

Education Research Training Programs: Predoctoral and Postdoctoral Fellowships

2004-2008

**IES/NCER Training Programs in
Education Research
2004-2008**

Overview

The Institute of Education Sciences (IES) established its predoctoral and postdoctoral research training programs in the education sciences to increase the supply of scientists and researchers in education who are prepared to conduct rigorous education research, including carrying out rigorous evaluation studies; developing curricula, education technology, and innovative instructional approaches that are grounded in a science of learning; and designing and validating tests and measures. The ultimate intent of these programs is to prepare highly skilled researchers who are able to prepare competitive proposals that address relevant education issues and meet the methodological requirements specified in the research goals described in the Requests for Applications for IES research grant competitions. The training programs are funded through the National Center for Education Research (NCER).

The first IES/NCER predoctoral training programs in education research were funded in FY 2004; funding for the first cohort of postdoctoral training programs followed one year later in FY 2005. Since 2004, IES has held additional predoctoral training program competitions in FY 2005 and FY 2008, and postdoctoral competitions annually in FY 2005, FY 2006, FY 2007, and FY 2008. Currently, 13 predoctoral and 17 postdoctoral training programs exist at 22 comprehensive doctoral universities around the country; one additional training program exists collaboratively between a postbaccalaureate comprehensive institution (City University of New York) and a comprehensive doctoral university (New York University). A list of IES funded predoctoral and postdoctoral training programs and their training directors by fiscal year can be found in Tables 1 and 2.

Table 1: IES/NCER Predoctoral Training Programs

Fiscal Year (FY)	University	Training Program Director
2004	Carnegie Mellon University	David Klahr
2004	Florida State University	Christopher Lonigan
2004*	Northwestern University	David Uttal
2004	University of Virginia	Robert Pianta
2004*	Vanderbilt University	David Cordray
2005	University of Chicago	Stephen Raudenbush
2005	University of Miami	Daryl Greenfield
2005	University of Minnesota	Mark Davison
2005	University of Pennsylvania	Rebecca Maynard
2005	University of Wisconsin	Adam Gamoran
2008	Johns Hopkins University	Karl Alexander
2008	New York University	J. Lawrence Aber
2008	University of California, Los Angeles	Noreen Webb

* These institutions also received funding for Predoctoral Training Programs in FY 2008

Table 2: IES/NCER Postdoctoral Training Programs

Fiscal Year (FY)	University	Training Program Director
2005	Florida State University	Christopher Lonigan
2005	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	Tony Bryk
2006	University of North Carolina at Chapel Hill	Donna Bryant
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 & Jan Plass
2008	University of Nebraska-Lincoln	Susan Sheridan
2008	University of Oregon	Gerald Tindal
2008	Vanderbilt University	Paul Cobb

Collection of Training Program Data

The directors of the predoctoral and postdoctoral training programs provide IES with regular updates regarding: (a) number of fellows; (b) attrition; (c) characteristics of fellows, including GRE scores, gender, and ethnicity; and (d) fellows' accomplishments, including first-authored and co-authored publications and conference presentations, and post-fellowship employment information.

In the spring of 2008, IES decided to supplement the training directors' information with information from the fellows themselves. After receiving approval from the Office of Management & Budget at the U.S. Department of Education,¹ a Fellows' Survey was distributed by email to all predoctoral and postdoctoral fellows through the training program directors in March 2008. The survey elicited both quantitative and qualitative information regarding fellows' satisfaction with the training programs. Information was also collected on their post-fellowship status, including past and planned grant submission activity. Fellows returned their completed surveys directly to the IES program officer. The training program directors sent general reminders to their fellows over a six-week period, asking them to complete the survey. Fellows were promised anonymity and confidentiality regarding their individual responses. Copies of the predoctoral and postdoctoral fellows' surveys, as well as the survey cover letter sent to the fellows, can be found in Appendices A, B, and C.

