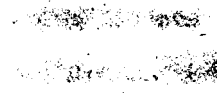
NATIONAL CENTER FOR EDUCATION STATISTICS

Survey Report **March 1990**

Use of Educational Research and Development Resources by Public School Districts

Contractor Report



Data Series:
FRSS–34

U.S. Department of Education
Office of Educational Research and Improvement

NCES 90-084

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Contractor Report

Bradford Chancy
Elizabeth Farris
Westat, Inc.

Data Series:
FRSS-34

U.S. Department of Education
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March 1990

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Highlights

In January 1989, an FRSS survey was sent to a probability sample of public school districts in the United States concerning their receipt and use of research and development (R&D) resources. Following are the major results.

- Public school districts vary widely in the extent to which they are aware of, receive, and use R&D resources produced by four major programs within the U.S. Department of Education's Office of Educational Research and Improvement (OERI).
  - 82 percent recognized ERIC Clearinghouses;
  - 72 percent recognized Regional Educational Laboratories;
  - 65 percent recognized National Diffusion Network (NDN) State Facilitators; and
  - 64 percent recognized National Research and Development Centers.

  More broadly, 42 percent of the districts recognized all four types of programs, while 9 percent did not recognize any of them.
- Of those school districts recognizing a given OERI R&D program, most reported receiving services, products, or both from that program:
  - 67 percent from ERIC Clearinghouses;
  - 66 percent from Regional Educational Laboratories;
  - 61 percent from NDN State Facilitators; and
  - 52 percent from National Research and Development Centers.
- The resources that were received from these programs were typically used either infrequently or somewhat frequently. For ERIC, NDN, and the Centers, the most common response was that the resources were used infrequently. For the Laboratories, essentially equal proportions of the districts used the resources somewhat frequently or infrequently.
- Of those districts receiving R&D resources from Regional Educational Laboratories, 84 percent received at least some resources that were free, and 60 percent either entirely paid for or shared the cost of some resources.
- There was also great variability in district responses on receipt of R&D resources from *any* source, including but not limited to the OERI-funded programs. An estimated 23 percent reported they received R&D resources in each of six designated content areas, while 21 percent did not report receiving R&D resources in any of these areas over the survey time period (since September 1987).

- Across the six content areas, from 38 to 62 percent of the districts had received R&D resources from some source. The resources that were received were generally considered either very useful or somewhat useful.

- Districts said future R&D resources will be needed most in the areas of staffing and staff development, and in curriculum.

- In an open-ended question, respondents were asked to list one R&D resource received since September 1987 that had been particularly useful. These data cannot be used to produce national estimates because of the open-ended nature of the question, the limited agreement among the responses, and the possibility of bias when using a questionnaire primarily devoted to OERI resources. Some unweighted results from the data are:

  - Of the 70 percent of the respondents who identified an R&D resource as "particularly useful," 55 percent mentioned at least one resource produced under U.S. Department of Education auspices, 27 percent an item from educational organizations, 16 percent an item from State government units, and 6 percent an item that could not be classified according to its source. (Some districts gave more than one response, and some resources had more than one source.)

  - By content area, 27 percent of responding districts mentioned resources concerning school and classroom management as "particularly useful," 18 percent concerning student populations, 12 percent concerning staffing and staff development, 6 percent concerning student testing and evaluation, 3 percent concerning early childhood education, 7 percent concerning other content areas, and 8 percent gave responses that could not be classified.

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Acknowledgments

The survey was performed under contract with Westat, Inc., using the Fast Response Survey System (FRSS). Westat's Project Director was Elizabeth Farris, and the Survey Manager was Bradford Chaney. The following are with OERI, U.S. Department of Education: Fay Nash and Jeff Williams were the NCES Project Officers and Jeff Williams was the NCES Survey Manager; the data requesters, who participated in the survey design, were Charles Stalford and Joyce D. Stern of Programs for the Improvement of Practice. The primary report reviewer and editor was Joyce Stern (PIP). Mrs. Stern also coded all entries by provider and content area for the open-ended question. Other reviewers were Charles Stalford (PIP), Robert Thomas (Information Services--ERIC), Jim Fox (Office of Research--Centers), Diane Young and Lois Weinberg (PIP--NDN), and staff from the nine Regional Laboratories and PIP institutional liaisons to the Laboratories. The NCES Publications Review Panel consisted of Lisa Avallone (Crosscutting Education Statistics and Analysis Division), Macknight Black (Postsecondary Education Statistics Division), Dennis Holmes (The McKenzie Group and George Washington University), Joyce Stern (PIP), Douglas Wright (Statistical Standards and Methodology Division), and Ching Yu (Elementary/Secondary Outcomes Division). Editing and formatting assistance was by Margery Martin of Information Services.

Background

The mission of the Office of Educational Research and Improvement (OERI) within the Department of Education is to strengthen the link between research and teachers, administrators, policymakers, and others trying to improve the quality of education. Among the many projects funded by OERI to carry out this mission are four major programs that are designed to bring current research and research-based educational improvement information to teachers, school administrators, researchers, and others. The programs are Regional Educational Laboratories, National Research and Development Centers, the Educational Resources Information Center system (ERIC), and the National Diffusion Network.

- Regional Educational Laboratories are designed to play a pivotal role in moving research into practice. They carry out school and classroom improvement activities based on educational research by providing a range of services and by conducting applied research. The services include knowledge dissemination and utilization, technical assistance, and professional development services to clients in their regions. Currently, there are 9 Laboratories serving the 10 regions of the United States (1 Laboratory serves 2 regions). Operated by private, non-profit organizations, Laboratories vary widely in their approaches and organizational contexts, including the degree to which they target school districts as direct clients and their degree of support from OERI and other sources.

- National Research and Development Centers conduct long-term, targeted research on topics of national significance. In so doing, their purpose is to expand the knowledge base for educational practice and thus contribute to the improvement of American education. Centers serve a varied clientele, including researchers, policymakers, and education practitioners. The latter group is reached through newsletters, guidebooks, conferences, and workshops that summarize research and describe its practical implications. Centers are located throughout the country and typically focus on a particular topical area (e.g., the Reading Research and Education Center).

- The Educational Resources Information Center system (ERIC) is a national education information system offering the world's largest education literature database. As such, OERI describes it as central to OERI's dissemination mission. ERIC operates through 16 subject-specialized clearinghouses that collect and analyze literature and publish information products, and through a central editing and computer facility, a document reproduction service, ACCESS ERIC (a central contact point into the system), and a commercial publisher.

- The National Diffusion Network (NDN) is a Nation-wide dissemination system designed to help all levels of educational institutions improve curriculum and instruction through the installation of thoroughly proven programs and practices. The selected programs and their Developer Demonstrators are linked to local schools by a State

Facilitator (or the Private School Facilitator) who serves as the broker or agent for both parties until the new program is operative. Content areas covered by Developer Demonstrator projects include reading, mathematics, science, and special education, and reflect most age and ability levels. The Facilitators also may provide information about ERIC, Laboratories and Centers, and R&D projects. For this report, respondents were asked about Facilitators only.

Objectives of This Study

This questionnaire was designed to obtain information for two purposes--first, to determine the receipt and use by public school districts of R&D resources from OERI-funded programs and other sources, and second, to learn about school districts' future needs for R&D resources in various areas of education. Because representative data about school districts' use of R&D resources are not generally available, the objective of this report is to provide general-purpose descriptive information. The study is intended also to provide OERI with insights about the kinds of services that Regional Laboratories and other OERI programs should offer in the future.

Data from this survey are intended to answer three principal questions:

- To what extent have school districts recently received and used R&D resources (services and products) provided by the four principal OERI programs?
- For what content areas have school districts received R&D resources from *any* source (including, but not limited to the four OERI programs); how useful have the resources been; and in what content areas will districts most need R&D resources in the future?
- What R&D resources have school districts found particularly useful, who provided them, and what were the content areas?

The study also seeks information about the extent to which school districts have paid for R&D resources from Regional Laboratories or have received them free.

Study Design Issues

The measurement of districts' use of R&D resources is a relatively complicated task, because R&D resources may be received at several different locations within a single school district, and may not be clearly identified as to their original source. Getting actual counts of all R&D resources at all locations within a district would be the ideal approach, but was beyond the scope of this survey. Instead, this survey focused on districts' perceptions of their receipt and use of R&D resources. Perceptions, of course, are different than counts: some resources might be misidentified, and other resources might be forgotten. To the extent that perceptions are incorrect, the most likely result would be underestimates of the amount of R&D resources received and used. This is because maintaining high visibility is not necessarily a goal of the four OERI programs. Products of these programs may be distributed indirectly through other organizations without the original source of the products ever being noted. Also, R&D resources may be requested and used by many different individuals within a school district, so that no single individual may be aware of all of a districts' uses of R&D resources.

To limit the problems that might occur from measuring inaccurate perceptions, three steps were taken for this survey. First, districts were given a list of the OERI programs and asked to indicate whether or not they recognized the programs. Only districts recognizing the programs were asked to provide information on what had been received. Readers should therefore be aware that statistics presented in this report typically do not refer to all districts in the United States, but only to those districts that recognize the particular program under discussion.[1] The next section will show that recognition of the OERI programs ranged from two-thirds to four-fifths of the districts.

Second, districts were asked to state whether their responses for each OERI program reflected only directly received resources or also included indirectly received resources. Districts were urged to include indirectly received resources, if possible. No attempt was made to determine the relative numbers of resources received directly as compared with those received indirectly; rather, these statistics were collected to measure the completeness of the data in reflecting all R&D resources received from the programs. The next section indicates that 59-73 percent of the districts recognizing the OERI programs were able to allow for indirectly received resources, while the remaining districts may have received additional R&D resources that are not reflected in the statistics in this report.

Third, in order to minimize underestimates based on incomplete knowledge by individual respondents, respondents were asked to consult with others in the district before completing the questionnaire. Problems would be most likely in large districts because of the greater number of potential users who might not have been included; however, because large

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[1] In fact, even for those districts that recognized these programs, the receipt and use of resources might be underestimated to the degree that districts might not identify *all* R&D resources received from any one program. Districts' ability to include all resources will be discussed in a later section of this report.

districts generally reported a higher rate of use of R&D resources than small districts, underreporting based on insufficient contacts does not appear to have been a significant problem.[2]

In short, the majority of districts were able to recognize the OERI programs, and the majority of *them* were able to provide data that included received resources. Yet these data do not necessarily reveal the full extent of districts' receipt and use of R&D resources. By way of illustration, it is known that at least one such resource, albeit a modest one, was not considered in at least some respondents' answers to this survey. AU public school districts are sent copies of *Research in Brief,* an OERI R&D publication series that either summarizes a larger work or presents a single research finding. (It is not specifically identified with any of the four OERI programs discussed in this report.) Yet a later section of this report shows that one-fifth of the districts did not indicate having received R&D products or materials from *any* source. There area number of possible reasons receipt of this OERI series was not accounted for. The person completing the survey may not have perfect recall about all R&D materials received. Indeed, that person may not necessarily be the one in the district who had received the resource. But the example does suggest that there may be other R&D resources from the host of possible providers that were not accounted for. The point being made here is that estimates in this report should not be considered to include all R&D resources that districts may have received.

Another design issue was that, because each Regional Educational Laboratory has a particular regional focus, the text and tables are designed to facilitate regional comparisons. The sampling design was adjusted to provide for at least 100 districts within each region, but some regions remain relatively small in terms of the number of districts sampled. Thus, data presented for the individual regions should not be considered to have the same level of precision as that found for the overall statistics (or even for the breakdowns by metropolitan status and enrollment size). This is particularly true for those statistics that are based only on selected districts (e.g., only those districts recognizing a particular program), since there is a reduced denominator from which to calculate percentages. An asterisk (*) is used for those estimates in the text of this report where the small number of cases has resulted in less precise estimates. Additional detail on the sampling and standard errors can be found at the end of this report.

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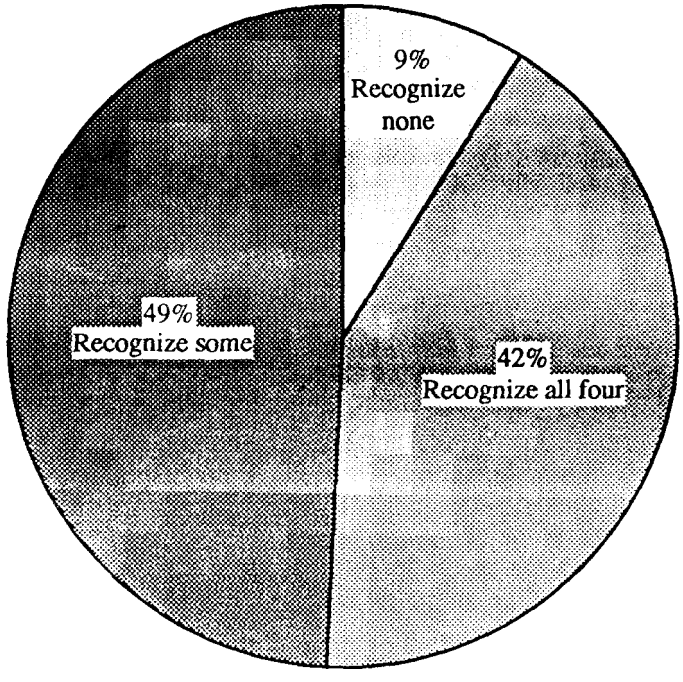
[2] A failure to contact other users of R&D resources would be most likely among those respondents who answered over the telephone (perhaps rushing to provide immediate answers). Statistics comparing the responses of those interviewed by telephone with those responding by mail show that those interviewed by telephone were somewhat more likely not to recognize the Labs, ERIC, and NDN, and somewhat less likely to report receiving R&D resources from ERIC. This tends to confirm that additional recognition and receipt of resources would have been detected if more people had been contacted within each district. However, the magnitude of the differences between the telephone and mail responses was generally small, so it is not likely that the total percentages would have changed substantially.

