



2017-2018

STRENGTHENING OUR CULTURE OF SUCCESS



2017-18 Agency  
Annual Report

Cooperative Educational  
Service Agency 9  
304 Kaphaem Road  
Tomahawk, WI 54487  
715.453.2141

[www.cesa9.org](http://www.cesa9.org)



## Table of Contents

---

<i>About CESA 9</i> .....	3
<b>Our Purpose, Mission and Vision</b> .....	3
<b>Customers We Serve</b> .....	4
<i>Message from the Agency Administrator – Dr. Karen Wendorf-Heldt</i> .....	5
<i>Professional Learning and Meeting Participation Data (5 years)</i> .....	10
<i>Funding Sources</i> .....	12
<i>Governance</i> .....	13
<b>Board of Control Membership 2017-18</b> .....	13
<b>Relationships Among Key Stakeholders</b> .....	14
<i>Leadership</i> .....	15
<b>Professional Advisory Committee 2017-18</b> .....	15
<b>Wisconsin CESAs</b> .....	17
<b>School Improvement Leadership Team (SILT)</b> .....	18
<i>Highlighted Programs and Services</i> .....	20
<b>School Improvement Services</b> .....	21
<b>Educator Effectiveness</b> .....	23
<b>PI 34 Teacher License Renewal and Support Services</b> .....	24
<b>Title I</b> .....	25
<b>Title III – A ELL Consortium</b> .....	26
<b>Wisconsin Safe and Healthy Schools</b> .....	27
<b>ATOD/Comprehensive School Health</b> .....	28
<b>Wisconsin RtI Center/Wisconsin PBIS Network</b> .....	29
<b>Special Education Leadership</b> .....	30
<b>Special Education Programs and Itinerant Services</b> .....	31
<b>School-Based Services</b> .....	31
<b>Special Education Regional Classroom – Northern Achievement Centers</b> .....	32
<b>Regional Service Network</b> .....	33
<b>Disproportionality Technical Assistance Network</b> .....	34
<b>Early Childhood: Special Education Program Support</b> .....	35
<b>Carl Perkins Consortium</b> .....	36
<b>Youth Apprenticeship Program</b> .....	37
<b>Facility and Maintenance</b> .....	38
<b>Technology &amp; Digital Learning Services</b> .....	39
<b>Grant Writing/Grant Evaluation Services</b> .....	40
<b>Wisconsin Digital Learning Collaborative (WDLC)</b> .....	41

**Curriculum and Assessment**..... 43  
**Wisconsin Resource Center for Charter Schools (WRCCS)**..... 44  
**Excellence in Teaching Program (ETP)**.....45  
**Additional CESA 9 Services and Related Activities**..... 46  
*Staff Directory for 2017-18*.....47  
*District Purchased Services for 2017-18*.....49  
*Evaluation of the Agency Administrator by Board of Control*.....54  
*Agency Administrator Goals and Priorities for 2017-18*.....54  
*Feedback for Agency Administrator by Superintendents*.....55

## About CESA 9

---

### Our Purpose, Mission and Vision

---

#### The CESA Purpose

The organization of school districts in Wisconsin is such that the legislature recognizes the benefit of a service unit between the school districts and the State Superintendent. The Cooperative Educational Service Agencies are designed to serve educational needs in all areas of Wisconsin by serving as a link both between school districts and between school districts and the state. Cooperative Educational Service Agencies may provide leadership, coordination, and educational services to school districts, University of Wisconsin System campuses, private institutions of higher education, and technical colleges. Cooperative Educational Service Agencies may facilitate communication and cooperation among all public and private schools, agencies, and organizations that provide services to pupils.

#### Mission

Our mission is to provide leadership for educational improvement and strengthen educational institutions' capacity to educate all students creating healthy, resilient, successful adults.

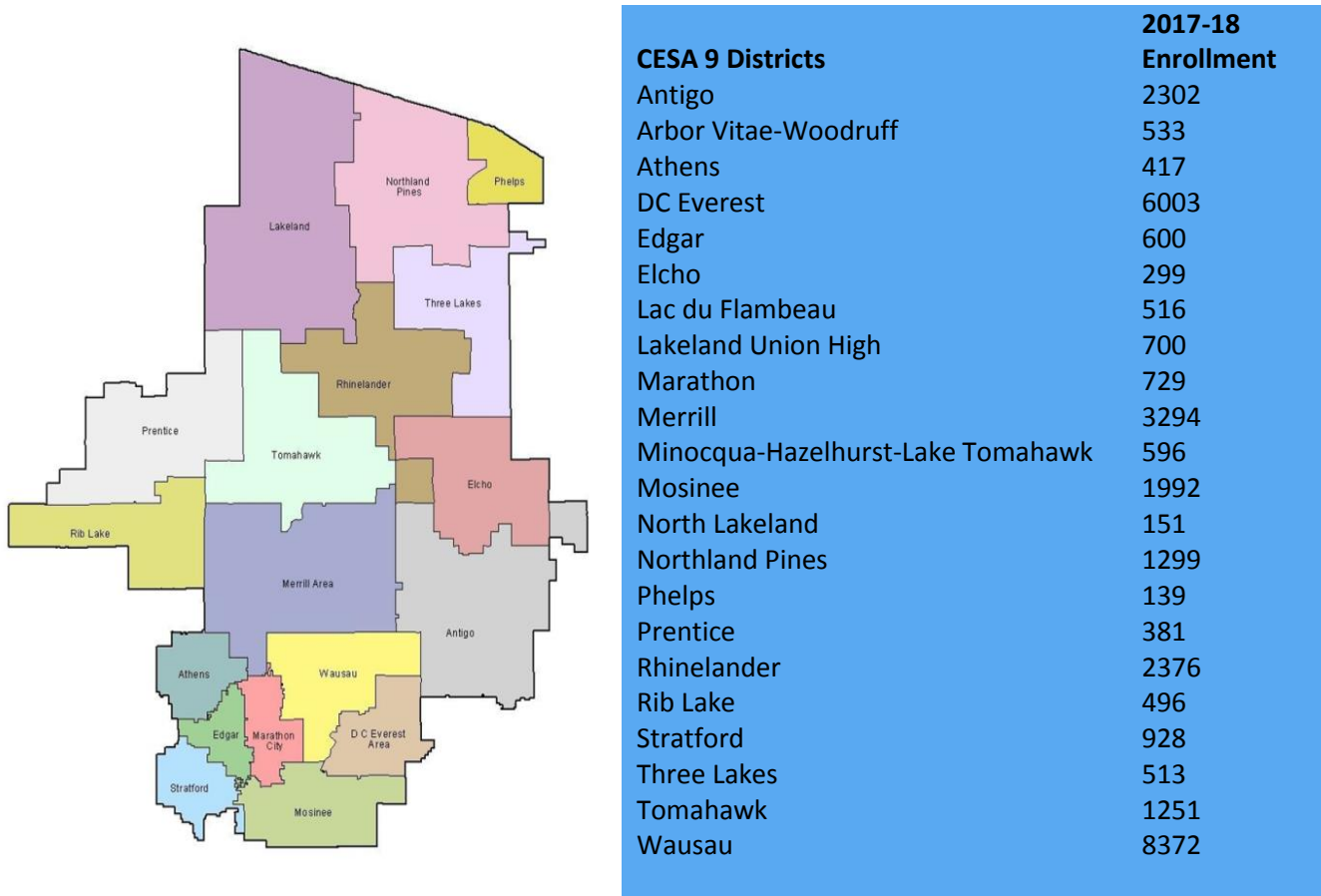
#### Vision

Our vision is that we, CESA 9, shall contribute ongoing leadership for innovative and qualitative growth to ensure optimal educational opportunities for all children.



## Customers We Serve

CESA 9 provides service to educational entities within our geographical area. Additionally, Wisconsin Virtual School operates within our Agency and serves students across the globe.



### CESA 9 Demographics

22	School Districts
1	Juvenile Correction Facility - Lincoln Hills/Copper Lake
5,669	Square Miles
2,461	Professional Staff-16-17 Data
1,507	Support Staff-16-17 Data
33,887	Public School Students
1,123	Private/Home School Students-16-17 Data
85	Public School Buildings
2	Technical College Districts – North Central and Nicolet Area Technical College
1	UW Extension Center – UW Marathon
14	Charter Schools

## Message from the Agency Administrator – Dr. Karen Wendorf-Heldt

---

Cooperative Educational Service Agency (CESA) 9 is a member-owned organization that strives to provide high-quality, affordable professional learning, programming, staffing, and services that support school districts in our region of the state in fulfilling *their* mission to educate ALL learners. Our cooperative serves 22 member school districts and is governed by an eleven-member board comprised of seated school board members in the region we serve. Our Agency has no taxing authority and receives no direct state aid. Instead, our operating revenue comes through direct service contracts with our member districts, interagency agreements with the Department of Public Instruction, and grants we write. CESA 9 is proud to be the home of Wisconsin Virtual School, a statewide provider of supplemental online courses and a partner is the Wisconsin Digital Learning Collaborative. WVS serves students in over half of the school districts across the state. As of this past winter, CESA 9 is also now proud to be the home of the new Wisconsin Resource Center for Charter Schools (WRCCS), a statewide provider of professional learning for charter school staff, charter school governance boards, and chartering authorities.

CESA 9 has worked hard to establish and maintain a reputation as an organization that provides high quality, low cost service. We thrive in service to our stakeholders by building strong relationships, strong partnerships, and a strong culture of success. Our results, in both effectiveness and efficiency, matter to us. Indeed, the results we achieve as an organization are critical to our continued viability as a relevant service provider. We hire the best employees and work diligently to support their continuous growth, encouraging them toward innovative, responsive design and delivery of services that will be of value to our customers as they fulfill their respective missions of educating all children to be college, career, and life ready.

We continue to partner with Studer Education as we use a continuous improvement approach to our work. We continue to use a balanced scorecard that articulates our organizational goals, strategic actions, progress monitoring measures, and the annual results indicators. We continue to honor the following principles in our work on behalf of the districts we serve: commit to excellence, measure the important things, build a culture around service, create and develop great leaders, focus on employee satisfaction, build individual accountability, align behaviors with goals and values, communicate at all levels, and recognize and reward success. As an Agency, we understand and value that leadership, culture, behavior, and results are all interconnected.

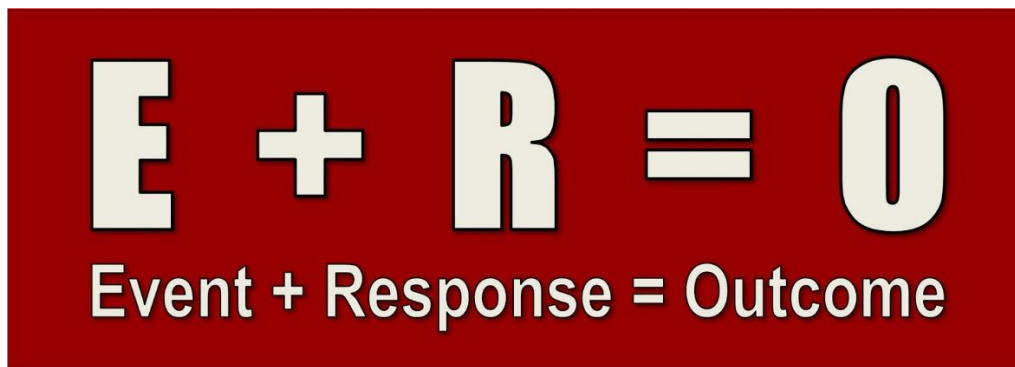


In 2017-18 we sought to strengthen our CESA 9 culture of success even more by beginning to learn about and integrate into our work practices a simple, yet powerful equation: **E + R = O**. We first learned about this equation from Tim Kight, Founder and President of Focus3, through the work one of our school districts was doing. Along with several teachers and administrators from our CESA 9 region, I participated in a leadership training seminar with Tim Kight in the spring of 2017. I was so intrigued by the principles Tim was teaching that I continued to read, learn, and interact with Tim after the seminar. I brought the ideas back to our leadership team here and we introduced Tim's concepts to all of our CESA 9 staff at our Back-to-School Kick-Off in August

of 2017. Our employees were also intrigued by the simplicity and possibilities for integration of E + R = O related concepts into their professional and personal lives. So, what is E = R = O and what does it have to do with our work as an educational service agency?

In a nutshell, E + R = O means that Events + Response = Outcome. Events happen to us in life (and certainly in our life together as an educational service agency). We don't always choose or control the **events** that happen, however we do get to choose and control our **responses** to those events in ways that will lead to the **outcomes** we prefer.

