

# *CESA 8 Information & Technology Plan*



*2010-2013*

# **Cooperative Educational Service Agency (CESA) 8**

## **Information/ Technology Plan**

**July 1, 2010 – June 30, 2013**

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Dr. Robert Kellogg, Administrator

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Date of Board of Control Approval

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# 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 continue to have decreasing resources and overburdened 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 2010-2013 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 maximize the use of technology to enhance their efficiency.
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 technology use in the teaching, learning, and managing processes.

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. One area of research focused on social networking as the agency explores the use of social networking as a communication tool or delivery avenue. In “Social Networking in Schools: Incentives for Participation” it was reported that “almost 60 percent of students who use social networking talk about education topics online and... more than 50 percent talk specifically about schoolwork.” This was also reported in the National School Boards Association report “Creating and Connecting.” Also in the National School Boards Association report, a recommendation was made for consideration of the use of social networking for staff communications and professional development.

Other research reviewed indicated that use of digital devices helps to increase student achievement by engaging students through the use of these devices. In the American School Board Journal, “installing interactive whiteboards...has transformed teaching and learning like nothing we’ve done before...Teachers now design higher-quality materials and students are more engaged in learning.”

The importance of professional development is referenced in “What Can We Do About Teacher Resistance?” an article in the March 2009 issue of *Phi Delta Kappan*, “even proven, effective programs that are a good match for school’s needs still may not be powerful if teachers don’t get sufficient support for high quality implementation...Without support, a powerful practice, poorly implemented, is not better than one that is ineffective.”

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 effectively use technology to promote, provide, and enhance quality learning opportunities for students, school districts, and communities.*

## **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.

According to the United States Census Bureau, 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 2009, Focus, Northeast Wisconsin Economic Opportunity Study, United States Bureau of Labor Statistics, and the Wisconsin Department of Workforce Development further supported local findings at the state and national level with these facts:*

- CESA 8 is one of the poorest regions of the state with an adjusted gross income per tax return at \$35,049; the average statewide K-12 adjusted gross income per tax return is \$47,619.
- Menominee County in CESA 8 has the highest unemployment rate of all counties in the state at 13.1%.
- 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.
- 66% of CESA 8 districts experienced declining enrollment in 2006-07, 60.6% of Wisconsin’s 424 school districts experienced declining enrollment during 2006-07.

- Menominee Indian School District in CESA 8 has the highest percent of disabled students in the state at 26.5%.
- Free lunch eligible percents in district schools ranges from 32.9% to 80.8%, the statewide average was 33.8%.
- CESA 8 has the highest prevalence of special education students in the state at 16.8% compared to 14.6% 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 27 school districts representing approximately 22,285 students and 2,200 educators (Appendices A & B).

The agency office is located in Gillett, approximately thirty-five miles northwest of Green Bay. The CESA 8 office consists of four 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 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, backup services, system management services, file services and print services. There are nearly forty workstations, a fifteen station laptop computer training lab, a mini-lab in the distance education room, and five 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. The fiber connection is provided through Badger Net. All machines that are attached to the network have access to the Internet. The office has 5 megabytes 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 10 lines coming into the building. Eight of the lines are voice and one is a fax line 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 27 participating districts. The plan groups the school districts by size and geographic location. There will be three members from Group I, five 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, and 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 twelve administrative/project director positions, one technical person, 125 teachers, and 86 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 less than one year to thirty plus years.

CESAs have no taxing authority and only receive \$24,600 of direct state general purpose aid annually. The balance of the administrative budget for CESA 8 is funded by the 27 school districts using a formula based on their third Friday enrollments. The 2008-2009 CESA 8 Administration budget was \$310,133.

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 \$13,900,000 budget comes from local sources. Special education programs account for \$10,000,000 of the \$13,900,000 2008-2009 annual budget.

For the 2008-2009 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 - \$24,600

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:**

<b>ADMINISTRATION</b>	
<b>DESCRIPTION:</b>	All fiscal, communication and network services are provided by staff working in this program. Other services delivered are the Economic Development Partnership, 403b Insurance Consortium, State Spelling Bee, the Kohl Scholarship and Fellowship Competition, Northwoods Summit and New North/New ERA committees, electronics and florescent bulb recycling, and efforts to expand offerings by state colleges and university programs in this area.
<b>OBJECTIVES:</b>	The administration of CESA 8 provides general supervision of programs and budget that deliver services to the twenty-seven school districts in CESA 8 and another nineteen 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.
<b>PARTICIPATING DISTRICTS:</b>	Beecher-Dunbar-Pembine, Bonduel, Bowler, Clintonville, Coleman, Crandon, Crivitz, Florence, Gillett, Goodman-Armstrong Creek, Gresham, Laona, Lena, Marinette, Marion, Menominee Indian, Niagara, Oconto, Oconto Falls, Peshtigo, Shawano, Suring, Tigerton, Wabeno, Wausaukee, White Lake, and Wittenberg-Birnamwood
<b>TOTAL BUDGET:</b>	Administration: \$310,133 Fiscal: \$371,783
<b>AGENCY BUDGET:</b>	\$13,920,214

