

The Institute of Education Sciences, National Center for Education Research Training Programs in Education Research:

Predocctoral and Postdoctoral Fellowships for Academic Years 2004-05 through 2010-11

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The National Center for Education Research's Training Programs in Education Research: Predoctoral and Postdoctoral Fellowships for AY 2004-05 through AY 2010-11

Introduction

In 2004, the Institute of Education Sciences (Institute) established its Predoctoral Interdisciplinary Research Training Program in the Education Sciences grant program (Predoctoral Training grant program). In 2005, the Institute established the Postdoctoral Research Training Program in the Education Sciences grant program (Postdoctoral Training grant program). Both of these training grant programs were funded through the Institute's National Center for Education Research (NCER). In 2008, the Institute's National Center for Special Education Research (NCSEER) established the Research Training Program in Special Education: Postdoctoral Research Training (Special Education Postdoctoral Training grant program).

The Institute's mission includes providing high-quality, research-based evidence upon which education policy and practice can be based. Before the Institute was created, several reports noted that education policy and practice decisions often do not rest on a solid research base (Coalition for Evidence-Based Policy, 2002; National Research Council 1999, 2000, 2002). In response to this call for a stronger base, the Institute created the training grant programs to support the development of researchers with the skills to produce research that is methodologically rigorous and relevant and accessible to education practitioners and policymakers.

These training grant programs provide grants to comprehensive doctoral universities (individually or in partnership with other institutions) to develop training programs and do not directly fund individuals seeking pre- and postdoctoral support. Their purpose is to increase the supply of scientists and researchers in education who are prepared to conduct rigorous education research addressing issues of importance to education leaders and practitioners and who will contribute to the advancement of knowledge and theory in education. This research includes carrying out rigorous evaluations of education interventions; developing curricula, education technology, and innovative instructional approaches that are grounded in a science of learning; designing and validating assessments; and improving statistical or methodological approaches for conducting education research. As a result of the training provided under these grants, pre- and postdoctoral fellows are to be prepared to conduct the type of research that the Institute funds including the preparation of competitive grant applications to the Institute's research grant competitions.

The Institute has competed the Predoctoral Training grant program 6 times including fiscal years (FYs) 2004, 05, 08, 09, 14, and 15 and has competed the Postdoctoral Training grant program 9 times including FYs 2005, 06, 07, 08, 10, 11, 12, 13, and 15. The Special Education Postdoctoral Training grant program has been competed 5 times including FYs 2008 through 12.

This report describes the individual Predoctoral and Postdoctoral Training programs that were funded through the NCER Education Research Training Grant program competitions held in FY

2004 through FY 09.¹ During this period, the Institute funded 18 Predoctoral and 25 Postdoctoral Training programs. These programs took place at 28 comprehensive doctoral universities and 1 collaboration between a post-baccalaureate comprehensive institution (CUNY) and a comprehensive doctoral university (NYU).²

This report covers the activities of these 43 training programs from academic year (AY) 2004-05 through AY 2010-11. The information presented was obtained from three sources: (1) the original grant applications, (2) reports from the individual training programs, and (3) surveys of fellows taking part in the training programs. The directors of the individual training programs provide the Institute with regular updates regarding (a) number of fellows; (b) attrition of fellows from the programs; (c) characteristics of fellows, including gender and ethnicity; and (d) fellows' accomplishments, including first-authored and co-authored publications and conference presentations as well as post-fellowship employment information. Predoctoral training sites also provided cohort data, such as average GRE scores. Annual surveys of current and former training fellows began in 2008, with approval from the Office of Management and Budget and the U.S. Department of Education,³ and are used to collect information on the fellows' satisfaction with the training, activities carried out during the training, and their position and activities after training.

This report is organized into three sections. Sections 1 and 2 describe the Predoctoral and Postdoctoral Training programs respectively, and Section 3 presents data from the 2011 IES Fellows Survey. The survey materials, including the list of questions fellows were asked, are included in the appendices.

1. Overview of the Predoctoral Training Programs

The Predoctoral Training programs are to train the next generation of interdisciplinary education researchers. These researchers are to engage with the larger community through publications and presentations and to move into careers in education research (e.g., tenure-track faculty, university and non-university researchers). The Institute intends that the training programs will provide the necessary background in content and methods for fellows to conduct the type of research the Institute funds and to contribute to the field of education research.

The Institute's overarching research priority is to support research that contributes to school readiness and improved academic achievement for all students, and particularly for those whose education prospects are hindered by inadequate education services and conditions associated with poverty, race/ethnicity, limited English proficiency, disability, and family circumstance.⁴

¹ Training programs funded by NCSER's Special Education Postdoctoral Training grant program are not described in this report.

² During this period, universities had no more than one predoctoral training program, and some universities received successive grants to fund their Predoctoral Training program, one or more Postdoctoral Training programs, and some universities had both Predoctoral and Postdoctoral training programs.

³ OMB, U.S. Department of Education, approval #1800-0011, 8/10/05 and #1850-0873, 8/29/10.

⁴ Each acting Director of the Institute proposes a set of priorities under terms of the Education Science Reform Act of 2002. These priorities are reviewed by the National Board of Education Science. The most recent set, proposed by

Within the Predoctoral Training programs, students are being trained to develop education interventions (e.g., curricula, professional development) that are grounded in a science of learning; to evaluate education programs, practices, and policies using rigorous and well-implemented experimental and quasi-experimental designs; and to employ sophisticated statistical methods to examine large State and local datasets to identify potential solutions to education problems.

The type of research that reflects the Institute’s priorities is often interdisciplinary in nature and has drawn upon academic disciplines such as psychology, sociology, statistics, economics, and political science, along with applied fields such as education and public policy. However, in typical graduate programs, students involved in education research do not appear to engage in interdisciplinary work. For example, in a national survey of doctoral dissertations in education research and administration from 2001 to 2008, only 25.6 percent had an interdisciplinary focus (Millar & Dillman, 2012). In response to the need for this type of research, the Institute required the Predoctoral Training programs to be interdisciplinary and to draw on expertise found across academic departments rather than be self-contained within a single department.

1.1 Number and Recipients of Predoctoral Training Grants

The Institute has awarded a total of 26 Predoctoral Training grants to 18 different universities, thereby supporting 18 separate training programs. Table 1 identifies the universities receiving a grant, the fiscal year the grant was received, and the training program director as of AY 2010-11.⁵ Five grants were made in each of the first 3 competitions (FYs 04, 05, and 08), and 11 grants were made in the fourth competition (FY 09). Of the original 10 universities that received grants in 2004 or 2005, 8 received a second training grant award in 2008 or 2009. Two were awarded grants in both 2004 and 2008 (Northwestern University and Vanderbilt University), 3 were awarded grants in both 2004 and 2009 (Carnegie Mellon University, Florida State University, and the University of Virginia), and 3 were awarded grants in both 2005 and 2009 (the University of Chicago, the University of Pennsylvania, and the University of Wisconsin-Madison).

Table 1: NCER Predoctoral Training Programs

Fiscal Year (FY)	University	Training Program Director as of AY 2010-11
2004 and 2009	Carnegie Mellon University	David Klahr
2004 and 2009	Florida State University	Christopher Lonigan
2004 and 2008	Northwestern University	David Uttal
2004 and 2009	University of Virginia	Robert Pianta
2004 and 2008	Vanderbilt University	David Cordray
2005 and 2009	University of Chicago	Stephen Raudenbush
2005	University of Miami	Daryl Greenfield

Director John Easton, was accepted on November 1, 2010 and can be found here:

<http://ies.ed.gov/director/board/priorities.asp>.

