



# CALIFORNIA STATE BOARD OF EDUCATION

## MAY 2004 AGENDA

<b>SUBJECT</b>  California Technology Assistance Project: Approve 2003-04 Summary Report of Services	<input checked="" type="checkbox"/> <b>Action</b>
	<input checked="" type="checkbox"/> <b>Information</b>
	<input type="checkbox"/> <b>Public Hearing</b>

### RECOMMENDATION

Approve the 2003-04 Summary Report of Services for the 11 California Technology Assistance Project (CTAP) Regions

### SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Education Code Section 51871 (AB 1761, Sweeney, Chapter 801, Statutes of 1998) established the California Technology Assistance Project (CTAP) and specified that CTAP would provide regional technical assistance on education technology to school districts and county offices of education. The law called for the selection of a lead agency within each region and required the lead agency to work collaboratively with all school districts and county offices of education in the region in order to meet locally defined technology-based needs, including, but not limited to:

1. Staff development;
2. Learning resources;
3. Hardware and telecommunications infrastructure;
4. Technical assistance to school districts in developing a support system to operate and maintain an education technology infrastructure, including improving pupil record keeping and tracking related to pupil instruction;
5. Coordination with federal, state, and local programs consistent with State Board-adopted content standards; and
6. Funding for technology.

In April 2002, the Board approved a second period of three-year grants to the eleven California Technology Assistance Project (CTAP) regional lead agencies for the period of July 1, 2002, to June 30, 2005, and approved the following regional leads:

- Region 1: Mendocino County Office of Education
- Region 2: Butte County Office of Education
- Region 3: Sacramento County Office of Education
- Region 4: Alameda County Office of Education
- Region 5: Santa Clara County Office of Education
- Region 6: Stanislaus County Office of Education
- Region 7: Fresno County Office of Education
- Region 8: Kern County Superintendent of Schools

Region 9: San Diego County Superintendent of Schools  
Region 10: San Bernardino County Superintendent of Schools  
Region 11: Los Angeles County Office of Education.

In May 2003, the Board approved the 2002-03 Summary Report of Services for the 11 California Technology Assistance Project Regions and California Department of Education (CDE) released funding to each region for the second year of this program period after the 2003-04 Budget was approved.

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### **SUMMARY OF KEY ISSUES**

AB 1761 requires the State Board to approve an annual report of services provided by the lead CTAP agency in each of eleven regions throughout California. School districts and county offices of education within each region are to have the opportunity to comment on the report before it is submitted to the state.

This Board item transmits the results of the annual report, also called the 2003-04 Summary Report of CTAP Services. A copy of each 2003-04 Summary Report of CTAP Services for the eleven CTAP regions has been forwarded to the State Board Office.

The eleven CTAP regional lead agencies have effectively serviced and supported their client county offices and districts throughout the first year and a half of the three-year grant period which began July 1, 2002. They have provided extensive local support for development of district technology plans, as well as support for the application and implementation of No Child Left Behind (NCLB) Enhancing Education Through Technology (EETT), School Renovation Technology Grant (SRTG), Digital High School and E-RATE programs. Professional development provided by CTAP helps schools promote technology literacy for staff and students and also helps develop the capacity of teachers to integrate technology effectively into the curriculum.

CDE is very pleased with the services and support provided by CTAP and the annual process CTAP has used to evaluate and improve services. CTAP works closely with sites and customizes their efforts to meet the specific needs of the site staff and their programs. Support is often provided over the course of several months with very focused attention on promoting the use of technology to improve teaching, learning, and overall school management.

CDE meets with CTAP directors on a regular basis to coordinate regional services and to ensure that CTAP is providing services based upon local needs. CTAP services have effectively helped districts and schools to develop technology plans focused on using technology as a tool to improve teaching, student achievement, and the local education agencies' abilities to collect and use data in school and classroom management.

As CDE administers the CTAP grants, CDE staff continues to work with the regions to improve the evaluation and accountability aspects of their programs. In developing the Request for Applications (RFA) for this three-year grant that began July 1, 2002, the CDE strengthened the accountability requirements for the CTAP lead agencies. CTAP lead agencies are required to report their progress in meeting measurable objectives with benchmarks each year and are required to outline the specific steps and instruments used to gather data on their objectives. Also, if the CTAP regional structure includes a lead LEA with sub-regional LEAs, then the region must report specific steps

used to monitor the performance of the sub-regional LEAs.

Each Region's 2003-04 Summary Report of CTAP Services includes an overview of services provided, including specific annual data on services provided to districts by program categories (e.g., professional development in support of: learning resources; hardware, telecommunications infrastructure and technical assistance to school districts; school improvement activities; and coordination with other federal, state, and local programs). The reports also include program priorities based on local need, information on expenditures, and data on regional efforts to collect feedback on their plans.

There are two attachments to this Board item. The first attachment is a statewide annual summary of CTAP services by program categories. This attachment includes the number of activities planned for the year, the number actually implemented, the number of participants, the average hours per participant, and the number of districts served. Because some participants attend multiple sessions during the year, the Board requested that CTAP collect unduplicated counts each year. A summary of the unduplicated counts is also included in the first attachment.

The second attachment is a brief summary of each regional report. Each summary includes the following:

1. An overview of the regional structure, including information about the number of counties, districts and/or schools served by the region and a brief description of the governance structure within each region.
2. An overview of services provided by the region, including local needs that support regional goals and objectives for 2003-04; and annual data on numbers served and the average length of activities for the period July 1, 2002 to June 30, 2003.
3. A summary of the region's method(s) for monitoring progress toward implementing the regional plan approved by the State Board.
4. A report of expenditures between July 1, 2003 and December 31, 2003 and an estimate of funds to be spent by June 30, 2004.
5. Highlights of program successes and challenges.
6. A brief overview of the process used to gather feedback on each regional report and planned adjustments to regional activities and services as a result of the feedback received.

Although each regional report contains region-specific information, there are some strengths common across the state. These are:

1. All CTAP regions are implementing their plans as approved by the State Board and are meeting their performance goals.
2. All regions are providing services in each of the areas required by law and are serving a significant number of districts and individuals. Between July 1, 2002 - June 30, 2003, more than 83 percent of the districts in California took advantage of CTAP services, with more than 66,000 people receiving direct services. The majority of CTAP resources are devoted to staff development. Trainings address the needs of teachers, administrators, and technical support staff, with workshops for teachers receiving the greatest emphasis. Teacher professional development increasingly focuses on integration of technology into the curriculum to help students meet state standards. However, there is still a need for skill development training,

which is also provided in each region.

3. Each CTAP region is tailoring its services to local needs. Each region works continuously to foster good communication with its clients. Regions adjust their plans based upon feedback and changing circumstances. As required by law, each region provided its clients with the opportunity to comment on the region's annual report. All regions increased the amount of feedback they received from their clients this year; however, some regions receive limited responses to the posting of the annual report. CDE will continue to work with these regions. The feedback received in every region was complimentary, with many districts and individual schools expressing their appreciation for CTAP services.
4. CTAP is successfully leveraging resources from a variety of funding sources. Regions are working with their local S4, BTSA, and a variety of public and private agencies to coordinate limited resources to meet local needs.
5. All CTAP regions are promoting the three statewide education technology services approved by the State Board and administered by CDE. There is very good communication and collaboration between the regions and the statewide projects. CTAP representatives sit on the advisory bodies for the statewide projects and are helping the statewide projects understand regional needs.
6. All CTAP regions have worked very hard to implement the EETT Formula and Competitive Grant Programs and to help their eligible districts develop technology plans that comply with both the State Board and federal requirements. By the end of this year, CTAP will have assisted more than 800 districts to receive funding under this program.
7. Several of the regions participated in the Student Technology Showcase in the Fall of 2003 and Spring of 2004 during the Computer Using Educators (CUE) conferences. The Showcase features exemplary curriculum-based technology projects from across the state. The regions selected students to participate in the Showcase and assisted in the logistics for the event. Over 120 students presented at the Showcase. More than 800 people attended the event and evaluations were very positive. The Showcase would not have been possible without the assistance of CTAP.

The regions continue to monitor their budgets to ensure timely expenditure of funds and have made improvements in this area this year. All regions did not receive funding until late Fall 2003 due to the budget crisis, and as a result, most have spent only a moderate portion of their funding to date. However, all regions are on track to complete their plans for the year and CDE is satisfied with the level of expenditures by regions.

Although each region has already successfully completed many activities this year, much remains to be done. The regions will continue to conduct technology-planning activities to help districts, particularly small rural districts, to develop and submit technology plans to CDE for approval that meet the NCLB and State Board of Education Technology Planning Guidelines. In addition, the regions will continue to assist districts with the implementation and evaluation of EETT Competitive Grants. CTAP and CDE have agreed to continue to collaborate on data collection about the impact of CTAP services. The goal is to continue to refine monitoring and evaluation systems to enhance delivery of services focused on supporting improved teaching and student academic achievement.

Funding for the CTAP program expires in January 1, 2005. Senate Bill 1254 is in

process to extend the funding for the CTAP program until January 1, 2009.

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**FISCAL ANALYSIS (AS APPROPRIATE)**

Following State Board approval of the 2003-04 Summary Report of CTAP Services and contingent upon authorization in the 2004-05 State Budget, CDE will release funding to each region for the third year of this program period. CDE anticipates receiving approximately \$12 million for CTAP regional services for the 2004-05 fiscal year.

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**ATTACHMENT**

[Attachment 1](#): California Technology Assistance Project, Statewide Regional Services Summary (July 1, 2002 – June 30, 2003) (1 Page)

[Attachment 2](#): 2003-04 Summary Report of California Technology Assistance Project (CTAP) Region 1-11) (58 Pages)

Attachment 2 is in draft format. Final version will be submitted as a last minute memorandum by May 7.

A copy of each region's full CTAP 2003-04 Summary Report of CTAP Services has been forwarded to the State Board Office.

**California Technology Assistance Project  
Statewide Regional Services Summary (2002-2003)**

<b>Statewide Regional Services (2002-2003)</b>	Number in Plan (if not in plan use a 0)	Number Implemented July 02– June 03	Number of Participants	Average Hours Per Participant	Number of Districts Served
Total Professional Development and Learning Resources Services	2,533	3,924	60,527	435.7	1,912
Total Unduplicated Professional Development and Learning Resources Services			39,759		915
Total Professional Development and Hardware, Telecommunications and Technical Assistance Services	642	795	24,298	241.9	1,066
Total Unduplicated Professional Development and Hardware, Telecommunications and Technical Assistance Services			13,625		622
Total Professional Development and Support Related to School Improvement Activities	492	689	12,231	64.3	605
Total Unduplicated Professional Development and Support Related to School Improvement Activities			6,672		506
Total Funding and Coordination	536	1,246	10,941	200.5	1,531
Total Unduplicated Funding and Coordination			5,892		885
<b><i>Grand Total Unduplicated for All Services</i></b>			66,048		

*Unduplicated counts represent the number of unique individuals or districts that participated in or received one or more Regional Services.*

**DRAFT**

**California Technology Assistance Project (CTAP) Region 1  
 2002-2003 Summary Report**

**I. Overview of Regional Structure**

CTAP Region 1 encompasses an area of 11,000 square miles, serving 5 counties and 97 districts. The counties served include Del Norte, Humboldt, Lake, Mendocino, and Sonoma. The districts in Region 1 are relatively small, rural, and remote. Because of the significant distances between the Mendocino County Office of Education and most of the districts served, technology is used to the extent possible to provide cost-effective communications between counties. The CTAP Region 1 director collaborates with the Regional Leadership Team (RLT), and utilizes input from Regional Coordinating Council (RCC). An external evaluation is incorporated into the Region 1 plan to document the extent to which the planned objectives were met, as well as the extent to which clients in the region are equitably being served by CTAP Region 1.

<b>Regional Meetings</b>	<b>Number of Members</b>	<b>Number of Meetings for Report Period 7/1/02-6/30/03</b>	<b>Average Attendance</b>
Regional Leadership Team	5	6	10
Regional Coordinating Council	16	2	12

**II. Overview of Services**

**A. Local Needs**

The overall purpose of CTAP Region 1 is to support and build the capacity of a district and/or county office of education to utilize, implement and infuse technology into instructional programs. Region 1 utilizes a variety of strategies for assessing local needs. Region 1 staff members frequently interact with educators across the region as part of one-on-one assistance, district and county technology committee meetings, professional development opportunities, regional council meetings and other education technology support interactions. Additionally, the region collects a wide variety of surveys, evaluations and technology plans to help identify the needs of our client schools and districts. Through our annual reporting process, clients have an additional opportunity to provide feedback on their needs and how closely Region 1 activities are meeting those needs. CTAP Region 1 plan objectives and activities will be adjusted over

time based on the formative evaluation of the extent to which the planned activities are implemented and based on addressing the needs of clients. Local needs can be summarized as follows:

The remote location and rural nature of many of the schools in Region 1 make it difficult for educators to travel to meetings or professional development opportunities. This problem has led to an effort to utilize technology such as videoconferencing to promote the use of the regional services. However, the vast distances within Region 1 can limit access to technology in outlying areas. One-third of the districts are small, single school districts, and even those districts with multiple schools are typically quite small. These small districts need extra assistance from CTAP because they lack staff and expertise to provide needed education technology support. In addition to these special needs, schools and districts in Region 1 have the same needs as other schools and districts. These needs are summarized below:

- Assistance in professional development to learn to utilize technology effectively in the classroom or in the office.
- Assistance in procuring and maintaining a hardware, software and network infrastructure that provides the resources needed by educators.
- Assistance in utilizing data to inform good educational decisions and identifying the best practices.
- Assistance in locating resources and taking advantage of those existing resources and programs to assist their district.

