

Enhancing Education Through Technology Competitive Grant

Annual Performance Report – Round 3, Year 1
Reporting period: January 1, 2006 – June 30, 2006
September 26, 2006

Directions: Complete and submit all sections of this report, including the accompanying listing of documentation, to the California Department of Education. The report can be submitted by e-mail to the Education Technology Office at edtech@cde.ca.gov, by fax to (916) 323-5110, or mailed to the address listed below. For more information about completing the report, please contact Julie Baltazar, Consultant, at (916) 323-5112, or by e-mail at jbaltazar@cde.ca.gov.

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Local Educational Agencies (LEA) County-District-School (CDS) Code: 5271498

LEA Name and Address: Corning Union Elementary School District (CUESD), 1590 South Street, Corning, CA 96021

Schools Participating in the EETT Program: Maywood Middle School, 1666 Marguerite Ave., Corning CA 96021

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Note: All benchmark baseline information must match the Form 4, which was submitted in the EETT Competitive application.

Section I: Program Performance Goal Progress

1. Program for Students

Performance Goal 1.0: All students in the target group will increase their use of technology as a tool to support meeting or exceeding state academic content standards adopted by the State Board of Education.

Required Performance Benchmark 1.0 : The percentage of students in the target group that demonstrate an increase in their use of technology as a tool to support meeting or exceeding academic content standards will increase from a baseline of 30 percent in the 2004-05 school year to 60 percent by May 30, 2006.

Note: In addition to these benchmark requirements, this EETT3 grant also had benchmarks and expectations set by our cooperative project partner – the EAST Initiative (Environmental and Spatial Technology Initiative from Arkansas.) The EAST Initiative objectives or benchmarks are also mentioned in the report for each Goal.

Progress on Benchmark 1.0 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: 30%

Percent as of June 30, 2006: 60%

Projected percent as of June 30, 2006, as reported in your EETT application on Form 4: 60%

Did the grant reach the June 30, 2006, benchmark percent reported on Form 4?

Yes!

The EdTech Profile Survey was taken by 360 students in the 7th and 8th grade science classes at Maywood Middle School in September-October, 2005 and again in May, 2006. Attachment 1 shows results for 7 categories, most reported on in the February, 2006, EETT3-EAST semi-annual report. The original estimated “baseline” was 30% based upon limited sampling data. The actual baseline, developed from the September-October 2005 online survey of 360 students, was lower than 30%. The actual baseline “average” for these seven categories (out of 55) was 23% of students proficient. In May, 2006, the level of proficiency had risen to 53% proficient. This is an increase of 30 percentage points for the period, as set as a benchmark for the grant. [The full CTAP EdTech Technology Use/Skills survey runs 55 pages (1 question per page) for each teacher’s students. We have chosen to report on the results for 7 questions (Attachments 1a-1d), ones most relevant to student use of new technology; however, a general trend of improvement from 20-30% is clearly evident in most of the 55 questions.]

Another critical measure was the time students spent in the EETT3-EAST computer lab (Room 9). In 2005, the EETT3-EAST lab did not exist. Two science teachers, Mrs. Farmer and Mr. Dillon, each worked for two week periods in the EAST computer Lab with their approximately 181 students each, starting in January, 2006. (Refer to Attachment 2a.) Students were in the new computer lab working on the computers on science related projects, and learning new and complex software, for 90 periods of 45 minutes each. Project assignments began on 1/4/2006. Finally, the two science teachers opened the Room 13 EETT3-EAST lab after school for student use one or two days a week.

The Maywood Computer lab (Room 9) was completely upgraded with new computers and software in September, 2005. This new lab was available for all Maywood teachers to use. Many of the students in our target group also used the Room 9 computer resources with other teachers than our two science teachers. We also opened the Room 9 lab before school, during B lunch, and after school on Wednesdays.

Clearly, students had greatly expanded access to new computers and software in the EETT3-EAST lab and the Maywood Computer lab starting in January, 2006. In addition, many classroom assignments required the use of technology to deliver curriculum to students by teachers, to engage all students in cooperative learning projects using technology, and to provide training workshops in specialized software for 60 selected students.