⁵ Several Predoctoral Training programs have changed Program Directors over time. For current Program Directors see <http://ies.ed.gov/ncer/projects/program.asp?ProgID=16>.

2005	University of Minnesota	Mark Davison
2005 and 2009	University of Pennsylvania	Rebecca Maynard
2005 and 2009	University of Wisconsin—Madison	Adam Gamoran
2008	Johns Hopkins University	Karl Alexander
2008	New York University	J. Lawrence Aber
2008	University of California—Los Angeles	Noreen Webb
2009	Michigan State University	Robert Floden
2009	Pennsylvania State University	Tom Farmer
2009	Stanford University	Sean Reardon
2009	University of California—Berkeley	Geoffrey Saxe
2009	University of Washington	Robert Abbott

1.2 Characteristics of the Predoctoral Training Programs

Through the Predoctoral Training program grants, the Institute provides funds to support both the fellows and the training program. Fellows receive an annual fellowship to cover tuition, living expenses, benefits, and they may also receive funds for research expenses and conference travel, depending on the particular training program’s design. Programs are encouraged to recruit minorities and students with disabilities, and fellows are required to be U.S. citizens or U.S. permanent residents. In support of the program, the Institute provides salary support for the training director, 50 percent salary support for a new faculty member (some programs split this support among 2 new faculty), support for short-term visiting faculty, and support for faculty to develop new courses specifically for the training program.

In AY 2010-11, all 18 Predoctoral Training programs were still in existence. Through the Request for Applications (RFA), the Institute required these Predoctoral Training programs to share several common elements, such as committing to interdisciplinary training, training of at least 10 fellows, ensuring fellows’ research activities and dissertations focus on practical questions in education, and establishing a Certificate in Education Sciences to be awarded to fellows upon their completion of their training.

Apart from these common elements, programs could differ in their other characteristics. For example, programs have differed in the focus and type of training offered including the number and type of disciplines and departments involved. They have also differed in the number of fellows taking part (see Table 2). In addition, the programs vary in the type of fellow recruited. Some programs recruited first-year graduate students and provide up to 5 years of training while others provide 2 to 4 years of training for students in their second or third year of graduate studies.

In their original applications, each training program described the proposed number of departments it would work with (i.e., the number of departments represented by the faculty involved in the program) and the number of departments from which their students would be recruited.

All of the programs proposed to meet the Institute’s interdisciplinary requirement by including faculty and fellows from a variety of departments on each campus.⁶ Although the exact configuration of participating academic units varied by training program foci, all of the programs had faculty from at least three departments. Disciplinary diversity varies widely across training programs. Some programs are comprised of faculty from multiple departments across the university, whereas others are primarily comprised of faculty from different areas within the same school (e.g., different subfields within the university’s School of Education). As of AY 2010 – 11, the participating faculty represented an array of departments, schools, and colleges, but the most common fields were psychology, education, sociology, and economics. Some training programs also included faculty from communication disorders, special education, mental health, mathematics, statistics, measurement and quantitative methods, neuroscience, philosophy, political science, public policy, and social services.

Each training program was also required to recruit at least 10 fellows (per grant) from multiple academic departments. On average, the programs proposed recruiting 24 fellows from 5 different departments (see Section 1.3 for details on actual recruitment).

Table 2: Average Number of Proposed Fellows per Training Grant and Average Number of Departments Providing Fellows

	Average	Range
Fellows	24	12 to 38
Fellow Departments	4.6	2 to 7

These data were drawn from the training programs’ applications and from a review of the Predoctoral Training programs’ websites (<http://pirt.wceruw.org/uw.php>).

To conduct training activities, programs could request up to \$5,000,000 (justified by the characteristics of the program and number of participating fellows). On average, the programs requested \$4,590,000 (range: \$3,340,000 to \$5,000,000).

As noted above, in addition to paying fellows’ stipend and tuition costs, Predoctoral Training programs could use funds for limited faculty and staff costs. The grants provided up to two month’s salary each year for the Training Program Director and partial salary for program coordinators to help manage the training programs. Partial salary support was also available for recruiting and hiring new faculty. As of AY 2010-11, 8 of the 18 training grant programs had used funds for new faculty positions.⁷ Several training programs also reported hiring new faculty members who participated in the training programs but who did not require salary support from the Institute.

Each training program developed a program of required and optional courses from participating departments. These courses varied by the methodological and content area foci of the training

⁶ Some training programs were structured as partnerships between Schools/Colleges rather than academic departments (e.g., Graduate School of Education, College of Education, School of Arts and Sciences).

⁷ The RFA allowed programs to recruit a new faculty member and pay up to 50 percent of his or her salary over the lifetime of the grant. With the Institute’s pre-approval, several programs were allowed to recruit a replacement faculty member if the new faculty member left the university or were allowed to split the new faculty member position (i.e., 2 new faculty members at 25 percent salary each).

programs, but all programs required training in research design and methodology. Each training program also developed a colloquia/speaker series on the education sciences that fellows were required to attend. Several training programs also held mini-conferences or workshops in specific areas (e.g., early mathematics, adolescent literacy, evaluation design, causal inference, survey design, and teacher quality). Training grant funds could be used to support colloquia, conference, and workshop activities. The courses and other training opportunities offered by the training programs were typically open to both IES predoctoral fellows and other graduate students. However, only the training program fellows received financial support from the Institute.

Training programs could use a limited amount of grant funds for course development.⁸ New courses often focused on methodological or analytic content (e.g., Field Experimentation, Intervention Fidelity Assessment, Meta-Analysis, Research Design in Education Sciences, Research Methods, Research Practicum in Education Sciences), on more general themes in education research (e.g., Science to the Classroom, Social and Philosophical Foundations of Education, Scientific Research in Education, Education Goals, Instruction and Assessment), or on specific instructional content areas. At the University of Virginia, a course specifically developed for the UVA training program, i.e., Research Design in Education Sciences, is now taken by all first-year graduate students in the School of Education.

The Institute required that each training program provide opportunities for fellows to participate in education research. At the time of application, each program provided the Institute with a description of research projects that fellows could participate in (typically led by training program faculty) as well an overview of the training program's research requirements for fellows. All training programs required fellows to participate in education research and provided opportunities for the fellows to do so. However, the nature of these requirements and opportunities varied widely across training programs. Some programs specified that fellows participate in research apprenticeships with participating faculty for 10 to 20 hours per week for varying lengths of time (from 1 year to all fellowship years). Other programs required fellows to work on faculty research projects but did not specify the number of hours per week. Several programs also provided opportunities for fellows to participate in external research experiences with local school districts and research organizations. Programs also encouraged fellows to conduct independent education research and to submit their work for publication in peer-reviewed journals and to present it at nation conferences. Finally, as required by the Institute, all fellows were to conduct their dissertation research on a practical issue in education.

The Institute also required each university receiving a training grant to develop its own Certificate in the Education Sciences for fellows (including clear criteria to be met by fellows for its receipt). As of AY 2010-11, 8 of the original 10 training programs (funded originally in FY 04 and FY 05) had established certificates.⁹ These certificates followed different models. Some were developed as minors so that graduate students outside the training program could also

⁸ Over the lifetime of the grant, up to five-months faculty salary could be used for curricula development.

⁹ The Institute was unable to confirm the status of the Education Science Certificate at the University of Miami but was able to confirm that Vanderbilt University had not yet established its Education Science Certificate as of AY 2010-11.

receive them while others were exclusive to training program participants. Of the eight newer training programs (funded originally in FY 08 or FY 09), two had established Education Science Certificates as of AY 2010-11. The Institute expects the six remaining “new” programs to have established Education Science Certificates before their grants end.

