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ABSTRACT
        The Educational Resources Information Center (ERIC) system
consists of a network of 16 subject-specific clearinghouses, several adjunct
clearinghouses, and three supporting service components. ERIC is sponsored by
the United States Department of Education, Office of Educational Research and
Improvement, and is administered by the National Library of Education. For
over 30 years, ERIC has been an important component of the national education
dissemination system, ensuring that education information reaches those who
need it. The ERIC bibliographic database contains over 950,000 records of
education-related documents, books, and journal articles. In 1997-1998,
electronic delivery of ERIC documents by the ERIC Document Reproduction
Servicce (EDRS) moved from the test phase to the operation phase; ERIC added
an adjunct clearinghouse and an affiliated clearinghouse; and two special
projects went online - the Gateway to Educational Materials catalog, and the
Virtual Reference Desk's AskA+ Locator. Highlights, with illustrations,
include the ERIC mission, audience and goals; an overview of the ERIC
Database, user services, publications, and products; ERIC Clearinghouses'
1997 Bestsellers; internet access; special projects; outreach and training;
partnerships; trends; an ERIC system directory; the U.S. Department of
Education's Seven Priorities; and the ERIC budget. (DLS)

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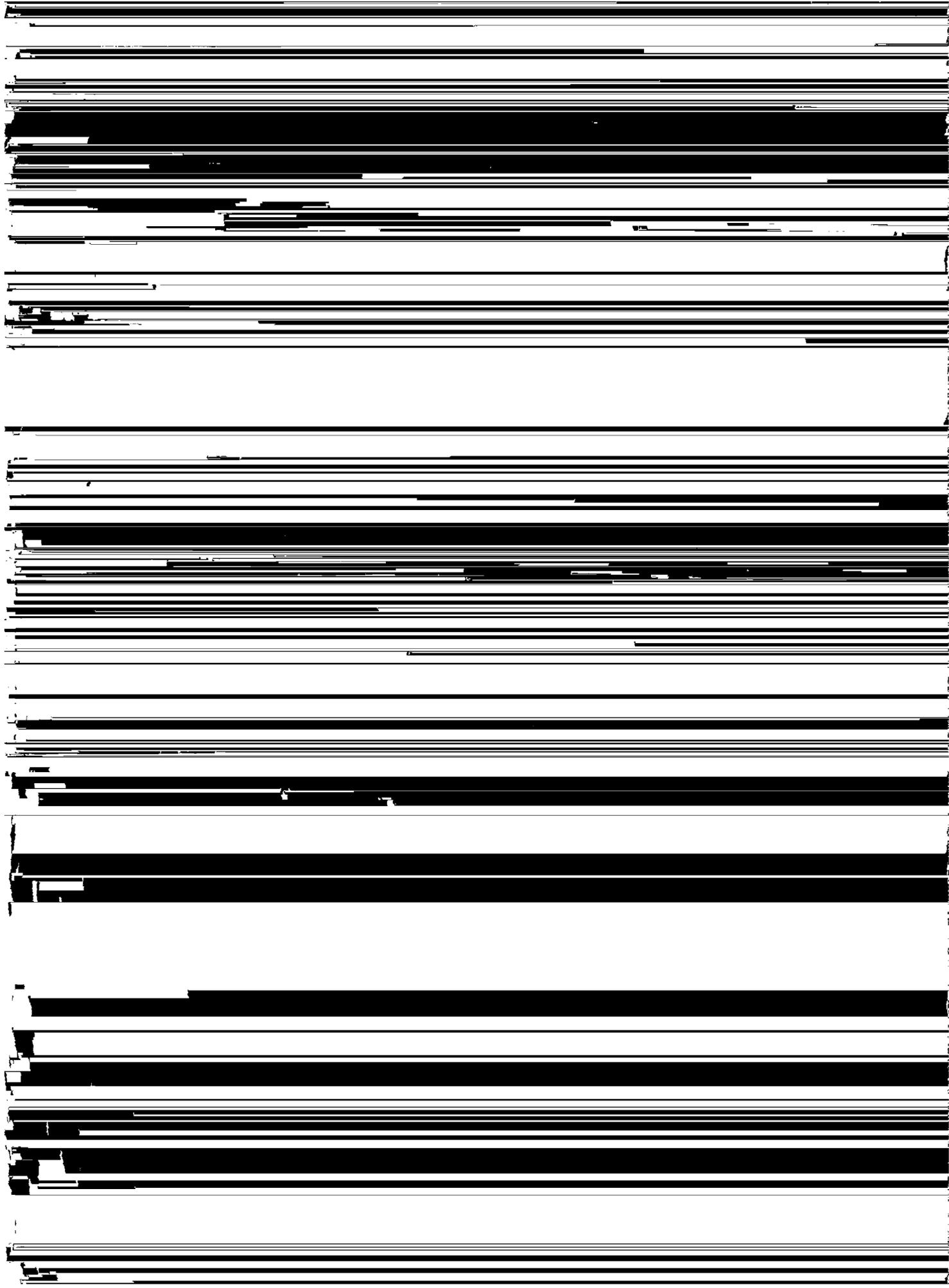
ERIC MISSION, AUDIENCE, GOALS

Mission

The mission of the ERIC system is to improve American education by increasing and facilitating the use of educational research and information to effect good practice in the activities of learning, teaching, educational decision making, and research, wherever and whenever these activities take place.

Audience

The ERIC audience includes teachers and professors; school and college administrators, counselors, media staff, and support personnel; educational researchers; educational poli-cymakers at every level; students and nonformal learners at every age and level, including adult learners; parents; health and social services personnel and caregivers who support families, parents, students, and children; and the media and the business community as they relate to education.

Goals for ERIC by the year 2000:

■ Easy, affordable access to ERIC bibliographic and full-text resources from every school, library, household, and point of educational decision making;

■ Expansion of ERIC's database and services to make useful information available to all categories of users;

■ Expansion of the ERIC information-synthesizing function to include more and a greater variety of publications and to utilize a greater variety of dissemination methods;

■ Delivery of documents in a variety of full-text electronic formats, as well as in micro-fiche and paper forms; and

■ Further development of ERIC access on the Internet and in other formats, includ-ing the development of virtual libraries and World Wide Web sites.

Summarizing the Recent Accomplishments of

REPORT 1998

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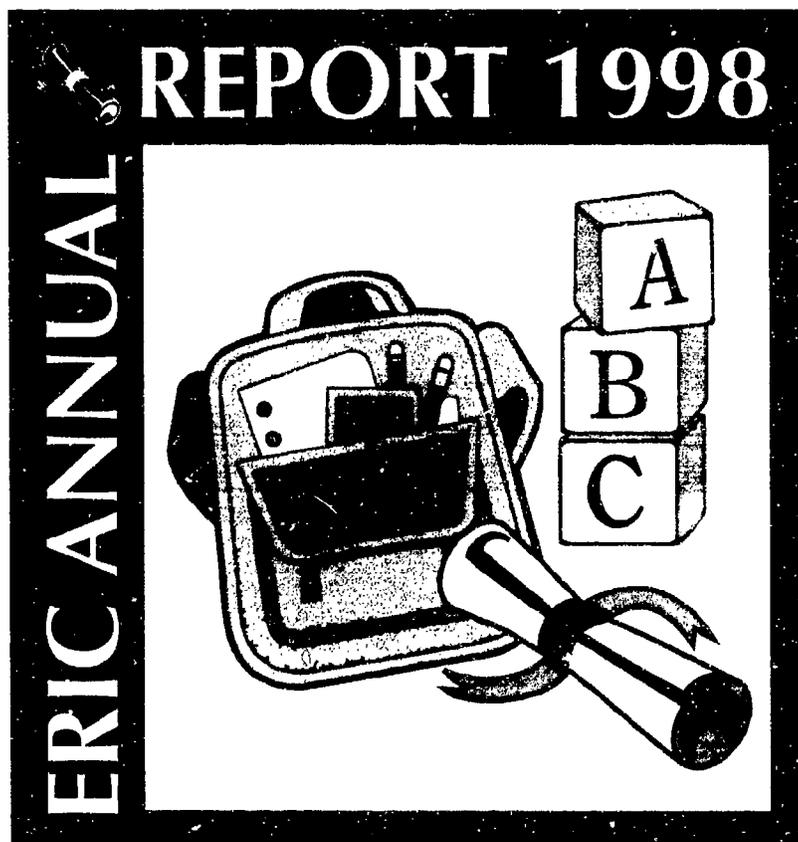
the Educational Resources Information Center

Foreword

Five years ago, we were struggling with the shape of ERIC services in the emerging electronic world. Today we have much to be proud of as we reflect on how we met that challenge.