## **B. Regional Services**

The following is a summary of the regional services provided, which address regional goals, objectives, and benchmarks in the four service areas required in the Request for Proposals (RFP). (See the table on page 5 for related data.)

### **1. Professional Development and Learning Resources:**

CTAP Region 1 has provided a variety of services in this area, including traditional classroom-based technology skills training, online professional development, Web site resources, and implementation support for those utilizing grant-funded technology resources to improve student achievement. Some of the activities include:

- Basic Skills Courses--Traditional basic skills classes for educators were provided with CTAP support in all 5 county offices of education in the region.
- Integration Institutes--Integration Institutes provided teachers with basic skills training and instruction in how to create a technology-infused lesson.
- Collaboration with Other Regional Projects/ Regional Technology Conference--CTAP collaborated with North Coast Computer Using

Educators and hosted a mini-conference in 2003.

- Direct Assistance--CTAP staff provided assistance to Region 1 clients via email, phone, fax, videoconference, and in person.

During 2003-04, changes to program objectives reflect the following trends: The consolidation of data collection methods and a change in the provision of online professional development services resulted in the elimination of two objectives in this area. An additional objective was added for CTAP Region 1 to provide support to districts in creating applications and implementing professional development programs for the Enhancing Education Through Technology Competitive (EETT) grant program.

## **2. Professional Development and Support Related to Hardware / Telecommunications:**

CTAP Region 1 staff support in this area is critical to small districts, as many do not have staff dedicated to support technology hardware and infrastructure. Some of the activities provided in this area are:

- Technology Integration Planning Assistance--CTAP provided individual assistance to districts in developing technology plans.
- Technical Support--CTAP provided guidance and assistance to technology support staff across the region, in conjunction with the resources available through TechSETS.
- Technical Assistance Listserv and Web Services--CTAP hosts a technical assistance listserv, a Web forum available to allow the archiving of discussions, and a Web-based "Virtual Help Desk" to assist with technical issues.

During 2003-04, changes to program objectives reflect the following trends: The delay in getting two remote counties connected to the Digital California Network, and budget cuts and other fiscal uncertainties.

## **3. Professional Development and Support Related to School Improvement:**

For educators unfamiliar with how technology can be used as a tool to improve school management, CTAP Region 1 staff served as the local experts on the use of these tools. Some of the activities in this area include:

- Training and Assistance in the Use Of Technology-Based Assessment Tools--CTAP hosted multiple presentations on a new resource in this area, the Just for the Kids California project. This initiative makes data generated by the existing school accountability system for the state into a workable tool for improving student achievement, and provides information on school performance and educational best practices for school leaders, teachers, parents and interested community members.
- Expand Training for Administrative Services Staff Using Tegrity and Other Online Resources--Many administrative staff is taking the Learn2

University Web-based training. We have shared Web-based resources from the Technology Information Center for Administrative Leadership (TICAL), as well as provided support via CD-ROM, DVD and the videoconference network.

During 2003-04, changes to program objectives reflect the following trends: Two objectives were combined into one. Another objective in this area was eliminated because it is addressed by another objective in Program Area 4. Two more objectives were combined into a new objective regarding videoconference Workshops to demonstrate student and school management, and presentation systems. Another objective was eliminated because it was difficult to get administrators to participate in the assessment and the data was redundant to that already collected and reported in other objectives.

#### **4. Funding and Coordination:**

This area is of critical need to small, rural school districts that do not have the resources to look for technology funding and provide other necessary education technology services. The work of CTAP Region 1 staff replaces the dedicated specialists that are often found in large urban districts. Some of Region 1's activities in this area are:

- Encourage School Districts To Apply for Grant Funds--CTAP encourages districts to participate in grant programs in a number of ways, including a monthly funding alert newsletter that addresses local needs and fax notifications of funding opportunities and related information to schools and district offices in Region 1.
- Assist Schools in Developing Funding Applications--Staff members worked with schools applying for Enhancing Education Through Technology (EETT) grants and School Renovation Technology Grants (SRTG) as well as private funding opportunities.
- Assist With Online Submission of Grant Applications--CTAP Region 1 staff members assist schools in applying for funding opportunities that utilize online applications, assist them with meeting the online district technology plan requirement, and other grant requirements.
- Collaborate with S4 and Professional Development Consortia (PDC) Projects In Region--Regional staff met with the PDC and S4 group during a fall retreat, which provides an opportunity to learn what each support provider within the region is doing. The region also supports a "Virtual Case Manager" Web site that allows each of the providers to document school or district contacts and to see what other providers are doing with the same clients to reduce duplication of effort and provide better opportunities for collaboration.
- Build Partnerships with NASA K-12 Education Projects--A variety of resources are used to notify clients of NASA opportunities, and there is NASA project participation underway throughout the region.

- Expand Collaboration with the PT3 Digital Bridge and Light Bridge Projects--CTAP Region 1 facilities are used to provide teachers outside of the Sonoma State University vicinity with the ability to attend class via videoconferencing, and provide regional staff members with opportunities to gain insights in using videoconferencing technology for more traditional instruction.
- Facilitate the Sharing of District Strategies for Leveraging Alternative Funding Sources for Technology--A videoconference session was held in the fall to discuss possible ways to leverage other funding sources for technology.

During 2003-04, there was a change to one program objective that reflected the following trend: In this area, a single objective was added to address the collaboration with the Statewide Education Technology Services (SETS) projects.

<b>Regional Services (2002-2003)</b>	Number in Plan (if not in plan use a 0)	Number Implemented July 02– June 03	Number of Participants	Average Hours Per Participant	Number of Districts Served
Total Prof. Dev. and Learning Resources Services	198	287	2027	69	226
Total Unduplicated Prof. Dev. and Learning Resources Services			833		76
Total Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services	32	54	800	99	152
Total Unduplicated Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services			188		53
Total Prof. Dev. and Support Related to School Improvement Activities	6	15	227	12	41
Total Unduplicated Prof. Dev. and Support Related to School Improvement Activities			68		18
Total Funding and Coordination	40	113	1234	47	199
Total Program Coordination and Funding Services			591		89

**C. Program Evaluation and Monitoring (Year 1, 2002-2003)**

A wide variety of data sources were collected to evaluate reaching the benchmarks. Documentation for meeting objectives is collected by way of the following sources:

- CTAP Region 1 Evaluation Forms for each activity
- Annual School Technology Survey;
- CTAP Region 1 Annual Needs Assessment;
- Logs of listserv participation;
- Funding Alert Newsletter data;
- Technology Plan submission and approval records;
- Digital California Project connectivity records;
- CTAP Region 1 Staff Logs of activities and contacts.

CTAP Region 1 staff collected the data as described in our original plan and evaluated the progress in meeting the benchmarks. The result of the data analysis was shared with the Regional Leadership Team and the Regional Coordinating Council. Overall, the region made excellent progress in achieving the year 1 benchmarks, in spite of the difficult fiscal situation. As with any multi-year plans, the environment when the plan was written changes over time and the plan needs to be revised to reflect those changes. With the elimination of programs and funding, as well as changes in fiscal situations in districts, CTAP Region 1 needs to adjust its program to better meet the needs of the client schools and districts.

CTAP Region 1 expenses are tracked and verified against the approved activities of the region. Each county office of education receiving sub-regional funds must sign a Memorandum of Understanding and complete specific activities outlined in that document. Additionally, CTAP provides semi-annual reports detailing progress in completing the assigned activities. The budget status is shared with the Regional Leadership Team and the Regional Coordinating Council during their regular meetings.

<b>Budgeted From 2003-2004 Funding</b>	<b>Budgeted</b>	<b>Spent By 12/31/03</b>	<b>% Spent By 12/31/03</b>	<b>Projected To Be Spent By 6/30/04</b>	<b>% Projected To Be Spent By 6/30/04</b>
2003-2004 Funding	\$ 502,649	\$ 179,024	35.6%	\$ 220,625	79.5 %
Carryover from Prior Year Funding (02-03)	\$ 197,627	\$ 197,627	100 %		

**D. EETT Support**

In Region 1, there were two school districts, Ukiah Unified and Konocti Unified that were successful in receiving Round 1 funding from the EETT Competitive Grant Program. CTAP Region 1 is significantly involved in the implementation of the program in both districts. To support the EETT programs, the region is providing group and one-on-one mentoring, summer and fall technology institutes, basic technology skills classes, one-on-one, just-in-time mentoring and classroom observation, telephone technical support, and supporting open computer lab time in the evening to allow parents and students to make use of technology labs at middle schools. The region will provide similar partnership

activities with districts applying for the program for this year. Depending upon the geographic location and the needs of the district partner, CTAP Region 1 will customize the program to meet the specific needs of their EETT program.

#### **E. Successes and Challenges**

CTAP Region 1 districts face a number of challenges as listed below:

- Budget pressures, stringent accountability requirements
- Rapidly increasing or decreasing student populations
- New federal requirements
- Changes in the society caused by terrorism

It has been very difficult to schedule and hold professional development opportunities. Administrators are monitoring their budgets very closely and are reticent to pay for professional development or for substitutes to allow teachers to participate in professional development during the school day. Teachers are feeling overwhelmed by the demands upon their time and are reticent to attend professional development outside of the normal school day. Despite these challenges, successful professional development activities continued. Most districts were able to work out the conflicts to allow educators to receive the training that they needed.

### **III. Feedback on Annual Report of CTAP Services**

**CTAP Region 2  
 2003-2004 Summary Report of CTAP**

**I. Overview of Regional Structure**

Region 2 consists of the nine northeastern counties of California: Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity. There are 102,449 K-12 students attending 444 schools within 134 school districts. A huge and varied geographic area, relatively small number of students, and low economic resources lead to many unique challenges for regional service providers. The Regional Policy Council meets quarterly. All CTAP activity is monitored and approved by the 25 member Regional Policy Council. The Council has representation of counties, school districts, institutions of higher education, parents, and business.

<b>Regional Meetings</b>	<b>Number of Members</b>	<b>Number of Meetings for Report Period 7/1/02–6/30/03</b>	<b>Average Attendance</b>
Regional Council	25	4	19
Sub-Regional Council, if applicable	0	0	0

**II. Overview of Services**

**A. Local Needs**

Initially the CTAP Regional Director did a preliminary review and reporting of results of the regional evaluation survey. The CTAP Policy Council reviewed feedback, discussed, and developed revisions to the Implementation Plan at its June 2003 meeting. Policy Council feedback and suggestions were presented at the Northeastern Regional Curriculum Council (NRCC), at their next scheduled meeting following the June Policy Council meeting. Additional recommendations were appropriately incorporated and the final revisions presented to the nine county superintendents. Local needs that support plan goals, objectives and benchmarks include:

- Professional development learning resources for teachers on instructional strategies, models, and lessons.
- Technology and support that improves data-driven decision making that improves student achievement.
- Assisting Local Education Agencies (LEAs) with either leveraging funds, and/or accessing more funds, to support technology implementations in both curricular and data management activities.

**B. Highlights of Services**

The following is a summary of the regional services provided, which address

regional goals, objectives and benchmarks in the four service areas required in the Request for Proposals (RFP).

### **1. Professional Development and Learning Resources**

During 2003-04, Enhancing Education Through Technology (EETT) sessions were held to provide overview of the EETT. The Summer Teaching and Leadership Conference (STLC) is a three-day, hands-on technology and leadership conference focused on improving technical skills and technology integration into curricular areas. Ongoing Hands-on Professional Development Workshops focusing on specific applications or technology integration are offered through CTAP and support for CTAP Online mentor meetings is provided. Technology Information Center for Administrative Leadership (TICAL) and California Learning Resources Network (CLRN) trainings are also offered in countywide workshops.

### **2. Professional Development and Support Related to Hardware/Telecommunications Activities**

Pine Mountain Group (PMG) provided Wide Area Network Group Training (WAN) training. During 2003-04, the TechSets trainings have been combined with the WAN group training. Additionally, workshops focused on the State Education Technology Services (SETS) projects are now combined with Basic Workstation Troubleshooting and other WAN training opportunities.

### **3. Professional Development and Support Related to School Improvement Activities**

CTAP partnered with the California School Leadership Academy (CSLA) to provide AB75 Principal Training Modules. A six-video series was developed in partnership with the Southern California Center for Comprehensive Assistance and the Butte County Office of Education Center for Distributed Learning. The video series focuses on effective strategies for teachers to use in analyzing classroom data in order to make effective decisions regarding instruction. During 2003-04, CTAP provided Immediate Intervention for Under-performing Schools Program (IIUSP Support) technical assistance, technology support, and consultation to support county offices and districts within Region 2.