Districts' Awareness of OERI-Funded Educational R&D Resources

Districts were asked to state whether they ***recognized*** (were aware of) each of the four OERI-funded educational R&D programs[3]. Overall, 9 out of 10 districts recognized at least 1 of the 4 programs; more specifically, 42 percent of the districts said they recognized all of them, roughly half of the districts (49 percent) were able to recognize some, and 9 percent were unable to recognize any of them (figure 1). The most frequently recognized were ERIC Clearinghouses (82 percent) and Regional Laboratories (72 percent; table 1). Less often recognized, but still by a majority, were NDN Facilitators (65 percent) and National Research and Development Centers (64 percent).

Figure 1.-- Districts' recognition of four OERI R&D programs: United States, 1989



NOTE: The four OERI programs were ERIC Clearinghouses (82% recognition), Regional Educational Laboratories (72%), NDN State Facilitators (65%), and National Research and Development Centers (64%).

[3]To help districts in correctly identifying these programs, the questionnaire was accompanied by a list of all Regional Educational Laboratories, National Research and Development Centers, and ERIC Clearinghouses, and a definition of NDN State Facilitators. This information may be found at the end of this report.

Methods of Receiving R&D Resources

School districts receive research and development resources in two basic ways, directly and indirectly, and these may have different effects on district recognition. Districts' recognition may also be affected by other factors, including their role in providing funds for R&D resources.

Direct Receipt of Resources

Many school districts receive R&D resources directly from these OERI programs. This is true even in the case of Regional Educational Laboratories, which are contractually directed by OERI to work "with and through" established educational entities with a substantial portion of their resources. Districts have considerable opportunity for direct interaction with two other programs: ERIC may be accessed on-line or by CD-ROM through terminals at libraries and other locations to identify and obtain research reports and other information, and NDN State Facilitators are contacted directly for advice on identifying model programs that suit a district's needs. Because of the mission of the National Research and Development Centers to conduct research, instances of the Centers working directly with school districts are relatively less common, though later sections of this report will demonstrate that such contacts do occur.

The direct receipt of R&D resources from one of these programs may increase district awareness of the program. Direct receipt and high awareness may be most likely for those districts reporting they received *services* from these programs (such as seminars or training sessions, which involve personal contact with the supplier). In contrast, the receipt of OERI *products*, such as written reports, may be less likely to create an awareness of the OERI program, especially when such products reach the district through a third party.[4] Of those districts that received resources from the Regional Laboratories, 72 percent received services (either alone, or together with products). Similarly, services were obtained by 65 percent of districts receiving resources from Centers, by 71 percent of those using ERIC, and by 64 percent receiving resources from NDN Facilitators.[5]

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[4] The questionnaire defined *services* as including technical assistance, training, literature searches, and responses to inquiries, while products included publications, bulletins, and research reviews that contain R&D findings.

[5] These estimates are not included in the tables. Estimates (with a small rounding error) may be calculated by adding the percentage of districts reported as having received services only, or both products and services (from tables 3, 5-7), and dividing the sum by the percentage receiving R&D resources from the program (from table 2).

Indirect Receipt of Resources

School districts may acquire information and resources from these programs in a large variety of other, less direct ways. For example, Regional Educational Laboratories are required to use a substantial portion of their funds to work "with and through" established educational entities such as State departments of education, so districts may receive resources in the form of services or products from the State, rather than directly from the Laboratories. In these instances, a Laboratory's role may be "invisible" to the districts. The original source of the resources may not be clearly indicated, and even if the source is indicated, districts that receive materials from their State agencies may have little reason to note the Laboratory's involvement. One district indicated in an interview that its interest was in having a particular question answered, not in the source of the information. Even when a district initiates a request for information, the district may know only the name of an individual and a telephone number, and may not know what program was the provider.

The three other OERI-supported programs also may provide R&D resources in an indirect manner, depending on the nature of the program, its mission, and the target audience or users. The Centers, for example, have relatively limited direct contact with schools or school districts. State departments or professional associations may sponsor a teacher workshop and invite Center staff to make a presentation on some aspect of research. A Center report representing years of research may reach a district through an independent consultant. A new curriculum based on the work of a Center may be adopted by a school system. A textbook publisher may integrate Center research findings or applications in publications, or may organize the presentation of material based on developments in learning theory from a Center. In such cases, the perceived role of the Centers may be obscure or unrecognized.

In the case of ERIC, a product may reach a district as part of a State initiative on a subject area. Information on a topic may also be requested by a district from a researcher at the State level who uses ERIC to obtain it. Again, the source may be obscured from the perspective of the district. (On the other hand, ERIC contains abstracts of publications produced by the Labs, Centers, and NDN, and a printed copy of the full document may be obtained from the ERIC Document Reproduction Service. Thus, ERIC may be the means by which the information from Labs, Centers, and NDN is acquired. The person obtaining the information may remember that ERIC was used and not take note of the original source.) Lastly, regarding NDN, individuals may learn of a particular project from the project itself, from the NDN catalogue, *Educational Programs That Work*, or through ERIC and thus bypass the NDN State Facilitator.

When products are received indirectly, districts may have less reason to recognize the OERI programs that originally produced them. They also may have less awareness of what resources they have received, even if they do recognize the programs. Between 59 percent and 73 percent of districts recognizing the respective OERI programs were able to include indirectly received resources in the responses (table 2). For the case of districts that reported they had received resources from a program, the great majority were able to include indirectly received resources in their responses: 89 percent for Regional Educational Laboratories, 86 percent for NDN Facilitators, 84 percent for ERIC, and 83 percent for National Research and Development Centers (not in tables). Thus, information on the frequency of use of R&D resources should be relatively accurate for these districts, since they could generally provide comprehensive answers. On the other hand, a relatively substantial number of districts who did *not* report receiving resources also did not include indirectly received resources in their responses; thus, some of those districts might actually have received resources from the programs, but have not been aware that they had. Information on how these districts affect estimates on the receipt of resources will be presented in a later section.

District Payments Related to Awareness of R&D Resources

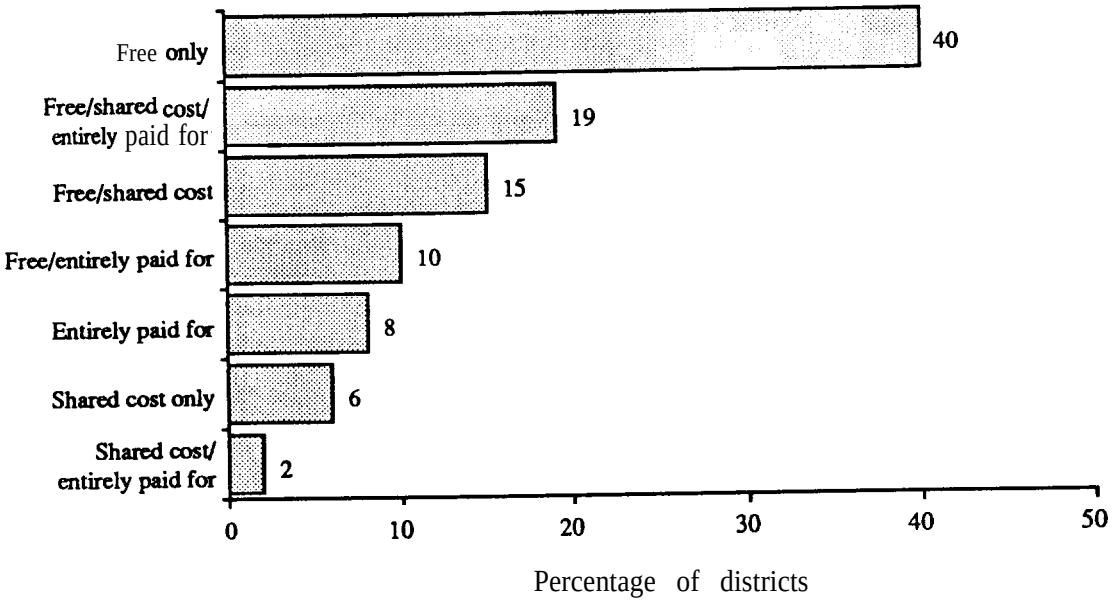
Another factor facilitating recognition of these OERI programs involves the districts' payments for some or all of the costs of a resource. Paying of a fee would heighten awareness of the source, and suggests that the request for resources may have been initiated by the district. An estimated 60 percent of all districts reporting they had received R&D resources from the Regional Laboratories paid for at least part of the cost (figure 2). Information on the extent to which districts paid for services from the other programs was not sought. (Additional discussion of the funding arrangements for procuring Laboratory resources appears in the next major section of this report.)

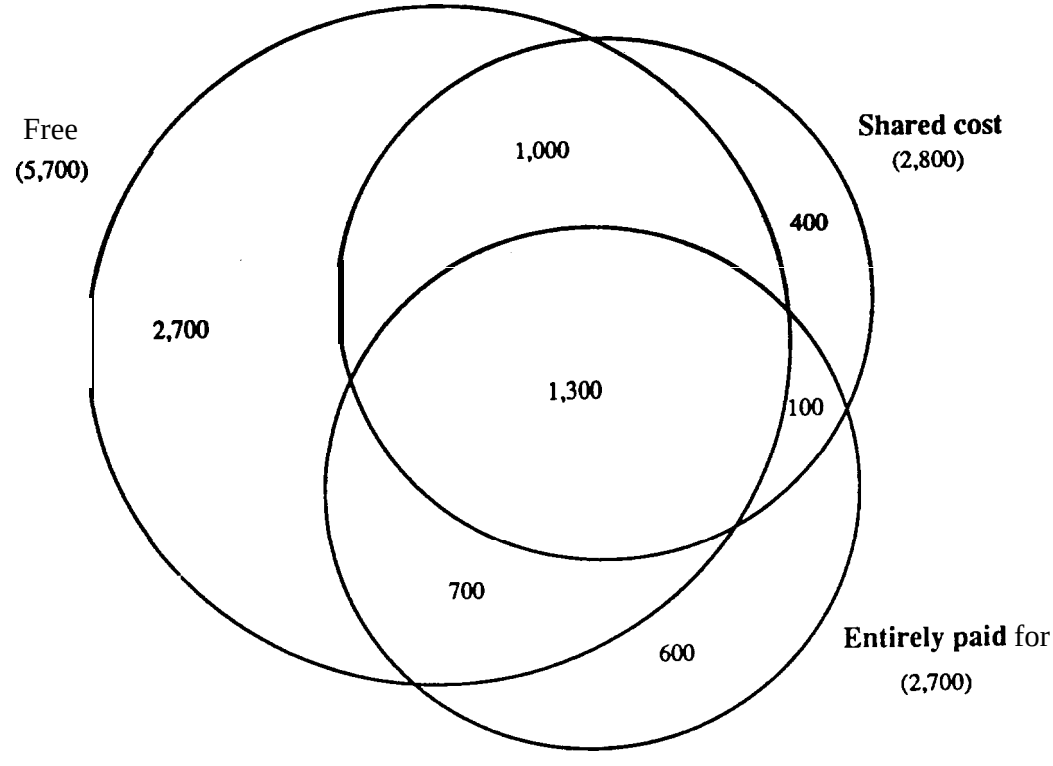
Other Issues Relating to Awareness

In addition to receiving resources indirectly, there are other possible causes for a district not recognizing an OERI R&D program.

- District's decision to depend on one or two OERI programs. A district may recognize some, but not all four, programs if one or two programs meet all of a district's needs, giving the district little reason to seek out others.
- Incomplete information at the district level. Labs, Centers, ERIC, and NDN may be contacted directly by teachers and schools, without the involvement of district officials who completed the survey. Thus, though districts were asked to include all receipts of R&D resources, some uses in a district inadvertently may not have been reported.
- **Inexperience.** Districts may not receive any R&D resources from the four programs, and thus lack experience. Even districts that do receive some R&D resources may not know about either the general kinds of R&D resources available or how to obtain them.