1.3 Predoctoral Fellows Recruited as of the 2010-11 Academic Year

In AY 2005-05, the programs began with their first cohort of 33 fellows. By AY 2010-11, the total number of predoctoral fellows who had participated in the training programs had grown to 529 (see Table 3).¹⁰ The median number of recruited fellows was 22 with a range of 14 to 71 (the number of fellows per training program varied by program model). Of the first 10 Predoctoral Training grants (5 FY 2004 grants and 5 FY 2005 grants), representing 10 programs, 5 trained more fellows than originally proposed, and 1 trained fewer than originally proposed.¹¹

Table 3: Number of Recruited Predoctoral Fellows AY 2004-05 through AY 2010-11

Fellows	Recruited Fellows (Number)							Total Fellows	Median Recruited Fellows
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2004-10	Per program 2004 - 10
Predoctoral	33	63	68	67	74	123	101	529	22

Data compiled from training program annual and final reports.

Two training programs (University of Miami and University of Minnesota) had stopped accepting fellows as of AY 2010-11 because the programs were closing. However, the other programs continued to recruit fellows as long as they had available training spots.

The fellows recruited between AY 2004-05 and AY 2010-11 have been drawn from a number of departments with about 60 percent from education or psychology departments (about 30 percent apiece), about 20 percent from economics and sociology departments (slightly more from sociology), and smaller percentages coming from computer science/technology, public affairs and public policy, political science, social services, statistics, public health and communications departments.

The Institute encouraged the Predoctoral Training programs to recruit minorities and fellows with disabilities. Although specific recruitment goals were not set, the expectation was that the programs would seek out and advertise in venues that were likely to attract underrepresented groups. Relative to the general population of graduate students and to the population of graduate students in fields relevant to the training programs, the fellows in the Predoctoral Training

¹⁰ Some training programs operated under two grants with fellows recruited to the same program but paid for by separate grants. Thus, fellows on separate grants may be concurrently in the same program. Given this overlap, it is best to group the fellows by training site (e.g., Northwestern University) rather than training grant (e.g., Northwestern’s 2004 grant and its 2008 grant). In what follows, data is presented on the 18 training sites.

¹¹ These 10 grants ended before the release of this report, and the data reported in this section for them comes from their entire grant period which extends beyond AY 2010-11. Of these 10 training programs, 2 have ended, and the remaining 8 were still in operation in AY 2010-11 because they received a second grant in FY 08 or FY 09.

programs tend to have less ethnic and racial diversity than graduate students in general.¹² Among the fellows enrolled between AY 2004-05 and 2010-11, 114 (22 percent) were reported as ethnic minorities or multiple ethnicities (37 of these students, or 14 percent, came from historically underrepresented minorities: African American, Hispanic, Native American, or Multiple) (see Table 4). The race or ethnicity of approximately 6 percent of the fellows was not reported. The number of female students in the training programs (337 or 64 percent) tends to reflect the number of female students in the relevant graduate fields (see Table 4).

For comparison purposes with national trends, among the graduate students who enrolled in AY 2009-10 and are U.S. citizens or permanent residents, women represented 59 percent of all students,¹³ 62 percent of students in the social sciences, and 75 percent of students in education.¹⁴ Similarly, for comparison purposes, among graduate students who enrolled in AY 2009-10 and are U.S. citizen and permanent residents, students from racial/ethnic minorities comprised 29 percent of the general student population (22 percent historically underrepresented minorities), 32 percent of students in social and behavioral programs (25 percent historically underrepresented minorities), and 28 percent of students in education programs (24 percent historically underrepresented minorities).¹⁵

Table 4: Demographics of Predoctoral Fellows

	Female (percent)	All Ethnic Minorities (percent)	Historically Underrepresented Minorities (percent)
Institute Fellows	63.7	21.5	14.0
All Students (Nationally)	58.9	29.2	22.0
Social & Behavioral Sciences	62.2	31.5	25.1
Education Students	74.9	27.6	24.1

Institute fellows' data were compiled from training program annual and final reports, and the remaining data were taken from Bell (2010).

When determining whom to recruit, each program set its own admission criteria. For many programs, fellows' GRE scores were used in the admission process. Between AY 2004-05 and 2010-11, the average GRE scores for the 529 participating predoctoral fellows were Verbal 627 and Quantitative 713. The average for the predoctoral fellows in AY 2010-11 only were Verbal 635 and Quantitative 722 which can be compared to the mean GRE scores for doctoral students in the top 25 schools of education in AY 2010-11 which were Verbal 572 and Quantitative 648 (see Table 5).¹⁶

¹² Programs were not asked to report disability status of their fellows.

¹³ This reflect the number of women enrolled in graduate programs including masters and doctoral at public, private non-profit, and private for-profit institutions.

¹⁴ Bell, N. (2010). *Graduate Enrollment and Degrees: 1998 to 2009*. Washington, DC: Council of Graduate Schools. http://www.cgsnet.org/portals/0/pdf/R_ED2009.pdf.

¹⁵ These data include students listed as American Indian/Alaskan Native, Asian/Pacific Islander, Black/African American, Hispanic/Latino, or White. They do not include those listed as Unknown or as Bi-/Multi-racial/ethnic.

¹⁶ *America's Best Graduate Schools*. U.S. News & World Report, 2011 Edition.

Table 5: Average GRE Scores among IES Predoctoral Fellows in AY 2010 - 11

	GRE Verbal	GRE Quantitative
Institute Predoctoral Fellows	635	722
Doctoral Students at Top 25 Schools of Education	572	648

Institute fellows' data were compiled from training program annual and final reports, and the remaining data were taken from U.S. News and World Report (2011).

1.4 The Status of Predoctoral Fellows as of the 2010-11 Academic Year

By the end of AY 2010-11, 293 fellows were still active.¹⁷ Of the remaining 236, 148 (28 percent) had finished both their training and their doctorates, 44 (8 percent) had finished their training but were still working on their doctorates, 2 (less than 1 percent) were on leave, and 42 (8 percent) had left their program without completing it (Table 6).

Table 6: Status of All Predoctoral Fellows at the End of AY 2010-2011

Active	Completed Training and Doctorate Program	Completed Training, Still in Doctorate Program	On leave	Left program (dropped out of program or academia, transferred, left with MA, or left but still in doctorate program)	Total
293 (55.4%)	148 (28%)	44 (8.3%)	2 (0.04%)	42 (7.9%)	529 (100%)

Data compiled from training program annual and final reports.

Of the 148 fellows who have completed both their training programs and their doctorates, the majority have found subsequent employment as faculty, staff, or postdoctoral fellows at universities, with approximately 61 percent falling into this category. Another 24 percent conduct education research in different settings (e.g., government agencies, non-profits, private research firms). See Table 7 for the distribution of fellows by their positions.

Table 7: Status of Completed Predoctoral Fellows by the End of AY 2010-11

Fellows	Faculty or Lecturer at University or College	University Research or Postdoctoral Position	Other Education Research Position	Other/None/Not Available
Predoctoral (Completed)	50 (33.8%)	40 (27%)	36 (24.3%)	22 (14.9%)

Data compiled from training program annual and final reports, fellows' responses to the IES Fellows Survey, and internet document reviews. *Completed fellows* refers to the 148 fellows who had finished both their Institute training and their doctorate programs.

