

California Technology Assistance Project (CTAP)

**Region 11
Mid-year Evaluation Report
2005-06**

Executive Summary

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Background: Los Angeles County Office of Education (LACOE) is the Regional Lead Agency (RLA) for the California Technology Assistance Project, Region 11 (CTAP 11) serving all of the districts in Los Angeles County. CTAP 11 is one of the eleven regions providing professional development and support for educational technology. This interim report on the progress of CTAP 11 in meeting its annual benchmarks, as outlined in the 2005-08 comprehensive plan, is for the period July 1 through December 31, 2005. This report is based on the formative evaluation documenting implementation progress and use of the services. The end-of-year report addressing the complete 2005-06 school year will include both formative and summative, or impact, evaluation as well as recommendations for improving CTAP 11 services in the immediate and long-range future.

CTAP 11 has a strong history of service to the region. Most of the staff has been together for over six years. The staff can apply different and complementary skills to support the successful implementation and use of technology in education. With diverse backgrounds in technology, administrative and teacher training, classroom instruction, curriculum writing, video production, online design, Web resources, compliance and reporting and program development, the staff is equipped to lead the four areas of the 2005-08 plan.

Evaluation data sources: Evaluation data and information sources used up until December 2005 included, 1) online survey of participant-reactions to professional development events, 2) reports on *Regional Governance Council* (RGC) activities, 3) input from CTAP 11 staff, 4) review of prior reports, and 5) available data on CTAP 11 participation. Data sources to be used to complete the summative end-of-year evaluation due in August of 2006 will include: 1) surveys of impact of services on CTAP 11 participants, 2) interviews and surveys of sub-region representatives, 3) input from CTAP 11 staff, 4) any relevant data obtainable from the EdTechProfile proficiency assessments, and 5) relevant locally administered surveys.

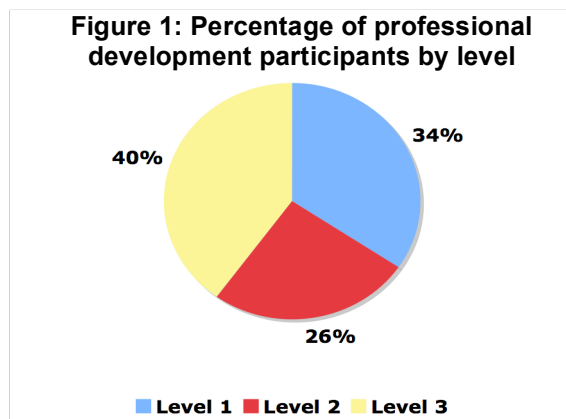
Regional Governance Council Participation: The evaluation of the work of the RGC documented that there is a high level of involvement of the county representatives in planning/advising the region on local needs and in identifying services available to address those needs. Most of the members of the RGC have been serving in that capacity for a number of years. The RGC has a strong working relationship, open discussion, voice vote on decisions and a set of by-laws.

In response to the RFA for the new 2005-08 plan, there has been a greater emphasis on centralized planning for the region. This year, the RGC has addressed the need to provide for local assistance with substitute reimbursement so that teachers can participate in the multi-day professional development.

Meeting the benchmarks as of December 2008: In general, the data show that CTAP 11 has made mid-year progress toward meeting its 13 benchmarks in the four program areas. Twelve benchmarks are "In Progress" and it is anticipated these will be successfully completed by the end of the year in terms of number of participants served. Attainment of several benchmark components cannot be evaluated until year-end, as data is not yet available. CTAP 11 has served 1,897 educators in a variety of levels of professional development. In addition, extensive consultation was provided to districts.

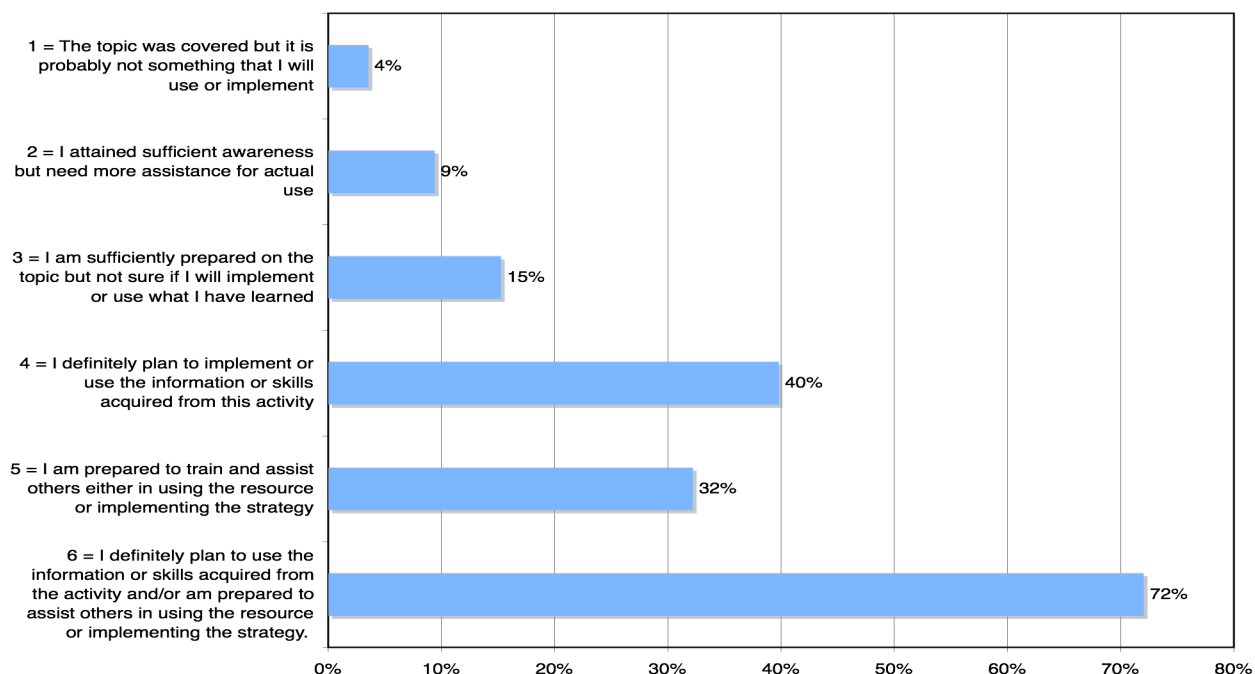
Staff estimated that at least 20% of the service provided is through brief and extended consultation delivered by telephone, email, video conferencing, and face-to-face meetings.