Let me give you an example of E + R = O applied to our organizational life at CESA 9 in 2017-18. Due to legislative action, several licensing changes were made this past year. That manifested itself in a series of "events" for educators statewide and certainly for us at CESA 9 as educators and district leadership looked to us for help. Initial anxiety was high and we knew the best "outcome" for all involved would be to know with confidence that we would be there to walk with them, helping them understand the impact and plan for those changes. Our Agency "response" then was to learn all we could about the changes as they were happening, be calm and measured in our responses to those with high anxiety, be readily available to promptly and accurately answer phone calls and emails, etc. Had we panicked, grumbled, or been neglectful in our response, we would likely have contributed to a less-than-favorable outcome for our customers. I am happy to say that I regularly get feedback on how helpful our team was throughout all of the licensing events this past year.



This annual report serves as a record of the **outcomes** we have achieved as a result of our ongoing **responses** to the **events** that happen in our shared world of serving children--changing legislation, ongoing district fiscal challenges, increased mental health needs, dynamic professional learning and staffing needs, advances in technology that make anytime/anywhere learning possible, and changing models for school structures are just a few of the events that our customers have experienced and therefore we experience as we seek to respond responsibly and enthusiastically to help them achieve ever-better outcomes for the children they educate and the communities they serve. Enjoy!

### **How Do We Measure Our Overall Success as an Agency?**

Annually in the spring, we survey our customers--educational leaders in our member school districts--asking them to assess the service we provide to them in five areas: accessibility, accuracy, attitude, operations, and timeliness. Our goal is to have an overall mean score of 4.5 or higher. As you can see in the table that follows we continue to exceed the performance benchmark we've set for ourselves.

## District Services Survey Results






<b>Characteristics</b>	<b>Mean 2015 (N=41)</b>	<b>Mean 2016 (N=47)</b>	<b>Mean 2017 (N=45)</b>	<b>Mean 2018 (N=57)</b>
Accessibility	4.46	4.58	4.65	4.65
Accuracy	4.56	4.61	4.65	4.64
Attitude	4.62	4.68	4.76	4.72
Operations	4.53	4.55	4.60	4.64
Timeliness	4.52	4.56	4.60	4.64
<b>Overall Mean</b>	<b>4.54</b>	<b>4.59</b>	<b>4.65</b>	<b>4.66</b>



Below you will find our 2017-18 organizational scorecard which includes pillars in five key areas: student achievement, people, quality service, finance, and growth & innovation. A green dot in the chart below indicates that we achieved our annual benchmark results measure. A yellow dot indicates that we are still working toward that benchmark. This year we disaggregated our data on the employee engagement survey by supervisor to provide more specific feedback on which to determine next steps for improvement. You will notice a yellow dot on our people goal as the disaggregated data show that most supervisors are exceeding the 4.3 benchmark and another is still working, with coaching, toward meeting that benchmark.

You'll also notice our student achievement goal has a red dot this year. We established a new benchmark of 89% last year and according to this year's school report cards in our CESA 9 district, 84% of our schools are meeting the desired benchmark. Two factors have likely influenced this year's percentage: 1)there were additional changes in how the proficiency benchmarks were calculated including value-added scores and 2)there were additional schools (private schools now receiving public tax dollars through the voucher program) now included in the number of schools reported and currently, at least one is not meeting the state expectation. We will establish 84% as our new baseline for the 2018-19 scorecard with a goal to increase the percentage of schools meeting or exceeding the benchmark and hope that no additional changes are made this year to the calculations so we can indeed compare apples to apples from one year to the next.

## CESA 9 Organizational Scorecard for 2017-18

Student Achievement	People	Quality Service	Finance & Operations	Growth & Innovation
<b>Long-Term Goals</b>				
Student learning increases and achievement gaps decrease in school districts served by CESA 9	Employees recognize CESA 9 as a great place to work	Districts recognize CESA 9 as a valuable resource providing high quality programming and service	CESA 9 operations are lean and fiscally stable	CESA 9 is a dynamic organization—responsive to emerging needs and changing educational landscape
<b>Annual Results Measures</b>				
Increase % of schools meeting, exceeding, or significantly exceeding expectations on school report cards from 89%  <div style="text-align: center;"></div>	Maintain Employee Engagement mean score 4.3 or above  <div style="text-align: center;"></div>	Maintain workshop evaluation recommendation rate above 95%  Maintain District Services mean score 4.3 or above  <div style="text-align: center;"></div>	Fund balance covers monthly fluctuations to avoid short term borrowing  <div style="text-align: center;"></div>	Three to five new or enhanced services are identified each year across the Agency  <div style="text-align: center;"></div>
<b>Progress Monitoring Measures</b>				
School Report Cards	Employee Engagement Survey	District Services Survey Workshop Evaluations Rounding Summaries	Monthly Reports and Board Audits of Agency Financial Statements	Annual Report Documentation
<b>Strategic Actions</b>				
<ul style="list-style-type: none"> <li>Embed ourselves where possible with the educators we serve to continuously improve schools</li> <li>Communicate internally who is working on what and when in our districts</li> </ul>	<ul style="list-style-type: none"> <li>Round with employees</li> <li>Shout Out-celebrations</li> <li>Communicate thanks</li> <li>Check-in</li> </ul>	<ul style="list-style-type: none"> <li>Be accessible to customers-24 hour response time</li> <li>Provide excellent service in every customer interaction</li> <li>Round with customers</li> <li>Market the benefit of CESA 9 services via CESA 9 APP, social media, &amp; email informational blasts</li> </ul>	<ul style="list-style-type: none"> <li>Meet regularly with project directors-budget &amp; HR oversight</li> <li>Articulate and communicate purchasing procedures to ensure best use of Agency funds</li> <li>Use workshop checklist to plan and prevent loss</li> </ul>	<ul style="list-style-type: none"> <li>Align employee and department goals via the evaluation system</li> <li>Determine strategies for improvement and innovation within programs &amp; departments</li> </ul>

## Culture Counts! How Do We Measure Our Success in Employee Engagement?

In addition to meeting the service expectations of our external customers, CESA 9 also strives to be a great workplace for our valued employees. We aim to recruit, hire, and retain the best, most service-oriented, customer-focused employees. One way we measure our success in this is by means of an annual employee engagement survey. The survey is given each fall and we use the results to set goals for improvement as a staff in the ways we engage our awesome employees in the work of the Agency. The chart below shows our mean scores from the fall 2017 administration of the employee engagement survey.

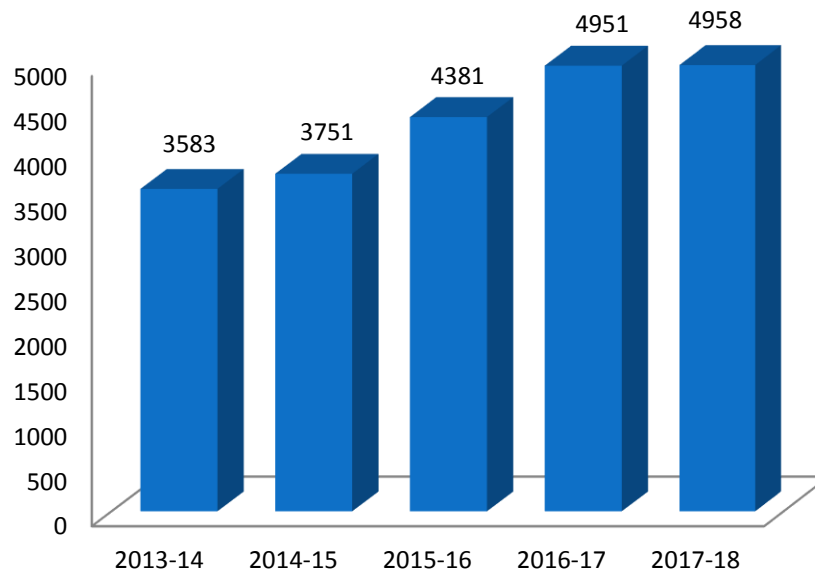
As we processed the results of the survey, staff worked with our administrative team to target strategies that will help us take the next steps in enhancing our organizational culture. Additionally, CESA 9 leadership routinely "rounds" with employees to see what is going well in their work, to see if employees have the resources they need to do their job, to see if there are additional things supervisors can do to support their work, and to see if any co-workers have been particularly helpful to them. This data is useful in monitoring organizational culture and adjusting our operational actions as needed to make CESA 9 not only a great service provider to our member districts but also a great-place-to-work environment for our employees.

### Employee Engagement Survey Results

Engagement Items	Nov 2017 (N=26)
1. My supervisor(s) provides me good processes and resources to do my job.	4.31
2. My supervisor(s) provides feedback on my strengths as an employee.	4.12
3. Supervisor led team meetings make efficient use of time and are productive.	3.96
4. My supervisor(s) recognizes good performance.	4.46
5. My supervisor(s) demonstrates a genuine concern for my welfare.	4.38
6. My supervisor(s) makes the best use of available funds.	4.12
7. My supervisor(s) consults me on the decisions that affect my job.	3.88
8. My supervisor(s) sets clear expectations for judging my performance.	4.15
9. My supervisor(s) provides the support needed to accomplish my work objectives.	4.23
10. My supervisor(s) provides feedback concerning areas for improving my performance.	4.12
11. The agency administrator manages organizational finances effectively.	4.23
12. The agency administrator uses a variety of methods to promote effective communication throughout the organization.	4.42
13. The agency administrator makes decisions in the best interest of the organization.	4.35
14. If given a choice, I would recommend that a school district select this organization for support.	4.58
<b>Overall Agency Mean</b>	<b>4.24</b>

## Professional Learning and Meeting Participation Data (5 years)

---



■ Total Participation for Professional Learning and Meetings

All CESA 9 workshop participants receive evaluations to complete after each workshop. This information is shared with and analyzed by the workshop presenter, project director, and agency administrator. In 2017-18, the evaluation questions included:

- ◆ How knowledgeable and helpful was the facilitator?
- ◆ How engaging was the workshop?
- ◆ How effective was the workshop?
- ◆ What information, techniques, and learning activities were most useful to you?
- ◆ What information/activities were not useful to you?
- ◆ How will today's workshop impact you in your role?
- ◆ This workshop was effective and I would recommend it to others.
- ◆ I wish CESA 9 would do the following to support my learning needs...

# CUSTOMER SATISFACTION



## **What our customers say.....**

*"This class makes me feel empowered to teach."*

*"Today's workshop will impact my role in supporting ELL students in my classroom."*

*"The inservice was extremely informative. I have never been part of a data retreat and now feel more comfortable to access, utilize, and view the data that is out there."*

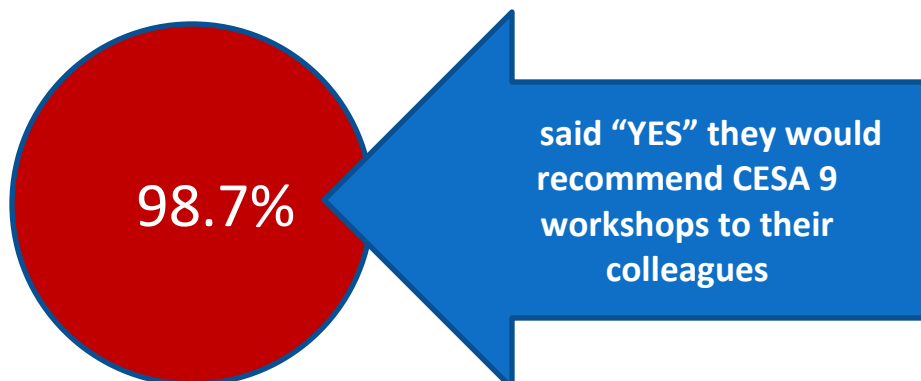
*"I learned a lot about what is needed, what is wanted, and how to improve my IEPs."*

*"I can take what I learned and implement it tomorrow!"*

*"I have a tool box of tools and approaches at my fingertips to go to. I have really enjoyed the student-centered approach this year."*