Approximately 83 percent of all the completed fellows are involved primarily in education research, with another 2 percent conducting interdisciplinary work of which education is a part.

¹⁷ Some fellows were recruited under one grant and transferred to the second grant that the training program was awarded.

Ten percent have a non-education topic as their primary post-fellowship research area. See Table 8 for the distribution of fellows by their research type.

Table 8: Post-Fellowship Research of Completed Predoctoral Fellows through AY 2010-11

Fellows	Education Research	Education and Other Research	Other Research	None/ Not Available
Predoeoral* (Completed)	123 (83.1%)	3 (2%)	15 (10.1%)	7 (4.7%)

Data compiled from training program annual and final reports, fellows' responses to the IES Fellows Survey, and internet document reviews. *Completed fellows* refers to those fellows who had finished both their Institute training and their doctorate programs.

2. Overview of the Postdoctoral Research Training Programs

The Postdoctoral Training programs are to train postdoctoral fellows interested in conducting applied education research and to produce a cadre of education researchers willing and able to conduct methodologically rigorous and educationally relevant scientific research. Postdoctoral Training grants are awarded to faculty members from a variety of relevant disciplines and fields (e.g., economics, education, human development, political science, psychology, sociology, statistics) within qualified institutions of higher education¹⁸ to provide intensive training in education research and statistics. Postdoctoral students are typically supported for two or three years and are expected to conduct research on education topics. In particular, the Institute wants the training to prepare a generation of researchers with the content knowledge and methodological expertise to conduct the type of research that the Institute funds and to prepare competitive grant applications.

2.1 Number and Recipients of Postdoctoral Training Grants

During the period covered by this report, the Institute has awarded 27 Postdoctoral Training grants to 20 different universities for a total of 25 unique training programs. A university may host more than one training program concurrently, but the training director and other faculty mentors are to be involved in only one training program at a time. Two programs led by the same directors (one at Northwestern University and one at the University of North Carolina at Chapel Hill) have received two consecutive grants. Table 9 contains a list of the different training sites and training directors along with the years in which the training grants were awarded.

¹⁸ To qualify as a training institution, the university training site must award doctoral degrees.

Table 9: NCER Postdoctoral Training Programs

Fiscal Year (FY)	University	Training Program Director as of AY 2009-10
2005	Florida State University	Christopher Lonigan
2005/2010	Northwestern University	Larry Hedges
2005	Purdue University	Douglas Powell
2005	University of California—Berkeley	Prentice Starkey
2005	University of Pittsburgh	Charles Perfetti
2005	Vanderbilt University	David Cordray
2006	Stanford University	Susanna Loeb
2006/2010	University of North Carolina at Chapel Hill	Margret Burchinal
2006	University of Oregon	Robert Horner
2006	University of Virginia	Robert Pianta
2007	Georgia State University	Rose Sevcik
2007	University at Buffalo, SUNY	Julie Sarama
2007	University of California—Berkeley	Mark Wilson
2008	City University of New York/ New York University	Bruce Homer
2008	University of Nebraska-Lincoln	Susan Sheridan
2008	University of Oregon	Gerald Tindal
2008	Vanderbilt University	Paul Cobb
2010	Carnegie Mellon University	Rob Siegler
2010	University of Iowa	Bill Therrien
2010	University of Wisconsin, Madison	Mitchell Nathan
2010	University of Virginia	Sara Rimm-Kaufman
2010	Carnegie Mellon University	Brian Junker
2010	University of Pennsylvania	Laura Desimone
2010	Vanderbilt University	Dale Farran
2010	University of Illinois, Urbana-Champaign	Sarah Lubienski

2.2 Characteristics of the Postdoctoral Training Programs

Through the Postdoctoral Training program grants, the Institute provides funds to support the fellows through a stipend and support for benefits as well as funds for research, meeting and conference attendance, and membership in professional societies.¹⁹ Additional funds are provided for program-related expenses; however, grant funds cannot be used for fellows' tuition or faculty salaries. Programs are encouraged to recruit minorities and individuals with disabilities, and fellows are required to be U.S. citizens or U.S. permanent residents. Programs are also encouraged to recruit fellows from fields other than those of the faculty mentors.

¹⁹ Because university policies differ, the exact type of fringe benefits (e.g., health insurance, life insurance) and other benefits (e.g., membership in societies) vary. However, the Institute insists that funds be allotted for benefits and would allow funds to be used to cover expenses such as memberships to societies if they were allowed by the training site's policy.

Programs vary in their number of faculty mentors. Some have only one, but most have multiple mentors. Programs also vary in their cohort structure. Some hire fellows individually with a goal of recruiting one per year, whereas others hire multiple fellows at the same time. The most common model of these multi-fellow cohorts is to recruit two fellows the first year with another cohort of two fellows 2 years later.

Two major components of each training program include working on grant-funded research projects and continuing fellows' formal education through additional coursework, workshops, professional development, and other supplemental training opportunities. Fellows are encouraged to audit courses to further their methodological skills or content knowledge and are invited to take part in the Institute's training opportunities, including What Works Clearinghouse reviewer trainings (<http://ies.ed.gov/ncee/wwc/>). In the original application, each training program provides a description of the trainers' active grants and the other training opportunities (e.g., coursework) that the fellows could participate in. The grant-funded research opportunities are of particular importance because they determine the type of fellow that will be attracted to the training program and the research experience the program will provide.

At the time of the application, the training program director was expected to be the Principal Investigator (PI) or the Co-Principal Investigator (Co-PI) on at least one education research grant funded by the Institute or some other funding agency. The training program applications provide both a narrative description of these research grants and a table with each research grant's name, performance period, and funding agency. These research grants can be categorized by the 10 research topics and 5 research goals specified in the NCER Request for Applications (RFA) for Education Research Grants. Two additional research topic categories are appropriate, as well. One represents the research focus in the NCER RFA for Statistical and Research Methodology in Education and the other represents research on special education topics (prior to the inception of the Special Education Postdoctoral Training program, some NCER-funded training programs also included research opportunities on grants that focused on special education research as described in the NCSER RFA for Special Education Research Grants).

Table 10 reports the number of training programs offering opportunities for fellows to do work on each research topic as discussed in the original applications and in subsequent reports. A larger number of Postdoctoral Training programs provided opportunities to do research on Cognition and Student Learning (11 programs), Math and Science Education (10 programs), Early Learning Programs and Policies and Reading and Writing (9 programs apiece), and Effective Teachers and Effective Teaching (7 programs), while fewer programs provided opportunities to do work on English Learners (2 programs) and Postsecondary and Adult Education (1 program).

Table 10: Opportunities to Work on Research Topics

Research Topics	Number of Training Programs
Cognition & Student Learning	11
Early Learning Programs & Policies	9
Education Technology	3
Effective Teachers & Effective Teaching	7
English Learners	2
Improving Education Systems: Policies, Organization, Management, Leadership	4
Mathematics & Science Education	10
Postsecondary & Adult Education	1
Reading & Writing	9
Social & Behavioral Context for Academic Learning	3
Special education	5
Statistical and Research Methodology	5

Table 11 reports the number of training programs offering opportunities for fellows to do work on each research goal (two goals, Efficacy and Replication and Scale-up²⁰, are combined). A larger number of Postdoctoral Training programs provided opportunities to do research on Efficacy and Replication/Scale-up (19 programs) and Exploration (16 programs), while fewer programs provided opportunities to do work on Measurement (8 programs) and Development and Innovation (6 programs).