<b>ASSISTIVE TECHNOLOGY</b>	
<b>DESCRIPTION:</b>	The Assistive Technology program is part of the Special Education Department, The project helps to make Assistive Technology devices and services more available to children with special needs.
	At CESA 8, the Assistive Technology Consultants work with staff from the constituent school districts to help them develop and improve their AT services. The AT Consultants provide awareness inservices, trainings, technical assistance, and support to those who are striving to increase their capacity to provide efficient, effective AT services. 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.
<b>PARTICIPATING DISTRICTS:</b>	Beecher-Dunbar-Pembine, Bonduel, Bowler, Crivitz, Florence, Gillett, Goodman-Armstrong Creek, Gresham, Lena, Marinette, Menominee Indian, Oconto, Suring, Tigerton, Wabeno, Wausaukee, White Lake, Wittenberg-Birnamwood
<b>TOTAL BUDGET:</b>	For 2008-09 CESA 8 Assistive Technology was funded partially by 18 school districts for consultative services = \$18,750.

<b>CAREER &amp; TECHNICAL EDUCATION</b>	
<b>EDUCATION FOR EMPLOYMENT (E4E)</b>	
<b>DESCRIPTION:</b>	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.
<b>OBJECTIVES:</b>	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.
<b>PARTICIPATING DISTRICTS:</b>	Lena, Oconto Falls Shawano
<b>TOTAL BUDGET:</b>	Connected with LVEC services

<b>EQUITY</b>	
<b>DESCRIPTION:</b>	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.
<b>OBJECTIVES:</b>	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
<b>PARTICIPATING DISTRICTS:</b>	All 27 CESA 8 districts had access to information from these efforts.
<b>TOTAL BUDGET:</b>	Connected to LVEC services
<b>LOCAL VOCATIONAL EDUCATION COORDINATOR (LVEC)</b>	
<b>DESCRIPTION:</b>	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 (CTE) programs, formerly called vocational education. Districts are allocated funds based on middle and/or high school general enrollment and special population. Changes in the Federal law (2006) require CTE programs to utilize the national 16 career clusters model and develop any number of 79 possible programs of study (POS) under the clusters. Each POS (generally based on a 3-5 year plan) is to be developed with input from stakeholders and aligned with local and regional labor market demands. Once the POS are in place, funds may be used for equipment, materials, staff development, career counseling 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.
<b>OBJECTIVES:</b>	To assist CESA 8 high schools in developing and implementing POS’s, assist districts in strengthening CTE programming and to help CESA 8 high schools to meet academic standards through CTE.
<b>PARTICIPATING DISTRICTS:</b>	All 27 CESA 8 school districts, plus Southern Door participate in the NEW Northwoods Carl Perkins Act (CPA) consortium.
<b>TOTAL BUDGET:</b>	\$244,198 – Carl Perkins Consortium \$ 61,272 - LVEC

<b>DISTANCE EDUCATION</b>	
<b>ERVING (EMBARRASS RIVER VALLEY INSTRUCTIONAL NETWORK GROUP )</b>	
<b>DESCRIPTION:</b>	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, and online learning. ITV programming is broadcasted both by BadgerNet dedicated classrooms and Polycom portable videoconferencing.
<b>OBJECTIVES:</b>	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, Account I, German II, Her-Story, Drafting and Probability and Statistics. Teachers or students can plan programs and use ERVING facilities for events such as Gifted/Talented Explorers, Spanish Enrichment, penpals, 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.
<b>PARTICIPATING DISTRICTS:</b>	Bonduel, Bowler, Clintonville, Marion, Menominee Indian, Rosholt, Tigerton, Wittenberg-Birnamwood
<b>PROGRAM TOTAL BUDGET:</b>	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.
<b>TRITON (THREE RIVER INSTRUCTIONAL TELECOMMUNICATIONS OPERATIONAL NETWORK)</b>	
<b>DESCRIPTION:</b>	TRITON is a consortium of nine 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 approximately 125 in 2009, continues to offers teachers and consortium staff members the opportunity to enhance their technology integration skills.

