

# Archived Information

## TELECOMMUNICATIONS DEMONSTRATION PROJECT FOR MATHEMATICS

<b>Goal:</b> To improve the learning and teaching of mathematics through the use of technology.	<b>Funding History</b> (\$ in millions)			
	<b>Fiscal Year</b>	<b>Appropriation</b>	<b>Fiscal Year</b>	<b>Appropriation</b>
	1985	\$0	2000	\$9
	1990	\$0	2001	\$9
<b>Legislation:</b> Title III, Part D, of the Elementary and Secondary Education Act (ESEA), as amended (20 U.S.C. 6951-6953.).	1995	\$1	2002 (Requested)	\$0

### Program Description

The purpose of this program is to carry out a national telecommunications-based demonstration project to improve mathematics teaching. The project must be designed to help elementary and secondary school teachers prepare all students to achieve State content standards.

Grants are awarded competitively to nonprofit telecommunications entities or partnerships of such entities. Grantees must use the existing publicly funded telecommunications infrastructure to train teachers in the use of standards-based curricula materials and learning technologies; conduct the project in cooperation with appropriate state agencies, local educational agencies, nonprofit telecommunications entities, and a national mathematics education professional organization that has developed content standards; and provide a significant portion of project services to school systems with high percentages of Title I children. The projects must conduct demonstrations at school sites in at least 15 states. In FY 2000, demonstrations were conducted in 41 states.

## Program Performance

OBJECTIVE 1: PROMOTE EXCELLENT TEACHING IN MATHEMATICS THROUGH SUSTAINED PROFESSIONAL DEVELOPMENT AND TEACHER NETWORKS.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>Number of teachers who shared resources and engaged in other professional development activities through Telecommunications Demonstration Project on-line learning communities</i>			<p><b>Status:</b> The number of teachers who shared resources and engaged in other professional development activities more than doubled in this reporting period.</p> <p><b>Explanation:</b> The project reported that the reason for the dramatic increase in the number of participants was their decision to not charge fees for the lessons but to provide teachers with free access to the online lessons and related materials. The increase in the appropriation level from \$2.035 million in FY 1998 to \$5 million in FY 1999 contributed to the project's ability to offer this benefit.</p>	<p><b>Source:</b> Annual performance reports, 2000; teacher surveys collected by the project, 2000. <i>Frequency:</i> Annually. <i>Next collection update:</i> An outside evaluation of the project included in this report is due fall 2001. <i>Date to be reported:</i> February 2002.</p> <p><b>Validation Procedure:</b> Data supplied by the project. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> New projects funded in FY 2000 were required to employ an outside evaluator. Program staff will work closely with the project evaluators to ascertain the extent to which the data are valid. In addition, staff will seek assistance in employing the Department's <u>Standards for Evaluating Program Performance Data</u>, as applicable.</p>
Year	Actual Performance	Performance Targets		
1997:	5,500			
1998:	5,800			
1999:	5,800	Continuous increase		
<b>2000:</b>	<b>13,167</b>	<b>6,090</b>		
2001: 2002:				