Table 11: Opportunities to Work on Research Goals

Research Goals	Number of Training Programs
Exploration	16
Development & Innovation	6
Efficacy and Replication/Scale Up	19
Measurement	8

2.3 Postdoctoral Fellows Recruited as of the 2010-11 Academic Year

Eighty postdoctoral fellows were recruited during the period covered by this report. Of the 74 postdoctoral fellows for whom there are data about their previous degrees, the majority of them came from psychology. Forty-two fellows (58 percent) have psychology backgrounds with 6 having degrees in education or school psychology and the remaining 36 having backgrounds in assorted psychology subfields (e.g., developmental, cognitive, family studies, quantitative). Education was the second largest discipline with 20 fellows (27 percent) having backgrounds in education and special education (e.g., policy, risk and prevention, international education,

²⁰ The Scale-up goal was replaced by the term *Effectiveness*, and this is the term used in the more recent RFAs.

education leadership, and educational administration) and 2 having backgrounds in specific content areas (i.e., science and mathematics education). The remaining fellows came from biostatistics, cognitive science, communication and speech-language and hearing disorders, human sciences, linguistics, mathematics, psychometrics, sociology, and statistics.

The Postdoctoral Training programs are smaller by design than the Predoctoral Training programs. In AY 2005-06, the first cohort of IES funded postdoctoral fellows had 1 fellow. By AY 2010-11, the total number of participating postdoctoral fellows (AY 2004-05 through AY 2010-11) had grown to 80 (see Table 12). By the end of AY 2010-11, the training programs had recruited a median of 3 fellows per program (range 1 to 6). Grants that finished training all their fellows and ended during this period (11 of them) had an average of 4 recruited fellows (range 3 to 6).

Table 12: Number of Recruited Postdoctoral Fellows AY 2004-05 through AY 2010-11

Fellows	Recruited Fellows (Number)						Total Fellows	Median Recruited Fellows
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2005-10	Per program 2005 - 10
Postdoctoral	1	17	11	17	15	19	80	3.08

As with the Predoctoral Training programs, Postdoctoral Training programs were encouraged to recruit minorities and individuals with disabilities. However, programs did not report on the disability status of the fellows. Among the 80 participating postdoctoral fellows between AY 2004-2005 and 2010-2011, 56 (70 percent) are female, and 24 (30 percent) are ethnic/racial minorities, of which 14 (18 percent) identify as being historically underrepresented minorities (i.e., Black or African American, Hispanic, American Indian or Alaska Native) (see Table 13). By federal requirement, all are U.S. citizens or U.S. permanent residents. For comparison purposes, the National Science Foundation (NSF) reported that in 2010, 53 percent of female doctorate recipients in science-related fields who were U.S. citizens or permanent residents and who had definite postdoctoral study plans, with 73 percent of all female psychology doctoral recipients having postdoctoral plans and 52 percent of female social scientists having such plans.²¹ Also for comparison purposes, NSF reported that among all doctoral recipient with definite plans for postdoctoral fellowships in 2010, 22 percent were minorities,²² of which 13 percent were from historically underrepresented minority groups.²³

²¹ National Science Foundation, National Center for Science and Engineering Statistics (NSF/NCSES), Survey of Earned Doctorates, 2011 (special tabulation, February 2013).

²² These data includes individuals identified as bi/multi-racial/ethnic minorities but excludes those categorized as *Other* or *Unknown*.

²³ National Science Foundation, National Center for Science and Engineering Statistics (NSF/NCSES), Survey of Earned Doctorates, 2011 (special tabulation, February 2013).

Table 13: Demographics of Postdoctoral Fellows

Postdoctoral Fellows	Female (percent)	All Ethnic Minorities (percent)	Historically Underrepresented Minorities (percent)
Institute Fellows	70	30	17.5
Science-related Doctoral Recipients with Postdoctoral Study Plans	53	N/A	N/A
Psychology Doctoral Recipients with Postdoctoral Study Plans	73	N/A	N/A
Social Science Doctoral Recipients with Postdoctoral Study Plans	51.5	N/A	N/A
Science and Engineering Doctoral Recipients with Postdoctoral Study Plans in the United States (Nationally)	50.6	21.8	12.1

These data were obtained from the National Science Foundation, National Center for Science and Engineering Statistics (NSF/NCSES), Survey of Earned Doctorates, 2011 through a special tabulation (February 2013).

2.4 The Status of Postdoctoral Fellows as of the 2010-11 Academic Year

Once in the training programs, postdoctoral fellows were expected to engage in not only grant work but also professional development efforts including publishing, presenting, auditing relevant courses, attending workshops and lab meetings, and—ultimately—seeking employment in the field of education research.

As of AY 2010-11, the Postdoctoral Training programs reported a combined total of 163 publications (peer-reviewed journals, conference proceedings, and book chapters) for which their fellows were first- or co-authors, and 263 conference presentations that their fellows made themselves or on which they were co-authors.

Many of the admitted fellows are still participating in their programs. By the end of AY 2010-11, 29 (36 percent) fellows were still active. Of the remaining 51, 49 (61 percent) had finished their training and 2 (3 percent) had left without finishing their program.

Table 14: Status of All Postdoctoral Fellows by the End of AY 2010-11

Active	Completed	Left
29 (36.3%)	49 (61.3%)	2 (2.5%)

Of the 49 fellows who had completed their fellowship, all but 5 are known to have found employment. Of the 44 employed fellows, 23 (47 percent) have faculty or lecturer positions at universities or colleges. Another 15 are involved in research at universities either as postdoctoral fellows, research scientists, lab directors, or other similar positions. Six more fellows are involved in research in non-academic firms (e.g., government or private).

Table 15: Status of Completed Postdoctoral Fellows by the End of AY 2010-11

Fellows	Faculty or Lecturer at University or College	University Research or Postdoctoral Position	Other Education Research Position	Other/None/Not Available
Postdoctoral (Completed)	23 (46.9%)	15 (30.6%)	6 (12.2%)	5 (10%)

Data compiled from training program annual and final reports, fellows' responses to the IES Fellows Survey, and internet document reviews.

The majority of postdoctoral fellows who completed their training are involved in education research (see Table 16). Thirty-seven (76 percent) have education as their primary research areas with another 3 (6 percent) having it as one of their primary areas. Thus, most fellows find employment in academia or research institutions to teach and/or conduct education research.

Table 16: Post-Fellowship Research of Completed Postdoctoral Fellows through AY 2010-11

Fellows	Education Research	Education + Other Research	Other Research	None/Not Available
Postdoctoral (Completed)	37 (75.5%)	3 (6.1%)	4 (8.2%)	5 (10%)

Data compiled from training program annual and final reports, fellows' responses to the Fellows Survey, and internet document reviews.

3. Results from the 2011 IES Fellows Survey

In addition to collecting data from the training programs, NCER has been collecting data from the predoctoral and postdoctoral fellows through the IES Fellows Survey. This survey was first distributed by email to all predoctoral and postdoctoral fellows in March of 2008, followed by additional rounds of data collection in April of 2009 and October of 2010. The survey administered in 2011 occurred in two waves with the predoctoral surveys being sent in October 2011 and the postdoctoral surveys in January 2012.

These surveys were sent to all fellows who would have participated in AY 2007-08, 2008-09, 2009-10, and 2010-11 respectively. Thus, some fellows had the opportunity to respond multiple times over the course of their training and after their training. The data from the surveys reported here come from the 2011 survey, which was sent to all fellows who participated in a predoctoral or postdoctoral training program between AY 2004-05 and AY 2010-11.

