

CESA 8 Information & Technology Plan



2007-2010

Title Page

NAME OF PLAN:

CESA 8 Information and Technology Plan

STATEMENT:

This three-year plan is intended to cover from July 1, 2007 to June 30, 2010.

OFFICIAL AGENCY NAME:

CESA 8 (Cooperative Educational Service Agency 8)

CESA 8 Agency Administrator

Date of CESA 8 Board of Control Approval

CESA 8 INFORMATION AND TECHNOLOGY PLAN CONTACT PERSON:

Sharon Quade, Agency Business Manager

P.O. Box 320

223 W. Park St.

Gillett, WI, 54124

920.855.2114 Ext. 224

FAX 920.855.2299

squade@cesa8.k12.wi.us

Executive Summary

The Information and Technology Plan was developed as a tool to assist CESA 8 (Cooperative Educational Service Agency 8) in making technology related decisions. This plan should be viewed as a living document due to the evolving nature of technology. The ultimate purpose of this plan is to provide guidance for the effective use of technology, including the management of information and learning opportunities.

Development of this plan had to take into consideration several factors. Among these are:

- The large geographic area within CESA 8's boundaries.
- Many of the CESA 8 school districts are small and have limited resources and overburdened faculties and staff.
- Communities in CESA 8 have some of the highest poverty rates in Wisconsin.
- The rural nature of the region limits technology.
- The CESA 8 region is one of the largest regions with declining school district enrollments.

The 2007-2010 CESA 8 Information and Technology Plan outlines goals and objectives that will promote the effective use of information technology resources to support student learning. The Information and Technology Committee has identified four goals for this three year plan:

1. CESA 8 will assist educators/staff to increase the use of technology in their daily work.
2. CESA 8 will provide ongoing support and leadership for regional, state, and local technology initiatives.
3. CESA 8 will expand access to technology learning opportunities for all stakeholders.
4. CESA 8 will model the effective use of technology in the teaching, learning, and managing process.

This plan also addresses objectives and activities to achieve each goal, identifies projected budget and funding sources, and suggests strategies for monitoring, evaluation, and revision of the plan on an ongoing basis.

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Introduction

The CESA 8 Information and Technology Committee believes the information and technology plan is a dynamic document. In regularly scheduled technology committee meetings, the plan is continually reviewed to accommodate the needs of the agency.

Relevant Research/Best Practices:

As the Information and Technology Committee met to update the CESA 8 Information and Technology Plan, they reviewed relevant research that focused on the following two questions: What does the research have to say about developing information and technology literate students? What does the research say about educators' ability to use existing and emerging information and technology tools in the classroom?

“The Workforce Readiness Report Card” identifies what businesses rate as important skills for new workplace entrants and also the specific areas in which new hires are both most deficient and best prepared. “Among the skills identified as critical to success in the 21st century workforce are: a combination of basic knowledge and applied skills, with applied skills trumping basics as in the top five most important for any level of education; professionalism/work ethic, teamwork/collaboration, and oral communications, which are rated the three most important applied skills; knowledge of foreign languages, an area that will increase in importance in the next five years, more than any other basic skill; and creativity/innovation, which is projected to increase in importance for future workforce entrants.” (McLester)

In the Year 4 STaR Report, the CEO Forum indicates “In order to ensure an effective education technology system is in place, schools and districts must: provide sufficient and ongoing educator professional development...fund education technology and ensure adequate technology infrastructure...offer equitable availability of high quality courseware and digital content, and provide local community and school leadership for the integration of technology into the curriculum.”

As reported in the American School Board Journal in September 2006, the results of the 2005 National Speak Up Survey found that “teachers report that students are more active learners with richer, multimedia learning experiences because of technology use in the classroom.” Also reported by teachers in the survey was the following: “47% believe that technology has had the greatest impact in teaching and instructional support.”

The research review provided an opportunity for the CESA 8 Information and Technology Committee to have an up-to-date review of relevant research and best practice, providing a starting point for the development of appropriate goals and objectives for the revised agency information and technology plan.

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The Mission Statement, "The mission of CESA 8 is to promote, provide, and enhance quality learning opportunities for all students through the planning, development, and implementation of cooperative services and programs for school districts and communities," demonstrates the agency's commitment to improve education for all. The Technology Vision and Mission Statements further define the agency's commitment to technology integration.

CESA 8 Technology Vision Statement

The vision of CESA 8 is to provide ongoing leadership, training, and support in technology and to ensure its integration into the educational environment.

CESA 8 Technology Mission Statement

The mission of CESA 8 is to promote, provide, and enhance quality learning opportunities via technologies.

Background

CESA 8 Area Demographics

CESA 8 is one of twelve CESAs and is located in northeastern Wisconsin. The service area encompasses all of Florence, Forest, Marinette, Menominee, Oconto, and Shawano counties, as well as portions of Langlade, Outagamie, and Waupaca. The majority of districts in the CESA 8 region are small, rural, and isolated with a drive time of 2.5 hours between some schools.

The largest city in CESA 8 is Marinette with a population of 11,749. There are no four-year IHE (Institutes of Higher Education) within the CESA 8 boundaries. There are two two-year institutions, University of Wisconsin-Marinette, and the College of the Menominee Nation in Keshena. CESA 8 school districts are partnered with four technical colleges which all have their main campuses located outside the CESA 8 area. Several satellite campuses are located within the region.

The Wisconsin Taxpayer, School Facts 2006, Rural Policy Matters, Focus, Northeast Wisconsin Economic Opportunity Study, and The Wisconsin Bay Area Employment Review further supported local findings at the state and national level with these facts:

- CESA 8 is the poorest region of the state with the lowest adjusted gross income per tax return at \$34,510; the average statewide K-12 adjusted gross income per tax return is \$43,970.
- Menominee County in CESA 8 has the highest unemployment rate of all counties in the state at 8.7%.
- 50% of the land in CESA 8 is non-taxable (national forest and/or American Indian Reservations) -- some districts in CESA 8 are as high as 85% non-taxable property.
- 73% of CESA 8 districts experienced declining enrollment in 2005-06, 60.9% of Wisconsin's 426 school districts experienced declining enrollment during 2005-06.
- Menominee Indian School District in CESA 8 has the highest percent of disabled students in the state at 30.6%.
- Free lunch eligible percents in district schools ranges from 25.4% to 80.8%, the statewide average was 30.2%.
- CESA 8 has the highest prevalence of special education students in the state at 16.8% compared to 14.9% for the state average.
- Business/residential access to high speed Internet is limited to approximately 1/3 of the CESA 8 region.

CESA 8 Agency Demographics

The agency serves twenty-six school districts representing approximately 23,045 students and 2,200 educators (Appendices A & B). Voters in the Gresham area have voted to detach from the Shawano-Gresham School District and start their own school district effective on July 1, 2007. This will change the dynamics of the CESA 8 area.

The agency office with the green roof is located in Gillett, approximately thirty-five miles northwest of Green Bay. The CESA 8 office consists of three conference rooms, distance education room, media center, kitchen, break room, three restrooms, copy room, server room, janitor storage, and approximately thirty-seven offices. The office is protected by a hard-wired Ademco Vista 50 alarm system. The 24 hour monitoring is contracted through Martin Security Systems.

The office was wired in 1998 with enhanced category 5 wire. All of the connections are hard wired back to the patch panel in the janitor storage room. The server room currently houses seven servers. The servers are supported by uninterruptable power supply units (UPS), hubs and switches. The whole system is backed up nightly. The network is a client server system running Microsoft Windows. Microsoft Office suite software products are used agency-wide. The network runs several network services including two exchange collaboration services for CESA 8 and TRITON, two Internet Information Services (IIS) 6 hosting three web sites and remote mail, one IIS 5 hosting the TRITON web, backup services, system management services, file services and print services. There are nearly forty workstations, a five station training lab, a mini-lab in the distance education room, and six network printers and/or copiers throughout the building. In addition, several individuals have printers in their offices. Network support is purchased through a contractor. The contractor provides general network maintenance, upgrades, trouble shooting of client hardware, new computer setup, printer and printing concerns, security, and equipment replacement consultation.

WiscNet is the agency's Internet service provider. All machines that are attached to the network have access to the Internet. The office has 3 Megs of bandwidth for Internet traffic.

Telephones play a significant role in CESA 8 personnel being able to communicate with the school districts served. There are 11 lines coming into the building. Eight of the lines are voice and two are fax lines and one is a data line. The voice lines runs into a Meridian Norstar Modular ICS system that was purchased in November, 2000. There currently are 35 extensions operational, with capacity for 50 extensions. With the purchase of additional extensions expansion is unlimited. The system also supports the Norstar Voice Mail System. All of the extensions have the capability for voice mail. There are approximately 10 guest mailboxes set up for the itinerant teachers who service the school districts but do not have actual office space located in the building. Support for the phone system is purchased through the local telephone provider CenturyTel.