*"All the information was useful and informative."*

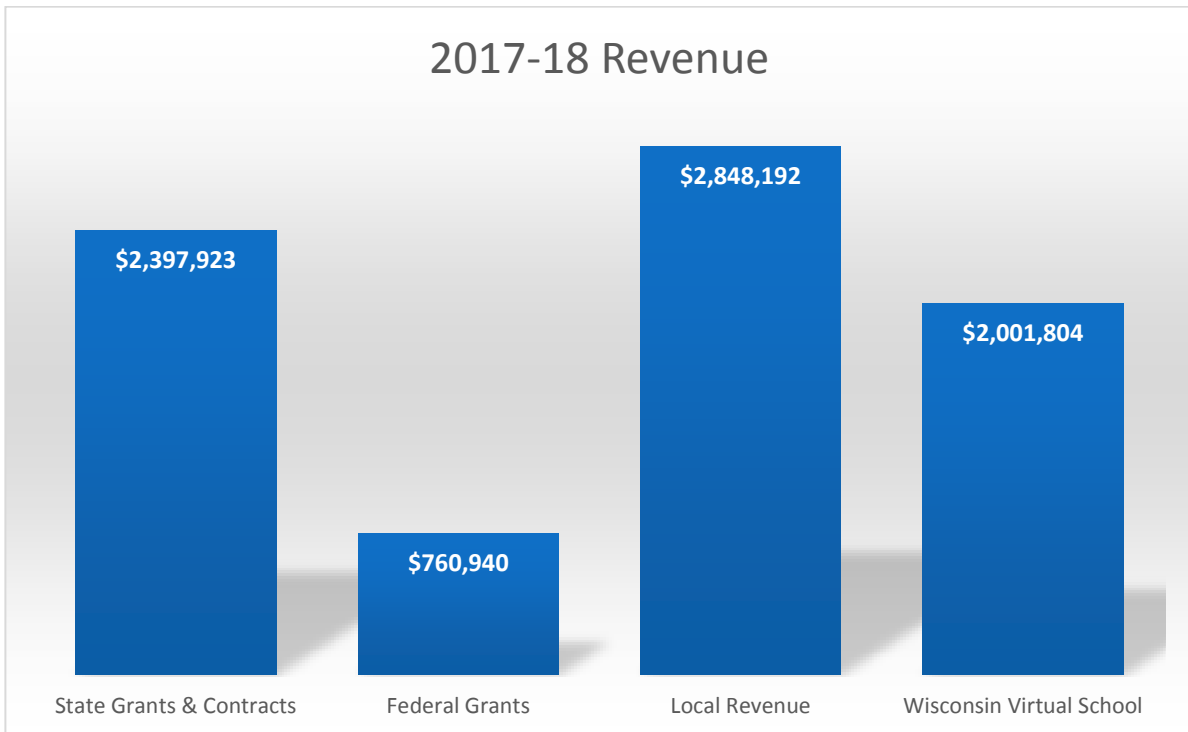
*"Great job gently helping us dive into data and developing goals for our school."*



## Funding Sources

---

CESAs do not have taxing authority. CESA 9 is funded through a combination of federal and state grants, the purchase of contracted services by local school districts, and professional development registration fees. \*Local revenue = District shared service contracts, professional development registrations and other miscellaneous revenue.



## Governance

---

CESA 9 is governed by an 11 member Board of Control elected by a delegate assembly at the CESA Annual Convention. Delegates adopt policies governing the operation of the CESA. The delegate assembly consists of one school board member from each of the school districts in the CESA region. The Board of Control generally meets monthly at the CESA 9 office.

### Board of Control Membership 2017-18

---

<b>DISTRICT</b>	<b>NAME</b>	<b>CLASS</b>	<b>TERM EXPIRES</b>
Antigo	Andy Merry	Large	2018
Athens	Shanon Peel	Small	2018
D.C. Everest	Helen Ackermann	Large	2020
Northland Pines	Chris Petreikis	At-Large	2018
Prentice	Helen Palmquist	Small	2020
Rhineland	Duane Frey	At-Large	2020
Rib Lake	Jason Dananay	Small	2019
Stratford	Dan Thompson	Medium	2019
Three Lakes	Tom Rulseh	Medium	2019
Tomahawk	Tyler Stevenson	Medium	2020
Wausau	Theresa Miles	Large	2019

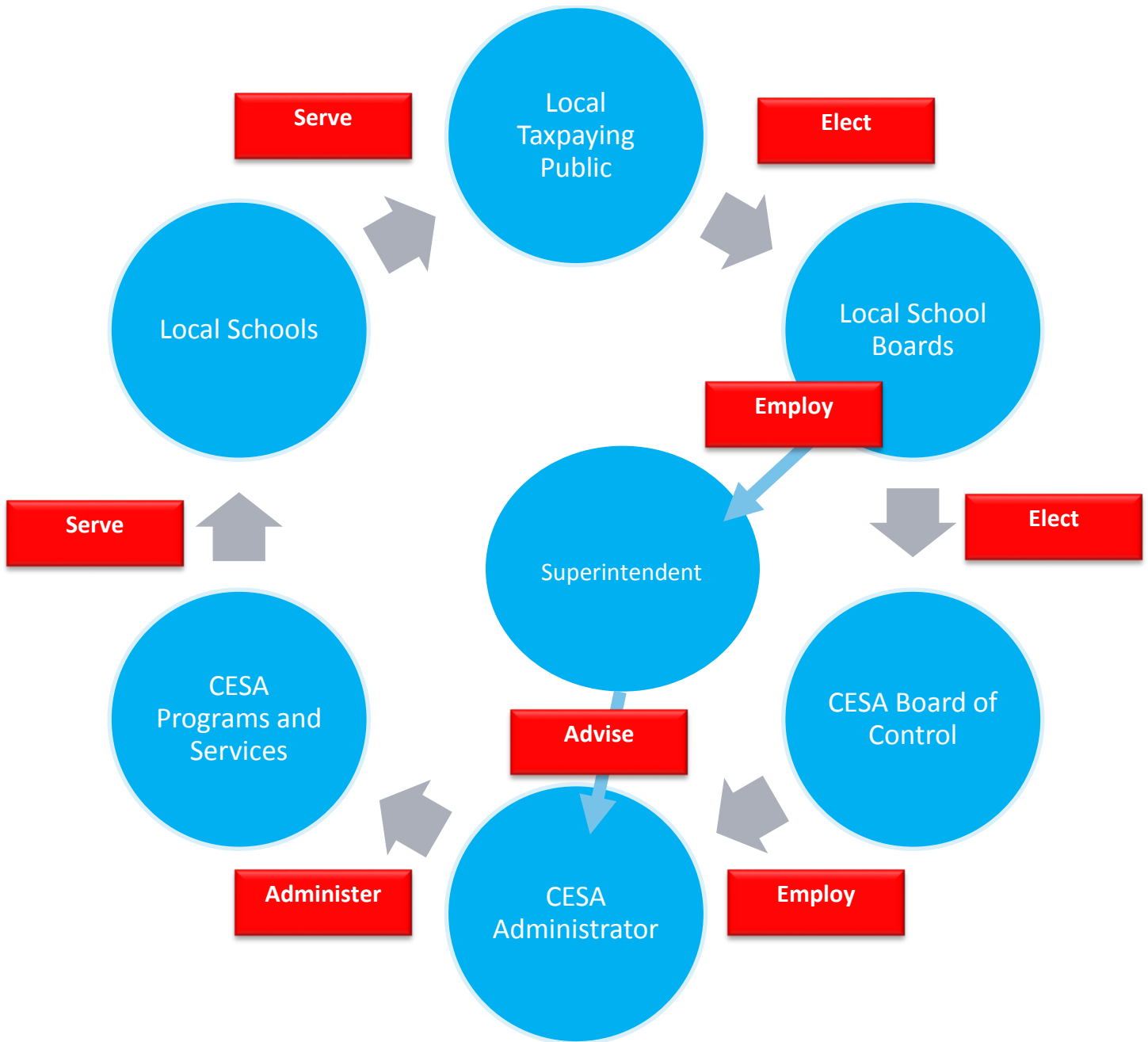
#### Board of Control Officers for 2017-18

Andy Merry, Chair	Antigo
Dan Thompson, Vice Chair	Stratford
Tom Rulseh, Treasurer	Three Lakes

## Relationships Among Key Stakeholders

---

This graphic is designed to demonstrate the various relationships among key stakeholders of our Agency.



## Leadership

---

The Professional Advisory Committee (PAC) is composed of the district superintendent from each of the 22 school districts in the CESA 9 region. The PAC, by state statute, is to provide advice and direction to the CESA Agency Administrator. The PAC meet on a monthly basis (September – May).



An Executive Committee (PAC Exec) consists of five superintendents elected by their peers that represent large, medium, and small districts. PAC Exec meetings are held monthly during the school year to assist the Agency Administrator in planning the PAC agenda and to advise on special projects.

### Professional Advisory Committee 2017-18

<b>Antigo</b>	<b>Colleen Timm</b>
<b>Arbor Vitae-Woodruff</b>	<b>Jocelyn Smith</b>
<b>Athens</b>	<b>Tim Micke</b>
<b>DC Everest</b>	<b>Kristine Gilmore</b>
<b>Edgar</b>	<b>Cari Guden</b>
<b>Elcho</b>	<b>William Fisher</b>
<b>Lac du Flambeau</b>	<b>Larry Ouimette</b>
<b>Lakeland Union HS</b>	<b>Jim Bouche</b>
<b>Marathon</b>	<b>Richard Parks</b>
<b>Merrill</b>	<b>John Sample</b>
<b>Minocqua Joint 1</b>	<b>Jim Ellis</b>
<b>Mosinee</b>	<b>Ann Schultz</b>
<b>North Lakeland</b>	<b>Brent Jelinski</b>
<b>Northland Pines</b>	<b>Mike Richie</b>
<b>Phelps</b>	<b>Delnice Hill</b>
<b>Prentice</b>	<b>Randy Bergman</b>
<b>Rhineland</b>	<b>Kelli Jacobi</b>
<b>Rib Lake</b>	<b>Lori Manion</b>
<b>Stratford</b>	<b>Scott Winch</b>
<b>Three Lakes</b>	<b>George Karling</b>
<b>Tomahawk</b>	<b>Terry Reynolds</b>
<b>Wausau</b>	<b>Mike Schwei</b>

#### **2017-18 PAC Executive Committee**

**Brent Jelinski, North Lakeland - Chair**  
**Richard Parks, Marathon - Vice Chair**  
**Randy Bergman, Prentice**  
**John Sample, Merrill**  
**Scott Winch, Stratford**



## **PAC Meeting Topics 2017-18**

Discussions with Area Legislators - Legal Issues – AASA Advocacy – Student Loan Forgiveness – Readiness Dashboards – Redefining Ready – Wisconsin Schools Digital Learning Library Consortium – School Improvement Services Updates – PK-18 Connections – School Safety DOJ Grants – Blue Ribbon Commission on School Funding – Rural School Teacher Talent Grant – Wisconsin Resource Center for Charter Schools – ESSA Plan Assurances

## **Feedback from Superintendents about PAC Meetings**

*“As a new superintendent, the PAC meetings are a lifesaver. Such vital information, collegiality, and networking is supportive of my work.”*

*“I always appreciate the efficiency by which these meetings are run and I like that Karen is willing to look for ways to make these meetings as meaningful as possible for all superintendents.”*

*“This CESA has a mission to provide service to superintendents, administrators at all levels, teachers, and support staff. SERVICE is the focus. This is an incredibly generative group of people, through and through.”*

*“In particular, I believe the legal updates provided are quite beneficial!”*

## Wisconsin CESAs

---

The CESA Statewide Network is a collaborative effort between the twelve CESAs to provide leadership, leverage resources, and strengthen regional capacity. **CESA Administrators for 2017-18:**

### **CESA 1**

Mary Gavigan, Administrator  
Pewaukee, WI  
[www.cesa1.k12.wi.us](http://www.cesa1.k12.wi.us)

### **CESA 2**

Dan Hanrahan Administrator  
Whitewater, WI  
[www.cesa2.org](http://www.cesa2.org)

### **CESA 3**

Jamie Nutter, Administrator  
Fennimore, WI  
[www.cesa3.org](http://www.cesa3.org)



### **CESA 4**

Cheryl Gullicksrud, Administrator  
West Salem, WI  
[www.cesa4.k12.wi.us](http://www.cesa4.k12.wi.us)

### **CESA 5**

Jeremy Biehl, Administrator  
Portage, WI  
[www.cesa5.org](http://www.cesa5.org)

### **CESA 6**

Ted Neitzke, Administrator  
Oshkosh, WI  
[www.cesa6.org](http://www.cesa6.org)

### **CESA 7**

Jeffrey Dickert, Administrator  
Green Bay, WI  
[www.cesa7.org](http://www.cesa7.org)

### **CESA 8**

David Honish, Administrator  
Gillett, WI  
[www.cesa8.org](http://www.cesa8.org)

### **CESA 9**

Karen Wendorf-Heldt, Administrator  
Tomahawk, WI  
[www.cesa9.org](http://www.cesa9.org)

### **CESA 10**

Mike Haynes, Administrator  
Chippewa Falls, WI  
[www.cesa10.k12.wi.us](http://www.cesa10.k12.wi.us)

### **CESA 11**

Jerry Walters, Administrator  
Turtle Lake, WI  
[www.cesa11.k12.wi.us](http://www.cesa11.k12.wi.us)

### **CESA 12**

Ken Kasinski, Administrator  
Ashland, WI  
[www.cesa12.org](http://www.cesa12.org)



### **CESA Statewide Network**

Jesse Harness, CSN Commissioner  
[ijharness@gmail.com](mailto:ijharness@gmail.com)

## School Improvement Leadership Team (SILT)

The School Improvement Leadership Team (SILT) meets monthly to monitor current trends, initiatives, and changes in the educational landscape. We collaborate to determine strategies to best meet the unique needs of each of our school districts. We learn and lead together to better support our member districts in achieving their missions of enhancing learning for students.

