

Archived Information

REGIONAL EDUCATIONAL LABORATORIES

Goal: To promote knowledge-based educational improvement to help all students meet high standards through development, applied research, dissemination, and technical assistance conducted with local, state, and intermediate agencies.

Relationship of Program to Volume 1, Department-wide Objectives: Program objectives relate to the Department's strategic Objectives 4.2 (partners receive needed support) and 4.3 (research knowledge base is available to support education reform and equity) in providing a range of services and up-to-date knowledge to support comprehensive school reform efforts.

FY 2000—\$65,000,000

FY 2001—Funds for the Regional Educational Laboratories are being requested under the Research, Development, and Dissemination Program. The total FY 2001 request is \$198,567,000.

OBJECTIVE 1: DEVELOP, ADAPT, AND ASSESS COMPREHENSIVE EDUCATION REFORM STRATEGIES IN SCHOOLS, DISTRICTS, AND STATES.

Indicator 1.1 Number of development sites: An increasing number of local or state sites will be engaged in collaborative development and demonstration of comprehensive reform-related efforts.

Targets and Performance Data						Assessment of Progress		Sources and Data Quality	
Year	Actual Performance					Performance Targets	Status:		
	Sites	Students	Teachers	Administrators	Parents				
1997:	494	83,147	5,899	512	14,437		Explanation: The number of sites where Laboratories and schools/districts/states are involved in comprehensive reform-related efforts increased from 494 in 1997 to 615 in 1998, and then decreased to 365 in 1999. The 1999 total reflects an overall decrease resulting from the deletions and additions of sites from 1997 to 1999 (i.e., older sites no longer were involved in development efforts). Significant increases in the numbers of students, teachers, and administrators reflect the Laboratories' new initiatives at the larger district and state level.	Source: Laboratory records and quarterly reports, 1999. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000. Validation Procedure: Data supplied by Laboratories. No formal verification procedure applied. Limitations of Data and Planned Improvements: ED relies on Laboratory records for these data.	
1998:	615	93,788	6,950	749	16,062				
1999:	365	538,865	37,550	5,169	10,148	Continuing increase			
2000:						Continuing increase			
2001:						Continuing increase			

Indicator 1.2 Student achievement: After 3 years of on-site development, sites will show increases in student achievement.

Targets and Performance Data			Assessment of Progress		Sources and Data Quality	
Year	Actual Performance	Performance Targets	Status:			
1999:	No data available	No previous target set	Unable to judge.			
2000:		Increased achievement trend from 1997 to 2000	Explanation: Student achievement data will be available in November 2000, before Laboratory contracts end in December 2000.			
2001:		Continued increase				

OBJECTIVE 2: PROVIDE PRODUCTS AND SERVICES AND DEVELOP NETWORKS AND PARTNERSHIPS IN SUPPORT OF STATE AND LOCAL REFORM.

Indicator 2.1 Customer Receipt of Products and Services: The circulation of products, receipt of services, and receipt of electronic material will increase annually from baseline levels.						
Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
Year	Actual Performance			Performance Targets	Status: 1999 data show significant increases in the numbers of clients receiving products and in Web site hits, and a decrease in the number of clients receiving face-to-face services.	Source: Laboratory records and quarterly reports, 1999. Frequency: Annually. Next Update: 2000.
	Products to # of Clients	Face-to-Face Services	Web Site Hits			
1997:	419,927	148,966	11,834,588		Explanation: More clients have access to the Internet and are being reached electronically in greater numbers.	Validation Procedure: Data supplied by Laboratories. No formal verification procedure applied.
1998:	988,055	178,555	19,305,052			
1999:	2,132,530	125,517	30,379,269	Continuing increase		
2000:				Continuing increase		
2001:				Continuing increase		

Indicator 2.2 Quality of products and services: At least 90 percent of clients sampled will report laboratory products and services to be of high quality.						
Targets and Performance Data			Assessment of Progress	Sources and Data Quality		
<i>Percentage of clients rating products and services to be of excellent or good quality</i>						
Year	Actual Performance	Performance Targets				
1997:	90.0%	Status: 1999 data are not yet available, but it is likely that the target will be met.			Source: Client surveys, 1999; ED external evaluation, 1999. Frequency: Annually. Next Update: 2000.	
1998:	90.1%					
1999:	No data available					90%
2000:						90%
2001:						90%
			Explanation: 1998 performance information and 1999 external evaluation indicate that Laboratory products and services are of consistent high quality.	Validation Procedure: Verified by ED attestation process and ED <u>Standards for Evaluating Program Performance Data</u> as well as by external evaluation.		
			Limitations of Data and Planned Improvements: None.			

KEY STRATEGIES
<p><u>Strategies Continued from 1999</u></p> <ul style="list-style-type: none"> ❖ In order to focus Regional Educational Laboratory work on implementing comprehensive school reforms and moving these reforms to scale, the Office of Educational Research and Improvement (OERI) establishes contract priorities for Laboratory work to focus on these initiatives. ❖ Laboratories develop and adapt an array of research-based products and services for use by schools, districts, and states. ❖ Laboratories provide a range of services from heightening awareness to more in-depth and sustained collaborative activities. <p><u>New or Strengthened Strategies</u></p> <ul style="list-style-type: none"> ❖ In order to implement effective, research-based comprehensive reform strategies, Regional Educational Laboratories will increase collaboration with state and local agencies. ❖ Laboratories will develop and adapt tested models, policies, and strategies for comprehensive school reform. ❖ In order to address the field needs for effective school reform practices, the Office of Educational Research and Improvement will encourage and support Laboratories to identify and disseminate exemplary and promising comprehensive school-reform practices. ❖ In order to leverage resources and move education reform efforts to scale, Laboratories will create and expand regional and nationwide networks and alliances with practitioners, policymakers, and other service providers.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ In order to promote collaboration on Department initiatives—such as work on the Reading Excellence Act (REA), professional development, and integration of technology into classroom practice—the Office of Educational Research and Improvement brokers Regional Educational Laboratory services to other Department offices, such as the Office of the Secretary, the Reading Initiative and the Professional Development Initiative, and the Planning and Evaluation Service.
- ❖ In order to help coordinate the work of various Department offices with the needs of practitioners in the field, the Laboratories are integrally involved in planning and implementing the Department’s Improving America’s Schools meetings around the country.
- ❖ The Office of Educational Research and Improvement assists in identifying opportunities for Laboratories to collaborate with other Federal agencies, such as the Department of Defense (DoD) Education Activity to plan and provide technology training for DoD teachers and administrators; with the Department of Health and Human Services to develop early childhood initiatives; and with the Department of Labor to develop school-to-work assessment instruments.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ In order to address the challenge of engaging the lowest performing schools in comprehensive school reform, the Regional Educational Laboratories initiate intensive work with schools on local “academic watch lists” and assist schools that are implementing comprehensive reforms through Obey-Porter legislation.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted—None.

Dropped—None.

From FY 2000 Annual Plan (last year’s)

Adjusted

- ❖ Objectives 1 and 2 and their Indicators were reworded for clarification.

Dropped

- ❖ Indicators 1.2, 1.3, 1.5, 2.1, and 2.5, as well as Objective 3 and its indicators, were dropped because the Department requested that the plan be shortened.

New—None.