Detailed plans have been developed for the use of the EETT3-EAST lab in 2006-2007 (Attachment 2b). The new Principal has directed all 6th grade teachers to include a keyboarding class for all 6th grade students in 2006-2007. Finally, a classified support staff member has been assigned to work in the Maywood Computer lab (Room 9) in 2006-2007, and will also provide some before and after school access to Room 9 during the year.

All EAST Initiative objectives for a separate EAST Lab classroom with certificated teachers trained by the EAST Initiative working directly with students on cooperative and community learning projects were met. Refer to Attachment 4. We were rated a maximum of 5 (High) by two EAST evaluators, Jerry Prince and Dan Fields, on our Maywood Educational Environment (II) and Environment of Expectation (III) for our students.

Additional Performance Goals 1.1

Performance Goal: 1.1

Performance Benchmark: 1.1

Progress on Benchmark 1.1 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: CST, CAP A Scale Scores in English Language Arts (ELA) scores from May 2005 for 186 students. 93 students were from Mrs. Farmer's science classes, and 93 were from Mr. Dillon's science classes. Average of 186 scores = 317. Refer to Attachment 3.

Projected percent as of June 30, 2006, as reported in your EETT application on Form 4: a 2.5 % increase from 317 to a 325 average.

Did the grant reach the June 30, 2006, benchmark percent reported on Form 4?

Yes! Students improved their ELA scores from 317 to 331, a 4.66 % increase.

Attachment 3 shows the level of student improvement, 4.66%, on the Standard CST, CAP A Scale Scores in English Language Arts (ELA) in the one school year of 2005-2006 for 186 students in the EETT3-EAST target group.

All future EETT3-EAST project objectives are on schedule. We have added numerous ELA tutorial classes for students who need to improve in this area. We have changed the curriculum substantially this year based on our being made a Performance Improvement Needed School. The English Language Learners and Special Education target sub-groups need to improve their ELA scores the most to meet NCLB objectives.

2. Professional Development

Performance Goal 2.0: All teachers in the target group participating in professional development on education technology will be qualified to use technology as a tool for teaching and learning.

Required Performance Benchmark 2.0 : Teachers in the target group who participated in professional development on education technology will demonstrate an increase in their proficiency in the use of technology as a tool for teaching and learning from a baseline of 35 percent in the 2004-05 school year to 65 percent by June 30, 2006.

Progress on Benchmark 2.0 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: 35%

Percent as of June 30, 2006, as reported in your EETT application on Form 4; 65%

Did the teachers reach the June 30, 2006, benchmark percent reported on Form 4?

Yes!

Two science teachers are leading this project. Mrs. Farmer is a 7th and 8th grade science teacher, and the EAST Lead Facilitator for this EETT Round 3 project. Mr. Dillon is a 7th and 8th grade science teacher, and EAST Facilitator for this EETT3 project. Mrs. Farmer attended 21 days of training provided by the EAST Institute, and Mr. Dillon attended 15 days of training.

Both have taken the CTAP2 Technology Assessment Surveys. Mrs. Farmer increased proficiency from an average of 1.54 (Intermediate Proficiency) to 2.63 (Proficient), on three factors assessed, an increase of 70%. Mr. Dillon increased from 2.71 (Proficient) to 2.81 (Proficient), and increase of 5%, on one of the factors assessed. (Attachment 5). The CTAP2 survey could not evaluate the variety of complex software used in the EAST Initiative project, e.g., Sketchup, GPS and mapping software, Solid Edge CAD, GeoMedia, Casablanca Video Editing, Dreamweaver, Adobe Photoshop, etc.. Our two teachers had never used any of this software before being trained by EAST staff, starting in August of 2005.

Both teachers have a personal computer and digital projector in their classrooms and in the EAST lab; and Mrs. Farmer is using a portable computer for home use purchased with EETT3 grant funds. Both started using the new EAST computer lab with students on 1/4/06.

Both have learned about Microsoft server software and many types of computer software and computer tutorials on new software used in the new EAST lab in Room 9 at Maywood School.

At the start of this project, neither teacher had classroom lesson plans, information, or resources online. Now, both have numerous webpages online at: <http://www.cuesdeett3.org/index.htm>.

Performance Goal 2.1 : All teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement.

Required Performance Benchmark 2.1 : Teachers in the target group participating in professional development on education technology will increase their use of technology as a tool to support student academic achievement from a baseline of 25 percent in the 2004-05 school year to 50 percent by June 30, 2006.