### **4. Funding and Coordination**

With other program activities During 2003-04, CTAP offered implementation support and program compliance reviews, EETT activities, and technology plan development support. Also grant writing assistance is provided through regional workshops for districts eligible for EETT Competitive Grant and writing assistance workshops will be scheduled for the eligible districts.

<b>Regional Services (2002-2003)</b>	Number in Plan (if not in plan use a 0)	Number Implemented July 02 – June 03	Number of Participants	Average Hours Per Participant	Number of Districts Served
Total Prof. Dev. and Learning Resources Services	49	92	2169	17.5	622
Total Unduplicated Prof. Dev. and Learning Resources Services			2076		120
Total Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services	22	21	196	30	193
Total Unduplicated Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services			125		88
Total Prof. Dev. and Support Related to School Improvement Activities	1	14	217		48
Total Unduplicated Prof. Dev. and Support Related to School Improvement Activities			217		33
Total Funding and Coordination	18	54	240		293
Total Program Coordination and Funding Services			240		120

### III. Program Evaluation and Monitoring

#### A. Planned Objectives

Documentation for meeting objectives is collected by way of formative data to assist with program/activity modifications and adjustments throughout the year; and summative data to evaluate and present end-of- year program and activity results. Data is collected in the form of online surveys, paper-based surveys, telephone interviews, classroom observations, and work portfolios. The regional director is responsible for coordinating the required data gathering, analysis, and reporting for all regional activities. The regional needs assessment survey is posted at the same location as the Mid-year Implementation and Year-end Program reports and is completed in the spring of each year. The survey is used to gather client feedback on existing programs and input for revisions and possible development of new programs to implement the following year.

The monitoring of budgets and activities is the responsibility of the CTAP Region

2 director and the Regional Policy Council. The director also manages the budget for all CTAP activities. Financial reports are completed and submitted in a timely manner through collaborative efforts with the Business Services Department of BCOE. Quarterly budget reports are a regular part of the Policy Council meetings.

Budgeted From 2003-2004 Funding	Budgeted	Spent By 12/31/03	% Spent By 12/31/03	Projected To Be Spent By 6/30/04	% Projected To Be Spent By 6/30/04
2003-2004 Funding	\$523,892	\$266,187	51%	\$523,892	100%
Carryover from Prior Year Funding (02-03)	\$0	\$0	0%	\$0	100%

**B. EETT Support**

CTAP is supporting all districts eligible for EETT formula funding with technology plan development to assist them with meeting or exceeding the Federal requirements for the program. A series of workshops is scheduled to support plan development in each of three submission cycles. CTAP is providing support to both funded and applicant districts for the EETT Competitive Grants through workshops and individual support.

**C. Successes and Challenges**

Region 2 experienced successes in all four focus areas. Successes include high attendance at workshops, identifying and meeting regional needs, building a community of teachers and mentors using technology, and expanding capacity of schools to use technology effectively in teaching and learning. The greatest challenges include mid-year budget cuts, which required the Policy Council to revise activities accordingly. The large geographic size and relatively small student population create a challenge unique to Region 2. Because of the geography of the region, providing access to workshops throughout the region is difficult, limited school site capacity and competition with other school activities are significant challenges.

**IV. Feedback on Annual Report of CTAP Services**

**CTAP Region 3 Implementation Report  
 2003- 04 Summary Report of CTAP Services**

**I. Overview of Regional Structure**

CTAP Region 3 serves 10 counties from the Sierra Nevada Mountains to the Sacramento valley. It contains 101 districts and serves over 20,000 teachers and 400,000 students. It includes three large urban schools districts and nearly 100 mid-sized and small districts.

The full Regional Council provides advice and oversight for the CTAP Local Education Agency staff. There are site, district, county and regional roles represented on the Council. Each county acts as a sub-committee of the Regional Council, responding to the specific local needs in each county. All information and decisions are channeled through the Council.

<b>Regional Meetings</b>	<b>Number of Members</b>	<b>Number of Meetings for Report Period 7/1/02-6/30/03</b>	<b>Average Attendance</b>
Regional Leadership Team	5	4	4
Regional Coordinating Council	20	2	14

**II. Overview of Services**

**A. Local Needs**

Region 3 needs were assessed through a variety of tools, including:

- DataQuest identifying school, district and county demographic data;
- California Technology Survey, identifying district and school data relating to technology tools available to, and used by educators and students;
- CTAP<sup>2</sup> identifying proficiency levels of educators in computer applications;
- Online and hard copy needs assessment surveys to prioritize district technology needs;
- Focus groups, input from Regional Coordinating Council and phone interviews to identify critical technology issues and workable solutions;
- Guidelines from California Department of Education.

**B. Highlights of Services**

Following is a summary of the regional services provided, which address regional goals, objectives and benchmarks in the four service areas required in the RFP.

Region 3 strategies for meeting the assessed needs of their client school districts are based on client feedback through online surveys, communication between CTAP and districts and input at regularly scheduled meetings. Region 3 has made significant progress toward successful implementation of virtually every one of their regional objectives.

**1. Professional Development and Learning Resources**

CTAP Region 3 has provided an array of professional development and learning resources including online staff development resources, teacher technology workshops, training for administrators, information literacy, and integration of technology. During 2003-04, CTAP Region 3 will continue to provide these resources and services.

**2. Professional Development and Support Related to Hardware/Telecommunications**

CTAP Region 3 has located partners, determined a vendor and provided specifications to upgrade the regional videoconference system to allow videoconferencing over the Internet. During 2003-04, CTAP Region 3 will continue to provide support in this area.

**3. Professional Development and Support Related to School Improvement**

Monthly workshops were provided in how to use CTAP<sup>2</sup> and data as a tool for data-driven decision-making. CTAP Region 3 will continue to provide this support for districts during 2003-04.

**4. Funding and Coordination**

CTAP Region 3 assisted districts in obtaining approximately \$4.5 million in funding through technical assistance in writing plans and applications. In addition, collaboration with the Statewide Education Technology Services (SETS) projects took place to provide links and information to clients on administrator training (TICAL), standards-aligned electronic learning resources (CLRN) and technical support (TechSETS). During 2003-04, CTAP Region 3 will continue to provide this assistance and collaboration to districts.

<b>Regional Services (2002-2003)</b>	Number in Plan (if not in plan use a 0)	Number Implemented July 02– June 03	Number of Participants	Average Hours Per Participant	Number of Districts Served
Total Prof. Dev. and Learning Resources Services	62	55	552	99	101
Total Unduplicated Prof. Dev. and Learning Resources Services			201		101
Total Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services	7	7	0	4	0
Total Unduplicated Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services			0		0
Total Prof. Dev. and Support Related to School Improvement Activities	5	20	180	4	0
Total Unduplicated Prof. Dev. and Support Related to School Improvement Activities			18		1
Total Funding and Coordination	36	57	336	66	87
Total Program Coordination and Funding Services			336		63

**C. Program Evaluation and Monitoring (Year 1, 2002-2003)**

In the process of setting objectives, CTAP Region 3 also identified the target indicators for each objective, and the means by which each indicator would be measured. Progress toward target indicators began with our CTAP Region 3 master calendar and database, and was documented through participant-signed attendance sheets at all workshops and meetings, participant-completed evaluations, focus groups, work records of CTAP Region 3 staff, plus tracking of district technology plan development and technology funding amounts. Annualized data also included specific elements from CTAP<sup>2</sup>, and the California Technology Use Survey for Region 3. Budget reports monitored all CTAP Region 3 expenses related to our objectives.

All CTAP Region 3 county offices maintain records and review their budgets. The CTAP Region 3 county offices oversee and monitor budgets and expenditures. Assistance was provided to sub-regions on the tracking of expenditures and acceptable use of funds.

Budgeted From 2003-2004 Funding	Budgeted	Spent By 12/31/03	% Spent By 12/31/03	Projected To Be Spent By 6/30/04	% Projected To Be Spent By 6/30/04
2003-2004 Funding	\$861,222	\$277,400	32%	\$861,222	100%
Carryover from Prior Year Funding (02-03)	\$290,729	\$126,005	43%	\$290,729	100%

#### D. EETT Support

CTAP Region 3 provided the following EETT-supported activities in addressing *No Child Left Behind*:

- Providing assistance to state-identified districts in completing their District Technology Plans
- Monitoring, adjusting and evaluating the implementation and impact of all CTAP Region 3 activities based on data relating to our objectives
- Providing professional development activities and external evaluation services to districts receiving EETT Competitive grants (as requested by districts)

#### E. Successes and Challenges

Region 3 has provided a diverse offering of staff development opportunities for our regional clients. One major success has been our increased focus on the integration of technology into adopted textbooks, especially in the area of English & Language Arts.

One major challenge faced and overcome was the uncertainty regarding the funding for CTAP regional services. The normal hiring process started once the funding was in place, but fully one-half of the school year had elapsed before the regional staff was back to full strength. This temporary situation has been corrected, but the outlook for continuing high-quality service to the region will remain cloudy until sustained funding is provided.

### III. Feedback on Annual Report of CTAP Services

**CTAP Region 4  
 2003-04 Summary Report of CTAP Services**

**I. Overview of Regional Structure**

Region 4 serves the ninety districts in the seven Bay Area counties of Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano. While one of the state's smallest geographic regions, there are over 650,000 students being taught by 34,000 teachers in the region. A 26-member Regional Council, consisting of stakeholder representatives from all seven Bay Area counties, governs CTAP Region 4.

<b>Regional Meetings</b>	<b>Number of Members</b>	<b>Number of Meetings for Report Period 7/1/02-6/30/03</b>	<b>Average Attendance</b>
Regional Coordinating Council	26	4	20
Bay Area Regional CTAP Meetings	108	6	62

**II. Overview of Services**

**A. Local Needs**

Through surveys of client districts and Regional Council meetings, CTAP Region 4 identified professional development and learning resources to improve teaching and learning, as the greatest regional need. CTAP responded to the needs assessed in the other project areas, particularly focusing on dissemination of information; grant application and implementation support, and assistance with data management. Local needs that support plan goals, objectives and benchmarks include:

- Professional development and learning resources to improve teaching and learning
- Technical support training
- Helping districts use technology to support data analysis for comprehensive school wide improvement
- Funding support and coordination to help districts with technology plan and grant development.

**B. Highlight of Services** - The following is a summary of the regional services provided, which address regional goals, objectives and benchmarks in the four service areas required in the Request for Proposals.

**1. Professional Development and Learning Resources:**

CTAP has focused professional development activities in the curriculum and instruction area on workshops intended to assist schools with integrating technology use into the classroom. During 2003-04, CTAP is responding to the increasing need for professional development in the region, as more classrooms were equipped with technology, including desktop units, laptops, and hand-held technologies.

**2. Professional Development and Support Related to Hardware and Telecommunications:**

During the grant period, CTAP has focused professional development activities in this area on workshops intended to assist schools and districts with maintaining networks and keeping the technology working well. During 2003-04, the program is on target for the number of professional development opportunities originally planned for the entire year.

**3. Professional Development and Support Related to School Improvement:**

A CTAP committee developed a survey to better identify district needs and collect information about the various data management systems being used in the 90 districts in the region and, based on survey findings, developed two events focused on helping districts use technology to support data analysis for comprehensive school wide improvement. During 2003-04, CTAP Region 4 partnered with the Stupski Family Foundation to create an online Guide to Educational Data Analysis Systems.

**4. Funding and Coordination:**

During the past year, CTAP has provided leadership in assisting districts with two major federal technology-funding opportunities available through the California Department of Education – School Renovation Technology Grants (SRTG) and Enhancing Education Through Technology (EETT). CTAP provided extensive support to 56 districts in developing District Technology Plans that qualified them for EETT formula funding. Region 4 also supported 15 districts applying for competitive funding. During 2003-04, CTAP continued to support project leaders from projects funded in earlier years through Digital High School, AB1339 and produced a monthly “Technology Funding Alert” publication.

<b>Regional Services (2002-2003)</b>	Number in Plan	Number Implemented July 02– June 03	Number of Participants	Average Hours Per Participant	Number of Districts Served
Total Prof. Dev. and Learning Resources Services	97	126	1655	8	
Total Unduplicated Prof. Dev. and Learning Resources Services			1214		82
Total Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services	20	23	424	7.5	
Total Unduplicated Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services			332		73
Total Prof. Dev. and Support Related to School Improvement Activities	22	28	578	3	
Total Unduplicated Prof. Dev. and Support Related to School Improvement Activities			462		74
Total Funding and Coordination	142	99	806	3.5	
Total Program Coordination and Funding Services			681		85

### III. Program Evaluation and Monitoring

#### A. Planned Objectives.

During the 2002-03 school year, CTAP made strong progress toward objectives in all four key goal areas. CTAP worked with an external evaluator for surveying districts, preparing reports, and presenting pertinent information to the CTAP Council. For professional development, CTAP exceeded all of its benchmarks for the Year In hardware and technology, CTAP held sessions after school instead of during school hours, promoted the use of TechSETS to support technology professionals and increased its efforts in assessing current practices and needs and determining a plan of action. In the grants, funding and partnerships area,

CTAP met or exceeded all three of its initial benchmarks.

