



2015-2016

Measuring Our Success

An Update on CESA 9's Journey of Continuous Quality Improvement



2015-2016 Agency Annual Report

Cooperative Educational
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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 need for 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.

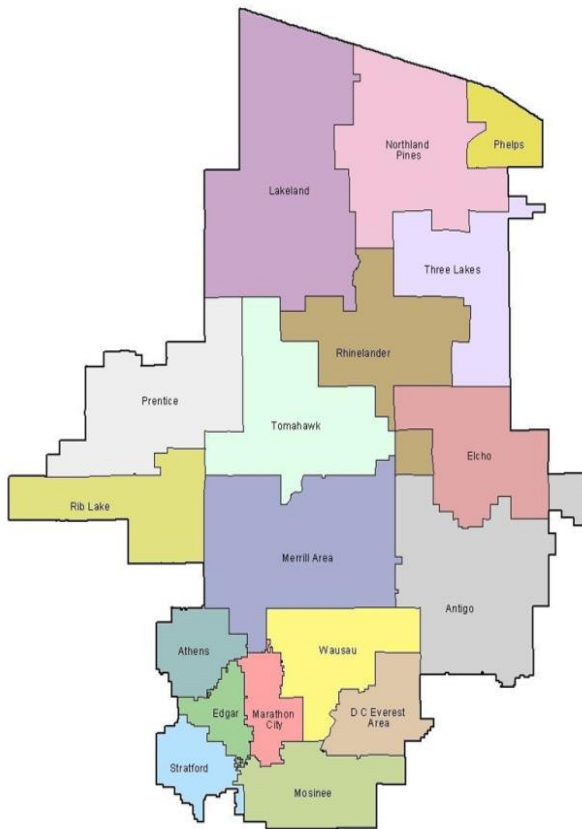
Vision

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.



District	2015-16 Enrollment
Antigo	2397
Arbor Vitae-Woodruff	500
Athens	413
DC Everest	5803
Edgar	626
Elcho	349
Lac du Flambeau	481
Lakeland Union High	708
Marathon	695
Merrill	3321
Minocqua-Hazelhurst-Lake Tomahawk	555
Mosinee	2082
North Lakeland	136
Northland Pines	1308
Phelps	148
Prentice	432
Rhinelander	2424
Rib Lake	484
Stratford	959
Three Lakes	492
Tomahawk	1321
Wausau	8454

22	School Districts
1	Juvenile Correction Facility - Lincoln Hills/Copper Lake
5,669	Square Miles
2,844	Professional Staff
1,243	Support Staff
34,088	Public School Students
2,979	Private School Students
102	Public School Buildings
2	Technical College Districts – North Central and Nicolet Area Technical College
1	UW Extension Center – UW Marathon

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

Cooperative Educational Service Agency (CESA) #9 is a member-owned organization that strives to provide staffing and educational programming 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, is governed by an eleven-member board comprised of seated school board members in the region we serve, and receives no direct state aid. Our Agency is funded through grants and direct service contracts with our member districts. CESA 9 is also proud to be the home of Wisconsin Virtual School, a supplemental provider of online courses; WVS serves students in over half of the school districts across the state.

CESA 9 conducts its business by seeking to know our districts better, by helping our member districts know us better, and by continuously enhancing existing services and designing new ones. We have adopted the Baldrige framework for performance excellence and our individual employee evaluations routinely provide the opportunity for reflection and feedback in leadership, strategic planning, customer focus, measurement, analysis and knowledge management, workforce focus, operations focus, and results.

In partnership with Studer Education, CESA 9 has developed a model for continuous quality improvement and a balanced scorecard that articulates our organizational goals, strategic actions, progress monitoring measures and the annual results indicators which we will use to measure our success. Additionally, through leadership coaching we continuously strive to put into practice the following principles: 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.

This annual report serves as evidence of our accountability to ourselves and our stakeholders--both at the organizational level and also at the program and department level. This report seeks to tell the story of our success as an outstanding educational service agency.

How Do We Measure Our Overall Success as an Agency?

In the fall and spring of the 2015-16 school year, we surveyed leaders in our member school districts, asking them to assess our service to them in terms of five characteristics: 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 below, we exceeded the 4.5 goal mark in both the fall and spring administration of the survey.

District Services Survey Results

Characteristics	Mean	Mean
	11/2015 (N=41)	4/2016 (N=47)
Accessibility	4.46	4.58
Accuracy	4.56	4.61
Attitude	4.62	4.68
Operations	4.53	4.55
Timeliness	4.52	4.56
Overall Mean	4.54	4.59

In 2015-16, our leadership team developed a balanced scorecard articulating long-term goals, annual results measures, progress monitoring measures, and strategic actions we would take in two key areas: student achievement and quality service. As you can see in the chart below, a green dot indicates that we achieved our benchmark results measure. A yellow dot indicates that we are still working on that benchmark. A red dot would indicate that we missed our target benchmark in some way. We plan to expand our 2016-17 organizational scorecard to include goals, measures, and strategic actions in three additional key areas: people, finance, and growth & innovation.

CESA 9 Organizational Scorecard 2015-2016

Student Achievement	Quality Service
Long-Term Goals	
In CESA #9 School Improvement Services member districts, student learning increases and achievement gaps decrease.	Districts and community agencies recognize CESA #9 as a valuable resource providing high quality programming and service.
Annual Results Measures	
<ul style="list-style-type: none"> ● Increase % of schools meeting or exceeding expectations on school report cards from 94% to 95% (No data – school report cards not issued in 2015-16) ● Increase the completion rates of online students from 87% (2014-15) to 89%. (Data not yet available) 	<ul style="list-style-type: none"> ● Maintain workshop evaluation recommendation rate above 95% (97.8%, May 2016) ● Maintain Support Services mean above 4.5 (4.59, April 2016) ● Maintain or increase district utilization of CESA 9 services (Gathering baseline data) ● Maintain or increase participation in professional learning (2015-16 = 4381) ● Increase the number of school districts and schools utilizing WVS services by 5% (Districts 7.4% increase; Schools 7.1% increase, May 2016)
Progress Monitoring Measures	
Validation protocol Status Check (SOAR schools)	Support Services Survey Workshop Evaluations Quarterly participation in professional learning (in house and in district) and purchased services
Strategic Actions (all)	
<ul style="list-style-type: none"> ● Embed ourselves with the educators we serve to continuously improve classrooms, schools, and districts ● Develop a consistent process to communicate internally who is working on what and when with each of our districts ● Develop a protocol for validating implementation of topics we teach 	<ul style="list-style-type: none"> ● Provide excellent service in every interaction we have with our customers ● Round w/ our customers ● Market the benefit of CESA 9 through purposeful, brief interactions and public relations

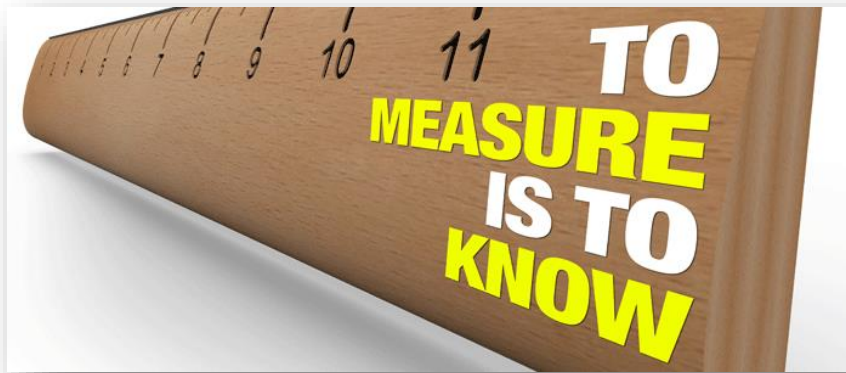
How Do We Measure Our Success as an Agency that Engages Employees?

In addition to meeting the service expectations of our external customers, CESA 9 also strives to be a great workplace for our employees. We aim to recruit, hire, and retain the best, most service-oriented, customer focused employees. We measure our success in this annually through the use of an employee engagement survey. The survey is given annually in the 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 administration of the employee engagement survey as well as our percentile rank when compared with other educational organizations who partner with Studer Education. Our School Improvement Leadership Team worked with me as the Agency Administrator to target strategies to make our meetings more efficient and productive and to provide more opportunities for our support staff to have input on the decisions that affect their work. 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.

