
- **Center** – The relevant Center’s name should be listed below IES, with the Commissioner’s name and title.
- **Center Description** – Optional.
- **Date** – The month and year of publication or reprint are listed beneath the Department, IES and Center information.
- **Center Web Address(es)** – Listing of web addresses relevant to the publication and Center.
- **Suggested Citation** – The Suggested Citation should comply with the standard style outlined in the IES Style Guide, References section.
- **Ordering Information (if appropriate)** – The mailing address, phone number and website address for ordering the publication are listed beneath the citation.
- **Content Contact** – The name, phone number and e-mail address of the Project Officer are listed for contact about publication content.

FIGURE 10

The National Longitudinal Transition Study-2 (NLTS2) has been funded by the U.S. Department of Education, Institute of Education Sciences, under contract number ED-01-CO-0003. This report was produced under that contract. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

U.S. Department of Education

Margaret Spellings
Secretary

Institute of Education Sciences

Grover J. Whitehurst
Director

National Center for Special Education Research

Edward Kame'enui
Commissioner

The National Center for Special Education Research (NCSER) supports a comprehensive research program to promote the highest quality and rigor in research on special education and related services, and to address the full range of issues facing children with disabilities, parents of children with disabilities, school personnel, and others.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCSER product or report, we would like to hear from you.

Please direct your comments to:

National Center for Special Education Research
Institute of Education Sciences
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208

October 2006

The NCSER World Wide Web Home Page address is <http://ncser.ed.gov>
The NCSER World Wide Web Electronic Catalog is <http://ncser.ed.gov/pubs>
The National Longitudinal Transition Study-2 website is <http://www.nlts2.org>

This publication is only available online. To download, view, and print the report as a PDF file, go to the NCSER World Wide Web Electronic Catalog address shown above.

Suggested Citation

Wagner, M., Newman, L., Cameto, R., and Levine, P. (2006). *The Academic Achievement and Functional Performance of Youth With Disabilities. A Report From the National Longitudinal Transition Study-2.* (NCSER 2006-3000). Washington, DC: U.S. Government Printing Office.

Content Contact

Patricia Gonzalez
(202) 219-1011
patricia.gonzalez@ed.gov

INSIDE COVERS (FRONT AND BACK)

The inside back cover is typically left blank except in shorter publications or brochures. The inside covers, however, may also be used to incorporate additional information related to the publication, such as the names of taskforce and board members.

BACK COVER

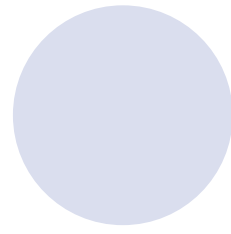
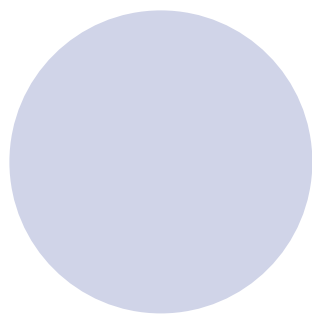
The back cover of a report typically contains minimal contact or resource information, while the back cover of a brochure can be used to communicate additional information about IES or a Center. (Figures 11A-B)

Guidance

- The outside back cover should complement the design used on the front cover of the publication whenever possible.
- The back cover should contain the Department of Education seal, centered at the bottom of the page and contain both the ED and IES web addresses. The seal must be in either its full regulation colors, as well as font style, or in black and white or all blue or reversed out.
- The Department of Education web address (www.ed.gov) should be displayed to the left of the seal and the IES web address (ies.ed.gov) should be displayed to the right. (Figure 11A) Alternately, the web addresses may also be placed below the seal, reversed on a solid bar. (Figure 11B)