	Continuing in the 2008-09 school year was TRITON Enhanced Services, a program in which member school districts received the following value-added services including Graduate Courses such as: Photoshop Photo Editing, Supervision of Student Teachers, Mentoring the Beginning Teacher, Issues in Education, share shops for groups such as Technology Coordinators and Library Media Specialists, workshops on technology integration topics and assistance with writing district Information and Technology Plans. The 2008-09 TRITON Common Inservice day provided a professional development day for staff members from the school districts of Oconto Falls and Suring.
<b>OBJECTIVES:</b>	The mission of TRITON is to use telecommunications to provide expanded educational opportunities for all citizens. 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 approximately 400 students enrolled in TRITON network offerings during the 2008-09 school year. Classes that were offered include AP Calculus, AP US History, AP Physics, Biotechnology, Genetics, Veterinary Science, and Pet/Companion Care. There were classes offered through NWTC, including Psychology, Sociology, Medical Terminology, Exploring Criminal Justice, and Communicating with the Deaf I and II. Also offered were foreign languages including French, German, and Spanish. Another goal is to provide enrichment programs for elementary students. An initiative to develop and deliver after school programs for elementary and middle school students was continued during the 2008-09 school year. Students in grades four through six were able to attend introductory Spanish and French classes that were held after school. Videoconferencing units continue to be used in each school district. These small, portable units give schools many opportunities for virtual field trips as well as connecting with other TRITON districts to share book talks, plays, etc. During 2008-09 there have been virtual field trips to a variety of locations, including the Milwaukee Public Museum, the Indianapolis Zoo, the San Diego Zoo, NASA, and the Cleveland Institute of Music. 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.
<b>PARTICIPATING DISTRICTS:</b>	Coleman, Crivitz, Gillett, Lena, Oconto, Oconto Falls, Peshtigo, Suring, Wausaukee, Northeast Wisconsin Technical College, and CESA 8.
<b>TOTAL BUDGET:</b>	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. TRITON works with the consortium districts in order to obtain available funding through Title II Competitive Grants that provide opportunities to integrate the Information and Technology Literacy Standards across the curriculum. Additionally funding opportunities include E-Rate, TEACH Wisconsin, and group purchasing opportunities.

<b>MEDIA SERVICES AND DELIVERY</b>	
<b>DESCRIPTION:</b>	The Media Services & Delivery 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 every other week 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. 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. 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.
<b>OBJECTIVES:</b>	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.
<b>PARTICIPATING DISTRICTS:</b>	Beecher-Dunbar-Pembine, Goodman-Armstrong, Lena, Suring, Wabeno, White Lake
<b>TOTAL BUDGET:</b>	\$25,534

<b>PASS – CREDIT COURSES LEADING TO HIGH SCHOOL GRADUATION MINI PASS – COURSES FOR MIDDLE SCHOOL PUPILS</b>	
<b>DESCRIPTION:</b>	The PASS program is a semi-independent credit program for secondary (9-12) students. 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. 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 are produced by the National PASS Center and meet or exceed performance standards of Wisconsin. 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.

<b>OBJECTIVES:</b>	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.
<b>PARTICIPATING DISTRICTS AND STATES:</b>	PASS and Mini PASS courses were used in 200 Wisconsin School Districts and 31 states use PASS in some capacity. While PASS courses were historically viewed as summer class offerings, there are more examples today of courses taken throughout the school year. Popularity of PASS and Mini PASS has risen due to flexibility in serving students throughout the United States.
<b>TOTAL BUDGET:</b>	\$274,915

<b>SAFE AND DRUG FREE SCHOOLS AND RELATED AT-RISK PROGRAMS</b>	
<b>WISCONSIN ALCOHOL TOBACCO OTHER DRUG EDUCATION NETWORK (WATODEN)</b>	
<b>DESCRIPTION:</b>	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.
<b>OBJECTIVES:</b>	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.
<b>PARTICIPATING DISTRICTS:</b>	The CESA 8 WATODEN Partnership Network is available to all CESA 8 districts.
<b>TOTAL BUDGET:</b>	CESA 8 provides annual in-kind contribution

