

Archived Information

EISENHOWER REGIONAL MATHEMATICS AND SCIENCE EDUCATION CONSORTIA

Goal: To improve mathematics and science education through technical assistance and dissemination.	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$0	2000	\$15
	1990	\$0	2001	\$15
Legislation: Elementary and Secondary Education Act (ESEA) of 1965, as amended by Title XIII, Part C of the Improving America's Schools Act of 1994 (20 U.S.C. 8671).	1995	\$15	2002 (Requested)	\$0

Program Description

The purpose of the Eisenhower Regional Consortia Program is to disseminate exemplary mathematics and science education instructional materials and provide technical assistance in the implementation of teaching methods and assessment tools for use in elementary and secondary schools.

The Eisenhower Regional Consortia Program supports 10 Consortia (one in each of ten regions). Each Consortium is funded at approximately \$1.5 million annually. The Regional Consortia must work cooperatively with each other, the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) established under the Eisenhower Professional Development Federal Activities program, and other federally funded technical assistance providers.

The Consortia give priority to intensive, ongoing assistance to states and high-need local educational agencies. Consortia efforts include creating and supporting networks among educators, conducting workshops and institutes, disseminating resource materials about promising practices, and helping teachers explore the uses of new forms of technology, including telecommunications networks, in the classroom. In addition, the Consortia help educators and policymakers learn from national and international assessments such as the Third International Math and Science Survey (TIMSS) and the National Assessment of Educational Progress (NAEP) in their efforts to improve mathematics and science teaching and learning.

For more information, please visit the program Web site at: <http://www.ed.gov/offices/OESE/SST/math.html>

Program Performance

OBJECTIVE 1: PROVIDE HIGH-QUALITY TECHNICAL ASSISTANCE, INCLUDING PLANNING ASSISTANCE, TRAINING, FACILITATION OF COLLABORATION AND NETWORKING, AND OTHER TECHNICAL ASSISTANCE.

Indicator 1.1 Technical Assistance: At least 80 percent of participants in Consortia technical assistance activities will report that information or assistance from the Consortia added value to their work.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Training improved instructional practice</i>			<p>Status: Target exceeded.</p> <p>Explanation: For 1998 and 1999, the performance results are described in terms of the percentage of respondents who found training and collaboration with the Consortia to be “moderately” or “extremely” useful. In lieu of the participant survey which we could infer would result in similar high percentages, client interviews were conducted in 2000 to yield richer, more in-depth information pertinent to lessons learned and impact – especially appropriate for reporting on the final year of the program’s 5-year cycle. The program was unable to do both the participant survey and the client interviews because the cost involved was prohibitive. Results from the client interviews will be reported in April 2001.</p>	<p>Source: Cross-Consortia report, 2000. (The primary sources for this report is the Consortia and Clearinghouse Descriptive Data System (CCDDS) and a participant survey). Frequency: Annually. Next collection update: 2001. Date to be reported: 2002.</p> <p>Validation Procedure: Data supplied by Cross-Consortia’s Eisenhower Network Evaluation Committee. The CCDDS uses common definitions and common data collection procedures. Data subjected to Committee’s internal review and validation procedures.</p> <p>Limitations of Data and Planned improvements: A comprehensive external evaluation (2000) found that the Consortia employ extensive data collection efforts to track their work, but more attention to the impact of that work on teaching and learning would be helpful. The Consortia has conducted in-depth telephone interviews in Fall 2000 in response to the need for more information on impact. The Consortia’s Evaluation Committee will focus on intensive work with Middle School Math and Science sites and other intensive sites to yield information in this regard for 2002. An ongoing external audit of CCDDS and data quality will begin in FY2001.</p>
Year	Actual Performance	Performance Targets		
1998:	91%			
1999:	96%	75%		
2000:	Qualitative measure for 2000	80%		
2001:		80%		
2002:				
<i>Training improved student engagement and performance</i>				
1998:	89%			
1999:	94%	75%		
2000:	Qualitative measure for 2000	80%		
2001:		80%		
2002:				
<i>Collaboration strengthened relationships and access to resources</i>				
1998:	88%			
1999:	93%	75%		
2000:	Qualitative measure for 2000	80%		
2001:		80%		
2002:				
<i>Collaboration leveraged resources and efforts for greater impact</i>				
1998:	80%			
1999:	87%	75%		
2000:	Qualitative measure for 2000	80%		
2001:		80%		
2002:				