ERIC has become a major presence for education information on the Internet—based not on a huge influx of new funding, but on the ingenuity and commitment of hundreds of ERIC staff members across the country. We have:

- Created virtual libraries of our own and others' work to better serve our users.

- Begun important experimentation with new ERIC database interfaces that take advantage of new technologies.

- Provided, through the AskERIC question-answering service, an unequaled model for human-mediated electronic information services.

- Introduced, via the National Parent Involvement Network, thousands of parents to ERIC products and information services that support their involvement in education reform and in their children's development, care, and education.

- Extended our outreach in significant ways and at little cost to the ERIC program through new adjunct and affiliate clearinghouse relationships.

- Begun to make the full text of ERIC documents available on the Internet.

We now face new challenges that will require new solutions. Specifically, we must:

- Provide more comprehensive coverage of education information and strengthen our efforts to inform educators and policymakers about the depth and breadth of the ERIC system.

- Continue researching and developing ways to broaden parents' and students' access to ERIC resources and to expand innovative interfaces to the ERIC database.

- Encourage the private sector to make electronic copies of all journals covered by ERIC available and better publicize the electronic availability of ERIC documents.

The ERIC Clearinghouses are nearing the end of a five-year contract cycle. The clearinghouse directors were asked to reflect on the trends that are affecting ERIC and how ERIC is responding to them. These trends and the challenges they present are summarized on pages 15–18 of this report.

Meeting these new challenges—and continuing our efforts to inform others about ERIC's evolving role in the education community—will enable us to enter the 21st century as an even stronger component of the National Library of Education.

Dianne Rothenberg
Chairperson
ERIC Executive Committee

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1997–98 ERIC Highlights

During the 1997–98 year, ERIC undertook several new initiatives to expand services to its diverse audience of educators, parents, researchers, students, and others while maintaining an impressive record in the areas of database development, user services, and publishing.

New and Noteworthy

■ As a decentralized education information network funded by the U.S. Department of Education, ERIC supported President Clinton's and Secretary Riley's seven priorities through a series of relevant products and services.

■ Electronic delivery of ERIC documents moved from the test phase to the operational phase. More than 40,000 documents from 1993 to the present can now be ordered and delivered via the Internet from the ERIC Document Reproduction Service (http://edrs.com).

■ ERIC broadened its relationships and sharpened its coverage of education issues through the addition of an adjunct clearinghouse and an affiliated clearinghouse. The National TRIO Clearinghouse, sponsored by the National Council of Educational Opportunity Associations, is an adjunct of the ERIC Clearinghouse on Higher Education. The National Clearinghouse for Educational Facilities, an affiliated clearinghouse, follows ERIC policies and procedures and performs many clearinghouse functions within the scope areas of school architecture, construction, engineering, and finance.

■ Two special projects funded by the National Library of Education and conducted by the ERIC Clearinghouse on Information & Technology went online—the Gateway to Educational Materials catalog (http://www.thegateway.org) and the Virtual Reference Desk's links to various "Ask-An-Expert" services (http://www.vrd.org/locator/index.html). Additional special projects under way in 1997–98 included innovative directories, search engines, locator services, and virtual libraries.

ERIC by the Numbers

■ By the end of 1997, the ERIC database had grown to include bibliographic records of 951,770 education publications, including 403,324 documents and 548,446 journal articles. Approximately 980 journals are indexed in the ERIC database, some cover to cover and others on a more selective basis.

■ ERIC has acquisition arrangements with 2,132 universities, research centers, professional organizations, and federal and state agencies.

■ The ERIC database is heavily used via the Internet, five commercial online services, locally mounted systems such as online public access catalogs, CD-ROM products from six vendors, and the print indexes *Resources in Education* and *Current Index to Journals in Education*. More than 1,000 institutions in 27

countries around the world provide onsite access to the ERIC database and the microfiche collection of ERIC documents.

■ Internet users visit ERIC Web sites more than 600,000 times each week to access such resources as lesson plans, full-text research summaries, parent- and practitioner-oriented materials, and the ERIC database.

■ In 1997, the National Parent Information Network Web site received 1.6 million hits and the AskERIC electronic question-answering service received and responded to its 100,000th question.

■ ERIC staff members answered more than 55,000 toll-free calls, 40,000 letters, and 60,000 e-mail requests in 1997.

■ More than 250 new publications were produced directly by the ERIC Clearing-houses, including several dozen titles in the popular ERIC Digest series.

■ ERIC staff members participated in 650 education-related meetings and conferences and staffed full-scale exhibits at more than 90.

■ ERIC components engaged in collaborative outreach, training, publication, and user service efforts with 650 active partners.

■ ERIC components hosted more than 40 listservs with a total of more than 23,000 subscribers on such topics as school psychology, educational assessment, information literacy, and reading.

Trends

■ ERIC users have more Internet access and greater expectations of online services than ever before.

■ ERIC now serves more school practitioners, students, and parents.

■ ERIC now serves more international users.

■ ERIC users are asking for help with managing information.

■ The supply of relevant journal articles outpaces ERIC's acquisition of them.

■ The education "literature" is now multimedia in nature.

■ User questions are becoming increasingly complex.

ERIC ANNUAL

A Brief Overview of ERIC

The Educational Resources Information Center (ERIC) system encompasses the world's largest and most frequently used education database as well as a network of 16 subject-specific clearinghouses, 11 adjunct clearinghouses, 1 affiliate clearinghouse, and 3 supporting service components. ERIC is sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, and is administered by the National Library of Education. ERIC has been an important component of the national education dissemination system for more than 30 years, ensuring that education information reaches those who need it, including teachers, administrators, parents, and students.

The ERIC Database

The ERIC database is the world's largest education database. Created in 1966 to capture and make available the "fugitive" education research, the database now includes nearly 1 million records. The ERIC database consists of two files: *Resources in Education* (*RIE*), which covers conference papers, research reports, program descriptions, books, curriculum guides, and other documents; and *Current Index to Journals in Education* (*CIJE*), which covers articles from approximately 980 education-related journals. Overall, the ERIC database through 1997 contained 403,324 document records and 548,446 journal article records—a total of 951,770 bibliographic records. Each year, ERIC adds more than 30,000 records to the database. ERIC now has acquisition arrangements with more than 2,100 organizations that submit documents for the database.

In the past three years, some new trends have occurred in the types of materials in the ERIC database. Conference papers now rank as the most frequently occurring type of material (27.5 percent), surpassing research/technical reports (now at 25.2 percent). Books have moved from 14th to 6th position (2.8 percent to10.9 percent), reflecting the change in ERIC policy toward accepting mainstream education-related boc's that occurred in 1993. The percentages of multilingual/bilingual materials, serials, ERIC Digests, and audiovisual materials have also increased.

The database is available in print, online (Internet, commercial services, and locally mounted systems), and on CD-ROM. There are now five online and six CD-ROM vendors who offer access to the entire ERIC database or portions of it. A number of organizations purchase the ERIC database, including many universities that offer the database on their online public access catalogs. In addition, many of these organizations grant public access to the database on their systems via the Internet. More than 1,000 institutions in 27 countries around the world provide access to the microfiche collection of full-text ERIC documents; electronic document delivery is also available for many of the more recent documents.

User Services

ERIC is committed to providing easy access to resources to anyone who is interested in education. ERIC staff receive and answer requests via toll-free phone calls, fax, mail, e-mail, and in-person visits to clearinghouses and ERIC exhibits at conferences (see

table below). In 1997, ERIC staff members answered more than 55,000 toll-free calls, 40,000 letters, and 60,000 e-mail requests.