<b>ALCOHOL, TOBACCO, OTHER DRUGS AND SAFE SCHOOLS RURAL CONSORTIUM</b>	
<b>DESCRIPTION:</b>	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 9,000 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 9,100 educators over the past 20 years.
<b>OBJECTIVES:</b>	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.
<b>PARTICIPATING DISTRICTS:</b>	Beecher-Dunbar-Pembine, Bonduel, Bowler, Coleman, Crandon, Crivitz, Florence, Gillett, Goodman-Armstrong Creek, Gresham, Laona, Lena, Oconto, Oconto Falls, Niagara, Peshtigo, Suring, Tigerton, Wabeno, Wausaukee, White Lake, and Wittenberg-Biramwood
<b>TOTAL BUDGET:</b>	\$75,313
<b>CESA 8 GRANT ASSISTANCE</b>	
<b>DESCRIPTION:</b>	This program centers on providing the technical skills necessary for education and local community professionals to write successful grant applications. Over the past 20 years this program has assisted in bringing over 9.5 million dollars to Northeastern and Northcentral Wisconsin's schools and communities. 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.
<b>OBJECTIVES:</b>	To increase the number of districts, county partnerships and area communities participation in the identification, dissemination, completion and receipt of available grant funding programs.
<b>PARTICIPATING DISTRICTS:</b>	All CESA 8 districts are eligible for participation in this program; however, priority is given to the 22 school districts that currently comprise the CESA 8 Drug Free Schools Consortium.
<b>TOTAL BUDGET:</b>	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**

<b>DESCRIPTION:</b>	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.
<b>OBJECTIVES:</b>	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.
<b>PARTICIPATING DISTRICTS:</b>	The CESA 8 Masters Degree Program is available and open to all education professionals within the CESA 8 region.
<b>TOTAL BUDGET:</b>	\$28,000

**SCHOOL AND TRAFFIC SAFETY (DRIVER EDUCATION)**

<b>DESCRIPTION:</b>	<p>CESA 8 provides school safety assistance and driver education instructor services. Schools wishing to run their own driver education program may contract for both classroom and behind the wheel (BTW) instructional services. This includes curriculum development and instruction of both classroom and behind the wheel 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 six 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>
<b>OBJECTIVES:</b>	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.
<b>PARTICIPATING DISTRICT:</b>	Lena
<b>TOTAL BUDGET:</b>	\$5,417 (estimate based on projected numbers of students)

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

<b>DESCRIPTION:</b>	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.”
<b>OBJECTIVES:</b>	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.
<b>PARTICIPATING DISTRICTS:</b>	Bowler, Crandon, Florence, Gillett, Goodman-Armstrong Creek, Menominee Indian, Niagara, Suring, Tigerton, Wabeno, White Lake, Wittenberg-Birnamwood
<b>TOTAL BUDGET:</b>	\$28,087

**LICENCE RENEWAL SUPPORT CENTER (LRSC)**

<b>DESCRIPTION:</b>	The director of the program will help schools implement the PI34 initiative, train mentor teachers for all new initial educators, help schools set up teacher induction programs and support seminars, conduct workshops on Introduction to the Professional Development and the Writing of Professional Development Plans, train teachers and administrators to review and evaluate Professional Development Plans for License Renewal, attend bi-annual state level meetings with the DPI and share information from those meetings with personnel in the schools.
<b>OBJECTIVES:</b>	To assist all school districts with PI34 issues, make all initial educators and administrators aware of their obligations for license renewal and instruct teachers and administrators in the writing of an effective Professional Development Plan.
<b>PARTICIPATING DISTRICTS:</b>	Bowler, Crivitz, Crandon, Gillett, Goodman-Armstrong Creek, Gresham, Marion, Niagara, Oconto, Oconto Falls, Shawano, Wabeno, White Lake, and Wittenberg-Birnamwood
<b>TOTAL BUDGET:</b>	\$10,000

### SPECIAL EDUCATION SERVICES

<b>DESCRIPTION:</b>	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 Indicators and Response to Intervention Framework. 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.
<b>OBJECTIVES:</b>	To provide school districts quality special education services and programs to children with disabilities. The following is a sampling of the special education related services that 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.
<b>PARTICIPATING DISTRICTS:</b>	All 27 districts within the CESA 8 area, 20 districts from CESA 7, 2 Counties, 1 Tribal School District, 1 Headstart, 1 Special Care Institution, CESA 9, 1 Job Corp, and 2 Adult Training Centers
<b>TOTAL BUDGET:</b>	\$10,240,000 + Special Ed Programs/Districts; IDEA Grants; SBS

**TITLE I**

<b>DESCRIPTION:</b>	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. They also promote effective instructional strategies that increase the amount and quality of learning time for at-risk children and deliver an enriched and accelerated curriculum. 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.
<b>OBJECTIVES:</b>	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.
<b>PARTICIPATING DISTRICTS:</b>	Neglected and delinquent institutions: Homme Home, Lutheran Social Services, Wittenberg
<b>TOTAL BUDGET:</b>	\$3,745 – comes into CESA 8 based on \$118,146 in federal Title I allocations that come into the neglected and delinquent institutions.