OBJECTIVE 2: DISSEMINATE INFORMATION ABOUT PROMISING AND EXEMPLARY PRACTICES IN MATHEMATICS AND SCIENCE EDUCATION.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Print</i>			<p>Status: Target exceeded.</p> <p>Explanation: The total print and electronic media contacts increased by 94%. There are two reasons for the big jump in electronic media contacts and the drop in print contacts. Last year only 8 out of 10 Consortia could report electronic media contacts due to equipment problems so the FY1998 number was underreported. Also, a key strategy for the past year was to support the increased use of technology and reduce dissemination costs. The program encouraged the Consortia to reduce print dissemination and increase electronic dissemination of their products and information. This strategy was quite successful both in practice and outcome as measured by usefulness. Usefulness results for 1998 and 1999 are described in terms of the percentage of Consortia and Clearinghouse products that contributed “moderately” or “significantly” to improving the work of recipients. Client interviews were conducted in 2000 in lieu of the participant surveys. Qualitative data on usefulness will be reported from the client interviews in April 2001.</p>	<p>Source: Cross-Consortia Report, 2000. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> 2002.</p> <p>Validation Procedure: Internal review procedures of Cross-Consortia evaluation committee.</p> <p>Limitations of Data and Planned Improvements: Accessing and disseminating information via electronic media continues to grow at unpredictable rates. The program will revise this indicator to express an expectation of continuing increase in actual performance.</p>
Year	Actual Performance	Performance Targets		
1997:	306,557			
1998:	340,185			
1999:	125,212	337,212		
2000:	129,901	306,167		
2001:		275,551		
2002:				
<i>Electronic Media</i>				
1997:	1,354,167			
1998:	1,465,259			
1999:	3,328,846	1,489,583		
2000:	3,684,883	1,638,541		
2001:		1,802,395		
2002:				
<i>Usefulness</i>				
1998:	70%			
1999:	77%	No target set		
2000:	Qualitative measure for 2000	51%		
2001:		51%		
2002:				



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Eisenhower Regional Mathematics and Science Education Consortia

The Eisenhower Regional Mathematics and Science Education Consortia program consists of ten regional service providers to help improve mathematics and science education throughout the Nation. These ten consortia are specifically charged to (1) provide technical assistance for the implementation of teaching methods and assessment tools for use by elementary and secondary students, teachers, and administrators; (2) disseminate exemplary mathematics and science educational materials; and (3) build networks among mathematics and science resources within their regions and nationally. The ten regional consortia also work in collaboration with the [Eisenhower National Clearinghouse](#) to share resources and make them available to schools throughout the country. As a group, the Consortia and the Clearinghouse form the national [Eisenhower Network](#)

Examples of Consortia assistance include providing professional development in the use of hands-on science curriculum, integrated mathematics and science content, cooperative learning, and alternative assessment; extending the impact of professional development through electronic networks; and assisting states and school districts in developing, aligning, and implementing curriculum frameworks, performance standards, and assessments. They also help educators, policymakers, and the public understand the implications of research studies on teaching and learning, such as the [Third International Mathematics and Science Study \(TIMSS\)](#). (You can see the [most recent TIMSS report in PDF format](#).)

[Map of the United States](#)

Use the links below to find information about the Eisenhower Regional Consortia services available in your region.

[Appalachian Eisenhower Regional Consortium](#)[Far West Eisenhower Regional Consortium](#)[Mid-Atlantic Eisenhower Regional Consortium](#)[Mid-continent Eisenhower Regional Consortium](#)[North Central Eisenhower Regional Consortium](#)[Northeast and Islands Eisenhower Regional Consortium](#)[Northwest Eisenhower Regional Consortium](#)[Pacific Eisenhower Regional Consortium](#)[Southeast Eisenhower Regional Consortium](#)[Southwest Eisenhower Regional Consortium](#)

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Technical questions about the Web site: webmaster@inet.ed.gov