### CESA 9 School Improvement Team Members

Evelyn Azbell	Hilary Cordova	Michele Nickels
Al Betry	Peggy Francour	Dawn Nordine
Ann Brigham	Casey Gretzinger	Teri Phalin
Mia Chmiel	David Kunelius	Beth Tepper
Matthew Collins	Linda Myers	Lynn Verage
		Karen Wendorf-Heldt

Routinely, our School Improvement Leadership Team works with districts in CESA 9 and across the state to continuously improve the quality and scope of the educational programming they provide to students. To be effective in that work, we must "walk our talk" and model that same approach in our collective work as an Agency. Therefore, CESA 9 is committed to applying a model of continuous quality improvement in all aspects of our work as an educational service agency. The following graphic illustrates that model:

## Continuous Quality Improvement



We frame our thinking about continuous quality improvement around three concentric circles that represent the "why," the "how," and the "what" of our work. We begin at the center by defining **why** we exist and do the service work we do. Simply stated, we exist as an Agency to **provide quality service aimed at improving educational opportunities**. It's the brand tagline in our CESA 9 logo and, in a nutshell, it describes our core mission.

The second of the three circles defines **how** we do our work at CESA 9. We seek to attract and retain a highly competent, highly engaged workforce. Those employees commit to a result-oriented work environment where customer focus, collaboration, productivity, and accountability are key. As a staff, we hold ourselves and one another to a number of shared commitments that guide how we interact with one another and our customers:

- We collaborate to design services that meet or exceed customer needs
- We are prepared, ready to learn, and thoughtfully engaged
- We “manage up” to contribute to a trusting, respectful, supportive work environment
- We communicate our perspectives and listen to understand other perspectives
- We follow through with purposeful actions
- We are reflective and celebrate excellence
- We integrate our individual strengths - striving for continuous improvement and innovation



Additionally, leadership commits to provide ongoing support and coaching of employees to strengthen their capacity for enhanced job performance.

The outer circle articulates **what** strategies we engage to continuously improve existing programming and service and to design new programming and service. You may already be familiar with the PLAN-DO-STUDY-ACT cycle for improvement. The bullets underneath each part of that cycle further define the actions we take in each step of the process.

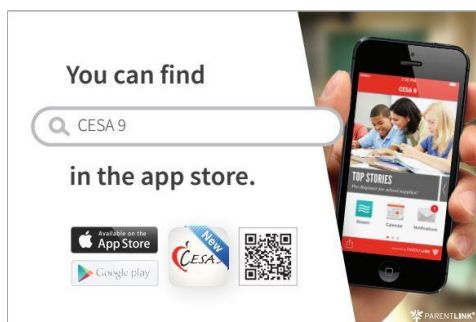
As an educational service agency, we understand that beginning with the **WHY** and then defining the **HOW** results in being more effective at **WHAT**ever it is we design to provide "quality service improving education". We also understand that our work is framed around continuous unfolding of **EVENTS** that create opportunities for us to choose disciplined **RESPONSES** that result in more favorable **OUTCOMES** for us internally, and most importantly for our customers—the adults and children we serve in our member districts.

## Highlighted Programs and Services

---

The following pages feature a sampling of the programs and services we offer at CESA 9 to support learning in our region of the state. In addition to the programs and services described in this report, here are some other “new and improved” highlights from 2017-18:

- Safety & Security Summit
- 1<sup>st</sup> Cohort of the Excellence in Teaching Program graduated
- Para-educator training on new ESSA requirements
- Licensing support
- Special Education Legal Services Consortium
- Wisconsin Resource Center for Charter Schools (WRCCS)
- Literacy Coach walk-throughs with educators
- School Secretary Workshop
- Welcomed new employees: Katie Ayello, Project SEARCH Teacher, Mia Chmiel, Associate Director of School Improvement Services, Peggy Francour, Administrative Assistant, Sarah Hackett, Director of WRCCS, Jon Oestrich, WVS Associate Director, Angie Platek, Program Support for WRCCS, and Kathleen Zoch, Speech and Language Therapist
- Payroll Networking Meetings
- Project SEARCH
- WDLC EdReady, a Math and English readiness resource to help students avoid the time and cost of remedial courses in colleges, is to be utilized at no cost to Wisconsin Virtual School partners
- Wisconsin Virtual School has created a process for online content development, assessment building, and quality assurances



**By downloading our FREE APP you can stay up-to-date with everything happening at CESA 9!**

## School Improvement Services

---

The primary purpose of the School Improvement Services is to assist districts in building capacity to improve the achievement of all students. These services include:

### Program Support and Leadership

- Take a leadership role in introducing new or innovative programs that support the individual needs of member school districts
- Provide, upon request, direct assistance to district leadership and educational professionals
- Assist with the development of district/building needs assessments for the purpose of evaluating, developing, and implementing existing and future school improvement initiatives

### Communication, Learning, and Networking Opportunities

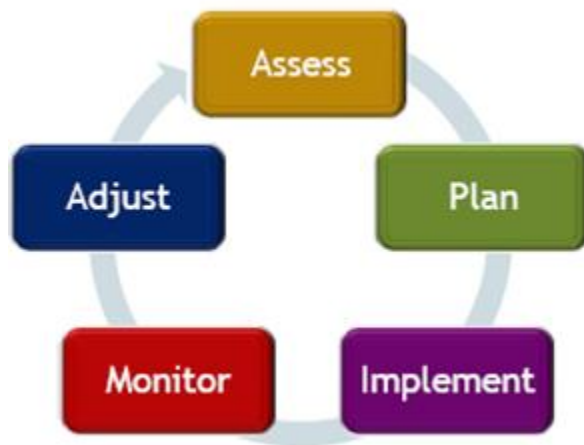
- Provide networking (communication links) among all general leadership personnel and administrators in the CESA 9 region and the DPI
- Coordinate regular meetings for leadership personnel, curriculum leaders, and school principals
- Provide individual consultation to local member districts

### Access to Support Services

- Arrange school-based services
- Provide access and support to competitive state grants, national grants, and discretionary project activities in accordance with grant assurances and expectations

### Efficient, Targeted, and Varied Professional Development

- Provide regional and on-site staff development programs (workshops, study groups, mentoring classes, virtual classroom, and individual consultation) at member rates that are based on needs identified through district needs assessments by school personnel, students, parents, and community members
- Develop a data-driven evaluation and feedback system for professional development programs
- Provide paraprofessional and substitute teacher training at member rates
- Provide data retreats at member rates



## School Improvement Services Continued



### Highlights and Data from 2017-18

- Substitute teacher trainings offered both on- and off-site with over 50 participants trained
- WOW (Working on the Work) events with over 200 participants
- Provided year-long leadership networking sessions for principals, curriculum directors, and district assessment coordinators
- Provided leadership coaching trainings
- Customized school improvement support provided based on district need
- Provided accountability and assessment updates and trainings
- Provided a new training titled “Reality Administration” that was facilitated by a retired local principal
- 1685 educators served via in-district workshops and networking meetings
- 1183 educators served via workshops and networking meetings at CESA 9
- School Improvement Upcoming Events Newsletter subscriber list has 505 subscribers
- The Joint Leadership and Principal Learning Networking meetings had over 121 participants

#### Feedback from Participants:

*“I believe that this workshop gave me the confidence and the tools I need in order to be an effective substitute teacher. I’m excited to get started!”*

*“I used to use data timidly and it was difficult for me to obtain it (know where to look), but now I feel comfortable using WISEdash to find and analyze data.”*

*“I have intentionally used some of the ideas generated by the meetings. And as such, I feel both more effective and more supported.”*

*“Now I feel inspired to build a better classroom culture and make students a part of their data and growth.”*

*“Thank you for all your help. This time was very effective!”*

Contact: Al Betry – [abetry@cesa9.org](mailto:abetry@cesa9.org)

Mia Chmiel – [mchmiel@cesa9.org](mailto:mchmiel@cesa9.org)

Casey Gretzinger – [cgretzinger@cesa9.org](mailto:cgretzinger@cesa9.org)

Linda Myers - [lmyers@cesa9.org](mailto:lmyers@cesa9.org)

## Educator Effectiveness

---

Act 166, Wis. Stat. 115.415 required the Department of Public Instruction (DPI) to develop an Educator Effectiveness (EE) system and begin implementation of the system in the 2014-15 school year. Wisconsin's Educator Effectiveness System was developed by and for educators. The system was designed collaboratively with Wisconsin educators and education leaders.



### **Feedback from Participants:**

*"I feel more comfortable using the MyLearning Plan website as well as what is expected of me for the SLO, observations, etc."*

*"Being a new teacher, I am new to everything. This has been so helpful in terms of what I need to do and what is expected"*

*"These sessions are wonderful and there is always a lot that I learn that I can take away and bring back to the district."*

*"There is a good mix of time spent listening to the speaker, activities, and table work time."*



### **Highlights and Data from 2017-18**

- Hosted 4 WOW (Working on the Work) DPI co-sponsored sessions with 217 total participants
- Facilitated on-site EE support with 194 participants
- Hosted EE support events at CESA 9 with 306 participants
- Facilitated quarterly networking and support sessions for CESA 9 EELs (Educator Effectiveness Leaders – state model) and EPICs (Effectiveness Project Implementation Coaches)
- Provided EE support and MyLearning Plan troubleshooting for our district leaders
- Provided an EP Bootcamp for 19 area educators new to teaching or new to the EP model
- Integrated Educator Effectiveness with our other networks and workshops



Contacts: Al Betry – [abetry@cesa9.org](mailto:abetry@cesa9.org)  
Linda Myers – [lmyers@cesa9.org](mailto:lmyers@cesa9.org)



## PI 34 Teacher License Renewal and Support Services

---

The Wisconsin Quality Educator Initiative PI 34 requires all school districts to provide a support system for initial educators who complete educator preparation programs after August 2004. The support system must include: ongoing orientation; support seminars; a qualified mentor for each initial educator who has been trained to provide input into the confidential formative assessment of initial educators; and an administrator who has been trained in the Professional Development Plan (PDP) team process.



### Highlights from 2017-18

- Daily licensing support and guidance due to legislated changes
- Training and ongoing professional development and coaching for initial educators and mentors
- Participated in Pilot Licensing Training provided by DPI to offer licensing support to all our teachers, administrators and pupil service professionals
- Provided an initial educator book study with an emphasis in literacy
- Initial Educator and Mentoring trainings had 93 registrations
- No More Mindless Homework (blog) book study had 13 registrations

#### ***Feedback from Participants:***

*“Enjoyed the full day! Loved the variety of learning strategies.”*

*“I appreciate the time to talk with my peers as well; to feel like I am not alone.”*

*“Today was great. I enjoyed getting things accomplished.”*

Contacts: Al Betry – [abetry@cesa9.org](mailto:abetry@cesa9.org)  
Casey Gretzinger – [cgretzinger@cesa9.org](mailto:cgretzinger@cesa9.org)  
Mia Chmiel – [mchmiel@cesa9.org](mailto:mchmiel@cesa9.org)



The **Title I Network** provides technical assistance and professional development for districts in meeting Title I requirements under ESSA. It also assists in implementing effective Title I programs in addition to providing districts additional Title I support to further raise student achievement.

***Feedback from Participants:  
(Answering most useful  
portion of workshop, what  
worked well and what will  
impact my role)***

*“The digital agenda with links to all the helpful resources. I was sending the link to others in our district as we worked.”*

*“Thanks for clarifying thoughts I had on various parts of planning. I also appreciate the resources to help with the ideas that are still muddled for me.”*

*“Thank you! I appreciate all you do to keep us informed of topics and the wealth of resources you provide. The ZOOM option is great!”*

*“This workshop changed my view on how I instruct my guided reading groups.”*

**Professional Learning Highlights from 2017-18**

- Teams from 19 districts attended ***ESSA: Writing the LEA Plan***. This series offered support to districts in planning, writing, and submitting a district LEA Plan to the DPI
- 7 districts with 29 participants attended the ***Paraprofessional PD: Meeting Hiring Requirements under ESSA***
- Literacy Trainings offered: ***The Writing Strategies Book Study Series***, and ***Magical Journey of the Beginning Reader***
- Technical Assistance for Title I Coordinators via Coordinator Meetings, Title I Orientation workshop, Title I Webinars, ESEA Application Writing workshop, and Title Schoolwide Planning workday
- 73% of Title I Coordinators from our districts have participated in the face-to-face Title I Coordinator’s meetings. These meetings provide opportunities to receive updated information from the DPI, resources regarding Title I law, programming, reporting requirements, and opportunities to network with other Coordinators within the region.