FIGURE 11A

30pt Approved Title Font
16pt Approved Subtitle Font

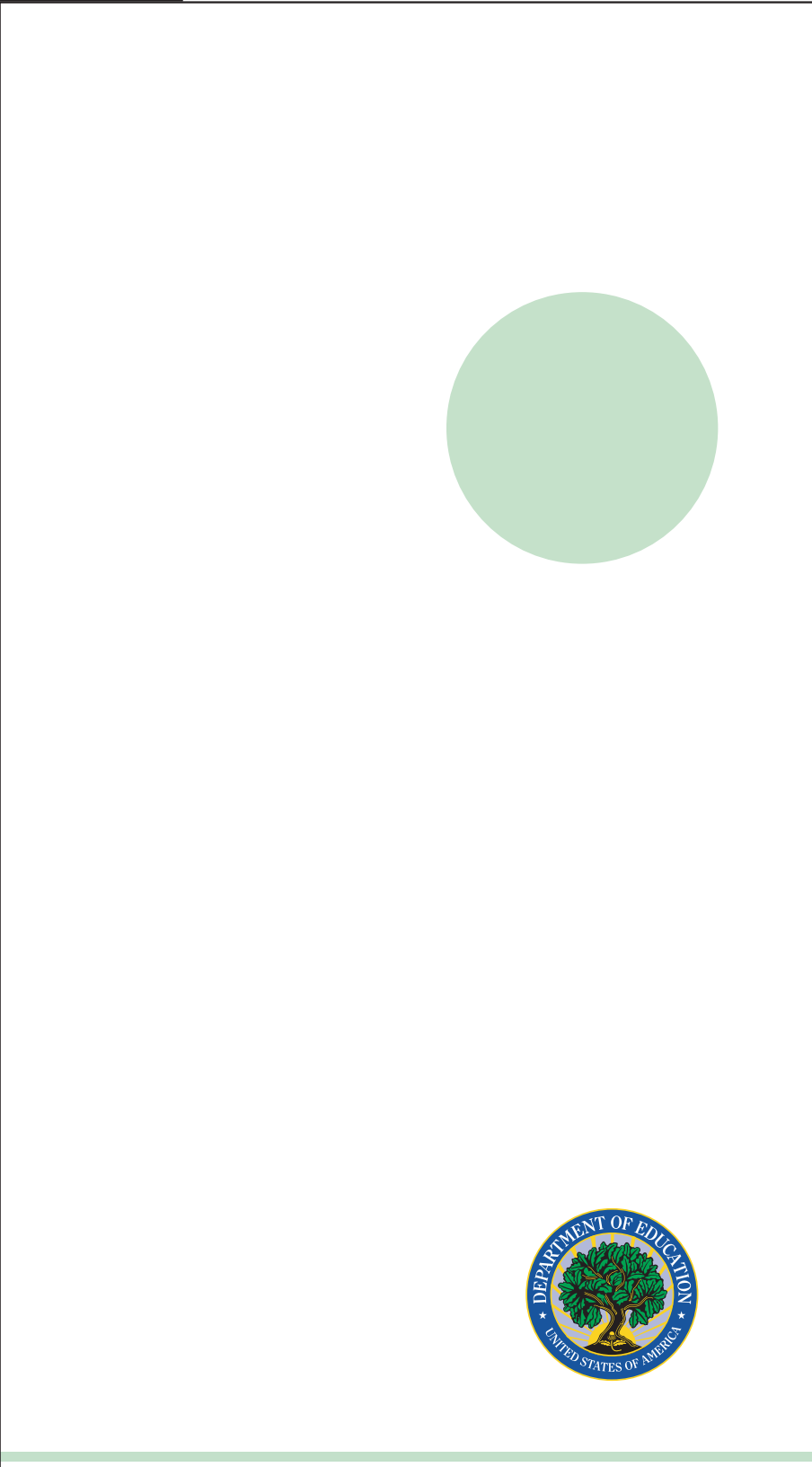


www.ed.gov



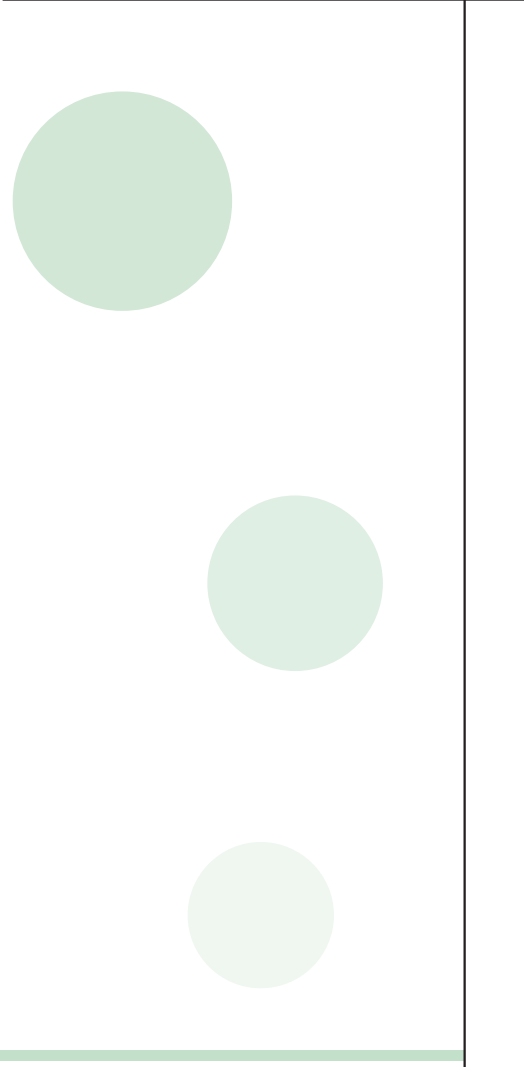
ies.ed.gov

FIGURE 11B



30pt Approved Title Font
16pt Approved Subtitle Font

ies INSTITUTE OF EDUCATION SCIENCES



SPINE AND BINDING

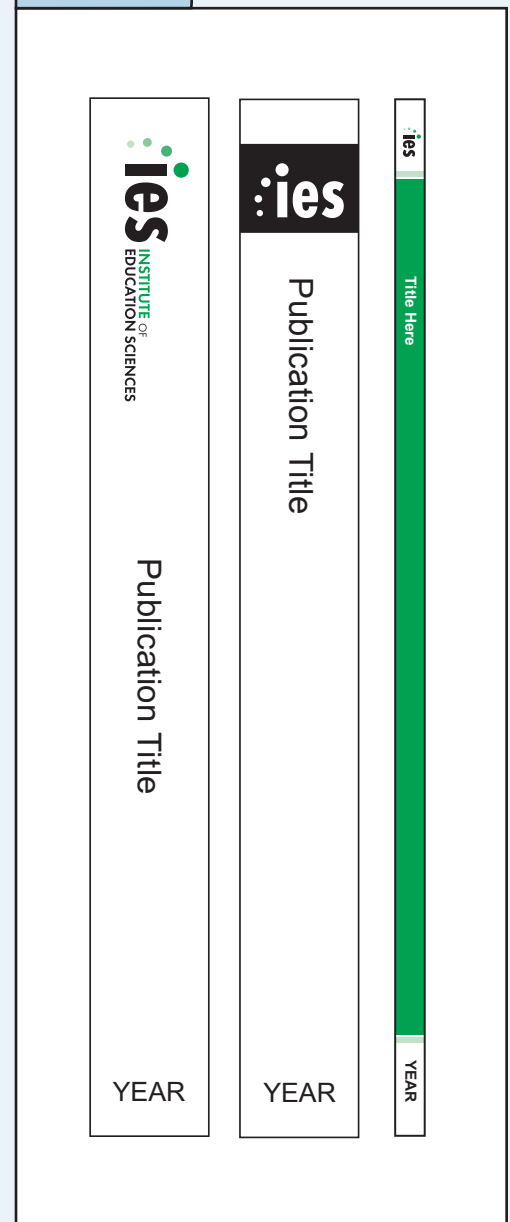
The determination of binding options should be made with the advice and counsel of IES's printing officer. As a general rule, all publications over 72 pages in length should be perfect bound, while publications under 72 pages should be saddle-stitched.

NOTE: Perfect binding creates a spine that can be used to display information about the publication. Saddle-stitched publications do not have a spine.

Guidance

- **Logo** – The spine should display the IES logo, either reversed on a solid black or color bar or full color turned horizontally with the title text. (Figure 12)
- **Color** – The color of the spine should complement the design of the front and back covers. The text color also should match the text color used on the cover.
- **Type Style** – Text should be set in the same font used on the cover. The font size will need to be adjusted in order to fit. A minimum font size of 10pt should be used. The title may be shortened if needed.
- **Alignment** – There should be a 1/4" margin on the top and bottom. The text and logo should be centered from left to right.
- **Date** – The publication year should be displayed at the baseline of the spine.