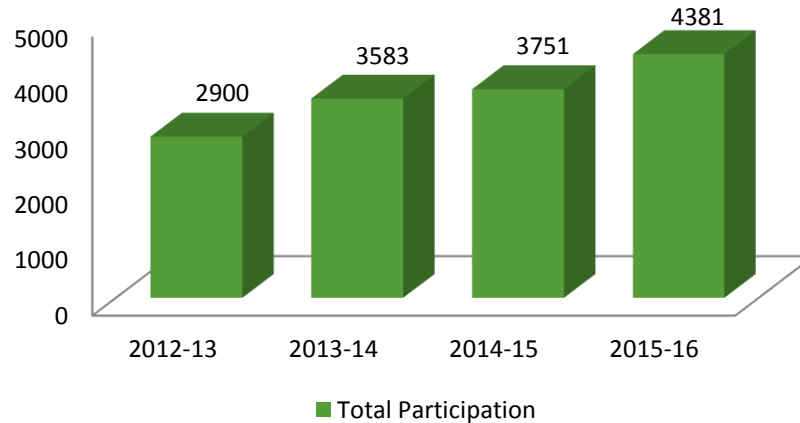
Employee Engagement Survey Results – Baseline Mean Compared to Partner Districts

Engagement Items	12/2015 (N=29)	Pct. Rank
1. My supervisor(s) provides me good processes and resources to do my job.	4.48	99
2. My supervisor(s) provides feedback on my strengths as an employee.	4.59	99
3. Supervisor led team meetings make efficient use of time and are productive.	4.10	74
4. My supervisor(s) recognizes good performance.	4.72	99
5. My supervisor(s) demonstrates a genuine concern for my welfare.	4.76	99
6. My supervisor(s) makes the best use of available funds.	4.37	98
7. My supervisor(s) consults me on the decisions that affect my job.	4.07	94
8. My supervisor(s) sets clear expectations for judging my performance.	4.48	99
9. My supervisor(s) provides the support needed to accomplish my work objectives.	4.21	90
10. My supervisor(s) provides feedback concerning areas for improving my performance.	4.21	97
11. The agency administrator manages organizational finances effectively.	4.44	99
12. The agency administrator uses a variety of methods to promote effective communication throughout the organization.	4.55	97
13. The agency administrator makes decisions in the best interest of the organization.	4.59	99
14. If given a choice, I would recommend that a school district select this organization for support.	4.79	99
Overall Agency Mean	4.46	99

Not too long ago, I heard a keynote speaker refer to "cardiac assessment" wherein an individual or an organization "knows in their heart they're good," that is they **feel** they're experiencing success--doing a good job in achieving their mission and goals. While feelings certainly can provide a subjective, intuitive sense of progress, we are thrilled that we have hard-wired our organization with objective data which we can use to reflect on the results of our collective efforts, to drive our decision-making, to inform our next steps for continuous quality improvement, and to communicate to you our success in providing quality service to improve education. I hope you will enjoy reading additional stories of our success that can be found on the pages that follow in this report.



Workshop and Meeting Participation Data and Evaluation Data (4 years)



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 2015-16 the evaluation questions included:

- ◆ **How clear & organized was the workshop?** (4 options: Exceeds Expectations; Meets Expectations; Slightly Meets Expectations, Did Not Meet Expectations)
- ◆ **How engaging was the workshop?** (4 options: Exceeds Expectations; Meets Expectations; Slightly Meets Expectations, Did Not Meet Expectations)
- ◆ **How effective was the workshop?** (4 options: Exceeds Expectations; Meets Expectations; Slightly Meets Expectations, Did Not Meet Expectations)
- ◆ **What information, techniques and learning activities were most useful to you?**
- ◆ **What, if anything, was not useful to you?**
- ◆ **In which specific areas of this workshop do you feel that you could benefit from more instruction and/or practice?**
- ◆ **Would you recommend this workshop to your colleagues? Why or why not?**
- ◆ **At CESA 9, we work to continuously improve our programs and services to you-our customer. To help us better meet your needs, please finish this statement, "I wish CESA 9 would..."**





"Helpful friendly staff and valuable information."

"Insightful, beneficial and meaningful. Relates to me."

"Learned a lot. Great for our district!"

"Today was awesome! Perfect timing to raise my morale! Content was helpful."

"It was very informative and I love being able to discuss ideas with other colleagues."

"Your activities are always right on. Purposeful and engaging. Thank you!"

"Great hands-on ideas, research and networking."

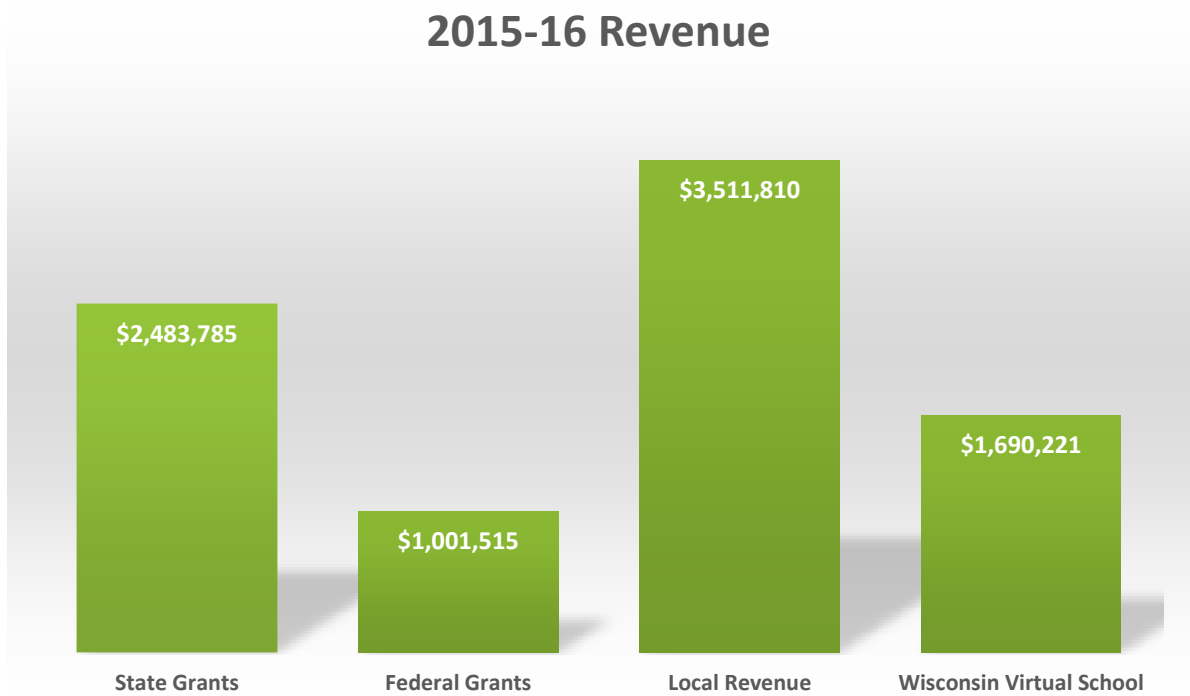
"In my 19 years of teaching, this was the BEST workshop ever!"

"Got me fired up to try new things and do more research."