CTAP Region 4 budgets are routinely monitored and discussed as part of the LEA fiscal process. The Fiscal Services Division maintains an online budget system, so that up-to-date reports on expenditures are always available. The project director reviews budget reports monthly and meets with appropriate staff to monitor the budget, track expenditures and plan for anticipated expenses. Budget information is presented to the Regional Council mid-year and at the close of the year as part of monitoring process.

Budgeted From 2003-2004 Funding	Budgeted	Spent By 12/31/03	% Spent By 12/31/03	Projected To Be Spent By 6/30/04	% Projected To Be Spent By 6/30/04
2003-2004 Funding	\$1,420,812	\$244,926	17%	\$1,420,812	100%
Carryover from Prior Year Funding (02-03)	\$604,503	\$592,187	98%	\$604,503	100%

**B. EETT Support**

During the past year, CTAP has provided regional leadership in assisting districts with Enhancing Education Through Technology (EETT). CTAP provided extensive support to 56 districts in developing District Technology Plans that qualified them for EETT formula funding. Region 4 also supported 15 districts applying for competitive funding, all of which received passing scores and eight of which were funded. In all, CTAP supported districts in garnering more than \$10.5 million in federal education technology funding.

**C. Successes and Challenges**

**Successes:** CTAP was recognized by districts for offering valuable, diverse, and high-quality services and was seen as carrying out its responsibilities in a supportive, effective, and efficient manner. Comments from region school districts include: CTAP provided useful information and training; was responsive to district needs; had capable leadership and staff; and delivered a variety of useful resources and services. On a separate survey, districts recognized CTAP as a top resource for technology funding information. The individualized support

that CTAP provided in the grant application process was particularly appreciated. In addition, districts were responsive to CTAP's offerings in the area of data management, an area of increasing focus.

**Challenges:** CTAP continued to make adjustments to the content and delivery of its services to best meet the needs of the districts. In response to feedback, CTAP redesigned its Web site to make information readily available, easy to consume, and directly accessible to all interested parties. CTAP also continued its efforts in offering data management presentations and resources to help districts in this emerging area of technology integration. To meet the challenge of reaching out to districts, CTAP increased its use of videoconferencing and created satellite locations for meetings, which eased the burden of extensive travel and time away from work, making it possible for more people to attend. CTAP county specialists scheduled additional time to meet individually with districts, and provided regular e-mail newsflashes to districts to keep them better informed.

#### **IV. Feedback on Annual Report of CTAP Services**

**CTAP Region 5  
 2003-04 Summary Report of CTAP Services**

**I Overview of Regional Structure**

Region 5 serves the 87 school districts, 612 schools, and approximately 20,000 teachers in the four county areas that include Monterey, San Benito, Santa Clara, and Santa Cruz. The Santa Clara County Office of Education (SCCOE) serves as the Local Education Agency (LEA). The project director reports on the implementation of the Project Plan on a quarterly basis to regional Advisory Council.

<b>Regional Meetings</b>	<b>Number of Members</b>	<b>Number of Meetings for Report Period</b>	<b>Average Attendance</b>
Regional Council	27	3	16
Executive Committee	9	6	8

**II. Overview of Services**

**A. Local Needs**

Needs data was collected from districts in Region 5 using a written survey, CTAP<sup>2</sup> Self Assessment data, technology plans, direct needs interviews and using CTAP 2003-05 needs assessment data. EETT needs data were collected from those expressed in the technology plans submitted for formula funding, interviews with EETT leads from formula funded and EETT Competitive districts.

**B. Highlights of Services**

Following are a summary of the regional services provided which address regional goals, objectives and benchmarks in the four service areas required in the RFP.

Based on needs analysis, following is a summary of CTAP 5 regional services provided by service area:

1. Professional Development and Learning Resources:

Services include providing professional development to teachers in the area of integrating technology in research-based effective instructional strategies and helping teachers to integrate technology into standards-based lesson development. During 2003-04, CTAP 5 was not able to offer the same level of summer professional development opportunities as in the past due to budget issues. However, the Region does continue to offer ongoing training in basic computer applications, digital photography, and other topics.

## **2. Professional Development and Support Related to**

### **Hardware/Telecommunications:**

In addition to providing assistance with creating and implementing district technology plans, CTAP Region 5 coordinated meetings of districts and county network administrators in order to increase the communication between the county and district network administrators and held informational meetings and provided presentation about TechSets, e-Rate, California and the California Teleconnect Fund to districts and information technology staff. E-rate workshops were conducted at district offices to provide assistance with application preparation. During 2003-04, CTAP Region 5 will continue to provide these services.

## **3. Professional Development and Support Related to School Improvement**

### **Activities:**

Region 5 targeted professional development to district administrators about data analysis and using data to inform instructional decision making and school management. Region 5 also offered direct assistance to districts to help them to extract the school demographic and testing data for inclusion in their school plans. Administrators were also provided AB75 training as well as information meetings on the SETS projects resources. During 2003-04, CTAP Region 5 will continue to provide these services.

## **4. Funding and Coordination:**

CTAP continued region wide assistance to support districts applying for EETT Formula and Competitive educational technology grants. During 2003-04, the CTAP Action team will continue to meet regularly to identify changing district needs and plans, and to develop or outsource resources as necessary.

<b>Regional Services (2002-2003)</b>	Number in Plan (if not in plan use a 0)	Number Implemented July 02– June 03	Number of Participants	Average Hours Per Participant	Number of Districts Served
Total Prof. Dev. and Learning Resources Services	137	570	3444	17	343
Total Unduplicated Prof. Dev. and Learning Resources Services			2163		52
Total Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services	41	83	899	11	314
Total Unduplicated Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services			242		64
Total Prof. Dev. and Support Related to School Improvement Activities	28	59	567	4.6	160
Total Unduplicated Prof. Dev. and Support Related to School Improvement Activities			329		54
Total Funding and Coordination	41	89	738	51	357
Total Program Coordination and Funding Services			338		74

### **C. Program Evaluation and Monitoring**

Region 5 will continue to use sign-in sheets, workshop evaluation forms, and activity tracking in our regional database to measure progress toward meeting Year 2 benchmarks for objectives in each program area.

CTAP Region 5 met or exceeded all program objectives in Year 1 and is on track for Year 2. Services were added to support EETT grant programs and modified or reduced in other cases such as Digital High School (DHS) to better align with changing grant requirements and funding priorities. Additional services and workshops were incorporated to support administrator training in AB75 and Private School Principal Academies. CTAP Region 5 monitors budgets by comparing them to the approved budgets on file. Assistance was provided to districts on the tracking of expenditures and acceptable use of funds.

<b>Budgeted From 2002-2003 Funding</b>	<b>Budgeted</b>	<b>Spent By 06/30/03</b>	<b>% of Budget Spent By 6/30/03</b>
2002-2003 Funding	\$1,258,945	\$1,048,599	83%
Carryover from Prior Year Funding	\$ -0-	\$ -0-	

**D. EETT Support**

CTAP Region 5 will continue to provide regional leadership and support to districts in applying for and implementing EETT programs. CTAP will work closely with districts that have not yet submitted technology plans for state review. Activities have been designed to support project leaders and staff in districts receiving formula and competitive funding including professional development for staff and administrators and assistance in program evaluation. Support is provided to districts in using CTAP<sup>2</sup> and the Online School Technology Survey to ensure that districts meet the grant requirements for EETT. CTAP also provides support to competitive districts in the evaluation of their project outcomes. CTAP will also work with EETT districts to tailor resources and professional development available through Region 5 Online.

**E. Successes and Challenges**

CTAP Region 5 has achieved great success in providing training for the AB75 Principal Training program and the Private School Principal Academies. The Region 5 Online Professional Development System continues to be a focus of work in the Region. Many professional development workshops are being enhanced through the use of the online system. There are three significant challenges for Region 5: 1) budget uncertainties that resulted in layoff notices for some CTAP staff; 2) finding ways to leverage resources and operate regionally in a service delivery model that favors sub-regions operating independently; and, 3) challenges related to staffing and support for CTAP<sup>2</sup> iAssessment completion requirements for EETT and AB75 programs.

**III. Feedback on Annual Report of CTAP Services**

**CTAP Region 6  
 2003-04 Summary Report of CTAP Services**

**I. Overview of Regional Structure**

CTAP Region 6 serves five counties: two larger counties in the Central Valley (*San Joaquin* and *Stanislaus*) and three smaller counties in the Sierra Nevada foothills (*Amador*, *Calaveras* and *Tuolumne*) and 66 districts. There are six districts of more than 10,000 students each and ten districts having student populations less than 200. The CTAP 6 plan addresses geographic isolation by disseminating and implementing resources and services to sites through designated CTAP consultant contacts with county offices to meet local needs. The Delta Sierra Regional Coordinating Council (RCC) is the governing authority of CTAP 6.

<b>Regional Meetings</b>	<b>Number of Members</b>	<b>Number of Meetings for Report Period 7/1/02-6/30/03</b>	<b>Average Attendance</b>
Regional Coordinating Council	20	4	18
Meetings with County Contacts and ESS (Leadership Team) includes phone conferences	8	7	7

**II. Overview of Services**

**A. Local Needs**

CTAP 6 conducted an extensive needs assessment to determine regional priorities in the four required program areas. Data regarding local needs was gathered, compiled, and analyzed to determine regional priorities. CTAP 6 shared the results of the needs assessment with the RCC, the project's governing body, composed of representatives from districts and schools throughout the Delta Sierra Region. The council analyzed the data, helped develop the plan objectives, and determined specific activities to be continued, modified, eliminated, or added.

**B. Highlights of Services**

Following is a summary of the regional services provided, which address regional goals, objectives and benchmarks in the four service areas required in the Request for Proposals.

Based on documented constituent needs, the following is a summary of regional services provided by CTAP 6 in each component areas.

**1. Professional Development and Learning Resources:**

Services included the delivery of professional development in the areas of: curriculum/technology integration, skills proficiency, administrator training through TICAL and AB 75, and Beginning Teacher Support and Assessment (BTSA) induction course curriculum. During 2003-04, CTAP Region 6 will continue to provide these services.

**2. Professional Development and Support Related to Hardware /Telecommunications:**

Services included the delivery of professional development in the areas of: trainer certification for Macintosh OSX Operating System, E-rate and CTF assistance, computer repair and computer donation program coordination, and technical assistance listserv. During 2003-04, CTAP Region 6 will continue to provide these services.

**3. Professional Development and Support Related to School Improvement:**

Services included the delivery of professional development in the areas of: approved provider for AB 75 training, district technology plan assistance and keeping schools informed of grant requirements, data-based, decision making training and services, and grant writing assistance. During 2003-04, CTAP Region 6 will continue to provide these services.

**4. Funding and Coordination:**

Services included: leveraging resources to bring projects together through professional development and collaboration of different projects, providing assistance for projects to work together through many venues and supporting many districts by having them collaborate on region wide training, collaborating with the SETS projects to provide links and information to clients on administrator training (TICAL), standards-aligned electronic learning resources (CLRN) and technical support (TechSETS). During 2003-04, CTAP Region 6 will continue to provide these services and support.

Regional Services (2002-2003)	Number in Plan	Number Implemented July 02 – June 03	Number of Participants	Average Hours Per Participant	Number of Districts Served
Total Professional Development and Learning	65	101	3,901	14	81

Resources Services					
Total Unduplicated Professional Development and Learning Resources Services			2900		81
Total Professional Development - Hardware, Telecommunications & Technical Assistance Services	65	99	3,356	10	69
Total Unduplicated Professional Development and Hardware, Telecommunications & Technical Assistance Services			1,504		69
Total Professional Development Support Related to School Improvement Activities	65	68	3,456	15	69
Total Unduplicated Professional Development Services Related to School Improvement Activities			1,600		69
Total Funding and Coordination Services	65	80	3,925	10	66
Total Unduplicated Funding and Coordination Services			1,925		69

**C. Program Evaluation and Monitoring**

The evaluation addressed each of the objectives established for the plan. The local Regional Coordinating Council reviewed this information to determine the effectiveness of the support of services to improve student achievement. The external evaluation process documented and reported the extent to which each of the objectives were attained and made specific recommendations for improving CTAP 6 services and products. The region used a standard evaluation created by CDE (Form F) to report how the analysis took place and what information was provided for future changes to meeting the needs of local client school districts.

All CTAP 6 county offices maintain records and review their budgets. Budget reports required from CDE are sent to the CTAP 6 county office contacts and returned to the regional office in December and again in June. These reports are reviewed by the director and by Educational Support Systems (outside evaluator) and compared to the regional progress of projects as identified in the original Memo of Understanding that was signed by the designated regional contacts.