CESA 8 is governed by a Board of Control consisting of eleven members. Membership on the board was established by a plan adopted at the initial convention of board members from all 26 participating districts. The plan groups the school districts by size and geographic location. There

are four members from Group I, four members from Group II, and three members from Group III (Appendix C). The term for each member is three years. Membership is rotated on an alphabetical basis of school districts within each group. The Board of Control determines agency policies, obtains agency funding, approves service contracts with school districts, counties and other CESAs, assess pro rata service costs to local school districts, and authorizes money spent for equipment, space, personnel contracts. The agency administrator coordinates the services provided to local school districts by the agency. He/she also coordinates programs for the PAC (Professional Advisory Committee) which is composed of the chief school administrator of each district in the CESA. The committee advises the agency administrator regarding services they would like to see offered.

The CESA 8 staff consists of eleven administrative/project director positions, one technical person, 103 teachers, and 85 support staff. Many of the staff do not work in the central office but work in assigned school districts. The staff length of employment ranges from one year to thirty plus years.

CESAs have no taxing authority and only receive \$25,000 of direct state general purpose aid annually. The balance of the administrative budget for CESA 8 is funded by the 26 school districts using a formula based on their third Friday enrollments. The 2006-2007 CESA 8 Administration budget is \$286,299.

The largest source of revenue for CESA 8 is the various programs provided to the local school districts and/or county agencies. Approximately 70% of the \$13,000,000 budget comes from local sources. Special education programs account for \$10,000,000 of the \$13,000,000 2006-2007 annual budget.

For the 2006-2007 school year CESA 8 is the fiscal agent for the following state grants:

- Gifted & Talented Students Support - \$14,000
- License Renewal Center - \$10,000
- Peer Review & Mentoring - \$10,000
- Wisconsin Alcohol, Tobacco and Other Drug Education Network - \$75,000
- Alcohol and Other Drug Abuse Student Mini-Grants - \$15,120
- CESA 8 Administration, Wisconsin State Statue 116.01 - \$25,000

The federal grants in which CESA 8 is the fiscal agent are:

- Migrant Education Program - \$86,213
- Title I Grants – \$145,440
- Title II A-Discretionary – PDP Team Trainings - \$12,000
- Carl Perkins Title I Allocation Consortium (23 participating districts) - \$217,211
- Drug Free Schools Title IV-A Allocation Consortium (21 participating districts) - \$99,371
- Enhancing Education Through Technology Title II-D BMW Grant (3 participating districts) - \$50,000
- Enhancing Education Through Technology Title II-D TRITON Grant (11 participating districts) - \$71,602
- IDEA Part B Flow-through - \$1,303,937

- IDEA Preschool Entitlement - \$66,257
- IDEA Discretionary RSN/CSPD Project - \$142,560
- IDEA Discretionary REACH Northeast-Central Center - \$176,900
- IDEA Preschool Discretionary Professional Development & Alignment with PI-34 - \$140,000
- Title II-A Paraprofessional Staff Development - \$4,500

Overview of CESA 8 Programs/Offerings:

| ADMINISTRATION | |
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| DESCRIPTION: | All fiscal, communication and network services are provided by staff working in this program. Other services delivered are the Economic Development Partnership, State Spelling Bee, the Kohl Scholarship Competition, a florescent bulb recycling, and efforts to expand offerings by state colleges and university programs in this area. |
| OBJECTIVES: | The administration of CESA 8 provides general supervision of programs and budget that deliver services to the twenty-six school districts in CESA 8 and another thirty-four non-CESA 8 schools under contract, mostly in special education. The major objectives are to supply programs to schools and students as requested by our districts and to seek new missions to benefit these districts. |
| PARTICIPATING DISTRICTS: | Beecher-Dunbar-Pembine, Bonduel, Bowler, Clintonville, Coleman, Crandon, Crivitz, Florence, Gillett, Goodman-Armstrong Creek, Laona, Lena, Marinette, Marion, Menominee Indian, Niagara, Oconto, Oconto Falls, Peshtigo, Shawano-Gresham, Suring, Tigerton, Wabeno, Wausaukee, White Lake, and Wittenberg-Birnamwood |
| TOTAL BUDGET: | Administration: \$286,229 Fiscal: \$313,000 |
| AGENCY BUDGET: | \$13,013,933 |

| ASSISTIVE TECHNOLOGY | |
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| DESCRIPTION: | The Assistive Technology program is part of the Special Education Department, funded through the statewide grant project - Wisconsin Assistive Technology Initiative (WATI), a project to make Assistive Technology devices and services more available to children with special needs. WATI has both state level services and regional services in each of the CESAs. The Statewide Initiative has a Lending Library of assistive technology items, located at U.W. Oshkosh that is open to all school districts and Birth to Three Programs throughout the state, separate from the CESA 8 Lending Library. |

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| | At CESA 8, the Assistive Technology Consultant works with staff from the constituent school districts to help them develop and improve their AT services. The AT Consultant provides awareness inservices, trainings, technical assistance, and support. CESA 8 has an Assistive Technology Lending Library separate from the statewide Lending Library. The CESA 8 AT Lending Library contains over 400 devices, equipment, software, and resource materials that are available to any CESA 8 school district or Birth to Three Program, for a 3 to 5-week loan period during the school year. |
| PARTICIPATING DISTRICTS: | Beecher-Dunbar-Pembine, Bonduel, Bowler, Crivitz, Florence, Gillett, Goodman-Armstrong Creek, Lena, Marinette, Menominee Indian, Oconto, Suring, Tigerton, Wabeno, Wausaukee, White Lake, Wittenberg-Birnamwood |
| TOTAL BUDGET: | For 2006-07 CESA 8 Assistive Technology is funded partially by the WATI = \$38,500 and additionally by 16 School Districts for consultative services = \$17,250. |

CAREER & TECHNICAL EDUCATION

EDUCATION FOR EMPLOYMENT (E4E)

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| DESCRIPTION: | E4E is one of the 20 state education standards that all districts must help students meet. Key elements in the E4E standard include coordinated partnership with local employers and organizations, employability skills, career guidance, school supervised work experiences, world economy and labor markets, contemporary Career and Technical Education Programs (formerly called vocational education), and accountability. CESA 8 E4E services are designed to assist local districts in meeting state E4E requirements. The coordinator helps local districts with awareness training, assessment of current practices, development of activities, and writing of plans in accordance with state guidelines. Services vary from district to district depending on local personnel available and the level of activities needed to meet standards. |
| OBJECTIVES: | To assist CESA 8 school districts' students meet state E4E standards and to help CESA 8 local coordinators in assessing, prioritizing, and implementing activities in accordance with E4E standards. |
| PARTICIPATING DISTRICTS: | Marinette and Shawano-Gresham |
| TOTAL BUDGET: | Connected with LVEC services |

| EQUITY | |
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| DESCRIPTION: | Equity is a program designed to help local school districts plan and coordinate all instruction and activities in a manner allowing equal access to any educational area where possible discrimination might exist. Discrimination can be based on factors such as gender, race, economic background, academic background, religion, disabilities, or sexual orientation. In years past, CESA 8 received federal funding specifically for this program. Starting in 1998, direct funding was no longer available for the program. Schools involved in Carl Perkins Vocational/Technical Act funding projects support some activities as a part of the Local Vocational Education Coordinator (LVEC) program, which satisfies federal requirements. |
| OBJECTIVES: | Keep apprised of issues and trends in educational equity and collect appropriate information from applicable sources, disseminate information to schools via the CESA 8 newsletter, e-mail, and the CESA 8 Equity Web Page, provide technical assistance to districts on an “on-call” basis, collaborate with DPI and other entities to provide staff development on issues related to educational equity |
| PARTICIPATING DISTRICTS: | All 26 CESA 8 districts had access to information from these efforts. |
| TOTAL BUDGET: | \$0 |
| LOCAL VOCATIONAL EDUCATION COORDINATOR (LVEC) | |
| DESCRIPTION: | The Carl Perkins Vocational and Technical Education Act (CPA) is the basis for the LVEC programming. CPA funds assist local school districts in developing and/or improving career and technical education (formerly called vocational and technical education.) Each high school is given a funding allocation based on their size and special population percentages. Funds may be used for program needs such as equipment, materials, staff development, career guidance programming, support of vocational student organizations, and other occupational related instruction. Both genders, special needs, minority students, economically disadvantaged, academically disadvantaged, and teen parents must all be able to participate or have special programming designed to guarantee equal opportunity. This program was instrumental in the development of the Rural-Northeast Wisconsin (R-NEW) House and other building trades programs. |
| OBJECTIVES: | To assist CESA 8 high schools in strengthening career and vocational programming and to help CESA 8 high schools to meet academic standards through vocational/technical education. |
| PARTICIPATING DISTRICTS: | Beecher-Dunbar-Pembine, Bonduel, Bowler, Clintonville, Coleman, Crandon, Crivitz, Florence, Gillett, Goodman, Laona, Lena, Marinette, MISD, Niagara, Oconto, Oconto Falls, Peshtigo, Shawano-Gresham, Suring, Wabeno, White Lake, Wausaukee |
| TOTAL BUDGET: | \$275,435 |