The ERIC system responds to user requests by providing answers to queries; sending out materials such as ERIC Digests, newsletters, and bibliographies; searching the ERIC database or the reference and referral databases produced by ACCESS ERIC for relevant information; and providing referrals to other education-related organizations.
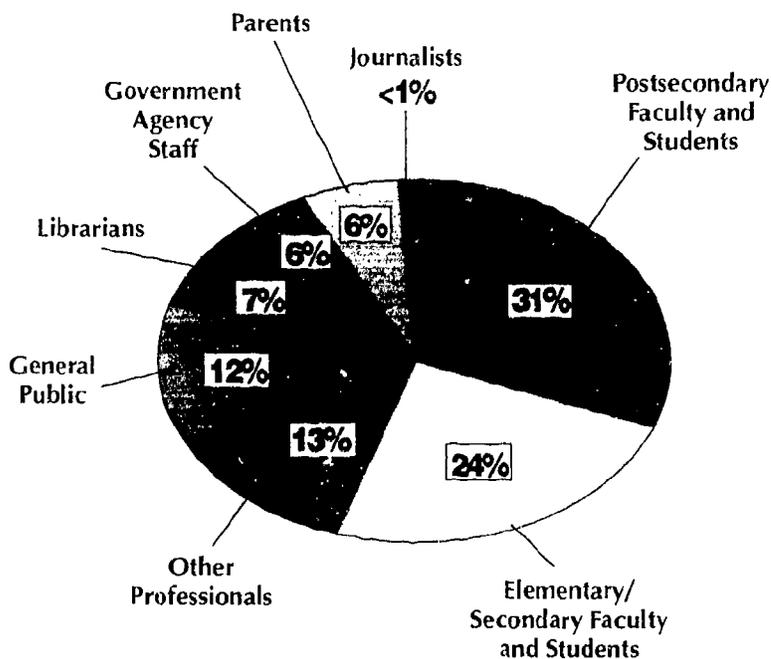
How Users Contacted ERIC Components

		1993	1994	1995	1996	1997
	Letters	46%	37%	12%	3%	2%
	Phone	28%	18%	8%	4%	3%
	Electronic*	19%	41%	78%	93%	94%
	Visits	7%	4%	2%	<1%	<1%

*Note: The Electronic category includes all e-mail requests as well as Web hits for some clearinghouses.

ERIC Clearinghouses keep records on the types of users who contact them for information. The chart below shows the percentages of several types of users; however, it is important to note that these statistics are based primarily on people who call, write, or visit. It is difficult to capture demographic data on the thousands of users who send e-mail requests, visit ERIC exhibits at conferences, search the ERIC database, or obtain ERIC information via the Internet, so many of these users are categorized as "General Public."

Types of Users Who Contacted ERIC Clearinghouses in 1997

Parents

Journalists <1%

Government Agency Staff

Postsecondary Faculty and Students

Librarians

6%

6%

7%

31%

General Public

12%

13%

24%

Other Professionals

Elementary/ Secondary Faculty and Students

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The ERIC Clearinghouses' 1997 Bestsellers

Adult, Career, and Vocational Education: *Designing Vocational and Technical Teacher Education for the 21st Century: Implications from the Reform Literature*

Assessment and Evaluation: *Legal Issues in Testing, Measures for Adult Literacy Programs,* and *Understanding Achievement Tests*

Clinical Schools: Professional Development Schools: *A Directory of Projects in the United States. Second Edition*

Community Colleges: *The American Community College. Third Edition*

Counseling and Student Services: *Career Transitions in Turbulent Times* and *Comprehensive Guidance Programs That Work—II*

Disabilities and Gifted Education: *College Planning for Gifted Students*

Educational Management: *School Leadership: Handbook for Excellence*

Elementary and Early Childhood Education: *The Project Approach Catalog* and *Reflections on the Reggio Emilia Approach*

ESL Literacy Education: *Making Meaning, Making Change*

Higher Education: *Benchmarking in Higher Education* and *The Virtual Campus*

Information & Technology: *Helping with Homework: A Parent's Guide to Information Problem-Solving*

International Civic Education: *Resources on Civic Education for Democracy: International Perspectives.* Yearbook No. 2

Languages and Linguistics: *Profiles in Two-Way Immersion Education*

Law-Related Education: *Resources on Law-Related Education. Documents and Journal Articles in ERIC.* Yearbook No. 3

Reading, English, and Communication: *101 Ways To Help Your Child Learn To Read and Write*

Rural Education and Small Schools: *1997 Native Education Directory: Organizations and Resources for Educators of Native Americans*

Science, Mathematics, and Environmental Education: *Rethinking Portfolio Assessment: Documenting the Intellectual Work of Learners in Science and Mathematics*

Social Studies/Social Science Education: *Teaching About Japan: Lessons and Resources, Tora No Maki II: Lessons for Teaching About Contemporary Japan,* and *Resources on Civic Education for Democracy: International Perspectives.* Yearbook No. 3

Teaching and Teacher Education: *Critical Knowledge for Diverse Teachers and Learners*

Urban Education: Taking Stock: *The Mov. 'ent To Create Mini Schools, Schools-Within-Schools, and Separate Small Schools*

U.S.-Japan Studies: *Teaching About Japan: Lessons and Resources*

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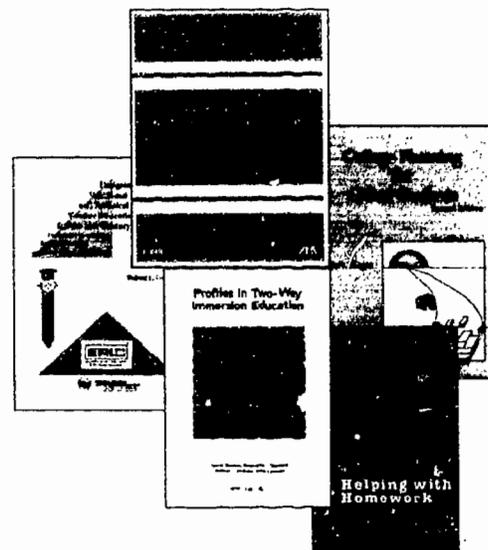
Publications and Products

The ERIC Clearinghouses analyze and synthesize literature in their areas of expertise and create research reviews, bibliographies, state-of-the-art studies, interpretive studies of high-interest topics, digests, and other publications that meet the information needs of the wide spectrum of ERIC users. Each year, the clearinghouses produce approximately 250 publications. These publications are noteworthy for the collaborative ways in which they are produced, the extensive networks through which they are distributed, and the attention they receive from the field. Many publications result from partnerships between ERIC Clearinghouses and professional associations, private publishers, academic institutions, and other organizations. The clearinghouses' bestsellers for 1997 are listed on page 8; the titles of many recent ERIC publications are listed in the Seven Priorities section on pages 22–25.

The ERIC support components produce systemwide resources, including *The ERIC Review*, a free journal that reports critical trends and issues in education and new ERIC developments; a series of Parent Brochures; directories of education-related conferences and information centers; and products that help people use ERIC.

ERIC on the Internet

ERIC strives to provide easy and affordable access to education resources for a diverse, global audience. The Internet has been an ideal vehicle for making ERIC's resources available to busy students, parents, and professionals. Anyone with an e-mail account can use it to communicate with ERIC Clearinghouses, order ERIC documents, or send a question to the AskERIC question-answering service. (See the ERIC System Directory on pages 19–21 for a list of e-mail addresses.)

ERIC Web Sites. There are many ERIC Web sites, all linked by one systemwide site run by ACCESS ERIC at http://www.aspensys.com/eric. Internet users now visit ERIC Web sites more than 600,000 times each week to access resources that include.

- Hundreds of lesson plans.

- A calendar of education-related conferences.

- Full-text materials from a variety of organizations for parents.

- A test locator database.

- Virtual libraries of full-text materials on topics such as school violence and school-to-work transition.

Growth in Weekly ERIC Web Site Users Since 1993	
1993	300 users per week
1994	13,000 users per week
1995	37,000 users per week
1996	300,000 users per week
1997	500,000 users per week
1998	600,000 users per week

The high quality of ERIC Web sites is indicated by growth in usage (see table above) as well as by the numerous awards the sites have received. Following are some examples of what users can find at ERIC Web sites:

- A reading teacher might visit the ERIC Clearinghouse on Reading, English, and Communication Web site (http://www.indiana.edu/~eric_rec), where he would find exemplary lesson plans; an online magazine for parents and their children that

he could use to encourage them to read together; and an invitation to join READ-PRO, which is an electronic discussion group for reading professionals.