Progress on Benchmark 2.1 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: 25%
Projected percent as of June 30, 2006, as reported in your EETT application on Form 4: 50%
Did the two teachers reach the June 30, 2006, benchmark percent reported on Form 4?

Yes!

In 2005, teachers used our very old Room 13 computer lab and 3 old computers in each of their classrooms. In 2006, the new EETT3-EAST lab (22 computers) was in use for every period, five days a week (Attachment 2a) . In addition, we also used the new Room 13 computer lab (35 computers) and the EETT3-EAST lab before and after school hours, and the Room 13 lab for some assignments using the new computers.

The EAST Initiative educational philosophy is to encourage and require students to experiment with technology, work hands-on with the computers and software on projects, do community service projects, work in teams on technology projects, and attend classroom training on software. Our two teachers took a total of 19 students to training sessions in Orland, Stockton, San Jose, Red Bluff, and Arkansas. 17 students worked with an EAST technical expert for 3 days to set up the EAST lab at Maywood School. All students in the 7th and 8th grade science classes had projects that required use of the new technology (Attachment 6).

Both teachers used data on student performance derived from the EduSoft database and testing module.

At the start of this project, neither teacher had classroom lesson plans, information, or resources online. Now, both have numerous webpages online at: <http://www.cuesdeett3.org/index.htm>. Students and parents can readily access these online resources. Some student work was placed online and shared in classrooms.

Both teachers made use of UnitedStreaming resources. All teachers and students on campus use the Microsoft Office 2003 suite for routine work assignments. We made some use of Gagle email accounts with EETT3 student teams.

Our formal review by two EAST evaluators (Attachment 4) gave us high marks for educational environment, our environment of expectations, and our physical environment. We met the goals they set for us in August, 2005, and exceeded the 2.1 benchmarks since the EETT3-EAST lab did not exist until December, 2005.

Our two teacher's efforts to support greatly increased student use of technology to support academic achievement contributed to the overall 4.7% increase in ELA test scores CST-CAP exams for the 186 students in the EETT3-EAST target group.

3. Expanded Access to Electronic Learning Resources, Including Infrastructure, Equipment, and Technical Support

Performance Goal 3.0 : All students and teachers in the target group will have expanded access to up-to-date technology tools and electronic learning resources.

Required Performance Benchmark #1 for Goal 3.0: The average student-to-multimedia computer ratio for computers less than 1 year old at Maywood School will decrease from a baseline of 52:1 in the 2004-05 school year to 11.1 by June 30, 2006.

Progress on Benchmark #1 for Goal 3.0 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: 52:1

Percent as of June 30, 2006: 8:1

Projected percent as of June 30, 2006, as reported in your EETT application on Form 4: 11:1

Have you reached the June 20, 2006 benchmark percent reported on Form 4?

Yes! The Maywood Middle School has already exceeded stated benchmark!

We added 22 new computers to the EETT3-EAST Room 9 computer lab which is used all day every day, during regular school hours. This lab has its own EAST setup including its own server hardware and software, all purchased with EETT3 funds. This lab was operational in December, 2005. This lab was also open after school for 40 minutes, staffed by a science teacher, 10% of the time since January 2006.

We added 35 new computers to the Maywood Computer Lab Room 13 adjacent to Room 9. This new lab was operational in September 2005, and all the new computers were purchased with Maywood Site-Council funds. The computer lab in Room 13 is open all day, every day, during regular school hours.

Starting in January 2006, we opened the new Maywood Computer Lab in Room 13 for student use every Wednesday morning for 50 minutes before school, during the B lunch for 40 minutes, and after school for 80 minutes. We used existing paraprofessional staff to provide this expanded access outside of school hours. The lab was 60% to 100% occupied (37 computers) during these expanded service periods. The new Principal, Jeff Harris, plans to increase this access in 2006/2007, and add one period of keyboarding instructional classes for 6th grade students starting in September, 2006.

We added a new computer to every classroom in the school for teacher and student use. These were added in September 2005, and purchased with CUESD District funds.

We completely upgraded the Maywood Library computer lab, adjacent to Room 9, in September 2005, exchanging 15 old non-Internet computers that were over 12 years old with 30 "newer" computers with Internet connectivity, and running Microsoft Office 2000. The library computer lab is open all day, every day.