The survey elicited information regarding fellows' satisfaction with the training programs and their post-fellowship status, including past and planned grant submission activity. Fellows returned their completed surveys directly to an Institute program officer. The program officer and the training program directors sent reminders to the fellows during the survey period, asking them to complete the survey. Fellows were promised anonymity and confidentiality regarding their individual responses. Copies of the predoctoral and postdoctoral surveys for the October 2011/January 2012 survey, as well as the survey cover letter sent to the fellows, can be found in Appendices A, B, C, and D.

The survey was sent to the 520 predoctoral fellows for whom email addresses were available and to the 74 postdoctoral fellows for whom email addresses were available. Among predoctoral fellows, 377 (73 percent) of fellows completed the survey. Among postdoctoral fellows, 43 (58 percent) responded.

3.1 Plans for Grant Submissions

Of the 377 predoctoral respondents, 103 had completed or believed they would complete their doctoral degree by summer 2011, 94 of whom reported post-degree employment.

Of these 103 completed predoctoral fellows, 20 (19 percent) indicated that they had already submitted research grant applications to the Institute as principal investigators (PIs) or co-principal investigators (Co-PIs). Nine of these fellows received funding for their grant. Another 35 completed fellows (34 percent) indicated that they plan to submit a grant in the next year or two. Thus, 53 percent of predoctoral fellows who had finished their programs indicated that they have already submitted or plan to submit a grant application to the Institute in the near future (see Table 17).

Of the 43 postdoctoral respondents, 33 had completed or believed they would complete their fellowships by summer 2011, of whom 28 had also obtained post-fellowship employment. Of the 33 completed fellows, 12 (36 percent) indicated that they had already submitted research grant applications to the Institute as PIs or Co-PIs. Two of these fellows received funding for their grant applications. Another 16 completed postdoctoral fellows (49 percent) indicated that they plan to submit a grant proposal to the Institute in the next year or two. Thus, 85 percent of completed postdoctoral fellows indicated that they have already or plan to submit a grant application to the Institute in the near future (see Table 17).

Table 17: Survey Respondents' Post-Fellowship Grant Submission Plans

Fellows	Have Already Submitted a Grant Proposal to the Institute	Plan to Submit a Grant Proposal to the Institute
Predoctoral*	20 (19.4%)	35 (34%)
Postdoctoral†	12 (36.4%)	16 (48.5%)

Data compiled from predoctoral and postdoctoral Fellows Survey.

*103 completed predoctoral fellows responding

† 33 completed postdoctoral fellows responding

Fellows who had completed their training and degrees or were in their final year were also asked what types of grants they might submit to the Institute. Respondents were asked to choose among the research topics (plus a special education category) and the research goals discussed in the NCER Request for Applications for the Education Research Grants program. Respondents were able to choose as many topics and goals as they wanted, and some fellows chose multiple topics and/or goals.

One-hundred and two predoctoral fellows responded to the research topic question, selecting between 1 to 6 research topics for an average of 2.4 topics selected per fellow and a total of 245 selections. Thirty-six postdoctoral fellows responded to the topic question, selecting between 1 to 6 research topics for an average of 2.7 topics per fellow and a total of 115 selections. Table 18

displays the fellows’ topic selections and the percentage of responses for each topic out of the total selections made.

Table 18: NCER Research Topics Fellows Might Consider for Future Applications

Research Topics	Selections by Predoctoral Fellows	Selections by Postdoctoral Fellows
Cognition & Student Learning	34 (13.9%)	19 (16.5%)
Early Learning Programs & Policies	20 (8.2%)	10 (8.7%)
Education Technology	12 (4.9%)	7 (6.1%)
Effective Teachers & Effective Teaching	30 (12.2%)	21 (18.3%)
English Learners	8 (3.3%)	3 (2.6%)
Improving Education Systems: Policies, Organization, Management, Leadership	28 (11.4%)	9 (7.8%)
Mathematics & Science Education	27 (11.0%)	12 (10.4%)
Postsecondary & Adult Education	17 (6.9%)	1 (0.9%)
Reading & Writing	20 (8.2%)	10 (8.7%)
Social & Behavioral Context for Academic Learning	30 (12.2%)	19 (16.5%)
Special Education	19 (7.8%)	4 (3.5%)
Total Selections*	245	115

*Selections were made by 102 predoctoral fellows and 36 postdoctoral fellows.

Ninety-one predoctoral fellows selected between 1 to 5 research goals for an average of 1.7 goals selected per fellow and a total of 180 selections. Thirty-seven postdoctoral fellows responded to this question, selecting between 1 to 5 research goals for an average of 2.5 goals selected per fellow and a total of 92 selections. Table 19 displays the fellows’ goal selections and the percentage of responses for each goal out of the total selections made.

Table 19: NCER Research Goals Fellows Might Consider for Future Applications

Research Goals	Selections by Predoctoral Fellows	Selections by Postdoctoral Fellows
Exploration	55 (30.6%)	31 (33.7%)
Development & Innovation	59 (32.8%)	26 (28.3%)
Efficacy and Replication	32 (17.8%)	13 (14.1%)
Scale-Up Evaluation (now called <i>Effectiveness</i>)	12 (6.7%)	8 (8.7%)
Measurement	22 (12.2%)	14 (15.2%)
Total Selections*	180	92

*Selections were made by 91 predoctoral fellows and 37 postdoctoral fellows.

3.2 Satisfaction with Training Programs

The IES Fellows Survey asked respondents to rate their satisfaction with 9 aspects of their training experience on a 1- to 5-point Likert scale, with 1 representing “Very Dissatisfied” and 5 representing “Very Satisfied.” Specifically, fellows rated their satisfaction with the following nine aspects of their training: (a) knowledge gained of relevant education research content; (b) knowledge gained of education research methodology and statistics; (c) opportunities for meaningful independent research in education; (d) opportunities to publish; (e) opportunities to present at conferences; (f) opportunities to learn grant-writing; (g) overall preparation for obtaining future employment in education research; (h) overall satisfaction with quality of mentoring received from primary mentor; and (i) overall satisfaction with quality of training received.

Table 20 presents the results of the satisfaction ratings according to both predoctoral and postdoctoral respondents. For the majority of categories, fellows’ ratings show satisfaction. Satisfaction ratings were lower (close to neutral) for the number of opportunities to learn grant writing techniques (predoctoral 3.24 and postdoctoral 3.33). Postdoctoral fellows were also closer to neutral for opportunities to publish (3.45).

Table 20: Satisfaction Ratings from the 2011 IES Fellows Survey⁺

	Predocctoral Fellows*	Postdoctoral Fellows†
Satisfaction with Education Knowledge Gained	4.35	4.21
Satisfaction with Methods Knowledge Gained	4.49	4.02
Opportunities for Independent Research	4.48	3.71
Opportunities to Publish	3.94	3.45
Opportunities to Present at Conferences	4.65	4.57
Opportunities to Learn Grant Writing	3.24	3.33
Preparation for Future Employment	4.18	3.88
Quality of Mentoring	4.44	3.95
Quality of Overall Training	4.53	4.21

⁺5-point scale, 5 = Very Satisfied *377 predoctoral respondents † 43 postdoctoral respondents

4. Summary

Through the Predoctoral and Postdoctoral Training grant programs, the Institute is supporting academic institutions to train a new generation of education researchers to carry out methodologically rigorous research that is relevant and accessible to education practitioners and policymakers.