- A school principal could use the ERIC Clearinghouse on Educational Management Web site (http://eric.uoregon.edu) to find the full text of ERIC Digests on work teams, block scheduling, and leadership. Before deciding whether to subscribe to the K12ADMIN listserv, she could browse through recent messag posted to that listserv using the AskERIC listserv archives (http://ericir.syr.edu, plwebcgi/fastweb? searchform+listservs). Or if she's looking for alternatives to tracking and ability grouping, the ERIC Clearinghouse on Urban Education Web site (http://ericweb.tc. columbia.edu) offers a bibliography that can help her find relevant information.

- A school board member preparing for a meeting on improving student access to technology might check out the most recent publications on the ERIC Clearinghouse on Information & Technology Web site (http://ericir.syr.edu/ithome).

- A graduate student in early childhood education could search the ERIC database for information on the project approach and order the most relevant documents from the ERIC Document Reproduction Service Web site (http://edrs.com).

- A parent might check the National Parent Information Network Web site (http://npin.org) for monthly parent news items, book reviews, and conference listings as well as for articles on assessment, home literacy activities, and parent involvement in schools.

The fact that ERIC sites are regularly improved and updated has led to dramatic growth in their use, as indicated in the chart on page 9.

AskERIC. AskERIC is a personalized, Internet-based service that provides education information to teachers, librarians, counselors, administrators, parents, and others throughout the United States and the world. AskERIC began in 1992 as a project of the ERIC Clearinghouse on Information & Technology at Syracuse University, and in September 1997, AskERIC staff responded to their 100,000th question. AskERIC draws from the resources of the entire ERIC system and many other sources. Anyone needing the latest information on special education, curriculum development, or other education-related topics can simply "AskERIC" by sending a request to askeric@askeric.org. Information specialists send personal e-mail responses to questions within two working days. Responses include a list of ERIC citations that deal with the topic, relevant full-text materials (if available), and referrals to organizations and other Internet resources for additional information.

Anyone wishing to search for answers to education questions will discover an abundance of electronic resources at the AskERIC Virtual Library (http://www.askeric.org/virtual). These resources include lesson plans, AskERIC InfoGuides, ERIC Digests, education listserv archives, and much more. The ERIC database can also be searched online from the AskERIC Web site.

The AskERIC Research & Development (R&D) team includes professional staff members and Syracuse University graduate and undergraduate students who use cutting-edge technology to help AskERIC bring high-quality information services to the education community. The AskERIC R&D team has a wide variety of skills, including instructional design, materials development and evaluation, computer graphics design, organization of information resources, programming, and network administration. Current R&D projects

include developing real-time distance education over the Internet as well as developing customized searching tools and streaming audio and video.

Online ERIC Document Delivery. The ERIC Document Reproduction Service (EDRS) Web site (http://edrs.com) allows Internet users to search the ERIC database from their desktops; order documents during the same session; and request online delivery of recent, copyright-cleared documents. Electronic page images of ERIC documents are available in Adobe Portable Document Format (PDF); EDRS also provides links to the Adobe Acrobat Reader from its Web site.

Approximately 80 percent of the ERIC documents from 1993 to the present are available for online ordering and electronic delivery through the EDRS Web site. For another 15 percent, ERIC has permission to provide microfiche copies only, which can also be ordered online. About 5 percent of the documents are not available from EDRS; availability information is provided in the bibliographic record.

Listservs. ERIC is proud to be a catalyst in fostering dialog and information exchange through the creation and administration of electronic discussion groups. More than 40 listservs are currently managed by ERIC Clearinghouses, including ECENET-L (early childhood education), K12ADMIN (elementary and secondary school administration), and LM_NET (school library and media services). The ERICNews listserv provides subscribers with bimonthly updates on new ERIC publications and services. A list of ERIC-sponsored listservs with links to subscription information is available on the ERIC systemwide Web site at http://www.aspensys.com/eric/resources/listservs.html. Archives of many of these discussion groups are available at http://ericir.syr.edu/plweb-cgi/fastweb?searchform+listservs.

Special Projects

ERIC Clearinghouses and support components bring ingenuity and creativity to the ERIC system through a number of special projects. These projects are extensions of the core ERIC activities designed to improve access to a wide spectrum of education-related information.

Education Resource Organizations Directory. ACCESS ERIC assists the U.S. Department of Education by maintaining the database for the Education Resource Organizations Directory located on the Department's Web site (http://www.ed.gov/BASISDB/EROD/direct/SF). The Directory enables Internet users to search more than 2,100 national, regional, and state organizations, including information centers; comprehensive and technical assistance centers; and many other types of programs, services, and organizations. The ERIC Resource Collections and Education-Related Information Centers databases are searchable online as part of the Directory.

ERIC Search Wizard and Expert Searches. This state-of-the-art search engine (http://ericae.net/search.htm), developed by the ERIC Clearinghouse on Assessment and Evaluation, allows users to select terms from the *Thesaurus of ERIC Descriptors* to build effective, high-quality searches. The Wizard features seamless online ordering, readily available information on journal and document sources, multiple display options, an option to save citations to disk, and a "More Like This" option based on ERIC descriptors. The Wizard also allows users to load more than 80 prepackaged search strategies on current educational topics. The strategies were developed by expert reference librarians in the ERIC system. Users can adopt the strategies as a starting point or can revise them to suit their needs.

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Gateway to Educational Materials (GEM). The National Library of Education (NLE) is spearheading a consortium effort—GEM (http://www.geminfo.org)—which is a special project of the ERIC Clearinghouse on Information & Technology. The goal of GEM is to create an operational framework that will provide the key to "one-stop, any-stop" access to the thousands of lesson plans, curriculum units, and other educational materials on the Internet. To accomplish this, GEM created the K-12 meta-data standard for describing educational resources. GEM also provides software, training, and support so that GEM consortium members with Internet-based collections can easily use GEM to describe their resources. These descriptions are assembled in the Gateway Catalog (http://www.thegateway.org), which went online in February 1998, and currently includes more than 2,000 records. The catalog contains links to the materials, which creates easy access regardless of where the materials reside on the Internet.

National Parent Information Network (NPIN). NPIN is a special project of the ERIC Clearinghouse on Elementary and Early Childhood Education and the ERIC Clearinghouse on Urban Education. Begun in 1993 as an Internet site for parents (http://npin.org), NPIN services have since expanded to provide information via e-mail with the AskERIC program, through workshops, and through its toll-free telephone number (1-800-583-4135).

NPIN staff conduct workshops on Internet uses for parents, produce monthly issues of Parent News (NPIN's award-winning online publication for parents), produce ERIC Digests, moderate the PARENTING-L listserv, and continue to enhance one of the largest Internet sites for parents. Usage of the NPIN site in 1997 was 1,642,626 total hits.

Native Languages Project. The ERIC Clearinghouse on Rural Education and Small Schools conducted a special project to develop and publish a list of courses offered in American Indian and Alaska Native languages at postsecondary institutions. This list, titled *Native North American Language Instruction Offered at Institutions of Higher Education*, is available free from the clearinghouse. More than 50 different American Indian and Alaska Native languages are listed, along with contact information for the colleges and universities where each language is taught. In 1997, the clearinghouse also published a more comprehensive work, *Native Education Directory: Organizations and Resources for Educators of Native Americans.* In addition, the special project enabled the clearinghouse to post this larger directory on its Web page (http://www.ael.org/eric/ned.htm) and build in hotlinks to other Web pages (where available) for the organizations described on its page.

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NIFL-ESL Listserv. Since March 1995, the Adjunct ERIC Clearinghouse for ESL Literacy Education has moderated the NIFL-ESL listserv (http://www.cal.org/ncle/nifl-esl.htm), one of seven listservs hosted by the National Institute for Literacy as part of its LINCS project. With 517 subscribers as of January 1998, the NIFL-ESL listserv is a busy forum for discussion about teaching English to adult immigrants and about related educational policy issues.

Test Locator. Test Locator (http://ericae.net/testcol.htm) describes more than 11,000 assessment instruments and their availability. It is a joint project of the ERIC Clearinghouse on Assessment and Evaluation, the Library and Reference Services Division of the Educational Testing Service, the Buros Institute of Mental Measurements at the University of Nebraska in Lincoln, the Region III Comprehensive Center at George Washington University, and Pro-Ed test publishers.

