

Archived Information

REGIONAL TECHNOLOGY IN EDUCATION CONSORTIA (R*TECs)

Goal: To improve teaching and learning by providing technical assistance and development for the effective use of educational technology. Legislation: Title III, Part A, SubPart 1, Section 3141 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Improving America's Schools Act of 1994, (20 U.S.C. 8161-8202) P.L. 103-382.	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$0	2000	\$10
	1990	\$0	2001	\$10
	1995	\$10	2002 (Requested)	\$0

Program Description

The Regional Technology in Education Consortia (R*TEC) Program supports regional centers that provide professional development, technical assistance, and dissemination of information on the various types and effective uses of hardware, software, and electronic networks to districts, schools, and others to help students meet challenging academic standards. Five-year grant awards are made to regional entities, which must include state educational agencies, institutions of higher education, nonprofit organizations, or a combination thereof.

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R*TEC grantees help states, districts, schools, and adult education programs effectively integrate technologies into kindergarten through 12th grade classrooms, library media centers, and other educational settings. They identify or produce strategies, services and materials that promote the effective use of technology for teaching and learning and make them available to states, districts, schools, and classrooms. These include professional development programs, portfolios of tools and processes, research syntheses, and descriptions of best practices for planning and implementing instructional uses of technology to improve student achievement with a special focus on underserved schools and students.

Program Performance

OBJECTIVE 1: PROMOTE EFFECTIVE USE OF TECHNOLOGY FOR TEACHING AND LEARNING THROUGH PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE, AND THE LEVERAGING AND COORDINATION OF OTHER RESOURCES.

Indicator 1.1 Recipients of R*TEC products, services and information – particularly those representing under-served schools: at least 85% of recipients (individuals or agencies) of the R*TEC services and products –including those developed and produced through the Consortia, collaboration among R*TECs, and strategic alliances– will indicate that these products and services are of high quality and meet their needs.						
Targets and Performance Data					Assessment of Progress	Sources and Data Quality
<i>Percentage of R*TEC Clients who agree or strongly agree that R*TEC services and products are:</i>					<p>Status: FY2000 data show the target exceeded with respect to quality of services and products. This was an improvement over FY1999 in the services area, a decrease in perceived quality for products. Although there was marked improvement in relevance of services to needs, the target was not met. In the product area, again there was a decrease in recipients' ratings of the quality of products. Ratings of the usefulness of services were higher in FY2000 than in FY1999, though products were rated lower in this category than in the previous year.</p> <p>Explanation: FY2000 ratings of services are based on nearly 1500 survey respondents from five of the six R*TECs; ratings of products are based on only 88 survey respondents from two R*TECs that released new products in FY2000. The lower ratings for product quality and product usefulness may be due in part to a change in the type of products states and school districts say they need. R*TECs report a recent shift in the types of materials states and districts say they need from a focus on classroom instructional materials to a focus on professional development, leadership development and technology planning. The R*TECs are currently developing products to address this new focus.</p>	<p>Source: Final Program Performance Report, FY2000. Frequency: Annually. Next collection update: 2001. Date to be reported: November 2001.</p> <p>Validation Procedure: Data supplied by individual R*TEC projects, through the work of external evaluators hired by the projects. No formal validation procedure was applied.</p> <p>Limitations of Data and Planned Improvements: The program faces two distinct challenges in collecting reliable data. One is the lack of completely external sources of data on program performance (data are collected by the project evaluators). The other is that there are slight variations in data collection practices and procedures across projects. In FY2000, the Department began external evaluation activities to develop common goals, objectives, indicators, and definitions to ensure greater consistency of data across the R*TECs; and to validate data collected and reported by project evaluators. Furthermore, the 2001 projects will attempt to capture more direct measures of impact on planning, policy and instructional practice resulting from technical assistance and professional development.</p>
Services (85% Performance Target)		Products (85% Performance Target)				
FY 1999	FY2000	FY 1999	FY2000			
High quality	84%	86%	93%	89%		
Relevant to needs	74%	82%	89%	79%		
Useful for:						
Improved student learning	73%	86%	83%	70%		
Equitable access	61%	68%	67%	67%		
Integrating Technology	71%	82%	84%	76%		
Making better informed decisions	70%	78%	73%	66%		