The data presented below represent a compilation of data from both the training program directors and from the fellows themselves via the Fellows' Survey. Because not all fellows

¹ OMB, U.S. Department of Education, approval #1800-0011, 8/10/05.

completed the survey, the training program directors are the primary source for information on numbers, attrition, GRE scores, fellows' gender, and total numbers of publications and conference presentations produced by fellows each year. Information on fellows' ethnic background and post-fellowship employment status was obtained from both the training program directors and the Fellows' Survey; discrepancies between the two sources were resolved via requests for confirmation with the training directors and the fellows. The Fellows' Survey was the primary source of information for post-fellowship grant submission plans, and for reported satisfaction with the training programs.

Growth and Attrition among Training Programs

Growth

Since their inception in 2004 and 2005, the IES/NCER predoctoral and postdoctoral education research training programs have shown tremendous growth in terms of numbers of fellows. The predoctoral training programs began their first cohort in 2004-2005 with 36 fellows. By 2008, just four years later, the total number of predoctoral fellows participating in the training programs (2004-2008) had multiplied to 233 (see Table 3). By 2007-2008, the 10 funded predoctoral training programs had medians of 18.5 current fellows (range 7-38), 23 participating faculty (range 12-29), and 5 participating academic units (range 3-9).

The postdoctoral training programs are smaller by design than the predoctoral programs (each postdoctoral program trains up to four fellows). In 2005-2006, the first cohort of IES funded postdoctoral fellows had 1 fellow; by 2008, the total number of participating fellows (2004-2008) had grown to 30 (see Table 3). By 2007-2008, the 17 postdoctoral training programs had medians of 2 current fellows (range 1-3), 4 participating faculty (range 1-26), and 2 participating academic units (range 1-5).

Table 3: Growth of IES Predoctoral and Postdoctoral Training Programs, 2004-2008

Fellows	Active Fellows (Number)				Total Fellows (Number)	Active Fellows	Faculty	Academic Units
	2004-05	2005-06	2006-07	2007-08	2004-08	Per Program, 2007-08 (median)		
Predocctoral	36	96	143	189	233	18.5	23	5
Postdoctoral	--	1	18	26	30	2	4	2

Inactive Fellows and Attrition

Attrition among the predoctoral fellows has been low. Between 2004 and June 2008, 15 (6.4%) predoctoral fellows left their training programs without completing a doctoral degree. Four students left with a master's degree; two transferred out of an IES training program to another university; five are no longer participating in the IES training program but are still enrolled as doctoral students at the university; and four students dropped out of academia altogether. An additional three (1.3%) predoctoral fellows have finished their IES fellowships but are still working on their doctoral degrees in their respective departments. Five (2.1%) fellows are currently on leave of absence or internship, but are expected to return to their training programs. (See Table 4.)

Among the postdoctoral fellows, as of June 2008, four fellows have completed their fellowships in one year or less.

Table 4: Inactive Fellows and Attrition among IES Predoctoral Fellows, 2004-2008

Fellows	Inactive Fellows: On Leave/ Internship (Number)	Still in Ph.D. Program, Completed Fellowship (Number)	Left with Masters (Number)	Transferred to Other University (Number)	Still in Ph.D. Program, No Longer in Training Program (Number)	Dropped Out, Left Academia (Number)
Predoctoral	5	3	4	2	5	4

Characteristics of Fellows

GRE Scores

The average GRE scores among the 233 participating IES predoctoral fellows 2004-2008 were Verbal 626 and Quantitative 704 (see Table 5). For comparison purposes, the mean GRE scores for doctoral students in the top 25 schools of education in 2007 were Verbal 563 and Quantitative 642.²

Table 5: Average GRE Scores among IES Predoctoral Fellows, 2004-2008

	GRE Verbal	GRE Quantitative
IES Predoctoral Fellows	626	704
Doctoral Students at Top 25 Schools of Education	563	642

Female and Minority Fellows

As can be seen in Table 6, among all participating predoctoral fellows 2004-2008, 155 (66.5%) have been female, and 44 (18.9%) have been ethnic minorities (29 or 12.4% have been historically underrepresented minorities: African American, Hispanic, or Native American). All are citizens or permanent residents of the United States, by federal requirement. For comparison purposes, among graduate students enrolled nationwide in 2006 who are U.S. citizens or permanent residents, women represented 59% of all students, 63% of students in the social sciences, and 74% of students in education.³ Similarly, for comparison purposes, among U.S. citizen and permanent resident full-time graduate students enrolled in 2006 at doctorate-granting universities, 23% of all students and 24.8% of students in the social sciences were members of racial/ethnic minority groups (14.6% and 19.4%, respectively, were members of historically underrepresented minorities).^{4,5}

² *America's Best Graduate Schools*. U.S. News & World Report, 2009 Edition.