Recruitment of fellows grew over this period as individual training programs recruited more fellows and the number of training programs increased. The predoctoral fellows appear to be better prepared but less diverse than their counterparts. The postdoctoral fellows are similar in diversity to their counterparts. Both sets of fellows do not appear to be suffering from high rates of dropout and, on the whole, are satisfied with the program offerings (with some areas of potential improvement identified). Their preparation also appears to be fulfilling the Institute's goal of increasing the pool of grant applicants as about one-fifth of completed predoctoral fellows and one-third of postdoctoral fellows having submitted a grant application and larger percentages are planning on doing so.

As fellows complete the training programs, they are going into positions from which they can improve the field of education research and improve the research skills of others. Seventy-three fellows have gone on to faculty positions, 55 have become university researchers or postdoctoral fellows, and another 42 have become researchers in other institutions (e.g., government, non-profit, for-profit). Of these 170 positions, almost all (166) involve education research.

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Appendix A: Predoctoral Survey Cover Letter

November 2, 2011

Dear the IES Education Research Training Fellow,

As part of our ongoing effort to ensure that your experience as an IES Fellow has been professionally valuable, please take a few minutes to complete the attached survey. The survey takes about 15 minutes to complete, and should be returned by email to Meredith.Larson@ed.gov. The survey is voluntary and there are no repercussions for not providing any or all of the information requested. Authority for the survey comes from the Education Sciences Reform Act of 2002. The data collection activities will be conducted in compliance with the Privacy Act of 1974.

Your responses are extremely important to us as we seek to ensure that the IES Education Research training programs are meeting their goals of providing high-quality, rigorous training in education research. The results of the survey will be used to both improve the fellowship program as well as to provide information on the program to policymakers, practitioners, and the public.

Your responses regarding the quality of the program will be presented at the group level only, and only IES/NCER staff will know your individual responses.

Please return your completed survey and consent form to Meredith.Larson@ed.gov by **November 30, 2010**. Please feel free to call or email me if you have any questions, concerns, or additional information that you would like to share. Thanks in advance for completing the survey!

Best regards,
Meredith Larson, Ph.D.

Program Officer
National Center for Education Research
Institute of Education Sciences
U.S. Dept. of Education
555 New Jersey Avenue, N.W.
Washington, DC 20208-5530
Tel (202) 219-2025
Meredith.Larson@ed.gov

Appendix B: Predoctoral Fellows Survey

I. Respondent Information	
Name	
Email address	
Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male
Training site (name of university)	
Home department (e.g., psychology, education, sociology)	
Program/concentration (e.g., cognitive psychology, education policy, curriculum & instruction)	
Dissertation advisor/Primary mentor	
Date of entry into doctoral program (month/year)	
Current year in doctoral program, if applicable (e.g., 1 st , 2 nd , 3 rd)	
Date of entry into IES Predoctoral Education Research Training Program (month/year)	
Number years of your training that you have been or were supported by the IES Training Grant (e.g., 1, 2, 3)	
Date received or expected to receive doctoral degree (month/year)	
Degree completed upon leaving or finishing program	<input type="checkbox"/> Ph.D. <input type="checkbox"/> Ed.D. <input type="checkbox"/> M.A./M.S./M.Ed. <input type="checkbox"/> Other. Please specify: _____
Citizenship status	<input type="checkbox"/> U.S. Citizen <input type="checkbox"/> Permanent Resident
Are you of Hispanic or Latino origin?	<input type="checkbox"/> No <input type="checkbox"/> Yes

<p>What is your race? (Check one or more)</p>	<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> White
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II. Accomplishments During Fellowship Years

Number of publications authored or co-authored DURING fellowship years, or resulting from work conducted during fellowship; *include published or in press refereed journal articles, chapters in edited volumes, and monographs.*

Number of refereed conference presentations authored or co-authored DURING fellowship years, or resulting from work conducted during fellowship.

Dissertation Topic/Title

Please attach a one-page abstract of your dissertation to this survey.

IIa. Please Provide Citations for Published or In Press Papers

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IIb. Please Provide Citations for Refereed Conference Presentations

--	--

IIc. Other Notable Awards/Honors Received (Please list)

--	--

III. Satisfaction with Training Experience					
How satisfied are you with the education research training you received during your IES Predoctoral Education Research Training fellowship? Please rate below.					
	Very Dissatisfied (1)	Somewhat Dissatisfied (2)	Neither Satisfied nor Dissatisfied (3)	Somewhat Satisfied (4)	Very Satisfied (5)
Knowledge gained of relevant education research content	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Knowledge gained of education research methodology & statistics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Opportunities for meaningful independent research in education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Opportunities to publish	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Opportunities to present at conferences	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Opportunities to learn grant-writing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Overall preparation for obtaining future employment in education research	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall satisfaction with quality of mentoring received from primary mentor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall satisfaction with quality of training received	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Please comment on the overall quality of your training experience:					

IV. Postfellowship Information	
If you are in your last year of training or have concluded your training, please complete the following section:	
Have you secured employment yet that will begin or has begun following completion of your IES Predoctoral Education Research Training Program?	<input type="checkbox"/> No <input type="checkbox"/> Yes
If you have secured employment, what type of institution are/will you be employed in?	<input type="checkbox"/> University <input type="checkbox"/> 4-year college <input type="checkbox"/> 2-year college <input type="checkbox"/> Government <input type="checkbox"/> Nonprofit <input type="checkbox"/> Private Research/Business <input type="checkbox"/> Practice/Direct service <input type="checkbox"/> Other

<p>If you have secured employment, what type of position do/will you hold?</p>	<input type="checkbox"/> Full-time faculty <input type="checkbox"/> Lecturer <input type="checkbox"/> Postdoctoral fellow <input type="checkbox"/> Research associate <input type="checkbox"/> Practice/Direct service <input type="checkbox"/> Other
<p>If you have secured employment, what type of research do/will your duties primarily focus on?</p>	<input type="checkbox"/> Education research <input type="checkbox"/> Other research <input type="checkbox"/> None
<p>If you have secured employment, please complete the following information regarding the positions you have held:</p> <p>(1) Position Title and Institution Dates of Employment</p> <p>(2) Position Title and Institution Dates of Employment</p> <p>(3) Position Title and Institution Dates of Employment</p>	
<p>Have you submitted a grant proposal to IES yet on which you are either P.I. or Co-P.I.?</p> <p><u>IF YES:</u> Date of submission Title of submission Topic and Goal of submission Funded (yes/no) If funded, grant performance dates</p>	<input type="checkbox"/> No <input type="checkbox"/> Yes
<p>If you have not yet submitted a grant proposal to IES as either P.I. or Co-P.I., do you plan to submit one?</p> <p>Expected timeframe for submission of proposal:</p>	<input type="checkbox"/> No <input type="checkbox"/> Yes

In your postfellowship employment, are you currently or will you be written into an IES grant (e.g., as a research associate, postdoc, or consultant)? No Yes

IF YES:

Date of submission

Title of submission

Your role

Topic and Goal of submission

Funded (yes/no)

If funded, grant performance dates

The IES Requests for Application represent multiple topic areas, which are further divided into project goals (<http://ies.ed.gov/funding>). If you have not yet submitted a grant proposal to the Institute, but are planning to, which topics and project goals do you think you would be most likely to apply under?

Topic:

- Cognition and Student Learning
- Early Childhood Programs and Policies
- Education Leadership
- Education Policy, Finance, and Systems
- Education Technology
- Interventions for Struggling Adolescent and Adult Readers
- Mathematics and Science Education
- Postsecondary Education
- Reading and Writing Education
- Research on High School Reform
- Social & Behavioral Context for Academic Learning
- Teacher Quality: Math/Science
- Teacher Quality: Read/Write
- Other

Goal:

- Identification Projects
- Development Projects
- Efficacy and Replication Projects
- Scale-Up Evaluations
- Measurement Projects
- Other

V. Accomplishments Subsequent to Fellowship Years

Number of publications authored or co-authored
SUBSEQUENT TO fellowship years; *include published
or in press refereed journal articles, chapters in edited
volumes, and monographs.*

Number of refereed conference presentations authored or
co-authored SUBSEQUENT TO fellowship years.