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 2015-2016

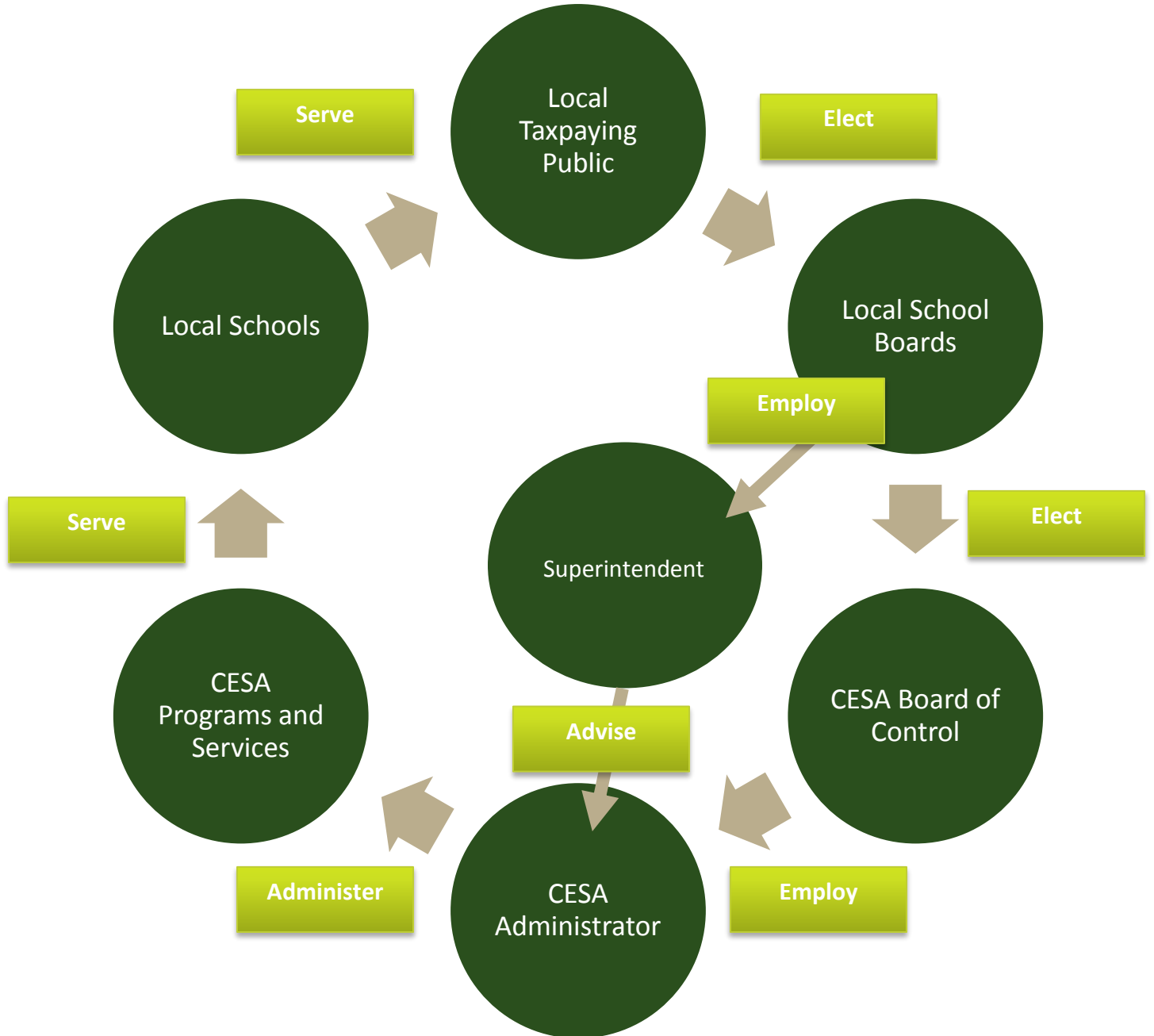
DISTRICT	NAME	CLASS	TERM EXPIRES
Antigo	Andy Merry	Large	2018
Athens	Kevin Zubke	Small	2018
D.C. Everest	Helen Ackermann	Large	2017
Merrill	Jen Seliger	Large	2016
Northland Pines	Phillip Epping	At-Large	2018
Prentice	Helen Palmquist	Small	2017
Rhineland	Duane Frey	At-Large	2017
Rib Lake	Scott Everson	Small	2016
Stratford	Dan Thompson	Medium	2016
Three Lakes	Tom Rulseh	Medium	2016
Tomahawk	Ken Dirks/Tyler Stevenson	Medium	2017

Board of Control Officers for 2015-16

Ken Dirks/Andy Merry, Chair Tomahawk/Antigo
Scott Everson, Vice Chair Rib Lake
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 2015-16

Antigo	Don Childs/Brian Misfeldt
Arbor Vitae-Woodruff	Jocelyn Smith
Athens	Tim Micke
DC Everest	Kristine Gilmore
Edgar	Cari Guden
Elcho	William Fisher
Lac du Flambeau	Larry Ouimette
Lakeland Union HS	Jim Bouche
Marathon	Richard Parks
Merrill	Walter Leipart/John Sample
Minocqua-Hazelhurst-	
Lake Tomahawk	Jim Ellis
Mosinee	Ann Schultz
North Lakeland	Brent Jelinski
Northland Pines	Mike Richie
Phelps	Delnice Hill
Prentice	Randy Bergman
Rhinelander	Kelli Jacobi
Rib Lake	Lori Manion
Stratford	Scott Winch
Three Lakes	George Karling
Tomahawk	Terry Reynolds
Wausau	Kathleen Williams

2015-16 PAC Executive Committee

Scott Winch, Stratford - Chair
Kathleen Williams, Wausau - Vice Chair
Brent Jelinski, North Lakeland
Randy Bergman, Prentice
George Karling, Three Lakes

PAC Meeting Topics 2015-16

Discussions with Area Legislators - Legal Issues – Evidence-based Leadership – Alternative Paths to Licensure - State Budget Issues – Wisconsin Digital Learning Collaborative - Student Loan Forgiveness Program – Suicide Prevention/Mental Health - Wisconsin Association of School District Administrators (WASDA) Updates

Feedback from Superintendents about PAC Meetings

“I find these meetings to be most valuable. There is a good balance of activities and opportunities to network over crucial issues.”

“I have really appreciated the opportunities to participate in additional professional growth after the PAC meetings.”

“Excellent job of providing and looking for materials for us and continually asking what we are looking for.”

“Content of our meetings has been very good! The agendas are meaningful to our group.”

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 2015-16:

CESA 1

Mary Gavigan, Administrator
Pewaukee, WI

www.cesa1.k12.wi.us

CESA 2

Gary Albrecht, Administrator
Whitewater, WI

www.cesa2.org

CESA 3

Joe Price, Administrator
Fennimore, WI

www.cesa3.org



CESA 4

Cheryl Gullicksrud, Administrator
West Salem, WI

www.cesa4.k12.wi.us

CESA 5

Jeremy Biehl, Administrator
Portage, WI

www.cesa5.org

CESA 6

Joan Wade, Administrator
Oshkosh, WI

www.cesa6.org

CESA 7

Jeffrey Dickert, Administrator
Green Bay, WI

www.cesa7.org

CESA 8

Don Viegut, Administrator
Gillett, WI

www.cesa8.k12.wi.us

CESA 9

Karen Wendorf-Heldt, Administrator
Tomahawk, WI

www.cesa9.org

CESA 10

Mike Haynes, Administrator
Chippewa Falls, WI

www.cesa10.k12.wi.us

CESA 11

Jerry Walters, Administrator
Turtle Lake, WI

www.cesa11.k12.wi.us

CESA 12

Ken Kasinski, Administrator
Ashland, WI

www.cesa12.org



CESA Statewide Network

Jesse Harness, CSN Commissioner

www.cesawi.org

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

Dr. Karen Wendorf-Heldt	David Kunelius
Archie Barribeau	Jenny Miner
Al Betry	Linda Myers
Ann Brigham	Michele Nickels
Matthew Collins	Dawn Nordine
Hilary Cordova	Beth Tepper
Casey Gretzinger	Lynn Verage

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 providing ongoing support and coaching of employees to strengthen their capacity for enhanced job performance.

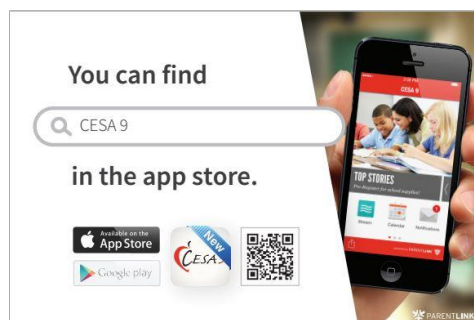
The outer circle articulates **what** strategies we engage to continuously improve existing programming and service and to design new programming and service. You may already be familiar with the PLAN-DO-STUDY-ACT cycle for improvement. The bullets underneath each part of that cycle further define the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

As an educational service agency, we have found 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."

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 2015-16:

- Launch of our CESA 9 superintendent certification program in partnership with Viterbo University
- Launch of a second cohort in our CESA 9 principal certification program in partnership with Viterbo University
- Student loan forgiveness program - 53 clients across CESA 9 who will realize \$2.8 million in loan forgiveness over 10 years
- First annual CESA 9 Job Fair
- New Peer Review and Mentoring Grant that allowed for more contact & support for initial educators
- PDP New Reviewer training using a blended learning approach
- Development of new & improved data retreats
- New teacher payroll process for Wisconsin Virtual School (WVS) teachers
- Addition of several new employees: Bryan, Doug, Archie, Evelyn
- Supporting our districts with several initiatives: UDL (Universal Design for Learning), SOARing, WOW (Working on the Work), reading, mental health education, etc.
- Launch of the Northern Achievement Center in Northland Pines
- WISELearn-content curation
- WVS space - our improved workspace
- Continuous increase in student enrollments in WVS
- Moving forward as a partner in the Wisconsin Digital Learning Collaborative
- Youth Apprenticeship-increased opportunities
- The use of ZOOM technology to facilitate online learning and meeting connections
- New invoicing process for shared services
- Collaborating more than ever - blogs, web conferences, family engagement plans
- Development of long range facilities plan
- Eliminating outsourced maintenance services to realize cost savings



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 from 2015-16

- Substitute teacher trainings offered both on and off-site with over 50 participants trained
- 2580 educators served via in-district workshops and networking meetings
- 1666 educators served via workshops and networking meetings at CESA 9
- 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
- Put in place a new Literacy Leadership Network

Feedback from Participants:

“It was incredible to connect across districts and grade levels.”