³ Redd, K.E. (2007). *Graduate enrollment and degrees: 1996-2006*. Council of Graduate Schools, Office of Research and Policy Analysis. Washington, DC. Available online http://www.cgsnet.org/portals/0/pdf/R_ED2006.pdf. Accessed 7/3/2008.

⁴ National Science Foundation, Division of Science Resources Statistics (2008). *Graduate Students and Postdoctorates in Science and Engineering: Fall 2006*. NSF 08-306. Arlington, VA. TABLE 39. Graduate students in science, engineering, and health fields in doctorate-granting institutions, by detailed field, citizenship, and race/ethnicity of U.S. citizens and permanent residents: 2006. Available at <http://www.nsf.gov/statistics/nsf08306/pdf/tab39.pdf>. Accessed 7/8/2008.

⁵ Information on national percentages of minority graduate enrollment within education in particular was not available.

As can be seen in Table 6, among all participating postdoctoral fellows 2005-2008, 21 (70%) have been female, and 9 (30%) have been ethnic minorities (5 or 16.7% have been historically underrepresented minorities). All are citizens or permanent residents of the United States, by federal requirement. For comparison purposes, the National Science Foundation (NSF) reported that 46.1% of postdoctoral fellows nationally in the social sciences in 2005 were female.⁶ Also for comparison purposes, NSF reported that among science and engineering postdoctoral fellows nationally in 2003, 43.3% were minorities, but only 8% were from historically underrepresented minority groups.⁷ (It is not clear whether the NSF numbers regarding overall percentage of minority postdoctoral students in science and engineering include all postdoctoral fellows or only those who are U.S. citizens or permanent residents).⁸

Table 6: Percent of Female and Minority IES Fellows

	Female	All Ethnic Minorities	Historically Underrepresented Minorities
Predocctoral Fellows			
• IES Fellows	66.5%	18.9%	12.4%
• All Students (Nationally)	59.0%	23.0%	14.6%
• Social Science Students	63.0%	24.8%	19.4%
• Education Students	74.0%	N/A	N/A
Postdoctoral Fellows			
• IES Fellows	70.0%	30.0%	16.7%
• Social Science Fellows	46.1%	N/A	N/A
• S&E Postdoctoral Fellows (Nationally)	N/A	43.3%	8.0%

⁶ National Science Foundation, Division of Science Resources Statistics, *Women, Minorities, and Persons with Disabilities in Science and Engineering: 2007*, NSF 07-315 (Arlington, VA; February 2007). TABLE G-2. S&E postdoctoral fellows, by field and sex: 1998–2005. Available at <http://www.nsf.gov/statistics/wmpd/pdf/tabg-2.pdf>. Accessed 7/8/2008.

⁷ National Science Foundation, Division of Science Resources Statistics, *Women, Minorities, and Persons with Disabilities in Science and Engineering: 2007*, NSF 07-315 (Arlington, VA; February 2007). Table H-24. S&E Doctorate holders employed in academic institutions, by type of academic position, sex, race/ethnicity, and disability status: 2003. Available at <http://www.nsf.gov/statistics/wmpd/pdf/tabh-24.pdf>. Accessed 7/8/2008.

⁸ Information on national percentages of minority postdoctoral fellows within the social sciences and education in particular was not available.

Accomplishments of Fellows

Productivity

The IES predoctoral and postdoctoral fellows have been consistently productive. Between July 1, 2006, and June 30, 2007, the predoctoral fellows first-authored or co-authored 307 presentations at peer-reviewed conferences (2.1 per active fellow), and 57 papers published or in press (.4 per active fellow). Between July 1, 2007, and March 1, 2008, predoctoral fellows first-authored or co-authored 355 conference presentations (1.9 per active fellow) and 69 papers published or in press during that time period (.4 per active fellow). Thus, between June 1, 2006, and March 1, 2008, the predoctoral fellows first-authored or co-authored a total of 662 conference presentations and 126 publications (published or in press) (see Table 7).