In 2005-2006, Maywood School added, using more in-kind funds, server based software such as Ainsworth Keyboarding software, Rosetta Stone, Accelerated Math, Study Island, and Read Naturally; and added web based software such as EduSoft and UnitedStreaming.

We purchased a new portable computer for the EAST-EETT3 Lead Facilitator/Teacher for home use. We added digital projectors to 3 more classrooms and the EAST-EETT3 lab.

The EAST Project evaluators, Jerry Prince and Dan Fields, rated our physical environment and educational environment as excellent (5 out of 5 rating on Attachment 4). We have met or exceeded all EAST hardware and software requirements.

Obtaining three EETT competitive grants (Rounds 1, 3, and 4), has created an enthusiasm and interest in improving our hardware and software at Maywood Middle School. We now have all teachers using new computers in one or more phases of their instructional programs, and in daily administrative communications via email. We used EETT Formula Grant funds to upgrade our Maywood school server.

Our revised CUESD District Technology Plan for 2005-2010 was approved in June, 2005. We are eligible to apply, and will apply for the Ed Tech K12 Voucher grant in September, 2006.

All classrooms, all computer labs, and all desktop and portable computers, on the Maywood School campus are connected to the Internet. All student computers are connected to the Internet.

The Maywood School and all teachers at Maywood School have webpages:

<http://www.cuesd.tehama.k12.ca.us/maywood/index.htm>.

The EETT3-EAST project at Maywood has its own website:

<http://www.cuesdeett3.org/index.htm>

We have a CUESD Board approved set of Internet Policies and Procedures for Maywood students and staff: <http://www.cuesd.tehama.k12.ca.us/maywood/pplace2/mip7.pdf>.

4. Communication and Collaboration Among Home, School, and Community

Performance Goal 4.0 Communication and collaboration among home, school, and community utilizing technology will be established or improved to support students' learning needs.

Required Performance Benchmark 4.0:

In May 2005, Maywood Middle School had:

No electronically published student science projects online.

No computer presentations of student science projects at open houses, community or board meetings.

No students attending science conferences.

No webpages produced or websites managed by students.

No science lesson plans or class calendars online.

No science classroom handouts for students or parents online.

No content management systems or interactive science blogs online.

No student produced newsletters, newspaper, or blogs online.

No student produced digital videos, digital photography, or other graphical productions.

No afternoon or evening computer lab access for science students and/or parents.

No student webmaster club.

No science teachers using technology (other than telephone) at school for communication and collaboration among home, school and community.

No science teachers using advanced technology at school to collaborate with others in the science and technology fields.

No community representative on science curriculum development projects.

No information on school website/webpage usage.

Performance Benchmark 4.0 to be achieved by June 30, 2006:

By June, 2006, Maywood Middle School will have:

Science curriculum calendars, assignments, rubrics, and lesson plans online for one science teacher.

Student science/technology presentations in the EAST-EETT3 lab at the Spring Open House in 2006.

Two students attend the EAST conference in Arkansas.

A Maywood Middle School EAST-EETT3 content management system, and technology interest group blogs online at: www.cuesdeett3.org.

All science classroom handouts for parents and teachers online.

Two representative technology based projects selected from each classroom online.

An open house in the EAST-EETT3 technology lab once a month on Friday from 2:30-6:30 pm., from March to June 2006.

A student webmaster club with four 7th graders.

An interactive online Parent-Student Science Question of the Week project for one teacher.

Two science teachers using advanced technology (e.g., websites, email, telephone, etc.) for communication and collaboration among home, school and community. [CA4-1; CO = Classroom Observation, PD=Professional Development Plans, LP = Lesson Plans]

Two science teachers using advanced technology at school to collaborate with others in the science and technology fields. [C2-008: PD]

One community representative on science/technology, EAST-EETT3 Project.

Information on website/webpage usage by the community by January 2006.

Progress on Benchmark 4.0 to be achieved by June 30, 2006:

Baseline percent for 2004-05 as reported in your EETT application on Form 4: See Above.

Percent as of December 31, 2005: 0-35%

Projected percent as of June 30, 2006, as reported in your EETT application on Form 4: See Above.

Is the grant on track to reach the June 30, 2006, benchmark percent reported on Form 4?

Yes! 70% of benchmark achieved.