| DISTANCE EDUCATION | |
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| ERVING (EMBARRASS RIVER VALLEY INSTRUCTIONAL NETWORK GROUP) | |
| DESCRIPTION: | ERVING is a consortium of eight PK-12 school districts established in 1991 as Wisconsin's first fiber optic distance education network. ERVING's mission is to use telecommunications and technology to expand and enrich educational opportunities for students, staff and community members. Members currently use network technologies for interactive television programs, hands-on computer training, satellite teleconferences, and dedicated Internet access. |
| OBJECTIVES: | <p>To provide educational opportunities, including expanded curriculum for high school students. Over 400 students enroll yearly in network classes, including AP Calculus, AP Psychology, AP US History, AP Chemistry, Sociology, Psychology, Business Law, Human Behavior, Hollywood & History, Holocaust Literature, State and Local Government, Criminal Justice, Intro to Business, Native American Issues, Spanish, Medical Terminology, Media Matters, Sports Literature, and Accounting II.</p> <p>Teachers or students can plan programs and use ERVING facilities for events such as Gifted/Talented Explorers, penpals, videotape production, virtual fieldtrips, extra curriculars, and meetings. Staff development for faculty and staff including graduate classes, workshops, technical training, and job-alike sessions. Adult and Community education including Parenting skills, special education training, master gardener, higher education courses, and county healthcare meetings.</p> |
| PARTICIPATING DISTRICTS: | Bonduel, Bowler, Clintonville, Marion, Menominee Indian, Rosholt, Tigerton, Wittenberg-Birnamwood |
| PROGRAM TOTAL BUDGET: | The operational budget is divided equally among the eight members. ERVING has been successful in obtaining many grants for special projects, programming, and technical advances. ERVING staff also work with member schools to obtain the maximum financial benefits of the federal E-Rate discount program, TEACH Wisconsin, and group purchasing opportunities. |
| TRITON (THREE RIVER INSTRUCTIONAL TELECOMMUNICATIONS OPERATIONAL NETWORK) | |
| DESCRIPTION: | TRITON is a consortium of ten public K-12 school districts, a technical college, and the CESA 8 office. Established in 1995, TRITON serves as a leader in Northeastern Wisconsin's fiber optic distance education networks. The main objectives of the TRITON network have been promoting and expanding enriched educational opportunities for students, teachers, staff, and community members through use of programs and dedicated Internet access, as well as internetwork connections with others around the state through BadgerNet, the state-wide network. An annual summer academy, which has grown from 65 participants in 1997 to over 100 in 2006, continues to offers teachers and consortium staff members the opportunity to enhance their technology integration skills. |

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| | Continuing in the 2005-06 school year was TRITON Enhanced Services, a program in which member school districts received the value-added services including a common inservice – three districts sent over 300 staff members for a day-long inservice, graduate courses including topics such as “Hot” Issues in Education, Mentoring the Beginning Teacher, and Supervision of Student Teachers, as well as courses focusing on technology integration. |
| OBJECTIVES: | <p>One of the goals of the TRITON consortium is to provide expanded curriculum for secondary school students through classes taught through the TRITON school districts and the area technical college. There were over 300 students enrolled in TRITON network offerings during the 2005-06 school year. Classes that were offered include AP Calculus, AP Psychology, Astronomy, Wildlife and Forestry, Veterinary Science, Pet/Companion Care, Business Law, and Biotechnology. There were classes offered through NWTC, including Intro to Psychology, Sociology, and Communicating with the Deaf. Also offered during the 2005-2006 school year were foreign languages including French, German, and Spanish.</p> <p>Another goal is to provide enrichment programs for elementary students - any teacher can plan programs and use TRITON facilities. Several elementary classes have had the opportunity this year to explore the world through virtual field trips. A third goal is to provide staff development for teachers, administration, and other staff -graduate classes, meetings, and workshops are offered over the TRITON network. Courses during the 2005-06 school year have included coursework from St. Norbert College’s Master of Science in Education program. The fourth goal is adult and community education. There have been hundreds of offerings from Northeast Wisconsin Technical College for area community members. These courses range from credit offerings that help community members achieve associate degrees, to high school students achieving dual credit that enables them to have advanced standing in college. NWTC also offers courses via TRITON for re-certification in many vocations.</p> |
| PARTICIPATING DISTRICTS: | Coleman, Crivitz, Florence, Gillett, Lena, Oconto, Oconto Falls, Peshtigo, Suring, Wausaukee, Northeast Wisconsin Technical College, and CESA 8. |
| TOTAL BUDGET: | The operational budget is divided equally among the consortium membership through direct membership fees. Additional items include fees/reimbursement for student classes and the summer academy. TRITON has successfully written grants for projects, programming and advancements in technical equipment. TRITON works with the consortium districts in order to obtain available funding through E-Rate, TEACH Wisconsin, and also group purchasing opportunities. |

| MEDIA SERVICES AND DELIVERY | |
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| DESCRIPTION: | <p>The Media Services & Deliver Department offers thousands of titles that are available for checkout to teachers, support staff, and administrators as part of their membership. Items include videocassettes, DVDs, print materials, Bat Education Kits, Fatal Vision Kit, White Tail Deer Kit, Wolf Kit, Human Body Model, and much more. Delivery is made weekly to each member district via the CESA 8 van. The service includes distribution of items from other CESA 8 departments as well as delivery of materials between the member districts themselves. The Media Services Center catalog is posted online, giving district staff access to the media collection to browse, request materials, and order in advance to compliment their classroom activities.</p> <p>The Media Services & Delivery Center also hosts periodic Library Media Specialist Informational Share Shops for all interested library media specialists in CESA 8 member schools. Share Shops for Technology Coordinators are also facilitated through Media Services and Delivery. These opportunities for sharing are valuable for both media specialists and technology coordinators.</p> <p>The Program Director represents CESA 8 at the statewide CESA Instructional Technology Services Council (CITSC), a group that facilitates instructional technology integration on a statewide basis.</p> |
| OBJECTIVES: | <p>Program objectives include: continue media loans and delivery services to member districts, maintain and update the online catalog, continue to build media collection with new materials, facilitate the Library Media Specialist Informational Share Shops, facilitate the Tech Coordinators Share Shops, and represent CESA 8 at statewide CITSC meetings and disseminate information from such meetings.</p> |
| PARTICIPATING DISTRICTS: | Beecher-Dunbar-Pembine, Goodman-Armstrong, Lena, Suring, Wabeno, White Lake |
| TOTAL BUDGET: | \$16,398 |

| PASS – CREDIT COURSES LEADING TO HIGH SCHOOL GRADUATION MINI PASS – COURSES FOR MIDDLE SCHOOL PUPILS | |
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| DESCRIPTION: | <p>The PASS program was produced in 1978 through a Title I Grant authorized by the U.S. Office of Education. In 1997 the National PASS Center was formed to produce an improved curriculum that would address higher standards in local school districts and performance expectations of various states.</p> <p>Mini PASS courses (grades 6-8) originated in Wisconsin and later with Michigan PASS, which shared responsibility to produce a new series. The latest Mini PASS courses meet or exceed performance standards of Wisconsin and selected states that have significant migrant student enrollments.</p> <p>Second generation courses in PASS and Mini PASS serve migrant students and pupils in regular schools. Credits for graduation or skills improvement will enable them to graduate from high school or middle school with their respective classes.</p> |

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| OBJECTIVES: | Key elements of PASS and Mini PASS include a requirement that subjects be taught and tests graded by certified teachers, every course consists of five units with as many as 14 lessons per unit, assessment based upon unit exams and teacher tests, courses that may supplement regular classes or replace them totally or on a partial basis, and concepts developed in courses that align with state and local curriculum standards. |
| PARTICIPATING DISTRICTS AND STATES: | PASS and Mini PASS courses were used in 160 Wisconsin School Districts and 85 school systems in sixteen states in 2006-07. While PASS courses were historically viewed as summer class offerings, there are more examples today of courses taken through out the school year. Popularity of PASS and Mini PASS has risen due to flexibility in serving students throughout the United States. |
| TOTAL BUDGET: | \$340,000 |

SCHOOL AND TRAFFIC SAFETY (DRIVER EDUCATION)

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| DESCRIPTION: | <p>CESA 8 provides instructor services to schools wishing to run their own driver education program. This includes curriculum development and instruction of both classroom and behind-the-wheel (BTW) phases of driver education in accordance with state laws and Wisconsin Department of Transportation and Department of Public Instruction guidelines.</p> <p>Classroom consists of a minimum of 30 hours of instruction. BTW involves a minimum of 6 hours of instruction for each student and a part of the 30 hours of driving experience required under Wisconsin’s Graduated Driver License program.</p> |
| OBJECTIVES: | To provide students with background knowledge and training to be able to drive safely, and to assist students in qualifying for a Wisconsin driver license. |
| PARTICIPATING DISTRICT: | Lena |
| TOTAL BUDGET: | \$5,187 (estimate based on projected numbers of students) |

SCHOOL IMPROVEMENT SERVICES (NO CHILD LEFT BEHIND & PI 34)