The IES postdoctoral fellows have also been productive, with 53 conference presentations (2.9 per active fellow) and 16 publications (.9 per active fellow) for 2006-2007, and 79 conference presentations (3 per active fellow) and 36 publications (1.4 per active fellow) for 2007-2008 (see Table 7).

Table 7: Number of Conference Presentations and Paper Publications

Fellows	Conference Presentations (Refereed)			Papers Published or In Press		
	2006-07 ⁺	2007-08 ⁺⁺	Combined	2006-07 ⁺	2007-08 ⁺⁺	Combined
Predoctoral*	307	355	662	57	69	126
Postdoctoral**	53	79	132	16	36	52

*143 active predoctoral fellows 2006-07, 189 active fellows 2007-08

**18 active postdoctoral fellows 2006-07, 26 active fellows 2007-08

⁺July 1 – June 30

⁺⁺July 1 – March 1

Post-Fellowship Employment

As of the summer of 2008, 39 predoctoral fellows have obtained employment following the completion of the Ph.D. (See Table 8). Of these, 16 (41%) are employed as university or college faculty members, all but one as full-time faculty. Thirteen (33.3%) are employed as postdoctoral or research associates at universities, and seven (18%) have other education research positions (e.g., at nonprofit education or education research consulting firms). Three (7.7%) completed fellows are employed in positions that are outside the university and not focused on education research.

As of the summer of 2008, 12 postdoctoral fellows have obtained post-fellowship positions of employment (see Table 8). Of these, seven (58.3%) are employed as faculty; six of these are full-time, while one combines an adjunct faculty position with a position as evaluation analyst for a school district. Four (33.3%) completed postdoctoral fellows are employed as university research associates. One (8.3%) former postdoctoral fellow is employed in direct service in the field of education.

Table 8: Post-Fellowship Employment

Fellows	Faculty or Lecturer at University or College	University Research or Postdoctoral Position	Other Education Research Position	Other Position
Predocutorial * (Completed)	16 (41.0%)	13 (33.3%)	7 (18.0%)	3 (7.7%)
Postdoctoral ** (Completed)	7 (58.3%)	4 (33.3%)	0	1 (8.3%)

*39 completed predoctoral fellows

**12 completed postdoctoral fellows

Post-Fellowship Research

Twenty-seven (69.2%) of the 39 completed predoctoral fellows are engaged in education research in their post-fellowship employment; an additional three (7.7%) are pursuing both education research and other types of research. Six (15.4%) are engaged in research but not education research, and three (7.7%) are not doing research at all in their post-fellowship employment. (See Table 9; see Appendix D for a list of completed predoctoral fellows' dissertation titles, current employment, and post-fellowship research foci: education, other, or none). Thus, a total of 76.9% of completed predoctoral fellows are engaged in education research.

Eight (66.7%) of the 12 completed postdoctoral fellows are engaged in education research in their post-fellowship employment; an additional two (16.7%) are pursuing both education research and other types of research. Two (16.7%) completed postdoctoral fellows are engaged in research but not education research. (See Table 9.) Thus, a total of 83.3% of completed postdoctoral fellows are engaged in education research.

Table 9: Post-Fellowship Research

Fellows	Education Research	Education + Other Research	Other Research	None
Predocutorial * (Completed)	27 (69.2%)	3 (7.7%)	6 (15.4%)	3 (7.7%)
Postdoctoral** (Completed)	8 (66.7%)	2 (16.7%)	2 (16.7%)	0

*39 completed predoctoral fellows

**12 completed postdoctoral fellows

Fellows' Survey

As mentioned above, in the spring of 2008 IES conducted a survey of the predoctoral and postdoctoral fellows. The survey elicited both quantitative and qualitative information from the fellows regarding their satisfaction with the training programs. Information was also collected on their post-fellowship status, including their past and planned grant submission activity.

Among predoctoral fellows, 195 or 83.7% of fellows completed the survey. Among postdoctoral fellows, 26 or 86.7% responded.