“Allowing us to be involved in different instructional strategies and couple days to breathe/feel like we are making a difference in student’s lives.”

“I really appreciated that the information was always “right on time” and the question-answer times were very worthwhile.”

“Available networking along with updates and taking us through the important aspects of state assessments.”

“I felt more prepared to offer advice and answer questions along with receiving a wealth of resources.”

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715.453.2141 ext. 222

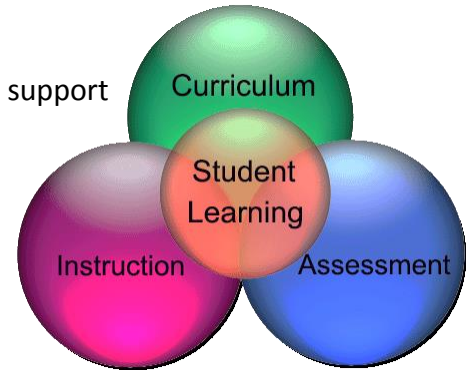
Casey Gretzinger – cgretzinger@cesa9.org
715.453.2141 ext. 225

Linda Myers – lmymers@cesa9.org
715.453.2141 ext. 237

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 instruction practice and leadership.

- Balanced assessment system support
- Wisconsin State Assessment System information and support
- Curriculum Companion support and networking
- Common Core State Standards (CCSS) implementation
- Universal Design for Learning (UDL)
- Instructional Leader Network
- Curriculum writing support
- 21st Century skills



Highlights from 2015-16

- Provided timely training and updates for District Assessment Coordinators (DACs) throughout the school year
- WISExplore data retreats offered both in-district and on-site with over 270 participants trained
- Continued in-district mathematics support and coaching in best practices for mathematics instruction
- Hosted two mathematics workshops for elementary and one for middle school teachers and leaders targeting need areas
- Provided training 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
- Created a Literacy and Math Leader Network with over 31 participants
- Provided in-district curriculum planning and writing support in both math and literacy

Feedback from Participants:

“I really enjoyed networking with the other math teachers. I am not a coach but got a general sense as to what the role of a coach is in a school district.”

“I really liked the energy and pacing. Great group involvement!”

“It was all great! Love the examples and trying it out ourselves. Nice hands-on and multiple examples. Good modern day connections to common core.”

“Keep hosting these meetings throughout the year.”

Contacts: Al Betry – abetry@cesa9.org
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Linda Myers – lmyers@cesa9.org

Educator Effectiveness – DPI Model

Act 166, Wis. Stat. 115.415 requires 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:

“It was incredible to connect across districts and grade levels. The documents and resources are crucial!”

“CESA provides a great amount of insight as to how to make it through the EE paperwork.”

“The continued contact throughout the year so that questions could be answered along the way and throughout the school year.”

“Very good information! Al & Linda are prepared, funny, easy-going and very professional.”

“Many unique and useful coaching techniques along with information about EE.”

Highlights and Data from 2015-16

- Hosted 8 WOW (Working on the Work) DPI co-sponsored sessions with over 250 total participants
- Facilitated 23 in-district and 13 on-site EE support workshops and support sessions
- Continued our teacher-leader network through our year-long Coaching for Leadership initiative
- Facilitated quarterly networking and support sessions for CESA 9 EELs (Educator Effectiveness Leaders)
- Provided one-on-one EE support and troubleshooting for our district leaders
- Our EE LiveBinder resource received 2952 views over the course of the 2015-2016 school year



Contact: Al Betry – abetry@cesa9.org
715.453.2141 ext. 222

Linda Myers – lmyers@cesa9.org
715.453.2141 ext. 237

Educator Effectiveness – Effectiveness Project - CESA 6 Model

The Effectiveness Project® is a comprehensive, research-based evaluation system framed in the work of Dr. James Stronge. This service provides 15 participating CESA 9 school districts with training, technical assistance, and implementation support.



Highlights and Data from 2015-16

- Delivered initial trainings for new evaluators including introduction to the standards, MyLearningPlan platform and certification
- Provided an EP Bootcamp for 40 area educators new to teaching or new to the EP model
- Hosted 8 WOW (Working on the Work) Sessions with over 250 total participants
- Facilitated EP support sessions in-district and at CESA 9
- Continued our teacher-leader network through our year-long Coaching for Leadership initiative
- Facilitated quarterly networking and support sessions for CESA 9 EPICs (Effectiveness Project Implementation Coaches)
- Provided on-going assistance and technical support to CESA 9 EP users from all 15 districts throughout the year
- Provided technical assistance in MyLearningPlan to CESA 9, CESA 8 and CESA 12 EPICs

Feedback from Participants:

“Gathering information about the greater educational front-outside our district.”

“Helped me be more organized and gain confidence in my role.”

“The use of techniques to help others meet EE expectations and best practices.”

“The activities were engaging and I have a clear understanding of the expectations.”

“Very helpful in developing EE knowledge and understanding.”

“Training provided a great amount of insight as to how to make it through the EE paperwork.”

Contact: Linda Meyers – lmeyers@cesa9.org
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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 2015-16

- Provided PDP trainings both on-site and in-district to over 218 teachers and administrators
- New PDP Reviewer Trainings using a flipped model and provided 7 New PDP Reviewer Sessions and trained over 109 new PDP Reviewers in the CESA 9 region
- Daily PDP support for all school improvement members
- Guided practice in MyQEI and WECAN online tools
- Continued support and group administrator guidance of WIPDP online tool
- 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 Initial Educator Book Study with an emphasis on literacy
- PI 34 LiveBinder resource for all school improvement members with over 2,519 views
- 100% of participants would recommend attending the PDP workshop at CESA 9 to a colleague

Feedback from Participants:

“Going step-by-step through writing a PDP was incredibly helpful! Also the instructional tools to use in the classroom.”

“The entire training - very helpful since I am writing my own PDP.”

“The blended approach was extremely effective. Less face-to-face allowed me to learn when it fits my schedule.”

“This was the first conference I attended where I felt engaged and learned information that I could actually use.”

Contact: Al Betry – abetry@cesa9.org
715.453.2141 ext. 222
Casey Gretzinger – cgretzinger@cesa9.org



The **Title I Network** provides technical assistance and professional development for districts. 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:

“Hands on learning was great. Quick checks, targeted interventions by skill, and the resources from the log in will be most useful for me.”

“It was great to be able to have honest discussions about how we envision our school in instruction, assessment, collaboration and communication. The SIR is an amazing tool that helps teams to look objectively at where they are.”

“LiveBinder - great resource - updates - invaluable!”

Professional Learning Highlights from 2015-16

- Teams from 4 districts with 18 participants attended the RtI Center Workshop: Reviewing Your Selected and Intensive Levels of Support
- 10 districts with 41 participants attended the Annual Northwood’s Paraprofessional Summit in Minocqua
- Various Literacy Trainings offered: Secondary Reading Interventions, Maximizing your PALS data, Leveled Literacy Intervention K-2 Series
- 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

Contact: Casey Gretzinger – cgretzinger@cesa9.org
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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 16 school districts in CESAs 9 and 12.

Professional Opportunities Offered for Consortium Members:

- Title III Coordinator Network Meeting
- Tips & Tactics for Working with English Language Learners (ELL's)
- Reviewing & Analyzing Access Score Reports
- Individualized Technical Support for New Title III Coordinators



Feedback from Coordinators and Workshop Participants:

“It was helpful learning more about the standards and levels, new updates to plan of service, and general program updates.”

“Looking closely at the ELP levels and separating them out was helpful.”

“Specific strategies! Yes! We have ELL students in our rooms, now what...this was great to address real issues.”

“Having the LiveBinder available will undoubtedly be helpful. Something I can look at and can use right away.”

Contacts: Matthew Collins for coordinating consortium – mcollins@cesa9.org
715.453.2141 ext. 254

Casey Gretzinger for technical support and professional development– cgretzinger@cesa9.org
715.453.2141 ext. 225

Wisconsin Safe and Healthy Schools

The Wisconsin Safe and 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 and 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 coordinate/present training events and provide technical assistance on a variety of safe and healthy school topics.