<b>Budgeted From 2003-2004 Funding</b>	<b>Budgeted</b>	<b>Spent By 12/31/03</b>	<b>% Spent By 12/31/03</b>	<b>Projected To Be Spent By 6/30/04</b>	<b>% Projected To Be Spent By 6/30/04</b>
2003-2004 Funding	\$654,911	\$299,065	47%	\$654,911	100%
Carryover from Prior Year Funding (02-03)	\$289,019	\$244,587	85%	\$289,019	100%

**D. EETT Support**

Districts specified the need for help in writing District Technology Plans to allow them to qualify for the EETT federal funded No Child Left Behind program. Districts were presented with a number of opportunities for technical assistance in plan writing for both District Technology Planning and for the EETT Formula Funded and Competitive grants. Districts also identified needing help not only in the application process but also with implementation of the new program. CTAP 6 has focused much of this year’s work on providing assistance to all schools regarding EETT requirements, providing professional development and assisting with CTAP<sup>2</sup> and the School Technology Survey requirements. CTAP 6 will continue to offer workshops in District Technology Planning for school districts that did not apply last year or did not qualify for formula funded dollars.

**E. Successes and Challenges**

CTAP assisted in regional schools applying for and receiving \$5,577,705 that went directly to school sites for utilizing technology in the curriculum and for professional development of teachers included in these programs. The schools were successful in receiving funds that would bring more technology to the classroom level through assistance of CTAP 6 and the federal EETT program. With student accountability the main lens, the focus for CTAP to work down to the classroom level has surfaced as a challenge with a small staff. In this regard larger regions have more resources, but we find that we are still delivering what is expected and, therefore, have great respect from our counties and client school districts. The biggest challenges were making sure everyone was kept abreast of all activities and the implementation of the project to reach the benchmarks. In January 2002, there was a major budget cut to the region. This did not stop our work, but made things somewhat more difficult. While video conferencing has increased in popularity, this region still believes the dynamics of training teachers to integrate technology into the curriculum, which requires a substantial amount of face-to-face training and networking that cannot be accomplished through video conferencing alone.

**III. Feedback on Annual Report of CTAP Services**

**CTAP Region 7  
 2003-04 Summary Report of CTAP Services**

**I. Overview of Regional Structure**

CTAP Region 7 includes the counties of Fresno, Kings, Madera, Mariposa, Merced, and Tulare. It encompasses an area of approximately 17,894 miles, representing the largest portion of the central valley of California. While the region is primarily rural, it also contains several large urban cities including Fresno, which has the state's fourth largest school district. The 153 districts and 648 schools in CTAP Region 7 serve over 366,802 students in the K-12 system.

CTAP Region 7 uses a collaborative model of governance with the Coordinating Council as the deciding body for plan implementation. The Coordinating Council is representative of a diverse group of individuals from six counties including county, district and site administrators, teachers and technical staff. The Council has authority over all issues related to the governance and implementation of the CTAP plan, including the establishment of policy, development of criteria for the regional plan which fosters systematic change and collaboration, evaluation of the progress toward reaching the desired goals of the project, and monitoring and adjusting goals and objectives based on ongoing schools' needs.

<b>Regional Meetings</b>	<b>Number of Members</b>	<b>Number of Meetings for Report Period: 7/1/02-6/30/03</b>	<b>Average Attendance</b>
Regional Leadership Team	9	8	20
Regional Coordinating Council	15	5	8
County Advisory Teams	30	9	17-24

**II. Overview of Services**

**A. Local Needs**

In order to meet the local needs of schools and districts in the region, each of the six counties has an Advisory Council, headed by the county CTAP lead, to determine if the programs and services provided by the region's project plan is meeting the needs of client school districts and county offices. The CTAP county leads, which form the County Advisory Board (CAB7), meet with the central staff every month to discuss the issues that are important in their counties. The CAB7 is also the vehicle for disseminating information locally. The CAB7 is responsible for taking proposals forward from the counties to the Coordinating Council for action. The lead agency is the Fresno County Office of Education. Oversight of the project includes collaboration and consultation with the six county superintendents and the assistant superintendents for Curriculum and Instruction. Local needs that support plan goals, objectives and benchmarks include:

- Professional development and learning resources using technology to improve teaching and learning Administrator training (AB75)
- Wide variety of trainings from basic software utilization to more curriculum-

oriented subjects

- Hardware/software trainings aimed at network support
- School administrative data systems support training
- Grant support and collaboration with other regional programs

## **B. Highlights of Services**

Following is a summary of the regional services provided, which address regional goals, objectives and benchmarks in the four service areas required in the Request for Proposals.

### **1. Professional Development and Learning Resources**

The training provided is directly related to the needs of their districts based on the feedback from the county advisory meetings. These trainings are standards based, aligned to the training guidelines for Technology Proficiencies for California Teachers, and are designed to have a direct impact on improving student learning. County-based trainings include a wide variety of topics from basic software utilization in the classroom (i.e. Introduction to Excel) to more curriculum-oriented subjects like Digital Math. Due to the diverse geographic nature of Region 7, several methods of delivering professional development are used including on-site trainings, conference in-services, televised trainings and online resources. During 2003-04, changes to program objectives reflect the elimination of the Digital High School funding and increased funding to counties to address local needs.

### **2. Professional Development and Support Related to Hardware/Telecommunications**

Professional development and support for hardware and telecommunications are focused on the areas of network configuration and day-to-day support. The region has supported Microsoft certified training centered on the configuration of network servers for the network administrators. An on-line technical support resource was provided to the participants by the vendor for an additional six months after the training. The goal of CTAP Region 7 is to build capacity within the counties that provide professional development and other resources via distance learning technologies. During 2003-04, changes to program objectives reflect the increased funding to counties to address local needs and increased use of videoconferencing to provide professional development.

### **3. Professional Development and Support Related to School Improvement**

CTAP Region 7 and the County Advisory Board (CAB7) are working together to determine need and provide support for school administrative data systems. The goal is to provide support for school administration software selection and implementation and maintenance, such as coordinating vendor support and purchases. CTAP Region 7 is helping to facilitate the creation of an online tool for desegregation of student test data. This tool would be available for download to the teacher's computer so that the teachers will be able to interpret student scores and adjust lessons to the needs of their students. Regional CTAP is also a service provider for Administrator Training (AB 75) Module 3. During 2003-04, CTAP Region 7 will continue to provide these resources and services.

#### 4. Professional Development and Support Related Funding and Coordination

The areas of focus for professional development as it relates to funding and coordination are grant support and collaboration with other regional programs. Grant support includes everything that has to do with alerting our district about grant opportunities and assistance in applying for grants. The CTAP 7 Funding Alert monthly newsletter is an ongoing vehicle that informs county offices of education, districts and individual schools of current funding opportunities. CTAP has held numerous region-wide grant-writing workshops that have addressed requirements for Federal School Renovation Technology Grant (SRTG) and EETT formula grants. Several workshops designed specifically to assist districts in writing Technology Use Plans have also been provided. During 2003-04, CTAP Region 7 will continue to provide these resources and services.

<b>Regional Services (2002-2003)</b>	Number in Plan (if not in plan use a 0)	Number Implemented July 02– June 03	Number of Participants	Average Hours Per Participant	Number of Districts Served
Total Prof. Dev. and Learning Resources Services	871	871	1480	10	114
Total Unduplicated Prof. Dev. and Learning Resources Services			936		86
Total Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services	7	12	17	24	5
Total Unduplicated Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services			9		5
Total Prof. Dev. and Support Related to School Improvement Activities	158	20	41	5	16
Total Unduplicated Prof. Dev. and Support Related to School Improvement Activities			16		16
Total Funding and Coordination	14	207	270	6	225
Total Program Coordination and Funding Services			150		150

**C. Program Evaluation and Monitoring**

The creation and substitution of the CAB7 for the different program area committees was a change in the CTAP Region 7 plan, reflecting changes made in the approved bylaws. The responsibility for professional development has shifted from the central office to the sub-regions with the sub-regions required to keep detailed records that document the professional development activities taking place in their counties. Sub-regions are held to the objectives and benchmarks presented in their sub regional plans. Currently, we are developing a system of tracking all professional development, teachers, service providers and evaluations (initial and follow up) in a central database. CTAP Region 7 has revised our plan for year two of the CTAP grant so that it better reflects the needs and resources of the region. With the goal of building capacity in the counties and district that support improvement in student learning, CTAP Region 7 has allocated more money to the counties. It is felt that counties have more and better contact with the districts that they serve. The regional office has been minimized and the regional staff is putting all their energy and resources into working more closely with the county leads and other regional organizations. The effect has been better cooperation between the counties and using technology to better support the goal of student and teacher improvement.

Regionally, CTAP have been working very closely with Statewide System of School Support (S4) and county superintendents to create a Program Improvement database that will better coordinate the efforts of those agencies that are working with Program Improvement Schools. Other databases/calendars are being developed for the counties and large districts that will help schools and teachers track professional development hours. CTAP has also been working with Beginning Teacher Support and Assessment (BTSA) to develop Standard 16 for new teachers and be a resource.

The sub-regions will submit a written report every quarter to regional CTAP. In addition sub-regional budgets will be informally monitored by monthly sub-regional visits. All CTAP funded events that are listed on the CTAP online calendar automatically generate budget entries into a downloadable database.

<b>Budgeted From 03-04 Funding</b>	<b>Budgeted</b>	<b>Spent By 12/31/03</b>	<b>% Spent By 12/31/03</b>	<b>Projecte d To Be Spent By 6/30/04</b>	<b>% Project ed To Be Spent By 6/30/04</b>
2003-2004 Funding (including EETT support)	\$1,028,398	\$802,671	78%	\$948,398	92%
Carryover from Prior Year	\$411,826	\$236,814	51%	\$458,219	100%

Funding (2002-03)					
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**CTAP Region 7 is collecting data to answer the following questions:**

- What services were provided and how are they aligned to the specific Objective and Benchmark(s)?
- What types of individuals and how many of each received services?
- How were the services delivered?
- How effective was the delivery of the services based on participant evaluations, district/site administrative feedback, and provider reflection after the training took place?

The evaluation will focus on the level of impact achieved by those services - based upon the No Child Left Behind (NCLB) Criteria - and how CTAP services supported the role of technology in teacher success and improved student academic achievement. Data will be collected to align with the identified research-based factors that support improved student academic achievement. Wherever possible, the data collected should align with the Enhancing Education Through Technology (EETT) Competitive Grant Common Data Elements. CTAP Region 7 will offer services that meet the needs of the schools and districts in our region. These local services are based on local needs assessments. CTAP Region 7 and the Coordinating Council will use the information collected during the evaluation process to determine the effectiveness of the support services to improve student achievement and will modify the program as indicated to improve those services.

**D. EETT Support**

CTAP Region 7 held technology plan writing workshops for districts applying for the EETT Formula Grant. Many districts sent their plans to the regional office for pre-reading before sending it to the CDE. The region is also a resource for districts to use in administering their grants, helping with CTAP<sup>2</sup> and professional development. CTAP Region 7 continues to support all EETT Competitive Grant funded districts in the region in several areas. There were five districts receiving EETT Competitive Grants for 2003-2004. CTAP Region 7 has a commitment to support all five funded districts with varying degrees of collaboration in the areas of professional development and trainings as specified in the agreements.

**E. Successes and Challenges**

In the 2002-2003 school years, CTAP Region 7 was without a director and the staff went from nine to four people, which significantly impacted the implementation of the CTAP Region 7 plan. The creation and substitution of the CAB7 for the different program area committees was a change in the CTAP Region 7 plan, reflecting of changes made in the approved bylaws. The number of Coordinating Council meetings went from nine to five due to budget concerns and the responsibility for professional development has shifted from the central office to the sub-regions. In January of this year we introduced the CTAP Region 7 Event Calendar where events are posted for online registration. Participants may create a personalized account by entering in a user name and password, view all event details, and submit the registration online. The sub-regions are encouraged to utilize the calendar to promote regional consistency for CTAP services and provide a more streamlined vehicle of data collection. The calendar tracks participants, trainers, workshop

attendance and evaluations.

### III. Feedback on Annual Report of CTAP Services

**CTAP Region 8  
 2003- 04 Summary Report of CTAP Services**

**I. Overview of Regional Structure**

CTAP Region 8 is comprised of Kern, San Luis Obispo, Santa Barbara and Ventura counties. Covering approximately 17,775 square miles, it stretches from the northern border of Kern County located above Bakersfield, south to the Ventura County bordering on Los Angeles County. The area of Region 8 covers approximately ten percent of California’s total area. The population of Region 8 is approximately 2,074,800, representing six percent of the state’s total population. Region 8 serves 111 school districts with 628 schools.

A Regional Coordinating Council and four County Councils govern the activities within Region 8. The Regional Council consists of CTAP staff from the 4 county offices. This council meets every other month through face-to-face meetings and videoconferences to share news and make operational decisions. The Regional Council has met formally six times from July 2002 through June 2003. Regional council members communicate electronically on a regular basis and attend California Department of Education (CDE) directors meetings and state CTAP Coordinating Council meetings. Information and resources obtained at state level meetings is shared with the other counties in the region. Projects and activities that have regional implications are addressed at regional sessions. At local County Council meetings, administrators, teachers, university professors and others attend to give input on regional activities. This process has resulted in greater alignment of sub-regional activities to the regional plan. Funding distribution is based on activities, not ADA.