Plans for Grant Submissions

Among predoctoral respondents, the Fellows’ Survey was returned by 32 of the 39 fellows who had completed or would complete their doctoral degree by summer 2008, and who had also obtained post-degree employment. Of these 32 fellows, six (18.8%) indicated that they had already submitted research grant applications to IES as principal investigators (PIs) or co-PIs, and 18 (56%) indicated that they plan to submit a grant in the next year or two. Thus, nearly 75% of former predoctoral fellows indicated that they have already or plan to submit a grant application to IES in the near future (see Table 10).

Among postdoctoral respondents, the Fellows’ Survey was returned by 10 of the 12 fellows who had completed or would complete their fellowships by summer 2008, and had also obtained post-fellowship employment. Of these 10 fellows, two (20%) indicated that they had already submitted research grant applications to IES as PIs or co-PIs, and six (60%) indicated that they plan to submit a grant proposal to IES in the next year or two. Thus, 80% of former postdoctoral fellows indicated that they have already or plan to submit a grant application to IES in the near future (see Table 10). One postdoctoral fellow (to begin as an Assistant Professor at the University of Pittsburgh in the fall of 2008) just received funding for her successful grant application to IES as Principal Investigator of an Early Childhood Programs and Policies research grant.

Table 10: Post-Fellowship Grant Submission Plans among Respondents to Fellows’ Survey

Fellows	Have Already Submitted a Grant Proposal to IES	Plan to Submit a Grant Proposal to IES
Predoctoral *	6 (18.8%)	18 (56.0%)
Postdoctoral **	2 (20.0%)	6 (60.0%)

*32 completed predoctoral fellows responding

**10 completed postdoctoral fellows responding

Satisfaction with Training Programs

The Fellows’ Survey asked respondents to rate their satisfaction with nine aspects of their training experience on a 1 to 5 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: (1) knowledge gained of relevant education research content; (2) knowledge gained of education research methodology and statistics; (3) opportunities for meaningful independent research in education; (4) opportunities to publish; (5) opportunities to present at conferences; (6) opportunities to learn grant-writing; (7) overall preparation for obtaining future employment in education research; (8) overall satisfaction with quality of mentoring received from primary mentor; and (9) overall satisfaction with quality of training received.

Table 11 presents the results of the satisfaction ratings according to both predoctoral and postdoctoral respondents. Overall, satisfaction ratings were high in both groups.

Table 11: Satisfaction Ratings from Fellows' Survey*

	Predoctoral Fellows**	Postdoctoral Fellows***
Satisfaction with Education Knowledge Gained	4.46	4.21
Satisfaction with Methods Knowledge Gained	4.65	4.24
Opportunities for Independent Research	4.50	4.08
Opportunities to Publish	4.15	3.96
Opportunities to Present at Conferences	4.71	4.72
Opportunities to Learn Grant Writing	3.55	4.12
Preparation for Future Employment	4.28	4.00
Quality of Mentoring	4.56	4.16
Quality of Overall Training	4.57	4.24

*5-pt scale, 5 = Very Satisfied

**195 of 233 predoctoral fellows responding

***26 of 30 postdoctoral fellows responding

Summary

Through the research training grant program, IES is encouraging academic institutions to focus attention on training a new generation of education researchers. Overall, the individual training programs have attracted a strong group of graduate students and postdoctoral research fellows. The quality and diversity of participating students, the number of professional presentations and publications, and high satisfaction ratings of the fellows indicate the success of the research training programs.

A key indicator for IES is the number of fellows who complete their programs and enter positions in which they will conduct education research. Of fellows returning surveys, 77 percent of completed predoctoral fellows and 83 percent of the postdoctoral fellows are beginning their professional careers conducting education research. This translates into 40 new scientists who are prepared to conduct rigorous education research.

IES intends to follow the fellows for the next several years to monitor the extent to which the research training grant programs are successful in producing well-trained education researchers and will produce updated reports on the training programs.

Appendix A

Survey Cover Letter

March, 2008

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 Robin.Harwood@ed.gov.

Your confidential 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. Data collected through this survey will be presented at the group level only, and only IES/NCER staff will know your individual responses.

