

# Archived Information

## REGIONAL EDUCATIONAL LABORATORIES

<b>Goal:</b> 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.	<b>Funding History</b> (\$ in millions)			
	<b>Fiscal Year</b>	<b>Appropriation</b>	<b>Fiscal Year</b>	<b>Appropriation</b>
<b>Legislation:</b> Educational Research, Development, Dissemination, and Improvement Act of 1994, Part D (20 U.S.C. 941 (h)).	1985	\$14	2000	\$65
	1990	\$23	2001	\$65
	1995	\$41	2002 (Requested)	\$65

### Program Description

The Regional Laboratories, ten regionally-based organizations, are designed to develop, adapt, and assess comprehensive education reform strategies in schools, districts, and states and to provide products and services and develop networks and partnerships in support of state and local reform by conducting applied research; developing strategies, programs, and materials; and providing technical assistance in response to the specific needs of schools, districts, and state education agencies. The laboratories test theory, develop ideas, and apply new knowledge to practice. Using the knowledge base generated by their work and that of centers and others in the field of education research, they help to generate sound solutions to the immediate problems of customers in their regions.

Laboratory contracts are made with public or private nonprofit entities for a five-year period. Guided by a governing board representing stakeholders in its region—educators, business leaders, state officials, and community members—each Laboratory's work is shaped by the concerns, issues, opportunities, and special attributes of its region.

For more information, please visit the program Web site at: [http://www.ed.gov/prog\\_info/Labs/](http://www.ed.gov/prog_info/Labs/)

## Program Performance

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

<b>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.</b>								
Targets and Performance Data						Assessment of Progress	Sources and Data Quality	
Year	Actual Performance					Performance Targets	<p><b>Status:</b> There was a significant increase in the number of students, teachers, and administrators involved with Labs in 1999 and 2000 in comprehensive reform-related efforts, owing to the increased scale of several sites (i.e., districts and intermediate agencies). The lower number of parents in 1999-2000 is due primarily to the addition of districts and intermediate units that are more focused on school personnel/students. Numbers remained somewhat constant from 1999-2000 as labs completed five-year contracts.</p> <p><b>Explanation:</b> The substantial increase in the number of students, teachers, and administrators involved with Labs in 1999 and 2000 reflects several development efforts that were taken to scale in several district, intermediate agency, and statewide initiatives.</p>	<p><b>Source:</b> Laboratory records and quarterly reports, 2000. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> Unknown.</p> <p><b>Validation Procedure:</b> Data supplied by Laboratories. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> The Education Department relies on Laboratory records for these data.</p>
	Sites	Students	Teachers	Administrators	Parents			
1997:	494	83,147	5,899	512	14,437			
1998:	615	93,788	6,950	749	16,062			
1999:	606	538,865	37,550	5,169	13,697	Continuing increase		
<b>2000:</b>	<b>630</b>	<b>545,612</b>	<b>34,923</b>	<b>5,029</b>	<b>13,024</b>	<b>Continuing increase</b>		
2001:						Continuing increase		
2002:						Continuing increase		
<b>Indicator 1.2 Student achievement: After 3 years of on-site development, sites will show increases in student achievement.</b>								
Targets and Performance Data			Assessment of Progress		Sources and Data Quality			
Year	Actual Performance		Performance Targets		<p><b>Status:</b> Data suggests that long-term participation as Lab development sites may result in improved student performance. Sites with shorter periods of participation with Labs report positive student impact in a smaller percentage of cases.</p> <p><b>Explanation:</b> While a larger percentage of school sites with longer-term collaborative work with Labs report positive student impact than those with shorter-term work, it is significant that, even with fewer than three years of collaborative efforts, half of the sites report positive student impact.</p>	<p><b>Source:</b> State or local assessments, 2000. <i>Frequency:</i> Annually, after 3 years of onsite development. <i>Next collection update:</i> 2002. <i>Date to be reported:</i> Unknown.</p> <p><b>Validation Procedure:</b> Data supplied by Laboratories. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> Based on Laboratory reporting. In the future, The Education Department may follow up with surveys to sites.</p>		
1999:	No Data Available		No previous target set					
<b>2000:</b>	<b>Data from 359 sites indicate that 93 were involved in Lab initiatives for 3 or more years; of those, 34 reported impact data. Of 34, data from 27 sites (79%) showed improved student achievement. Of 266 sites involved for less than 3 years, 103 reported impact data; of those, data from 52 sites (50%) showed improved student achievement.</b>		<b>Increased achievement trend from 1997 to 2000</b>					
2001:			Continued increase					

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

<b>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.</b>						
Targets and Performance Data				Assessment of Progress	Sources and Data Quality	
Year	Actual Performance			Performance Targets	Status: 2000 data show the continued shift in how Laboratory products and services are disseminated as access to the Labs' websites continues to increase. Individual contacts with the Laboratories (adding together products, services, and website hits) have increased substantially from 32,637,316 in 1999 to 37,591,282 in 2000.	Source: Laboratory records and quarterly reports, 2000. Frequency: Annually. Next collection Update: 2002. Date to be reported: Unknown.  Validation Procedure: Data supplied by Laboratories. No formal verification procedure applied.  Limitations of Data and Planned Improvements: The Education Department relies on Laboratory records for these data.
	Products to # of Clients	Face-to-Face Services	Web Site Hits			
1997:	419,927	148,966	11,834,588			
1998:	988,055	178,555	19,305,052			
1999:	2,132,530	125,517	30,379,269	Continuing increase		
<b>2000:</b>	<b>1,635,492*</b>	<b>127,162</b>	<b>35,828,628</b>	<b>Continuing increase</b>		
2001:				Continuing increase	<b>Explanation:</b> *Data for 2000 are reported for the 9 months of January-September which accounts for the smaller number of clients receiving products and services in 2000. As evident in both 1999 and 2000, more clients have access to the Internet and are being reached electronically in greater numbers.	
2002:				Continuing increase		
<b>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.</b>						
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>				<b>Status:</b> Target was met in 1997-98 but not in 1999-2000.	<b>Source:</b> Client surveys, 2000; the Education Department external evaluation, 1999. Frequency: Annually. Next collection update: 2002. Date to be reported: Unknown.  Validation Procedure: Data supplied by Laboratories. No formal verification procedure applied.  Limitations of Data and Planned Improvements: The Education Department relies on Laboratory records for these data.	
Year	Actual Performance		Performance Targets			
1997:	90.0%			<b>Explanation:</b> In 2000, two Labs requested feedback on a targeted sample of products considered to be problematic in content or presentation that caused the overall quality rating to fall. These two Labs used this information to make improvements as part of their continuous improvement, quality assurance systems. These data suggest that the Lab system would benefit from further internal review and reflection on the quality of products and services.		
1998:	90.1%					
1999:	88.3%		90%			
<b>2000:</b>	<b>84.3%</b>		<b>90%</b>			
2001:			90%			
2002:			90%			