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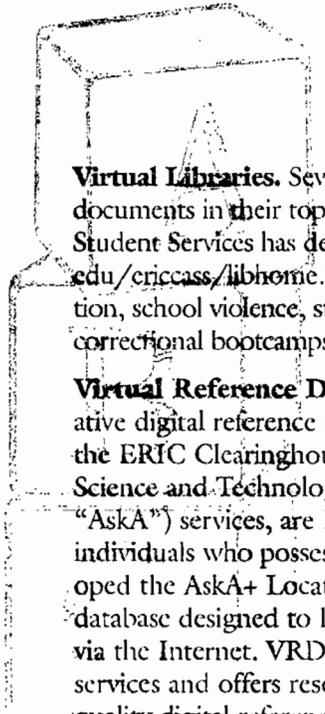
Virtual Libraries. Several ERIC Clearinghouse Web sites offer virtual libraries of full-text documents in their topic areas. For example, the ERIC Clearinghouse on Counseling and Student Services has developed 11 Web-based virtual libraries (http://www.uncg.edu/edu/ericcass/libhome.htm) on career development, cultural diversity, school-to-work transition, school violence, student learning and achievement, substance abuse, bullying in schools, correctional bootcamps, conflict resolution, depression and suicide, and youth gangs.

Virtual Reference Desk (VRD). VRD is creating the foundation for a national cooperative digital reference service (http://www.vrd.org). The project is sponsored by NLE and the ERIC Clearinghouse on Information & Technology, with support from the Office of Science and Technology Policy. Digital reference services, also called "Ask-An-Expert" (or "AskA") services, are Internet-based, question-and-answer services that connect users with individuals who possess specialized subject or skill expertise. The VRD project has developed the AskA+ Locator (http://www.vrd.org/locator/index.html), which is a searchable database designed to link students, parents, and educators to experts in a variety of fields via the Internet. VRD also seeks to aid organizations of all types in the creation of AskA services and offers resources and guidance to those interested in building and maintaining quality digital reference services.

Outreach and Training

The development of outreach activities, which are intended to attract new users to ERIC and to update experienced users on the latest ERIC products and services, has always been an important ERIC function. ERIC outreach efforts include exhibits and presentations education-related conferences. In 1997, ERIC Clearinghouse staff members participated in more than 650 education-related meetings and conferences and staffed exhibits at more than 90 gatherings, including the International Reading Association, the Association for Supervision and Curriculum Development, and the American Educational Research Association. ERIC components often use the "train-the-trainers" strategy by directing presentations to teacher educators, librarians, and others in a position to share ERIC information with groups.

ERIC directors, who are known for their expertise within their fields and are in demand as speakers and consultants, also help spread the word about ERIC. For example, Erwin Flaxman, director of the ERIC Clearinghouse on Urban Education, was interviewed about overcrowding in the schools for articles in *The American School Board Journal* and *The Miami Herald*. Susan Imel, director of the ERIC Clearinghouse on Adult, Career, and Vocational Education, is contributing editor to a column for the *Journal of Continuing Higher Education*. John Patrick, director of the ERIC Clearinghouse for Social Studies/Social Science Education, was named the first chairperson of the new Standing Committee on the NAEP in Civics, which reports to the National Center for Education Statistics and the National Assessment Governing Board.

ACCESS ERIC was created specifically to provide coordination and outreach. In addition to preparing informational publications about ERIC, ACCESS ERIC promotes system resources through media liaisons, mailings, and electronic activity. Among other 1997 outreach activities, ACCESS ERIC sent press kits to Parenting Publications of America, the umbrella group of more than 200 periodicals for parents; provided a chart of ERIC experts on various education topics to the Education Writers Association; and contributed an article about ERIC to *CEDR Forum*, the research newsletter of the Phi Delta Kappa education fraternity.

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Partnerships

ERIC has established more than 650 dynamic, mutually beneficial partnerships with institutions and organizations involved in collecting and disseminating information to the education community. ERIC Partners include, but are not limited to, associations, government agencies, federally funded programs, universities, research firms, private corporations, and libraries.

ERIC Partner organizations have agreed to promote ERIC, disseminate ERIC information through newsletters and journals, enhance the ERIC database through the addition of documents, and encourage joint projects such as workshops and conferences. In turn, these organizations enjoy special benefits from ERIC, such as VIP handling of their information requests, free or discounted ERIC publications, advance notice of materials distributed by the ERIC system, and technical assistance and support.

Major Partners include those organizations that provide funding for the Adjunct ERIC Clearinghouses. Sponsors are listed in the ERIC System Directory on pages 19–21. Adjunct ERIC Clearinghouses are associated with the ERIC Clearinghouse whose scope encompasses the narrower scope of the adjunct. The newest adjunct is the National TRIO Clearinghouse, which is sponsored by the National Council of Educational Opportunity Associations and is affiliated with the ERIC Clearinghouse on Higher Education. The TRIO Clearinghouse covers all areas of higher education access—including retention and recruitment issues—for first generation, low-income, and disabled students. TRIO programs include Upward Bound, Student Support Services, Talent Search, Educational Opportunity Centers, Veterans Upward Bound, Math-Science Centers, and the Ronald McNair Post-Baccalaureate Achievement program. Some focus areas of the TRIO Clearinghouse include family involvement in precollegiate TRIO programs, retention of TRIO students in postsecondary education, assessment of TRIO programs and program components, access and use of technology by TRIO students, and general issues of educational opportunity.

By coordinating efforts with public and private Partners, ERIC is able to provide enhanced products and services at no additional cost to the government or taxpayers. Agencies or organizations that are interested in education and are willing to distribute ERIC information may become partners by contacting ACCESS ERIC or the ERIC Clearinghouse that most closely reflects their interests. See pages 19–21 for a list of clearinghouse contact information or call 1–800–LET–ERIC (538–3742).

Trends

ERIC Clearinghouse directors were asked to report trends that are affecting ERIC and how ERIC is currently responding to these trends or might respond to them in the future. Each trend listed below reflects the experience of most or all of the clearinghouses.

TREND:

Increasingly more user have access to the Internet, and those users expect easy, instant access to -text information.

ERIC's RESPONSE:

Clearinghouses are expanding their Web sites to include bibliographies, factsheets, ERIC Digests, frequently asked questions, full-text virtual libraries, prepackaged ERIC search strategies, directories, extensive referral products and services, and links to additional resources in their scope areas.

The ERIC Document Reproduction Service now provides electronic delivery of most of the ERIC documents acquired since 1993. ERIC also sponsors several additional databases, including ERIC Digests Online, Test Locator, and the Gateway to Educational Materials (GEM). It is important to note that all clearinghouses continue to offer print publications and have toll-free phone numbers for users who do not have Internet access.

TREND:

The ERIC user base has expanded from primarily researchers and graduate students in the early years of ERIC to a continually and dramatically growing group of practitioners, students, and parents. People are now looking to ERIC for ideas, suggestions, and resources to help them with school-based problems.

ERIC's RESPONSE:

Clearinghouses are expanding their outreach to these groups by developing publications specifically for them and by making electronic services as user-friendly as possible, knowing that many people who find ERIC on the Internet have had no previous exposure to educational research and information systems.

TREND:
The expanding user base also includes more international users, many of whom are finding ERIC on the Internet.

> **ERIC's RESPONSE:**
> ERIC is increasing international outreach by participating in international meetings; translating Digests and other publications into Spanish, Chinese, and other languages; and forming partnerships with educational institutions in other countries.

TREND:
More people are coming to ERIC needing help managing the demands of an information society. Users need help evaluating the wealth of information available, understanding the range of information choices, developing the skills to access and select the most appropriate information, and making effective use of that information.

> **ERIC's RESPONSE:**
> ERIC is injecting its subject expertise into the information dissemination process by providing more evaluative materials such as critical issues publications, researchers' trend overviews, and summaries of best practices. ERIC special projects—such as GEM, the Virtual Reference Desk, and the Education Resource Organizations Directory (EROD)—are integrating information resources and services to make it easier for users to locate what they need and be assured that the resources meet certain standards for accuracy and consistent formats. Distance learning, teaching, and teleconferencing are areas that ERIC is beginning to address. More emphasis needs to be placed on the development of distance training—using technology to provide interactive, collaborative learning environments to train people to use ERIC and to convey subject knowledge in clearinghouse scope areas.