Please return your completed survey to Robin.Harwood@ed.gov by **April 30, 2008**. 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,

Robin L. Harwood, Ph.D.
Program Officer
Education Research Training Grants
National Center for Education Research
Institute of Education Sciences
U.S. Dept. of Education
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Washington, DC 20208-5530
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Robin.Harwood@ed.gov

Appendix B: Predoctoral Fellow Survey

IES Predoctoral Education Research Training Program Predoctoral Fellow Survey

Please return by April 30, 2008, to Robin.Harwood@ed.gov

I. Respondent Information	
Name	
Permanent email address	
Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male
Date of entry into IES Predoctoral 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)	
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: <input type="checkbox"/> None
Training site (name of university)	
Home department (e.g., psychology, education, sociology)	
Program/concentration (e.g., cognitive psychology, education policy)	
Dissertation advisor/Primary mentor	
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

Ethnic background. Please check all that apply.
(Optional)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian/Pacific Islander
- White

II. Accomplishments

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.

III. Please Provide Citations for Published or In Press Papers and for Conference Presentations

IV. Other Awards/Honors Received (Please list)

V. 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 following completion of your IES Predoctoral Education Research Training Program?

- No
- Yes

(a) If you **have not** secured employment yet, what type of institution would you most prefer to work in?

(b) 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

(a) If you **have not** secured employment yet, what type of position would you most prefer to hold?

(b) If you **have** secured employment, what type of position do/will you hold?

- Full-time faculty
- Lecturer
- Postdoctoral fellow
- Research associate
- Practice/Direct service
- Other

(a) If you **have not** secured employment yet, what type of research would you most prefer to primarily focus on?

(b) If you **have** secured employment, what type of research do/will your duties primarily focus on?

- Education research
- Other research
- None

Have you submitted a grant proposal to IES yet on which you are either P.I. or Co-P.I.?	<input type="checkbox"/> No <input type="checkbox"/> Yes
If you have secured employment, please list your title and the name of the institution you are employed at:	
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? Expected timeframe for submission of proposal:	<input type="checkbox"/> No <input type="checkbox"/> Yes
IES's Requests for Application represent multiple topic areas, which are further divided into project goals (http://ies.ed.gov/funding/pdf/2008305.pdf). If you are planning to submit an independent grant proposal to IES, which topics and project goals do you think you would be most likely to apply under?	
Topic: <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <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 	

VI. 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

Is there anything else about your training experience that you would like to share with us?

Appendix C: Postdoctoral Fellow Survey

IES Postdoctoral Research Training Program Postdoctoral Fellow Survey Please return by April 30, 2008, to Robin.Harwood@ed.gov	
I. Respondent Information	
Name	
Permanent email address	
Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male
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)	
Training site (university)	
Primary mentor	
Where did you complete your doctoral work? (Specify university and department)	
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
Ethnic background. Please check all that apply. (Optional)	<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White

Research Training Program?	
(a) If you have not secured employment yet, what type of institution would you most prefer to work 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
(b) 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
(a) If you have not secured employment yet, what type of position would you most prefer to hold?	<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
(b) If you have secured employment, what type of position do/will you hold?	<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
(a) If you have not secured employment yet, what type of research would you most prefer to primarily focus on?	<input type="checkbox"/> Education research <input type="checkbox"/> Other research <input type="checkbox"/> None
(b) If you have secured employment, what type of research do/will your duties primarily focus on?	<input type="checkbox"/> Education research <input type="checkbox"/> Other research <input type="checkbox"/> None
If you have secured employment, please list your title and the name of the institution you are employed at:	
Have you submitted a grant proposal to IES yet on which you are either P.I. or Co-P.I.?	<input type="checkbox"/> No <input type="checkbox"/> Yes
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? Expected timeframe for submission of proposal:	<input type="checkbox"/> No <input type="checkbox"/> Yes
<p>IES's Requests for Application represent multiple topic areas, which are further divided into project goals (http://ies.ed.gov/funding/pdf/2008305.pdf). If you are planning to submit an independent grant proposal to IES, which topics and project goals do you think you would be most likely to apply under?</p>	

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: Reading/Writing
- Other

Goal:

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

VI. 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

Is there anything else about your training experience that you would like to share with us?