Figure 2--- Nature of cost to districts of R&D resources received from Regional Educational Laboratories: United States, 1989





NOTE Some districts used one payment method for some resources and another payment method for other resources. The number of districts hasbeen rounded to the closest hundred. Only districts that recognized Regional Educational Laboratories are included. No information is available on the number of districts that received R&D resources from the laboratories but did not recognize them.

Variations in Awareness Based on District Characteristics

Certain district characteristics were related to districts' awareness of R&D resources. For each of the four OERI programs, recognition of sources was more likely among large districts (78-97 percent) than among small districts (61-80 percent; table 1). Also, urban districts were more likely to recognize ERIC (92 percent) than rural districts (79 percent).[6] More broadly, 65 percent of large districts (enrollment of 10,000 or more) recognized all four of the OERI-funded sources, compared with 37 percent of small districts (less than 2,500 enrollment).

Variations in awareness of OERI resources also occurred among districts based upon their geographic locations. Districts in Appalachia, for example, were much more likely to recognize Regional Laboratories (90 percent) than districts in the Southwest (55 percent).[7] Because the Regional Laboratories are the only one of the four programs with a regional rather than a national focus, the sample design and tabular presentation were specifically designed to allow separate analysis for each region served by a Laboratory contractor in the 1985-1990 funding period.[8] Such data can be used to better understand the nature of each Laboratory's contacts with districts in its region. However, these data should not be used alone to evaluate the success of the Laboratories because of the many features affecting district awareness and the many differences among the Laboratories. Laboratories vary considerably in a number of ways that would influence their impact, including: (1) age; (2) the number and size of school districts within the service region; (3) the level of funding from OERI to act as a Laboratory within the region; (4) the existence of other funding sources for the contractor that may support direct services to the districts; and (5) the Laboratories' policies for implementing the "with and through" strategy.

For example, given the greater recognition of Laboratories by large districts noted above, a region with fewer and relatively larger districts might show greater recognition of Laboratories than a region with many small districts. Another more specific example is the comparison above of the Southwest and Appalachia regions: although the percentage recognizing the Laboratories was greater in Appalachia, the Southwest region has a much greater number of districts, and the estimated *number* of districts recognizing the Regional Laboratories was greater in the Southwest than the actual total number of districts in Appalachia.

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[6] Readers may note from the table that urban districts showed more recognition than rural districts for each of the four OERI programs; however, only the difference for ERIC is statistically significant. Unless otherwise noted, only comparisons which are statistically significant are made in the body of this report.

[7] Throughout this report, an asterisk (*) is used to indicate estimates that are based on a small number of districts, and thus should not be considered as highly precise. A more detailed explanation of the process for flagging estimates may be found in the section on Survey Methodology and Data Reliability.

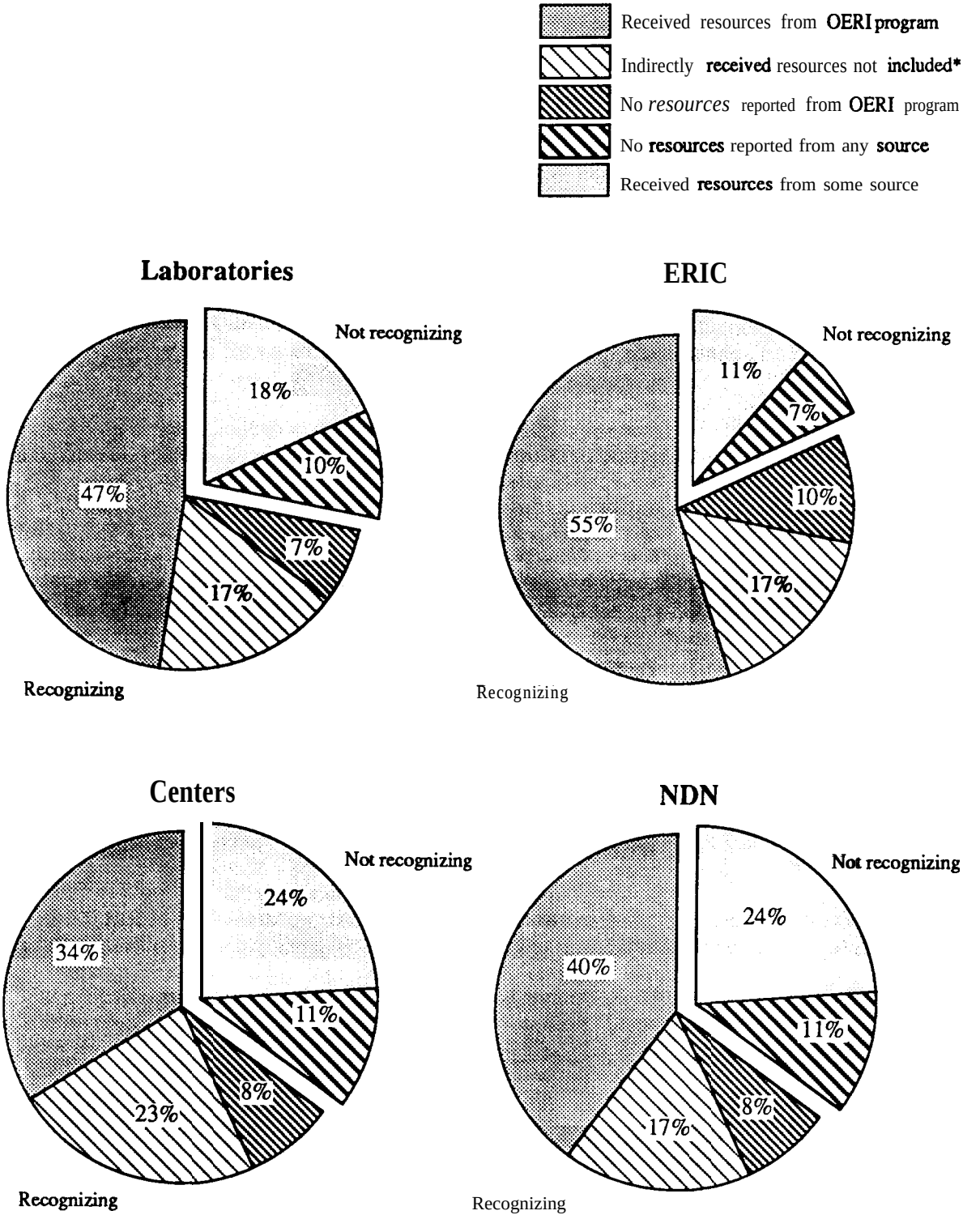
[8] A delineation of the States currently found in each region may be found in the methodological section at the end of this report. There were different regional divisions in earlier periods of Laboratory history over the last 23 years.

Districts' Receipt and Use of OERI-Funded R&D Resources

For each of the four OERI-funded programs, those districts that recognized the source were asked to state what type of R&D resources they received (services, products, or both) and whether they used those resources very frequently, somewhat frequently, infrequently, or not at all. In general, for all four sources, districts most often received *both services* and products. When receiving one or the other, they were somewhat more likely to receive only products than to receive only services. Urban and large districts were more likely to receive R&D resources than rural and small districts. The usage of R&D resources varied among the districts, and according to the source of the resources received. Districts receiving resources from the Regional Laboratories were essentially equally likely to report either "somewhat frequent" or "infrequent" use, while districts most commonly reported "infrequent" use of R&D resources from the other OERI programs. For all four programs, relatively few districts reported either no use of the resources or "very frequent" use.

As noted, data on the receipt and use of resources were only collected from districts recognizing the relevant OERI program; they cannot be generalized to describe all districts. To evaluate how these estimates might compare to estimates that would represent all districts, additional information may be used from other parts of the questionnaire (figure 3). For example, 47 percent of all districts reported receiving R&D resources from the Regional Laboratories. Additionally, 18 percent reported receiving R&D resources from some source (not necessarily any of the OERI programs), although they did not recognize the Laboratories and could not be asked whether some R&D resources had come from the Laboratories. Finally, for 17 percent of all districts, while they recognized the Laboratories and said they received no resources, they failed to include indirectly received resources in their response while they did report receiving R&D resources from some source; thus, it is possible that some of these districts also received resources from the Laboratories. Depending on what proportion of these latter two groups received something from the Laboratories, the total percentage receiving resources from the Laboratories might range from 47 percent (if none of them did) to 82 percent (if all of them did). A simpler estimate--the percentage of districts reporting they received resources from the Laboratories among those districts that recognized the Laboratories (66 percent) --falls essentially at the midpoint of this range. Similar computations may be performed for the other three OERI programs. However, rather than complicate the analysis, the remaining discussion in this section will concentrate only on the districts that recognized the appropriate OERI programs and therefore could give a relatively well-defined response.

Figure 3.-- District recognition of OERI programs and districts' receipt of R&D resources: United States, 1989



* No resources reported from program, but answers did not include indirectly received resources, and resources were received from some source.

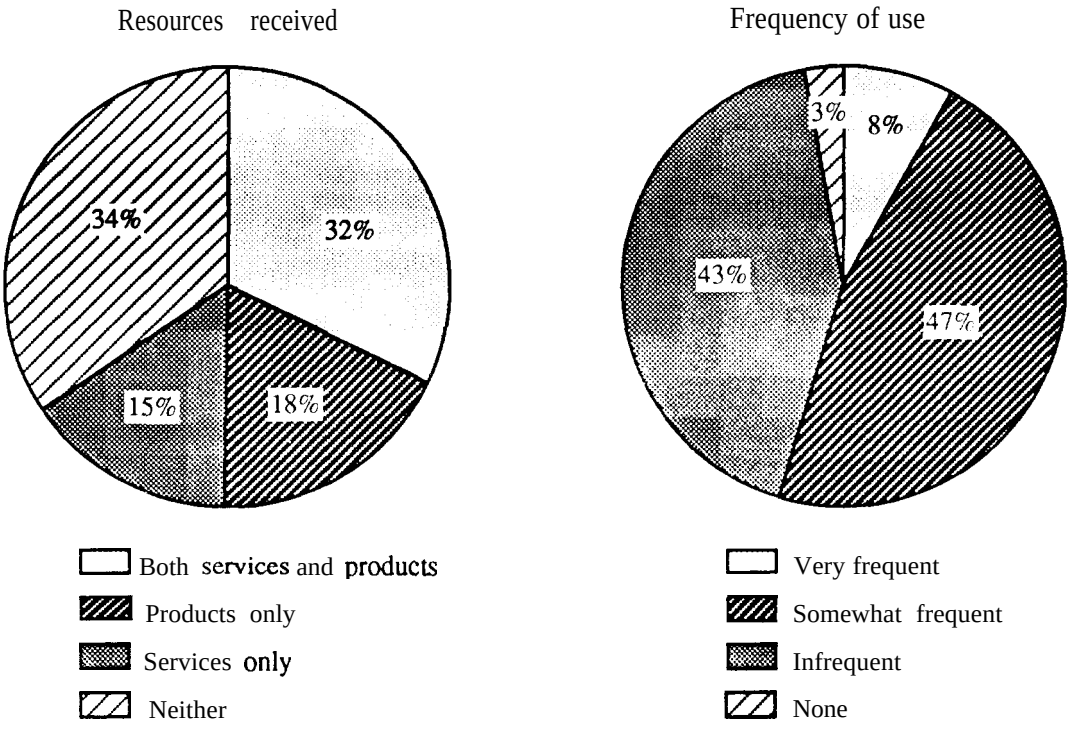
NOTE: Percentages may not add to 100 because of rounding.

Regional Educational Laboratories

Of the 72 percent of the districts that reported they recognized Regional Educational Laboratories, 66 percent said they received services, products, or both from them (figure 4). Resources from Laboratories were received by a greater percentage of large (82 percent) and mid-sized (79 percent) districts than small districts (60 percent; table 2). Regional variations were not statistically significant. Districts most commonly received both products and services (32 percent), while 18 percent received only products and 15 percent only services. The rate of usage of R&D resources received from the Laboratories was typically either somewhat frequent (47 percent) or infrequent (43 percent; table 3).

Districts that recognized Regional Laboratories and said they had received resources from the Laboratories were asked the nature of cost--whether some of the resources had been free, some had been cost-shared, and some had been entirely paid for by the district.

Figure 4.-- Receipt of resources by districts recognizing Regional Educational Laboratories, and the frequency of use of those resources: United States, 1989



NOTE: The percentage of districts receiving R&D resources is based on those 72 percent of the districts that recognized the Laboratories. The frequency of use is based on those districts that recognized the laboratories and reported receiving an R&D resource from them. Percentages do not add to 100 because of rounding.

Since districts might receive multiple R&D resources from the Laboratories, with different payment methods for different resources, districts could indicate that more than one payment method was used. For 84 percent of the districts, at least some of the R&D resources had been received free (table 4). However, many of those districts also received other resources from the Laboratories for which they had provided some form of payment. Thus, 60 percent of the districts receiving R&D resources had paid for all or some of the costs for at least one of the resources received; more specifically, 43 percent received some resources on a cost-shared basis, and 40 percent paid entirely for some resources.