FIGURE 12



Other Types of Collateral Materials

The following pages contain visuals of how the graphic standards have been applied to various IES products. (Figures 13-17)

Guidance

- **Title** – The title should be displayed in Avant Garde, Arial, or Arial Narrow font family in bold, 12-14pt type.
- **Subtitle** – If there is a subtitle, it should be placed immediately below the title and set in the same font as the title in 10-12pt type.
- **Product Number** – The product number (e.g., IES 2007-XXX) should appear on the front of all products in one of the approved sans-serif fonts in 8pt type (or smaller, depending on the size/type of product).
- **U.S. Department of Education** – “U.S. DEPARTMENT OF EDUCATION” should be displayed in one of the approved sans-serif fonts in ALL CAPS, 10pt type.
- **Logos** – The cover should prominently display the IES or Center logo.
- **Institute of Education Sciences** – If using the icon version of the logo, both “Institute of Education Sciences” and the appropriate Center name (if applicable) need to be displayed on the cover in one of the approved sans-serif fonts at a minimum size of 8pt. Title case or ALL CAPS may be used. The “of” in Institute of Education Sciences should be lowercase if using title case.
- **Design Templates** – Design templates are available for creating various types of collateral materials. To access the IES Template Library, please visit the IES members site at <https://members.nces.ed.gov>.