Appendix D: Dissertation Titles and Current Employment of Completed Predoctoral Fellows

Fellows' Name	PhD Received	Predocctoral Training Program	Dissertation Title	Post-Fellowship Position	Post-Fellowship Research
David Miele	2008	Northwestern University	The motivational underpinnings of self-regulated learning	Postdoctoral Associate, Department of Psychology, Columbia University	Education
Benjamin Passty	2008	Northwestern University	Essays in education policy and family formation	Director, Applied Economics Research Bureau, University of Cincinnati	Other
Joshua Cowen	2008	University of Wisconsin	Bargain-based schooling: Teacher unionization and American education	Assistant Professor, Martin School of Public Policy, University of Kentucky	Education + Other
Chris Hulleman	2007	University of Wisconsin	The role of utility value in the development of interest and achievement	IES Postdoctoral Research Fellow, School of Education, Vanderbilt University	Education
Sheree Schragar	2008	University of Wisconsin	Can mastery goals improve the experience of competition? A test of a 'front-end' intervention	Biostatistician, Children's Hospital, Los Angeles	Other
Arnold Shober	2006	University of Wisconsin	Building government: Autonomy and scope in state departments of education, 1981-2001	Assistant Professor, Department of Government, Lawrence University	Education
Dmitri Topitzes	2006	University of Wisconsin	The effects of child maltreatment on adult crime: An examination of a long-term development model	Assistant Professor, Helen Bader School of Social Welfare, University of Wisconsin-Milwaukee	Education + Other

Fellows' Name	PhD Received	Predoctoral Training Program	Dissertation Title	Post-Fellowship Position	Post-Fellowship Research
Cynthia Chiong	2005	University of Virginia	The effect of different types of books on the nature of mother-child book-reading interactions	Research Project Manager, Wireless Generation	Education
Tim Curby	2008	University of Virginia	Teacher-child interactions in the early years of school	Assistant Professor, Department of Psychology, George Mason University	Education
Maria Fitzpatrick	2008	University of Virginia	Early start: The economics of early childhood education	Postdoctoral Fellow, Stanford Institute for Economic Policy Research, Stanford University	Education
Kevin Grimm	2006	University of Virginia	A longitudinal dynamic analysis of the impacts of reading on mathematical ability in children and adolescents	Assistant Professor, Psychology Department, University of California, Davis	Education
Laura Holian	2007	University of Virginia	Questioning social capital: How large are the early education returns on investment?	Research Analyst, The CNA Corporation	Education
Jeffrey Jones	2008	University of Virginia	Developmental needs and student engagement in an alternative high school	Assistant Professor, College of Education, Western Michigan University	Education
Lydia Killos	2006	University of Virginia	Does dad matter?: The role of residential, biological father involvement in pre-adolescent academic, behavioral, and social outcomes	Researcher Associate, Department of Public Health Sciences, University of Virginia	Other

Fellows' Name	PhD Received	Predoctoral Training Program	Dissertation Title	Post-Fellowship Position	Post-Fellowship Research
Olivia Lima	2008	University of Virginia	Proximal processes in preschoolers' word learning from classroom storybook sessions: Effects of teacher elaboration and child attention	Assistant Professor, Psychology Department, Augustana College, Sioux Falls, SD	Education
Jennifer LoCasale-Crouch	2007	University of Virginia	Variation in new teachers' induction experience and contributions to self-efficacy, reflection, quality, and retention	Research Scientist, Center for the Advanced Study of Teaching and Learning, University of Virginia	Education
Victoria Marks	2006	University of Virginia	The interactive effect of parenting and teaching styles on students' outcomes	Postdoctoral Fellow, American Institutes for Research	Education
Tracy Nishida	2006	University of Virginia	The use of manipulatives to support children's acquisition of abstract math concepts	IES Postdoctoral Fellow, School of Education, University of California, Berkeley	Education
Kathy Rudasill	2006	University of Virginia	Predictors of teacher-child relationship quality	Assistant Professor, College of Education and Human Development, University of Louisville, KY	Education
Jena Saporito	2006	University of Virginia	Reducing stigma toward seeking mental health treatment	Psychology Intern, Cherokee Health Systems, TN	None
Sarah Simmons	2007	University of Virginia	Welfare (to school?) to work: How welfare reform affects collegiate attainment	Assistant Professor, Department of Economics and Business Administration, Rhodes College, Memphis, TN	Education