Contact: Casey Gretzinger – [cgretzinger@cesa9.org](mailto:cgretzinger@cesa9.org)

## Title III – A ELL Consortium

---

The primary focus of the CESA 9 Title III Consortium and Network is to provide high quality and relevant professional development, needs assessment, and program support to school districts and teachers with culturally and linguistically diverse students. CESA 9 receives Title III funding to assist member districts with not only meeting legal mandates, but also to facilitate the sharing of ideas, resources, and expertise within our member districts.

CESA 9 also coordinates a Title III Consortium composed of school districts whose allocations are less than \$10,000. The consortium supports the district's efforts in meeting the educational needs of their English Language Learners (ELL) students. The Title III Consortium currently is composed of 13 school districts in CESAs 9 and 12.

### Professional Opportunities Offered for Consortium Members:

- Sheltering Instruction for English Learners
- Title III LiveBinder



#### *Feedback from Participants:*

*“I am now more conscious of developing language objectives along with content objectives.”*

*“This workshop will help me improve diversity in my classroom.”*

*“I am now more aware of needs and ways to meet the needs of my ELL students.”*

Contacts: Matthew Collins for coordinating consortium – [mcollins@cesa9.org](mailto:mcollins@cesa9.org)  
Teri Phalin for technical support and professional development – [tphalin@cesa9.org](mailto:tphalin@cesa9.org)

## Wisconsin Safe and Healthy Schools

---

The Wisconsin Safe & Healthy Schools Training & Technical Assistance Center builds the capacity of Wisconsin public school districts to implement programs that effectively prevent and intervene in alcohol and other drug abuse and violent behavior among students in order to reduce these barriers to learning. The Wisconsin Safe & Healthy Schools Center is a collaborative project between the Department of Public Instruction (DPI) and the CESA Statewide Network (CSN).

CESA 4 is the fiscal agent and houses the WISH Center Director. Four Regional Coordinators located in CESAs 6, 7, 9, and 10 facilitate training events and provide technical assistance on a variety of safe and healthy schools topics.

### Highlights and Data from 2017-18

- Trainings were held in all 12 CESAs and online. **1,205 educators** were trained in Active Students are Better Learners; Advanced Trauma Strategies; Educating Mindfully; Honest, Open, Proud Mental Health Facilitator Training; Just in Time; Keeping Kids Safe: Internet Safety; Lost at School Online Book Study; My Sexual Health: My Future; Restorative Practices; School Safety (PREPaRE); School SBIRT; Suicide Prevention; and Youth Mental Health First Aid. Participants were from 191 school districts and 60 private schools, organizations or individuals.
- There were **8,011** unique visitors to the website in the last year. The monthly newsletter had **6,330** unique opens.
- **Thirty-four** school districts participated in School SBIRT training and were offered follow-up coaching for implementation. In addition to the two-day training, group coaching was provided by phone to training cohorts. Data tracking, strategies to overcome implementation barriers, and continued learning supports were offered to assist implementation.
- In partnership with the DPI, we coordinated **70** Youth Mental Health First Aid (YMHFA) trainings throughout the state and hosted two week-long trainings of trainers. We created a system where schools and organizations can request and host the training and we coordinate trainers and logistics.
- We facilitated a cohort of **32** schools participating in trauma sensitive schools professional development. Regional learning and networking meetings were held to support schools as they embark on the journey of becoming more trauma sensitive.



Contact: Lynn Verage – [lverage@cesa9.org](mailto:lverage@cesa9.org)

### Highlights and Data from 2017-18

- Two Safe and Healthy Schools Network meetings were held for district coordinators for the purpose of networking and gaining current information on alcohol, tobacco, other drugs, violence prevention, and state initiatives
- The fall meeting agenda consisted of:
  - ◆ DPI updates along with an update on the Wisconsin Safe & Healthy Schools Center
  - ◆ Professional learning opportunities were shared along with resources
  - ◆ Trauma Sensitive Schools
  - ◆ Title IV, Part A
  - ◆ PreK-12 Social and Emotional Learning Competencies
  - ◆ Suicide Prevention Curriculum
  - ◆ Update on ACP
- The spring meeting agenda consisted of:
  - ◆ DPI updates along with updates on the Wisconsin Safe & Healthy Schools Center
  - ◆ Therapy Dog Programs
  - ◆ Social & Emotional Learning
  - ◆ Title IV
  - ◆ CPR
  - ◆ Youth Risk Behavior Survey
- Technical assistance was provided to school districts regarding the Department of Justice School Safety Initiative



# Healthy Schools

Contact: Lynn Verage – [lverage@cesa9.org](mailto:lverage@cesa9.org)

## Wisconsin RtI Center/Wisconsin PBIS Network

---

The Wisconsin Response to Intervention (RtI) Center is a collaborative project between the CESA Statewide Network and the Department of Public Instruction. The Wisconsin RtI Center is dedicated to ensuring that all students have equitable services and practices based upon their responsiveness to effective instruction and intervention. The goal is to assist Wisconsin schools with putting high-quality instruction, balanced assessment, and collaboration practices and systems into operation. In 2010, the Center also formed the Wisconsin PBIS Network to help Wisconsin Schools use Positive Behavioral Interventions and Supports to increase student success. For more information on the Wisconsin RtI Center or the Wisconsin PBIS Network, go to: [www.wisconsinrticenter.org](http://www.wisconsinrticenter.org) or [www.wisconsinpbisnetwork.org](http://www.wisconsinpbisnetwork.org)



### Highlights and Data from 2017-18

- Held 8<sup>th</sup> Annual Summer Conference
- Provided statewide trainings in: Coaching and Leadership in an RtI System, Classroom Management, Culturally Responsive Practices, Universal Design for Learning, Tier 3 PBIS Wraparound, Online Complex FBA and Tier 2 High School PBIS
- Continued to support pilot-demo sites in High School Early Warning Systems, High School Tier 3 reNEW, Culturally Responsive Practices, and Family Engagement
- In CESA 9, we held PBIS Tier 1, 2, and 3 (Wraparound) trainings; we held Reviewing Universal Reading Instruction at the Elementary Levels and High School Levels and in strong collaboration with CESA 9 staff, we held workshops in using the School-wide Implementation Review (SIR), assisting schools in strengthening their Multi-Level System of Support
- Evidence demonstrates sustained implementation with fidelity delivers increased outcomes; in CESA 9, CONGRATULATIONS goes out to the 24 schools recognized for this at the Bronze Level and 15 at the Silver Level for 2017-18!

*Our vision: ALL Wisconsin students will learn and be successful in life.*

*Our mission: Build the capacity of Wisconsin schools to develop and sustain a multi-level system of support to ensure the success for all students*

Contact: David Kunelius - [dkunelius@cesa9.org](mailto:dkunelius@cesa9.org)

## Special Education Leadership

---



CESA 9 Special Education Leadership provides consultation, leadership, and assistance, both locally and regionally.

### Highlights and Data from 2017-18

- New directors from Arbor Vitae-Woodruff, Minocqua-Hazelhurst-Lake Tomahawk, and Lakeland Union High School were supported throughout the school year concerning budget, staffing, program needs, and professional development
- Assisted southern region districts in coordinating Project SEARCH development
- Facilitated discussions regarding alternative school programs
- Fielded technical assistance requests
- Secured staffing for school psychology, occupational therapy, speech therapy, and program support
- Continued fostering distance programming for speech therapy, occupational therapy, and homebound student classroom participation via telepresence
- Provided overview of RDA (Results-Driven Accountability) system in Wisconsin
- Supervised two special education classrooms
- Continued School-Based Services provider billing and expansion efforts
- Initiated alignment of licensing requirements with professional learning offerings
- 22 school districts have been served through special education leadership meetings, online technical resources, and consultation services
- 20 directors of special education throughout the year have accessed special education leadership services including meetings and in-district consultation

#### ***Feedback from Participants:***

*“The leadership meetings provide state level information, networking opportunity and quick access to CESA #9 personnel.”*

*“I feel I can pick up the phone and get my answers.”*

Contact: Matthew Collins – [mcollins@cesa9.org](mailto:mcollins@cesa9.org)

## Special Education Programs and Itinerant Services

---

The CESA 9 Special Education Department provides contractual local special education administrative leadership, instructional staff, cooperative programs, and related services. Select related services are provided through Telepresence (online) if requested.

### Highlights and Participation Data from 2017-18

- Special Education Director (one CESA 9 District)
- Behavior Strategist (eight CESA 9 Districts)
- Occupational Therapy (one traditional and three telepresence within CESA 9 Districts)
- Speech and Language Therapy (two traditional and two telepresence in CESA 9 Districts)
- Vision/Orientation & Mobility (nine CESA 9 Districts, two outside)
- School Psychologist (four CESA 9 Districts)
- Regional Shared Classroom (four CESA 9 Districts)



## School-Based Services

---

CESA 9 contracts with third party billing provider MJ Care to secure volume rates to recover SBS benefits for participating districts (Arbor Vitae-Woodruff, Lac du Flambeau, Merrill, Minocqua-Hazelhurst-Lake Tomahawk, Lakeland Union High School, North Lakeland, Northland Pines, Phelps, Prentice, Rhinelander, Rib Lake, and Three Lakes)

### Highlights and Data from 2017-18

- \$1,042,320 was recovered for the 12 participating districts

Contact: Matthew Collins – [mcollins@cesa9.org](mailto:mcollins@cesa9.org)



## Special Education Regional Classroom – Northern Achievement Centers

Established in January 2005, the CESA 9 Northern Achievement Center (NAC) provides the educational placement option of a separate school/separate class for any CESA 9 school district to access for students who require a highly structured, nurturing environment as they learn social and behavioral skills in addition to their academic programming. Currently housed in two districts, the Merrill School District NAC and the Northland Pines NAC have two classrooms separated into Kindergarten through 5<sup>th</sup> grade and 6<sup>th</sup> through 12<sup>th</sup> grade.

### Highlights and Data from 2017-18

- 9 students K-5 from 3 districts
- 17 students 6-12 from 3 districts
- Grades K-5: 2 students transitioned out, 1 to home school
- Grades 6-12: 3 students transitioned out, 1 moved, 1 homebound, 1 revoked SPED



Contacts: Matthew Collins – [mcollins@cesa9.org](mailto:mcollins@cesa9.org)  
Teri Phalin – [tphalin@cesa9.org](mailto:tphalin@cesa9.org)

## Regional Service Network

---

The over-arching purpose of the Regional Service Network (RSN) is to advance statewide growth in academic achievement for students with disabilities through targeted technical assistance to districts in a coordinated effort with other IDEA discretionary grants.



### Highlights and Data from 2017-18

- Held five leadership meetings for regional directors of special education/pupil services
- Provided regular, ongoing technical assistance to targeted schools around reading and graduation gaps between students with and without disabilities
- Provided two regional CCR: IEP trainings
- Participated and facilitated RDA: Procedural Compliance Self-Assessments in three school districts
- Supported three new directors in districts and attended New Director Trainings with the region's new directors
- Educators from all 22 CESA 9 districts attended special education-related trainings, workshops, and networking sessions
- Directors representing 21 districts from the CESA 9 region attended Special Education Leadership meetings throughout the year
- Approximately 40 educators participated in Reading Drives Achievement: Procedural Compliance Self-Assessment trainings and reviews

#### **Feedback from Participants:**

*“Excellent networking, collaboration and informative.”*

*“It’s great!”*

*“Updates on all areas are always beneficial.”*

*“I thought it was excellent!”*

Contact: Matthew Collins – [mcollins@cesa9.org](mailto:mcollins@cesa9.org)

## Disproportionality Technical Assistance Network

---

The Disproportionality Technical Assistance Network, "the Network," is a multi-tiered system of compliance activities and improvement supports to address racial disproportionality in special education. The Network is a Wisconsin collaboration among the Department of Public Instruction, Cooperative Educational Service Agencies (CESAs), local education agencies, institutions of higher education, and community stakeholders.