TREND:
The number of journals appropriate for coverage in the ERIC database continues to grow, with several ERIC Clearinghouses reporting that they are unable to cover all of the relevant journal literature within their current funding limitations.

> **ERIC's RESPONSE:**
> ERIC resources will have to be expanded to cover all of the relevant journal literature, or ERIC will have to be more selective about what is accepted for inclusion in the database.

TREND:

"Literature" is no longer just "printed." For example, conference presentations are often done in multimedia, Internet-based, panel, poster-session, and/or workshop formats and cannot be converted easily to paper copy and submitted to ERIC. More dissertations are being produced in a multimedia format that currently cannot be processed by ERIC. Many authors are posting their work on Web sites, and electronic journals are burgeoning. It has always been ERIC's policy to provide users with availability information; however, this presents a challenge for Internet-based material. One of the great challenges for ERIC to solve in the years immediately ahead is how to acquire, select, process, announce, and archive purely electronic entities as well as nonprint formats such as CD-ROMS, videotapes, audiotapes, and mixed-media formats.

ERIC's RESPONSE:

Since its founding in 1966, ERIC has been tasked with the challenge of capturing and ensuring the permanent availability of education documents, even decades after print copies have gone out of stock. Microfiche has long been used as the medium to support ERIC's archival function because it is relatively inexpensive, durable, and easy for libraries and information centers to store. Even now that ERIC has moved to electronic document delivery for some documents, the complete set of reproducible documents is still being stored on microfiche. One of the limitations of microfiche, however, is that it cannot be used to capture nonprint materials such as videos and CD-ROMs. For that reason, nonprint items have not been systematically included in ERIC.

The advent of Internet-based publishing has presented ERIC with new challenges. The ERIC Processing and Reference Facility reports that 50 percent of the documents that are sent to ERIC citing a URL (Web site address) where they are supposedly available are no longer available from those addresses when accessibility is checked. In some cases, ERIC is printing out electronic items to get printed pages that can then be captured on microfiche. One possible solution is for ERIC to begin archiving in electronic form instead of on microfiche. To accomplish this and to arrange for the components of ERIC to handle and process purely electronic entities will require considerable system redesign and, perhaps more importantly, additional funding for the new systems that will be required. Additional resources will also be required if ERIC is to provide comprehensive coverage of information that is in multimedia formats.

TREND:

User questions are becoming increasingly complex. Given the ease of accessing resources on the Internet, users who contact AskERIC and the ERIC Clearinghouses for help are asking more sophisticated questions. More staff ⁱme and subject area or technical expertise are required to answer these questions.

ERIC's RESPONSE:

Clearinghouse directors are constantly reevaluating staffing and staff development to maintain the necessary technical and subject matter expertise to respond to changing user needs. User services staff engage in content-intensive professional development by searching ERIC, other databases, and the Internet; consulting with ERIC colleagues; and attending training sessions within and outside the ERIC system. Partners, advisory board members, and other experts are also consulted as appropriate.

ERIC provides its question-answering (QA) staff with online support and reference tools such as the private QA listserv and Web site. QA staff also benefit from some of the same information services that members of the public use, including EROD; the GEM Web site; and Search Wizard, a publicly available, thesaurus-driven database on the Web.

ERIC System Directory

Federal Sponsor

The ERIC Program staff manage the ERIC system, coordinate systemwide activities, and establish ERIC system policies.

Educational Resources Information Center (ERIC)
National Library of Education
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208–5721
Phone: (202) 219–2289
E-mail: eric@inet.ed.gov
Web: http://www.ed.gov

Clearinghouses

Each of the 16 ERIC Clearinghouses specializes in a different subject area of education. The clearinghouses acquire significant literature within their particular scope; select the highest quality and most relevant materials; and catalog, index, and abstract these materials for input into the ERIC database. The clearinghouses also provide research summaries, bibliographies, information analysis papers, and many other products and services. Together, the 16 clearinghouses present the most comprehensive mosaic of education information in the country.

The two-letter acronyms following each clearinghouse's name reflect how they are referred to in the ERIC database. In many cases, the acronym is based on an old clearinghouse name—for example, Adult, Career, and Vocational Education used to be known simply as Career Education.

Adult, Career, and Vocational Education (CE)
The Ohio State University
1900 Kenny Road
Columbus, OH 43210–1090
Toll Free: (800) 848–4815, Ext. 2–7069
Phone: (614) 292–4353, Ext. 2–7069
E-mail: ericacve@postbox.acs.ohio-state.edu
Web: http://ericacve.org

Assessment and Evaluation (TM)
University of Maryland
1129 Shriver Hall
College Park, MD 20742
Toll Free: (800) GO4–ERIC (464–3742)
Phone: (301) 405–7449
E-mail: ericae@ericae.net
Web: http://ericae.net

Community Colleges (JC)
University of California at Los Angeles
3051 Moore Hall
P.O. Box 951521
Los Angeles, CA 90095–1521
Toll Free: (800) 832–8256
Phone: (310) 825–3931
E-mail: ericcc@ucla.edu
Web: http://www.gseis.ucla.edu/ERIC/eric.html

Counseling and Student Services (CG)
School of Education
201 Ferguson Building
P.O. Box 26171
University of North Carolina at Greensboro
Greensboro, NC 27402–6171
Toll Free: (800) 414–9769
Phone: (336) 334–4114
E-mail: ericcass@uncg.edu
Web: http://www.uncg.edu/edu/ericcass

Disabilities and Gifted Education (EC)
The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191–1589
Toll Free: (800) 328–0272
Phone: (703) 264–9474
TTY: (703) 264–9449
E-mail: ericec@cec.sped.org
Web: http://www.cec.sped.org/ericec.htm

Educational Management (EA)
5207 University of Oregon
1787 Agate Street
Eugene, OR 97403–5207
Toll Free: (800) 438–8841
Phone: (541) 346–1684
E-mail: ppiele@oregon.uoregon.edu
Web: http://eric.uoregon.edu

Elementary and Early Childhood Education (PS)
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Drive
Champaign, IL 61820–7469
Toll Free: (800) 583–4135
Phone: (217) 333–1386
TTY: (800) 583–4135
E-mail: ericeece@uiuc.edu
Web: http://ericeece.org
National Parent Information Network
Web: http://npin.org

Higher Education (HE)
The George Washington University
One Dupont Circle NW, Suite 630
Washington, DC 20036–1183
Toll Free: (800) 773–ERIC (3742)
Phone: (202) 296–2597
E-mail: eriche@eric-he.edu
Web: http://www.gwu.edu/~eriche/

Information & Technology (IR)
Syracuse University
4-194 Center for Science and Technology
Syracuse, NY 13244–4100
Toll Free: (800) 464–9107
Phone: (315) 443–3640
ERIC/IT E-mail: eric@ericir.syr.edu
AskERIC E-mail: askeric@askeric.org
ERIC/IT Web: http://ericir.syr.edu/ithome
AskERIC Web: http://www.askeric.org

Languages and Linguistics (FL)
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037–1214
Toll Free: (800) 276–9834
Phone: (202) 429–9292
E-mail: eric@cal.org
Web: http://www.cal.org/ericcll

Reading, English, and Communication (CS)
Indiana University
Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47408–2698
Toll Free: (800) 759–4723
Phone: (812) 855–5847
E-mail: ericcs@indiana.edu
Web: http://www.indiana.edu/~eric_rec

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Rural Education and Small Schools (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325-1348
Toll Free: (800) 624–9120
Phone: (304) 347-0400
TTY: (304) 347-0448
E-mail: ericrc@ael.org
Web: http://www.ael.org/eric

Science, Mathematics, and Environmental Education (SE)
The Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
Toll Free: (800) 276–0462
Phone: (614) 292-6717
E-mail: ericse@osu.edu
Web: http://www.ericse.org

Social Studies/Social Science Education (SO)
Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Toll Free: (800) 266–3815
Phone: (812) 855-3838
E-mail: ericso@indiana.edu
Web: http://www.indiana.edu/
~ssdc/eric_chess.htm

Teaching and Teacher Education (SP)
American Association of Colleges
for Teacher Education
1307 New York Avenue NW
Suite 300
Washington, DC 20005-4701
Toll Free: (800) 822–9229
Phone: (202) 293-2450
E-mail: query@aacte.org
Web: http://www.ericsp.org

Urban Education (UD)
Teachers College, Columbia
University
Institute for Urban and Minority
Education
Main Hall, Room 303, Box 40
New York, NY 10027-6696
Toll Free: (800) 601–4868
Phone: (212) 678-3433
E-mail: eric-cue@columbia.edu
Web: http://ericweb.tc.columbia.edu

Adjunct Clearinghouses
Adjunct ERIC Clearinghouses are associated with the ERIC Clearinghouse whose scope encompasses the narrower scope of the adjunct. Each adjunct identifies and acquires significant literature within its scope area. The clearinghouse with which the adjunct is associated then catalogs, indexes, and abstracts the documents for inclusion in the ERIC database. Like the 16 larger clearinghouses, the adjuncts provide free reference and referral services in their subject areas. They receive funding from sponsors outside of the ERIC system.