Highlights from 2015-16

- Trainings were held in all 12 CESAs and online. **Eight-hundred seventy-three educators** were trained in Educating Mindfully, Emerging Drug Trends, Youth Mental Health First Aid, Restorative Practices, Second Step, Suicide Prevention, School Safety (PREPaRE), and School SBIRT. Participants were from 170 school districts and 56 individuals or organizations
- Technical assistance was offered by email, phone, and through partnerships with CESAs holding Sharesops/networking meetings in **every region**. In addition, **407** youth, school staff, and community members were trained in QPR Gatekeeper (Question, Persuade, Refer) suicide prevention
- There were **6,462** unique visitors to the website in the last year. Over **4,300** people read the monthly e-newsletter. A new online AODA class with 27 participants from 22 schools and organizations was offered for the first time
- With Federal Emergency Management funding through the DPI, 11 PREPaRE and 2 regional Readiness and Emergency Management trainings were held throughout the state



Contact: Lynn Verage – lverage@cesa9.org
715.453.2141 ext. 228

ATOD/Comprehensive School Health

Highlights from 2015-16

- 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 WI Safe and Healthy Schools Center. Professional development opportunities were shared along with resources. Specific information was given regarding policy changes in schools on E-cigarettes and how they are enforced. Attendees of this meeting also participated in a “Hands Only CPR” course that teaches untrained bystanders how to perform hands only CPR
- During the spring meeting, an Academic & Career Planning (ACP) update was given. Participants also saw a presentation titled: “Marijuana-Did You Know?” This presentation discussed the different forms of marijuana, potency, the effects on our youth and what is seen in schools and communities. They left with a number of resources on the topic
- Provided training on the “Wisconsin School Mental Health Framework: Shifting Adult Perspectives and a Roadmap for Next Steps.” DPI consultants gave an overview of the Wisconsin School Mental Health Framework, adult attitudes that lead to engagement of students with mental health challenges, and needs assessment that will guide future work in schools

CESA 9 Crisis Management Team

The CESA 9 Crisis Management Team provides schools and communities with the means to enhance school safety and student and staff well-being.

CESA 9 Crisis Team Members

Lynn Verage, Team Leader
Joanne FitzPatrick
Kay Glodowski
David Kunelius
Karen Wendorf-Heldt
Natalie Wetzel-Rasmussen

Highlights from 2015-16

- Available to provide trainings in Prevention, Preparedness, Response & Recovery
- Available to provide resources, training, and direct support to school safety and crisis teams before, during, and after crisis situations
- Provided support to the school districts of Elcho and Merrill

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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 WI PBIS Network go to: www.wisconsinrticenter.org or www.wisconsinpbisnetwork.org



Highlights and Data from 2015-16

- Held 6th Annual Summer Conference
- Provided statewide trainings in: Coaching and Leadership in an RtI System, Classroom Management ToT, 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
- Continued with team trainings across the state in Tier 1 and Tier 2 systems, updates of the Network website, training of WI trainers, preparation of WI Tier 3 training materials, school recognition process, state advisory/leadership team and work groups, state technical coordinator meetings, identification and adoption of evidence-based practices, and public relations such as the RtI Center e-newsletter and website postings
- In CESA 9, 57 schools have been trained in PBIS at the Universal/School-wide level and 42 schools have been trained at the Selected Group/Tier 2 level, and 7 at the Intensive/Tier 3 level

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 culturally responsive multi-level system of support to ensure the success for all students.

CESA 9 Contact: David Kunelius
dkunelius@cesa9.org

Special Education Leadership

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

Highlights and Data from 2015-16

- New directors from Rib Lake, Northland Pines and Lakeland Union High School were supported throughout the school year concerning budget, staffing, program needs and professional development
- Assisted Rhinelander in securing UDL grant
- 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 robotics
- Initiated mental health program development
- Provided internship supervision for school psychology
- Provided overview of RDA (Results Driven Accountability) system in Wisconsin
- Installed an additional K-6 special education classroom to serve a larger area of region
- 22 School Districts have been served through special education leadership meetings, online technical resources, and consultation services
- 20 directors of special education accessed special education leadership services including meetings and in-district consultation

Comments from participants:

“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.”

“All agencies are struggling with the lack of qualified education personnel and CESA struggles with this as well, although it seems to find what is needed through contract or connection.”

Contacts: Matthew Collins – mcollins@cesa9.org
715.453.2141 ext. 254

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 Data from 2015-16

- Special Education Director (2 CESA 9 Districts)
- Behavior Strategist (8 CESA 9 Districts)
- Occupational Therapy (3 traditional and 3 telepresence within CESA 9 Districts)
- Speech and Language Therapy (2 traditional and 2 telepresence in CESA 9 Districts)
- Vision/Orientation & Mobility (9 CESA 9 Districts, 2 outside)
- School Psychologist (4 CESA 9 Districts)
- Regional Shared Classroom (5 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, DC Everest, Lac du Flambeau, Merrill, Minocqua-Hazelhurst-Lake Tomahawk, Mosinee, Lakeland Union High School, North Lakeland, Northland Pines, Phelps, Prentice, Rhinelander, Rib Lake and Three Lakes)

Highlights and Data from 2015-16

- \$1,154,357 was recovered for the 14 participating districts

Contact: Matthew Collins – mcollins@cesa9.org
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IDEA and Preschool Entitlement Consortium

IDEA Flow-through entitlements provide districts with funding based on local district headcount of students with disabilities. Districts within the consortium receive technical assistance in decision making, budget development and revision, claim submission, and with changes in the application process.

Highlights and Data from 2015-16

- Two districts participated in the consortium (Elcho, Phelps)
- Funds totaling \$106,831 were secured for districts to use in the provision of special education services



Contact: Matthew Collins – mcollins@cesa9.org
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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 has two classrooms separated into Kindergarten through 5th grade and 6th through 12th grade and the Northland Pines School District NAC has one Kindergarten through 6th grade classroom.



Highlights and Data from 2015-16

- 15 students (grades K-5) from 6 districts
- 21 students (grades 6-12) from 6 districts
- 3 students (grades K-5) at various stages of reintegration to home school
- 2 students (grades 6-12) fully integrated to home school and 2 other students are at various stages of reintegration to home school

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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 2015-16

- Held seven 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
- Five schools participated in continued data analysis and development of school improvement plans designed to target the reading achievement gap between students with and without disabilities (SOARING initiative)
- Co-facilitated indistrict data dig with CESA 9 School Improvement Director
- Co-facilitated indistrict Schoolwide Implementation Review with CESA 9 Associate Director of School Improvement and RtI Center Technical Assistance Coordinator
- Completed WISECoach, RtI Leadership Coaching, and Beyond Diversity trainings
- 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

***Feedback from
Workshop
Participants:***

“Excellent networking, collaboration and informative.”

“I thought it was excellent!”

“Updates on all areas are always beneficial.”

“Remains current with continuous change.”

Contact: Matthew Collins – mcollins@cesa9.org
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The Summit for Addressing Disproportionality

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 works with preK-12 educators, schools, districts and other community partners to reduce racial disproportionality in special education. Each member of the staff is committed to racial and social justice, striving to honor those who came before them while transforming current systems to ensure a hope-filled future for all.

The annual Summit for Addressing Disproportionality is one initiative of the Disproportionality Technical Assistance Network grant that addresses the achievement gap among diverse student populations and works to eliminate race as a predicting factor of participation in special education. The conference is an opportunity to enhance educators' understanding and application of research-based, culturally responsive policies, procedures and practices.



Highlights and Data from 2015-16

- Coordinated and delivered The Summit for Addressing Disproportionality
- Coordinated "Day 2" of The Summit for Addressing Disproportionality (formerly known as "Needs Assessment") as "Technical Assistance for Identified Districts"
- Day 1 of The Summit for Addressing Disproportionality had 342 attendees (including pre-service teachers) from 34 school districts from across the state. Day 1 consisted of 2 keynote speakers, and 29 break-out sessions
- Approximately 217 educators from 34 school districts participated in Day 2

Comments from participants:

"Reinforced a lot of things I know and am working to implement. Thanks!"

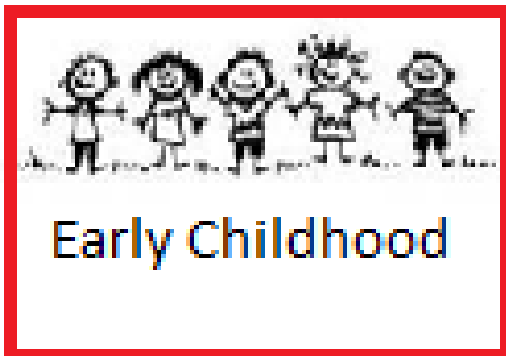
"Helpful! I really enjoyed hearing what the other districts are doing."

"Each presenter was stimulating and passionate in his/her area of expertise."

"The presentations were very informal and the setting was very comfortable."

Contact: Angie Balfe, CESA 6

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.