FIGURE 13A

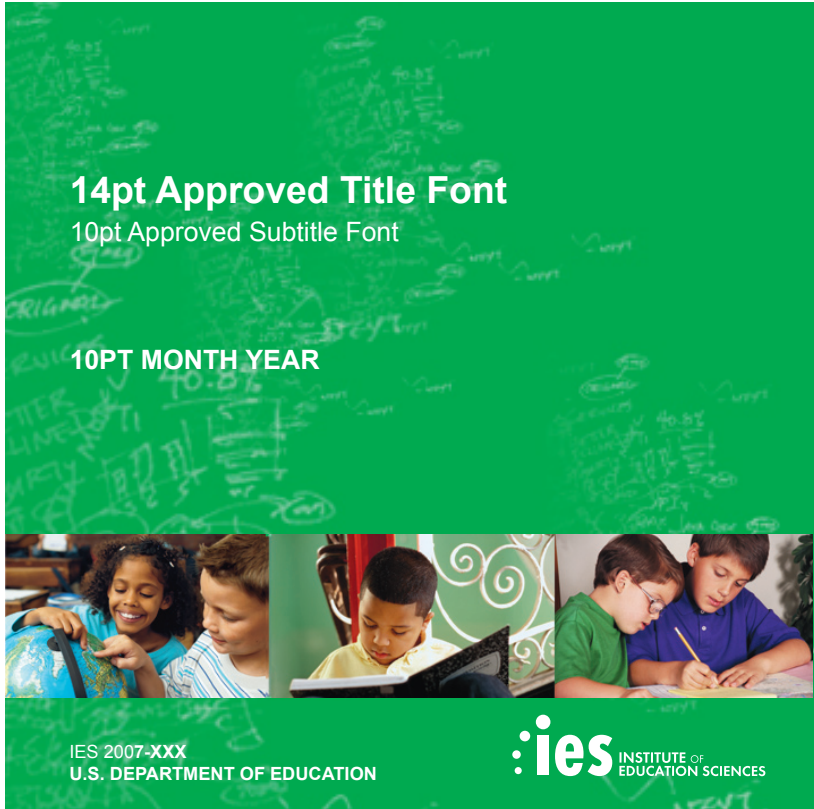


FIGURE 13B

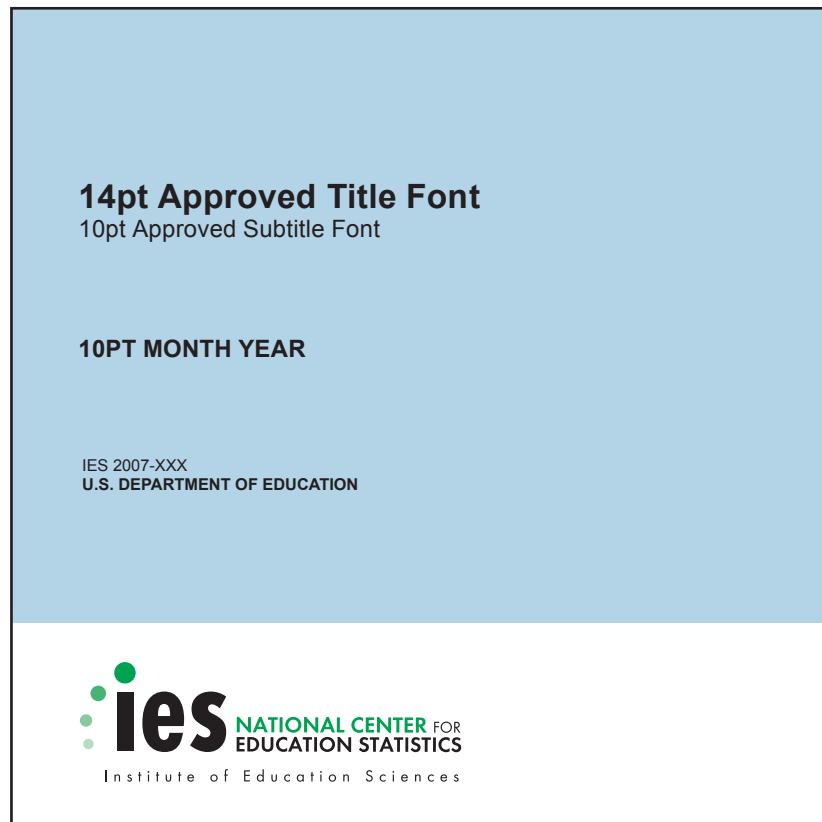


FIGURE 13C



FIGURE 14A

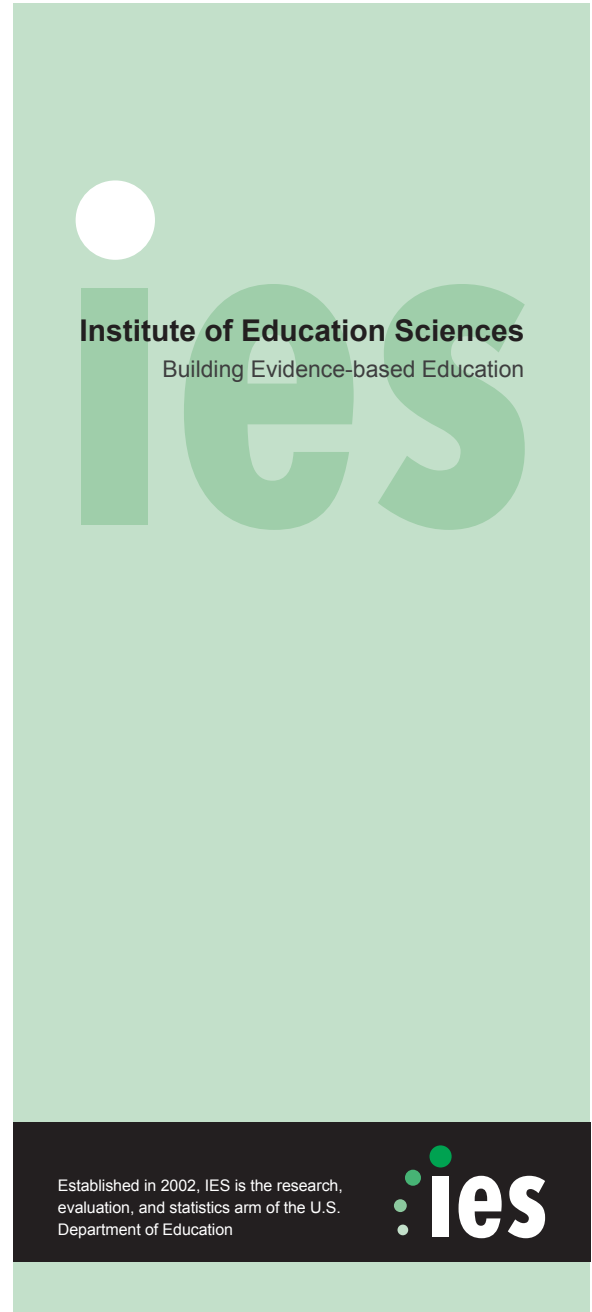
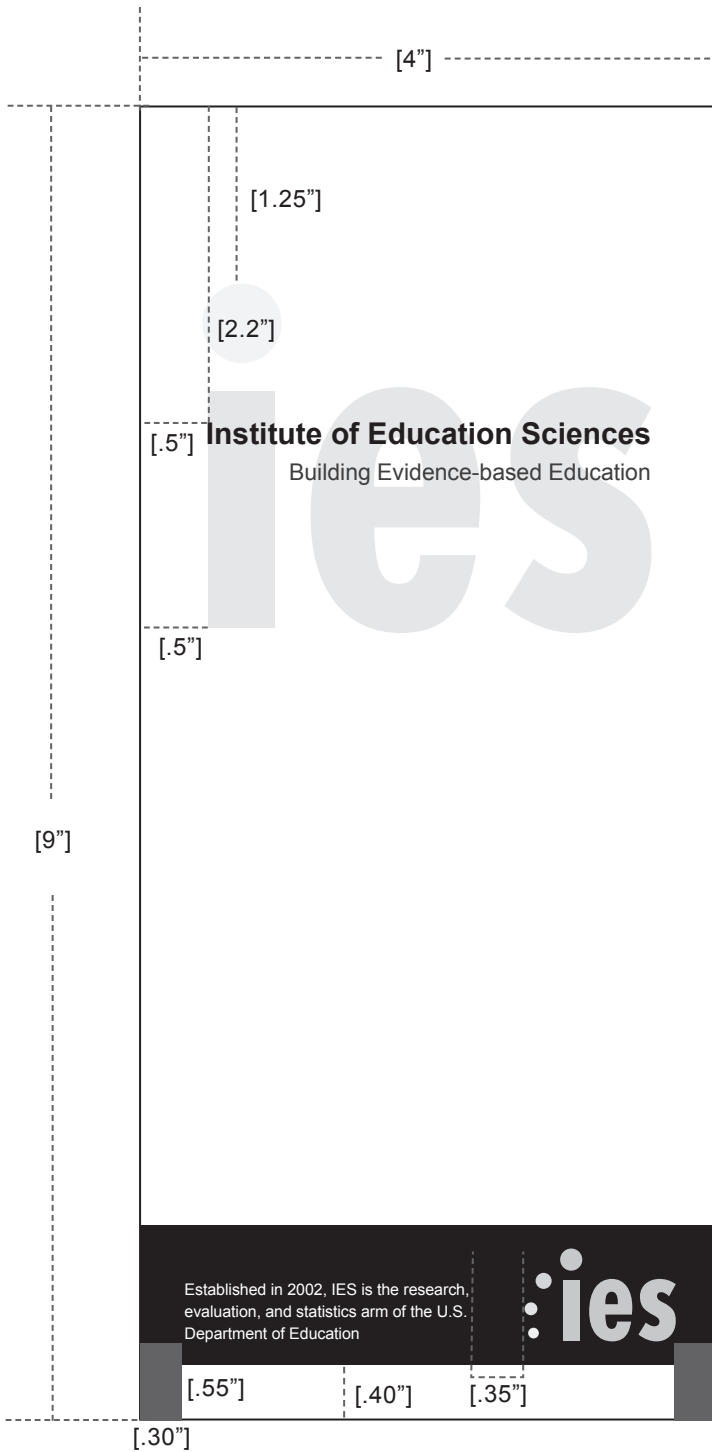


FIGURE 14B

The Institute of Education Sciences (IES) brings rigor, relevance and real world applicability to our nation's education system. It is transforming education into an evidence-based field in which decision-makers turn to rigorous data to inform policies and practices that affect students. IES accomplishes this mission through the work of its four centers:

- **National Center for Education Research**
ncer.ed.gov
- **National Center for Education Statistics**
nces.ed.gov
- **National Center for Education Evaluation and Regional Assistance**
ncee.ed.gov
- **National Center for Special Education Research**
ncser.ed.gov



Institute of Education Sciences
Building Evidence-based Education

“Our mission is to provide rigorous evidence on which to ground education practice and policy.”

Grover J. “Russ” Whitehurst
Director, Institute of Education Sciences

Institute of Education Sciences
555 New Jersey Avenue, NW
Washington, D.C. 20208-5500

ies.ed.gov

Established in 2002, IES is the research, evaluation, and statistics arm of the U.S. Department of Education.

Letter from the Director

The Education Sciences Reform Act of 2002 established a new organization within the U.S. Department of Education, the Institute of Education Sciences. Our mission is to provide rigorous evidence on which to ground education practice and policy. By identifying what works, what doesn't, and why, we intend to improve the outcomes of education for all students, particularly those at risk of failure.

The Institute funds hundreds of research studies on ways to improve academic achievement, conducts large-scale evaluations of federal education programs and reports a wide array of statistics on the condition of education such as the National Assessment of Educational Progress. We support the building of an infrastructure for evidence-based education through activities such as grants to states to develop longitudinal data systems. We disseminate evidence on education to the public and practitioners through the What Works Clearinghouse and the ERIC education database, conferences, publications and products and 10 regional education laboratories and 10 national research and development centers.

