

California Technology Assistance Project Executive Summary

CTAP Region 9 (Imperial, Orange and San Diego counties) is an area of diversity and extremes. The region's diverse demographic characteristics, in terms of primary languages spoken, socioeconomic status and degree of geographic separation, have strong influences on our project plan. The design for our three-year plan for service and support to the region's 88 districts, 1448 schools, 55005 teachers, 4261 administrators and more than 1,000,000 K – 12 students is based on maximizing the use of technology to meet the varied needs of our clients. The regional services to be provided have been determined by a combination of surveys, which provide snapshot client input and feedback, and regular meetings with stakeholders within the region, which allow CTAP 9 staff to routinely monitor client needs. These services include: 1) selecting and integrating technology into curriculum, 2) planning for and using hardware and telecommunications networks, 3) using technology to support school management and data-driven decision-making, and 4) identifying and applying for state and Federal funding for instructional uses of technology.

The Regional Lead Agency (RLA) for the plan is the San Diego County Office of Education (SDCOE), which is recognized regionally and statewide for its staff's outstanding knowledge of technology. SDCOE also has experience in planning and technical assistance, and the ability to work collaboratively with other county offices of education, school districts and businesses within the region. The CTAP 9 Regional Advisory Council meets tri-annually to provide ongoing guidance to the SDCOE. The council has been specifically structured to include: teachers, administrators (site, district and county), support staff from rural, urban, and suburban elementary, middle, and high schools, local business and community members, and representatives of the higher education community. Pacific Research Associates is the evaluator for this plan and serves as a "critical friend." The CTAP Region 9 Annual Evaluation Report will evaluate the plan's objectives, and benchmarks, and propose recommendations for modifications and improvements. During the year, the RLA will provide opportunities for client districts and county offices of education to comment on services provided and define improvements.

1 **CTAP Region 9**

2 **Plan to Provide Regional Education Technology Services**

3 **2008-2011**

4 **4) Project Plan**

5 **Section 4a) Summary of Region**

6 Region 9 consists of three counties: Imperial, Orange and San Diego. The region composes the
7 southwestern section of the state, including the whole width of the California-Mexico border. It is a region of
8 geographical extremes, ranging across deserts, mountains, foothills, and coastal plains. It is also a region of
9 demographic extremes, consisting of rural, suburban, and urban centers. Imperial is one of the most sparsely
10 populated areas in California with only three towns of even moderate size; Orange is a densely populated suburban
11 area with little rural geography; and San Diego hosts the state's second largest metropolitan population and one of
12 the state's largest rural zones. Region 9 consists of 88 school districts, 1,448 schools, 55,005 teachers, 4,261
13 administrators, and over one million students. Orange and San Diego Counties are the second and third largest
14 counties in the state in student population.

15 Eighty-four school districts in the region have state-approved technology plans. During development of this
16 application, 75 district technology plans were reviewed to determine areas of local need, and to identify promising
17 practices and local resources.

18 Forty-six out of 88 districts in the region are currently submitting data to the California School Information
19 Services (CSIS). Seventy-eight districts have acquired Statewide Student Identifiers, pursuant to Senate Bill 1453.
20 We anticipate that all districts that have obtained CSIS ID's intend to maintain them and participate in the Statewide
21 Student Identifier Project. At this time, districts have indicated their willingness to collect, maintain and submit
22 student level and teacher level data to the California Longitudinal Pupil Achievement Data System (CALPADS)
23 beginning in 2008-09. However, they also indicated that their ability to implement this program will depend upon
24 receiving additional information and instructions from the California Department of Education. All 88 of the region's

1 88 districts are participating in the E-rate or California Telecommunications Funding (CTF) programs. Fully 100% of
2 the schools and nearly 100% of the classrooms in the region are wired with Internet access. Based on the
3 DataQuest website, the 2006-07 Internet-connected computer ratio is 4.42 to 1 for Region 9. We plan to provide all
4 88 districts in the region with technical assistance and information to support access, planning for and use of the K-
5 12 High-Speed Network (HSN).

6 CTAP Region 9 has identified 18 districts as being rural and technologically underserved, based on a
7 combination of criteria that includes student enrollment, level of EETT formula funding, and ETP proficiency levels.
8 Each of these districts is a “direct service district”, as defined by the California Education Code.¹ These districts
9 receive a comparatively low level of EETT formula funding. In addition, 2007-2008 Ed Tech Profile data indicate
10 that teacher technology skills in these districts are below Proficient in at least four of the nine skill areas. While
11 student-to-computer ratios were considered, they turned out not to be significant factors in determining whether a
12 district was technologically underserved.

13 Region 9 has 1,259 schools from 84 districts that are participating in the EETT Formula grants, while 31
14 schools from 9 districts are participating in the EETT Competitive grants.

15 In summary, Region 9 is an area of diversity and extremes. Our design for the CTAP Region 9 plan is
16 based on using technology to meet the varied needs of our schools. The region’s diverse demographic
17 characteristics in terms of primary languages spoken, socioeconomic status and degree of geographic separation
18 have a strong influence on our project plan.

19 **Section 4b) Local Needs Assessment**

20 The diversity of the districts within each county and within the region, the varying access to online capability
21 to complete online surveys, and the different levels of technology expertise among the respondents underscored
22 the importance of examining various data sources to determine needs.

¹ Direct Service Districts: elementary districts with student populations below 901, high school districts with student populations below 301, and unified school districts with student populations below 1,501.

1 In the development of this plan, CTAP 9 staff used a variety of tools and processes to identify local needs
2 in the area of education technology. These include: 1) the ETP Technology Assessment Profile, 2) Regular
3 meetings with subregional stakeholders (superintendents, tech support staff, regional advisory council members), 3)
4 district technology plans, 4) the 2006 CTAP Region 9 Needs Assessment Survey, and 5) the 2007 CTAP Region 9
5 Needs Assessment Focus Group Results.

6 **1) The ETP Technology Assessment Profile** is an online assessment that enables educators to assess their
7 personal and professional technology skill levels against state-identified standards. The ETP proficiency data is
8 used to compile ongoing summaries of site, district, county, and regional technology skill levels, which helps guide
9 the identification of professional development needs in the CTAP Region 9 plan.

10 **2) Meetings with stakeholders** within CTAP Region 9 occur on a regular basis which allows CTAP staff to rely on
11 more than just snap-shot client input/feedback and to routinely keep its finger on the pulse of our clients' needs.

12 **3) District Technology Plans:** CTAP 9 staff reviewed or collaborated on technology plans with a wide variety of
13 the region's 88 districts and 75 charter schools during technology planning assistance workshops and face-to-face
14 meetings with district curriculum, professional development, technology, and finance staff. These meetings and
15 discussions were instrumental in the identification of client needs in preparation for crafting Region 9's plan for
16 services and support, especially in the areas of connecting to and using the K-12 High-Speed Network.

17 **4) The 2006 CTAP Region 9 Needs Assessment Survey:** The CTAP Region 9 annual needs assessment report
18 for 2006 was completed by regional staff in collaboration with the project's external evaluator, Dr. Roger Reimer,
19 C.E.O. of Pacific Research Associates, who has extensive experience in educational research and evaluation (see
20 full qualifications in section 4e, Evaluation). A presentation of the survey results was made to the CTAP 9 Regional
21 Advisory Council for review and discussion.

22 The survey was specifically designed to gather input from CTAP 9 educators, administrators and
23 technology support staff in the four program areas addressed in this application. Questions gathered demographic
24 data, allowed respondents to rank order their priorities in each program area and provided opportunities for open-

1 ended responses and comments. An e-mail was sent to extensive educator listservs provided by each of the three
2 county offices, which provided access to the online survey and encouraged participation. Responses were received
3 from 780 educators in all three counties, a response rate of 13.62 per 1,000 educators in the region. Response
4 rates for each county were: Imperial Co. 12%; Orange Co. 69% and San Diego Co. 19%. The distribution of
5 responses by position included approximately 52% teachers, counselors, and librarians, 30% site, district and
6 county office administrators, and 18% technology support staff.

7 Respondents were asked to rank their professional development needs by indicating their top three to five
8 choices in each of the priority areas. They were also given an “other” category to allow for additional needs to be
9 collected. The compiled results revealed that each program area had at least one professional development need
10 that was ranked substantially higher than the others. However, all of the top-ranked needs were taken into
11 consideration in plan development. The respondents were also asked for comments and suggestions, which were
12 examined for trends.

13 In addition, the data was disaggregated and responses compared from people who serve in various
14 educational positions (teachers, administrators, etc.). While some differences were notes in responses among the
15 various types of respondents, no significant differences emerged in the top five rankings.

16 A detailed breakdown of the CTAP 9 Needs Assessment Survey results appears under the appropriate
17 program area within this document.

18 To address a priority specified in SB 1254 (Soto), rural and technologically underserved school districts
19 were well represented in the above-mentioned needs assessments, including ETP reports, district technology
20 plans, the CTAP 9 Needs Assessment Survey and Focus Group Results. Targeted services and support to
21 address specific needs are described within each program area.

22 **5) The 2007 CTAP Region 9 Needs Assessment Focus Group Results:** The CTAP Region 9 annual needs
23 assessment report for 2007 was completed by regional staff in collaboration with the project’s external evaluator,
24 Dr. Roger Reimer, C.E.O. of Pacific Research Associates. The focus group effort was intended to build on and

1 complement the paper/pencil-electronic needs assessment survey that had been previously implemented. Thus,
2 the focus group questions addressed the same topics and confirmed previous findings or provided new insight for
3 future efforts.

4 The LEA for the statewide K-12 High-Speed Network is the Imperial County Office of Education. Because
5 ICOE is located within Region 9, a close working relationship is ensured. The role of CTAP 9 staff in providing
6 technical assistance and support for the use of the K-12 HSN has been discussed in several of the needs
7 assessment forums and feedback has been gathered. Specific activities for the expansion and use of the K-12
8 HSN are described within each program area.

9 **Section 4c) Project Governance and Management**

10 Since 1994, the San Diego County Office of Education (SDCOE) has successfully served as the RLA for
11 CTAP Region 9. During the past 14 years, client schools and districts have come to rely on the SDCOE for a
12 consistently high level of service and support in response to their education technology needs. Comments from
13 clients have conveyed a high level of satisfaction with SDCOE's leadership. In addition to providing quality service
14 and support to clients, SDCOE is recognized regionally and statewide for its staff's outstanding knowledge of
15 technology, experience in planning and technical assistance, and keen ability to work collaboratively with other
16 county offices of education, school districts and businesses within the region. SDCOE's established history of
17 CTAP Region 9 leadership and collaboration will ensure the ability and capacity needed to provide the programs
18 and services described in this application.