The EAST-EETT3 website is online at <http://www.cuesdeett3.org>.

Over 20 students participated in training in Stockton (2 days) , Orland (3 days) and Corning (3 days). Four students attended the EAST Conference in Arkansas in February (3 days). Six students attended two days of webpage development training in February. Both teachers have attended over 30 days of computer hardware and software training and are using the resources on a daily basis. Parents were consulted with and informed about all field trips; and one parent accompanied the students on the Arkansas trip to the EAST Conference.

We had a successful EETT3-EAST classroom open house in January, 2006 with front-page article and color photograph in the Red Bluff Daily News and Corning Observer, and television coverage. Photographs, handouts, and press releases are all online. Refer to: <http://www.cuesd.tehama.k12.ca.us/maywood/projects/EETT3/room9.htm>.

Students provided three public service workshops, and one on training Spanish speaking adults to use Microsoft Office software on Maywood computers. Students provided teachers and staff with poster printing services and digital photographic services. Students produced a digital slide show in ProShow Gold for the EAST conference in Arkansas. Photographs and information about these community service projects can be found online: <http://www.cuesdeett3.org/community.htm>.

The EETT3-EAST lab, Room 13 computer lab, and library computer lab are open during back to school events and/or parent teacher conferences so that parents can see the wide variety of options available to their children. The EETT3-EAST lab was used for an EAST training session in webpage development, and the Room 13 lab for staff training events when computers are needed, e.g., United Streaming, SEIS training, FrontPage training, district website planning.

The two lead EETT3-EAST science teachers have a variety of handouts, classroom presentations, and information online. Mrs. Farmer: <http://www.cuesd.tehama.k12.ca.us/maywood/staff/farmer/index.htm>. Mr. Dillon: <http://www.cuesd.tehama.k12.ca.us/maywood/staff/dillon/index.htm>.

We worked with 6th grade students interested in web publishing after school each Wednesday from 2:30 until 3:45 pm using FrontPage Express and Word in the Room 13 lab. We would have from 12 to 18 Maywood students (6th-8th grade) using the Room 13 computer lab every Wednesday. This was our Junior Webmasters program.

Despite losing our Principal, Bobbi Abold, in January 2006, we worked with our Interim Principal, Mike Henry, to accomplish goals and objectives for the project. Formal observations and evaluations by our Principal of the EETT3-EAST Project teachers were not possible because of the unusual circumstances, and the fact that the EAST lab did not begin direct service to students until January, 2006. We did, however, arrange for a formal evaluation by the EAST Initiative (Attachment 5).

We implemented Gagle email accounts for student teams. All teachers and staff use email actively on a daily basis.

We obtained advice and assistance in implementing EETT3-EAST projects from a community representative, Jack Hulley, a former teacher from Maywood School. Mr. Hulley was also recruited to teach Casablanca video editing in the EAST lab to our students in GATE classes after school, and to many EETT3-EAST students and project teachers. We were also

able to pull in some extra community volunteer hours from both of our EETT3-EAST teachers, Mrs. Farmer and Mr. Dillon, as well as from a website publisher, Mike Garofalo, and from Mrs. Stout.

After much discussion, it was decided that we would begin posting student work online after October, 2006. Training in Dreamweaver MX by EAST trainers in March, in a different Dreamweaver version than we had purchased, resulted in a slow start and some confusion for our middle school students. In June, 2006, we decided to move to Microsoft FrontPage for EETT3-EAST web publishing, which is used by our District website development team, and train our teachers and students in this web publishing software. We trained Mrs. Farmer during the Summer of 2006, and will begin training students in November 2006. Therefore, we did not accomplish one of our benchmark objectives of posting student work on the EETT3-EAST website before June, 2006.

We also did not accomplish getting our online EETT3-EAST blog up and running by June 2006. Our plan is to begin this in January, 2007. Accomplishments of the grant did, however, appear regularly in our District InfoZone Blog, e.g., <http://cuesiz.blogspot.com/2006/01/eett3-east-computer-lab-grand-opening.html>.

Section II: Program Effectiveness and Evaluation

Directions: Provide answers to the program questions using the table format below. Note that answers must align with information contained in Section III: Program Documentation and apply only to students and teachers in the application “target group.”