Child Care
National Child Care Information
Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Toll Free: (800) 616–2242
E-mail: agoldstein@acf.dhhs.gov
Web: http://nccic.org
Sponsored by: Child Care Bureau;
Administration for Children,
Youth, and Families; U.S.
Department of Health and
Human Services

Clinical Schools
American Association of Colleges
for Teacher Education
1307 New York Avenue NW,
Suite 300
Washington, DC 20005-4701
Toll Free: (800) 822–9229
Phone: (202) 293-2450
E-mail: icdalha@inet.ed.gov
Web: http://www.aacte.org/
menu2.html
Sponsored by: Ford Foundation

Consumer Education
National Institute for Consumer
Education
207 Rackham Building
Eastern Michigan University
Ypsilanti, MI 48197
Phone: (313) 487-2292
E-mail: Rosella.Bannister@
emich.edu
Web: http://www.emich.edu/
public/coe/nice
Sponsored by: National Institute for
Consumer Education, Eastern
Michigan University

Educational Opportunity
National TRIO Clearinghouse
National Council of Educational
Opportunity Associations
1025 Vermont Avenue NW,
Suite 900
Washington, DC 20005
Phone: (202) 347-2218 or
(202) 347-7430
E-mail: clearinghouse@
hq.nceoa.org
Web: http://www.trioprograms.org
Sponsored by: National Council of
Educational Opportunity
Associations

Entrepreneurship Education
The Center for Entrepreneurial
Leadership
Ewing Marion Kauffman
Foundation
4900 Oak Street
Kansas City, MO 64112-2776
**Toll Free: (888) 4–CELCEE
(423–5233)**
Phone: (310) 206-9549
E-mail: celcee@ucla.edu
Web: http://www.celcee.edu
Sponsored by: The Center for
Entrepreneurial Leadership,
Ewing Marion Kauffman
Foundation

ESL Literacy Education
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-1214
Phone: (202) 429-9292, Ext. 200
E-mail: ncle@cal.org
Web: http://www.cal.org/ncle
Sponsored by: U.S. Department of
Education, Office of
Educational Research and
Improvement

International Civic Education
Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Toll Free: (800) 266–3815
Phone: (812) 855-3838
E-mail: patrick@indiana.edu
Sponsored by: Center for Civic
Education

Law-Related Education
Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Toll Free: (800) 266-3815
Phone: (812) 855-3838
E-mail: tvontz@indiana.edu
**Web: http://www.indiana.edu/
~ssdc/lre.html**
Sponsored by: American Bar
Association's National Law-
Related Education Resource
Center

Service Learning
National Service Learning
Clearinghouse
University of Minnesota
R-460 VoTech Building
1954 Buford Avenue
St. Paul, MN 55108
Toll Free (800) 808-SERVe (7378)
Phone: (612) 625-6276
E-mail: serve@tc.umn.edu
**Web: http://www.nicsl.coled.
umn.edu**
Sponsored by: National Service
Learning Cooperative
Clearinghouse, University of
Minnesota

Test Collection
Educational Testing Service
Princeton, NJ 08541
Phone: (609) 734-5737
E-mail: mhalpern@ets.org
Web: http://ericae.net/testcol.htm
Sponsored by: Educational Testing
Service

U.S.-Japan Studies
Social Studies Development Center
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Toll Free: (800) 266-3815
Phone: (812) 855-3838
E-mail: japan@indiana.edu
**Web: http://www.indiana.edu/
~japan**
Sponsored by: Japan Foundation
Center for Global Partnership

Affiliate Clearinghouse
*This affiliated ERIC Clearing-
house follows ERIC policies and
procedures and performs many of
the functions of the 16 ERIC
Clearinghouses, focusing on four
areas related to educational facili-
ties: architecture, construction,
engineering, and finance.*

National Clearinghouse for Educational Facilities
ERIC Program Office
555 New Jersey Avenue NW
Washington, DC 20208-5721
Toll Free: (888) 552-0624
Phone: (202) 219-1655
E-mail: ncefinfo@edfacilities.org
Web: http://www.edfacilities.org

Support Components
*ERIC support components produce,
publish, and disseminate system-
wide ERIC products and services.*

ACCESS ERIC
2277 Research Boulevard, 7A
Rockville, MD 20850
**Toll Free: (800) LET-ERIC
(538-3742)**
Phone: (301) 519-5789
E-mail: accesseric@aspensys.com
**Web: http://www.aspensys.
com/eric**

ERIC Document Reproduction Service (EDRS)
DynEDRS, Inc.
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
Toll Free: (800) 443-ERIC (3742)
Phone: (703) 440-1400
E-mail: service@edrs.com
Web: http://edrs.com

ERIC Processing and Reference Facility
Computer Sciences Corporation
1100 West Street, Second Floor
Laurel, MD 20707-3598
Toll Free: (800) 799-ERIC (3742)
Phone: (301) 497-4080
E-mail: ericfac@inet.ed.gov
Web: http://ericfac.piccard.csc.com

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Special Focus: ERIC and the U.S. Department of Education's Seven Priorities

In his 1997 State of the Union address, President Clinton made it clear that his number one priority for the next four years is to ensure that Americans have the best education in the world. He issued a 10-point call to action for American education in the 21st century to enlist parents, teachers, students, business leaders, and local and state officials in this effort. Secretary of Education Richard Riley and senior Department officials developed seven priorities for the Department based on the President's call to action. These seven priorities are for all students in the United States:

1. *All students will read independently and well by the end of the third grade.*

2. *All students will master challenging mathematics, including the foundations of algebra and geometry, by the end of the eighth grade.*

3. *By 18 years of age, all students will be prepared for and able to afford college.*

4. *All states and schools will have challenging and clear standards of achievement and accountability for all children and will have effective strategies for reaching those standards.*

5. *There will be a talented, dedicated, and well-prepared teacher in every classroom.*

6. *Every classroom will be connected to the Internet by the year 2000, and all students will be technologically literate.*

7. *Every school will be strong, safe, drug free, and disciplined.*

The chart on the following pages lists some examples of the services, special projects, and publications from ERIC that address the seven priorities. For more information on these ERIC services, projects, and publications, contact ACCESS ERIC at 1-800-LET-ERIC (538-3742).