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| DESCRIPTION: | The goals of this program include assisting districts in developing local ESEA plans, helping districts secure information relating to implementation of ESEA, sharing information from state level meetings, assisting districts in securing answers to local questions about implementation of “No Child Left Behind,” helping schools implement the PI34 initiative, helping schools train mentors, setting up new teacher induction programs and support seminars, working with districts to write curriculum that align to the state standards, conducting workshops on PI 34, mentoring, induction programs, state standards, state assessments and other school improvement issues, facilitating meetings on curriculum, assessment, standards and instruction, facilitating data retreats, working districts to understand their testing data and develop school improvement plans, and helping districts with meeting “Adequately Yearly Progress.” |
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| OBJECTIVES: | To assist schools with all School Improvement issues, to assist schools with all ESEA and No Child Left Behind initiatives, and to assist schools with PI 34 implementation. |
| PARTICIPATING DISTRICTS: | Bowler, Crandon, Florence, Gillett, Goodman, Menominee Indian, Niagara, Suring, Tigerton, Wabeno, White Lake, Wittenberg-Birnamwood |
| TOTAL BUDGET: | \$26,935 |

| SPECIAL EDUCATION SERVICES | |
|-----------------------------------|--|
| DESCRIPTION: | <p>It is the mission of CESA 8 to help school districts provide full educational opportunity and a free appropriate public education to all children with disabilities. CESA 8 will make available to school districts programs and services that address children with disability needs in special education and related services. CESA 8 will work together with districts and DPI to improve the quality of education for all students, and therefore improve results for children with disabilities. CESA 8 will collaborate with DPI and districts to establish goals for improved student outcomes through State Performance Plan.</p> <p>The following special education and pupil services/staff are available: Director of Special Education, Speech/Language Supervision, Program Support Teacher, School Social Worker, School Psychologist, Guidance Counselor, Substitutes, Diagnostic Program Support Teacher, Special Education Teachers (HI, VI, CD, ED, LD, EC, CC, CDS), Autism Consultant, Speech & Language Therapists, Educational Interpreters, School Nurses, Audiologists, Occupational Therapists, Physical Therapists, Certified Occupational Therapy Assistants, Special Education Secretaries, Orientation & Mobility Specialists (VI), Adaptive Physical Education Teachers, and Certified Physical Therapy Assistants.</p> |
| OBJECTIVES: | To provide school districts quality special education services and programs to children with disabilities. The following special education related services are available: Assistive Technology & Library, IEE, Victory Olympics, Transition, Pupil Transportation, Extended School Year and Summer School, High Cost Students, Parent Initiative, Regional Service Network, Staff Development Activities, IDEA Discretionary Grants, IDEA State Initiative, IDEA Flow-Through, IDEA EC, Alternative Program/Grants, Reading Initiatives/Courses, Homebound Instruction, School Based Services (Medicaid)/ Administrative (MAC), On-Line Courses (Early Childhood Mentoring Course), Alternative Site (CESA 8 Office), After School Instruction, Foundations, and DPI/Early Childhood Mini-grants. |
| PARTICIPATING DISTRICTS: | 24 districts within the CESA 8 area, 17 districts from CESA 7, 1 County, 2 Tribal School Districts, 1 Special Care Institution, CESA 9, 1 Head Start |
| TOTAL BUDGET: | \$10,000,000 + Special Ed Programs/Districts; IDEA Grants/SBS (Funds 27, 97) |

| TITLE I | |
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| DESCRIPTION: | <p>Title I is a large federal educational aid program to states and is intended to ensure that poor and educationally disadvantaged students achieve the same high standards as all other students. This presents opportunities for education that provide greater local flexibility, but also greater expectations for accountability. The new reauthorization is designed to energize entire school systems toward reform and eliminate the disadvantages of pullout programs and low expectations. Title I, Part A: Basic Grants support local educational agencies in improving teaching and learning to help low-achieving students in high-poverty schools meet the same challenging state content and performance standards that apply to all students.</p> <p>The program also expands eligibility of schools for school-wide programs that serve all children in high-poverty schools, encourages school-based planning, establishes accountability based on results, promotes effective parental participation, and supports coordination with health and social services. CESA 8 offers <i>Consultation</i> -- assistance in grant writing, representation at state and local meetings, updates on federal and state mandates, and support on DPI audits and technical support visits from DPI and/or <i>Fiscal Support</i> -- filing of fiscal reports with DPI, and employment of Title I personnel.</p> |
| OBJECTIVES: | <p>The Title I program objectives are to assist in grant writing and completion of Title I application, to assist districts in identifying and qualifying families for free and reduced lunches, to provide quality inservice opportunities to Title I staff, to provide support to districts during DPI technical assistance visits, to disseminate data from the Department of Public Instruction to the local levels, to represent districts at state and local meetings, to monitor Title I spending and the budget process, and to meet individual needs at the local level related to Title I.</p> |
| PARTICIPATING DISTRICTS: | <p>Neglected and delinquent institutions: Homme Home, Lutheran Social Services, Wittenberg Willow Glen Academy - Sheboygan</p> |
| TOTAL BUDGET: | <p>\$4,963 – comes into CESA 8 based on \$145,440 in federal Title I allocations that come into the neglected and delinquent institutions.</p> |

| WATODEN (WISCONSIN ALCOHOL TOBACCO OTHER DRUG EDUCATION NETWORK) | |
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| DESCRIPTION: | <p>The goal is to assist school districts in forming county-wide multi-agency, multi-community drug and violence prevention partnerships. Six counties have organized or expanded their county prevention partnerships. The focus of these partnership forums allow school district representatives to work closely with their professional community counterparts and parents, students, and interested general community membership to establish strategies and increase resources to reduce the impact of alcohol, tobacco and other drug abuse on the students, families and communities within each county.</p> |

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| OBJECTIVES: | The partnerships of CESA 8 share common objectives in seeking to reduce duplication of services, upgrade and expand current resources, and provide for proactive programming on issues that are placing youth and families at-risk. These partnerships have established a networking system, which promotes multi-county sharing, program development and political advocacy to promote healthier communities and schools through the elimination of alcohol, tobacco, and violence. |
| PARTICIPATING DISTRICTS: | The CESA 8 WATODEN Partnership Network is available to all CESA 8 districts. |
| TOTAL BUDGET: | \$80,000 |
| ALCOHOL, TOBACCO, OTHER DRUGS AND SAFE SCHOOLS RURAL CONSORTIUM | |
| DESCRIPTION: | This program continues to provide opportunities that encourage multi-community collaboration and networking within the region, the state of Wisconsin, and the United States. These efforts have provided authorship of key rural sensitive and specific initiatives that underscore the challenges and highlight the successes. These successes include the development of the state's first rural specific middle school and high school teen institutes (resulting in student mentorship training opportunities for over 6,450 students), the development of the state's first on-line, rural specific and sensitive ATOD and Related At-Risk curriculum, including Rural Friends Assuring Safe Transportation or RFAST and Formatting Our Rural Curriculum Electronically, or FORCE, the development of the nation's first Rural Masters in ATOD, and in conjunction with the ATOD specific staff development initiatives have also provided training opportunities for 5,500 educators over the past 17 years. |
| OBJECTIVES: | The CESA 8 Drug Free Schools Consortium seeks to provide a forum for the member districts to network and coordinate program initiatives, resources and strategies geared towards reducing the impact of alcohol, tobacco and other drug abuse, and violence within in our schools and their respective communities. |
| PARTICIPATING DISTRICTS: | Beecher-Dunbar-Pembine, Bonduel, Bowler, Coleman, Crandon, Crivitz, Florence, Gillett, Goodman-Armstrong Creek, Laona, Lena, Oconto, Oconto Falls, Niagara, Peshtigo, Suring, Tigerton, Wabeno, Wausaukee, White Lake, and Wittenberg-Birnamwood |
| TOTAL BUDGET: | \$187,007 |
| CESA 8 GRANT ASSISTANCE | |
| DESCRIPTION: | This program centers on providing the technical skills necessary for education and local community professionals to write successful grant applications. CESA 8 has maintained its partnership with the Wisconsin Department of Public Instruction in sharing annual grant writing workshop information. These have included annual opportunities for the districts to participate in the Student Mini-Grants and Teacher Fellowship Programs. |
| OBJECTIVES: | To increase the number of districts, county partnerships and area communities participation in the identification, dissemination, completion and receipt of available grant funding programs. |

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| PARTICIPATING DISTRICTS: | All CESA 8 districts are eligible for participation in this program; however, priority is given to the 21 school districts that currently comprise the CESA 8 Drug Free Schools Consortium. |
| TOTAL BUDGET: | The budget for this program initiative is based upon the interest and activity of the member districts in applying for available grant funding. |
| CESA 8 RURAL MASTERS IN ALCOHOL, TOBACCO, AND OTHER DRUG ABUSE | |
| DESCRIPTION: | The CESA 8 Masters In Alcohol Tobacco and Other Drug (ATOD) is an initiative started in January 1999. It is an outgrowth of the former staff development initiative called Trainers-N-Teachers (TNT). The program is designed to be easily achieved over a two-year period by area educators. What makes this initiative unique is that it is perhaps the first rural sensitive and specific ATOD Masters Program provided locally (off campus) for our education professionals. |
| OBJECTIVES: | To provide for an integrated comprehensive Masters degree program that exceeds current requirements of the U.S. Office of Education and Wisconsin Department of Public Instruction respectively. |
| PARTICIPATING DISTRICTS: | The CESA 8 Masters Degree Program is available and open to all education professionals within the CESA 8 region. |
| TOTAL BUDGET: | \$30,000 |