1. This grant requires LEAs to evaluate grant activities that increase the ability of teachers to teach (a minimum of 25 percent of the funds must be for professional development).
 - a. Describe the type and number of professional development activities implemented as of June 30, 2006. Include the total number of teachers trained by type of professional development activity.
 - b. Provide the total number of teachers who have participated in training supported by the grant as of June 30, 2006.
 - c. Describe the impact the grant is having on the ability of teachers to teach related to professional development. For example, what are teachers doing differently as a result of this grant? Include specific activities and common data elements collected in the description. If the grant activities do not appear to be positively impacting the ability of teachers to teach, please explain any planned program adjustments. This is to be a single narrative for all activities.

a. Type of Professional Development Activities (e.g. workshop, mentor/coaching, online course)	Number Implemented	Teachers Trained	c. Impact the grant is having on the ability of teachers to teach related to professional development (single narrative for all activities)
EETT3 Workshop 8/05 2 days	1	2	Two teachers (Mrs. Farmer and Mr. Dillon) have attended numerous formal training sessions by EAST trainers. These sessions involved leaning about hardware and software, teaching strategies and methods, how to integrate technology into teaching, EAST philosophy, etc. In addition, they had to
EAST Training 8/05 5 days in Sacramento	1	2	

EAST Lab Install Training 2 days Stockton 10/05	1	1	read a considerable amount of technical literature on EAST lab hardware and software. They also needed to learn about our EETT3 grant goals and objectives. They spend considerable time learning and using the EAST Internet resources, as research as well as Our in-house support staff (Messmer, Garofalo, and Stout) provided training and technical assistant to these two teachers.
EAST Lab Install Training 3 days in Corning 11/05	1	2	
In-house Training and Development to support EETT3-EAST grant	6	2	
Internet Research	5	2	
Grant Coordination	5	2	
EETT Level 2 Teachers Training in Orland	2	2	
GPS Training	1	2	
Web Training Corning	2	3	
EAST Conference	1	2	
b Total	26	22	

2. This grant requires LEAs to evaluate grant activities that integrate technology in the curriculum.
 - a. Describe the type and number of instructional activities focused on technology integration in the curriculum as of June 30, 2006.
 - b. Total number of teachers who have implemented instructional activities focused on technology integration in the curriculum as of June 30, 2006.
 - c. Total number of students who participated in instructional activities focused on technology integration in the curriculum as of June 30, 2006.
 - d. Describe the impact the grant is having on integrating technology in the curriculum. For example, how has increased instructional use and availability of technology influenced the curricular program in the target group? Include specific activities and common data elements collected in the description. If the grant activities do not appear to be positively impacting technology integration, please explain any planned program adjustments. This is to be a single narrative for all activities.

a. Type of Technology Integration Activities	Number Implemented	Number of Teachers	Number of Students	d. Impact the grant is having on integrating technology in the curriculum (single narrative for all activities)
EAST Teacher Training 8/05 in Sacramento	4	2		Two teachers have received many formal training sessions provided by EAST Initiative on how to integrate technology in the curriculum. They have visited three other EAST labs to learn from colleagues about this project. They have designed a plan for implementation, starting on 1/4/06, to have 188 students work on science projects in the technology lab on
EAST Lab Training 10/05 San Jose 2 days	1	1	4	
EAST Lab Installation Project 11/05	2	2	15	

Classroom Instructional Program for EAST Technology Lab starting 1/06	4	2	366	period every day of the week for two weeks. Then another group of 188 students will do the same with the other teacher.
EAST GPS Software	1	0	6	
EAST Dreamweaver Trng	1	0	12	
GATE Class Casablanca	2	1	14	
Pro Show Gold Trng	1	1	6	
Excel Trng	1	1	0	
b & c Total	17	10	423	

3. This grant requires LEAs to evaluate grant activities that enable students to meet state content standards.
 - a. Total number of students who participated in the grant activities as of June 20, 2006.
 - b. Curricular focus areas of the program as of June 30, 2006.
 - c. Focus grade levels of the program as of June 30, 2006.
 - d. List the subject and grade level content standards (at the level of content standard strand(s)) addressed by the grant activities as of December 31, 2005. Also, include a list of adopted instructional resources, including any supplemental resources, which were used in the grant activities as of June 30, 2006.
 - e. Describe the impact the grant is having on student achievement. For example, is there evidence of improved student achievement? How has the effective use of technology by students led to enhanced learning? Include the role of technology and specific activities; refer to common data elements collected. If the grant activities do not appear to be positively impacting student achievement, please explain any planned program adjustments. This is to be a single narrative for all activities.