19 The formulation of this new CTAP 9 three-year plan began with the careful review of the previous plan
20 along with needs assessment results, and evaluation data and recommendations. CTAP 9 staff informed the
21 Regional Advisory Council of the new plan timeline and deadline dates. With the very short turn around time it was
22 determined that the Regional Advisory Council would be updated and asked for their input via email to review
23 recommended changes and to ensure that objectives, benchmarks and activities addressed the locally-defined
24 educational needs. This collaborative process contributed to the refinement of key objectives for each pillar that are

1 aligned with the overarching education technology goals of client districts, regional county offices of education, and
2 the larger planning efforts in the region. The resulting objectives reflect a strong commitment from participating
3 districts and county offices of education, who have agreed to work together to implement this new three-year plan.

4 **Governance Structure:** The CTAP 9 Regional Advisory Council was specifically structured to include teachers,
5 administrators (site, district and county), support staff, and business and community members. The Council also
6 includes representatives from regional services providers and higher education, as well as educators from rural and
7 urban elementary, middle, and high schools. This structure takes advantage of Council members' participation in
8 local curriculum and technology leadership groups and ensures ongoing dialogue between these groups and the
9 Council. The established process of regular tri-annual meetings and ongoing electronic communications by
10 members who represent the needs of an extended network of stakeholders will ensure that all schools, districts and
11 county offices of education have equitable access to regional services. Through ongoing cooperation and
12 collaboration, the Council will provide oversight for regional operations and program delivery, including reviewing
13 and approving all CTAP-related activities and services provided in the region. A directory of CTAP 9 Regional
14 Advisory Council members appears in Attachment One.

15 **Project Management:** Each tri-annual meeting of the CTAP 9 Regional Advisory Council will feature a report on
16 the activities and the progress being made towards meeting the benchmarks identified in the plan for that year.
17 Meetings will include status reports on regional activities, evaluation strategies and results, budget updates, and
18 reports on how services are being brokered throughout the region. Meetings will also provide an opportunity for
19 ongoing local needs assessment, as we look to revise objectives and benchmarks for subsequent years in the plan.
20 In addition to these tri-annual Regional Advisory Council meetings, monthly meetings of project staff will continue to
21 be an important element of project management. These meetings will provide an opportunity for staff to monitor
22 project timelines, review program data, and coordinate ongoing planning. A minimum of once each year project
23 staff will conduct an extensive meeting with the evaluators to review current evaluation data.

1 The CTAP 9 Project Director, Dr. Harry Bloom, will be responsible for presenting all updates and reports to
2 the CTAP 9 Regional Advisory Council. Recommendations made by the CTAP 9 Regional Advisory Council will be
3 implemented by the Project Director and CTAP 9 staff.

4 The CTAP 9 staff will work with the external evaluator to establish a formal needs assessment that will be
5 administered on an annual basis. In addition, CTAP 9 staff will continue its practice of meeting regularly with a wide
6 variety of local curriculum and technology groups to compile ongoing, as opposed to snapshot, needs assessment
7 data.

8 The representative to the Program Management Committee meetings will be Daryl Stermon. Other CTAP
9 staff will attend regional and/or statewide meetings as needed. The Project Director, Dr. Harry Bloom, will
10 represent Region 9 at the state CTAP Directors' meetings.

11 The Project Director, Dr. Harry Bloom, will work with SDCOE's Business Services Division and its Internal
12 Business Unit to track regional expenditures using their online budget system. He will review monthly budget
13 reports with Internal Business staff and meet with staff from various programs to monitor the budget, track
14 expenditures, and plan for anticipated expenses. Each January, the Project Director will meet with SDCOE's
15 Internal Business budget analyst to ensure that program expenditures are on target and to decide whether or not
16 budget adjustments will be required. Each March, the Project Director will present a report of expenditures for the
17 first half of the year to the Regional Advisory Council as part of the annual implementation report. In addition, the
18 Project Director will work with the budget analyst to prepare year-end fiscal reports.

19 **Section 4d) (1) Professional Development and Learning Resources Related to Using Technology as a**
20 **Tool to Improve Teaching and Learning**

21 **4d) (1) (a) Description of Locally Defined Needs**

22 Needs identified by administrators, teachers and other staff through the various assessment activities were
23 accumulated and correlated. The top priorities were used to form the objectives, benchmarks and activities that
24 CTAP Region 9 will address during 2008 to 2011.

1 The CTAP 9 Needs Assessment Survey conducted in 2006 (response rates found on page 12) and the
2 subsequent Needs Assessment Focus Groups conducted in 2007 asked participants to respond to questions aimed
3 at gathering their input in the first priority area. The questions focused on curricular areas, instructional needs,
4 professional development in technology, and identifying the best format for delivering professional development.

5 With regard to curricular areas, survey respondents chose their top three out of seven options describing
6 professional development opportunities and resource tools that would assist them to improve teaching and learning.
7 There was also an option for them to write in other needs. The first two choices were focused on overall curricular
8 needs and the remaining choices were focused on specific curricular areas. In ranked order, the five top choices
9 were: *English Language Learners (55.2%)*; *At-risk (52.4%)*; *California standards-aligned English language arts -*
10 *Grades 4-8 (31.7%)*; *California standards-aligned mathematics - Grades 4-8 (31.6%)*; *California standards-aligned*
11 *English language arts - Grades K-3 (25.6%)*. The other category contained several additional areas of need
12 including High School Curriculum, CAHSEE, and Special Education Needs. The 2007 Needs Assessment Focus
13 Group results confirmed that these items continue as the top ranked priority areas. They also suggested that
14 CAHSEE should move up considerably in the rankings.

15 With regard to anticipated instructional needs, respondents chose their top three out of a field of seven and
16 an “other” category. In ranked order, they responded as follows: *Using technology as a tool to improve teaching*
17 *and learning (65.1%)*; *Integrating electronic learning resources into curriculum and instruction (50.9%)*; and
18 *Acquiring intermediate-advanced technology skills (40.4%)*. The 2007 Needs Assessment Focus Group results
19 confirmed and emphasized the importance of the top two priorities and suggested that they be combined to
20 underscore their close alignment. It was also suggested that *Integrating technology to support school improvement*
21 *objectives* should be one of the top priorities.

22 The final question requested input regarding the best format for offering professional development.
23 Respondents were asked to choose the top three out of ten choices. The results are listed in rank order, as follows:
24 *Face-to-face (78.1%)*; *Online web-delivered (72.1%)* and *DVD (34.9%)*. The 2007 Needs Assessment Focus

1 Group results revealed that participants recognized the value of diverse delivery systems for both efficiency and
2 effectiveness. However, the comfort level of the “audiences,” i.e., teachers and others in the trenches, needs to be
3 considered. Ultimately, it seemed that recognition of individual needs is critical, that diverse delivery of programs
4 are important, and that professional development activities should be cognizant of the diverse skills among the
5 population.

6 The survey data was examined from various angles, disaggregated by county and by respondent role or
7 position in education. There were no notable differences among the top choices in the disaggregated groups.

8 A regional need for basic technology skills was indicated by 23.1% of respondents on the Needs
9 Assessment Survey. This need for basic technology skills, including productivity training, was also validated
10 through local technology planning meetings (focused on EETT requirements) and ETP proficiency reports. In
11 addition, 33.7% of survey respondents expressed a need for visual literacy training, reflecting an increasing interest
12 in the use of video and other visual media to support teaching and learning.

13

14 **4d) (1) (b) Objectives and Benchmarks** (see form CTAP-F in the Appendix)

15 **4d) (1) (c) Program Activities**

16 Delivery methods for professional development will include face-to-face sessions, videoconferencing,
17 webcasts, training-of-trainers workshops (to facilitate on-site coaching and mentoring), and online modules and
18 resources. It should be noted that CTAP program funds will not be used to directly purchase online training, such
19 as *Career Academy*, *MySkillSource*, or *Atomic Learning* courses offered through TechSETS. Rather, CTAP 9 staff
20 will leverage regional purchasing power for such services, which will then be available to CTAP 9 sites and districts
21 at the discounted purchase price.

22 Whenever possible, face-to-face training content will be captured and archived as online modules using
23 production tools that combine the trainer’s video presentation with an accompanying *PowerPoint* presentation. Our
24 goal is to build a media library of training modules and related resources as a subset of the CTAP Region 9

1 website, to help ensure equitable access to high quality professional development by all schools, districts, and
2 county offices of education. In addition, all professional development will take into account participants' varying
3 levels of expertise, monitor participants' progress over time, and adjust instruction accordingly.

4 **Activities for Year One:**

5 A. **CLRN Utilization Support:** CLRN awareness and utilization workshops will be provided to assist teachers and
6 administrators in locating electronic learning resources aligned to State Board of Education academic content
7 standards. These workshops will be developed by the designated regional CLRN trainer and will be designed to
8 leverage the state-adopted resources and staff expertise of local school districts. Workshops will address the
9 needs of English Learners and at-risk students, with an emphasis on 4th through 8th grade math and language arts
10 and CAHSEE needs at the high school level.

11 B. **Visual Literacy Resources & Training:** During the 2008-2009 year, CTAP Region 9 will develop and
12 disseminate services and resources to support the use of digital media integrated into curriculum, instruction, and
13 assessment. The regional focus of these activities will be to increase the visual literacy skills of teachers and
14 students, increase student critical media literacy, motivate students to learn by providing opportunities to apply their
15 learning to a relevant context, and to create products that will foster authentic evaluation of student mastery of
16 state-adopted content standards. Workshop topics will include all aspects of student video production and web
17 design in the classroom (research, storyboarding, scripting, taping, editing, and production). Workshops will be
18 offered using a variety of delivery methods to provide access to all clients within the region. Student and teacher
19 products will be showcased via video streaming on regional websites and/or on regional Instructional Television
20 (ITV) resources to classrooms and homes. These activities are designed to accommodate the diverse learning
21 styles of special needs students (EL, at-risk, GATE, special ed), provide a motivating venue for applying academic
22 concepts, highlight promising instructional practices, and promote greater home-school communication.

23 C. **Ongoing Customized Professional Development:** Upon request, CTAP 9 staff will provide customized on-
24 site and off-site workshops and seminars designed to meet locally-defined needs. Workshops will include basic-to-

1 advanced technology skills, integration of technology into the curriculum, student data management and analysis,
2 and management of instructional resources. Services will be differentiated by skill level, and will be delivered face-
3 to-face, via videoconferencing, webcasting, and instructional television, as well as being supported by online
4 resources.

5 **D. Productivity Training:** CTAP 9 staff will continue to address the need for mastery of technology productivity
6 tools by teachers, administrators, and support staff by offering ongoing training courses in applications such as
7 word processing, spreadsheets, databases and presentation software. This training will be made available to all
8 clients in the region by leveraging the use of regional resources (such as webcasts and video streaming), and the
9 volume discounts available for online resources through TechSETS online courses, and business partners such as
10 My Skill source, Career Academy and Atomic Learning.