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| WIA AND TRANSITION SERVICES (WORKFORCE INVESTMENT ACT AND SPECIAL EDUCATION POST-HIGH SCHOOL GOAL DEVELOPMENT) | |
| DESCRIPTION: | Transition/WIA coordinates program funding of grants for special education and at-risk youth transition to post-high school. Funded by grant-awarded programs and local district purchases, youth benefit by development of transition goals that are employment and training related. This department coordinates efforts with regional CESAs around At-Risk, WIA, ATOD, School-to-Work, Special Education-CWD (Children with Disabilities), and staff development. Assistance with traumatic brain injured (TBI) students' reentry to the K-12 learning setting is also a resource offered. WIA (Workforce Investment Act) became funded on July 1, 2000. It has seen reductions in federal funding the last two years but still serves about 55 students in eleven districts. This department serves all CESA 8 school districts by encouraging participation in the local regional Youth Councils that direct youth service funding. Coordination with CESAs 5, 6, 7 and 9. Articulation of services also continues to support achievement of Wisconsin Standards and Assessment, PI 34 (as it works with staff development issues) and ESEA, with other CESA 8 departments. |
| OBJECTIVES: | Program objectives include: to provide transition support services by consulting with school staff and trainings to improve transition services for children with disabilities at CESA 8 high schools, to provide technical assistance to high school staff and resource assistance in planning transition or IEP related training(s), to coordinate transition and related special education support services including agency collaboration, parent education/awareness and information dissemination to school districts transition efforts that serve children with disabilities, and to provide consultation to district staff in their development of transition IEPs, including measurable goals and performance summaries for seniors. |

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| PARTICIPATING DISTRICTS: | All 26 CESA 8 school districts participate in one or more of these services. | |
| TOTAL BUDGET: | 2005-06 Returned Through Grants | LEA Investment \$50,500 |
| | \$93,800 | WIA Year Round Programming |
| | \$35,000 | Transition IDEIA Compliance/Coordination School/County |
| | \$ 3,000 | School/Hospital Articulation for Brain Injured Students |

Planning Process

The CESA 8 Information and Technology Committee began the planning process by evaluating the existing 2004-2007 Technology Plan. Each goal was evaluated for current status and progress made. This evaluation process served as the basis for updating the 2007-2010 plan. The plan is continually updated to accommodate the ongoing needs of the agency. This committee consists of an equitable representation within CESA 8, including department heads, support staff, and administration.

Members of the committee are:

Information and Technology Committee

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| Glenn Bowers | School Improvement Services/PASS Coordinator |
| Betty Kaliebe | Web Page Architect |
| Robert Kellogg | Agency Administrator |
| John Knickerbocker | Local Vocational Educational Coordinator |
| Joanne Laurich | Program Support & Assistive Technology Coordinator |
| Kaye Lietz | TRITON Director |
| Eric Lindman | Business Rep, Eclipse Networking |
| Sharon Quade | Agency Business Manager |

The 2004-2007 CESA 8 Technology Plan was developed by the Technology Committee, approved by the Board of Control, and submitted for certification by the Department of Public Instruction in the spring of 2004. The committee's function is to continually revise and update the technology plan for the agency. The committee meets on a regular basis, facilitated by members of the committee. The Table of Contents (developed by the Wisconsin Department of Public Instruction as outlined in Appendix O of *Wisconsin Educational Technology Plan PK-12*) was used as a guide in developing the CESA 8 plan.

The CESA 8 Information and Technology Committee makes recommendations for upgrading the infrastructure of a network that serves nearly thirty workstations and maintains a five-station training lab along with a mini-lab in the distance education room. It is the belief of the committee that continually updating the technology plan will give the agency direction, allowing CESA 8 to serve as a model of effective use of technology for school districts in the region.

Community Resources and Adult Literacy Providers

CESA 8 has identified the following internal and external resources to assist with technology planning, service, and expertise:

| Planning | Service | Expertise |
|---|--|---|
| <ul style="list-style-type: none"> ➤ Info/Tech Committee ➤ Eclipse Networking ➤ DPI ➤ CESA 8 Staff ➤ CESA 8 School Districts' Staff ➤ Community Representatives | <ul style="list-style-type: none"> ➤ UW System ➤ Technical Colleges ➤ Private Colleges ➤ Distance Learning Networks ➤ CESA 8 Staff ➤ Internal Training Opportunities ➤ Online Offerings | <ul style="list-style-type: none"> ➤ Info/Tech Committee ➤ Eclipse Networking ➤ DPI ➤ District Technology Coordinators ➤ School Districts ➤ CESA 8 Staff ➤ Outside Consultants |

CESA 8 is a member of the TRITON (Three River Instructional Telecommunications Operational Network), a state-of-the-art fiber optic distance learning consortium, including ten area school districts, and Northeast Wisconsin Technical College. The CESA 8 building houses a distance classroom for this network. The majority of CESA 8 districts are members of one of four premier, fiber optic, distance education networks: NDEN (Nicolet Distance Education Network), ERVING (Embarrass River Valley Instructional Network Group), KSCADE (K-12 Schools/College Alliance for Distance Education) and TRITON. CESA 8 is a non-profit organization. All financial support for services comes from local school districts, or from federal and state project grants.

Overview of Library Media and Technology Program

The CESA 8 Media Services and Delivery Department exists as a contracted service option for CESA 8 school districts. The CESA 8 Media Center collection includes videos, multimedia kits, DVDs, and books that are loaned to educators in member school districts. Other items in the collection are professional development videos, software guides, curriculum resource books, and other teacher resources providing ideas for technology integration, instructional strategies, assessment, and technology planning. In addition, the Media Center holds grant-funded materials which are available for checkout by any teachers within the CESA 8 boundaries. A shipping and handling fee is charged to non-member districts for each checkout of grant-funded materials. Teachers and educational staff are encouraged to submit recommendations of media for preview and purchase.

Media Center Reservations, Checkout, and Delivery: the Media Center collection is available for teachers to browse through the CESA 8 website (<http://www.cesa8.k12.wi.us/media/onlinecatalog.htm>). Teachers are welcomed and encouraged to schedule their media requests for the entire school year. Media materials are delivered and picked up by the CESA 8 delivery van on a weekly basis. The Media Center collection is cataloged by the Dewey Decimal System using the *Sears List of Subject Headings*. Educators are encouraged to visit the CESA 8 Media Center and browse through the collection of materials. Office hours are from 8:00 a.m. to 4:30 p.m., Monday through Friday. The Media Center provides a TV/VCR/DVD for previewing.

Resource-Sharing: The CESA 8 Media Center collection is a form of collaborative resource-sharing among the districts which contract and pay for services on an annual basis. Therefore only educators from those districts are eligible to check out media from the collection. Materials

which have been grant-funded or donated by governmental agencies such as the Department of Public Instruction can be checked out by non-member school districts; a per-checkout shipping/handling fee is charged for non-member school districts.

Staffing: The CESA 8 Media Center is staffed by a part-time project assistant (approximately 0.2 FTE) who is responsible for media reservations, check out, packing materials for the van routes, reports, phone calls, assistance to drop-ins, and the weekly delivery route. Materials selection, cataloging, policies, and procedures are the responsibilities of the Media Center Coordinator (approximately 0.1 FTE), who has a Masters degree in Library Science. The Library Media Specialists in member districts assist in materials selection and in policy and procedure development.

Policies: Required School Board Policies can be found in Appendix D. They are as follows:
CIPA/Internet Safety and AUP

Copyright

Materials Selection, Materials Reconsideration

Inter-Library Loan – the CESA 8 Media Services collection is a contracted service, therefore media materials are not available for Inter-Library loan.

Technology Concerns for Students with Special Needs – as a CESA, students are not served on a direct basis.

Other Services: The Media Services and Delivery Department sponsors regularly scheduled Share Shops for Library Media Specialists in the CESA 8 school districts, and co-sponsors the Technology Coordinators Share Shops. These Share Shops provide an opportunity to give district personnel updates on instructional technology issues, information dissemination, information and technology planning assistance, vendor demonstrations, and related topics.

Partnerships: The Media Services Coordinator represents CESA 8 on CITSC (CESA Instructional Technology Services Council), which provides an opportunity for statewide initiatives coordinated through the DPI and ECB.