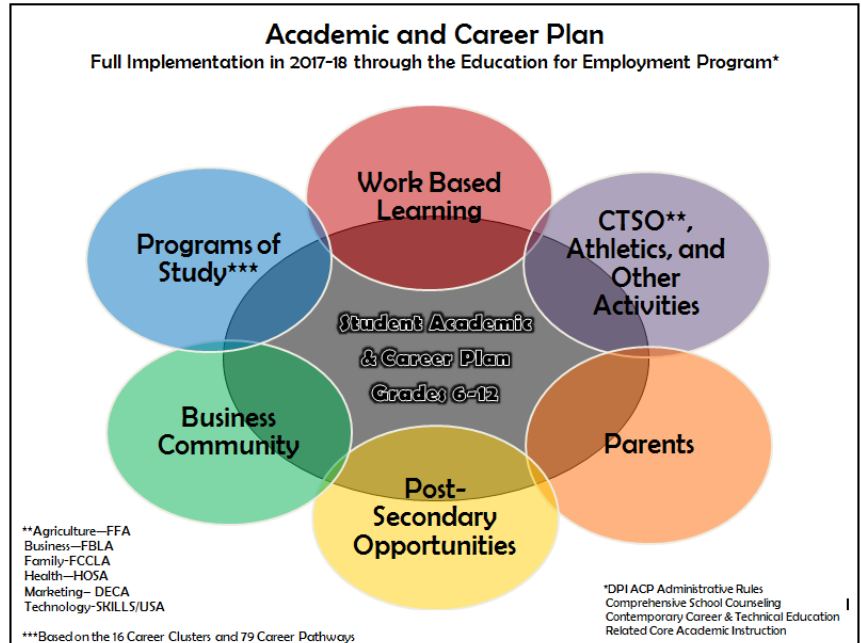
Highlights and Data from 2015-16

- Four districts participated in a year-long blended training on Literacy in Early Childhood settings
- A request for a book study on Social/Emotional development prompted a study on Sharing the Blue Crayon – How to Integrate Social, Emotional and Literacy Learning
- Hosted 3 book groups with CESA 1 on When Play Isn't Easy: Helping Children Enter and Sustain Play with a total of 220 participants. We looked at why play is important, how it connects to standards, “toyed” with a play assessment, researched and shared play strategies to meet student goals
- Collaborated with K-2 on a Literacy Foundations yearlong series so it included PreK
- Hosted a 4K Leadership Forum
- 17 districts and multiple collaborating partners (Head Starts, B to 3, Child Cares, Wisconsin Facets) took advantage of 2015-16 offerings for professional learning on Early Childhood topics
- Piloted 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
- Offered a Pyramid Training. The Pyramid Model is a framework for multi-leveled systems of support to address social and emotional competence and reduce challenging behavior in children ages 3 to 8

Contact: Beth Tepper – btepper@cesa9.org
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North Central Career & Technical Education 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 2015-16

- DPI workshop updating teachers of Family/Consumer Science and Health occupations
- DPI workshop updating teachers of Technology and Engineering
- Workshop by the State School Engagement Director of Project Lead The Way for teachers from 7 high schools currently implementing Project Lead The Way
- Inservice for the 14 district Career & Technical Education liaisons
- Workshops for all 14 participating districts in reviewing their Education for Employment plans and planning for the 2016-17 school year, including Carl Perkins Act budgets for their approved programs of study
- Completed work of the task force on strategies in which districts can collaborate to deliver career and technical education
- 100 educators participated in the various workshops throughout the year
- 2016-17 will be a transition year as the consortium will have new leadership in the 2017-18 school year.

Upcoming Events:

*Career Cruising Training
August 25 & September 22*

*Academic & Career Plan
Workshop
October 13*

Contact: Fred Skebba – fskebba@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 2015-16, the following districts participated in the program: Elcho, Lakeland Union, Northland Pines, Phelps, Rhinelander, Crandon, Laona, Mercer and Wabeno.



Highlights and Data from 2015-16

- Provided two inservice meetings for the ten school youth apprenticeship coordinators
- Maintained ongoing communication with the three primary youth apprenticeship staff members at the Department of Workforce Development in Madison
- Many employers were contacted about participation. A number of them did participate in 2015-16 and are interested for the 2016-17 school year
- Special efforts continue to involve Native American students in various employment sites on the Lac du Flambeau reservation
- Preliminary planning is underway for some students to complete a youth apprenticeship and then go directly into a registered adult apprenticeship

Contact: Fred Skebba – fskebba@cesa9.org

Personalized Learning

During the 2015-16 school year, CESA 9 Personalized Learning Initiative impacted the CESA 9 region through Personalized Learning Boot Camps, Personalized Learning Network workshops, book studies, in district trainings, and coaching in the field.

Highlights and Data from 2015-16

- August Boot Camps in Wausau and DC Everest
- Fall and Winter Boot Camps at CESA 9
- Fall Book Study
- DC Everest Personal Development Workshop
- Personalized Coaching in Merrill and DC Everest
- Boot Camp series in Edgar
- Personalized Learning field trip with Merrill to Wabeno Elementary
- Fall, winter, and spring Personalized Learning Network Convenings at CESA. Topics included: management, assessment, student choice and voice, student agency and best practices
- Wausau training at Franklin Elementary
- District-wide trainings in DC Everest, Edgar, and Merrill
- 9 districts participated in the Personalized Learning Action Network
- 28 participants in the CESA 9 Boot Camps from numerous districts



Comments from participants:

“All of the different resources available and information, keeping us engaged and involving different activities were all helpful and useful.”

“Everything was useful - excellent resources.”

“I liked the different ideas for choices the students could use to show they learned a standard or topic and the discussion and questioning in the group.”

Contact: Archie Barribeau, Director of Technology & Digital Learning Services
abarribeau@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.



Comments from participants:

“Can’t wait to get started with the resources presented.”

“Useful resources. I love breakout edu possibilities.”

“Highly effective strategies.”

“I like the student assessment and engagement pieces.”

Highlights and Data from 2015-16

- 4 Technology Directors Meetings
- 4 Blended Learning Consortium Seminars
- BLC & Tech Network - 9 districts participated
- Fall Paraprofessional Conference – 48 participants
- Winter Library Media Specialist and Technology Integrators Symposium – 28 participants
- WEMTA Presentation – 40 participants
- Google Apps For Education Workshops – 15 participants
- Game-based Learning Seminars – 28 participants
- District-wide Trainings and Presentations in DC Everest, Merrill, Mosinee, and Prentice
- Breakout EDU Trainings
- Technology Integration Coaching Sessions
- TEACH Grant Support
 - TEACH Grant Webinar for 9 District Representatives
 - TEACH Grant Planning Session for 7 District Representatives

Contact: Archie Barribeau, Director of Technology & Digital Learning,
abarribeau@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 2015-16

- Secured grants through the State of Wisconsin to assist with funding Fabrication Labs for two school districts
- Assisted the TEACH Grant Team with meeting grant requirements and assembling the grant application for 11 school districts to receive funds for teacher professional development
- Assisted two school districts with project development and wrote grant proposals for the federal competitive Carol M. White Physical Education Program
- Assisted three districts by providing suggestions and editing of smaller grant proposals written by district staff
- Performed grant evaluation services for three funded projects totaling nearly \$3.3 million in federal grant funding
- Met with grant consortium members to learn about each district and discover program funding needs to aid in finding grant opportunities
- Discovered over \$42 million in potential grant funding opportunities and provided summaries of those opportunities to school districts purchasing grant writing services
- 75% grant success rate (of those written, submitted successfully and awards announced as of this writing)
- \$121,268 in grant funding of \$146,268 requested

Comments from customers:

“Continue what you’re doing. I felt that your support was exactly what we needed to get our grant done, done well and on time.”

“Just read (the narrative). Impressive! You’re a very strong writer; you painted a great picture of the need for the districts. Including of the data was concise and timely. You are very able to pull out relevant data necessary to the grant.”

Contact: Ann Brigham, Grant Writer/Evaluator, abrigham@cesa9.org
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Wisconsin Digital Learning Collaborative (WDLC)

Wisconsin Virtual School (WVS) was created as a statewide online program originating out of Cooperative Educational Service Agency # 9 (CESA 9) in 2000. Through a partnership between the DPI and CESA 9, WVS has operated independently as the state virtual school since 2008. The Wisconsin eSchool Network (WEN) is a consortium of 28 partnering school districts, eight of which are among the 11 largest districts in the state.

WVS and WEN 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](#) and meet the statutory requirement of

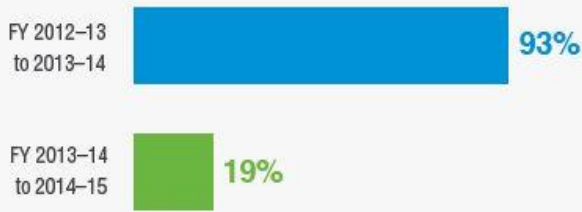


the Wisconsin Web Academy. Collaboratively, the WDLC served nearly 26,000+ enrollments in school year 2015-16. The collaboration allows the DPI to expand the offerings of the Web Academy and provide a single point of access to online courses, digital learning solutions and resources. Both organizations continue to operate autonomously, but collaboratively leverage digital learning platforms, online courses, digital learning objects, support, and professional learning communities.