11 **E. Beginning Teacher Support and Assessment (BTSA) Regional Leadership Collaboration:** It is essential
12 that CTAP 9 staff provide professional development for new teachers. Training for new teachers will be designed to
13 improve instruction, enhance communication with colleagues, provide feedback to and interaction with parents, and
14 manipulate and analyze data to inform instruction. During the 2008-2009 school year, CTAP 9 staff, in coordination
15 with the regional BTSA Induction Program leadership, will design training to address the competencies required by
16 the Standards of Quality and Effectiveness for Professional Teacher Induction programs: Standard 16 - Using
17 Technology to Support Student Learning.

18 **F. Regional Articulation of CTAP Goals and Objectives with Local Advisory Groups:** CTAP 9 staff will meet
19 at least twice per year with local advisory groups to articulate CTAP goals and identify common objectives related to
20 curriculum and instruction. Discussions will include the sharing of promising practices related to instructional
21 technology, identification of standards-based electronic learning resources, and promoting awareness of CTAP 9
22 regional services and support. The meetings will incorporate the use of videoconferencing, webcasting and/or
23 audioconferencing technologies to ensure maximum participation among stakeholders. Examples of local advisory

1 groups include Advancement Via Individual Determination (AVID) advisors, English Learner advocacy groups,
2 Regional System of District and School Support (RSDSS) coordinators, and BTSA clusters.

3 **G. CTAP Region 9 Website:** CTAP Region 9 clients will be able to access information related to high-quality staff
4 development opportunities, technology-based learning resources, and promising instructional practices, as well as a
5 calendar of events designed to keep them informed about CTAP 9 regional activities. In addition, the CTAP Region
6 9 website will provide support materials that will allow clients to review content covered and handouts received in
7 workshops they have attended. A subsection of this website will be the CTAP Region 9 grants website, which will
8 feature information related to education technology funding opportunities available to the region.

9 **H. Assistance and Support for Use of the K-12 High-Speed Network (HSN):** CTAP Region 9 will continue to
10 collaborate with and assist the K-12 HSN in identifying and providing standards-aligned applications and services to
11 schools, districts and county offices of education. Region 9 staff will help to identify potential HSN demonstration
12 sites by showcasing schools/districts that have developed successful instructional models using innovative
13 technologies. In addition, rural and technologically underserved districts will be targeted for assistance with
14 connecting to the HSN and utilizing network resources to address instructional and professional development
15 needs.

16 **I. Services and Support for Rural and Technologically Underserved Districts:** All CTAP 9 activities for
17 2008-2009 are designed to ensure access to and participation by the 18 identified rural and technologically
18 underserved districts in the region. CTAP 9 staff will provide quarterly technology support seminars via multiple
19 delivery methods (face-to-face, videoconferencing, webcasting, online modules and instructional video), as well as
20 on-site consultation to help these direct service districts identify and utilize standards-based electronic learning
21 resources, as well as appropriate technology tools for improving teaching and learning.

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Staff Development and Learning Resources Events and Workshops: Year 1

Activity	Targeted Participants	Number of Activities	Participant Totals By Position		
			Teachers	Admins.	Tech. Staff
A. CLRN Utilization Support	Teachers; school, district, and county administrators	12	600	40	10
B. Visual Literacy Resources & Training	Teachers; school, district, and county administrators	10	618	33	0
C. Ongoing Customized Professional Development	Teachers; school, district, and county administrators	40	600	50	0
D. Productivity Training	Teachers; school, district, and county administrators	106	550	75	25
E. BTSA Regional Leadership Collaboration	BTSA Coordinators and Teachers	25	900	100	0
F. Regional Articulation of CTAP Goals & Objectives with Local Advisory Groups	Members of local curriculum and instruction advisory groups	10	75	75	50
G. CTAP Region 9 Website	All Region 9 clients	AM*	AM*	AM*	AM*
H. Assistance & Support for Use of the K-12 HSN	All Region 9 clients	AM*	AM*	AM*	AM*
I. Services & Support for Rural and Technologically Underserved Districts	Teachers; school and district administrators; and tech support staff from the 18 identified districts	4	9	9	0

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*AM = Alternative methods of measure will be used.

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Activities for Year Two: In year two, CTAP Region 9 will continue all activities cited in the previous section

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(scaled to meet identified needs) and will build on the program introduced during the first year. Changes in year

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two will be in response to lessons learned and client needs. In addition, we foresee a progressive increase in

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requests for information regarding the implementation of successful models of emerging technologies. After

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reviewing the analysis of data and recommendations made by the project's external evaluator and with input from

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Region 9 school, district and county stakeholders, via needs assessments surveys and focus groups, modifications

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and improvements will be recommended by the CTAP 9 Regional Advisory Council and implemented by CTAP 9

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staff.

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Activities for Year Three: During year three, we will continue to implement and build on successful practices

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begun in year one and carried forward in year two. Modifications will be made based on recommendations from the

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1 project's external evaluator, the CTAP 9 Regional Advisory Council, and input from Region 9 school, district and
2 county stakeholders through annual needs assessment activities.

3 **Section 4d) (2) Professional Development and Support for Hardware and Telecommunications**
4 **Infrastructure Design, Implementation, and Sustainability**

5 **4d) (2) (a) Description of Locally Defined Needs**

6 The top priorities related to hardware/infrastructure design and implementation were used to form the
7 regional objectives, benchmarks and activities in this section for 2008-2011. The 2006 CTAP 9 Needs Assessment
8 Survey included questions addressing anticipated technical training needs. The 2007 CTAP 9 Needs Assessment
9 Focus Group also addressed the technical training needs.

10 With regard to the technical training needs related to hardware and infrastructure implementation and
11 support respondents chose their top three out of a field of ten options on the 2006 survey. The results were as
12 follows: *Wireless applications (43.6%); PC troubleshooting (36.46%); and Streaming Media (33.63%)*. The 2007
13 Needs Assessment Focus Group generated very different responses. The top priorities included: *Network Security*
14 *and student safety, Platform updates, Software upgrades, Streaming media, Wireless applications, and IP*
15 *applications (management)*. The differences clearly illustrated the unpredictability of the technical training needs.
16 Program Area 2 would be the first area to feel the impact of rapidly changing technology. This program area should
17 be monitored closely to make sure current needs are being addressed.

18 Feedback from technology planning sessions and ETP data indicate a regional need for assistance with
19 applications for CTF/E-rate discounts. In addition, there have been increasing numbers of requests for assistance
20 with the K12 Voucher Program.

21 The activities proposed in this section are designed to address locally-defined needs related to professional
22 development and technical support for hardware and telecommunications infrastructure design, implementation and
23 sustainability.

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1 **4d) (2) (b) Objectives and Benchmarks** (see form CTAP-F in the Appendix)

2 **4d) (2) (c) Program Activities**

3 Improving access to technical support and providing high-quality staff development for technical staff and
4 instructional staff are the focus of activities in this section. In order to support student, staff and administrative
5 efforts to integrate instructional technology, technicians at the site and district level must be appropriately trained to
6 identify problems, provide solutions and perform maintenance. CTAP 9 staff will provide a variety of services to
7 train and assist technical support staff, including customized workshops (delivered via videoconferencing,
8 webcasting, online modules, and/or instructional television), support in using TechSETS tools and online courses,
9 and assistance in applying for E-rate/CTF discounts. Similar trainings and assistance will be provided for teachers
10 and administrators, to increase their knowledge and use of TechSETS resources, and local technology planning
11 workshops. Trainings will be tailored to meet varying levels of technical expertise and will be accessible to all
12 schools and districts in the region.

13 **Activities for Year One:**

14 A. **Customized Technical Training:** Topics will include operating systems, Mac and PC troubleshooting,
15 network fundamentals, wireless applications, videoconferencing implementations, video-on-demand, common
16 network security, and IP applications, as per client requests. Workshops will be provided by CTAP regional staff in
17 collaboration with TechSETS online services and TechSETS-identified technology consultants and vendors. Online
18 modules and resources will support customized workshops as needed.

19 B. **TechSETS Utilization Support:** CTAP Region 9 includes the LEA for TechSETS (SDCOE), so we are
20 especially well-positioned to promote the use of TechSETS resources. Presentations designed to familiarize clients
21 with the full array of support services available on the TechSETS website will be conducted quarterly by the
22 designated TechSETS trainer to ensure that teachers, administrators and tech support staff in the region are able to
23 obtain cost-effective technology training and technical support. TechSETS staff will leverage TechSETS resources
24 and services (discussion forum, Skills Matrix, My Tech Desk online management system, eNewsletter, and others)

1 to help clients address their identified technical needs. TechSETS tools and training will assist our efforts to provide
2 support to rural and technologically underserved districts in the region. TechSETS staff and resources will also
3 provide support for statewide education technology initiatives such as the Ed Tech K - 12 Voucher Program,
4 California School Technology Survey, and EETT Formula and Competitive grants. The TechSETS collaboration
5 with another regional partner, the K-12 HSN, will provide additional support to the region in the areas of obtaining
6 E-Rate and CTF discounts to implement school and district connectivity plans.

7 **C. Infrastructure Implementation and Support:** CTAP 9 staff will provide informational workshops to
8 disseminate up-to-date information about E-rate and CTF discount programs, district technology plan
9 implementation, and compliance with the Children’s Internet Protection Act (CIPA). Staff will also provide
10 customized assistance to districts in completing their E-rate and CTF forms, as well as in designing and
11 implementing the infrastructure goals of their district technology plans. Assistance will include collaboration with the
12 state Program Management Committee, TechSETS staff, and K-12 HSN to staff provide timely access to
13 information and resources, as well as access to a regional help desk to address locally-defined needs, especially
14 those of rural and technologically underserved districts.

15 **D. Support in Developing District Technology Plans:** CTAP 9 staff will continue to provide customized
16 assistance in developing district technology plans that will meet state and federal (EETT) requirements, as per
17 client requests. Support and assistance will consist of: tracking districts and charter schools and notifying them of
18 current plan sunset dates or eligibility, providing a writers’ workshop and orientation for plans and RFA’s that are
19 scheduled to be re-written or created anew, on-going support during tech plan development and grooming,
20 submission to the state approval process, support for compliance and assurance issues, and mitigation of non-
21 approved plans between the district and state.

22 **E. Showcasing Successful Models of Emerging Technologies:** Recent research regarding educational
23 technology implementation indicates there are model programs, that when properly planned, supported, and
24 monitored, can positively impact student achievement. Such programs have implications for teacher training, use of

1 classroom time, home-school communication, budgeting, technical infrastructure and support, funding, and
2 evaluation. To assist schools and districts as they undertake such innovative projects, CTAP Region 9 has
3 developed a set of objectives that span all four CTAP pillars. In addition, CTAP Region 9 prepares a minimum of
4 four case studies each year to showcase and disseminate successful programs in each of the four pillar areas.
5 These case studies are made available to educators on the CTAP Region 9 website. By coordinating support and
6 professional development across all four program areas, CTAP staff will be able to disseminate such successful
7 models, providing support and guidance through the planning, implementation, evaluation, and maintenance
8 phases of district efforts.