Regional Meetings	Number of Members	Number of Meetings for Report Period 7/1/02-6/31/03	Average Attendance
<i>Regional Leadership Team</i>	12	6	8
Kern Council	22	4	15
Ventura Council	19	4	7
Santa Barbara Council	13	4	10
San Luis Obispo Council	16	4	9

**II. Overview of Services**

**A. Local Needs**

Region 8 determined their local needs through an online survey and regional, county and district level meetings. While priority projects were identified in each of the four service areas, staff development was identified as the highest need. School district clients identified staff development that enhances their ability to integrate technology into the standards-based curriculum as the area of greatest staff development need. Those same respondents indicated a needed for multiple training options for staff at times when the staff is available (after school, after work, summer, Saturdays, online and in-service days).

**B. Highlights of Services**

Following is a summary of the regional services provided, which address regional goals, objectives and benchmarks in the four service areas required in the Request for Proposals.

- 1. Professional Development and Learning Resources:** To respond to this area of need Region 8 developed a regional technology certification program. This program is aligned to the Commission on Teacher Credentialing guidelines as well as CTAP state guidelines. Along with technology certification, Region 8 CTAP has provided many customized workshops at schools sites throughout the region. These trainings have been led by the Region's TechMentors who are teachers who work above and beyond their contracts to provide high-quality staff development for their peers. During 2003-04, changes to program objectives reflect customized training for administrators, additional trainings in the use of electronic learning resources, and support for technology integration coaches at high priority schools.
- 2. Professional Development and Support Related to Hardware / Telecommunications:** Workshops are offered, aimed at the successful approval of State Board of Education (SBE) Guideline technology plans for the region's districts. Topics covered during these workshops include information regarding the Child Internet Protection Act (CIPA), hardware and infrastructure installation, system maintenance, and technical support. In addition to these workshops, we provide ongoing support of those schools and districts working toward the goal of having a state-approved technology plan via face-to-face, electronic and telephonic support of such schools and districts, as appropriate. During 2003-04, changes to program objectives reflect Erate update training using videoconferencing.
- 3. Professional Development and Support Related to School Improvement:** CTAP staff has begun to focus on the needs of administrators and are very supportive of AB 75 (Principal Training) programs in our region. CTAP staff has developed training for administrators that includes appropriate parts of Level I and prepares them for AB75 training. Basic skill training has been offered throughout the region to interested administrators. CTAP staff has been highly involved in AB 75 – Module 3 training in the region and have been approved as a Module 3 provider. We have partnered with our county offices in creating integrated, well developed training opportunities for AB 75 participants. During 2003-04, changes to program objectives reflect increased collaboration which will raise the awareness and applications of student data and performance management systems, and increased training in the use of handheld computers.
- 4. Funding and Coordination:** CTAP staff has visited many of the Year 4 digital high schools. The visits have assessed the progress that the schools have made in meeting program goals, and have checked for compliance with the Digital High School Assurances. Region 8 CTAP trainers have included the use of CTAP<sup>2</sup> Assessment in workshops, institutes, and activities throughout the region. Also, Region 8 staff has provided CTAP<sup>2</sup> training opportunities for schools and districts through video conferencing as well as face-to-face meetings. During 2003-04, changes to program objectives reflect increased efforts to align CLRN Web info

links to content standards, increased participation in High Priority Site Visitation teams, mentoring and support for technology coaches at EETT Competitive funded districts based on negotiated contracts, and grant grooming and technical support for EETT participants.

<b>Regional Services (2002-2003)</b>	Number in Plan (if not in plan use a 0)	Number Implemented July 02– June 03	Number of Participants	Average Hours Per Participant	Number of Districts Served
Total Prof. Dev. and Learning Resources Services	3	196	2388	165.7	139
Total Unduplicated Prof. Dev. and Learning Resources Services			1805		92
Total Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services	1	50	261	41	150
Total Unduplicated Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services			208		95
Total Prof. Dev. and Support Related to School Improvement Activities	23	51	695	9.7	96
Total Unduplicated Prof. Dev. and Support Related to School Improvement Activities			639		90
Total Funding and Coordination	10	19	43	8	16
Total Program Coordination and Funding Services			28		12

### **C. Program Evaluation and Monitoring**

Using various data and evaluation tools, such as teacher portfolios, registration forms, participant feedback, evaluation forms, and CTAP<sup>2</sup> data, CTAP staff analyzed and tracked progress of the planned objectives, both at the regional and sub-regional levels. Detailed information is available in the full CTAP 8 summary report.

The Regional Coordinating Council, under the supervision of the Director, has developed the regional budget. The Kern County Superintendent of Schools (KCSOS) financial department oversees the distribution of funds and the reporting of expenditures. The KCSOS financial department communicates with county financial departments to keep financial records current. The director works with the KCSOS financial department and county coordinators to insure compliance with the regional plan, state budget guidelines, and expenditure timelines. Quarterly reports are required from sub-regions regarding program and financial information. KCSOS has developed expenditure timelines to facilitate spending funds in the year received.

Budgeted From 2003-2004 Funding	Budgeted	Spent By 12/31/03	% Spent By 12/31/03	Projected To Be Spent By 6/30/04	% Projected To Be Spent By 6/30/04
2003-2004 Funding	\$3,130,215	\$814,500	26%	\$2,002,693	90%
Carryover from Prior Year Funding (02-03)	\$1,557,055	\$1,557,055	100%		

**D. EETT Support**

During Year 2, CTAP regional and sub regional staff will provide support to EETT formula funded districts and EETT Competitive funded districts.

For all school districts applying for EETT Formula Funding, we will provide:

- Guidance on developing a state-approved district technology plan
- Information to help districts to qualify and obtain funding
- Assistance submitting technology plans – preparing and uploading files to CDE site
- Reviews of technology plans submitted to the state
- Help for schools as they revise technology plans for EETT purposes.

For all school districts applying for EETT Competitive Grants, we will provide:

- Information and assistance with district technology plan writing
- Grant grooming workshop(s)
- Assistance submitting application and tech plans – preparing and uploading files to CDE site.

**E. Successes and Challenges**

The technology certification program has had great success in helping teachers, administrators, and college professors “get on the same page” regarding the skills necessary for teachers to successfully integrate technology into the curriculum. Almost 40 percent of the teachers in the region have now gone through training and have assembled a portfolio of artifacts that represent their basic technology skills along with student products that show their instructional technology skills. It has been a model as CTAP coordinates services with county offices, universities and other teacher support providers such as Beginning Teacher Support and Assessment (BTSA). Another successful area has been through working with principals on the AB 75 programs as CTAP staff have been instrumental in the planning and delivering of Module 3 curriculum to principals throughout the region. In addition to the development of a closer relationship with site principals, we have found that principals are now attending other staff development sessions sponsored by CTAP with their teachers, and this synergy is having a profound impact throughout the region. Finally, CTAP staff continues to work with most districts in the development of their technology plans and are highly involved in the EETT competitive applications. Currently, the region is partnering with EETT districts for staff development, coaching, and evaluation services.

As always, the biggest challenge to CTAP services is creating staff development sessions that are timely and effective for teachers and administrators. CTAP staff continues to fine tune delivery methods to reach as many people as possible. Another challenge is the creation of local school site and district technology leadership. The technology certification system has been helpful in developing this leadership but there is not a Level III Mentor/Leader in each district, let alone each school site in the region. CTAP continues to work towards capacity building by the development of technology leaders.

Finally, the region needs to clearly determine the impact of our services on the classroom and student achievement. CTAP staff has data that shows we are impacting teachers and administrators but hard data about classroom impact and increases in student achievement is not readily available. CTAP staff is in the initial stages of developing a plan to collect the data necessary to determine classroom impact.

### **III. Feedback on Annual Report of CTAP Services**

**CTAP Region 9  
 2003- 04 Summary Report of CTAP Services**

**I. Overview of Regional Structure**

Region 9 consists of three counties (Imperial, Orange and San Diego) which contain 88 school districts, 1,290 schools, 49,428 teachers, 3,707 administrators, 49,353 classified support staff, 3, 827 pupil services personnel, and over one million students (28 percent of these students are classified as English Language learners, which is nearly 10 percent higher than the state average). While Orange and San Diego Counties are the second and third largest counties in the state in student population and the Region boasts the second largest student population in the state, it should be noted that the region also serves 19 direct service districts in Imperial and San Diego Counties.

Forty-six districts (52.3%) in the region, representing 432,086 students, are California School Information Services (CSIS) districts. Of the region's 88 districts, 87 are participating in the E-rate or California Telecommunications Funding (CTF) programs. Fully 99% of the schools and 93% of the classrooms in the region are wired with Internet access. Based on the Summary of Year 2003 California School Technology Survey findings (October, 2003) the student-to-multimedia computer ratio is 9.34 to 1 throughout Region 9.

Since 1994, the San Diego County Office of Education (SDCOE) has successfully served as the LEA for CTAP Region 9. Governance occurs on a sub-regional (county-by-county) basis, administered by a Project Oversight Steering Committee composed of an educational or instructional technology director from each of the three county offices of education in the region. Members of this committee work in close collaboration with each county's Superintendents Advisory Group, which provides committee members with ongoing and timely input and feedback about their constituents' need for educational technology service and support.

<b>Regional Meetings</b>	<b>Number of Members</b>	<b>Number of Meetings for Report Period 7/1/02-6/30/03</b>	<b>Average Attendance</b>
Regional Leadership Team	13	12	8
Sub-Regional Council, if applicable			
• Imperial Sub-Regional Council	25	6	12
• Orange Sub-Regional Council	12	5	6
• San Diego Sub-Regional Council	43	8	40

**II. Overview of Services**

**A. Local Needs**

The Region 9 Project Oversight Steering Committee is in constant touch with the clients it serves through key stakeholders such as the Superintendents Technology Advisory Committee (STAC) and Education Technology Support Network (ETSN) in San Diego, Orange County's CTAP Steering Committee, and Imperial County's Educational Technology Advisory Committee (ICETAC).

According to these groups, student achievement, especially in targeted subgroups, must rise. In response to current scores, all superintendents in San Diego County have signed a compact to increase the passing rate on the California High School Exit mathematics section to 100 percent by 2006. Similar efforts to target high priority schools are focusing support priorities in Orange and Imperial Counties. All schools in the Region are dealing with budget deficits, so another priority is to examine how to manage data to improve achievement and ensure efficiency within support systems, including cost effective ways to provide sustained professional development to ensure they meet NCLB requirements for Highly Qualified Teachers. Local needs that support Region 9's planned goals and benchmarks include:

- Provide access to standards-aligned instructional resources (both print and electronic)
- Provide professional development (supporting the use of data and instruction aligned to standards, and strategies for differentiating instruction based on student need)
- Provide support for improved assessment and data tracking systems and processes
- Assist administrators to select, implement, and disseminate technology programs in their schools and districts
- Assistance with development and use of improved communications infrastructure
- Access to grant resources, training in the process of obtaining grant and foundation funding, and support as a collaborative partner in grant-funded programs.

## **B. Highlights of Services**

Following is a summary of the regional services provided, which address regional goals, objectives and benchmarks in the four service areas required in the Request for Proposal (RFP).

### **1. Professional Development and Learning Resources**

Region 9 is on track in each of its objectives as measured by benchmark progress status. Offerings in this category range from one-hour trainings and workshops to courses spanning 120 hours conducted to thousands of educators. Highlights included five-day institutes in the areas of Digital Video Classroom Production, History/Social Studies, Science, Visual and Performing Arts, and Web Design, and technology proficiency Trainer-of-Trainers multi-day trainings (two each at the preliminary and professional levels). In response to client requests to "build it so they won't have to come", considerable resources (personnel and equipment) have been devoted to facilitating videoconferencing and web casting. These powerful and cost-effective delivery strategies have helped to provide content to local, regional, and state education communities and allows for outstanding programs to be shared with clients. Examples of such programs included national and local resources delivered to classrooms from the Smithsonian, Ocean Institute, and the Galapagos and Crystal Cove Projects; and the delivery of state resources such as the Spring Credentialing Workshop, Request for Application (RFA) Grant Training, and the Academic Decathlon Coordinator's Seminar. Region 9

also has a partnership with KOCE Radio and United Learning that delivers video clips to classrooms via the Internet. Finally, this year was highlighted by the 2nd Annual iVIE (Innovative Video in Education) Awards, an “Academy Awards” for student-produced videos.

During 2003-04, changes to program objectives reflect the California High School Exit Exam priority in San Diego County (activities to include Web casting and archiving of related meetings and supporting the use of technology to engage students, track performance, and strengthen home-school communication), the priority in Orange County to focus on technology integration to support academic content achievement for all students (one example of this is through the Teacher Grant Program), efforts to support distance learning (e.g., the Imperial County Office of Education’s Online Technology Conference is a cost effective way to push the use of technology in new and exciting ways), and the role of CTAP regions in support to schools and districts for EETT (No Child Left Behind).