Fellows' Name	PhD Received	Predocutorial Training Program	Dissertation Title	Post-Fellowship Position	Post-Fellowship Research
Lori Skibbe	2006	University of Virginia	Maternal use of instructional supports during phonological awareness intervention for children with specific language impairment	Assistant Professor, Department of Family & Child Ecology, Michigan State University	Education
Peter Tuerk	2007	University of Virginia	Estimating statewide achievement gap effects using hierarchical linear models: Applications for No Child Left Behind data	Assistant Professor, Psychiatry & Behavioral Sciences, Assistant Director of Research Training Psychology Internship Program, Medical University of South Carolina	Other
Pelin Munis	2008	University of Miami	An investigation of the roles of temperament and approaches to learning on Head Start children's school readiness	Postdoctoral Associate, Graduate School of Education, University of Miami	Education
Sara Vagi	2008	University of Miami	Socioeconomic status and achievement in math and reading in kindergarten through elementary school: The role of social capital	Researcher, Epidemic Intelligence Service, Centers for Disease Control and Prevention	Other
Norma Ming Chang	2006	Carnegie Mellon University	Learning to discriminate and generalize through problem comparisons in the domain of exploratory data analysis	Lecturer, Graduate School of Education University of California, Berkeley	Education

Fellows' Name	PhD Received	Predocutorial Training Program	Dissertation Title	Post-Fellowship Position	Post-Fellowship Research
Elida Laski	2008	Carnegie Mellon University	Development of numerical magnitude representations: Relations between external resources and internal cognitive processes	Assistant Professor, School of Education, Boston College	Education
Chris Lemons	2008	Vanderbilt University	Modeling individual growth in response to a phonics-based reading intervention for students with Down syndrome	Assistant Professor, School of Education, University of Pittsburgh	Education
Tim Zeidner	2006	Vanderbilt University	Information and access: Modeling the impact of information on a student's probability of attending college	Research Associate, Tennessee State Board of Education	Education
Mary Cary Bradley	2007	University of Pennsylvania	Mothers, children, and parenting: The role of age and a test of home visitor services as a strategy to improve parenting of adolescent mothers	Senior Analyst, Abt Associates	Education + Other
Russell Cole	2008	University of Pennsylvania	The distributed leadership experiment: First year impacts on school culture, teacher networks, and student achievement	Research Associate, Graduate School of Education, University of Pennsylvania	Education
Irma Perez Johnson	2008	University of Pennsylvania	Parsing Hispanic-White achievement gaps: The influence of individual, family, and school factors on mathematics achievement differences in the elementary grades	Senior Researcher, Mathematica Policy Research, Inc.	Education

Fellows' Name	PhD Received	Predoctoral Training Program	Dissertation Title	Post-Fellowship Position	Post-Fellowship Research
Michael Weiss	2008	University of Pennsylvania	Using a yardstick to measure a meter: Growth, projection, and value-added models in the context of school accountability	Research Associate, MDRC	Education
Elizabeth Crowe	2008	Florida State University	Able readers: Paths and profiles of language and literacy achievement	Postdoctoral Associate, Department of Reading and Language Arts and Florida Center for Reading Research, Florida State University	Education
Shana Goldwyn	2008	Florida State University	Examining educational leaders' knowledge base: Investigating educational leaders' domain knowledge of reading	Assistant Professor, Department of Educational Studies and Administration, University of Cincinnati	Education
Shayne Piasta	2008	Florida State University	Developing emergent literacy skills: The impact of alphabet instruction	Postdoctoral Researcher, School of Teaching and Learning, Ohio State University	Education
Linda Wheaton-Suriyakham	2007	University of Chicago	Input effects on the development of the cardinality principle: Does gesture count?	Practicing Clinical Psychologist, Stonington, CT	None