9 **F. Regional Articulation of CTAP Goals & Objectives with Local Advisory Groups:** CTAP 9 staff will meet
10 regularly with local technology advisory groups to articulate CTAP goals and identify common objectives related to
11 hardware, infrastructure and technical support. These meetings will help promote awareness of CTAP 9 regional
12 services related to technology maintenance and support, including TechSETS resources and online courses, as
13 well as local training opportunities available to educators and technology support staff. Examples of local
14 technology advisory groups include San Diego County's Superintendents Technology Advisory Committee (STAC
15 2014), Imperial County's Superintendents' and Project Administrators' committees, Orange County's Assistant
16 Superintendents and District Technology Coordinators Committee, and the Educational Technology Support
17 Network (ETSN).

18 **G. CTAP Region 9 Website:** The CTAP 9 website will provide information and resources to assist teachers,
19 administrators and technical support staff with equipment and networking issues. The website will provide contact
20 information for services such as online professional development, Network Planning (assistance with infrastructure
21 design), and assistance with developing and revising district tech plans. Additional technology support resources
22 will include a link to the TechSETS website and a calendar of local training opportunities for educators and
23 technology support personnel.

1 **H. Assistance and Support for Use of the K-12 HSN:** CTAP 9 staff will help promote HSN connectivity for all
 2 schools by providing technical assistance to schools and districts to help with wiring the “last mile” of the High-
 3 Speed Network. In addition, CTAP 9 staff will publicize the HSN’s new edZone, a comprehensive set of tools to
 4 support teaching and learning in California classrooms. This free suite of tools currently includes blogging,
 5 videoconference scheduling and a file sharing system where educators can upload videos, podcasts, images and
 6 documents). Targeted assistance will be provided to rural and technologically underserved districts in connecting
 7 to the HSN and utilizing HSN resources.

8 **I. Services and Support for Rural and Technologically Underserved Districts:** CTAP 9 staff will address
 9 unique connectivity, infrastructure, and technical support needs of the 18 identified direct service districts by
 10 providing quarterly technology support seminars, as well as on-site consultation, technical training and assistance,
 11 delivered via videoconferencing, webcasting, and web-based resources available from TechSETS.

12
 13 **Hardware and Telecommunications Infrastructure Events and Workshops: Year 1**

Activity	Targeted Participants	Number of Activities	Participant Totals By Position		
			Teachers	Admins.	Tech. Staff
A. Customized Technical Training	Teachers, administrators, and technology support staff	10	10	0	42
B. TechSETS Utilization Support	Teachers, administrators, and tech support staff	10	75	75	50
C. Infrastructure Implementation and Support: CTF, E-rate, CIPA	Teachers, administrators, and technology support staff	6	0	13	40
D. Support in Developing District Technology Plans	Teachers, administrators, and technology support staff	24	50	25	25
E. Showcasing Successful Models of Emerging Technologies	Teachers, administrators, and technology support staff	20	25	25	15
F. Regional Articulation of CTAP Goals & Objectives with Local Advisory Groups	Members of local technology advisory groups	10	75	75	50
G. CTAP Region 9 Website	All Region 9 clients	AM*	AM*	AM*	AM*
H. Assistance & Support for Use of the K-12 HSN	All Region 9 clients	AM*	AM*	AM*	AM*
I. Services & Support for Rural and Technologically Underserved Districts	Teachers; school and district administrators; and tech support staff from the 18 identified districts	4	9	9	18

14 *AM = Alternative methods of measure will be used.

1 **Activities for Year Two:** During year two, CTAP Region 9 will continue all activities described above (adapted to
2 reflect annual needs assessments) and will build upon the programs introduced during the first year. We anticipate
3 a continuing high demand for E-rate/CTF assistance and support in updating district technology plans to meet
4 EETT requirements. Modifications will be recommended by the CTAP 9 Regional Advisory Council and
5 implemented by CTAP 9 staff after reviewing the analysis of data completed by the project's external evaluator and
6 with continued input from school, district, and county stakeholders. In some cases, program changes will depend
7 upon sustained funding for our project partners, who rely on annual funding from state, federal, and private sources.
8 It is expected that TechSETS will expand the number of online modules available for technical support and training.
9 As future state and federal grants become available for hardware and infrastructure support (Ed Tech K-12
10 Voucher), CTAP 9 staff will provide assistance in the application and implementation processes.

11 **Activities for Year Three:** In year three, CTAP Region 9 will continue and build upon all activities from years one
12 and two, scaled to reflect needs identified through the annual needs assessments. Modifications will be based
13 upon recommendations by the CTAP 9 Regional Advisory Council and implemented by CTAP 9 staff after reviewing
14 the analysis of data completed by the project's external evaluator and with continued input from school, district, and
15 county stakeholders. Because hardware and infrastructure design is evolving at a rapid rate, CTAP 9 staff will
16 continue to remain informed about emerging and innovative technologies, in order to share that knowledge with
17 clients.

18 **Section 4d) (3) Professional Development and Support Related to Using Technology as a Tool to**
19 **Improve School Management Including Pupil Record-Keeping and Tracking for Pupil**
20 **Instruction and Data-Driven Decision Making**

21 **4d) (3) (a) Description of Locally Defined Needs**

22 As stated in 4d) (1) (a), needs were gathered and correlated from various assessment activities. The top
23 priorities were used to form the CTAP Region 9 objectives, benchmarks and activities.

1 The CTAP 9 Needs Assessment Survey included a question that addressed the professional development
2 needs in information management, data collection, and analysis. Responses reaffirmed a focus on data analysis
3 using technology tools and using technology to improve student achievement. The top five out of seven possible
4 activities are as follows: *Data analysis using technology tools (56.7%); Using academic data to inform instruction*
5 *(55.5%); Coordination of student information systems (44.7%); Administrative applications of technology (33.6%);*
6 *and Using CLRN to align resources with the CA Academic Standards (33.2%).*

7 Data related to school management needs that were collected during 2006-2007 technology planning
8 meetings with individual districts have indicated a continuing need for assistance with: 1) EETT-approved
9 technology plans, 2) EETT Competitive grant applications, 3) updated information about and access to the K-12
10 High-Speed Network, and 4) updated information regarding California Student Information System (CSIS) and the
11 California Longitudinal Pupil Assessment Data System (CALPADS) implementation.

12 Based on these results, and reinforced by the focus groups conducted in 2007, Region 9 staff will offer a
13 range of services and activities designed to address the locally-defined educational needs related to using
14 technology as a tool to support school management.

15 **4d) (3) (b) Objectives and Benchmarks** (see form CTAP-F in the Appendix)

16 **4d) (3) (c) Program Activities**

17 The proposed CTAP 9 activities are designed to address client needs in coordinating academic and
18 administrative technology systems to improve school management. CTAP 9 staff will assume an extended role in
19 providing information and assistance related to the CSIS and CALPADS. Our goal is to address the needs
20 expressed by teachers, administrators, and other staff members, particularly at school sites, to coordinate and use
21 student data to best serve student needs. Staff development in this area will include analysis of student work and
22 test scores as part of the process for individual and organizational learning, as well as utilization of student
23 information to provide appropriate services and track data within the system.

24

1 **Activities for Year One:**

2 A. **Academic Data Management Symposiums:** CTAP 9 staff will utilize videoconferencing, webcasting, and
3 collaborative web tools to host academic data management symposiums for site, district, and county trainers,
4 focusing on the use of data management hardware, software and web-based resources (such as TICAL,
5 TechSETS, and ETP), to make informed decisions regarding school management to improve student achievement
6 across the region.

7 B. **Promoting Awareness of State Resources:** CTAP 9 staff will conduct seminars designed to increase
8 awareness of school management resources and state services such as ETP, the California School Technology
9 Survey, TICAL, and academic performance indicators available via DataQuest and Ed-Data on the California
10 Department of Education (CDE) website.

11 C. **CSIS Preparation and CALPADS Information Workshops:** CTAP 9 staff will work with regional Student
12 Information Systems (SIS), Information Technology (IT), and data and assessment experts from the three county
13 offices of education in the region to offer fall and spring workshops for site, district, and county administrative, IT,
14 and curriculum decision makers to provide ongoing information regarding CSIS requirements and the development
15 of the CALPADS process. Key sessions from these workshops will be captured and archived on the Region 9
16 website to provide support for districts as they progress through the process of putting these systems into practice.

17 D. **TICAL Utilization Support:** Information on TICAL resources to assist site and district decision makers as they
18 plan and implement technology solutions will be provided through AB 430 workshops, at regional advisory
19 meetings, Academic Data Management Symposiums, and presentations offered by the designated regional TICAL
20 trainer. Topics will include use of the TICAL Resource Database to locate current information on the new Electronic
21 Learning Assessment Resource (ELAR) review process, and E-rate information sources, as well as tools and
22 templates for data-driven decision making, technology planning, financial planning, and productivity.

23 E. **Creation of Purchasing Consortia:** CTAP 9 staff have worked effectively with local districts and business
24 partners to leverage the collective buying power of the counties and regions to ensure that all districts can take

1 advantage of electronic learning resources, access to online professional development, and the use of web-based
2 data management and assessment tools. During the 2008-2009 school year, these efforts will continue to provide
3 access to discounted resources (especially for rural and technologically underserved districts) and data from the
4 annual needs assessment will be used to address new priorities.

5 **F. ETP Utilization Support:** CTAP 9 staff will continue to provide customized assistance to all regional districts
6 and sites, including support in areas such as: understanding how to access and use ETP, compliance with
7 assurance issues that involve ETP, and assistance in how to interpret the data that ETP provides, particularly in the
8 area of planning staff development. Considerable CTAP 9 staff time will be devoted to providing ETP workshops,
9 phone and e-mail support, and participation at state level ETP design and implementation meetings. CTAP 9 staff
10 will continue to encourage districts to have the minimum number of teachers, or beyond, complete the ETP
11 assessment each year, based on at least 25% of the district's EETT formula allocation (allocated at \$200 per
12 teacher).

13 **G. Regional Articulation of CTAP Goals & Objectives with Local Advisory Groups:** CTAP 9 staff will meet at
14 least twice per year with local advisory groups to articulate CTAP 9 goals, identify common objectives, and promote
15 awareness of CTAP 9 regional services and support related to school management. Discussions will include the
16 sharing of promising practices related to academic data management and data-driven decision making; including
17 the identification of technology-based tools and resources for pupil record-keeping, personnel management, and
18 staff technology proficiency training. Meetings will incorporate the use of videoconferencing, webcasting and/or
19 audioconferencing to ensure maximum participation among stakeholders. Examples of local advisory groups for
20 academic data management include regional Association of California School Administrators (ACSA) advisors, AB
21 430 program directors, RSDSS coordinators, Data and Assessment Network leaders, and site and district account
22 administrators for ETP.