In an effort to increase the coherence of professional learning and technical assistance for Wisconsin educators, the Network staff collaboratively hosted an event on September 25 & 26, 2017 (attended by **600** educators from around Wisconsin) that:



- Replaced three annual conferences: *Summit to Address Disproportionality; Innovation, Implementation, and Sustainability*; and the *State Personnel Development Grant Showcase*
- Aligned with and extended professional learning offered through the Wisconsin RtI Center, the Disproportionality Technical Assistance Network, the 2017-18 WOW series, and Wisconsin's professional education organization

This event, ***Innovations in Equity: Improving Our Practice*** focused on innovations and improvements to close opportunity gaps and improve student outcomes. The event celebrated the successes of Wisconsin districts and schools that are closing gaps for students. The event connected Wisconsin educators who are leading for equity, using data to make decisions, and focusing on teaching and learning. The event provided technical assistance to districts and schools identified under ESSA and IDEA.

### ***Feedback from participants:***

*"Shelley Moore's perspective & insight was great!"*

*"Great conference! Absolutely LOVED it!"*

*"Loved the student voice portions!"*

*"This was very well organized and well managed. Thanks!"*



Contact: Casey Gretzinger - [cgretzinger@cesa9.org](mailto:cgretzinger@cesa9.org)

## Early Childhood: Special Education Program Support

---



The CESA 9 Early Childhood Program Support teacher has the responsibility to provide early childhood support and leadership to the CESA 9 region and to be the liaison with Early Childhood Collaborating Partners. The position also targets support around the early childhood indicators: Indicator 6 – Preschool Environments; Indicator 7 – Child Outcomes; and Indicator 12 – Transition from Birth to Three.

### Highlights and Data from 2017-18

- Hosted a book group on Big Questions for Young Minds: Extending Children’s Thinking
- Held monthly Early Childhood Special Education Networking meetings *virtually*, saving time on travel and giving teachers an opportunity to connect with their questions and shared topics of interest
- Had an all day training on Early Childhood Math, on Children’s Vision Screening Training, CCR-IEPs Through the Lens of Early Childhood and on Early Childhood Trauma/Mental Health
- Collaborated with WECCP on book groups for Saving Play: Addressing Standards through Play Based Learning in Preschool and Kindergarten, as well as Spotlight on Young Children: Social and Emotional
- Collaborated on a training on Building and Supporting Compassion Resilience
- Supported districts on site for Indicator 7, 4K-5K alignment of Curriculum/Assessment and Instruction, Child Find, benchmarks of quality, WMELS...
- Collaborated on a four part literacy project for parents with Wisconsin Statewide Parent-Educator Initiative
- 16 districts and multiple collaborating partners (Head Start, Birth to Three programs, child care facilities, family resource...) took advantage of 2017-18 offerings for professional learning on Early Childhood topics
- 100% of participants said they would recommend the offerings to others
- How will this impact you in your role? “I cannot wait to try...” “Much more aware...” “Changed my thoughts...” “I have ideas to use right away...” “It will make me think more...”

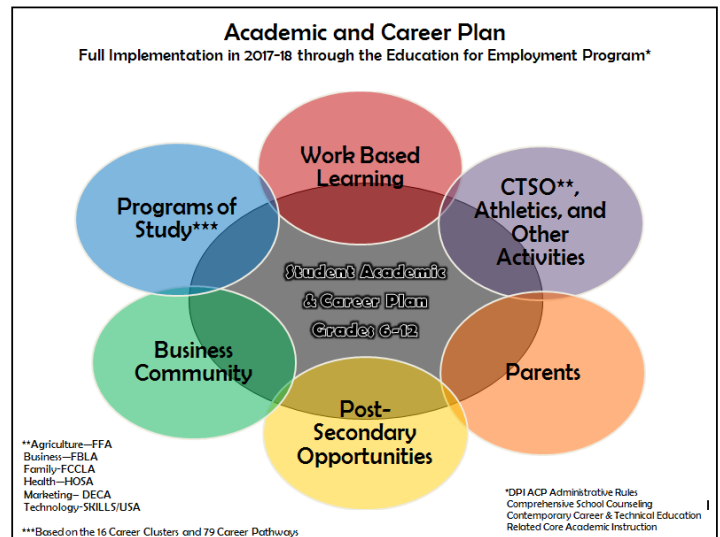
Contact: Beth Tepper – [btepper@cesa9.org](mailto:btepper@cesa9.org)

## Carl Perkins Consortium

The primary purpose of the consortium is the improvement of career and technical education programming in the 14 participating high schools.

### Highlights and Data from 2017-18

- Transition year to new leadership
- Transition year to the Carl Perkins grant completed in WISEgrants
- Career & Technical Education Enrollment Report System (CTEERS) now changed to Composite Enrollment Report (CERS)
- Workshops for all 14 participating districts in writing their section of the Carl Perkins grant plus budget reports
- CTE Incentive grant continued updates
- Provided a new training on CTEERS/CERS (at CESA 9 and web access) that received a lot of positive feedback
- All 14 schools sent teams of administrators and/or CTE teachers and counselors to the Carl Perkins grant workshop



### Feedback from Participants:

*“I thought that using Zoom as a virtual meeting was useful. I hadn’t participated in a meeting like this before, but found it to be a nice format.”*

*“All of it was useful! I feel like I have a better understanding of how to use A variety of tools to reach ALL of my students.”*

*“The articles were very helpful. I like all of the ideas and tech tools that were suggested.”*

Contact: Marla Konkol - [mkonkol@cesa9.org](mailto:mkonkol@cesa9.org)

## Youth Apprenticeship Program

---

The primary purpose of the Youth Apprenticeship program is to provide one- or two-year youth apprenticeships to area high school students. In 2017-18, the following districts participated in the program: Crandon, Elcho, Lakeland Union, Laona, Mercer, Northland Pines, Phelps, Rhinelander, Three Lakes, Tomahawk, and Wabeno.



### Highlights and Data from 2017-18

- Transition year to new leadership
- Held an advisory meeting in August and fall and spring workshops for the eleven school youth apprenticeship coordinators
- Maintained ongoing communication with the primary Youth Apprenticeship staff members at the Department of Workforce Development in Madison (DWD)
- Participated in the School-to-Career Partnership meeting held at Nicolet College in Rhinelander
- Worked closely with the leaders of the registered adult apprenticeship program
- All eleven schools sent counselors, teachers, and administration to all Youth Apprenticeship related workshops held at CESA 9 and Rhinelander High School

Contact: Marla Konkol - [mkonkol@cesa9.org](mailto:mkonkol@cesa9.org)

## Facility and Maintenance

---

CESA 9 was built in 1998 on 5.5 acres with approximately 15,400 square feet of office and conference space. As the building ages, there will be upgrades and projects needed to maintain the integrity of the facility and adjacent grounds.

### Highlights and Data from 2017-18

- Five year maintenance plan was compiled with approximate costs for upgrades and projects through 2022
- New entrance sign to CESA 9 was completed in July 2017
- Installed new building management software to allow for on and off site heating and cooling viewing and adjustments
- Learning Lab was remodeled
  - Fresh coat of paint
  - New carpet
  - Data and electrical lines were added with upgrades to the existing outlets
- In June 2018, the parking lots were crack filled, seal coated and lines painted
- The adjustments that were made this past year will address long term planning upgrades and projects needed to maintain the building and grounds
- Efficient use of the facility with a fiscal responsibility to our 22 districts is a priority in a challenging budget climate



Contact: Bryan Plautz – [bplautz@cesa9.org](mailto:bplautz@cesa9.org)

## Technology & Digital Learning Services

---



The primary responsibility of the Technology and Digital Learning Service is to assist CESA 9 districts as they strive to meet the educational needs of the students through the use of effective technology integration. During the 2015-16 school year, CESA 9 Technology and Digital Learning Initiative impacted the CESA 9 region through Technology Director meetings, Blended Learning Consortium seminars, Technology Integration workshops, Library Media Specialist and Technology Integrator's networking, game-based learning seminars, in-district training, and coaching in the field.

### Highlights and Data from 2017-18

#### **Comments from participants:**

*"Thanks for being a key factor that allows us to collaborate. You are always willing to DIG, to promote, and always optimistic! Thanks for all you do!"*

*"Up until now, I didn't see VR devices as a feasible option for us. I also haven't seen many ones that fit our curriculum until today. Amazing! Thank you!"*

*"I feel like I have a better understanding of how to use a variety of tools to reach ALL of my students."*

- 4 Technology Director's meetings
- 4 Library and Integrator's Consortium seminars
- TEACH Grant Application Workshop (10 districts)
- TEACH Grant Consortium
- TEACH Events (Leading with Technology) – over 100 participants
- Google training in Elcho
- Google Apps for Education workshops
- Rural Schools Educator Community webinars held 4 times this year with an average of 10 participants
- Antigo August Tech Training
- Technology Integration in the Universal for Design Classroom
- Technology Directors Meetings – average attendance - 10 per meeting
- Library and Integrators (BLC) Consortium Seminar – average attendance - 12 per meeting
- Elcho – district-wide (Tech Presentation)
- Antigo – district-wide (Edcamp)
- TEACH Grant planning session @ CESA 9 – 10 districts represented

Contact: Mia Chmiel - [mchmiel@cesa9.org](mailto:mchmiel@cesa9.org)



## Grant Writing/Grant Evaluation Services

---

Monitoring and discovery of public and private funding sources at the local, state, and national levels; project development and proposal writing to assist school districts with bridging the program funding gap. Other services include critiquing/editing services, grant-writing training, and grant evaluation services.

### Highlights and Data from 2017-18

#### **Comments from Participants:**

*“Ann is well organized and got us organized. I would recommend using the service.”*

*“Highly recommended.”*

*“Thank you so much to Ann for all of her assistance with the writing and submitting of this grant. Our long meetings and conversations were worth it.”*

*“...with CESA’s help, I got the Grant done correctly in the eyes of the DOJ.”*

*“Over the past few weeks NPSD has received over \$430,000 of grant money.”*

*100% of workshop attendees rated:*

- *Workshop is engaging*
- *Facilitator is knowledgeable*
- *Exceeded expectations*
- *Workshop was effective*
- *They would recommend it to others*

- Thirteen grant proposals written totaling \$1,187,384. At the time of publishing, \$715,014 has been awarded, another \$321,178 is pending award notification. (85% of grants reviewed were awarded, to date.)
- Among the awarded grants:
  - ◆ 21<sup>st</sup> Century Community Learning Center Grant
  - ◆ DPI Charter School Planning Grant
  - ◆ Wisconsin Fab Lab Grant
  - ◆ DPI TEACH (Reimbursement) Grant, 9 school districts, to fund teacher professional development in classroom technology use
  - ◆ Four Wisconsin School Safety Initiative Grants
- Performed grant evaluation services for a five-year, federally funded School Climate Transformation Grant totaling \$3.7 million
- Wrote two foundation grants to assist school district softball/baseball programs
- Mentored a Grant Writer/Communications Specialist
- Conducted a School Safety Initiative Grant workday to assist districts with applications
- Developing a project proposal through the Wisconsin Partnership Program for a \$1 million mental health project
- Discovered over \$40 million in potential grant funding opportunities and provided summaries to districts
- 85% grant success rate at time of publication
- 6 of 7 grants funded, total: \$715,014

Contact: Ann Brigham - [abrigham@cesa9.org](mailto:abrigham@cesa9.org)

## Wisconsin Digital Learning Collaborative (WDLC)

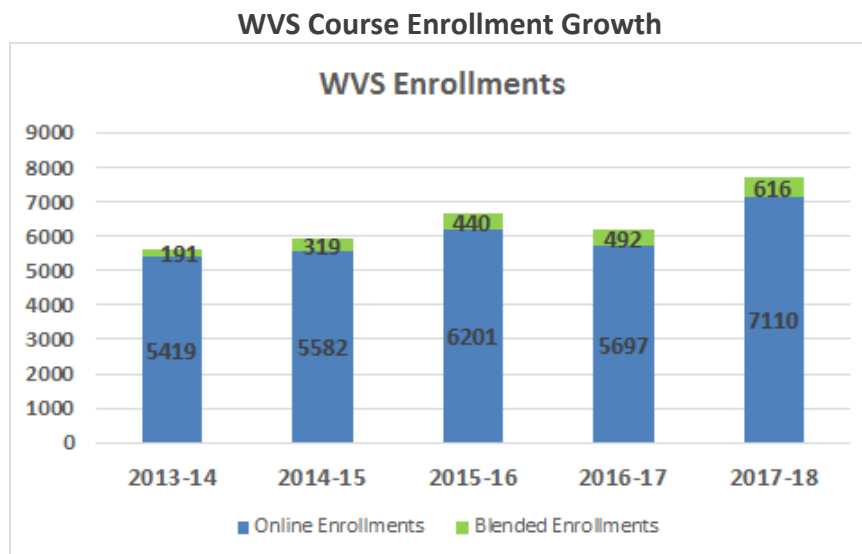
### Highlights and Data from 2017-18

Wisconsin Virtual School (WVS) was created as a statewide online program originating and operating out of Cooperative Educational Service Agency 9 (CESA 9) since 2000. WVS serves 200 plus districts and over 300 schools in the state. WVS and [Wisconsin eSchool Network \(WEN\)](#), a consortium of school districts supporting online learning, both signed a Memorandum of Understanding with the Wisconsin Department of Public Instruction in 2012 to operate under the umbrella of the [Wisconsin Digital Learning Collaborative \(WDLC\)](#). This partnership meets the statutory requirement of the Wisconsin Web Academy.