Va. Please Provide Citations for Published or In Press Papers

Vb. Please Provide Citations for Refereed Conference Presentations

Vc. Other Notable Awards/Honors Received (Please list)

Appendix C: Postdoctoral Survey Cover Letter

January 24, 2012

Dear IES Education Research Training Fellow,

As part of our ongoing effort to ensure that your experience as an IES Fellow has been professionally valuable, please take a few minutes to complete the attached survey. The survey takes about 15 minutes to complete, and should be returned by email to IESTrainingProgram@ed.gov. The survey is voluntary and there are no repercussions for not providing any or all of the information requested. Authority for the survey comes from the Education Sciences Reform Act of 2002. The data collection activities will be conducted in compliance with the Privacy Act of 1974.

Your responses are extremely important to us as we seek to ensure that IES Education Research training programs are meeting their goals of providing high-quality, rigorous training in education research. The results of the survey will be used to both improve the fellowship program as well as to provide information on the program to policymakers, practitioners, and the public.

Your responses regarding the quality of the program will be presented at the group level only, and only the IES/NCER staff will know your individual responses.

Please return your completed survey to IESTrainingProgram@ed.gov by **February 29, 2012**. Please feel free to call or email me if you have any questions, concerns, or additional information that you would like to share. Thanks in advance for completing the survey!

Best regards,
Meredith Larson, Ph.D.

Program Officer
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Appendix D: Postdoctoral Fellows Survey

I. Respondent Information	
Name	
Email address	
Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male
Postdoctoral training site (university)	
Primary mentor	
Date of entry into IES Postdoctoral Education Research Training Program (month/year)	
Current year in program, if applicable (e.g., 1 st , 2 nd , 3 rd)	
Date left or finished program, if applicable (month/year)	
Where did you complete your doctoral work? (Specify university and department)	
Who was your graduate school dissertation advisor?	
Degree completed	<input type="checkbox"/> Ph.D. <input type="checkbox"/> Ed.D. <input type="checkbox"/> Other. Please specify:
	Year degree completed
Citizenship status	<input type="checkbox"/> U.S. Citizen <input type="checkbox"/> Permanent Resident
Are you of Hispanic or Latino origin?	<input type="checkbox"/> No <input type="checkbox"/> Yes
What is your race? (Check one or more)	<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> White

II. Accomplishments
Number of publications authored or co-authored DURING fellowship years, or resulting from work conducted during fellowship; <i>include published or in press refereed journal articles, chapters in edited volumes, and monographs.</i>
Number of refereed conference presentations authored or co-authored DURING fellowship years, or resulting from work conducted during fellowship.
Title of independent research project completed/expected to be completed based on the IES postdoctoral fellowship.
Please attach a one-page abstract of your independent research project to this survey.

Iia. Please Provide Citations for Published or In Press Papers
Iib. Please Provide Citations for Conference Presentations

Iic. Other Notable Awards/Honors Received (Please list)

III. Satisfaction with Training Experience					
How satisfied are you with the education research training you received during your IES Postdoctoral Education Research Training fellowship? Please rate below.					
	Very Dissatisfied (1)	Somewhat Dissatisfied (2)	Neither Satisfied nor Dissatisfied (3)	Somewhat Satisfied (4)	Very Satisfied (5)
Knowledge gained of relevant education research content	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Knowledge gained of education research methodology & statistics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Opportunities for meaningful independent research in education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Opportunities to publish	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Opportunities to present at conferences	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Opportunities to learn grant-writing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Overall preparation for obtaining future employment in education research	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall satisfaction with quality of mentoring received from primary mentor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Overall satisfaction with quality of training received	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please comment on the overall quality of your training experience:

IV. Postfellowship Information

If you are in your last year of training or have concluded your training, please complete the following section:

Have you secured employment yet that will begin or has begun following completion of your IES Postdoctoral Education Research Training Program?

- No
 Yes

If you **have** secured employment, what type of institution are/will you be employed in?

- University
 4-year college
 2-year college
 Government
 Nonprofit
 Private Research/Business
 Practice/Direct service
 Other

<p>If you have secured employment, what type of position do/will you hold?</p>	<input type="checkbox"/> Full-time faculty <input type="checkbox"/> Lecturer <input type="checkbox"/> Postdoctoral fellow <input type="checkbox"/> Research associate <input type="checkbox"/> Practice/Direct service <input type="checkbox"/> Other
<p>If you have secured employment, what type of research do/will your duties primarily focus on?</p>	<input type="checkbox"/> Education research <input type="checkbox"/> Other research <input type="checkbox"/> None
<p>If you have secured employment, please complete the following information regarding the positions you have held:</p> <p>(1) Position Title and Institution Dates of Employment</p> <p>(2) Position Title and Institution Dates of Employment</p> <p>(3) Position Title and Institution Dates of Employment</p>	

Have you submitted a grant proposal to IES yet on which you are either P.I. or Co-P.I.? No Yes

IF YES:

Date of submission
Title of submission
Topic and Goal of submission
Funded (yes/no)
If funded, grant performance dates

If you have **not yet** submitted a grant proposal to IES as either P.I. or Co-P.I., do you plan to submit one? No Yes

In your postfellowship employment, are you currently or will you be written into an IES grant (e.g., as a research associate, postdoc, or consultant)? No Yes

IF YES:

Date of submission
Title of submission
Your role
Topic and Goal of submission

The IES Requests for Application represent multiple topic areas, which are further divided into project goals (<http://ies.ed.gov/funding>). If you have not yet submitted a grant proposal to IES, but are planning to, which topics and project goals do you think you would be most likely to apply under?

Topic:
<input type="checkbox"/> Cognition and Student Learning <input type="checkbox"/> Early Childhood Programs and Policies <input type="checkbox"/> Education Leadership <input type="checkbox"/> Education Policy, Finance, and Systems <input type="checkbox"/> Education Technology <input type="checkbox"/> Interventions for Struggling Adolescent and Adult Readers <input type="checkbox"/> Mathematics and Science Education <input type="checkbox"/> Postsecondary Education <input type="checkbox"/> Reading and Writing Education <input type="checkbox"/> Research on High School Reform <input type="checkbox"/> Social & Behavioral Context for Academic Learning <input type="checkbox"/> Teacher Quality: Math/Science <input type="checkbox"/> Teacher Quality: Read/Write <input type="checkbox"/> Other

Goal:
<input type="checkbox"/> Identification Projects <input type="checkbox"/> Development Projects <input type="checkbox"/> Efficacy and Replication Projects <input type="checkbox"/> Scale-Up Evaluations <input type="checkbox"/> Measurement Projects <input type="checkbox"/> Other

V. Accomplishments Subsequent to Fellowship Years
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Number of publications authored or co-authored SUBSEQUENT TO fellowship years; <i>include published or in press refereed journal articles, chapters in edited volumes, and</i>
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Number of refereed conference presentations authored or co-authored SUBSEQUENT TO fellowship years.

Va. Please Provide Citations for Published or In Press Papers
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Vb. Please Provide Citations for Refereed Conference Presentations

Vc. Other Notable Awards/Honors Received (Please list)