23 **H. CTAP Region 9 Website:** The CTAP 9 website will provide regional clients with access to information and
24 tools related to technology-based school management. Resources will include links to educational data websites

1 (DataQuest, Ed-Data) and contact information for CTAP 9 staff who will assist clients with state and federal
 2 compliance issues (such as ETP completion, California School Technology Survey submission, and the
 3 development of an EETT-approved district technology plan). The grants section of the CTAP Region 9 website will
 4 feature information related to education technology funding opportunities that will support academic and
 5 administrative school management systems. The website will include contact information for CTAP 9 staff that can
 6 assist clients in determining their eligibility and submitting their applications.

7 I. **Assistance and Support for Use of the K-12 HSN:** CTAP 9 staff will promote the use of the HSN for
 8 increased speed and quality in delivering multimedia instruction for students and high-quality online professional
 9 development for staff. CTAP 9 staff will facilitate the use of the HSN to showcase high-performing schools and to
 10 share promising practices for effective school management via videoconferencing, webcasting, online
 11 presentations, and the use of innovative technologies. Rural and technologically underserved districts will be
 12 targeted for assistance in connecting to the HSN, in order to provide access to more a powerful delivery system for
 13 accessing online professional development, as well as an expanded communications structure for identifying
 14 promising practices in school management.

15 J. **Services and Support for Rural and Technologically Underserved Districts:** CTAP 9 staff will sponsor
 16 quarterly technology support seminars for the 18 identified direct service districts, to provide specialized assistance
 17 to meet their unique school management needs. Support will include on-site consultation and training in the
 18 effective use of a variety of online data management tools and reports.

19 **School Management Events and Workshops: Year 1**

Activity	Targeted Participants	Number of Activities	Participant Totals By Position		
			Teachers	Admins.	Tech. Staff
A. Academic Data Management Symposiums	School, district, and county administrators	20	400	200	50
B. Promoting Awareness of State Resources: ETP, STS, TICAL, Academic performance indicators	Teacher leaders, administrators, and technology support staff	12	400	200	50
C. CSIS Preparation and CALPADS Information Workshops	School and district administrators and technology support staff	4	0	25	25
D. TICAL Utilization Support	School and district administrators	12	225	400	26

E. Creation of Purchasing Consortia	School and district administrators	AM*	AM*	AM*	AM*
F. ETP Utilization Support	School and district teachers and administrators	16	25	25	2
G. Regional Articulation of CTAP Goals & Objectives with Local Advisory Groups	Members of local school management advisory groups	10	75	75	50
H. CTAP Region 9 Website	All Region 9 clients	AM*	AM*	AM*	AM*
I. Assistance & Support for Use of the K-12 HSN	All Region 9 clients	AM*	AM*	AM*	AM*
J. Services & Support for Rural and Technologically Underserved Districts	Teachers; school and district administrators; and tech support staff from the 18 identified districts	4	18	18	0

*AM = Alternative methods of measure will be used.

1 **Activities for Year Two:** In year two, CTAP Region 9 will continue all programs and partnerships begun (adjusted
2 to reflect current needs from clients) and will build upon the programs and partnerships introduced during the first
3 year. Modifications will be based upon recommendations from the CTAP 9 Regional Advisory Council and
4 implemented by CTAP 9 staff after reviewing the analysis of data completed by the project’s external evaluator and
5 with continued input from school, district, and county stakeholders. CTAP 9 staff will research new and better tools
6 for improving school management in terms of student record-keeping, tracking related to student instruction, and
7 data-driven decision-making.

8 **Activities for Year Three:** In year three, CTAP Region 9 will continue and build upon the activities and
9 partnerships from prior years, and will modify activities and partnerships to reflect current needs. Modifications will
10 be based upon recommendations from the CTAP 9 Regional Advisory Council and implemented by CTAP 9 staff
11 after reviewing the analysis of data completed by the project’s external evaluator and with continued input from
12 school, district, and county stakeholders. CTAP 9 staff will continue to research and disseminate information about
13 innovative strategies and emerging technologies, related to school management, such as the use of wireless
14 handheld devices to record classroom observation data.

15 **Section 4 d) (4) Funding and Coordination with Other Federal, State, and Local Programs:**

16 **4d) (4) (a) Description of Locally Defined Needs**

1 As stated in 4d) (1) (a), needs were gathered and correlated from various assessment activities. The top
2 priorities were used to form the CTAP Region 9 objectives, benchmarks and activities for 2008-20011.

3 The CTAP 9 Needs Assessment Survey included a question that addressed support relating to funding and
4 coordination with other federal, state and local programs. The choices included seven options. Respondents
5 identified the five following priorities: *Ongoing notification of grant opportunities (58.7%); Technology use planning*
6 *(54.3%); Online course development (52.7%), Coordination of technology use with other programs (45.7%); and*
7 *NCLB professional development grants (40.1%).*

8 There has been a continuing increase in district requests for assistance from CTAP 9 staff in developing
9 and updating EETT-compliant district technology plans, as well as in identifying additional funding sources for
10 supporting technology integration in the core curriculum. An increasing number of schools and districts are also
11 requesting CTAP 9 staff support in completing requirements for programs such as ETP proficiency assessments;
12 AB 430, and site and district-level School Technology Surveys. In addition, we have received multiple requests for
13 assistance regarding the Ed Tech K-12 Voucher program. The activities proposed in this section are designed to
14 meet locally-defined needs related to funding and coordination with other federal, state and local programs.

15 **4d) (4) (b) Objectives and Benchmarks** (see form CTAP-F in the Appendix)

16 **4d) (4) (c) Program Activities**

17 Information sharing is essential in order to maximize and coordinate funding resources and identify
18 available grants. Understanding the application process and complexities of grant writing will enable teachers as
19 well as other site staff to assume leadership roles as they join administrators in planning technology programs.
20 Along these lines, CTAP staff will provide continuing support, as described in the following activities.

21 **Activities for Year One:**

22 A. **Grant Writing Workshops:** CTAP 9 staff will provide quarterly grant writing workshops throughout the region.
23 These workshops will focus on grant writing tips, techniques, and strategies for all levels of grant writers, with

1 particular emphasis placed upon identifying appropriate funding resources. Workshops will be delivered using a
2 variety of formats: face-to-face, videoconferencing, webcasting, online modules, and instructional television.

3 **B. State Program Management Committee (PMC):** CTAP 9 staff will continue to participate in statewide
4 Program Management Committee meetings, to provide input to the CDE regarding development and improvement
5 of statewide grant application processes, share local and regional successes, and obtain up-to-date information
6 related to CDE education technology programs that will be disseminated to clients and advisors throughout the
7 region.

8 **C. Promoting Awareness of Federal, State and Local Funding and Support Opportunities:** CTAP Region 9
9 has provided the *Technology Funding Alert* newsletter to stakeholders in the region for the past five years. CTAP 9
10 staff will continue to provide articles for the region's *Technology Funding Alert* newsletter, which is published every
11 two months through the Alameda County Office of Education. This newsletter will continue to be distributed to K-12
12 educators throughout the region and will be posted on the grants section of the CTAP Region 9 website.

13 **Ed Tech K-12 Voucher Program:** CTAP 9 staff will continue to assist schools in developing and submitting their
14 applications for funding. Regional workshops will be conducted to disseminate information, provide resources,
15 support completion of funded grants, and allow participants to share successful practices, including current
16 redemption of voucher strategies.

17 **E-rate/CTF Support:** Since 1994, districts in CTAP region 9 have received nearly \$300 million in E-rate and CTF
18 discounts. To continue and build on this record of success, CTAP 9 staff will provide E-rate/CTF information on a
19 regular basis to all districts throughout the region in face-to-face workshops and via webcasts and
20 videoconferences. These workshops will focus on SLD-required forms and deadlines, strategies districts can use to
21 employ a team approach to receiving E-rate/CTF discounts, and best practices for the most effective uses of E-rate
22 and CTF funds.

23 **EETT Support:** CTAP 9 staff will continue to provide assistance to recipients of EETT Formula and Competitive
24 grants as they strive to implement their proposals, acquire their equipment, and develop their technology plans.

1 Assistance will include workshops for school and district project directors and will feature opportunities for sharing
2 of promising practices.

3 **D. California School Technology Survey (STS) Completion Support:** Last year, for the fourth consecutive
4 year, CTAP 9 staff ensured a 100% completion rate for the California STS by schools and districts in CTAP Region
5 9. In 2008-2009, CTAP 9 staff will conduct informational workshops for school administrators to stress the
6 importance of completing the California School Technology Survey, not only to meet state and federal assurances
7 to be eligible for continued funding, but also to assist site staff in using STS data to drive and inform school planning
8 and management decisions.

9 **E. Leveraging/Brokering Business Partnerships:** CTAP 9 staff will continue to cultivate local and regional
10 partnerships with businesses and community agencies to leverage the use of state and local educational funding.
11 Current partners include Acorn Media, Angel Learning, Apple Computer, Atomic Learning, AT&T, California Vision
12 Technologies, Cox Communications, the Classroom of the Future Foundation, Dell, Elluminate, Extron Electronics,
13 Fair Isaac, the Imperial Irrigation District, LA Computer Company, Mission Federal Credit Union, netTrekker, Project
14 Tomorrow, Promethean, Quizdom, Sony, Polycom, SamAsh, Samy's Camera, Schools First Federal Credit Union,
15 SoftChalk, the San Diego Regional Economic Development Corporation, SMART Technologies, The ACME
16 Network, Time Warner Cable, Toshiba, Vantage Learning, World Book, and local universities and community
17 colleges. These partnerships and new relationships will be fostered to continue to provide high quality professional
18 development, access to SBE-aligned curriculum materials, and collaboration and communication technologies
19 throughout the region.

20 **F. Home-School Communication/Collaboration:** In support of home-school communication and collaboration,
21 CTAP 9 staff will focus on sharing and disseminating throughout the region local, successful, and innovative
22 approaches to connecting classrooms and homes that foster student-teacher-parent relationships. Case studies
23 prepared by the evaluators and posted on the CTAP Region 9 website, will provide an opportunity for all school
24 districts to review successful models that might be applicable to their use.