CURRENT STATUS and NEEDS ASSESSMENT

Assessment of Progress Towards Previous Plan's Goals

The CESA 8 Information and Technology Committee analyzed progress towards meeting the goals and objectives of the 2004-2007 Technology Plan. That progress is as follows:

Organizational support and leadership –Goal 1: CESA 8 staff will model the effective use of technology in the teaching, learning, and managing process

What objectives were achieved? Obj. 1.1 (Foster CESA 8 staff use of technology in all areas of daily work) and Obj. 1.3 (Cross-train CESA 8 staff to become proficient in the use and maintenance of office technologies) were achieved by conducting meeting room equipment training, Microsoft Access and Outlook training, training for Department Head Daily Documentation, training for electronic (PDA) support of forms, the upgrading of individual workstations (as needed), and sharing of technology tips at staff meetings. Obj 1.2 (Continue the

move to paperless environment) was achieved by the purchase of a network based fax machine, the continuation to use email for internal communications, and the distribution of newsletters and workshop flyers via web and email.

What objectives were postponed or delayed and why? Obj. 1.1 - Working on upgrading conference room is being done as money is available

What objectives will continue or be modified? It is anticipated that these areas will continue to be a need for our agency and we will plan on accomplishing these objectives through ongoing activities.

Organizational support and leadership –Goal 2: CESA 8 technology-related policies and procedures will continue to be modified and updated on an ongoing basis.

What objectives were achieved? Obj. 2.1 (Establish an annual review of existing policies and procedures) and Obj 2.2 (Create and implement new policies and procedures as needed) were achieved by agency policies being reviewed periodically by agency administrative staff along with an outside contractor (NEOLA), and the monitoring of policies/procedures and updating of them done as needed.

What objectives were postponed or delayed and why? None.

What objectives will continue or be modified? It is anticipated that these areas will continue to be a need for our agency and we will plan on accomplishing these objectives through ongoing activities.

Organizational support and leadership –Goal 3: CESA 8 staff and stakeholders will be provided with professional development opportunities.

What objectives were achieved? Obj. 3.1 (Provide CESA 8 staff with scheduled training opportunities) was achieved by conducting meeting room equipment training, Microsoft Access and Outlook training, training for Department Head Daily Documentation, training for electronic (PDA) support of forms, the upgrading of individual workstations (as needed), and sharing of technology tips at staff meetings. Obj 3.2 (Provide stakeholders with ongoing opportunities that meet individual, departmental, and building needs) was achieved by the sharing of technology updates at monthly PAC meetings and at Tech Coordinators and Teacher-Librarian Share Shops.

What objectives were postponed or delayed and why? None.

What objectives will continue or be modified? It is anticipated that these areas will continue to be a need for our agency and we will plan on accomplishing these objectives through ongoing activities.

Access to information resources and learning tools – Goal 1: The CESA 8 website will provide current and applicable information to all stakeholders.

What objectives were achieved? Obj. 1.1 (Continue to maintain the CESA 8 website) and Obj 1.2 (Continue to refine the CESA 8 website) were met. Our website is a dynamic document and is continually updated. Obj 1.3 (Develop interactive services that can be provided on the website) was achieved by adding discussion pages to the website, the continuation of the FORCE page, and the continuation of registration done via the website. Added was the provision of email accounts for TRITON students and online scheduling of conference rooms. Obj 1.4 (Collaborate with district staff to better maintain their posted works) was achieved by contacting webquest/webfolio authors to update their work, the posting of evaluated sites, and the updating of the FORCE page.

What objectives were postponed or delayed and why? Streaming video is being investigated and will be added as money is available and the equipment is purchased.

What objectives will continue or be modified? It is anticipated that these areas will continue to be a need for our agency and we will plan on accomplishing these objectives through ongoing activities.

Access to information resources and learning tools – Goal 2: Communication with all stakeholders will continue to improve.

What objectives were achieved? Obj. 2.1 (Utilize the email system efficiently and effectively) was achieved by the distribution of workshop flyers and the CESA newsletter by email or web, and the CESA administration emailing newsletters to the superintendents. Obj 2.2 (Expand the use of network collaboration services) was accomplished by the development of site calendars for the TRITON network and the online scheduling of conference rooms for the agency.

Obj 2.3 (Expand the use of online registrations, evaluations, data, and other forms for both internal and external use) was achieved by staff forms being available online, the continuation of registrations via web/email, and evaluations being done via website.

What objectives were postponed or delayed and why? The Technology Committee needs to continue to evaluate if emailing the link to the CESA 8 newsletter is the most effective means of distribution.

What objectives will continue or be modified? It is anticipated that these areas will continue to be a need for our agency and we will plan on accomplishing these objectives through ongoing activities.

Access to information resources and learning tools – Goal 3: Network use will be maximized within work environment.

What objectives were achieved? Obj 3.2 (Continue the development and implementation of electronic CESA 8 forms) was accomplished by the development of online staff forms. Obj 3.3 (Establish measurable expectations to move to paperless environment) was achieved by the development of an online purchase order process, which reduced the amount of paper purchased annually.

What objectives were postponed or delayed and why? Obj 3.1 (Determine parameters for database information and staffing) was not completed as the agency will continue to look for financing to support a database staffing position.

What objectives will continue or be modified? We realize that a totally paperless environment is unrealistic; however we continue to work towards achieving this goal.

Educator/Staff Proficiency – Goal 1: Educators/staff are trained to effectively use administrative and data management software.

What objectives were achieved? Obj 1.1 (Provide ongoing, hands-on training opportunities that meet individual, departmental, and agency needs) was accomplished by Access training as well as Data Retreats and the annual summer academies (TRITON and BMW). Obj 1.2 (Offer technology training for specific relevancy to position within agency) was achieved by the above with the addition of 8SCAPE training, wireless training and troubleshooting, administrative and data training, and web design training for the webmaster. Obj 1.3 (Promote distance learning training opportunities) was achieved by offering tech ed after hours training, AP classes, and Quarles and Brady law breakfasts over the PolyCom. Obj 1.4 (Provide professional development

offerings based on district needs) was accomplished by offering support seminars for new teachers, PDP review team training, PDP writing workshops and seminars, mentor trainings, soliciting district input via share shops, Assistive Technology workshops via district requests, and legal updates being offered.

What objectives were postponed or delayed and why? The CESA portal was investigated but not purchased at this time due to monetary constraints.

What objectives will continue or be modified? It is anticipated that these areas will continue to be a need for our agency and we will plan on accomplishing these objectives through ongoing activities.

Educator/Staff Proficiency – Goal 2: Opportunities will be provided for educators to be able to design and teach learning units that incorporate the effective use of information and technology resources.

What objectives were achieved? Obj. 2.1 (Increase educator leadership and collaboration enabling them to mentor staff) was achieved through train the trainer workshops during summer academies and Assistive Technology sessions. Obj 2.2 (Increase awareness and utilization of available technologies and resources) was accomplished by tech and teacher-librarian share shops and the provision of e-rate assistance to districts.

What objectives were postponed or delayed and why? The CESA portal was investigated as mentioned above. Staff training on the PolyCom is still needed.

What objectives will continue or be modified? It is anticipated that these areas will continue to be a need for our agency and we will plan on accomplishing these objectives through ongoing activities.

Educator/Staff Proficiency – Goal 3: Educators/staff will be encouraged to use a variety of information resources to support their teaching/learning strategies.

What objectives were achieved? Obj 3.1 (Encourage use of web-based resources) and Obj.3.3 (Provide a list of informational resources to be utilized by educators and staff available on the website) were accomplished by promoting the use of online registrations and evaluations, flyers sent via email or web, and by including student/teacher/administrator resource sections on website. Obj 3.2 (Support and promote use of CESA 8 media services) was achieved by non-member districts that were encouraged to use the media center through a trial membership, on-site presentations at faculty meetings, current usage stats being kept, and CESA 8 newsletter promoting new media items.

What objectives were postponed or delayed and why? None.

What objectives will continue or be modified? It is anticipated that these areas will continue to be a need for our agency and we will plan on accomplishing these objectives through ongoing activities.

Effective Teaching and Learning Practices – Goal 1: School districts will be assisted in using technology as a learning tool in support of improved student achievement.

What objectives were achieved? Obj. 1.1 (Continue to offer professional development opportunities) was achieved by data retreats, Assistive Technology trainings and the summer academies being offered. Obj 1.2 (Collaborate among CESA 8 departments and initiatives to inform districts of new and upcoming technologies and teaching practices) was met by the development of the online PDP process, ISES training, and work done through EETT grants.

What objectives were postponed or delayed and why? None.

What objectives will continue or be modified? It is anticipated that these areas will continue to be a need for our agency and we will plan on accomplishing these objectives through ongoing activities.

Effective Teaching and Learning Practices – Goal 2: School districts will be provided with ongoing support and leadership for regional, state, and federal technology initiatives.

What objectives were achieved? Obj. 2.1 (Assist schools in aligning curriculum with Wisconsin Model Academic Standards for Information and Technology Literacy) was achieved by work done through EETT grants. Obj 2.2 (Conduct learning opportunities to integrate technology into the curriculum, including assistive technology) was accomplished through the summer academies, after hour tech ed meetings, and working with WATI to provide specific AT trainings. Obj 2.3 (Utilize technology data to meet professional development needs within CESA 8 school districts) was met by gathering data for EETT grants. Obj 2.4 (Increase district awareness of the various types of grants, technology initiatives and resources supported at the regional, state, and national levels) was achieved through PAC meetings, the CESA 8 newsletter, tech planning workshops, SIS network meetings, and the purchase of a grant/foundation search program.