## **2. Professional Development and Support Related to Hardware/Telecommunications**

Region 9 is also on track in this program area as measured by benchmark progress status. Training opportunities include Networking Fundamentals, Windows NT Administration, operating systems, network management, server administration, and PC and Mac Troubleshooting, as well as workshops tailored to meet the needs of increasing numbers of teachers being asked to fulfill technical duties. A full time Network Planning assistance manager provided technical assistance and support in the areas of networking, connectivity, and technology planning to schools and districts. CTAP also provided leadership for the CISCO Networking Academy Regional Consortium Program, conducted TechSETS information workshops and provided Internet Help Desk service via the toll-free 800 number assistance to the more than 6,000 account holders who paid \$40 per year for toll-free dial-in Internet access from work and home. During 2003-04, changes to program objectives reflect activities to support distance learning (keeping costs down and disruptions to instruction at a minimum) have been added. Also added were activities to support school and district technical self-sufficiency (Gen Y, Gen Tech, and Cisco training programs, and sessions with the Consortium for School Networking on Total Cost of Ownership).

## **3. Professional Development and Support Related to School Improvement**

Region 9 is on track as measured by benchmark progress status in this area. Activities focus on informing administrators about the use of data tools to improve school planning and management, and data systems to support data driven decision-making. During 2003-04, changes to program objectives reflect the need to continue to ramp up efforts in this area because an increasing number of vendors have developed, and are touting their Academic Data Analysis/Academic Data Management tools designed to provide information to help educators make informed decisions regarding classroom instruction and the overall management of their schools and classrooms. CTAP staff has played a significant role in helping to identify and evaluate these tools and in assisting client schools and

districts that are using, piloting, or thinking of acquiring such a tool to ultimately assist in improving student achievement.

**4. Funding and Coordination:**

Region 9 is on track in each objective in this area as measured by benchmark progress status. Activities focus on grant writing, and assistance in completing applications and compliance forms for Digital High School, EAST, SRTG, and EETT grant programs. These workshops were conducted face-to-face and via videoconferencing. Region 9 continued to expand and enhance its Regional Grants Web site designed to provide one-stop shopping for the latest information and resources related to local, state, federal, and private foundation sources of funding and grant information updates. Region 9 hosted a variety of distance conferences via video/Web cast/multi-cast technologies. During 2003-04, changes to program objectives reflect a priority to help districts obtain discounts on infrastructure costs. In 2003, the region received more than \$19M in E-Rate refunds.

<b>Regional Services (2002-2003)</b>	Number in Plan (if not in plan use a 0)	Number Implemented July 02– June 03	Number of Participants	Average Hours Per Participant	Number of Districts
Total Prof. Dev. and Learning Resources Services	521	1,055	31,057	16	88
Total Unduplicated Prof. Dev. and Learning Resources Services			19,225		88
Total Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services	417	410	18,119	5.4	88
Total Unduplicated Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services			10,871		88
Total Prof. Dev. and Support Related to School Improvement Activities	70	244	4486	4	88
Total Unduplicated Prof. Dev. and Support Related to School Improvement Activities			1,660		88
Total Funding and Coordination	122	369	2,640	6	88
Total Program Coordination and Funding Services			1,056		88

### C. Program Evaluation and Monitoring

The CTAP 9 staff maintains regular contact with constituents to monitor program efficacy. Formative measures to evaluate progress provide important guidance for evolving long-term professional development efforts within the region. Evaluation forms, surveys, face-to-face sessions with advisory groups and a summative Regional Needs Assessment Survey will provide answers to important questions (e.g., are we doing what we planned to do (implementation); are efforts making a difference (impact); and how can we do a better job (evaluation)?). Project Oversight Steering Committee members will review data and make recommendations for program changes. During 2003-04, impact evaluation data will be collected for objectives and benchmarks in the area of Professional Development and Learning Resources to show change in how technology is integrated into instruction and school and district change reflecting the use of technology based tools and resources to support English learners and students in need of interventions. Improvement of teacher quality is a high priority for the region; therefore, data reflecting the impact of CTAP activities on teacher use of technology for instruction and planning, home-school communication, and to access and utilize standards-based electronic learning resources will be monitored by means of activity sign-in sheets, participant evaluation forms, and CTAP<sup>2</sup> analysis reports. This data will be analyzed by the Project Oversight Steering Committees and reported to the CTAP Region 9 Steering Committee for plan evaluation.

Sub regional and regional budgets are routinely monitored and discussed as part of regularly scheduled CTAP 9 staff meetings. These meetings are conducted on the third Friday of each month to discuss sub-regional, regional and state issues. In addition, staff conference calls are scheduled within a few days following State CTAP Director, Coordinating Council, and Grants Management Committee (GMC) meetings. These provided timely debriefs and allow staff to monitor and discuss sub regional, regional, and statewide issues including budgets related to client needs and to fine tune services and support as required.

Budgeted From 2002-2003 Funding	Budgeted	Spent By 06/30/03	% of Budget Spent By 6/30/03
<b>2002-2003 Funding</b>	<b>\$2,980,345</b>	<b>\$1,915,594</b>	<b>64%</b>
<b>Carryover from Prior Year Funding</b>	<b>\$47,561</b>	<b>\$47,561</b>	

### D. EETT Support

The region has 88 districts and 34 non-district-funded charter schools or a total of 122 possible EETT grant applicants and recipients. Services include:

- Formula and Competitive Grant “Roll-out” meetings and awareness presentations,
- Application development support, on-demand support, district/site visitations/consulting, writing workshops, grant grooming, technology plan support, consortium application assistance, and support for reader training.

In general districts are challenged to provide the funding necessary for schools and districts to adopt proven, innovative technology practices. Priority will be on assisting districts in obtaining discounts on infrastructure costs and support for locating and selecting grant resources, building partnerships, and grant writing. Services to include:

- Grant application development and grooming assistance for programs such as the Beaumont Grant (\$320,000 went to schools in the region in 2003) and the Microsoft Settlement.
- Partnering with other agencies for professional development, infrastructure, and evaluation.

#### **E. Successes and Challenges.**

Although CTAP 9 staff has had many successes recently, staff focuses considerable effort on local challenges and provides significant support to schools and districts as they seek staff development opportunities tailored to changes imposed by austerity measures; participate in the AB-75 Principal Training Program; prepare their students to pass the California High School Exit Exam (CAHSEE); continue to try to meet their technical needs for maintenance and support in the face of severe budget cuts; seek tools to help manage data and to inform decisions regarding student learning and achievement; and seek funds from local, regional, state, federal, and private organizations to enhance and hone the use of technology in classrooms to improve student achievement in the academic content standards.

### **III. Feedback on Annual Report of CTAP Services**

**CTAP Region 10  
 2003- 04 Summary Report of CTAP Services**

**I. Overview of Regional Structure**

RIMS CTAP, Region 10, serves Riverside, Inyo, Mono, and San Bernardino Counties. There are 66 school districts and 849 schools in the region. Riverside and San Bernardino counties account for 45 and 54 percent of the student population in RIMS, while Inyo and Mono counties each account for less than one percent of the student population in the region. In addition to the disparity in student population, Inyo and Mono counties are 5 to 6 hours by car from both the Riverside and San Bernardino county offices. These demographics make it challenging to provide equitable services to all clients.

Each of the four counties in the region participates in two regional organizations that provide governance for RIMS CTAP. The four county superintendents meet quarterly to discuss regional issues. RIMS county superintendents provide input for RIMS CTAP plans, reports, and budgets. Assistant superintendents and curriculum coordinators for each county meet eight times a year. RIMS Curriculum and Instruction is best positioned to provide the leverage and coordination between the regional curriculum projects and to assure that the various projects support one another. RIMS CTAP presents plans, reports, and budgets to these organizations and provides progress reports on a regular basis. Governance is also provided for RIMS CTAP through an advisory board made up of regional stakeholders who represent various subject matter projects, schools, districts, and counties.

<b>Regional Meetings</b>	<b>Number of Members</b>	<b>Number of Meetings for Report Period 7/1/02-6/30/03</b>	<b>Average Attendance</b>
Regional Leadership Team	15	8	14
Regional Coordinating Council	45	7	15
RIMS Curriculum and Instruction	16	4	10
RIMS Superintendents	24	4	17

**II. Overview of Services (Year 1, July 2002-2003)**

**A. Local Needs** - Identification of local needs is an ongoing process in Region 10. These needs are identified in both formal and informal processes, as noted below. The identification of local needs has resulted in changes to program objectives, as described in Part II.B. Regional Services.

- Inyo and Mono counties each have a District Technology Leader program (DTL), which provides a structure for each district to identify representatives who attend county-based CTAP meetings throughout the school year. Riverside and San Bernardino counties hold Technology Leader Network (TLN) meetings.
- Another process for the identification of local needs happens when RIMS CTAP staff meets with the instructional technology district administrators throughout the region.
- The RIMS CTAP Advisory Board is a vehicle for ongoing needs

assessment

- RIMS CTAP utilizes regional, county and district data from both the CTAP<sup>2</sup> Assessment and the State-wide Technology Survey (STS) to determine local needs in the area of professional development, hardware and connectivity in schools, and how technology is being used in the classroom.
- RIMS CTAP provides workshops for classified and administrative personnel in our counties and districts. A separate needs assessment process is used to determine the needs of these positions. Workshop evaluations received from participants provides additional needs assessment data.
- RIMS CTAP instituted a formal online needs assessment survey that addressed the four program areas of this RFA. A special newsletter was sent out requesting that members of our listserv complete the survey. The RIMS CTAP listserv contains 1,500 of our constituents in the region, and we received completed surveys from 382 people.

**B. Regional Services**—Following is a summary of the regional services provided, which address regional goals, objectives, and benchmarks in the four service areas required in the RFP.

**1. Professional Development and Learning Resources:** CTAP sponsored or participated in 10 regional events that involved our collaborative partners. Examples of some of these events are listed as follows:

- Intel® Teach to the Future
- Technology Information Center for Administrative Leadership (TICAL)
- Palm Hand-held Computers
- SELPA Special Education, and history social science, science, and math county coordinators

CTAP collaboration with Beginning Teacher Support and Assessment (BTSA) has grown, and regular monthly workshops for BTSA Project Teachers and Support Providers supported the implementation of BTSA Program Standard 16 relating to technology integration in teaching and learning. Through regional trainings and institutes, CTAP was instrumental in assisting Region 10 educators in the use of California Learning Resource Network (CLRN). During 2003-04, changes to program objectives reflect the following trends:

- New work for Region 10 associated with EETT support
- New emphasis on state-adopted materials
- Working with High Priority schools is a new objective for RIMS CTAP and reflects a change in local needs as we continue to work collaboratively with other county and district providers.
- Added emphasis on support for the EETT competitive schools and districts
- New emphasis on the increase in proficiency in CTAP<sup>2</sup>, as opposed to just the numbers of teachers participating in CTAP<sup>2</sup>

**2. Professional Development and Support Related to Hardware/Telecommunications**

Many of the objectives in Program Area 2 revolve around technical assistance for schools and districts. Assisting school districts with the writing of their technology plans has been the number one priority for RIMS CTAP during the first half of this school year. We have held regional meetings on the topic of technical assistance and RIMS CTAP staff work directly with districts on this issue. A new program in our region is the Technology Leader Network (TLN). TLN members are typically district office Information Technology staff and technology/curriculum staff. Topics in the first two meetings this year included video conferencing, TechSETS, inventory control, and remote networking. During 2003-04, changes to program objectives reflect the following trends:

- Our role with both the E-rate and California Teleconnect Fund has changed in the last two years, and we now provide direct support to these initiatives.
- An increased effort in our region to disseminate information about the TechSETS program and their resources.
- A change in our strategy to work with both those districts that do not have approved technology plans and the work we will do to assist districts in the next two years who need to revise their plans.

### **3. Professional Development and Support Related to School Improvement:**

The first objective in this program area for Region 10 is to disseminate information about the California School Information Service (CSIS) program and how districts may prepare themselves to participate. In preparation for this collaboration with CSIS, the region has compiled a database that includes the current student database system, if any, currently used by the districts in our region. Two other objectives in this program area also include the use of CTAP<sup>2</sup>. The region is on track with our benchmark to have 25 percent of our site administrators completing CTAP<sup>2</sup>. In addition, regularly scheduled CTAP<sup>2</sup> Administrator workshops have been and will continue to be scheduled so that more district and site technology coordinators will learn about how to use their data from CTAP<sup>2</sup>. During 2003-04, changes to program objectives reflect the following trends:

- New emphasis on working with schools and districts to utilize the reporting features found in CTAP<sup>2</sup>.
- The emphasis on data driven decision-making in our AB 75 workshops for site administrators.

### **4. Funding and Coordination:** RIMS CTAP sponsored “rollout” meetings to provide application information to the school districts in CTAP Region 10 regarding grant programs such as the Enhancing Education Through Technology (EETT) Grant Program. In addition, face-to-face meetings were held with the majority of the districts who were unable to attend the “rollout” meetings. Direct grant-writing and technology plan writing assistance were provided and information about local, state, federal, and private funding opportunities are posted to the electronic newsletter and Web site, which generates contacts from school districts for information or assistance in applying for these funds. During 2003-04, changes to program objectives reflect the following trends:

- Emphasis on student achievement.