a. Total Number of Students	366 Students
b. Curricular Focus Areas	Science
c. Focus Grade Levels	All 7 th grade science classes All 8 th grade science classes

<p>d. List of Subject and Grade Level Content Standards</p>	<p>California State Standards for Science curriculum in the 7th grade: http://www.cde.ca.gov/be/st/ss/scgrade7.asp Life Science: Biology, Geology</p> <p>California State Standards for Science curriculum in the 8th grade: http://www.cde.ca.gov/be/st/ss/scgrade8.asp Physical Science: Physics, Astronomy, Chemistry</p>
<p>d. Impact the Grant is Having on Student Achievement (single narrative for all activities)</p>	<p>Although significant progress was made during this period (7/05-6/06) in upgrading technology at Maywood School, and our teachers received many hours of training, it is somewhat early to speak about the impact this grant is having on student achievement. We do know that a core group of 30 students who were able to attend training sessions, and participated in the EAST lab setup, have been engaged in technology applications far beyond what they could have done without this grant.</p>

4. This grant requires LEAs to evaluate communication/collaboration activities that support the grant.
 - a. Describe the type and number of grant communication/collaboration activities (including partnerships) that have been implemented as of June 30, 2006.
 - b. Describe any new partnerships or collaborations that were not previously mentioned in the application, if any.
 - c. Describe the impact communication/collaboration activities (including partnerships) are having on the grant activities. Include specific activities and refer to common data elements collected. If

communication/collaboration activities do not appear to be positively impacting the grant activities, please explain any planned program adjustments. This is to be a single narrative for all activities.

a. Type of Communication/ Collaboration Activities	Number Implemented	b. Mentioned in Application	c. Impact the communication/collaboration activities (including partnerships) are having on the grant activities (single narrative for all activities)
EAST Initiative	20	Yes	<p>We met with EAST Initiative management, staff, and trainers in 8/05 and have developed close relations during the first six months of the project. They guided us in all aspects of this project.</p> <p>The Maywood EETT3-EAST website is online: http://www.cuesdeett3.org This provides a central access point for documents, reports, and plans.</p> <p>Our Maywood EETT3-EAST Grant Management Team was formed in 8/05. We have met five times since 8/05. We have ordered all equipment as required by EAST Initiative. We have kept good budget and paperwork on this project (budget attached below). All surveys and reports.</p> <p>We have held information meetings for parents when students were selected to go on field trips from Corning, e.g., San Jose, Orland, and Hot Springs, Arkansas.</p> <p>Press releases were prepared in 8/05 and newspaper and TV coverage was provided after contacts and interviews.</p>
Maywood EETT3 Website	3	Yes	
Maywood EETT3-EAST Grant Management Team	4	Yes	
EETT3 Surveys and Data Collected on Schedule	3	Yes	
Newspaper and television publicity	3	Yes	
Parents Groups for Student Field Trips	4	Yes	
GATE program coordinator	1	No	
Computer Classes for 20 Spanish Speaking Adults	4	Yes	
Exchange Club Project After School EAST	4	No	
Computer Lab	20	Yes	
Student Body Support for Flyers, Posters, Publicity	25	No	

	Total	91		
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5. The grant requires LEAs to evaluate expanded access activities that support the grant.
 - a. Describe the type and number of expanded access activities or events that have been implemented as of June 30, 2006.
 - b. Describe the impact grant activities are having on expanded access to technology for students and teachers. Include specific activities or events and refer to common data elements collected. If the grant activities do not appear to be positively impacting the expanded access to technology for students and teachers, please explain any planned program adjustments. This is to be a single narrative for all activities.

a. Type of Expanded Access Activities	Number Implemented	b. Impact grant activities are having on expanded access to technology for students and teachers (single narrative for all activities)
Room 13 Computer Lab opened in 9/05 (In-kind contribution)	1	We prepared purchase orders, ordered, processed, and inventoried over \$76,277 in computer equipment, supplies, and software for the new EETT3-EAST lab. This complex computer lab was set up by 15 Maywood students, 2 teachers, 2 CUESD classified support staff, and our EAST Trainer in 11/05.
EAST-EETT3 Lab created and opened in 11/05 (EETT3 funds)	1	
Room 13 computer lab opened on Wednesdays before and after school in 12/05 (In-kind contribution)	1	
EAST Facilitator given a portable computer for home use in 10/05 (EETT3 funds)	1	