- WDLC served nearly 42,000 semester enrollments (approximately 32,000 online and 10,000 blended) in SY 2017-18 (as of 6/15/18)
- From that total, **WVS served approximately 7,110\*\* online semester enrollments, 616 blended enrollments** (schools using their own teacher and WVS infrastructure, content, and support in various blended modalities)
- WVS provided 3,300 **free** online Student Orientation courses, served approximately 4,000 unique students, and served over 300 Wisconsin schools representing 200 school districts enrolled students in WDLC course

The WDLC allows the DPI to expand the offerings of the Web Academy and provide a single point of access to online courses, digital learning solutions, and resources. Both WVS and WEN continue to operate autonomously, but collaboratively leverage digital learning platforms, online courses, digital learning objects, support, and professional learning communities.



### Highlights and Data from 2017-18

- The Wisconsin Digital Learning Collaborative received a state budget appropriation (TEACH 2.0) of \$1,000,000 for FY 2017-18. The appropriation has been renewed for 2018-19
- Check out the [Wisconsin Digital Learning Collaborative resources](#) for schools

## Wisconsin Digital Learning Collaborative (WDLC) continued

- WVS is sustaining quality and financial stability. Per semester course enrollment fees have had no increases since the beginning of the program in 2000. There are no price increases for schools in Wisconsin for 2018-19. WVS continues to add additional online and blended services for schools
- [WDLC EdReady](#), a Math and English readiness resource to help students avoid the time and cost of remedial courses in colleges, is being utilized at no cost to WVS partners by 400 students representing six districts
- WVS Directors are participating in the refresh of the iNACOL National Online Standards for programs, courses, and teachers
- WVS has joined the National Coalition for Digital Learning, a new organization for quality online learning
- WVS is one of the fourteen state programs in the [Virtual Learning Leadership Alliance](#) (VLLA)
- Awareness activities included presentations at [SLATE](#), [VLLA](#), [WASB](#), [WiRSA](#), and [WSCA](#)
- Coach/Local Education Guide (LEG) satisfaction survey highlights:
  - Lunch & Learn Webinars with WVS Program Assistants – 100% satisfaction
  - WVS customer service – 100% very satisfied/satisfied
  - WVS Helpdesk – 100% very satisfied/satisfied
- WVS experienced a **25% increase** this year for online enrollments and a **17% increase** in blended enrollments. “Blended Enrollments” are when the school district is using WVS infrastructure, content, and support with their local teachers in a variety of blended modalities

### **Comments from customers:**

**Parent** - “Not sure if your team has access to Ethan’s AP score on the AP World History course he completed through WVS. He ended up with a 4 on the exam. With his other seven AP classes, he qualified as a National AP scholar. Thank you for accommodating him!”

**Student** - “This was my first online class and it was truly an awesome experience for me. My school is fairly small and can’t offer as much as I’d like in the area of government and political science. I’m glad I have this virtual schooling opportunity. It has allowed me to learn about what I’m interested in and help me with my future career choices. Thank you!”

**District Principal** - “In my school, we have used WVS coursework to supplement our course catalog, to offer a virtual student program, to help students recover lost credits, and to address class schedule conflicts. The courses are built around high-quality content. The teachers are professional, courteous, and flexible. The WVS staff is phenomenal and the epitome of patience. We are fortunate to have a resource like WVS at our disposal.”

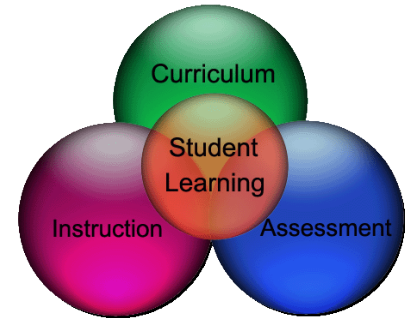
**District Coach** - “WVS offers many unique opportunities to students that they may not otherwise experience. I had a student who decided to take her last semester of HS online so that she could do an internship in marine biology in Florida. She was concerned about maintaining her course rigor, but with WVS she was able to continue to take her AP and advanced classes. The course offerings and flexibility of WVS opens doors for students.”

## Curriculum and Assessment

---

Curriculum and Assessment services at CESA 9 are designed to provide research-based, best-practice initiatives and training opportunities focused on improving student learning through standards-based curriculum, assessment and accountability, effective instructional practice, and leadership.

- WISExplore Data Retreats
- Strategic Assessment system support
- Wisconsin State Assessment System information and support
- State Standards (CCSS) implementation
- Universal Design for Learning (UDL)
- Instructional Leader Network
- Curriculum Writing Support
- 21<sup>st</sup> Century skills



### Highlights and Data from 2017-18

- WISExplore data retreats offered both in-district and on-site with over 749 participants trained
- Provided timely training and updates for District Assessment Coordinators (DACs) throughout the school year
- Continued in-district mathematics support and coaching in best practices for mathematics instruction
- Hosted two mathematics workshops
- Provided trainings and support for Universal Design for Learning (UDL) to area educators in area districts and at CESA 9
- In-district literacy support and coaching in research-based practices
- Continued providing an Instructional Coaching network, with 66 participants attending throughout the year
- Provided in-district curriculum planning and writing support in both math and literacy

#### ***Feedback from Participants:***

*“The most useful portion of today’s workshop was the conversation generated through activities and good progression of activities to generate discussion.”*

*“I have a tool box of tools and approaches at my fingertips to go to. I have really enjoyed the student-centered approach this year.”*

*“I have intentionally used some of the ideas generated by the meetings. And as such, I feel both more effective and more supported.”*

*“The resources shared have continued to help me develop my coaching role with the teachers and administrators in my district.”*

Contacts: Al Betry – [abetry@cesa9.org](mailto:abetry@cesa9.org)  
Mia Chmiel – [mchmiel@cesa9.org](mailto:mchmiel@cesa9.org)  
Casey Gretzinger – [cgretzinger@cesa9.org](mailto:cgretzinger@cesa9.org)  
Linda Myers – [lmyers@cesa9.org](mailto:lmyers@cesa9.org)

## Wisconsin Resource Center for Charter Schools (WRCCS)

---

WRCCS serves as the point of contact to provide technical assistance to individuals or organizations around charter school development.



### Highlights and Data from 2017-18

- Started WRCCS
- Hired Director and Program Assistant
- Created 12 subcontracts for first year grant and contract deliverables
- Created website and social media
- Created internal infrastructure and systems
- Created online learning tools
- Scheduled 35 summer trainings for 2018
- Presented at Innovative Schools Network (ISN) Conference, reaching about 40 people
- Held 2 listening sessions, one at the ISN Conference reaching 350 people
- Connected on social media with 95 followers in first 3 months
- Provided service to 16 school districts through technical assistance hours

#### ***Feedback from Customers:***

*“I appreciated the individualized attention.”*

*“I am grateful that this group has created a model charter application. I think it could prove very useful in our efforts.”*

*“I am excited about the support that WRCCS is offering for potential charter schools.”*

Contacts: Sarah Hackett - [shackett@cesa9.org](mailto:shackett@cesa9.org)  
Angie Platek - [aplatek@cesa9.org](mailto:aplatek@cesa9.org)

## Excellence in Teaching Program (ETP)

---

The Excellence in Teaching Program is an alternate pathway to teacher licensure. The mission of the Excellence in Teaching Program is to provide a high-quality, rigorous, and relevant program of study to prepare teachers. The program includes the latest in effective education philosophy and pedagogy and actively engages our teacher candidates using a job-embedded, learn-by-doing approach which thoroughly prepares them for career opportunities as highly-qualified teachers.

### Highlights and Data from 2017-18

- 7 graduates in our first year
- Candidates pursued licenses in the areas of math, science, English language arts, world languages and theater
- 9 face-to-face sessions supported by online coursework and collaboration
- Direct support by current classroom teachers in mentoring and content expert roles
- Onsite support by CESA 9 personnel



#### **Feedback from Participants:**

*“Thanks for the experiences with other teachers. Lots of great advice about teaching.”*

*“I really appreciated the different teaching methods used in both face-to-face and online.”*

*“The ETP team is always available.”*

*“I experienced good teamwork with colleagues.”*

Contacts: Linda Myers - [lmyers@cesa9.org](mailto:lmyers@cesa9.org)  
Al Betry - [abetry@cesa9.org](mailto:abetry@cesa9.org)  
Dick Lind - [dlind@cesa9.org](mailto:dlind@cesa9.org)

## **Additional CESA 9 Services and Related Activities**

If you are viewing this report electronically, [click here](#) to see descriptions of all of our current CESA 9 services. Printed copies of our service descriptions are also available by contacting our office.

- ❖ **Communication Services**
- ❖ **Cooperative Purchasing**
- ❖ **Contracted Environmental Services**
- ❖ **Driver Education**
- ❖ **E-Rate Application**
- ❖ **Google Apps for Education**
- ❖ **Kohl Regional Scholarships/Fellowships**
- ❖ **Instructional Educational Materials Center**
- ❖ **StarLab Portable Planetarium**
- ❖ **Library/Media Specialist**
- ❖ **Network Administration**
- ❖ **Parent Liaisons**
- ❖ **Regional Spelling Bees**
- ❖ **Systematic Analysis of Language Transcripts (SALT)**
- ❖ **And more!**



**Contact us for services designed to meet your  
district's needs**

## Staff Directory for 2017-18

---

<b>Azbell, Evelyn</b>	WSPEI Director, Parent Advocate
<b>Betry, Al</b>	Director of School Improvement Services
<b>Brigham, Ann</b>	Grant Writer/Evaluator
<b>Buch, Valerie</b>	Occupational Therapist
<b>Chmiel, Mia</b>	Associate Director of School Improvement Services
<b>Collins, Matthew</b>	Director of Special Education and Regional RSN Director
<b>Cordova, Hilary</b>	Director of Finance
<b>Dettmering, Jane</b>	Speech and Language Therapist
<b>Dewar, Nancy</b>	Case Coordinator – Northern Achievement Center
<b>Drew, Amy</b>	Case Coordinator – Northern Achievement Center
<b>Ek, Michelle</b>	Parent Liaison
<b>Ford, Scott</b>	School Psychologist/Special Education Coordinator
<b>Francour, Peggy</b>	Administrative Assistant
<b>Gilmore, James</b>	Visually Impaired/Orientation Mobility Teacher
<b>Gretzinger, Casey</b>	Associate Director of School Improvement Services
<b>Hackett, Sarah</b>	Director, Wisconsin Resource Center for Charter Schools (WRCCS)
<b>Hamus, Elizabeth</b>	Certified Occupational Therapy Assistant (COTA)
<b>Hilgendorf, Joan</b>	Program Assistant, Wisconsin Virtual School
<b>Hladish, Jean</b>	Program Assistant and Receptionist
<b>Konkol, Marla</b>	LVEC and Youth Apprenticeship Program Support
<b>Kottke, Ryan</b>	Accounting and Payroll Specialist
<b>Kunelius, Dave</b>	Behavior Strategist, Regional PBIS Coordinator
<b>Lehman, Heidi</b>	Parent Liaison
<b>Lentz, Kevin</b>	Case Coordinator – Northern Achievement Center
<b>Myers, Linda</b>	Associate Director of School Improvement Services
<b>Nickels, Michele</b>	Wisconsin Virtual School Director
<b>Nordine, Dawn</b>	Wisconsin Virtual School Executive Director
<b>Oestrich, Jon</b>	Wisconsin Virtual School Associate Director
<b>O’Callaghan, Doug</b>	Maintenance/Custodian
<b>Peeters, Kris</b>	Program Assistant
<b>Phalin, Teri</b>	Behavior Strategist and Program Support Coordinator
<b>Platek, Angela</b>	Program Assistant, Wisconsin Resource Center for Charter Schools
<b>Plautz, Bryan</b>	Director of Facility and Grounds
<b>Sowinski, Julie</b>	Program Assistant, Wisconsin Virtual School
<b>Strassman, Kellie</b>	Special Education Teacher – Northern Achievement Center
<b>Suchocki, Pam</b>	Case Coordinator – Northern Achievement Center
<b>Tepper, Beth</b>	Early Childhood Program Support
<b>Van Ryen, Hanna</b>	Program Assistant
<b>Verage, Lynn</b>	Comprehensive School Health Coordinator, Project Coordinator
<b>Walaszek, Annette</b>	Wisconsin Virtual School Associate Director
<b>Wallace, Kelly</b>	Special Education Teacher – Northern Achievement Center