Participation in CTAP 11 events: From July 1, 2005 through December 31, 2005, 65 professional development activities served approximately 1,897 educators in LA County. Of these participants, 47% were school administrators and 48% were teachers. The statewide CTAP has categorized professional development activities into three levels: Level 1 is multi-day with follow-up; Level 2 is multi-day without follow-up; and Level 3 is one-day or less. In terms of levels of Professional Development participation, Level 3 showed the greatest participation, followed by Level 1, and Level 2, as illustrated in Figure 1. This data was based on actual attendance at professional development activities and records maintained by CTAP staff.



Overall Impact: During November of 2005 an online survey of CTAP participants was instituted to determine the extent to which they would apply the information/skills acquired from CTAP 11-sponsored professional development events. Figure 2 below illustrates the findings from 171 participants who completed the online survey between November and December of 2005. Across program areas and levels of depth of workshops, 72% of participants responded that they *definitely plan to use the information or skills acquired (39.8%) from the activity and/or are prepared to assist others in using the resource or implementing the strategy (32.2%)*.

Figure 2: Self-reported impact of professional development across all program levels



These results are limited to a sample of participants in Program Area 1, 2 and 3 professional development activities. The findings suggest the initial impact was that most persons who use CTAP 11 services believe that they will change instructional practice as a result of their participation in CTAP-sponsored activities. However, the actual impact over time will be assessed later through the use of a variety of post-assessments.

Program Strengths: Based on an analysis of all available information, the major strengths of CTAP 11 were determined to include the following:

- CTAP 11 provides staff with a wide range of expertise and experience in teaching, administration, and technology.
- LACOE has a long history of providing technology related and delivered services to the region dating back to the 1970's.
- CTAP 11 has long-established training-of-trainer models for their in-depth professional development.
- The region provides an informative website keeping participants on changing initiatives and the availability of resources.
- CTAP coordinates closely with other programs to include but not be limited to AB 75 administrator technology training, BTSA technology requirements, curriculum and staff development related to the California Content Standards.
- Extensive support for local technology planning needed for schools to qualify for E-Rate, EETT Competitive and Formula grants, and other emerging initiatives such as the Microsoft Voucher Program is provided.
- Support to assist in writing proposals for the EETT competitive funds resulted in six new grants funded from Round 4.
- CTAP 11 is augmented by the LACOE in terms of both in-kind support through collaboration with other LACOE programs.
- CTAP 11 is informing and involving state and federal legislative representatives in CTAP events to increase their awareness of CTAP 11 services. For example, State Senator Jack Scott keynoted the CTAP-sponsored Showcase of Services and a staff representative of Congresswoman Roybal-Allard visited EETT sites.

Recommendations: In general, CTAP 11 should continue to institute the changes already established for the 2005-06 school year. However, a few recommendations are suggested as follows:

1. Increase the use and evaluation of online delivered professional development.
2. Continue to increase central management and monitoring of sub-region developed/delivered CTAP funded services and to determine which of these services might be more cost-effectively delivered on a region-wide basis. Continue to increase regional involvement in planning and providing feedback regarding CTAP 11 services.

3. Seek ways to increase activities and services and therefore participation in the districts/consortia currently exhibiting low participation in CTAP 11 professional development and consultation. Closely monitor the training/consulting conducted following the planned training-of-trainers to determine level of local implementation.
4. Revise the online data collection system to ensure an accurate count of persons, by job function, who use CTAP services on a sub-region level.
5. Expand the CTAP user-registration system to include the areas assessed by the evolving statewide CTAP monitoring system.
6. Continue to work on identifying and documenting exemplary EETT projects in the region so that these examples can be used to stimulate more effective use of technology based on what is already being implemented.
7. Provide for an assessment to determine the independent effects and benefits of specific CTAP 11 services such as CTAP 11 Online, Proficiency Academies, handheld workshops, AB 75 Training, ITO grants, etc.
8. Provide for a database of adoptable or adaptable technology integration practices as a resource to persons preparing mini-grants, EETT grants and others.
9. Incorporate the ELAR resource component of CLRN into the AB 75 Administrator Training as well as any events having to do with data literacy as appropriate.

An in-depth analysis of the impact of CTAP services on participants will be conducted in May and June of 2006 with overall implementation and impact to be reported in September 2006.