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Seven U.S. Department of Education Priorities for All Students in the United States	Related ERIC Services and Special Projects	Related ERIC Publications
Priority One: *All students will read independently and well by the end of the third grade.*	The ERIC Clearinghouse on Educational Management has prepared an article for *Principal* (the magazine of the National Association of Elementary School Principals) on the role of school leadership in implementing programs to improve reading.	More than 100 ERIC publications are devoted to reading and literacy issues, including: • *101 Ways To Help Your Child Learn To Read and Write* • *Critical Thinking, Reading, and Writing* • *Family ESL Literacy Programs*
	The ERIC Clearinghouse on Reading, English, and Communication and the ERIC Clearinghouse on Disabilities and Gifted Education played a major role in developing the *Learning To Read, Reading To Learn* campaign, which provided information about learning to read to more than 6,500 teachers, parents, and others.	
Priority Two: *All students will master challenging mathematics, including the foundations of algebra and geometry, by the end of the eighth grade.*	The ERIC Clearinghouse on Science, Mathematics, and Environmental Education has provided training and materials to mathematics teachers, specialists, and state supervisors on locating and using resources to improve mathematics instruction and assessment.	• *Creative Childhood Experiences in Mathematics and Science: Projects, Activity Series, and Centers for Early Childhood* • *Mathematics and Computer-Assisted Instruction* • *Reforming Mathematics Instruction for ESL Literacy Students* (in collaboration with the National Clearinghouse on Bilingual Education)
Priority Three: *By 18 years of age, all students will be prepared for and able to afford college.*	The ERIC Clearinghouse on Higher Education established a new Adjunct ERIC Clearinghouse sponsored by the National Council of Educational Opportunity Associations. The National TRIO Clearinghouse will increase the visibility and accessibility of resources for individuals interested in expanding opportunities for low-income, first generation, and disabled students to attend college.	• *College Planning for Gifted Students* (a bestseller, currently undergoing its third revision) • *Migrant Students Attending College: Facilitating Their Success* • "The Path to College" (a special topical issue of *The ERIC Review*) • *How To Choose a Community College* • "Implementing Effective Policies for Remedial and Developmental Education" (a topical issue in the *New Directions for Community Colleges* series)
	The ERIC Clearinghouse for Community Colleges collects, analyzes, and synthesizes information about remedial, developmental, and basic literacy programs that community colleges provide to prepare students for collegiate studies.	

| Seven U.S. Department of Education Priorities for All Students in the United States	Related ERIC Services and Special Projects	Related ERIC Publications
Priority Four: *All states and schools will have challenging and clear standards of achievement and accountability for all children and will have effective strategies for teaching those standards.*	Dr. John Patrick, Director of the ERIC Clearinghouse for Social Studies/Social Science Education, has assisted the National Center for Education Statistics and the National Assessment Governing Board in developing the National Assessment of Educational Progress projects in U.S. history and civics. The ERIC Clearinghouse on Counseling and Student Services sponsored a national conference on "Assessment for Change—Changes in Assessment" in January 1998. The ERIC Clearinghouse on Assessment and Evaluation maintains an extensive, annotated listing of high-quality assessment and evaluation sites on the Internet.	• "Language Teachers Align Curricula with Standards: Preliminary Results of a National Survey" *(ERIC/CLL News Bulletin:* September 1997) • *National Standards for School Health Education* • *Professional Standards Development: Teacher Involvement* • *National Standards for Civics and Government* • *Block Scheduling: Structuring Time To Achieve National Standards in Science and Mathematics* • *Portfolio Assessment: Missing Link in Student Evaluation*
Priority Five: *There will be a talented, dedicated, and well-prepared teacher in every classroom.*	The ERIC Clearinghouse on Teaching and Teacher Education: • Provides ERIC workshops for students at Coolidge High School for the Teaching Professions (Washington, D.C.) and sends clearinghouse publications to 11 other high school programs around the country that encourage minority and other students to enter the teaching profession. • Partners with the National Board for Professional Teaching Standards, National Council for the Accreditation of Teacher Education, National Staff Development Council, National Network for Educational Renewal, and The Holmes Group to copublish and identify authors and reviewers for clearinghouse publications. • Hosts the ERIC Adjunct Clearinghouse on Clinical Schools (professional development schools).	• *Diversifying the Teaching Force: Preparing Paraeducators as Teachers* • *Infusing Technology into Preservice Teacher Education* • *Professional Teacher Development and the Reform Agenda* • Set of 7 ERIC "Info Cards" (also posted on the Web) providing information for those interested in becoming teachers • *Supply and Demand of Teachers of Color*

BEST COPY AVAILABLE

Seven U.S. Department of Education Priorities for All Students in the United States	Related ERIC Services and Special Projects	Related ERIC Publications
Priority Six: *Every classroom will be connected to the Internet by the year 2000, and all students will be technologically literate.*	AskERIC and the ERIC Clearinghouse on Information & Technology collaborate with the American Association of School Librarians to host KidsConnect, a question-answering, help and referral service on the Internet for K-12 students. The ERIC Clearinghouse on Information & Technology also collaborates with AT&T's Learning Network to provide responses and online mentors to teachers who need help implementing education technology in their classrooms. The ERIC Clearinghouse on Rural Education and Small Schools contributed an article to an Appalachian Educational Laboratory policy brief on the 1996 Telecommunications Act and is disseminating the brief through its current newsletter and catalog. The ERIC Clearinghouse on Elementary and Early Childhood Education and the National Parent Information Network sponsored the 1997 Families, Technology, and Education conference in Chicago, Illinois.	• *The Bread and Butter of the Internet: A Primer and Presentation Packet for Educators* • *Local Area Networks for K-12 Schools* • *K-12 Technology Planning at State, District, and Local Levels* • *The National Information Infrastructure: Keeping Rural Values and Purposes in Mind* • *Information Literacy: Essential Skills for the Information Age*
Priority Seven: *Every school will be strong, safe, drug-free, and disciplined.* BEST COPY AVAILABLE	The ERIC Clearinghouse on Urban Education helped organize and presented at the Safe School Coalition's recent Gangs, Schools, and Community conference. The ERIC Clearinghouse on Counseling and Student Services has developed Internet-based virtual libraries of full-text materials on school violence, substance abuse, bullying in schools, correctional bootcamps, conflict resolution, and youth gangs.	• *Drug Abuse Prevention: School-Based Strategies That Work* • *HIV/AIDS Education in Teacher Preparation Programs* • *Preparing Teachers for Conflict Resolution in the Schools* • *Preventing Violence in Schools* • *School Violence: Risk, Preventive Intervention, and Policy* • *Comprehensive Guidance Programs That Work*

ERIC ANNUAL

The ERIC Budget

The ERIC system was reauthorized in 1994 as part of the Educational Research, Development, Dissemination, and Improvement Act.

The ERIC budget for Fiscal Year 1998 is $10 million. (This includes a six-month extension of the clearinghouse contracts.) These funds are allocated as follows:

■ 80% to the 16 ERIC Clearinghouses

■ 16% to the support components (ACCESS ERIC, the ERIC Processing and Reference Facility, and the ERIC Document Reproduction Service)

    4% for printing ERIC publications by the Government Printing Office, toll-free FTS phone lines, computer systems, etc.
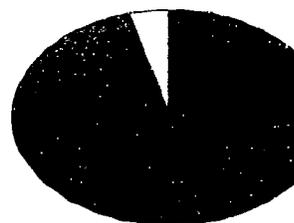
ERIC Clearinghouses use their funds for the following functions:

■ Database Development — 27%
    acquiring, selecting, cataloging, abstracting, and
    indexing documents and articles for the ERIC database

._ Clearinghouse Management — 16%
    covering day-to-day operating costs including salaries,
    supplies, and overhead

■ System Improvements and Special Projects — 15%
    incorporating into the ERIC system advances in technology and
    major special projects such as AskERIC and NPIN.

■ Publications — 15%
    producing ERIC Digests, major publications, bibliographies,
    newsletters, and journal columns

■ User Services — 14%
    responding to e-mail, phone calls, letters, and visitors' requests for information

■ Outreach and Training — 9%
    giving workshops, exhibits, and presentations on ERIC

    Travel and Per Diem — 3%
    traveling to ERIC system meetings for directors and technical staff and outreach and training events
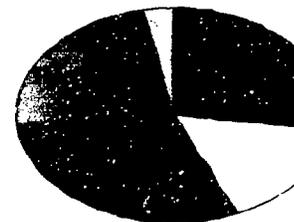
The ERIC budget is only a small part of the network of funding that ultimately makes ERIC accessible to millions of users. This network also includes:

■ ERIC components' host organizations, which traditionally contribute in-kind resources amounting to approximately 12 percent of the total ERIC budget.

■ Private companies and nonprofits that produce and sell the *ERIC Thesaurus*, *Current Index to Journals in Education*, ERIC documents on microfiche, and the ERIC database on CD-ROM. They provide funding for the Adjunct ERIC Clearinghouses and contribute high-tech equipment to support ERIC system enhancements.

■ University and public libraries that purchase the ERIC indexes. They pay for access to the ERIC database on magnetic tape, on CD-ROM, and from online vendors. They also purchase the ERIC microfiche collections and pay for computers, microfiche cabinets, and staff to bring ERIC to their customers.

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