Districts in the Southwest and Mid-Atlantic Laboratory regions were more likely to pay entirely for at least some of the resources (65 and 62 percent, respectively) than districts in the Southeast (21 percent).

National Research and Development Centers

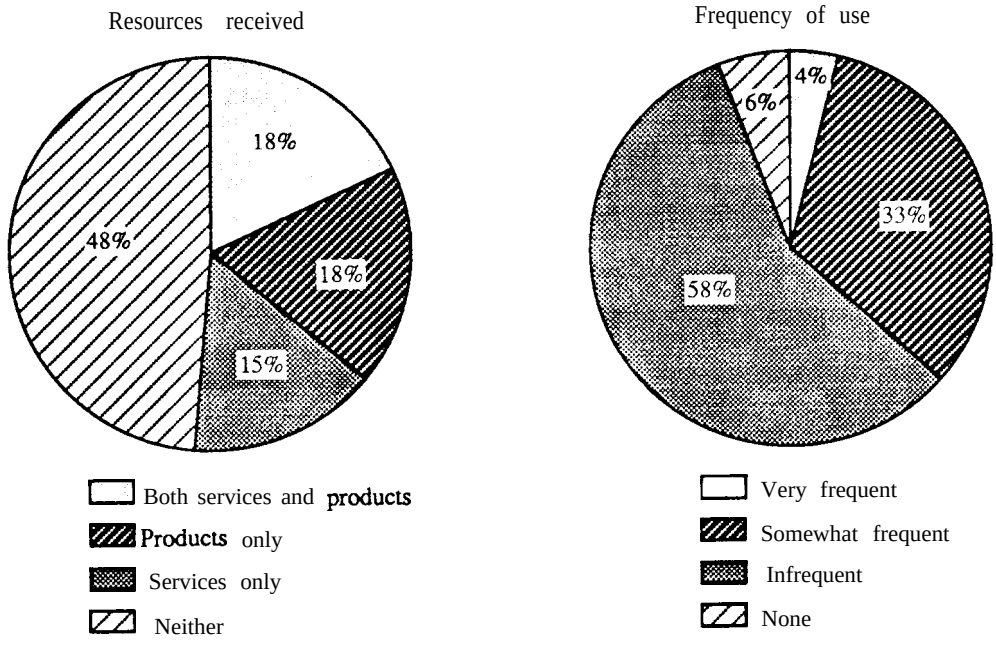
Of those 64 percent of the districts recognizing National Research and Development Centers, 52 percent received products, services, or both; 18 percent received both products and services, 18 percent received products only, and 15 percent received services only (figure 5). Resources were received more often by urban districts (75 percent) than by rural districts (49 percent), and by large (68 percent) and mid-sized (65 percent) districts than by small districts (47 percent; tables 2, 5). Regional variations were not statistically significant.

Most (58 percent) of the districts receiving resources rated their use as infrequent, although 33 percent rated their use as somewhat frequent (figure 5). Because of the relatively small number of districts that both recognized the Centers and received R&D resources from them, most differences among districts in the rate of use of resources were not statistically significant.

ERIC Clearinghouses

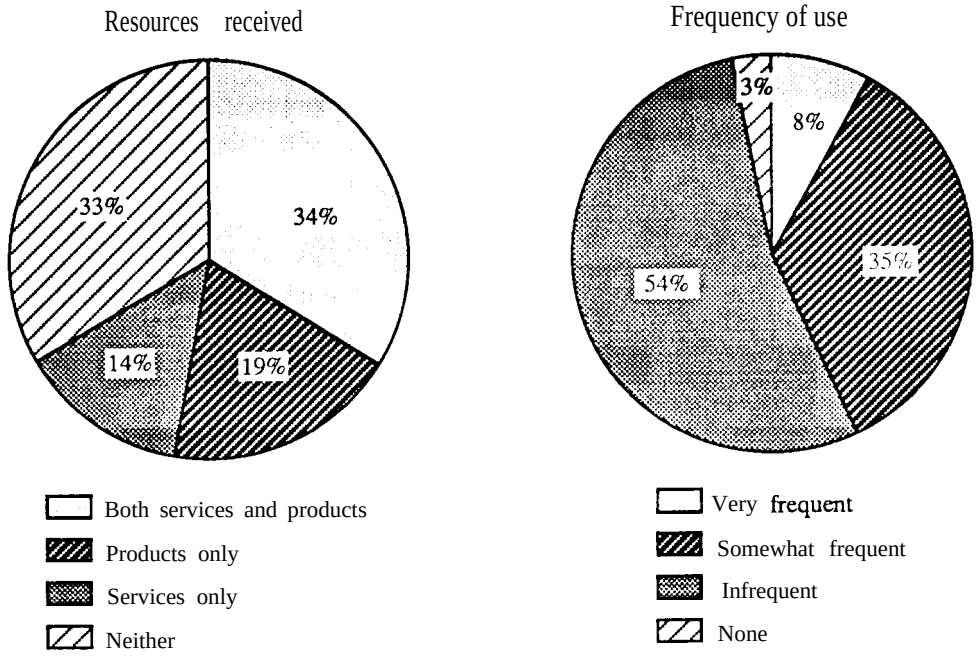
Among the 82 percent of the districts that recognized ERIC Clearinghouses, 67 percent received services and/or products (figure 6). As with R&D resources received from the Regional Laboratories, the most common occurrence was for districts to receive both products and services (34 percent) from ERIC, while 19 percent received only products and 14 percent received only services. ERIC R&D resources were received more often by urban districts (85 percent) than by rural districts (59 percent), and more often by large districts (86 percent) than by small districts (62 percent; tables 2, 6). Regional variations were sometimes substantial, with districts in the Northeast more likely to receive resources (88 percent) and districts in the Midcontinent less likely to do so (45 percent; table 6).

Figure 5.-- Receipt of resources by districts recognizing National Research and Development Centers, and the frequency of use of those resources: United States, 1989



NOTE: The percentage of districts receiving R&D resources is based on those 64 percent of the districts that recognized the Centers. The frequency of use is based on those districts that recognized the centers and reported receiving an R&D resource from them. Percentages do not add to 100 because of rounding.

Figure 6.-- Receipt of resources by districts recognizing ERIC Clearinghouses, and the frequency of use of those resources: United States, 1989



NOTE: The percentage of districts receiving R&D resources is based on those 82 percent of the districts that recognized ERIC. The frequency of use is based on those districts that recognized ERIC and reported receiving an R&D resource from ERIC.

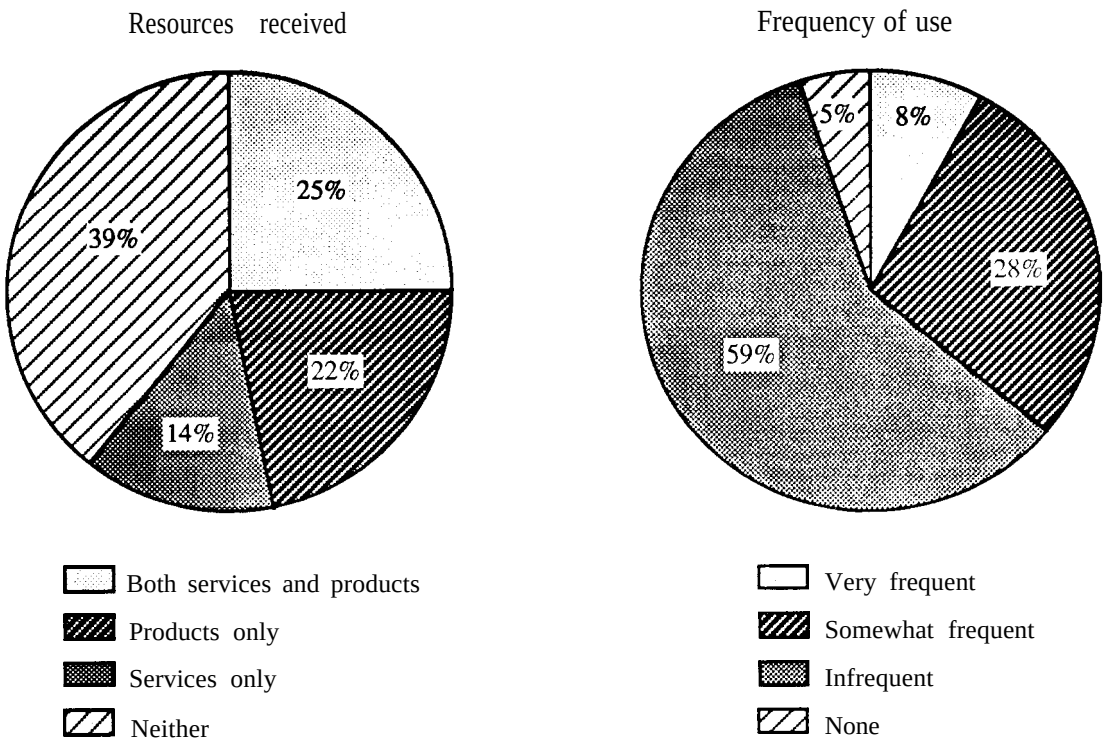
Most commonly, districts used the ERIC resources infrequently (54 percent), with the second most likely response being somewhat frequent (35 percent). Urban districts were more likely to use ERIC resources very frequently (19 percent) than were rural districts (5 percent). Similarly, large districts used ERIC resources more often (18 percent very frequently, and 51 percent somewhat frequently) than small districts (5 percent and 31 percent, respectively; table 6).

NDN Facilitators

Among the 65 percent of districts recognizing NDN Facilitators, 61 percent reported receiving resources from them (figure 7). Both products and services were received by 25 percent, while only products were received by 22 percent and only services by 14 percent. Resources were received more often by urban districts (74 percent) compared with rural districts (56 percent), and by large (74 percent) and mid-sized (79 percent) districts compared with small districts (55 percent; tables 2, 7).

As with resources from ERIC and the Centers, districts most commonly rated the use of resources from NDN Facilitators as infrequent (59 percent), and next most commonly as somewhat frequent (28 percent). Districts in the Southeast were more likely to use R&D resources very frequently (26 percent) than districts in the Northeast (4 percent).

Figure 7.-- Receipt of resources by districts recognizing NDN Facilitators, and the frequency of use of those resources: United States, 1989



NOTE: The percentage of districts receiving R&D resources is based on those 65 percent of the districts that recognized the NDN Facilitators. The frequency of use is based on those districts that recognized NDN Facilitators and reported receiving an R&D resource from them.

Receipt and Use of Educational R&D Resources from Any Source, by Content Area

Districts were asked if they received R&D resources since September 1987 from *any* source--not just the four OERI programs--in each of six content areas:

- student populations (at-risk students, students with limited English proficiency, handicapped, urban students, rural students, gifted students, etc.),
- staffing and staff development (teacher/administrative incentives, evaluation, professional development, leadership, teacher testing, collective bargaining etc.),
- curriculum (content areas, higher order thinking skills, course requirements for graduation),
- school and classroom management (teaching/learning strategies, educational technology, classroom procedures, discipline, student testing and evaluation, etc.),
- student testing and evaluation (for placement, school-wide assessment, competency testing, etc.), and
- early childhood education (prekindergarten).

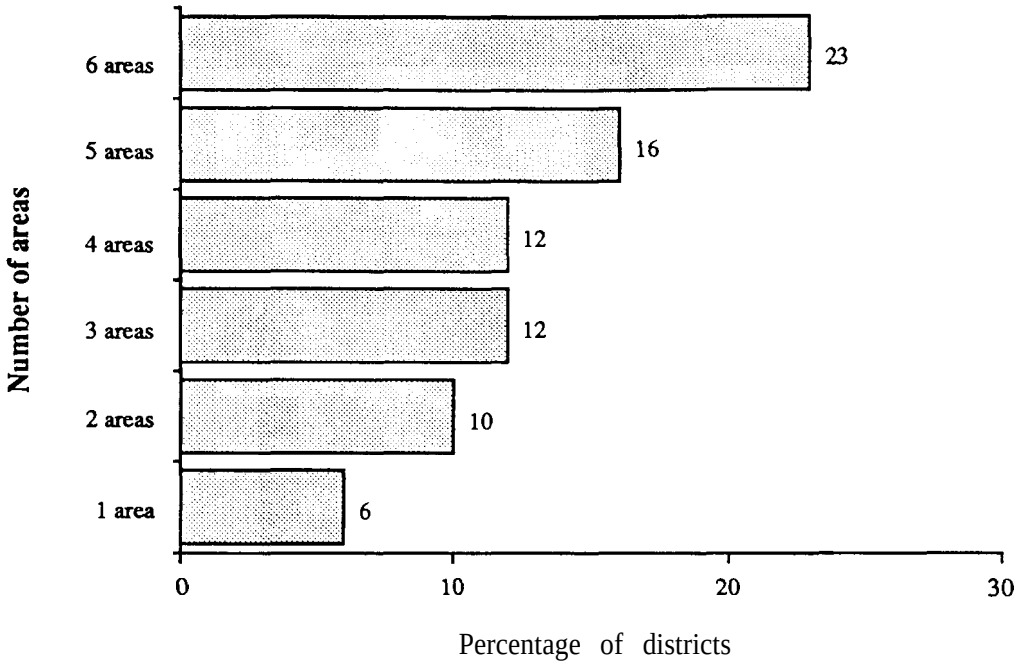
By including R&D resources from any source, districts' answers concerning content areas covered a larger body of R&D resources than discussed earlier. Moreover, the answers were not affected by the districts' ability to recognize a specific research program or to identify the source for an R&D resource that was received.