1 **G. Regional Articulation of CTAP Goals & Objectives with Local Advisory Groups:** CTAP 9 staff will
2 maintain ongoing collaboration with local agencies and advisory groups to promote coordination with existing
3 federal, state and local programs, as well as to identify potential education technology funding sources.
4 Discussions will include the identification of specific components of state, federal and local programs that could be
5 expanded and/or enhanced via CTAP 9 services and support. For example, programs such as BTSA and AB 430
6 have technology-training components that could be supported through collaboration with CTAP 9 staff. The use of
7 videoconferencing, webcasting and/or audioconferencing technologies will ensure maximum participation among
8 stakeholders. Examples of local advisory groups for funding and coordination include ACSA Region 18, the San
9 Diego County Superintendent's Technology Advisory Committee (STAC 2014) and the Educational Technology
10 Support Network (ETSN), Imperial County's Superintendents' and Project Administrators' committees, and Orange
11 County's Assistant Superintendents, District Technology Leaders, and Information Technology Directors'
12 committees.

13 **H. CTAP Region 9 Grants Website:** As a subsection of the main CTAP Region 9 website, CTAP 9 staff will
14 develop a regional grants website to identify resources, list timelines of critical events and dates, link to state
15 sources of information, and identify local contacts and sources for funding support. The regional grants website will
16 also offer guidance for all levels of grant writers, as well as opportunities for sharing funded and in-progress
17 applications and networking among district and school grant writers. A calendar of grant writing workshops will be
18 included.

19 **I. Assistance and Support for Use of the K-12 HSN:** CTAP 9 staff will collaborate with districts to help collect
20 data on last mile and related regional network needs, disseminate information on HSN Demonstration sites, and
21 regularly distill and distribute information on connecting to and using content from the HSN.

22 **J. Services and Support for Rural and Technologically Underserved Districts:** CTAP 9 staff will sponsor
23 quarterly seminars for the 18 identified direct service districts, to provide specialized assistance in identifying funding

1 opportunities and coordinating with other state, federal and local programs. Support will include on-site consultation
 2 and training in leveraging external funding to address unique local needs.

3 **K. Student Technology Showcase:** CTAP 9 staff will continue to serve on the Student Technology Showcase
 4 advisory committee and assist CDE staff in the organization and coordination of this annual event. CTAP 9 staff will
 5 also collaborate in the dissemination of Showcase information and the selection of projects that will be invited to
 6 participate. CTAP 9 staff will collaborate with HSN staff to identify projects that have potential for dissemination via
 7 the K-12 High-Speed Network.

8 **Funding and Coordination Events and Workshops: Year 1**

Activity	Targeted Participants	Number of Activities	Participant Totals By Position		
			Teachers	Admins.	Tech. Staff
A. Grant Writing Workshops	Teachers, administrators, and technology support staff	6	50	50	0
B. State Program Management Committee	CTAP 9 program management staff	5	AM*	AM*	AM*
C. Promoting Awareness of Federal, State and Local Funding and Support Opportunities	Teachers, administrators, and technology support staff	131	220	220	210
D. California School Technology Survey Completion Support	School and district administrators and technology support staff	100	340	110	30
E. Leveraging/brokering Business Partnerships	School and district administrators	AM*	AM*	AM*	AM*
F. Home-School Communication/Collaboration	School and district administrators	AM*	AM*	AM*	AM*
G. Regional Articulation of CTAP Goals & Objectives with Local Advisory Groups	Members of local school management advisory groups	10	75	75	50
H. CTAP Region 9 Grants Website	All Region 9 clients	AM*	AM*	AM*	AM*
I. Assistance & Support for Use of the K-12 HSN	All Region 9 clients	AM*	AM*	AM*	AM*
J. Services & Support for Rural and Technologically Underserved Districts	Teachers; school and district administrators; and tech support staff from the 18 identified districts	4	9	9	9
K. Student Technology Showcase	Teachers, administrators, and technology support staff	AM*	AM*	AM*	AM*

9 *AM = Alternative methods of measure will be used.

10

11 **Activities for Year Two:** During year two, CTAP Region 9 will pursue the activities and partnerships begun during
 12 the first year, with attention given to scaling those activities to meet client needs, and will build upon the programs

1 and partnerships established during the first year. Modifications and improvements will be based on
2 recommendations from the CTAP 9 Regional Advisory Council and implemented by CTAP 9 staff after reviewing
3 the analysis of data completed by the project's external evaluator and with continued input from school, district, and
4 county stakeholders. CTAP 9 staff will continue to develop and expand the regional website to provide valuable
5 services to clients in terms of locating appropriate grants resources and leveraging partnerships. In addition, as
6 new grant opportunities become available, CTAP 9 staff will provide support in the application and implementation
7 processes.

8 **Activities for Year Three:** In year three, CTAP Region 9 will continue and build upon the programs and
9 partnerships from years one and two, continually modifying programs and partnerships to reflect local needs
10 identified by client schools and districts. Modifications and improvements will be based on recommendations from
11 the CTAP 9 Regional Advisory Council and implemented by CTAP 9 staff after reviewing the analysis of data
12 completed by the project's external evaluator and with continued input from school, district, and county
13 stakeholders. CTAP 9 staff will continue to research and disseminate information to clients about funding resources
14 and coordination with federal, state, and local programs. In addition, CTAP 9 staff will continue to provide
15 appropriate assistance in grant proposal development, project implementation, and leveraging resources and
16 partnerships.

17

18 **Section 4e) Evaluation and Program Monitoring**

19 **4e) (1) Description of Form F**

20 CTAP Region 9 anticipates utilizing the services of Pacific Research Associates (PRA) as the external
21 evaluator. PRA has been the evaluator for CTAP 9 for the past 3 years and has developed positive working
22 relationships with the Regional Advisory Council and the project staff resulting in constructive use of evaluation
23 data. Roger L. Reimer, Ph.D., President of PRA, has over 25 years of significant experience in the field of
24 educational research and evaluation. He has designed and implemented evaluation activities for experimental

1 programs in special education and for all subject areas in mainstream instructional pedagogy. PRA has worked
2 with community-based projects and school-community reform efforts supported by the federal government and has
3 directed and been an integral part of statewide evaluation projects. Dr. Reimer was involved in the development of
4 the initial CTAP grants and assisted in the evaluation designs for early projects. PRA has also been part of
5 numerous research and evaluation efforts in the introduction and use of education technology in the classroom. Dr.
6 Reimer was also largely responsible for the introduction of an impressive technology program currently directed by
7 Bill Englehardt in the San Joaquin County Office of Education. As a result of these diverse experiences, the PRA
8 evaluation team offers a comprehensive view of the educational sector and can interpret the contributions of unique
9 programs, such as technological enhancements and services, to the whole system. These connections are
10 particularly important in light of *No Child Left Behind* legislation and assessment.

11 Pacific Research Associates believes evaluation serves many audiences and purposes, and works from
12 the perspective that evaluation activities should be “client centered.” Ultimately, the intent is to make “evaluation”
13 cooperative, non-threatening and meaningful to program personnel. PRA staff serve as a “critical friend” to project
14 administrators and implementers, providing information and feedback that not only meet the needs of the funding
15 agency but also maximize project impact. To that end, PRA will ensure that ongoing, informal contact will be
16 maintained, and meetings scheduled as needed to discuss issues that arise. Quarterly sessions with persons
17 designated by project personnel represent yet another key element of the communications network. Finally, a
18 senior member of the PRA team will attend all regional and state meetings as required.

19 The philosophy and focus of PRA is consistent with the expectations of the U.S. Department of Education
20 and the California State Department of Education, which suggest that “the goal of evaluation is continuous
21 improvement through the identification and measurement of effective processes and activities, assessment of
22 performance, and measurement of the ultimate impact of the program on the targeted population.” The interaction
23 of process, performance and outcome measures are crucial to defining “success” in educational programs.

1 **Evaluation Process:** All project objectives will be reviewed and analyzed with regard to specific activities,
2 population served and desired outcomes. The PRA team, in cooperation with project personnel, will continue to
3 refine the most effective/efficient evaluation procedures to obtain required data. For example, consider the implicit
4 goal “to expand services in selected areas of technology.” The measures will include the number of participants,
5 from specific schools and districts in order to determine the out reach to program improvement, rural, and
6 technological underserved schools. Should the outcome be different than expected, it may be necessary to
7 conduct follow-up interviews or surveys to determine exactly why the expected results did not occur and what might
8 be done differently to reach the desired goals. A second example, which is particularly relevant to the CTAP
9 Region 9 plan, concerns the measurement of professional development workshops, institutes and events. The
10 assessment of professional development efforts from process (the actual workshop) through the impact of those
11 efforts on students is a difficult task, but one which must be attempted at least in those areas where significant time
12 and resources are expended. In this instance, PRA staff will review workshop intent and the level of project
13 commitment in terms of resources expended. Surveys will be collected from all participants immediately following
14 the event. All surveys will include three to four consistent questions regarding professional development activities
15 and two to three questions unique to the specific workshop, institute or event. These data will be summarized and
16 presented to project personnel as soon as possible following the event. Additional contact of participants via
17 phone, e-mail or through focus groups will follow, based on the results of the initial surveys, workshop length and
18 intensity and/or project desire for additional information. These follow-up contacts may focus on workshop “impact,”
19 that is, on changes in participant behavior, or in some selected instances on “outcomes,” that is, changes in student
20 performance. In these latter contacts, personal interviews, review of school records and classroom observations
21 may be required to collect desired data. As much as feasible, “triangulation” will play a part in the evaluation
22 process; i.e., multiple measures of impacts and outcomes will be taken to validate results.

23 Clearly, if one is to draw connections between CTAP and the other elements of the educational community,
24 access to and use of data from across the system is critical. PRA will be diligent in identifying sources of relevant

1 data and in building the relationships to allow their use. Protocols such as the ETP Technology Assessment Profile,
2 the California School Technology Survey, CBEDS and both local and statewide test data are a few of the sources
3 that may be utilized in building a comprehensive report for the region.

4 PRA will continue to work closely with the statewide evaluators, Educational Support Systems, and will
5 attend all state evaluation meetings or conference calls as requested. This will ensure that CTAP Region 9 data will
6 contribute to the states CTAP evaluation process.

7 **Evaluation Expectations:** The Pacific Research Associates team, led by Roger L. Reimer, Ph.D., is prepared to
8 participate in all meetings called by the California Department of Education for the planning and development of
9 evaluation procedures and subsequent reports. Just as continuous contact with project personnel is important at
10 the local level, ongoing contact with CDE representatives is important to consistency and useful, valid
11 measurement. Collaboration with other entities with common interests, for example the SETS projects, will also be
12 developed through personal contacts and attendance at appropriate meetings.

13 As noted, members of the PRA team will be in contact via phone or e-mail with designated project staff on
14 a regular, ongoing basis. Monthly contact with updates regarding project activities and services will be made via
15 videoconferences, phone and/or face-to-face contact. A senior member of the PRA staff will attend the tri-annual
16 Regional Advisory Council meetings and present updates, as well as gather input to provide feedback on program
17 implementation, project impact as it is codified, and recommendations for improvement.