What objectives were postponed or delayed and why? None.

What objectives will continue or be modified? It is anticipated that these areas will continue to be a need for our agency and we will plan on accomplishing these objectives through ongoing activities.

Reflections on Wisconsin Information and Technology Planning

Focus Areas:

Analysis of Student Proficiency

Integration of information and technology literacy concepts and skills into the curriculum varies greatly by school district, grade level, and teacher interest and expertise. CESA 8 staff continues to investigate tools which will help school districts assess student proficiency throughout the curriculum and will share examples.

Analysis of Educator (Staff) Proficiency

A skills survey was conducted with the internal CESA 8 office staff (Appendix E). The survey shows that while 98% of the internal staff is comfortable with basic computer operations, only 58% is comfortable with the use of multimedia (Appendix F). The data from this survey along with the analysis of progress of the current technology plan will be used in the development of the goals for this plan.

The majority of school districts in CESA 8 have participated in the online and onsite enGauge process during the 2003-2004 school year. Many of them participated in the online process in subsequent years. The majority of educators in the CESA 8 region have basic technology skills though the range of skills varies from individual to individual. Schools vary in the amount of technology that educators are required to use in their practice and job duties. Most of the school districts require educators to use the computer for attendance, grading, and record keeping. When

districts can find the money, new technologies are brought in and educators are then encouraged to learn new skills. They are then encouraged to pass those new skills along to students through classroom instruction.

Analysis of Effective Teaching and Learning Practices

Some teachers have begun to change instructional strategies to use digital age skills within the context of specific lessons. Generally this is related to specific staff development experiences. It has been a challenge for educators in the CESA 8 region to find and offer quality staff development in the area of new technologies.

Generally speaking, educators in the CESA 8 region have not developed a set of generalized skills that can be applied to all content areas. Technology is often used to automate existing assessment strategies for evaluating student projects but it has been very difficult for teachers to develop new assessments incorporating technology.

CESA 8 schools districts are working toward alignment of the Wisconsin Model Academic Standards for (ITLS) Information and Technology Literacy with core area content standards. Many school districts have undertaken the challenge of aligning the ITLS standards with their core curriculums. The districts involved in the Title IID Competitive EETT (Enhancing Education through Technology) grants have been working on this process through grant-funded opportunities.

School districts have been encouraged to participate in data retreats with CESA 8 facilitators. Facilitators have recommended analyzing core curriculums and assessments to align with the Information Technology and Literacy Standards. After completing data retreats numerous times, many districts now analyze data on their own and complete mini-data retreats with their staff without the help of a CESA 8 facilitators.

During the 2006-2007 school year, ten of the CESA 8 school districts (TRITON districts) participated in a consortium EETT grant. One of the consortium activities was to develop a checklist or assessment that each district could use to assess the technological literacy of their 8th grade students in keeping with the requirement of NCLB (No Child Left Behind). This checklist will be a tool to assist school districts in identifying gaps in the Wisconsin Model Academic Standards for Information Technology and Literacy. This tool will be made available on the TRITON website for use by other schools in the CESA 8 area and also in the state of Wisconsin.

Analysis of Access to Information Resources and Learning Tools

CESA 8 school districts have allocated resources to developing consistent technology infrastructures within their school buildings. Twenty-five of the CESA 8 school districts belong to one of the distance education networks in the region (ERVING, KSCADE, NDEN, and TRITON) with only one district (Marinette) not a member of a network. Many school districts in CESA 8 support online classes for their students. CESA 8 will continue to investigate the feasibility of supporting online classes through a regional server.

Professional development opportunities via distance education, both video-based and online, have been promoted by CESA 8 staff. Several school districts in CESA 8 have purchased

videoconferencing equipment that will enable them to utilize the WAN bandwidth through the BCN to support point-to-point classes, virtual fieldtrips, and other videoconferencing opportunities. The PolyCom unit at the CESA 8 office has been used for workshops and meetings.

CESA 8 LRSC (License Renewal Support Center) subscribes to the WIPDP which is an online process for writing a PDP (Professional Development Plan) and securing DPI trained PDP reviewers. This product is offered to all educators in CESA 8 school districts that want to renew their educator's license by writing and completing a PDP.

Analysis of Support Systems and Leadership

CESA 8 has a long history of providing professional development opportunities for member district personnel. Opportunities have included graduate credit classes, workshops, summer academies, job-alike networking meetings, as well as a number of meetings and workshops delivered over the distance education networks in CESA 8. The effective use of technology is integrated into meetings, courses, and workshops as appropriate. CESA 8 staff members make a conscious effort to model effective use of technology.

Examples of technology infused professional development activities during the past years include:

- Writing a Quality (PDP) Professional Development Plan – participants are shown how to use the WIPDP which is an online process for writing and completing a Professional Development Plan
- ESEA Consolidated Grant Workshop – ESEA coordinators and ESEA teams meet to receive updated information on the ESEA Consolidated Grant Application. Part of this workshop is a demonstration on entering information on DPI's web-based application process.
- Using Electronic Tools to Enhance Writing – 3 part class including information on software, online resources, and more
- Teaching and Learning in the Online Environment – opportunity to explore the online world
- Data Retreat – offered through the various EETT consortiums
- Lexile Framework for Reading – learn to match readers with text

The CESA 8 Information and Technology Committee believes that educators in the CESA 8 region are keeping pace with using the latest technology but continually need more professional development in the area of integrating new technologies into the core curriculum. Also, it is believed that educators in the CESA 8 region would benefit from additional targeted professional development in the area of assessments for students on the ITLS standards.

Analysis of Resources and Fixed Assets

The CESA 8 office was wired in 1998 with enhanced category 5 wire. All of the connections are hard wired back to the patch panel in the janitor storage room. The server room currently houses seven servers. The servers are supported by uninterruptible power supply units (UPS), hubs, and switches. The whole system is backed up nightly. The network is a client server system running Microsoft Windows. Microsoft Office suite software products are used agency-wide. The

network runs several network services including two exchange collaboration services for CESA 8 and TRITON, two Internet Information Services (IIS) 6 hosting three web sites, and remote mail, one IIS 5 hosting the TRITON web, backup services, system management services, file services and print services. There are nearly forty workstations, a five station training lab, a mini-lab in the distance education room, and six network printers and/or copiers throughout the building. In addition, several individuals have printers in their offices. Network support is purchased through a contractor. The contractor provides general network maintenance, upgrades, trouble shooting of client hardware, new computer setup, printer and printing concerns, security, and equipment replacement consultation. WiscNet is the agency's Internet service provider. All machines that are attached to the network have access to the Internet. The office has 3 Megs of bandwidth for Internet traffic.

Goals and Objectives

Educator/Staff Proficiency

Goal 1: CESA 8 will assist educators/staff to increase the use of technology in their daily work.

Effective Teaching and Learning Practices

Goal 2: CESA 8 will provide ongoing support and leadership for regional, state, and local technology initiatives.

Access to Information Resources and Learning Tools

Goal 3: CESA 8 will expand access to technology learning opportunities for all stakeholders.

Support Systems and Leadership

Goal 4: CESA 8 will model the effective use of technology in the teaching, learning, and managing process.

Implementation Action Plan

Educator Proficiency

Needs statements derived from Current Status/Needs Assessment:
 -There is a need for educators and staff to effectively use administrative and data management software.
 -There is a need for educators to use a variety of information resources to support their teaching strategies.

Goal #1:
 Goal 1: CESA 8 will assist educators/staff to increase the use of technology in their daily work.

Objectives:
 Obj. 1.1: Offer administrative and data management software training opportunities
 Obj. 1.2: Provide professional development offerings based on district requests

Measurement Tool/Evidence of Completion:
 Obj. 1.1: Workshop flyers, rosters, and evaluations from administrative and data management software training opportunities
 Obj. 1.2: District requests, workshop flyers, rosters, and evaluations from professional development offerings

| Activities or Resources | Person Responsible | Timeline | Projected Budget |
|---|------------------------------------|----------|---|
| Offer ISES training | SIS | Ongoing | Staff time, registration fees |
| SMART Board™ training | Information & Technology Committee | Ongoing | Staff time, consultant contracts, registration fees |
| Podcasting training | Information & Technology Committee | Ongoing | Staff time, consultant contracts, registration fees |
| Online PDP | SIS | Ongoing | Staff time, registration fees |
| Assistive Technology offerings | Special Education | Ongoing | Staff time, consultant contracts, registration fees |
| Other trainings as determined by needs | Information & Technology Committee | Ongoing | Staff time, consultant contracts, registration fees |
| Share Shops-specific subject areas as determined by needs | Department specific | Ongoing | Staff time, registration fees |

Effective Teaching and Learning

Needs statement derived from Current Status/Needs Assessment:
 -There is a need to provide educators and staff with information resources and learning tools.
 -There is a need for assistive technology strategies and devices.

Goal #2:
 CESA 8 will provide ongoing support and leadership for state, regional, and local technology initiatives.