Districts Receiving Resources

Overall, 79 percent of all districts reported receiving R&D resources in at least one content area. Most typically, districts received resources in three or more of these areas (63 percent of all districts), while 23 percent of all districts received assistance in all six of the areas (figure 8). For each area except early childhood education, a majority of districts (54-62 percent) reported receiving R&D resources. In the case of early childhood education, 38 percent of the districts received resources (figure 9; tables 8, 9).

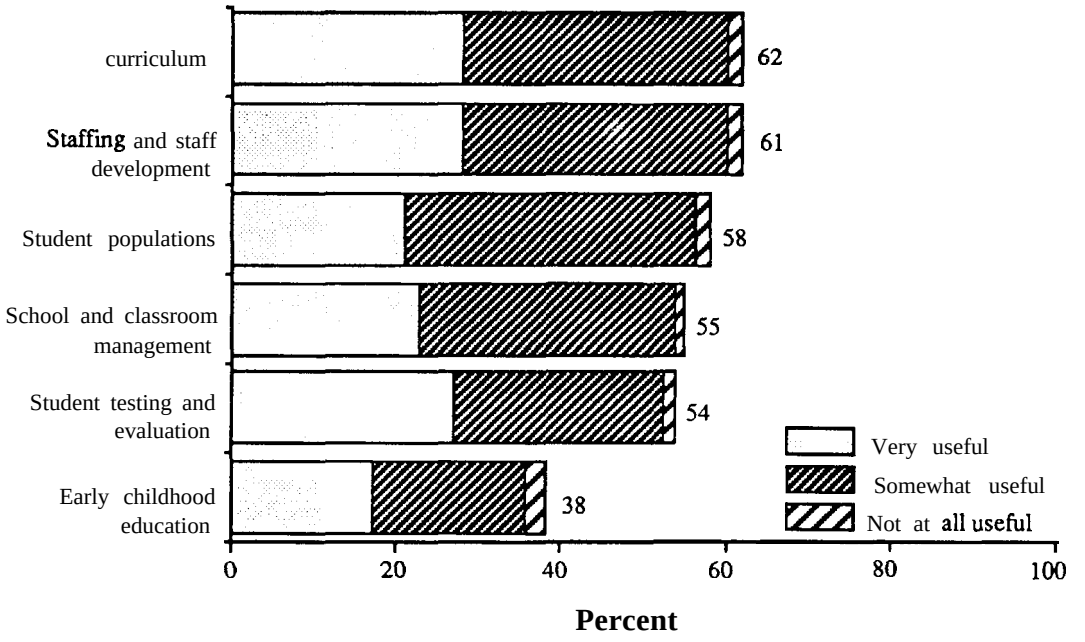
There generally were not great differences among the content areas except for early childhood education. The overall percentage of districts receiving resources fell within a relatively small range across the other five areas, as noted. Similarly, the range for various subgroups of districts generally was not great across content areas (e.g., the percentage of urban districts receiving resources ranged from 60 percent to 73 percent among the five areas other than early childhood education; table 9). However, for every content area but student testing and school and classroom management,

Figure 8--- Number of content areas in which districts received R&D resources from any source: United States, 1989



NOTE: The six areas for which districts supplied responses were student populations, staffing and staff development, curriculum, school and classroom management, student testing and evaluation, and early childhood education. The remaining 21 percent of districts did not indicate receiving resources in any of the six fisted areas. Besides answering for the six content areas listed, an additional 5 percent of all districts wrote in an additional content area in which they received resources. These responses were not counted in the computation of the number of areas. Of the 5 percent of districts, 5 percent (less than 1 percent of all districts) indicated they received resources only in the extra area, not in the six areas listed above.

Figure 9.-- The percentage of districts receiving R&D resources from any source, and the usefulness of the resources received, by content area: United States, 1989



large districts were much more likely than small districts to receive resources.

Of those districts receiving R&D resources, districts most typically viewed the resources as somewhat useful (47-61 percent), although large numbers of districts said the resources were very useful (36-50 percent; table 8). Relatively few said the resources were not at all useful (1-6 percent). R&D resources on student populations were considered very useful by a smaller percentage of districts than every other content area except early childhood education and school and classroom management.

Comparing different subgroups of districts (i.e., by size, region, and metropolitan status), often the differences in their perceptions of usefulness were relatively small. Further, because the number of cases sometimes was small (evaluations of usefulness were only obtained from districts that received R&D resources in the specific content areas), the differences were generally not statistically significant.

Districts Not Mentioning Any R&D Resources

An estimated 21 percent of the districts did not report receiving R&D resources from any source since September 1987, even after being provided with six broad content areas and being allowed to add an additional content area if desired (table 10).[9,10] An examination of these districts can provide additional information about districts that show little awareness or use of R&D resources.

For example, 55* percent of those districts that did not recognize any of the four OERI sources also did not report receiving R&D resources from any source. Conversely, 82 percent of districts that did recognize at least one of the four OERI-funded programs also reported receiving R&D resources from some source (not necessarily one of the four OERI programs). Districts' lack of familiarity with the OERI programs may therefore often reflect a lack of familiarity or contact with *any* R&D sources or materials.

These districts may be isolated from Federal assistance in other ways. Districts that do not receive assistance for Chapter 1 were more likely to report not receiving R&D resources (29 percent) than districts receiving Chapter 1 assistance (11 percent).

Other differences also appeared in districts' receipt of R&D resources. Small districts with enrollments of less than 2,500 were more likely not to report receiving R&D resources (23 percent) than large districts with enrollments of 10,000 or more (9 percent).

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[9] Technically, all districts have received at least one R&D resource, since all districts are sent copies of *Research in Brief*, as discussed earlier.

[10] Only 5 percent of districts reported that they had received an R&D resource in an additional content area besides the six listed, so this was not a significant factor in districts' responses.

Future Needs

Districts were also asked to rank their future needs for R&D resources among each of the six areas. The content areas receiving the most first or second place mentions were staffing and staff development (28 percent at first priority, and 25 percent at second) and curriculum (24 percent at first priority, and 31 percent at second; table 8). Among the remaining content areas, 27 percent listed student populations as their first or second choice, 25 percent listed student testing and evaluation, 20 percent listed early childhood education, and 19 percent listed school and classroom management.

R&D Resources Identified as Particularly Useful

Districts were asked to list one R&D resource from *any* source that had been received since September 1987 and had been particularly useful. For the resource identified, districts were asked to supply the title or description, the provider or publisher, the date, and whether the resource was a service, a product, or both.

An unweighted total of 724 of the 1,039 respondents (70 percent) listed some type of R&D resource. Districts varied considerably in the amount of detail they were able to provide. Some provided specific titles, providers, and publication dates, while others provided highly general information such as "ERIC searches" or "information on policy analysis."[11]

Districts' responses were categorized according to the provider or publisher of the R&D resource, and according to the content area. When classifying the providers, it was recognized that resources may have multiple sources (e.g., a publication from a Regional Laboratory might be obtained through an ERIC search or a service might be co-sponsored). Therefore, all known providers were counted for each resource named (the greatest number of providers identified was four). Further, since the list of providers given by the school districts might be incomplete (e.g., through a lack of awareness of the original source of an R&D resource), districts' responses were reviewed by OERI/Programs for the Improvement of Practice (PIP) program staff and the Regional Laboratories. These reviews and other supplementary investigations helped to identify the original providers of most resources received by school districts. Classifications by content area were reviewed in a similar manner. However, R&D resources were classified into the primary content area, rather than assigning a resource to multiple categories.

[11] Data from open-ended questions generally do not have the same statistical reliability as answers to other questions. Respondents often are less likely to complete such questions, producing a higher item nonresponse rate. Respondents' answers may vary depending on who fills out the questionnaire, and depending on what issues or reports a respondent has dealt with most recently. The focus on OERI-funded programs in the questionnaire may also increase respondents' tendency to emphasize R&D resources received from those sources. Finally, because few districts mentioned any single R&D resource or provider, it is difficult to estimate the number of unique resources that would be mentioned in a survey of the entire population. For these reasons, data presented in this section are not weighted to represent the entire population of public school districts.

The primary finding was the great diversity among districts' responses.[12] Districts cited R&D resources from a wide variety of providers, and a high proportion of their responses reflected unique R&D resources. (The exact number of unique R&D resources is difficult to identify because two districts may describe the same resource in different manners, but at least 500 of the R&D resources listed by districts appeared to be unique.)

A total of 796 references to providers were compiled for the 724 R&D resources; this includes 65 districts for which multiple providers were identified, and 44 districts for which no provider was listed.[13] The most frequently mentioned providers were the OERI Regional Laboratories (171 mentions), State educational entities (120), ERIC (106), and NDN (96). The four OERI-funded programs (Laboratories, Centers, ERIC, and NDN) received 391 mentions (49 percent), although the focus of the questionnaire on these programs may have increased the likelihood of their being mentioned (table 11).

The R&D resources reported by respondents were classified into 8 content categories (table 12):

- Student populations (18 percent);
- Staffing and staff development (12 percent);
- Curriculum (18 percent);
- School and classroom management (27 percent);
- Student testing and evaluation (6 percent);
- Early childhood education (3 percent);
- Other, including general R&D resources such as reference works (7 percent); and
- Unclassified, due to a lack of sufficient information (8 percent).

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[12] To some degree, the level of diversity found depends on the research methodology used, and high diversity among the responses is common when open-ended questions are used. Nevertheless, if only a small number of R&D resources were being produced and distributed, or if a few resources clearly stood out in their usefulness, even an open-ended question would show a high level of agreement among the districts. Thus, the diversity of responses that occurred remains art important finding.

[13] The term *reference* is used loosely here. It includes cases where OERI program officials identified the original sources of the listed R&D resources, even if the respondents had failed to identify those sources. Also, for those cases where OERI officials were able to identify two references as not being unique (e.g., a respondent wrote the name of the NDN State Facilitator, and also wrote NDN), only a reference to the relevant program was counted (e.g., the preceding example would be coded as being provided by NDN, but not as being provided by an individual). We cannot guarantee that all such nonunique references were discovered, however.

Some of the specific subcategories for which resources were frequently mentioned were: school improvement (17 percent), individual curriculum content areas (15 percent), staff development and teacher evaluation (10 percent), and at-risk students (10 percent).

Use of the Survey

This survey is not intended to constitute an evaluation of the OERI programs or of other providers. It was carried out with limited resources and does not, for example, contain information about the effects or benefits from school district use of R&D resources. The results, themselves, have limitations given that the respondents (school districts' superintendents or their designees) were expressing their perceptions rather than undertaking a scientific verification, for example, on resource receipt. Despite these limitations, the survey does constitute the first examination, using a national database, of receipt and use of educational R&D resources by school districts. As such, the findings should contribute to policy discussions on the following types of issues:

- Is the extent to which R&D resources from the OERI programs are received, used, and valued by school district personnel commensurate with reasonable expectations, given the program budget levels and operating policies?
- Should the R&D programs consider changes in the nature or content of services or products to make them more effective?
- Do school districts have needs that could be met through R&D-based assistance?

Survey Methodology and Data Reliability

In early January 1989, questionnaires (see attachment) were mailed to a national probability sample of 1,093 public school districts from a universe of approximately 15,100 public school districts. Districts were asked to have the questionnaire completed by the person most knowledgeable about the district's use of R&D resources, and were encouraged to have that person check with other persons in the district who might also be familiar with the use of R&D resources. Telephone followup of nonrespondents was initiated in late January, and data collection was completed in March. The overall response rate was 95 percent: 1,039 of 1,091 eligible districts. Item nonresponse was low--l percent or less for most items.

The sampling frame used for the survey was the Common Core of Data Public Education Agencies 1987-88. The sample was stratified by size of district using seven size categories. Within the sampling strata, schools were further sorted by the nine regions used for the Regional Educational Laboratories (Northeast, Mid-Atlantic, Appalachia, North Central, Midcontinent, Southwest, Northwest, Far West, and Southeast) and metropolitan status. The sample was allocated in size classes approximately in proportion of the aggregate square root of enrollment of the districts in the size class, and adjusted to yield a minimum of approximately 100 districts from each region and a total of about 250 urban districts. The survey data were weighted to reflect these sampling rates (probability of selection) and were adjusted for nonresponse. Numbers in the tables and text have been rounded. percentages and averages have been calculated based on the actual estimates rather than the rounded values.

