Education and Child Development Studies
NORC’s department of Education and Child Development Studies has been at the forefront of high quality education research for more than 40 years, involving the full range of education-relevant populations, from preschool children to postgraduate doctorate holders. The scope of NORC’s education research methodologies has been similarly wide-ranging, including cross-sectional and longitudinal data collection and reporting, statistical modeling of individual and aggregate educational outcomes, transcript abstraction, and classroom observations. For the past several years, NORC has been the data collection contractor for the National Science Foundation’s Survey of Earned Doctorates annual census and the Survey of Doctorate Recipients panel study of the doctoral labor force. Some of the department’s notable studies conducted on behalf of the U.S. Department of Education include High School and Beyond (HS&B), the National Longitudinal Study of the High School Class of 1972 (NLS-72), the National Education Longitudinal Study of 1988 (NELS:88), and more recently, the National Longitudinal Study of No Child Left Behind (NLS-NCLB).

Then and now, NORC’s work provides reliable, evidence-based information to the government, private agencies, and other organizations to address critical education issues. The department is comprised of highly regarded education researchers who provide expertise in content knowledge, study design and data collection, and quantitative and qualitative data analysis and reporting. The Education staff builds on a tradition of delivering high quality social science research by maintaining active research agendas and integral ties with leaders in the education research community through NORC’s Joint Center for Education Research and other collaborative projects.

**Areas of Expertise:**
- Early childhood education
- Statewide Longitudinal Data Systems
- Elementary and secondary education
- College readiness
- Postsecondary education including higher education attainment and attrition
- Growth models
- Workforce readiness and labor force outcomes
- Teacher education and comprehensive school reform
- Teacher supply and demand
- Educational assessments

**Major Capabilities:**
- Telephone, mail, web, in-person, and mixed mode survey data collection
- Experimental design including randomized controlled trial and quasi-random methods
- Qualitative data collection including cognitive interviewing, focus groups, site visits, and classroom observations
- Study design and survey methodology including longitudinal and cross-sectional study design, and questionnaire design
- Policy analysis and program evaluation
- Performance measurement
- Database design and implementation
- Qualitative and quantitative data analysis
- Technical assistance and program support
- Data dissemination
Sample Projects

**National Survey of Early Care and Education (NSECE).** Funded by the Office of Planning, Research and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services, NSECE provides needed information about the provision of early care and education (ECE). NORC is surveying households and child care providers about the types of ECE providers, and the needs, constraints, and preferences of families with children as they seek and use non-parental childcare. NSECE will provide a current picture of the supply and demand for ECE programs and clarify the factors influencing parents’ child care choices. NSECE will allow researchers to merge data from families and providers at the local level — where the two meet and provide care. NORC is supported in NSECE by Chapin Hall at the University of Chicago, Child Trends, and Berkeley Policy Associates, as well as other valuable experts.

**National Center for Education Statistics (NCES) Expert Help Task.** The Education Statistics Support Institute (ESSI) Network provides NCES with the technical assistance and expert advice required to support its research mission. Within the ESSI Network, NORC has been awarded the NCES Expert Help Task and will be available to: 1) address unforeseen methodological and substantive problems related to data collection or analysis, 2) mount small exploratory studies to inform the development of performance work statements. Currently, NORC is supporting the development of a research and analysis agenda for the Statewide Longitudinal Data Systems (SLDS).

**Evaluation of the Growth Model Pilot Program under No Child Left Behind (GMPP).** The GMPP was an ambitious effort to improve how student achievement data are analyzed and used to assess schools and school system effectiveness. NORC’s evaluation of GMPP for the U.S. Department of Education built on the experiences and outcomes of a pilot group approved to measure students’ annual academic progress using growth-to-proficiency models instead of—or in conjunction with— current models based on the percentages of students meeting or exceeding proficiency levels in reading and mathematics. The GMPP found the use of growth models slightly increased the number of schools making Adequate Yearly Progress, and provided information to identify schools not on track.

**Survey of Earned Doctorates (SED) and Survey of Doctorate Recipients (SDR).** NORC conducts two related studies for the National Science Foundation focused on U.S.-trained research doctorate holders: SED and SDR. SED builds and maintains a census database of research doctorate holders since 1920 from U.S. academic institutions called the Doctorate Record File (DRF). NORC has conducted SED since 1997 and annually adds approximately 50,000 doctorates to the DRF. Sampled from the DRF, SDR is a biennial survey of over 40,000 science, engineering, and health doctorate recipients around the world, and provides key data on their education and career development. For SDR, NORC implements an innovative mixed-mode data collection protocol that integrates web, paper, and telephone mode options.

Other Projects

- Analysis Support for the Federal TRIO Programs
- National Longitudinal Study of No Child Left Behind
- Gates Millennium Scholars Tracking and Longitudinal Study
- Washington State Achievers Tracking and Longitudinal Study
- National Survey of Algebra Teachers
- Education and Transition to Adulthood
- High School and Beyond Followup Feasibility Study
- Evaluation of the National Science Foundation Graduate Research Fellowship Program
- School Improvement Status and Outcomes for Students with Disabilities Study
- Success Study of the Horatio Alger Association Scholarship Program
- Evaluation of the Information Technology Professionals in Health Care (“Workforce”) Program
SENIOR STAFF

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