Objectives:
 Obj. 2.1: Assist school districts in using technology as a learning tool
 Obj. 2.2: Facilitate the dissemination of information regarding new technology initiatives

Measurement Tool/Evidence of Completion:
 Obj. 2.1: Workshop flyers, rosters, and evaluations from technology related training opportunities
 Obj. 2.2: Attendance at share shops, agendas, follow-up activities, the CESA 8 newsletter

| Activities or Resources | Person Responsible | Timeline | Projected Budget |
|--|---------------------|----------|---|
| Assist schools in aligning curriculum with Wisconsin Model Academic Standards for Information and Technology Literacy | SIS | Ongoing | Staff time, consultant contracts, registration fees |
| Conduct learning opportunities to integrate and assess technology including assistive technology | All departments | Ongoing | Staff time, consultant contracts, registration fees |
| Utilize technology data to meet professional development needs within CESA 8 school districts | All departments | Ongoing | Staff time |
| Increase district awareness of the various types of grants, technology initiatives and resources supported at the regional, state, and national levels | All departments | Ongoing | Staff time |
| Share Shops-specific subject areas as determined by needs | Department specific | Ongoing | Staff time, registration fees |

Access to Information Resources and Learning Tools

Needs statements derived from Current Status/Needs Assessment:
 -There is a need for the development of innovative strategies and delivery options to reach all stakeholders.
 -There is a need for continuing availability of resources and communication tools.
 -There is a need to continually be aware of emerging technologies and the effect on education.

Goal #3:
 CESA 8 will expand access to technology learning opportunities for all stakeholders.

Objectives:
 Obj. 3.1: Provide current and applicable information using the CESA 8 website
 Obj. 3.2: Improve communication through the use of technology
 Obj. 3.3: Increase efficient technology usage

Measurement Tool/Evidence of Completion:
 Obj. 3.1: CESA 8 website comments and feedback
 Obj. 3.2: Training evaluation and feedback
 Obj. 3.3: CESA 8 skills survey

| Activities or Resources | Person Responsible | Timeline | Projected Budget |
|---|---|---------------------|---|
| Update the CESA 8 website | Webmaster | Ongoing | Staff time |
| Develop a comment and feedback format for the CESA 8 website | Webmaster Information & Technology Committee | By end of year 1 | Staff time |
| Research options for web-based registration and management of professional development activities | Information & Technology Committee | By end of year 2 | Staff time |
| Expand the use of Microsoft Outlook | Information & Technology Committee | Ongoing | Staff time |
| Provide training opportunities for Microsoft Office products | Information & Technology Committee | Ongoing | Staff time |
| Investigate inventory control software for the PASS department | PASS Coordinator | By end of year 1 | Staff time, Consultant contract, software purchase |
| Investigate parameters for database information and staffing | Information & Technology Committee | By end of year 3 | Staff time |

Systems Support and Instructional Leadership

Needs statements derived from Current Status/Needs Assessment:
 -There is ongoing need for administrators to use technology to guide effective teaching, learning, and managing.
 -There is a need for consistent review and updating of policies and procedures.
 -There is a need for sustained professional development opportunities.

Goal #4:
 CESA 8 will model the effective use of technology in the teaching, learning, and managing process

Objectives:
 Obj. 4.1: Train CESA 8 staff to become proficient in the use and maintenance of office technologies
 Obj. 4.2: Update CESA 8 technology-related policies and procedures
 Obj. 4.3: Provide professional development offerings based on agency needs
 Obj. 4.4: Promote moving toward paperless environment

Measurement Tool/Evidence of Completion:
 Obj. 4.1: CESA 8 Skills Survey
 Obj. 4.2: CESA 8 Board of Control Policy Manual
 Obj. 4.3: Needs assessments, workshop flyers, rosters, and evaluations from professional development offerings
 Obj. 4.4: Department head and all-staff meeting agendas

| Activities or Resources | Person Responsible | Timeline | Projected Budget |
|--|------------------------------------|---|---|
| Modify skills survey to include office technology tools | Information & Technology Committee | End of year 1 | Staff time |
| Online PDP | SIS | Ongoing | Staff time, registration fees |
| Other trainings as determined by needs | Information & Technology Committee | Ongoing | Staff time, consultant contracts, registration fees |
| Training opportunities at all staff meetings | Information & Technology Committee | Ongoing | Staff time |
| Review of technology related policies and procedures | Information & Technology Committee | End of year 1 End of year 2 End of year 3 | Staff time, Consultant contract (NEOLA) |
| Solicit ideas from department head and all-staff meetings on moving to a paperless environment | Information & Technology Committee | Ongoing | Staff time |

Budget Summary

| | 2007-2008 | 2008-2009 | 2009-2010 |
|--|------------------|------------------|------------------|
| Software & Informational Resources: | | | |
| Media center resources | | | |
| PASS Inventory Control Software | | | |
| Assistive Technology resources | | | |
| Update accounting and personnel software to latest tested versions | | | |
| Purchase various software packages for use in classroom, support and office situations | | | |
| | \$27,566 | \$28,246 | \$28,936 |
| Hardware, Facilities, Networking, Acquisition/ Implementation: | | | |
| Telephone (Long distance, local service, cell phone service) | | | |
| Internet Access | | | |
| Assistive Technology devices | | | |
| Update hardware for office and support staff | | | |
| Update network hardware | | | |
| Maintain and update distance education classroom as needed | | | |
| | \$38,801 | \$39,883 | \$41,179 |
| Operations, Maintenance & Upgrades: | | | |
| Network consultant | | | |
| Upgrade voice mail if needed | | | |
| Software upgrades | | | |
| Hardware maintenance contracts | | | |
| Copier/fax maintenance contracts | | | |
| | \$48,283 | \$49,085 | \$49,696 |
| Professional Development: | | | |
| Registration fees and travel (CESA staff) | | | |
| Presenter fees for trainings | | | |
| | \$25,014 | \$25,884 | \$26,632 |
| | | | |
| TOTALS | \$139,664 | \$143,098 | \$146,443 |
| Possible Funding Sources | | | |
| Local Budget | \$119,421 | \$122,321 | \$125,159 |
| Federal/State Grants | \$20,243 | \$20,777 | \$21,284 |
| TOTALS | \$139,664 | \$143,098 | \$146,443 |

Dissemination to Stakeholders

The CESA 8 Information and Technology Plan will be available for dissemination via CESA 8's website (www.cesa8.k12.wi.us). In addition, the Plan will be available to be shared with district administrators, legislators, and civic leaders. The Plan will be presented to the CESA 8 Board of Control, which is the group that governs the CESA 8 agency, for their approval. Upon request, the Plan will be shared with school board members of the CESA 8 school districts, school district faculty, students, parents, business leaders, and community members.

Although CESA 8's primary mission is to serve teachers and students, CESA 8 professional development opportunities are continually available to adult learners of the region. CESA 8 facilitates workshops and other activities with groups such as: Northeast Wisconsin Technical College, Viterbo University, University of Wisconsin – Green Bay, Revitalize Gillett, Inc., Bay Area Workforce Development Board, Bay-Lakes Regional Planning Agency, NEW North, Quarles and Brady, Davis and Kuelthau, Godfrey and Kahn, DPI, other CESAs and state agencies, as well as other technical colleges and universities. CESA 8 will continue expansion of such relationships.

Adults in the communities served by the school districts of CESA 8 have many opportunities to pursue technology literacy. Unique opportunities have included entrepreneurship training and training through the Wisconsin Parent Educator Initiative.

The Annual Report of the agency will continue to be shared with the DPI, other CESAs, the Board of Control, and all CESA 8 school districts.

Monitoring, Evaluation, and Revision of the Plan

Monitoring and evaluating process

Evaluation needs to be ongoing and will be an integral part of the Information and Technology Plan. Project evaluation will be completed in phases and will focus on three key questions:

- (1) What has been accomplished?
- (2) Which objectives are now of highest priority?
- (3) What changes need to be made?

As each phase of the project is completed, evaluations will be conducted. In areas where equipment and materials are to be purchased, billing documents will serve as evidence of completion.

Incorporation of evaluation information for ongoing planning

The CESA 8 Information and Technology Committee will annually assess progress in goals achieved and revise the long-range plan as appropriate.

Each professional development opportunity will incorporate an evaluation tool. This data will be

collected in each department of CESA 8 and will be used to determine future planned activities.

Process and timeline for ongoing, long-term planning

The CESA 8 Department Head and All-Staff meetings always include technology updates and training needs as agenda items. The CESA 8 Information and Technology Committee meets each fall, winter, and spring to analyze the data and information collected from these meetings to determine needs, plan appropriate professional development opportunities, and determine upgrades and future hardware/software purchases.

The Information and Technology Committee also reviews and monitors progress of the Information and Technology Plan to make needed adjustments. The plan review includes a status report on each goal and initiative in the plan, determination of the next steps necessary to achieve each goal and initiative, and any needed modifications to reflect emerging technologies.

Appendices

- Appendix A: Map
- Appendix B: Demographics
- Appendix C: Board of Control Membership Schedule
- Appendix D: Relevant Policies
- Appendix E: Staff Survey
- Appendix F: Staff Survey Results