The standard error is a measure of the variability due to sampling when estimating a statistic. It indicates how much variance there is in the population of possible estimates of a parameter for a given size sample. **Standard errors can be used as a measure of the precision expected from a particular sample.** If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, for the percentage of districts recognizing Regional Educational Laboratories, the estimate for all districts is 71.8 and the standard error is 2.1. The 95 percent confidence interval for this statistic extends from 71.8 - (2.1 times 1.96) to 71.8 + (2.1 times 1.96) or from 67.7 to 75.9.

Estimates of standard errors were computed using a variance estimation procedure for complex sample survey data known as jackknife. Table 13 presents standard errors for some statistics. Standard errors for statistics not included in this table can be obtained upon request.

In some cases, standard errors were relatively large because statistics were based on a small number of cases. This was true for statistics concerning the nine regions used for the Regional Educational Laboratories, especially if the estimates required further subsetting of the districts (e.g., the percentage of districts in Appalachia that reported very frequent use of

R&D resources from the Regional Educational Laboratories, which is based only on those districts in Appalachia that both recognized the Regional Laboratories and reported receiving resources from them). In this report, an asterisk (*) is used to indicate those estimates greater than or equal to .10 (i.e., 10 percent) that had a 95 percent confidence interval greater than or equal to .10, and those estimates less than .10 that had a 95 percent confidence interval greater than or equal to .05. For example, the percentage of districts in the Southeast entirely paying for at least some R&D resources from the Regional Laboratories is estimated at 21* percent, with a 95 percent confidence interval of 11; the asterisk is included to warn readers that the estimate should not be considered as highly precise. Estimates lower than .10 are flagged when the confidence interval is greater than .05 (rather than .10) because the standard error is a relatively high proportion of the estimate; however, for practical purposes, the proportion of districts holding a particular characteristic would remain quite small. The largest 95 percent confidence interval occurring in the text of this report is. 18.

For categorical data, relationships between variables with 2 or more levels have been tested in a two-way analysis, using chi-square tests at the .05 level of significance, adjusted for average design effect. If the overall chi-square test was significant, it was followed with tests using a Bonferroni t statistic, which maintained an overall 95 percent confidence level or better. Unless noted otherwise, **all comparisons made in this report were statistically significant using these tests.**

Some of the variables used to classify districts were correlated (such as enrollment size and metropolitan status). However, the sample size of this survey limits our ability to understand the full multivariate nature of the responses by correlated classification variables. For example, less than 25 of the sampled districts were both small and urban, and only about 10 were both large and rural.

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. While general sampling theory can be used to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and usually require that an experiment be conducted as part of the data collection procedures or the use of data external to the study.

Nonsampling errors may include such things as differences in the respondents' interpretation of the meaning of the questions, differences related to the particular time the survey was conducted, or errors in data preparation. During the design of the survey and survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire was pretested with respondents like those who completed the survey, and the questionnaire and instructions were extensively reviewed by the National Center for Education Statistics (NCES), Programs for the Improvement of Practice, and Information Services, all part of the Office of Educational Research

and Improvement (OERI) in the U.S. Department of Education, and by the Committee for Evaluation and Information Systems (CEIS) of the Council of Chief State School Officers. Manual and machine editing of the questionnaires was conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone; data were keyed with 100 percent verification.

Data are presented for all districts and by the following characteristics: region, metropolitan status, and size of enrollment. For size of enrollment, small districts are those with fewer than 2,500 students, medium-size districts are those with 2,500-9,999 students, and large districts are those with 10,000 or more students.

Regional Classifications

Regional classifications are those used for the Regional Educational Laboratories funded by the U.S. Department of Education. The Northeast includes districts in Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont. The Mid-Atlantic includes districts in Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania. The Appalachia region includes districts in Kentucky, Tennessee, Virginia, and West Virginia. The Southeast includes districts in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The North Central region includes districts in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. The Midcontinent includes districts in Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. The Southwest includes districts in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The Northwest includes districts in Alaska, Hawaii, Idaho, Montana, Oregon, and Washington. The Far West includes districts in Arizona, California, Nevada, and Utah.

Coding Specifications for Resources That Had Been Particularly Useful

The responses have been grouped by provider (see table 11). There were many sources identified beyond the four OERI programs that are the primary focus of this survey. The information below provides illustrations of cited sources that were grouped in each designated category.

Providers

Other OERI: e.g., National Center for Education Statistics, LEAD centers, Principal Selection Guide.

Other U.S. Department of Education: e.g., Drug education programs, bilingual education resource centers.

Other Federal units: e.g., The General Accounting Office, U.S. Government Printing Office, Office of Technology Assessment.

Institutions of Higher Education: Institutions and institutional organizations other than those operating a National Research and Development Center.

Public Schools: Those other than ones cited as Developer Demonstrators of the National Diffusion Network.

State Intermediate Units: e.g., County offices of education, regional service organizations, cooperative service agencies.

State-wide central units: Includes, in addition to the several State education agencies or departments cited, special divisions at the State level, the governor's office, and technical assistance centers.

Associations, Foundations, Professional **Societies**: e.g., The Association for Supervision and Curriculum Development, Charles Stewart Mott Foundation, and Phi Delta Kappa.

Research **Services**: Almost exclusively the Educational Research Service.

Authors, Consultants, Private **Corporations**: e.g., Madeline Hunter, Harold Hodgkinson, Quest International, RMC.

Content Area

The "most useful" products and services identified by the respondents in Question 4 on the survey questionnaire have been grouped by content area to correspond to the content areas as defined in Question 3. The information below provides illustrations of the specific kinds of publications, programs, and other assistance reported. To help clarify these items, the provider named has also been shown when available.

Student populations

At Risk: e.g., National Diffusion Network Developer Demonstrator models, "Early Prevention of School Failure," and "Reading Recovery;" technical assistance from the Miami desegregation center; OERI's handbook, "Dealing with Dropouts;" "The Urban Superintendents Call to Action," by OERI in the U.S. Department of Education.

Handicapped: e.g., State special education division materials.

Gifted: e.g., State education department contact on programs for the gifted and talented.

Demographics: e.g., Educational Research Service (ERS) bulletin on enrollment data.

Bilingual: e.g., Title VII evaluation workshop by the U.S. Department of Education.

Rural: e.g., Rural education materials from the Appalachia Educational Laboratory.

Indian: Indian education program (no provider named).

Staffing and staff development	**Staff development/teacher evaluation**: e.g., "Continuing to Learn: A Guidebook for Teacher Development" by the Regional Laboratory for Educational Improvement of the Northeast and Islands; publications and training by the Center for Research on Elementary and Middle Schools.
	Administrator development/evaluation: e.g., Educational management leadership job performance inventory by the Texas LEAD Center.
Curriculum	**Drug education**: e.g., "Drug Avengers," a U.S. Department of Education video; booklets from the National Parents Resource Institute for Drug Information.
	Health and safety, general: e.g., Asbestos removal training through the School Boards Association.
	Language arts: e.g., Curriculum guides in reading and language from the California State Department of Education; "Becoming a Nation of Readers" from OERI.
	Math and science: e.g., Research on math development from the Southeastern Educational Improvement Laboratory; [one respondent's district] piloted an earth science program by the University of North Dakota.
	Technology e.g., "Power On" by the U.S. Office of Technology Assessment.
	Thinking Skills: e.g., Thinking skills tapes from the Association for Supervision and Curriculum Development (ASCD).
	International/multicultural education: e.g., ERIC search on foreign language programs in the middle schools.
	Vocational: e.g., Vocational curriculum development program out of Oklahoma State University.
	Curriculum development: e.g., "How to Conduct a Curriculum Audit" by the National Association of School Executives.
School and Classroom Management	**Effective Schools/proven practices/models**: e.g., "Onward to Excellence" program of the Northwest Regional Educational Laboratory; effective schools project of the Southwest Educational Development Laboratory; "Educational Programs That Work," description of NDN Developer Demonstrator projects; outcome-based education by the North Central Laboratory.
	Miscellaneous research results: e.g., "New Dimensions in Education" by Northwest Regional Educational Laboratory.

Teaching/learning strategies: Teacher Expectations and Student Achievement (TESA) material from Phi Delta Kappa.

Choice/magnets/restructuring/school-based management: "Public School Choice: National Trends and Initiatives" by the New Jersey State Department of Education; assistance with shared governance by Research for Better Schools (Mid-Atlantic Laboratory).

School size/Class size: e.g., "Class Size and Public Policy," publication from OERI.

Grouping: e.g., ERIC research on graded organizational patterns..

Middle school education: e.g., Middle school research from the Far West Laboratory for Educational Research and Development.

Extended year: e.g., ERS article on year-round schools.

Discipline: e.g., Workshop on group conflict at educational service center #1 in Illinois.

Policymaking/strategic operations: e.g., "Developing Business-Education Partnerships" by the National School Volunteer Association; Administrative services from the county (Riverside, CA) office of education.

Student Testing and Evaluation — e.g., Student Assessment Handbook by the Georgia Department of Education; ERIC literature search on weighted scores.

Early childhood education — e.g., Minnesota early childhood family education project.

Other — e.g., Technical assistance from the New York State Education Department.

Information

The Fast Response Survey System (FRSS) is designed to collect quickly, and with minimal burden on respondents, small quantities of data needed for education planning and policy.

For information about this survey or the Fast Response Survey System, contact Jeff Williams, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5651, telephone (202) 357-6333.

Table 1.--Public school districts' recognition of OERI-funded R&D sources, by district characteristic: United States, 1989

District characteristic	Number of districts	Percentage of districts recognizing					
		Regional Educational Laboratories	National Research and Development Centers	ERIC Clearinghouses	National Diffusion Network State Facilitators	None of these	All of these
Total	15,100	72	64	82	65	9	42
Metropolitan status							
Urban	600	83	73	92	70	7	55
Suburban	5,500	72	64	86	63	8	42
Rural	9,000	71	64	79	66	9	41
Region							
Northeast	1,800	75	68	91	67	5	47
Mid-Atlantic	1,100	78	73	91	65	4	47
Appalachia	500	90	82	92	76	2	58
southeast	800	78	72	89	86	5	58
North Central	3,700	68	64	81	72	4	45
Midcontinent	2,400	68	58	74	70	13	42
Southwest	2,200	55	58	74	50	16	26
Northwest	1,300	82	60	87	67	10	41
Far West	1,300	84	64	83	42	13	36
Enrollment size							
Less than 2,500	11,600	68	61	80	62	10	37
2,500- 9,999	2,900	84	75	89	75	4	58
10,000 or more	600	91	78	97	78	1	65

NOTE: The number of districts has been rounded to the nearest hundred.

Table 2.--Percentage of districts recognizing OERI-funded programs that reported receiving R&D resources from them, and percentage of districts including indirectly received resources in the responses, by district characteristic United States, 1989

District characteristic	Regional Educational Laboratories		National Research and Development Centers		ERIC clearinghouses		NDN State Facilitators	
	Received resources	Included indirectly received	Received resources	Included indirectly received	Received resources	Included indirectly received	Received resources	Included indirectly received
Total	66	66	52	59	67	73	61	60
Metropolitan status								
Urban	84	72	75	67	85	78	74	60
Suburban	66	66	55	58	77	73	69	55
Rural	64	67	49	59	59	73	56	62
Region								
Northeast	72	67	52	63	88	82	60	59
Mid-Atlantic	61	71	45	66	71	75	70	56
Appalachia	72	76	48	72	65	81	67	71
Southeast	67	75	61	65	67	78	75	79
North Central	64	63	56	57	67	72	69	65
Midcontinent	67	64	48	53	45	66	56	65
Southwest	54	52	51	56	57	70	49	47
Northwest	78	78	56	57	73	76	55	62
Far West	60	80	51	60	72	72	45	40
Enrollment size								
Less than 2,500	60	64	47	56	62	72	55	57
2,500 -9,999	79	75	65	67	78	77	79	67
10,000 or more	82	81	68	69	86	81	74	69

NOTE: Percentages are based on those districts that recognized the given OERI-funded program and have indicated whether or not they received resources from the organization. Data are not available on the percentage of districts that received services or products among those districts that did not recognize the program(s). Each column was calculated independently from the same base. In the first column some of the districts that reported that they received resources had also accounted for indirectly received resources in their responses, while other districts did not. The second column has both districts that were sure they received no resources (either directly or indirectly) and districts that received resources and included both directly and indirectly received resources in their response.