- The Wisconsin Digital Learning Collaboration received a state budget appropriation (TEACH 2.0) of \$2,000,000 for funding year 2015-16
- Together we have sustained quality and financial stabilization. Per semester course enrollment fee was reduced by 10% for 2015-16
- Awareness activities included joint WDLC presentations at [iNACOL](#), [SLATE](#), [VSLA](#), [VERA](#), DPI State Superintendent’s Cabinet, and local school districts
- Together we have created a process for online content and assessment development and quality assurances. WDLC is one of the fourteen state programs in the [Virtual School Leadership Alliance](#)
- [Blended Learning](#) enrollments account for 7.8% of the total WDLC enrollments
- WVS began two “early adopter” blended learning partnerships with the Phelps School District and the Algoma School District
- WVS implemented a 24/7 tutoring service called [Tutor.com](#) for students enrolled in a WVS online course
- [Virtual Education Research Alliance](#) (VERA) published research in 2015-16: [Professional Experiences of Online Teachers in Wisconsin: Results from a Survey About Training and Challenges](#)
- CESA 4, 5, 9, and 11 use the WDLC ProEd which supports their professional learning platform
- 26,462 enrollments (an increase for WDLC of 82% for 2015-16)

Wisconsin Digital Learning Collaborative (WDLC) continued

FIGURE 1: WDLC course enrollment growth of all partners



Year-over-year course enrollment growth from FY2012-13 through FY 2014-15

FIGURE 2: Total unique students enrolled in online courses through all WDLC partners

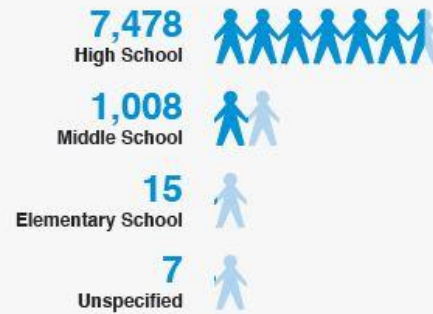
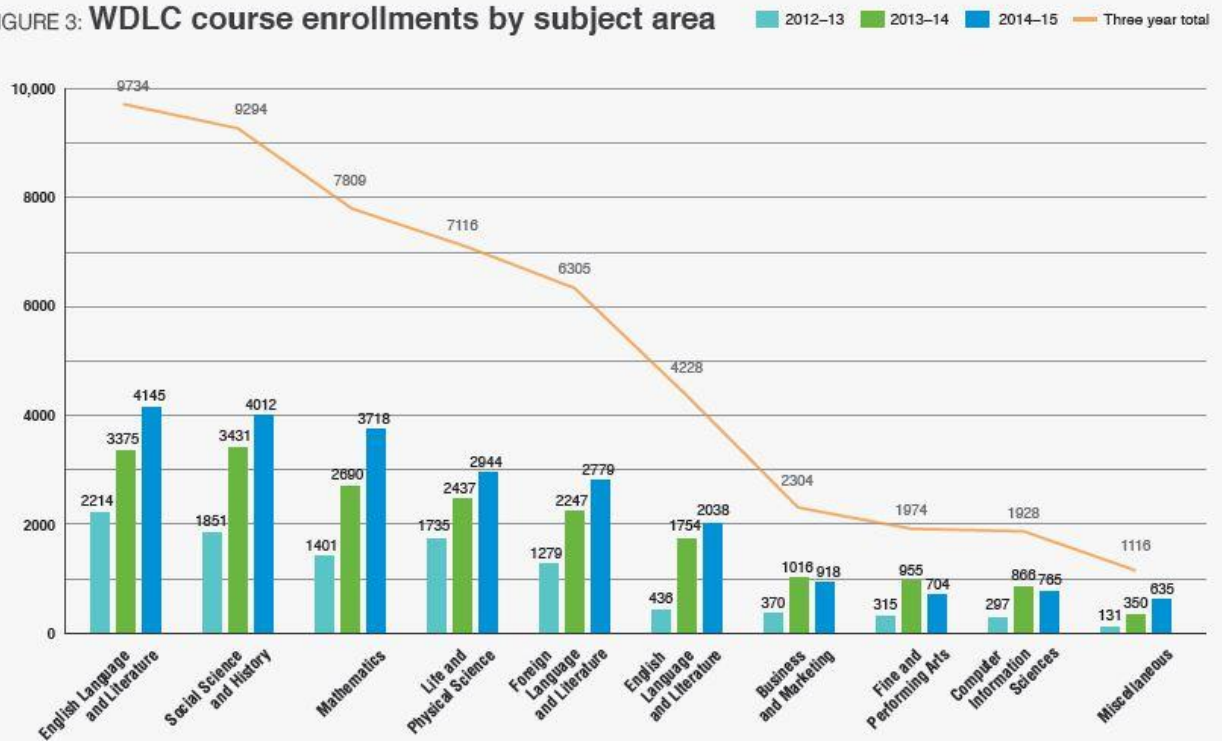


FIGURE 3: WDLC course enrollments by subject area



** Graphs and data provided by WEN Director John Jacobs

Contacts: Dawn Nordine, WVS Executive Director – dnordine@cesa9.org
 John Jacobs, WEN Director – j.jacobs@wisconsineschool.org

Facility and Maintenance

CESA 9 hired part-time Director of Facility and Grounds, Bryan Plautz. Bryan has been busy with a number of activities:

- Five year maintenance plan was compiled with approximate costs for upgrades and projects through 2021
- Contract services were streamlined
- Boiler and water heater replacement to increase efficiency and comfort throughout the facility was approved and completion date scheduled for late summer or early fall
- Planning and implementation for replacement of the existing CESA 9 entrance sign is scheduled for July 2016
- Wisconsin Virtual School office was remodeled to accommodate staff needs and to use the space efficiently
- 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

Comments:

“All the changes that you did for the WVS area, awesome job!”

“Appreciate the responsiveness and addressing issues and reliable service.”

“CESA 9 grounds look great!”



Bryan Plautz, Director of Facility and Grounds
maintenance@cesa9.org
715.453.2141 ext. 241

Additional CESA 9 Services and Related Activities

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

Academic Decathlon	Communication Services	Cooperative Purchasing
Contracted Environmental Services	Delivery System	Driver Education Instruction
E-Rate Application Service	Instructional/Educational Materials Center	Library/Media Specialist
Kohl Regional Scholarships and Fellowships	Network Administration	Parent Liaisons
Regional Spelling Bees	StarLab Portable Planetarium	Systematic Analysis of Language Transcripts (SALT)
Other Services as Requested by Districts		

Staff Directory for 2015-16

Azbell, Evelyn	WSPEI Director, Parent Advocate
Barribeau, Archie	Director of Technology and Digital Learning
Betry, Al	Professional Development, Assessments and Data Systems, Educator Effectiveness, Sub Teacher Training, PI 34, Principal and District Assessment Coordinator Networks
Blondheim, Nicole	Case Coordinator – Northern Achievement Center
Brigham, Ann	Grant Writer/Evaluator
Buch, Valerie	Occupational Therapist
Collins, Matthew	Director of Special Education, RSN, RSS, SBS, Title III, Itinerant Services, SALT
Cordova, Hilary	Business Office and Office Manager
Dettmering, Jane	Speech and Language Therapist
Dewar, Nancy	Case Coordinator – Northern Achievement Center
Drew, Amy	Case Coordinator – Northern Achievement Center
Ek, Michelle	Parent Liaison
Ford, Scott	School Psychologist/Special Education Coordinator
Gilmore, James	Visually Impaired/Orientation Mobility Teacher
Gretzinger, Casey	Associate Director of School Improvement Services, Literacy, Title I, Title 3, Universal Design for Learning, Curriculum
Hamus, Elizabeth	Certified Occupational Therapy Assistant (COTA)
Heritage, Stephanie	Special Education Teacher – Northern Achievement Center
Hilgendorf, Joan	Program Assistant, Wisconsin Virtual School
Hill, Jean	Program Assistant, Receptionist, SALT Transcriptionist, StarLab, Newsletter and Professional Development Guide
Kaufmann, Kathy	Assistant Fiscal Administrator
Kunelius, Dave	Behavior Strategist, Regional PBIS Coordinator
Lehman, Heidi	Parent Liaison
Lentz, Kevin	Case Coordinator – Northern Achievement Center
Myers, Linda	Professional Development, Effectiveness Project, Instructional Coaching, Math and Science
Miner, Jenny	Administrative Assistant, Regional Kohl Coordinator, Regional Spelling Bee, Annual Report
Nickels, Michele	WVS Director
Nordine, Dawn	WVS Executive Director
O’Callaghan, Doug	Part-time Maintenance
Peeters, Kris	Program Assistant
Plautz, Bryan	Director of Facility and Grounds
Rosinski, Sheryl	Case Coordinator – Northern Achievement Center
Roth, Carrie	Occupational Therapist
Skebba, Fred	Career and Technical Education, LVEC, Youth Apprenticeship
Sowinski, Julie	Program Assistant, Wisconsin Virtual School