<b>Wendorf-Heldt, Dr. Karen</b>	Agency Administrator
<b>Zoch, Katy</b>	Speech and Language Clinician
<b>CONSULTANTS:</b>	
<b>Alternatives for Innovation (Lois Alt)</b>	Wisconsin Digital Learning Collaborative Curriculum Support
<b>Dailey, Michael</b>	E-Rate and Network Administration
<b>Decker Driver's Academy</b>	Driver Education
<b>Lind Educational Consulting LLC (Richard Lind)</b>	Excellence in Teaching Program, District Assessment Coordinator
<b>McCoy, Kathy</b>	School Psychologist



## District Purchased Services for 2017-18

---



### Antigo

School Improvement, Vision/Orientation & Mobility Specialist Services, ATOD Local, Grant Writer/Evaluator, Instructional/Educational Materials, CESA Administration, CESA Facility Maintenance & Operation Services, Technology & Digital Learning/Blended Learning Consortium, E-Rate Application Service



### Athens

School Improvement, LVEC Basic, Career & Technical Education Consortium, Library Media Specialist, CESA Administration, CESA Facility Maintenance & Operations Services, E-Rate Application Service, Environmental Services



### Arbor Vitae-Woodruff

School Improvement, ATOD Local, CESA Administration, CESA Facility Maintenance & Operation Services, E-Rate Application Service, Northern Achievement Center



### DC Everest

School Improvement, Vision/Orientation & Mobility Specialist Services, ATOD Local, CESA Administration, CESA Facility Maintenance & Operation Services



### Edgar

School Improvement, Reading Specialist, ATOD Local, LVEC Basic, Career and Technical Education Consortium, CESA Administration, CESA Facility Maintenance & Operation Services, Environmental Services, Technology Meetings



### Elcho

School Improvement, Psychological Services, IDEA Consortium, Deaf/Hard of Hearing Support, ATOD Local, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility Maintenance & Operation Services, E-Rate Application Service, Library Media Specialist, Technology & Digital Learning/Blended Learning Consortium, Environmental Services



**Lac du Flambeau**

School Improvement, Occupational Therapy, Northern Achievement Center, ATOD Local, Instructional/Educational Materials, CESA Administration, CESA Facility Maintenance & Operation Services, Technology & Digital Learning, E-Rate Application Service, Environmental Services



**Lakeland Union High School**

School Improvement, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility Maintenance & Operation Services, E-Rate Application Service



**Marathon**

School Improvement, ATOD Local, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility Maintenance & Operation Services, E-Rate Application Service, Environmental Services, Technology Meetings



**Merrill**

School Improvement, Northern Achievement Center, Speech Clinician Services, Visually Impaired Services, Standards & Assessment/Curriculum Coordinator, Occupational Therapy, ATOD Local, Instructional/Educational Materials, CESA Administration, CESA Facility Maintenance & Operation Services, Environmental Services, E-Rate Application Service, Technology & Digital Learning/Blended Learning Consortium, Grant Writer/Evaluator



**Minocqua-Hazelhurst-Lake Tomahawk (Minocqua Joint I)**

School Improvement, Speech Clinician Services, ATOD Local, CESA Administration, CESA Facility Maintenance & Operation Services, Environmental Services, Technology Meetings



**Mosinee**

School Improvement, Behavior Strategist/ED Program Support, Northern Achievement Center, Speech Clinician Services, Vision/Orientation & Mobility Specialist Services, Assistive Technology, LVEC Basic, Career & Technical Education Consortium, Driver Education, CESA Administration, CESA Facility Maintenance & Operation Services



**North Lakeland**

School Improvement, ATOD Local, CESA Administration, CESA Facility Maintenance & Operation Services, E-Rate Application Service



**Northland Pines**

School Improvement, Assistive Technology, Behavior Strategist, Vision/Orientation & Mobility Specialist Services, ATOD Local, LVEC Basic, Career & Technical Education Consortium, Grant Writer/Evaluator, CESA Administration, CESA Facility Maintenance & Operation Services, Technology & Digital Learning/Blended Learning Consortium, Environmental Services, E-Rate Application Service



**Phelps**

School Improvement, Special Education Director, ATOD Local, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility Maintenance & Operation Services, E-Rate Application Service



**Prentice**

School Improvement, Special Education Director, Psychological Services, Speech Clinician Services, Physical Therapy Service, Occupational Therapy, ATOD Local, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility Maintenance & Operation Services, E-Rate Application Service, Environmental Services



**Rhinelander**

School Improvement, Vision/Orientation & Mobility Specialist Services, Parent Liaison Services, LVEC Basic, Career & Technical Education Consortium, Instructional/Educational Materials, Grant Writer/Evaluator, CESA Administration, CESA Facility Maintenance & Operation Services, E-Rate Application Service, Environmental Services, Technology Meetings



**Rib Lake**

School Improvement, Psychological Services, Occupational Therapy, Standards & Assessment/Curriculum Coordinator, Reading Specialist, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility Maintenance & Operation Services, Technology Director/Coordinator Meetings, E-Rate Application Service, Environmental Services



**Stratford**

School Improvement, ATOD Local, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility Maintenance & Operation Services



**Three Lakes**

School Improvement, Vision/Orientation & Mobility Specialist Services, ATOD Local, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility Maintenance & Operation Services, Online/Blended Learning Consortium, Technology Meetings, Environmental Services



**Tomahawk**

School Improvement, Behavior Strategist, Northern Achievement Center, Vision/Orientation & Mobility Specialist Services, Occupational Therapy, ATOD Local, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility Maintenance & Operation Services



**Wausau**

School Improvement, School Psychologist, Northern Achievement Center, Parent Liaison Services, ATOD Local, Grant Writer/Evaluator, CESA Administration, CESA Facility Maintenance & Operation Services, Technology & Digital Learning/Blended Learning Consortium

**Available at No Charge to All Districts**

Early Childhood Grant, PBIS Grant, RSN, Title I Network

**Available to All Districts Per PO**

Google Apps for Education, RSS, SALT, School-Based Services, StarLab, Wisconsin Virtual School

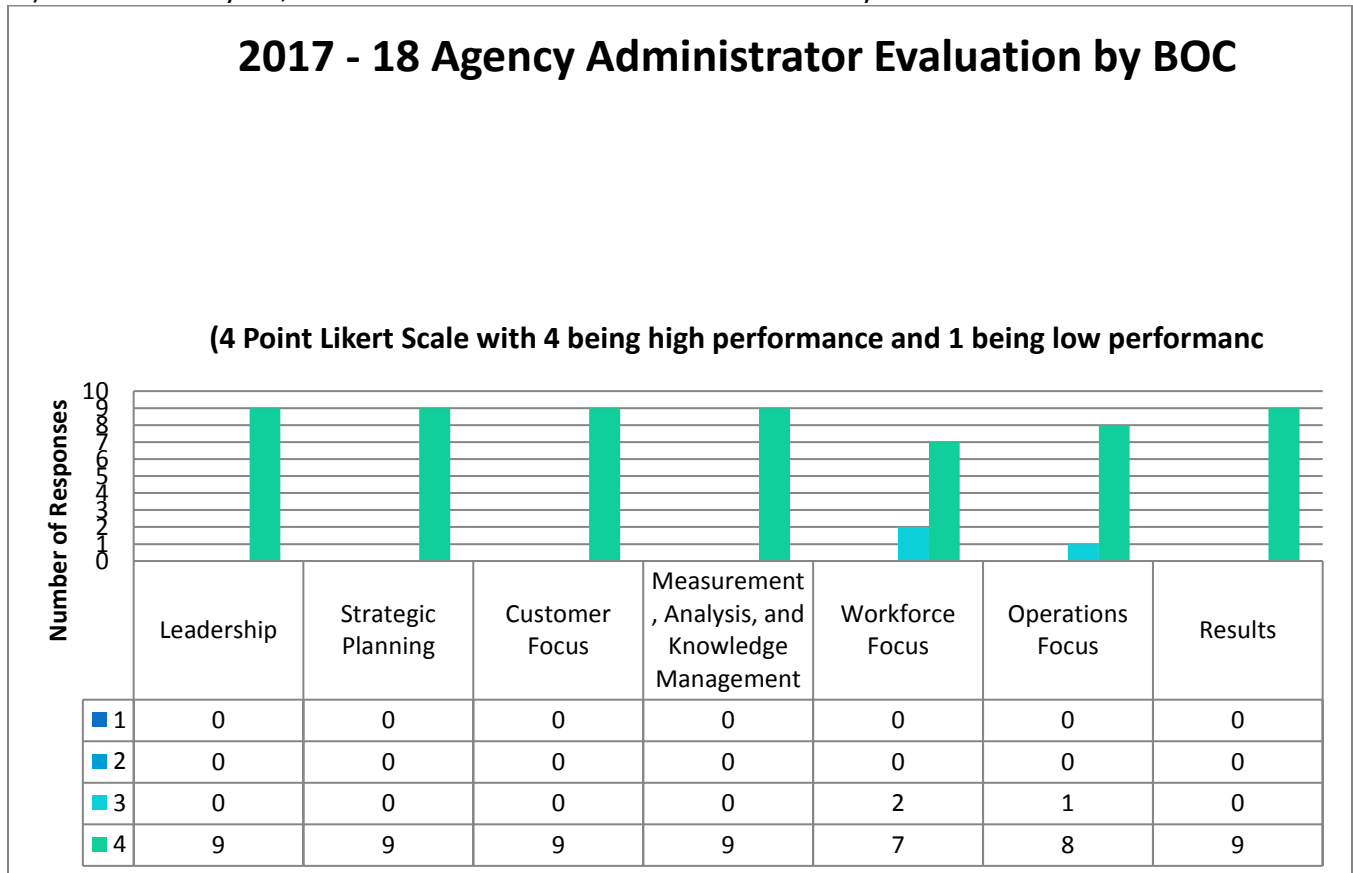
**2017-18 Services Provided to Others Beyond CESA 9 School Districts**

<b>Almond - Bancroft</b>	E-Rate Application Service
<b>CESA 5</b>	Vision/Orientation & Mobility Specialist
<b>CESA 8</b>	E-Rate Services
<b>Crandon School District</b>	Youth Apprenticeship
<b>Hustisford School District</b>	E-Rate Application Service
<b>Laona School District</b>	Youth Apprenticeship
<b>Lincoln Hills</b>	School Improvement, Behavior Strategist, Speech Clinician Services, Assistive Technology, Curriculum Coordinator
<b>Marathon County Children with Disabilities Education Board (CDEB)</b>	Vision/Orientation & Mobility Specialist E-Rate Application Service
<b>Mercer School District</b>	Youth Apprenticeship
<b>Newman Catholic</b>	E-Rate Application Service
<b>Pardeeville School District</b>	E-Rate Application Service
<b>Poynette School District</b>	E-Rate Application Service
<b>Somerset School District</b>	E-Rate Application Service
<b>Sparta School District</b>	E-Rate Application Service
<b>Wabeno School District</b>	Youth Apprenticeship
<b>White Lake School District</b>	E-Rate Application Service
<b>Wisconsin Dells School District</b>	E-Rate Application Service

## Evaluation of the Agency Administrator by Board of Control

Each year, the Professional Advisory Committee (CESA 9 Superintendents) provides feedback to the CESA 9 Board of Control who provides performance feedback to and conducts an annual evaluation of the Agency Administrator. Similar to the dashboard in a car, this feedback is useful for monitoring and adjusting leadership actions.

The Board of Control uses an evaluation tool aligned with the Baldrige Performance Excellence Criteria which articulates seven indicators of success: 1) Leadership, 2) Strategic Planning, 3) Customer Focus, 4) Measurement, Analysis and Knowledge Management, 5) Workforce Focus, 6) Operations Focus, 7) Results. This year, 9 Board of Control members took the survey.



## Agency Administrator Goals and Priorities for 2017-18

- Utilize balanced scorecard to monitor organizational performance
- Complete review and revision to Board of Control policy manual
- Review and revise Employee Handbook

## Feedback for Agency Administrator by Superintendents

The superintendents provide feedback in the following areas: Leadership, Strategic Planning, Customer Focus, and Operations Focus. The evaluation questions focused on the organization, quality, and usefulness of PAC meetings, the responsiveness of the Agency Administrator in meeting district needs, effectiveness of communication between Agency Administrator and District Administrator, and the general operations of the Agency. Administrators were asked to score on a five point scale – 1 being low and 5 being high. In 2017-18, 21 of the 22 district superintendents completed the evaluation survey.