Table 3.--Percentage of districts recognizing Regional Educational Laboratories that reported receiving R&D resources from them, and the frequency of use of these resources, by district characteristic United States, 1989

District characteristic	Number of districts recognizing Laboratories	Resources received				Frequency of use by those receiving			
		Nothing	Services only	Products only	Both	None	Infrequent	Somewhat frequent	Very frequent
Total	10,800	34	15	18	32	3	43	47	8
Metropolitan status									
Urban	500	16	14	30	39	4	48	33	14
Suburban	4,000	34	16	17	33	2	48	42	9
Rural	6,300	36	16	18	30	3	39	51	6
Region									
Northeast	1,400	28	14	22	37	0	50	48	2
Mid-Atlantic	900	39	19	22	21	0	42	46	12
Appalachia	500	28	10	22	40	2	33	55	10
Southeast	600	33	10	20	36	2	25	57	16
North Central	2,500	36	13	19	32	0	45	50	5
Midcontinent	1,600	33	22	13	32	2	45	49	4
southwest	1,200	46	11	12	31	4	26	45	25
Northwest	1,000	22	22	17	39	7	42	45	5
Far West	1,100	40	14	24	22	13	57	25	4
Enrollment size									
Less than 2,500	7,800	40	16	16	29	4	42	48	7
2,500- 9,999	2,400	21	15	26	38	1	45	44	10
10,000 or more	600	18	16	26	41	0	46	47	6

NOTE: Percentages are based on those districts that recognized Regional Educational Laboratories and have indicated whether or not they received resources from the laboratories. Data are not available on the percentage of districts that received services or products among those districts that did not recognize Regional Educational Laboratories. Details may not add to totals and percentages may not add to 100 because of rounding. Estimates on the number of districts recognizing laboratories have been rounded to the nearest hundred due to sampling variability.

Table 4.--Method of payment for R&D resources received from Regional Educational Laboratories, by district characteristic: United States, 1989

District characteristic	Number of districts receiving resources	Some resources were received			
		Free	With district payment		
			Either cost shared or entirely paid for	cost shared	Entirely paid for
Total	6,900	84	60	43	40
Metropolitan status					
Urban	400	81	59	39	39
suburban	2,600	77	66	40	47
Rural	4,000	89	56	45	35
Region					
Northeast	900	79	58	40	33
Mid-Atlantic	500	79	75	50	62-
Appalachia	300	89	45	34	31
southeast	400	94	47	36	21
North Central	1,600	87	61	48	35
Midcontinent	1,100	88	61	51	36
southwest	600	83	74	57	65
Northwest	800	76	54	28	40
Far West	700	83	52	28	39
Enrollment size					
Less than 2,500	4,700	86	58	43	37
2,500 - 9,999	1,800	82	63	42	44
10,000 or more	500	75	60	41	42

NOTE: Percentages are based on those districts that recognized Regional Educational Laboratories, stated they received at least one service or product from a laboratory since September 1987, and were able to describe the method of payment. Details may not add to totals because of rounding. Percentages may add to more than 100 because districts that received more than one R&D resource may have used more than one method of payment. Estimates on the number of districts receiving resources have been rounded to the nearest hundred due to sampling variability.

Table 5.--Percentage of districts recognizing National Research and Development Centers that reported receiving R&D resources from them, and the frequency of use of these resources, by district characteristic United States, 1989

District characteristic	Number of districts recognizing Centers	Resources received				Frequency of use by those receiving			
		Nothing	Services only	Products only	Both	None	Infrequent	Somewhat frequent	Very frequent
Total	9,700	48	15	18	18	6	58	33	4
Metropolitan status									
Urban	400	25	21	30	25	5	56	35	4
Suburban	3,500	45	20	16	19	5	49	41	4
Rural	5,700	51	13	19	18	7	64	26	3
Region									
Northeast	1,300	48	11	18	23	6	69	24	0
Mid-Atlantic	800	55	10	18	17	7	47	44	2
Appalachia	400	52	8	24	16	0	66	32	2
Southeast	600	39	18	29	14	5	53	38	4
North Central	2,400	44	17	21	18	6	50	41	3
Midcontinent	1,400	52	19	11	18	6	51	43	0
Southwest	1,300	49	21	6	24	1	60	26	13
Northwest	800	44	18	22	15	20	71	8	2
Far West	900	49	9	28	14	2	69	24	5
Enrollment size									
Less than 2,500	7,100	53	17	14	16	8	58	31	3
2,500- 9,999	2,100	35	12	29	24	1	57	37	4
10,000 or more	500	32	11	32	26	1	57	31	11

NOTE: Percentages are based on those districts that recognized National Research and Development Centers and have indicated whether or not they received resources from the centers. Data are not available on the percentage of districts that received services or products among those districts that did not recognize National Research and Development Centers. Details may not add to totals and percentages may not add to 100 because of rounding. Estimates on the number of districts recognizing the Centers have been rounded to the nearest hundred due to sampling variability.

Table 6.--Percentage of districts recognizing ERIC Clearinghouses that reported receiving R&D *resources from* them, and the frequency of use of these resources, by district characteristic United States, 1989

District characteristic	Number of districts recognizing ERIC	Resources received				Frequency of use by those receiving			
		Nothing	Services only	Products only	Both	None	Infrequent	Somewhat frequent	Very frequent
Total	12,400	33	14	19	34	3	54	35	8
Metropolitan status									
Urban	500	15	6	21	58	0	34	46	19
Suburban	4,800	23	18	20	38	1	54	34	11
Rural	7,100	41	12	18	29	5	56	34	5
Region									
Northeast	1,700	12	11	27	50	0	60	28	12
Mid-Atlantic	1,000	29	25	15	31	1	46	33	19
Appalachia	500	35	11	22	33	0	48	48	4
Southeast	700	33	16	17	34	0	44	44	11
North Central	3,000	33	13	16	38	4	56	33	8
Midcontinent	1,700	55	5	18	22	5	51	43	2
Southwest	1,600	43	19	11	27	7	58	31	3
Northwest	1,100	27	18	23	32	6	51	37	6
Far West	1,100	28	16	28	29	0	54	38	8
Enrollment size									
Less than 2,500	9,200	38	15	18	30	4	60	31	5
2,500 -9,999	2,600	22	13	22	43	1	43	42	15
10,000 or more	600	14	9	27	51	0	32	51	18

NOTE: Percentages are based on those districts that recognized ERIC Clearinghouses and have indicated whether or not they received resources from the ERIC. Data are not available on the percentage of districts that received services or products among those districts that did not recognize ERIC. Details may not add to totals and percentages may not add to 100 because of rounding. Estimates on the number of districts recognizing ERIC have been rounded to the nearest hundred due to sampling variability.

Table 7.--Percentage of districts recognizing NDN facilitators that reported receiving R&D resources from them, and the frequency of use of these resources, by district characteristic United States, 1989

District characteristic	Number of districts recognizing NDN	Resources received				Frequency of use by those receiving			
		Nothing	Services only	Products only	Both	None	Infrequent	Somewhat frequent	Very frequent
Total	9,800	39	14	22	25	5	59	28	8
Metropolitan status									
urban	400	26	14	27	33	0	57	33	9
Suburban	3,500	31	15	25	29	5	62	26	6
Rural	5,900	44	13	20	23	6	57	28	10
Region									
Northeast	1,200	40	8	22	29	2	57	38	4
Mid-Atlantic	700	30	15	24	31	15	44	30	10
Appalachia	400	33	20	11	35	3	48	34	15
Southeast	700	25	21	15	40	0	43	31	26
North Central	2,600	31	18	23	28	6	70	20	4
Midcontinent	1,700	44	7	31	18	4	67	25	4
southwest	1,100	51	9	19	22	0	47	38	15
Northwest	900	45	21	15	20	13	56	23	8
Far West	600	55	12	19	14	0	61	33	7
Enrollment size									
Less than 2,500	7,200	45	11	21	23	6	60	27	7
2$00-9 ,999..	2,100	21	22	24	33	3	58	27	11
10,000 or more	500	26	18	19	37	0	54	35	11

NOTE: Percentages are based on those districts that recognized NDN Facilitators and have indicated whether or not they received resources from the facilitators. Data are not available on the percentage of districts that received services or products among those districts that did not recognize NDN Facilitators. Details may not add to totals and percentages may not add to 100 because of rounding. Estimates on the number of districts recognizing NDN have been rounded to the nearest hundred due to sampling variability

Table 8.--Percentage of districts reporting they received R&D resources from any source in six content areas, percentage of those districts considering the resources very, somewhat, or not at all useful, and percentage ranking each area among the top four priorities in terms of future needs for assistance: United States, 1989

Content area	Resources received				Usefulness of resources received			Rank as future need	
	Nothing	Services only	Products only	Both	Very	Somewhat	Not at all	First or second choice	Third or fourth choice
Student populations	42	13	16	28	36	61	3	27	25
Staffing and staff development	39	15	13	34	45	53	3	53	33
Curriculum	38	12	16	33	45	52	3	56	34
School and classroom management	45	11	13	31	41	57	1	19	46
Student testing and evaluation	46	9	12	33	50	47	3	25	37
Early childhood education	62	9	9	20	45	49	6	20	24

NOTE: Percentages may not add to 100 because of rounding. Percentages supplied on usefulness of resources are based on those districts that reported receiving R&D resources in a given content area.

Table 9.--Percentage of districts reporting they received R&D resources from any source in six content areas and percentage of those districts that considered the resources very useful, by district characteristic United States, 1989

District characteristic	Student populations		Staffing and staff development		Curriculum		School and classroom management		Student testing and evaluation		Early childhood education	
	Received resources	Very useful	Received resources	Very useful	Received resources	Very useful	Received resources	Very useful	Received resources	Very useful	Received resources	Very useful
Total	58	36	61	45	62	45	55	41	54	50	38	45
Metropolitan status												
Urban	72	37	64	54	73	43	64	43	60	49	51	45
Suburban	60	42	64	45	65	50	57	45	54	42	41	42
Rural	56	31	59	44	60	42	52	39	53	55	36	47
Region												
Northeast	62	40	64	41	66	35	50	39	53	42	51	46
Mid-Atlantic	58	53	64	67	65	71	58	63	44	45	33	57
Appalachia	66	43	60	57	62	48	58	59	58	46	51	40
Southeast	57	44	63	50	61	45	60	54	57	57	52	66
North Central	61	31	70	33	71	40	59	33	62	46	44	38
Midcontinent	50	27	51	32	51	40	46	46	47	52	27	45
Southwest	53	35	52	61	58	50	59	34	56	60	32	37
Northwest	60	41	63	54	56	42	47	45	44	55	30	53
Far West	59	31	62	48	63	53	56	39	51	50	32	52
Enrollment size												
Less than 2,500	54	34	59	44	59	45	52	41	53	52	35	44
2,500- 9,999	67	42	69	47	71	45	62	45	54	46	48	45
10,000 or more	78	37	70	48	72	42	66	38	65	42	59	55

NOTE: The percentage of districts considering resources as very useful is based on those districts that reported receiving R&D resources in a given content area.

Table 10.--Number of districts and percentage of districts reporting they received R&D resources from any source, by district characteristic United States, 1989

District characteristic	Number of districts	Percent receiving R&D resources from any source	Percent not receiving R&D resources from any source
Total	15,000	79	21
Metropolitan status			
Urban	600	88	12
Suburban	5,500	80	20
Rural	8,900	77	23
Enrollment size			
Less than 2,500	11,600	77	23
2,500-9,999	2,900	83	17
10,000 or more	600	91	9
Recognition of OERI-funded Sources			
None	1,300	45	55
Some or all sources	13,700	82	18
Receive Chapter 1 assistance			
Yes	6,700	89	11
No	8,300	71	29

NOTE: The total number of districts is reduced from 15,100 to 15,000 because some districts did not respond to the question concerning R&D resources from any source. Details may not add to totals because of rounding. Estimates on the number of districts are rounded to the nearest hundred due to sampling variability.

Table 11.--Providers of R&D resources mentioned by public school districts as "particularly useful": United States, 1989

Providers	Number of mentions	Percent of all mentions	Percent of districts*
Total	796	100	100
Federal (total)	431	54	56
U.S. Department of Education (total)	423	53	55
Office of Educational Research and Improvement (total)	404	51	53
Regional Educational Laboratories (total)	171	21	23
Appalachia Educational Laboratory	(22)	(3)	(3)
Far West Laboratory for Educational Research and Development	(19)	(2)	(3)
Mid-Continent Regional Educational Laboratory	(22)	(3)	(3)
North Central Regional Educational Laboratory	(16)	(2)	(2)
Northwest Regional Educational Laboratory	(48)	(6)	(7)
Regional Laboratory for Educational Improvement of the Northeast and Islands	(13)	(2)	(2)
Research for Better Schools (Mid-Atlantic region)	(16)	(2)	(2)
Southeastern Educational Improvement Laboratory	(6)	(1)	(1)
Southwest Educational Development Laboratory	(9)	(1)	(1)
National Research and Development Centers	18	2	2
ERIC Clearinghouses	106	13	15
NDN (National Diffusion Network)	96	12	13
Other OERI programs	13	2	2
Other Department of Education units	19	2	3
Other Federal units	8	1	1
State government (total)	120	15	16
State education entities (total)	120	15	16
State-wide central units	74	9	10
State intermediate units	46	6	6
Educational organizations (total)	200	25	27
Schools and colleges (total)	33	4	5
Institutions of higher education	27	3	4
Public schools	6	1	1
Other operations (total)	167	21	23
Associations, foundations, professional societies	52	7	7
Research services	53	7	7
Authors, consultants, private corporations	47	6	6
Media, publishers	15	2	2
Unclassified	45	6	6

*Based on the number of districts mentioning a particular provider among the 724 districts responding.