By law and by culture our activities are free of partisan political influence. We operate with the oversight and counsel of the National Board for Education Sciences.

Whether you are a practitioner, researcher, policymaker, student, or concerned citizen, I invite you to become familiar with the work of the Institute and to join with us in the commitment to evidence-based education.

(Add signature)


Grover J. “Russ” Whitehurst
Director, Institute of Education Sciences



ies.ed.gov



NATIONAL CENTER FOR EDUCATION RESEARCH



NCER

NATIONAL CENTER FOR EDUCATION STATISTICS



NCES

NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE



NCEE

NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH



NCSER

The National Center for Education Research (NCER) supports rigorous, scientifically based research that addresses the nation's most pressing education needs, from early childhood to postsecondary education.

NCER supports individual researchers, research and development centers, and doctoral training programs in the education sciences.

NCER-funded researchers cover a wide range of topics. For example, they look for strategies to improve teaching and ease students' transition from high school to college. They address learning problems in reading, writing, mathematics and science. They study social and character development in schools, early intervention in the education of young children, the latest advances in cognitive science and high school reform. NCER also funds Small Business Innovation Research (SBIR) contracts to stimulate high-tech innovations in the small business community.

ncer.ed.gov

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and reporting statistical data related to education. To understand the state of the U.S. education system, NCES collects and reports information on emerging issues as well as trends in education performance.

The Center conducts more than 30 surveys a year, from preschool through graduate study, including adult education and literacy. NCES also reports on financial and human resources devoted to education. Studies it supports compare U.S. performance on international assessments with that of other nations. And NCES assesses the impact of education on employment and economic productivity.

NCES is perhaps best known for conducting the National Assessment of Educational Progress, the "Nation's Report Card," which for more than three decades has provided timely and accurate information about student performance in mathematics, reading and other subjects.

nces.ed.gov

The National Center for Education Evaluation and Regional Assistance (NCEE) conducts large-scale evaluations of education programs and practices supported by federal funds, such as Reading First and Title I of the Elementary and Secondary Education Act.

NCEE also coordinates the What Works Clearinghouse (WWC), an online source of trusted, scientifically based education research that provides assessments of the effectiveness of education programs that are replicable and have good evidence that they have worked.

The Center manages the Regional Educational Laboratory program and the Education Resources Information Center (ERIC), the largest education database in the world with more than 100,000 archived full-text documents. NCEE also maintains the National Library of Education, the U.S. Department of Education's primary library resource center.

ncee.ed.gov

The National Center for Special Education Research (NCSER), sponsors a comprehensive program of special education research designed to expand the knowledge and understanding of infants, toddlers and children with disabilities.

NCSER also is charged with improving services provided under the Individuals with Disabilities Education Act (IDEA) and with evaluating IDEA's implementation and effectiveness.

In fulfilling the U.S. Department of Education's commitment to promote the highest levels of achievement for all children, NCESER funds a broad array of research activities. For example, NCESER-supported researchers are studying language and vocabulary, individualized education programs, early intervention, testing in special education and the education of children with serious behavioral disorders.