18 The CTAP Region 9 proposal has included clear objectives, benchmarks and evaluation actions to be
19 taken. The existing tools will be reviewed and evaluated in terms of future needs and changes implemented where
20 necessary. It is clear that accurate measures of services to schools districts and county offices within the region
21 *based on locally defined needs* are a critical component of the evaluation process. To that end, personal interviews
22 in each area throughout the region and a review of services provided vis-à-vis needs assessment results will play
23 an important part in developing evidence to respond to this issue. Data will be collected on an ongoing basis and
24 as designated in project objectives, and reported quarterly as part of the Regional Advisory Council meeting.

1 **4e) (2) Process for Reporting**

2 An Annual Evaluation Report will be completed and submitted in a timely manner each year to the State
3 Board of Education. During the year, the Regional Lead Agency (RLA) will provide opportunities for client districts
4 and county offices of education to comment on services provided. The Annual Evaluation Report will provide a
5 forum for the RLA to report on programs and activities, and will incorporate information on professional
6 development and support programs in the four areas, report on participation in activities, and include participants'
7 assessment of activities. The external evaluator will work with CTAP 9 staff to analyze data from activities
8 throughout the year. This report will serve as a summative assessment of the effectiveness of CTAP 9 programs
9 and activities for the entire year. The report to the State Board of Education will also describe recommendations for
10 planned modifications and improvements based on evaluation input from clients. The Annual Evaluation Report will
11 be supplied to clients for review and comment, and will be posted to the CTAP Region 9 website.

12 The RLA will submit additional evaluative data to the CDE, as requested. Working in collaboration with the
13 RLA and CTAP 9 staff, the external evaluator will design and develop evaluative instruments in addition to those
14 cited on form CTAP-F to collect and analyze the data. The CTAP 9 Regional Advisory Council and CTAP 9 staff
15 will then make necessary modifications to the program and budget.

Regional Education Technology Services
Objectives, Benchmarks, and Evaluation Data

Please note: Numbers and percents for year 2 and year 3 benchmarks are cumulative.

Program Area (1): Professional development and learning resources to use technology as a tool to improve teaching and learning.			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 1 of 3: By June 30, 2011, a minimum of 2000 teachers and administrators representing at least 79 (90%) of 88 districts in the region, will be trained to integrate technology into the core curriculum areas to increase student achievement and meet the special needs of all students, as requested by Region 9 constituents in the annual needs assessment survey.</p>	<p><u>Records of trainings offered: Dates, session titles, presenters, content, and format (F2F, VC, online, etc.)</u></p>	Ongoing	<p>Data review and analysis will be ongoing by CTAP 9 staff.</p>
<p>End of year 1: By June 30, 2009, a minimum of 650 teachers and administrators representing at least 26 (30%) of 88 districts in the region.</p>	<p><u>Training enrollment records: participant information**</u></p>	Ongoing	<p>Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.</p>
<p>End of year 2: By June 30, 2010, a minimum of 1300 teachers and administrators representing at least 53 (60%) of 88 districts in the region.</p>	<p><u>Participant Evaluations: Effectiveness of training in helping teachers to integrate technology in the core curriculum</u></p>	End of each session or event	<p>Regional Advisory Council will review and assess data.</p>
<p>End of year 3: By June 30, 2011, a minimum of 2000 teachers and administrators representing at least 79 (90%) of 88 districts in the region.</p>	<p><u>ETP Reports: Site, district, and regional Technology Proficiency Assessment data</u></p>	Annually	<p>Data will be compiled and analyzed semi-annually by the project's external evaluator.</p>

**Participant information will include: position/title, job role, program representation, school/district/county information, rural/technologically underserved designation, and connections to special needs students (ELL, GATE, special ed. etc.)

Program Area (1): Professional development and learning resources to use technology as a tool to improve teaching and learning.			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 2 of 3: By June 30, 2011, CTAP Region 9 staff will collaborate with California Learning Resource Network (CLRN) staff to increase awareness of and promote effective use of electronic learning resources, aligned with SBE-adopted standards, to meet the instructional and curricular needs identified by Region 9 constituents in the annual needs assessment, for a minimum of 2000 teachers and administrators representing at least 79 (90%) of 88 districts in the region</p>	<p><u>Records of meetings:</u> <i>Dates, session titles, presenters, content participants, and format (F2F, VC, online, etc.)</i></p> <p><u>Meeting:</u> <i>Participant information**</i></p>	Ongoing	Data review and analysis will be ongoing by CTAP 9 staff.
<p>End of year 1: By June 30, 2009, for a minimum of 650 teachers and administrators representing at least 26 (30%) of 88 districts in the region.</p>	<p><u>Participant surveys:</u> <i>Feedback on effectiveness of program content and design in improving participant knowledge and/or skills</i></p>	Ongoing	Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.
<p>End of year 2: By June 30, 2010, for a minimum of 1300 teachers and administrators representing at least 53 (60%) of 88 districts in the region.</p>		End of each session or event	Regional Advisory Council will review and assess data.
<p>End of year 3: By June 30, 2011, for a minimum of 2000 teachers and administrators representing at least 79 (90%) of 88 districts in the region.</p>	<p><u>CLRN staff interviews:</u> <i>Feedback on effectiveness of training design and content; documentation of ongoing collaboration with CLRN project</i></p>	At minimum, annually	Data will be compiled and analyzed semi-annually by the project's external evaluator.

****Participant information will include: position/title, job role, program representation, school/district/county information, rural/technologically underserved designation, and connections to special needs students (ELL, GATE, special ed. etc.)**

Program Area (1): Professional development and learning resources to use technology as a tool to improve teaching and learning.			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 3 of 3: By June 30, 2011, CTAP Region 9 staff will identify, disseminate, and facilitate the adoption of successful models for implementing emerging technologies* in at least 22 (25%) of 88 districts in the region.</p>	<p><u>Records of meetings:</u> <i>Dates, session titles, presenters, content, and format (F2F, VC, online, etc.)</i></p>	Ongoing	Data review and analysis will be ongoing by CTAP 9 staff.
<p>End of year 1: By June 30, 2009, in at least 13 (15%) of 88 districts in the region.</p>	<p><u>Meeting:</u> <i>Participant information**</i></p>	Ongoing	Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.
<p>End of year 2: By June 30, 2010, in at least 18 (20%) of 88 districts in the region.</p>	<p><u>Participant surveys:</u> <i>Feedback on effectiveness of program content and design in improving participant knowledge and/or skills</i></p>	End of each session or event	Regional Advisory Council will review and assess data.
<p>End of year 3: By June 30, 2011, in at least 22 (25%) of 88 districts in the region.</p>			Data will be compiled and analyzed semi-annually by the project's external evaluator.

*Emerging technologies: wireless, handhelds, 1-to1's, web-based applications, etc.

**Participant information will include: position/title, job role, program representation, school/district/county information, rural/technologically underserved designation, and connections to special needs students (ELL, GATE, special ed. etc.)

Program Area (2): Professional development and support for hardware and telecommunications infrastructure design, implementation, and sustainability			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 1 of 3: By June 30, 2011, CTAP Region 9 staff will train a minimum of 150 lead technical support staff representing at least 79 (90%) of the 88 districts in the region, in areas such as operating systems, Mac and PC troubleshooting, networking fundamentals, wireless applications, videoconferencing implementations, video-on-demand, common network security and IP applications, as requested by Region 9 constituents in the annual needs assessment.</p>	<p><u>Records of trainings offered: Dates, session titles, presenters, content, and format (F2F, VC, online, etc.)</u></p> <p><u>Training enrollment records: Participant information**</u></p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Data review and analysis will be ongoing by CTAP 9 staff.</p> <p>Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.</p> <p>Regional Advisory Council will review and assess data.</p>
<p>End of year 1: By June 30, 2009, a minimum of 52 lead technical support staff representing at least 26 (30%) of the 88 districts in the region.</p>	<p><u>Participant surveys: Feedback on effectiveness of program content and design in improving participant knowledge and/or skills</u></p>	<p>End of each session or event</p>	<p>Data will be compiled and analyzed annually by the project's external evaluator.</p>
<p>End of year 2: By June 30, 2010, a minimum of 106 lead technical support staff representing at least 53 (60%) of the 88 districts in the region.</p>	<p><u>Focus groups conducted with members of each county's technology network: Feedback on overall impact and effectiveness of CTAP 9 services and support</u></p>	<p>At minimum, annually</p>	
<p>End of year 3: By June 30, 2011, a minimum of 150 lead technical support staff representing at least 79 (90%) of the 88 districts in the region.</p>			

**Participant information will include: position/title, job role, program representation, school/district/county information, rural/technologically underserved designation, and connections to special needs students (ELL, GATE, special ed. etc.)

Program Area (2): Professional development and support for hardware and telecommunications infrastructure design, implementation, and sustainability			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 2 of 3: By June 30, 2011, CTAP Region 9 staff will collaborate with TechSETS and CA K-12 High-Speed Network (HSN) staff to increase awareness of and promote the effective use of TechSETS services and resources, and HSN content and services for a minimum of 2000 teachers and administrators representing at least 79 (90%) of 88 districts in the region.</p>	<p><u>Records of meetings:</u> <i>Dates, session titles, presenters, content, participants and format (F2F, VC, online, etc.)</i></p> <p><u>Meeting:</u> <i>Participant information**</i></p>	Ongoing	Data review and analysis will be ongoing by CTAP 9 staff.
<p>End of year 1: By June 30, 2009, for a minimum of 650 teachers and administrators representing at least 26 (30%) of 88 districts in the region.</p>	<p><u>Participant surveys:</u> <i>Feedback on effectiveness and improving participant knowledge and/or skills</i></p>	Ongoing	Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.
<p>End of year 2: By June 30, 2010, for a minimum of 1300 teachers and administrators representing at least 53 (60%) of 88 districts in the region.</p>	<p><u>Focus groups conducted with members of each county's technology network:</u> <i>Feedback on overall impact and effectiveness of CTAP 9 services and support</i></p>	End of each session or event	Regional Advisory Council will review and assess data.
<p>End of year 3: By June 30, 2011, for a minimum of 2000 teachers and administrators representing at least 79 (90%) of 88 districts in the region.</p>	<p><u>TechSETS staff interviews:</u> <i>Feedback on effectiveness of training design and content; documentation of ongoing collaboration with TechSETS staff</i></p>	At minimum, annually	Data will be compiled and analyzed annually by the project's external evaluator.
<p><i>**Participant information will include: position/title, job role, program representation, school/district/county information, rural/technologically underserved designation, and connections to special needs students (ELL, GATE, special ed. etc.)</i></p>			