NOTE: Figures are unweighted and represent the 724 of 1,039 respondents which listed an R&D resource that had been particularly useful. Districts were allowed to mention more than one provider. Percentages may not add to 100 because of rounding.

Table 12.--Primary content areas of R&D resources received by public school districts since September 1987 and described as "particularly useful": United States, 1989

Content area	Number of districts	Percent
Total	724	100
Student populations	128	18
At risk, all	75	10
Handicapped	15	2
Gifted	11	2
Demographics	11	2
Bilingual	10	1
Rural	4	1
Indian	1	0
Urban	1	0
Staffing and staff development	90	12
Staff development/teacher valuation	73	10
Administrator development/evaluation	17	2
Curriculum	133	18
Content areas	111	15
Health and safety	(32)	(4)
Drug education	(25)	(3)
General	(7)	(1)
Language arts	(24)	(3)
Math and science	(21)	(3)
Technology	(16)	(2)
Thinking skills	(10)	(1)
International/multicultural education	(6)	(1)
Vocational	(2)	(0)
Curriculum development	22	3
School and [illegible]	197	27
School improvement	120	17
Effective schools/proven practices/models	(60)	(8)
Miscellaneous research results	(30)	(4)
Teaching/learning strategies	(20)	(3)
Choice/magnets/restructuring/school-based management	(7)	(1)
Communications/newsletters/parents	(3)	(0)
School organization	31	4
School size/class size	(11)	(2)
Grouping	(9)	(1)
Middle school education	(9)	(1)
Extended year	(2)	(0)
Classroom management	23	3
Discipline	(12)	(2)
General	(11)	(2)
Policymaking/strategic operations	23	3
Student testing and evaluation	41	6
Early childhood education	24	3
Other	53	7
Unclassified*	58	8

*Districts whose responses could not be classified into a specific content area.

NOTE: Figures are unweighted and represent the 724 (of 1,039 respondents) that listed an R&D resource that had been particularly useful. Percentages may not add to 100 because of rounding.

Table 13.--Selected standard errors, by district characteristic: United States, 1989

District characteristic	Percentage receiving only products from Regional Educational Laboratories				Percentage reporting very frequent use of R&D resources received from laboratories [1]		Percentage recognizing NDN State Facilitators		Percentage not receiving resources from any source on student testing		Percentage rating sources on student testing as very useful [2]	
	Among all districts		Among districts recognizing laboratories									
	Estimate	Standard error	Estimate	Standard error	Estimate	Standard error	Estimate	Standard error	Estimate	Standard error	Estimate	Standard error
Total	13.1	1.4	18.3	1.8	7.7	1.5	65.3	2.5	46.5	2.3	50.0	3.1
Metropolitan status												
Urban	25.4	3.7	30.5	3.8	14.2	3.9	70.1	4.5	40.3	4.8	48.6	5.1
Suburban	12.6	1.7	17.4	2.3	8.8	2.9	63.3	3.6	46.4	3.2	42.4	5.2
Rural	12.7	1.8	18.0	2.2	6.3	1.8	66.2	3.0	46.9	3.5	54.8	4.0
Region												
Northeast	16.4	5.5	21.8	7.0	2.3	1.9	67.5	7.7	47.0	6.8	42.0	8.0
Mid-Atlantic	16.8	3.4	21.5	4.4	11.9	6.6	65.0	6.2	56.1	6.4	45.2	10.6
Appalachia	19.9	3.6	22.2	4.0	10.0	4.2	75.7	7.4	41.6	6.0	45.6	8.0
Southeast	15.7	4.6	20.1	5.6	15.6	5.6	86.2	4.6	43.1	6.2	57.0	7.4
North Central	12.8	3.0	18.8	4.4	5.1	3.4	71.8	4.9	38.2	5.2	45.8	6.8
Midcontinent	8.9	2.8	13.0	4.3	4.2	3.9	70.5	4.7	53.1	5.9	52.3	8.3
Southwest	6.5	2.3	11.9	4.2	25.3	10.1	49.8	5.4	43.5	6.4	60.2	10.1
Northwest	13.7	4.7	16.8	5.5	5.2	3.4	67.1	5.8	55.8	5.4	55.0	10.2
Far West	20.2	4.8	24.0	5.6	4.3	2.5	42.4	7.4	48.6	6.2	49.9	8.2
Enrollment size												
Less than 2,500	10.5	1.5	15.5	2.1	6.7	1.9	62.2	3.0	47.1	2.8	51.5	3.7
2,500- 9,999	21.5	2.3	25.7	2.7	10.4	2.2	74.7	3.5	46.5	3.4	46.0	3.1
10,000 or more	23.4	3.0	25.6	3.1	6.3	2.2	78.0	2.1	35.3	3.6	41.5	3.4

[1] Percentages arc based on districts which recognize Regional Educational Laboratories and have received R&D resources from them.

[2] Percentages are based on districts which [illegible] evaluation [illegible] September 1987

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

National Center for Education Statistics

January 1989

Dear School District Superintendent:

We request your cooperation in completing this questionnaire on school districts' use of research and development (R&D) resources. The survey was requested by the Office of Educational Research and Improvement (OERI), U.S. Department of Education.

The attached questionnaire is designed to be completed by the staff member who is most knowledgeable about your district's use of R&D resources. The survey focuses specifically on four programs funded by OERI from which your district may receive R&D services and products: the Regional Educational Laboratories, National Research and Development Centers, ERIC Clearinghouses, and National Diffusion Network (NDN) Facilitators. It is likely that no one person knows all of your district's uses of R&D resources, and the person completing the form should be encouraged to make a few telephone calls to find out the level of others' activities.

While your participation in this survey is voluntary, your cooperation is needed to make the results of the survey comprehensive, reliable, and timely. The information collected will be presented as aggregate statistics only, with no individually identifying information. The survey has been coordinated with the Council of Chief State School Officers through its Committee for Evaluation and Information Systems (CEIS).

The survey is being conducted by our contractor, Westat, a research firm in Rockville, Maryland, using the Fast Response Survey System (FRSS). According to FRSS practice, Westat will send you a report of the survey findings when they are available.

We estimate that it will take approximately 30 minutes to complete the questionnaire. If you have any comments regarding this estimate or another aspect of this survey, send them to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651, and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington D.C. 20503.

We would appreciate your completing the questionnaire and mailing it to the address on the back of the form within two weeks. If you have any questions about the survey, please call Bradford Chaney, Westat's Survey Manager, at the toll-free Westat number (800) 937-8281 or Jeffrey Williams, the NCES Survey Manager for FRSS, at (202) 357-6333. Your cooperation is greatly appreciated.

Sincerely,

Emerson J. Elliott
Acting Commissioner

Enclosure

WASHINGTON, D C 20208

FAST RESPONSE SURVEY SYSTEM (FRSS)

NATIONAL CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20208-5730

Form Approved
OMB No. 1850-0630
App. Exp. 6/89

USE OF **RESEARCH & DEVELOPMENT** RESOURCES

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS

R&D refers to research and/or development that has provided knowledge, guidelines for practice or policy, or information about new developments that can be used to improve schools.

Services include technical assistance, training, literature searches, and responses to inquiries.

Products include publications, bulletins, and research reviews that contain R&D findings.

Has your district received assistance with the evaluation or implementation of a Chapter 1 program from a Technical Assistance Center (TAC) or other source since September 1987? ☐ Yes ☐ No

NOTE: In your responses to the questions below, please do NOT include Chapter 1 assistance.

1 Since September 1987, what resources have you received from the following organizations, and how often have you used them? If you do not recognize one of these types of organizations, please check the appropriate box and skip to the next organization. The organizations are listed on the attached page.

R&D resources from these organizations may be received indirectly (e.g., through State education agencies or intermediate service units) as well as directly. Please also include indirectly received resources in your answers where possible, and indicate below the organizations for which you have dorm so.

☐ None ☐ Labs ☐ Centers ☐ Clearinghouses ☐ Facilitators

	Do not recognize	Resources received: Services	Resources received: Products	Frequency of use: None	Infrequent	Somewhat frequent	Very frequent
a. **Regional Educational Laboratories**	☐	☐	☐	☐	☐	☐	☐
b. **National Research and Development Centers**	☐	☐	0	☐	☐	0	☐
c. ERIC (**Educational Resources Information Center**) **Clearinghouses**	☐	☐	0	☐	☐	n	☐
d. **NDN (National Diffusion Network) Facilitators**	☐	☐	☐	☐	☐	☐	☐

2. If your district has received services or products since September 1987 from Regional Educational Laboratories (excluding assistance for Chapter 1), what has been the nature of the cost to your district? (Check all that apply.)

☐ Free ☐ Cost-shared ☐ Entirely paid for by the district

3. **Since September 1987, in which areas has your district received R&D services or products from the above or other sources (but excluding assistance for Chapter 1)? On average, how useful were those services and products? Please rank these areas in terms of where you will need assistance the most in the future. Write "1" for the area where you will need services or products the most, "2" where you will need services or products the second most, etc.**

R&D areas	Have received: Services	Have received: Products	How useful were they? Very	Somewhat	Not at all	Rank future needs
a. **Student Populations** (at-risk students, students with limited English proficiency, handicapped, urban students, rural students, gifted students, etc.)	☐	☐	☐	☐	☐	_____
b. **Staffing and Staff Development** (teacher/administrative incentives, evaluation, professional development, leadership, teacher testing, collective bargaining, etc.)	☐	☐	☐	on		_____
c. **Curriculum** (content areas, higher order thinking skills, course requirements for graduation, etc.)	☐	☐	☐	00		_____
d. **School and Classroom Management** (teaching/learning strategies, educational technology, classroom procedures, discipline, student testing and evaluation, etc.)	☐	☐	☐	00		_____
e. **Student** Tasting and **Evaluation** (for placement, school-wide assessment, competency testing, ● tc.)	☐	0	☐	☐	☐	_____
f. **Early Childhood Education** (prekindergarten)	☐	☐	☐	☐	☐	_____
g. other (specify)_____	☐	0	☐	on		_____

4 Please list one R&D resource from any source that your district has received since September 1987 that has bean particularly useful. Please exclude assistance for Chapter 1. State its title or description, the date(s) involved, whether it was a service or product, and who the provider or publisher was.

Title or description_____

Date: _____/_____ (Month/Year) ☐ Service ☐ Product

Provider or publisher_____

Name of person completing form: _____ Title: _____

District name: _____ Phone: (_____) _____

Regional Educational Laboratories

Appalachia Educational Laboratory
Far West Laboratory for Educational Research and Development
Mid-Continent Regional Educational Laboratory
North Central Regional Educational Laboratory
Northwest Regional Educational Laboratory
Regional Laboratory for Educational Improvement of the Northeast and Islands
Research for Better Schools
Southeastern Educational Improvement Laboratory
Southwest Educational Development Laboratory

National Research and Development Centers

Center for Language Education and Research
National Center on Education and Employment
Center for Research on Elementary and Middle Schools
National Center on Effective Secondary Schools
National Center for Research to Improve Postsecondary Teaching and Learning
Center for Postsecondary Governance and Finance
Center for Policy Research in Education
Center for Research on Evaluation, Standards, and Student Testing
National Center for Research on Teacher Education
Center for the Study of Learning
Center for the Study of Writing
Educational Technology Center
Reading Research and Education Center
Center for Research on the Context of Secondary School Teaching
National Arts Education Research Center
Center for the Learning and Teaching of Elementary Subjects
Center for the Learning and Teaching of Literature
Center for the Learning and Teaching of Mathematics
National Center for Improving Science Education

Educational Resources Information System (ERIC)

Clearinghouse on Adult, Career, and Vocational Education
Clearinghouse on Counseling and Personnel Services
Clearinghouse on Educational Management
Clearinghouse on Elementary and Early Childhood Education
Clearinghouse on Handicapped and Gifted Children
Clearinghouse on Higher Education
Clearinghouse on Information Resources
Clearinghouse on Junior Colleges
Clearinghouse on Languages and Linguistics
Clearinghouse on Reading and Communication Skills
Clearinghouse on Rural Education and Small Schools
Clearinghouse on Science, Mathematics, and Environmental Education
Clearinghouse on Social Studies/Social Science Education
Clearinghouse on Teacher Education
Clearinghouse on Tests, Measurement, and Evaluation
Clearinghouse on Urban Education
ERIC Processing and Reference Facility
ERIC Document Reproduction Service (EDRS)

National Diffusion Network (NDN) State Facilitators serve as links within each State between NDN programs and teachers, administrators, parents, and others who are interested in implementing NDN programs.