EAST Facilitators given new computers in their classrooms in 9/05 (In-kind contribution)	2	
EAST Lab Opened After School by Teachers	20	
Total	26	

6. This grant requires LEAs to implement, monitor, collect data, and evaluate grant activities.
- a. List the type and numbers of grant monitoring, data collection, and evaluation activities completed as of June 30, 2006. The following types of monitoring and evaluation activities must be included, in addition to any other activities:
- i. Number of classroom observations completed
 - ii. Teacher pre-assessment data collection
 - iii. Teacher post-assessment data collection
 - iv. Student pre-assessment data collection
 - v. Student post-assessment data collection
 - vi. Governance meetings to review and analyze data

a. Type of Activity	Number Implemented
Number of classroom observations completed	6
Teacher pre-assessment data collection	2
Teacher post-assessment data collection	2
Student pre-assessment data collection	369
Student post-assessment data collection	347
Governance meetings to review and analyze data	8
(Add others as needed)	5
Total	381

Section III: Program Documentation

Directions: Provide a bibliographic listing of all the documents used to complete this report, such as data collected (classroom observation records, lesson plans, EdTechProfile reports, etc.), meeting minutes, professional development records (sign-in sheets, handouts, follow-up records), and student assessment data. Do not include the actual documents; documents should remain with the LEA and be available for review during on-site visitations. Include the date(s) of data collection. Identify the number(s) from 1-6 that corresponds to the categories in **Section II: Program Effectiveness and Evaluation** where the data are used as evidence of impact.

Document Description	Collection Date(s)	Section II Reference(s) (1-6)
Note: The EETT3-EAST Project Manager is Michael Garofalo. In his office in Room 10 at Maywood School are kept all documents, reports, surveys, minutes, etc.. Many of these documents are also available online at: http://www.cuesdeett3.org		
Student Technology Use EdTechProfile Surveys	10/05	1 C1-001
Summary of Results of Student Surveys	11/05	1 C1-001
Meeting Minutes	Monthly	6
Professional Development Claim Forms	Ongoing	6
Budget Reports	Monthly	6
Teacher Technology Use EdTechProfile Surveys	10/05	2 S1-001
EAST Initiative Training Logs	Ongoing	2 EAST Initiative
Lesson Plans – 2 Teachers	Monthly	2 Principal
Classroom Visits – 2 Teachers	Quarterly	2 Principal
Purchase Orders for EETT3 Grant	Ongoing	6
STAR Data	4/05	1 S1-008
Student Internet Usage Policy Signoff Forms	10/05	1

EAST-EETT3 Grant
Corning Union Elementary School District
Budget Year 2005-2006, Year 1
Balance as of July 19, 2006

Class	Description	Budget	Spent	Balance
1000	Certificated Personnel	\$11,500.00	\$13,525.00	-\$2,025.00
2000	Classified Personnel Costs	\$4,500.00	\$2,897.00	\$1,603.00
4000	Books and Supplies	\$8,000.00	\$4,849.00	\$3,151.00
4400	Computers and Equipment	\$86,443.00	\$81,542.00	\$4,901.00
5200	Travel and Conferences	\$15,000.00	\$18,488.00	-\$3,488.00
5800	Consultant/Training Services	\$70,500.00	\$74,642.00	-\$4,142.00
6000	Capital Outlay	\$0.00	\$0.00	\$0.00
7300	Indirect	\$6,857.00	\$6,857.00	\$0.00
Totals		\$202,800.00	\$202,800.00	\$0.00

Prepared by Michael P. Garofalo, Technology and Media Services Supervisor, CUESD
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Various Drafts sent to Jeff Harris, Janice Farmer, Steve Dillon, and Dave Messmer for review.
Reviewed by Janice Farmer, Steve Dillon, and Mike Garofalo on 9/21/06.
Final Version of Report prepared on 9/26/06 by Michael P. Garofalo
Complete print copy with attachments mailed to CDE on 9/28/06, and electronic version emailed
to CDE on 9/27/06.