ncser.ed.gov

FIGURE 15A

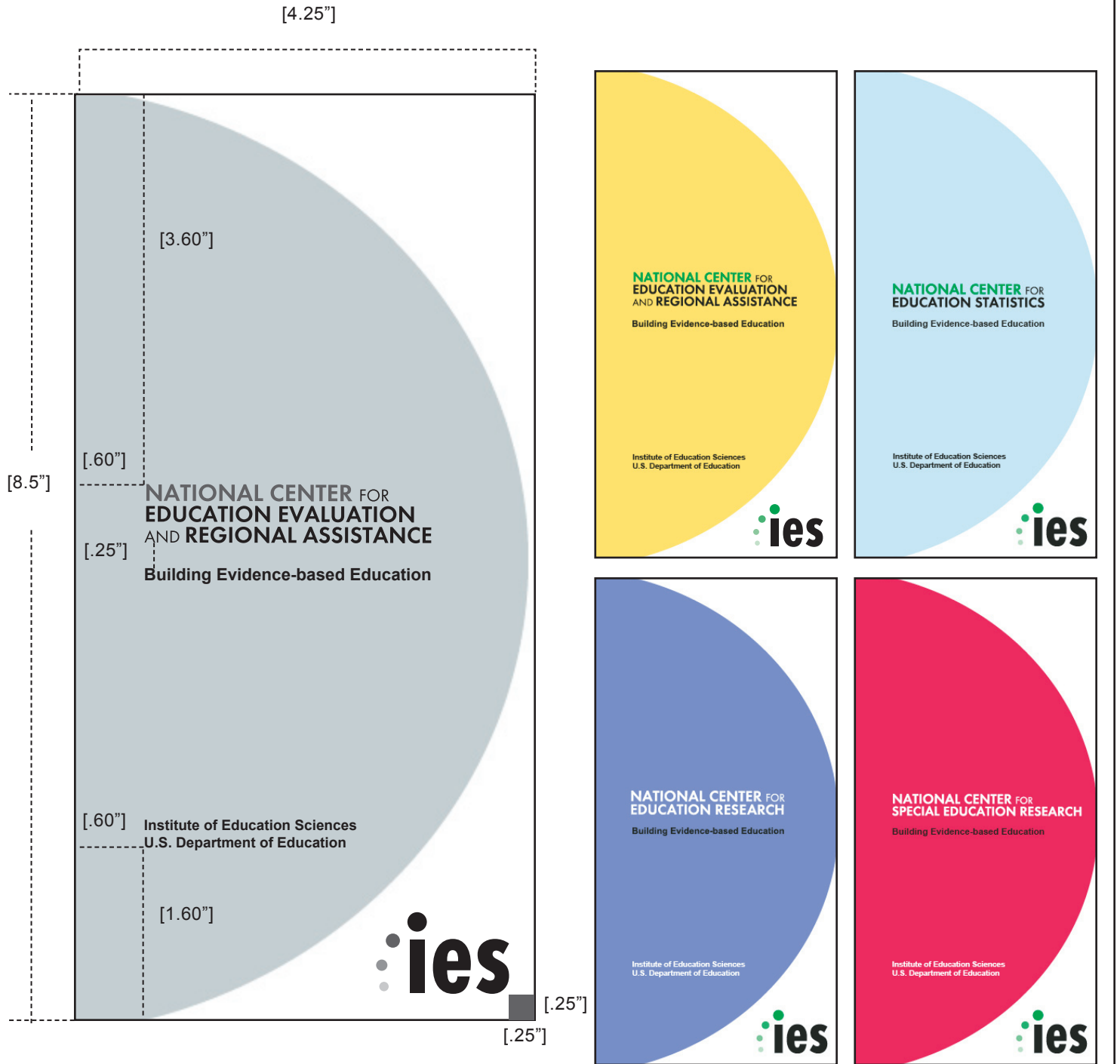


FIGURE 15B

IES is **transforming education** by encouraging an evidence-based approach to education, focusing attention on critical areas of need, sponsoring education studies, and interpreting research results for use by broader audiences. The Institute gives educators, parents, and policymakers the tools to **make educated decisions about our educational system**. It is demonstrating the value of education evaluation.

ncee.ed.gov

The Institute of Education Sciences (IES) brings rigorous and relevant research, evaluation, and statistics to our nation's education system. It is transforming education into a field in which decision-makers routinely turn to evidence to inform policies and practices that affect students.

IES accomplishes this mission through the work of its four centers

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ncer.ed.gov
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- National Center for Special Education Research
ncser.ed.gov

NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Building Evidence-based Education

Institute of Education Sciences
555 New Jersey Avenue, NW
Washington, D.C. 20208-5500

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ies

Education Sciences Reform Act

The Education Sciences Reform Act of 2002 established the Institute of Education Sciences (IES) to serve as the research arm of the U.S. Department of Education and the primary federal source for education research.

Rigorous Evidence Matters

School superintendents, principals, and teachers need to know which programs have evidence of effectiveness if they are to make **sound decisions** that will improve instruction and raise student achievement.

Promoting Evidence-based Education

The National Center for Education Evaluation and Regional Assistance (NCEE) helps policymakers and educators make informed decisions about educational programs and interventions by providing evidence-based information through the Center's evaluation and knowledge utilization divisions.

The combined activities of these divisions demonstrate an underlying commitment to evidence-based education by:

- Conducting rigorous impact studies of promising educational programs and practices that are supported through federal funds;
- Developing and applying through the What Works Clearinghouse (WWC) scientifically-grounded evidence standards to gauge educational interventions; and
- Widely disseminating the results of evidence-based research through NCEE evaluation reports, regional educational laboratories research products, WWC intervention and topic reports, Education Resources Information Center (ERIC), and the National Library of Education.

Evaluating Program Effectiveness

The Center's evaluation division conducts rigorous impact studies of promising education programs and practices that are supported through federal funds. Studies assess the effect of education programs on student achievement, particularly in reading, mathematics, and science. The evaluations use scientifically-based methodologies that answer questions about program effectiveness.

Disseminating Research

The knowledge utilization division administers the following programs to ensure the widespread dissemination of research findings and other evidence-based knowledge:

- The **Regional Educational Laboratory Program** has 10 regional educational laboratories serving geographic regions that span the nation. The labs work to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available evidence-based information through applied research and development projects and studies.
- The **What Works Clearinghouse (WWC)** synthesizes the best evidence of the effectiveness of education programs, policies, and practices. WWC reports the most up-to-date research findings available at whatworks.ed.gov. The **Help Desk** provides technical assistance for researchers who design and carry out evaluations, sponsors who support the evaluations, and educators who need to be able to implement evidence-based interventions. The **Registry of Evaluators** helps schools, school districts, and educational program developers identify potential evaluators to conduct studies on educational outcomes.
- The **Education Resources Information Center (ERIC)** provides access to the world's foremost database of education literature. ERIC offers free public access to more than 100,000 archived, full-text documents and search capabilities across leading education research journals and reports. The digital library is the world's premiere database of journal and non-journal education literature, available at eric.ed.gov.
- The **National Library of Education** collects and archives information, providing special historical and current collections of Department of Education documents, a collection of journals for the ERIC database, research reports for WWC, and resources on current and historical federal education legislation.

www.ed.gov  ies.ed.gov

ies

FIGURE 16

ies INSTITUTE OF EDUCATION SCIENCES
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National Center for Education Research
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National Center for Education Statistics
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National Center for Education Evaluation and Regional Assistance
ncee.ed.gov