Strassman, Kellie	Special Education Teacher – Northern Achievement Center
Suchocki, Pam	Case Coordinator – Northern Achievement Center
Tepper, Beth	Early Childhood Program Support
Van Ryen, Hanna	Program Assistant
Verage, Lynn	ATOD, Comprehensive School Health, WI Safe & Healthy Schools, Crisis Team Leader
Voigt, Gretchen	Teacher of the Visually Impaired
Walaszek, Annette	Associate Director of Wisconsin Virtual School
Wallace, Kelly	Special Education Teacher – Northern Achievement Center
Wallace, Scott	Behavior Strategist, External PBIS Coach, Non-violent Crisis Intervention
Wendorf-Heldt, Dr. Karen	Agency Administrator, Board of Control, Professional Advisory Committee, CESA Statewide Network, Leadership Development
Westphal, Jessica	Career Center Director
White, Vicki	Speech and Language Therapist
CONSULTANTS:	
D & J Driving School	Driver Education
Dailey, Michael	E-Rate and Network Administration

Shared Services

☆ Key to Abbreviations/Acronyms can be found on page 52

2015- 16 Shared Services



Antigo

School Improvement, VI Services, ATOD Local, Instructional/Educational Materials, CESA Administration, CESA Facility & Maintenance, Delivery System, Grant Writer/Evaluator, Technology & Digital Learning/Blended Learning Consortium, E-Rate Application Service



Athens

School Improvement, LVEC Basic, Career & Technical Education Consortium, Grant Writer/Evaluator, Library/Media Specialist, CESA Administration, CESA Facility & Maintenance, Delivery System, E-Rate Application Service, Environmental Services



Arbor Vitae-Woodruff

School Improvement, Behavior Strategist, ATOD Local, Instructional/Educational Materials, CESA Administration, CESA Facility & Maintenance, Technology & Digital Learning, E-Rate Application Service



DC Everest

School Improvement, VI/OM Combined Service, Assistive Technology, Deaf/Hard of Hearing Support, ATOD Local, CESA Administration, CESA Facility & Maintenance, Delivery System



Edgar

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



Elcho

School Improvement, Psychological Services, Behavior Strategist, IDEA Consortium, Autism Support, Deaf/Hard of Hearing Support, Educational Interpreter, ATOD Local, ESEA Consolidated Plan, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility & Maintenance, Delivery System, E-Rate Application Service, Technology & Digital Learning/Blended Learning Consortium, Environmental Services



Lac du Flambeau

School Improvement, Occupational Therapy, Behavior Strategist, ATOD Local, Instructional/Educational Materials, CESA Administration, CESA Facility & Maintenance, Facility Debt Retirement, Delivery System, Technology & Digital Learning, E-Rate Application Service, Environmental Services



Lakeland Union High School

School Improvement, Visually Impaired Services, Northern Achievement Center, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility & Maintenance, Delivery System, E-Rate Application Service



Marathon

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



Merrill

School Improvement, Northern Achievement Center, Orientation & Mobility Specialist, Assistive Technology, Occupational Therapy, ATOD Local, HS Career Center Director, Instructional/Educational Materials, CESA Administration, CESA Facility & Maintenance, Environmental Services, Delivery System, E-Rate Application Service, Technology & Digital Learning/Blended Learning Consortium, Grant Writer/Evaluator, Personalized Learning Coaching Service



Minocqua-Hazelhurst-Lake Tomahawk

School Improvement, Speech/Language, ATOD Local, CESA Administration, CESA Facility & Maintenance, Environmental Services, Math Support



Mosinee

School Improvement, Behavior Strategist/ED Program Support, Northern Achievement Center, Speech/Language, Orientation & Mobility Specialist, Assistive Technology, LVEC Basic, Career & Technical Education Consortium, Instructional/Educational Materials, Driver Education, CESA Administration, CESA Facility & Maintenance, Facility Debt Retirement, Delivery System, Instructional Coaching



North Lakeland

School Improvement, Behavior Strategist/ED Program Support, ATOD Local, CESA Administration, CESA Facility & Maintenance, E-Rate Application Service, Technology & Digital Learning/Blended Learning Consortium



Northland Pines

School Improvement, Visually Impaired Services, Assistive Technology, Northern Achievement Center, School Strategist, ATOD Local, LVEC Basic, Career & Technical Education Consortium, Grant Writer/Evaluator, CESA Administration, CESA Facility & Maintenance, Delivery System, Technology & Digital Learning/Blended Learning Consortium, Environmental Services



Phelps

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



Prentice

School Improvement, Special Education Director, Psychological Services, Speech/Language, Occupational Therapy, Physical Therapy, ATOD Local, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility & Maintenance, Facility Debt Retirement, Delivery System, E-Rate Application Service, Environmental Services

School District of Rhinelander
"Committed to Excellence"



Rhinelander

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



Rib Lake

School Improvement, Psychological Services, Occupational Therapy, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility & Maintenance, Technology Director/Coordinator Meetings, E-Rate Application Service, Environmental Services, ELA Curriculum Mapping & Planning



Stratford

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



Three Lakes

School Improvement, Visually Impaired Services, ATOD Local, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility & Maintenance, Online/Blended Learning Consortium, Environmental Services



Tomahawk

School Improvement, Behavior Strategist, Speech/Language, Occupational Therapy, ATOD Local, LVEC Basic, Career & Technical Education Consortium, CESA Administration, CESA Facility & Maintenance



Wausau

School Improvement, Supplemental School Improvement Services, Parent Liaison, Northern Achievement Center, Classroom Management Training, ATOD Local, Grant Writer/Evaluator, Instructional/Educational Materials, CESA Administration, CESA Facility & Maintenance, 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

ATOD – Alcohol, Tobacco & Other Drugs	EBD – Emotional Behavior Disabilities	ESEA – Elementary and Secondary Education Act
IDEA – Individuals by Disabilities Education Act	PBIS – Positive Behavioral Interventions and Supports	RSN – Regional Service Network
RSS – Regional Support System	SALT – Systematic Analysis of Language Transcripts	VI/OM – Visually Impaired/Orientation Mobility

2015-16 Services Provided to Others Beyond CESA 9 School Districts	
Almond –Bancroft	E-Rate Application Service
CESA 5	Vision/Orientation & Mobility Specialist
CESA 8	Deaf Hard of Hearing Service
Lincoln Hills	School Improvement, Behavior Strategist, Speech/Language, Assistive Technology, Curriculum Coordinator
Marathon County Children with Disabilities Education Board (CDEB)	Orientation & Mobility Specialist, Hearing Impairment Teacher, E-Rate Application Service
Technology Alternatives Plus (TAPS)	Behavior Strategist/ED Program Support
Hustisford School District	E-Rate Application Service
Somerset School District	E-Rate Application Service
Wisconsin Dells School District	E-Rate Application Service

Evaluation of the Agency Administrator by Board of Control

Each year, the Professional Advisory Committee (CESA 9 Superintendents) and the CESA 9 Board of Control provide performance feedback to 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

2015 - 16 Agency Administrator Evaluation by BOC

(4 Point Likert Scale with 4 being high and 1 being low)



Agency Administrator Goals and Priorities for 2015-16

- Develop an organizational report card to monitor organizational performance
- Provide ongoing leadership development for the CESA 9 School Improvement Leadership Team
- In partnership with Viterbo University, launch a new cohort of aspiring principals in the Educational Leadership Certification/Master's Degree Program. Support the launch of an aspiring superintendent program – also in partnership with Viterbo University
- Work with CESA 9 superintendents to build understanding of Evidence-Based Leadership – support their integration of principles of excellence.

Evaluation of Agency Administrator by Superintendents

The superintendents used the traditional feedback tool that has been used at CESA 9 for a number of years. This year the evaluation questions were aligned to four of the seven Baldrige Performance Excellence Criteria indicators of success: 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 2015-16, 20 of the 22 district superintendents completed the evaluation survey.

2015-16 Agency Administrator Evaluation by PAC

(based on a 5 point scale - 1 being low and 5 being high)