- Support for the EETT competitive program

<b>Regional Services (2002-2003)</b>	Number in Plan (if not in plan use a 0)	Number Implemented July 02– June 03	Number of Participants	Average Hours Per Participant	Number of Districts Served
Total Prof. Dev. and Learning Resources Services	269	245	2,090	6	117
Total Unduplicated Prof. Dev. and Learning Resources Services			1,509		56
Total Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services	0	6	182	2	29
Total Unduplicated Prof. Dev. and Hardware, Telecommunications and Technical Assistance Services			57		21
Total Prof. Dev. and Support Related to School Improvement Activities	64	69	609	3	50
Total Unduplicated Prof. Dev. and Support Related to School Improvement Activities			457		26
Total Funding and Coordination	36	147	209	2	119
Total Program Coordination and Funding Services			152		54

### C. Program Evaluation and Monitoring

RIMS CTAP utilizes evaluation strategies that demonstrate the impact of the activities that we provide, which support our objectives and benchmarks. Specific data collection instruments, tools, and strategies will be noted below. The frequency of use for each of the data tools will be determined in accordance with each specific objective.

- Sign-in sheets
- Professional portfolio rubric
- Workshop evaluations
- RIMS Activity Database
- Follow-up surveys
- Classroom data collection instruments
- CTAP<sup>2</sup>
- Leadership capacity surveys
- DTL and TIC logs/reflections
- CLRN database
- CDE databases

- AB 75 participant databases
- List of funded districts for e-rate, EETT Formula, EETT Competitive and Microsoft settlement
- Interviews
- Focus Groups

The most important aspect of the budget process when working with the sub-regions is to collaborate on the creation of the budgets and their corresponding contracts. Meetings were held with each sub-region during the spring and summer of 2002 to collaboratively determine the budget allocations. Contracts were written and approved for each sub-region that describes the work to be done in each sub-region based upon the fiscal allocations. Periodic meetings are held during the year to determine that resources and expenditures match the implementation of the contracts. Monthly reports from all sub-regions are provided to regional staff and the CTAP Advisory Board.

Budgeted From 2003-2004 Funding	Budgeted	Spent By 12/31/03	% Spent By 12/31/03	Projected To Be Spent By 6/30/04	% Projected To Be Spent By 6/30/04
2003-2004 Funding	\$1,553,463	\$15,157.54	1%	\$1,296,509	90%
Carryover from Prior Year Funding (02-03)	\$591,108	\$591,108	100%		

**D. EETT Support**

RIMS CTAP staff provides EETT Grant Program support to districts in Region 10 as noted below. In addition, Rims CTAP has partnered with the following districts that have received grant awards under Round 1 of the EETT Competitive Grant Program, Lake Elsinore USD, Moreno Valley USD, Desert Sands USD, and Rialto USD.

- Direct Support-- Rims CTAP will provide direct support to school districts in developing district technology plans and EETT Grant Program applications. RIMS CTAP staff provides direct support to districts in their assigned geographic region in the areas of technology planning, CTAP<sup>2</sup> administration, and staff development to support implementation. Thirteen school districts in Region 10 have been targeted for support in completion of their district technology plan to align with state standards. The project specialist for Grant Programs meets individually with districts to help facilitate district teams as they plan and develop their education technology plan. In addition, RIMS CTAP has identified 34 districts with middle schools that are eligible for EETT Competitive grant funding, and offers individual grant-grooming assistance to all eligible districts in the region.

- Online Assistance--RIMS CTAP also maintains a frequently updated Web site that lists an extensive variety of standards-based curriculum materials, research resources, materials from workshop presentations, and grant application information that might be beneficial as districts develop their education technology plan or EETT competitive application. All district contacts have access to the project specialist via email for questions concerning grant applications or the planning process. Due to the geographic diversity of the region, a variety of tools will be used to allow remote districts to participate in meetings, conference presentation, staff development, and demonstrations. In addition to materials provided through the Web site, video conferencing is used to facilitate communication with remote districts, particularly in Inyo and Mono counties. A "train the trainers" model is used to ensure dissemination of information and resources as well.
- Professional Development--As districts move from the planning process to the implementation process, RIMS CTAP will continue to provide assistance in the form of staff development. One form of staff development offered by RIMS CTAP is the training of trainers, wherein CTAP staff work with district teams to build a cohesive, sustained, high-quality staff development program by training district staff in technology skills, coaching strategies, data-driven decision-making, and Program Standard 16 of the BTSA Induction Program. Another staff development program, also tied to Program Standard 16 of the BTSA Induction Program, will include teams of teachers and administrators from EETT-funded districts attending summer and inter-session institutes that address basic technology skills, curriculum design, home-school communication strategies, data-driven, decision-making strategies to improve achievement with English language learners, and classroom management of technology. Follow up meetings; classroom-based coaching, and online discussions will support participants as they implement the program in their classroom. The third staff development program provided by RIMS CTAP is facilitation and support for districts that are using CTAP Online for their professional development. Staff training will include mentoring and coaching skills, along with facilitation of project and curriculum sharing. Additional elements such as classroom management of technology, and using data to inform classroom instruction will be addressed in face-to-face meetings that support the CTAP Online courses.
- Other Activities--RIMS CTAP will provide assistance and encourage sites to use the CTAP<sup>2</sup> surveys to gather and analyze data regarding staff use of technology. The project specialist will continue to meet with the Grants Management Committee and any subgroups.

## **E. Successes and Challenges**

Our region has experienced both successes and challenges in the last 12 months. Despite the late funding for 2003-04, RIMS CTAP moved forward to support the school districts in Region 10 that received grant awards from the EETT Competitive Grant Program. We have amended our three-year plan to include new objectives and benchmarks that better reflect the new work that our region will be providing to our clients. A special challenge in our region was the loss of

our Teachers on Assignment (TOAs) due to the late funding of the State CTAP program. All six of our TOAs were reassigned back to their school districts because we were not able to generate contracts for their services due to the late funding of State CTAP. We have posted five permanent positions but we will not be fully staffed until March due to the extensive length of the personnel process.

### **III. Feedback on Annual Report of CTAP Services**

**CTAP Region 11  
 2003- 04 Summary Report of CTAP Services**

**I. Overview of Regional Structure**

The 81 public school districts (including 11 local districts in Los Angeles Unified School District -LAUSD) in CTAP Region 11 are organized into 9 sub-regions that work in conjunction with the Instructional Technology Outreach (ITO) division of the Los Angeles County Office of Education (LACOE). Region 11 uses a sub-regional structure to provide services to its clients. Each sub-region has a local implementation plan and operates through a consortium of districts or through Los Angeles Unified School District's (LAUSD) local districts that service the local needs of over 1.7 million students and over 80,000 teachers throughout the county. The regional governance body that discusses the needs and direction for Region 11 is the Educational Technology Advisory Committee (ETAC).

<b>Regional Meetings</b>	<b>Number of Members</b>	<b>Number of Meetings for Report Period (7/1/02-6/30/03)</b>	<b>Average Attendance</b>
Regional Council	35	3	25
Sub-Regional Council (averages for all 9 councils)	20	4	15

**III. Overview of Services**

**A. Local Needs** - CTAP Region 11, in conjunction with the Education Technology Advisory Committee (ETAC), has made improving student achievement a priority. Based on regional needs assessment data, professional development programs within CTAP Region 11 focus on standards-aligned content supported by instructional uses of technology. CTAP 11 Online is an online learning resource that provides many of the necessary tools for promoting regional goals that include data-driven instruction in order to help students meet the standards. Local needs that support plan goals, objectives and benchmarks include:

- Professional development and learning resources using technology to improve teaching and learning
- Use of handheld devices in the classroom and for administrators
- Digital media use in classroom instruction
- PC and MAC troubleshooting
- CTAP 11 Online tools, features, coaching and mentoring
- Administrator training (AB75)
- Windows NT and other technical support training
- Student information systems training

**B. Highlights of Services** – Following are a summary of the regional services provided, which address regional goals, objectives and benchmarks in the four service areas required in the RFP.

**1. Professional Development and Learning Resources**

Services include the delivery of professional development to Los Angeles County administrators (AB75) to learn how technology is used to access and

communicate data for informed decision making as schools work towards improved student achievement. CTAP Online training is offered to district educators for various levels of technology mastery. Face-to-face training covers a wide variety of skills development, instructional application, assessment and curriculum development. During 2003-04, changes to program objectives reflect the elimination of the DHS program funding, addition of curriculum and technology training to underscore CTAP 11's awareness of the need to use technology to support state-adopted materials, and the role of CTAP regions in support to schools and districts for Enhancing Education Through Technology (EETT)(No Child Left Behind).

## **2. Professional Development and Support Related to Hardware/Telecommunications**

School districts need assistance with the standardization and strategic integration of infrastructure networks. Training opportunities focus on networking fundamentals, Macintosh manager and Windows NT. During 2003-04, changes to program objectives reflect an anticipated increase in the number of workshops and technical assistance to districts that must prepare and submit District Technology Use Plans to align with the SBE Guidelines.

## **3. Professional Development and Support Related to School Improvement**

Region 11 focused professional development on school administrators. The use of data collection tools such as handheld devices were fully integrated into the curriculum. During 2003-04, changes to program objectives reflect discontinued DHS program funding.

## **4. Funding and Coordination:**

Funding was distributed to sub-regional consortia to implement activities based upon their approved plans. At regular meetings, electronic and print materials are distributed to districts and schools to keep them aware of funding opportunities and compliance with state educational technology initiatives. During 2003-04, changes to program objectives reflect the change in distribution of Los Angeles USD's allocation, which will be granted to the district's central office, thereby eliminating separate allocations to some sub-regions and changing the regional structure to nine (9) sub-regions.

<b>Regional Services (2002-2003)</b>	Number in Plan (if not in plan use a 0)	Number Implemented July 02– June 03	Number of Participants	Average Hours Per Participant	Number of Districts Served
Total Professional Development and Learning Resources Services	261	326	10,672	13.5	81
Total Unduplicated Professional Development and Learning Resources Services			7,766		81
Total Professional Development and Hardware, Telecommunications and Technical Assistance Services	30	30	288	8	66
Total Unduplicated Professional Development and Hardware, Telecommunications and Technical Assistance Services			288		66
Total Professional Development and Support Related to School Improvement Activities	50	101	1829	4	37
Total Unduplicated Professional Development and Support Related to School Improvement Activities			1829		37
Total Funding and Coordination	12	12	273	1	81
Total Unduplicated Funding and Coordination			273		81

### III. Program Evaluation and Monitoring

#### A. Planned Objectives

Documentation for meeting objectives is collected by way of post-activity surveys completed by participants of the professional development and instructors providing the service. The professional development evaluation asks the participant's affiliation, the appropriateness of the materials presented, usefulness of the information and recommendations for improvement as well as other relevant information. Evaluation findings indicate that persons participating in CTAP 11 activities and events are very satisfied and concurrently, the results indicate that participants would like more activities covering a greater variety of subjects including, specific software applications, more in-service training, Internet/Web site usage and development, hardware troubleshooting, as well as follow-up sessions to track usage and provide a refresher on the information learned.

The monitoring of budgets and activities of the sub-regions was done quarterly in October and December of 2003. Budget reports were compared to the approved budgets on file. Assistance was provided to consortia on the tracking of

expenditures within their districts and acceptable use of funds. A limited amount of funds were expended for this mid-year report due to the delay in the state budget adoption and distribution of funds to Region 11. However, with the Memo of Understanding (MOU) in place, most sub-regions were still able to implement activities for this period.

Budgeted From 2003-2004 Funding	Budgeted	Spent By 12/31/03	% Spent By 12/31/03	Projected To Be Spent By 6/30/04	% Projected To Be Spent By 6/30/04
2003-2004 Funding	\$3,130,215	\$814,500	26%	\$2,002,693	90%
Carryover from Prior Year Funding (02-03)	\$1,557,055	\$1,557,055	100%		

**B. EETT Support**

CTAP Region 11 staff will support school districts in meeting the basic requirement of both the EETT formula as well as the EETT competitive portion of the grant. Staff will focus on assisting districts in planning and implementing their instructional technology professional development, support statewide efforts by attending Grants Management meetings and serving as grant readers and moderators. Support will encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by districts. Region 11 will conduct region wide grant requirement, grant writing and technology use planning workshops, and will provide individual assistance to qualifying districts.

**C. Successes and Challenges.**

As districts continue to see a decrease in funding for professional development days during normal school hours, the need for after school and weekend face-to-face trainings are increasing along with districts' efforts to integrate online professional development offerings. In recent years, many classrooms have been equipped with the tools of technology, but teachers lack the expertise in how to use them effectively. CTAP funding has enabled many districts to provide training in the effective use of technology in instructional programs. This type of focused training could not be financially supported through most local district budgets. According to our sub-regions, staff development at each individual school site is difficult to accomplish and reaffirms the need to continue reviewing and researching how coaching and mentoring can provide better assistance to colleagues at the school site. Professional development focused on using technology to improve teaching and learning will be developed further throughout the year as the opportunity and needs arise from timely issues such as the new mathematics textbook adoption and language arts intervention.

**IV. Feedback on Annual Report of CTAP Service**