National Center for Special Education Research
ncser.ed.gov

U. S. DEPARTMENT OF EDUCATION


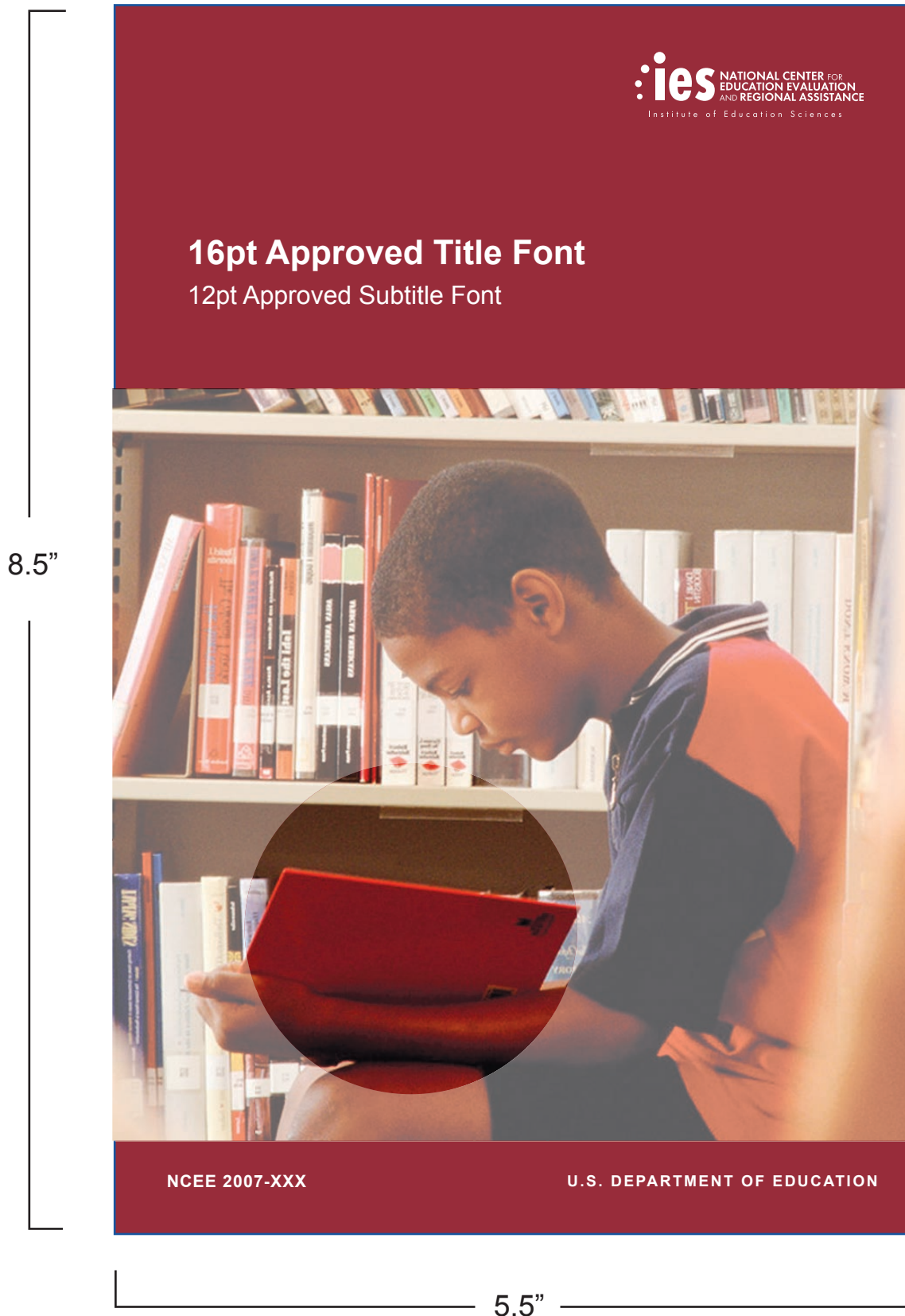

ies.ed.gov

FIGURE 17



8.5"

5.5"

PowerPoint Presentations

Generally, PowerPoints include an overview, the actual presentation of the topic and a summary of fundamental points. Simple presentations are best.

The following guidelines apply to IES PowerPoints:

- For PowerPoints done on behalf of IES staff or the Institute, the presentation should use the IES design template. (Figure 18)
- Report-specific presentations should reflect the visual design of the report.
- Using simple, easily understood language helps to engage an audience.
- Choose fonts that are easy for audiences to read, such as Avant Garde, Arial, Arial Narrow or Garamond. The same fonts should be used on every slide.
- Font sizes should range from 18-48 points, with larger fonts providing prominence to key topics.
- Regular typeface (and not capital letters) should be applied to all copy text.
- Colors in the presentations should match those used in the printed report.
- Using graphics helps to capture images that relate to and enhance the slide's topic; generally, do not use more than two graphics per slide. Never place text over a graphic. It is very difficult to read.
- Graphics should provide instant visual recognition for the audience, and immediately and clearly convey the point that you want to make.

PowerPoint templates are available on the IES Template Library. Please visit the IES members site at <https://members.nces.ed.gov>.

FIGURE 18