Program Area (2): Professional development and support for hardware and telecommunications infrastructure design, implementation, and sustainability			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 3 of 3: By June 30, 2011, CTAP Region 9 staff will assist at least 79 (90%) of 88 state-identified regional districts and COE's in planning, writing, grooming and submitting technology plans that meet state and federal requirements.</p>	<p><u>CDE web site and regional records:</u> <i>Documentation of EETT-approved technology plans in the region</i></p> <p><u>Contact and meeting logs:</u> <i>Records of dates, participants and details of tech planning services provided to districts</i></p> <p><u>District satisfaction survey:</u> <i>Feedback on overall impact and effectiveness of CTAP 9 services and support</i></p>	Annually	<p>Data review and analysis will be ongoing by CTAP 9 staff.</p> <p>Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.</p> <p>Regional Advisory Council will review and assess data.</p> <p>Data will be compiled and analyzed annually by the project's external evaluator.</p>
<p>End of year 1: By June 30, 2009, at least 26 (30%) of 88 state-identified regional districts.</p>		Ongoing	
<p>End of year 2: By June 30, 2010, at least 53 (60%) of 88 state-identified regional districts.</p>		Annually	
<p>End of year 3: By June 30, 2011, at least 79 (90%) of 88 state-identified regional districts.</p>			

Program Area (3): Professional development and support to use technology as a tool to improve school management, including pupil record keeping and tracking for pupil instruction and data-driven decision making.			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 1 of 4: By June 30, 2011, CTAP Region 9 staff will train a minimum of 2000 teachers and administrators representing at least 79 (90%) of 88 districts in the region to use appropriate technology tools to access, analyze and apply academic data to improve school management and inform instruction, as requested by Region 9 constituents in the annual needs assessment.</p>	<p><u>Records of trainings offered:</u> <i>Dates, session titles, presenters, content, and format (F2F, VC, online, etc.)</i></p>	Ongoing	<p>Data review and analysis will be ongoing by CTAP 9 staff.</p> <p>Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.</p>
<p>End of year 1: By June 30, 2009, a minimum of 650 teachers and administrators representing at least 26 (30%) of 88 districts in the region.</p>	<p><u>Training enrollment records:</u> <i>Participant information**</i></p>	Ongoing	<p>Regional Advisory Council will review and assess data.</p>
<p>End of year 2: By June 30, 2010, a minimum of 1300 teachers and administrators representing at least 53 (60%) of 88 districts in the region.</p>	<p><u>Participant surveys:</u> <i>Feedback on effectiveness of program content and design in improving participant knowledge and/or skills</i></p>	End of each session or event	<p>Data will be compiled and analyzed semi-annually by the project's external evaluator.</p>
<p>End of year 3: By June 30, 2011, a minimum of 2000 teachers and administrators representing at least 79 (90%) of 88 districts in the region.</p>			

***Participant information will include: position/title, job role, program representation, school/district/county information, rural/technologically underserved designation, and connections to special needs students (ELL, GATE, special ed. etc.)*

Program Area (3): Professional development and support to use technology as a tool to improve school management, including pupil record keeping and tracking for pupil instruction and data-driven decision making.			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 2 of 4: By June 30, 2011, CTAP Region 9 staff will build local capacity to utilize and merge CALPADS and other data with local data to create a data-driven decision making environment in at least 53 (60%) of 88 districts in the region.</p>	<p><u>Records of trainings offered:</u> <i>Dates, session titles, presenters, content, and format (F2F, VC, online, etc.)</i></p> <p><u>Training enrollment records:</u> <i>Participant information**</i></p> <p><u>Participant surveys:</u> <i>Feedback on effectiveness of program content and design in improving participant knowledge and/or skills</i></p> <p><u>CALPADS implementation records:</u> <i>District names, contact person(s), and description of CALPADS implementation status</i></p>	Ongoing	<p>Data review and analysis will be ongoing by CTAP 9 staff.</p> <p>Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.</p> <p>Regional Advisory Council will review and assess data.</p> <p>Data will be compiled and analyzed annually by the project's external evaluator.</p>
<p>End of year 1: By June 30, 2009, in at least 26 (30%) of 88 districts in the region.</p>		Ongoing	
<p>End of year 2: By June 30, 2010, in at least 40 (45%) of 88 districts in the region.</p>		End of each session or event	
<p>End of year 3: By June 30, 2011, in at least 53 (60%) of 88 districts in the region.</p>		Annually	

***Participant information will include: position/title, job role, program representation, school/district/county information, rural/technologically underserved designation, and connections to special needs students (ELL, GATE, special ed. etc.)*

Program Area (3): Professional development and support to use technology as a tool to improve school management, including pupil record keeping and tracking for pupil instruction and data-driven decision making.			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 3 of 4: By June 30, 2011, CTAP Region 9 staff will train a minimum of two in-district staff members in at least 79 (90%) of 88 districts in the region in the use of ETP reporting features, in combination with local data tools, to help guide district technology staff development efforts, as requested by Region 9 constituents in the annual needs assessment.</p>	<p><u>Records of trainings offered:</u> <i>Dates, session titles, presenters, content, and format (F2F, VC, online, etc.)</i></p> <p><u>Training enrollment records:</u> <i>Participant information**</i></p> <p><u>Participant surveys:</u> <i>Feedback on effectiveness of program content and design in improving participant knowledge and/or skills</i></p>	Ongoing	Data review and analysis will be ongoing by CTAP 9 staff.
<p>End of year 1: By June 30, 2009, a minimum of two in-district staff members in at least 26 (30%) of 88 districts in the region.</p>		Ongoing	Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.
<p>End of year 2: By June 30, 2010, a minimum of two in-district staff members in at least 53 (60%) of 88 districts in the region.</p>		End of each session or event	Regional Advisory Council will review and assess data.
<p>End of year 3: By June 30, 2011, a minimum of two in-district staff members in at least 79 (90%) of 88 districts in the region.</p>	<p><u>ETP reports:</u> <i>Records of districts that have met their annual assurances for ETP completion</i></p>	Annually	Data will be compiled and analyzed annually by the project's external evaluator.

***Participant information will include: position/title, job role, program representation, school/district/county information, rural/technologically underserved designation, and connections to special needs students (ELL, GATE, special ed. etc.)*

Program Area (3): Professional development and support to use technology as a tool to improve school management, including pupil record keeping and tracking for pupil instruction and data-driven decision making.			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 4 of 4: By June 30, 2011, CTAP Region 9 staff will collaborate with TICAL staff to train a minimum of 2 administrators from each of at least 79 (90%) of 88 districts in the region to make effective use of TICAL resources to improve school management.</p>	<p><u>Records of trainings offered:</u> <i>Dates, session titles, presenters, content, and format (F2F, VC, online, etc.)</i></p>	Ongoing	<p>Data review and analysis will be ongoing by CTAP 9 staff.</p>
<p>End of year 1: By June 30, 2009, a minimum of two in-district staff members in at least 26 (30%) of 88 districts in the region.</p>	<p><u>Training enrollment records:</u> <i>Participant information**</i></p>	Ongoing	<p>Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.</p>
<p>End of year 2: By June 30, 2010, a minimum of two in-district staff members in at least 53 (60%) of 88 districts in the region.</p>	<p><u>Participant surveys:</u> <i>Feedback on effectiveness of program content and design in improving participant knowledge and/or skills</i></p>	End of each session or event	<p>Regional Advisory Council will review and assess data.</p>
<p>End of year 3: By June 30, 2011, a minimum of two in-district staff members in at least 79 (90%) of 88 districts in the region.</p>	<p><u>TICAL staff interviews:</u> <i>Feedback on effectiveness of training design and content; documentation of ongoing collaboration with TICAL project</i></p>	At minimum, Annually	<p>Data will be compiled and analyzed semi-annually by the project's external evaluator.</p>

****Participant information will include: position/title, job role, program representation, school/district/county information, rural/technologically underserved designation, and connections to special needs students (ELL, GATE, special ed. etc.)**

Program Area (4): Funding and coordination with other federal, state, and local programs			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 1 of 2: By June 30, 2011, CTAP Region 9 will train and assist a minimum of 2000 district and COE staff members representing at least 79 (90%) of 88 districts in the region to maximize and leverage funding opportunities (such as EETT, Ed Tech K-12 Voucher Program, E-rate, CTF, AB430 and NCLB professional development grants), as requested by Region 9 constituents in the annual needs assessment.</p>	<p><u>Records of trainings offered:</u> <i>Dates, session titles, presenters, content, and format (F2F, VC, online, etc.)</i></p> <p><u>Training enrollment records:</u> <i>Participant information**</i></p>	Ongoing	<p>Data review and analysis will be ongoing by CTAP 9 staff.</p> <p>Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.</p>
<p>End of year 1: By June 30, 2009, a minimum of 650 district and COE staff members representing at least 26 (30%) of 88 districts in the region.</p>	<p><u>Participant surveys:</u> <i>Feedback on effectiveness of program content and design in improving participant knowledge and/or skills</i></p>	End of each session or event	<p>Regional Advisory Council will review and assess data.</p> <p>Data will be compiled and analyzed semi-annually by the project's external evaluator.</p>
<p>End of year 2: By June 30, 2010, a minimum of 1300 district and COE staff members representing at least 53 (60%) of 88 districts in the region.</p>	<p><u>Activity Logs detailing assistance:</u> <i>Records of dates, participants and details of CTAP 9 services and support provided to schools and districts</i></p>	Ongoing	
<p>End of year 3: By June 30, 2011, a minimum of 2000 district and COE staff members representing at least 79 (90%) of 88 districts in the region.</p>			

***Participant information will include: position/title, job role, program representation, school/district/county information, rural/technologically underserved designation, and connections to special needs students (ELL, GATE, special ed. etc.)*

Program Area (4): Funding and coordination with other federal, state, and local programs			
Objectives Annual Benchmarks	Evaluation Instrument(s) & Data To Be Collected	Frequency of Collection	Program Analysis and Modification Process
<p>Objective 2 of 2: By June 30, 2011, CTAP Region 9 staff will assure that each year 100% of Region 9 schools and districts complete and submit the CA School Technology Survey to make them eligible for state and federal educational technology funding as it becomes available.</p>	<p><u>CDE School Technology Survey administration web site</u>; Records of survey submission</p>	<p>Annually</p>	<p>Data review and analysis will be ongoing by CTAP 9 staff.</p> <p>Progress reports and recommendations for modifications will be presented to the Regional Council on a tri-annual basis.</p> <p>Regional Advisory Council will review and assess data.</p> <p>Data will be compiled and analyzed annually by the project's external evaluator.</p>
<p>End of year 1: By June 30, 2009, 100% of Region 9 schools and districts.</p>			
<p>End of year 2: By June 30, 2010, 100% of Region 9 schools and districts.</p>			
<p>End of year 3: By June 30, 2011, 100% of Region 9 schools and districts.</p>			