<b>TRANSITION SERVICES</b>							
<b>DESCRIPTION:</b>	<p>Transition coordinates program funding of grants for special education and at-risk youth transition to post-high school outcomes. Funded by grant-awarded programs and local district purchases, youth benefit by development of transition goals that are employment and training related, including post secondary education. . This department coordinates efforts with regional CESAs around At-Risk, Workforce Investment Act (WIA), ATOD, School-to-Work, Special Education and staff development. Assistance with traumatic brain injured (TBI) students' reentry to the K-12 learning setting is also a resource offered on a per diem basis.</p> <p>This is the 8<sup>th</sup> year of coordination with DPI's school improvement efforts funded through a federal grant to outreach parents and employers about students with disabilities need for self-advocacy. Direct services to youth collaboration for school-to-work transition remains an emphasis of the statewide CESA granted service called the Wisconsin Statewide Transition Initiative (WSTI) led by CESA 11.</p> <p>WIA has seen an emphasis change to the "Work Certified" program coupled with training in high demand and high wage job types aimed at 18-24 year olds. This department serves all CESA 8 school districts by encouraging participation in the local regional Youth Councils that direct youth WIA service funding.</p>						
<b>OBJECTIVES:</b>	<p>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.</p>						
<b>PARTICIPATING DISTRICTS:</b>	All 27 CESA 8 school districts participate in one or more of these services.						
<b>TOTAL BUDGET:</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><u>2008-09 Returned Through Grants</u></td> <td style="width: 50%; text-align: right;">LEA Investment \$50,500</td> </tr> <tr> <td>\$31,200</td> <td style="text-align: right;">Coordination and Collaboration of Transition Resource Directory</td> </tr> <tr> <td>\$23,000</td> <td style="text-align: right;">Transition IDEA 2004 Compliance/Coordination School/County School/Hospital Articulation for Brain Injured Students</td> </tr> </table>	<u>2008-09 Returned Through Grants</u>	LEA Investment \$50,500	\$31,200	Coordination and Collaboration of Transition Resource Directory	\$23,000	Transition IDEA 2004 Compliance/Coordination School/County School/Hospital Articulation for Brain Injured Students
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\$31,200	Coordination and Collaboration of Transition Resource Directory						
\$23,000	Transition IDEA 2004 Compliance/Coordination School/County School/Hospital Articulation for Brain Injured Students						

## **Planning Process**

The CESA 8 Information and Technology Committee began the planning process by evaluating the existing 2007-2010 Technology Plan. Each goal was evaluated for current status and progress made. This evaluation process served as the basis for updating the 2010-2013 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**

Don Cooley	School Improvement Services
Craig Fisher	Business Rep, Eclipse Networking
Jessica Kaczmarek	Special Education Program Assistant
Betty Kaliebe	Web Architect
Robert Kellogg	Agency Administrator
John Knickerbocker	Local Vocational Educational Coordinator
Kaye Lietz	TRITON/Media Services Director
Sharon Quade	Executive Director of Agency Finance and Operations

The 2007-2010 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 2007. 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 CESA 8 Information and Technology Committee makes recommendations for upgrading the infrastructure of a network that serves approximately thirty workstations and maintains wireless access throughout the building. 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:

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

CESA 8 is a member of the TRITON (Three River Instructional Telecommunications Operational Network), a distance learning consortium, including nine 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 three regional distance education networks: NDEN (Nicolet Distance Education Network), ERVING (Embarrass River Valley Instructional Network Group), 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.

# 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 2007-2010 Technology Plan. That progress is as follows:

<b>Goal #1:</b> CESA 8 will assist educators/staff to increase the use of technology in their daily work.			
	Achieved	Postponed	Continue/Modify
Obj. 1.1: Offer administrative and data management software training opportunities	Has been met both by in house training and vendor training.		
Obj. 1.2: Provide professional development offerings based on district requests	Ongoing		Continues as needed
<b>Goal #2:</b> CESA 8 will provide ongoing support and leadership for state, regional, and local technology initiatives.			
	Achieved	Postponed	Continue/Modify
Obj. 2.1: Assist school districts in using technology as a learning tool	Ongoing		Continues as needed
Obj. 2.2: Facilitate the dissemination of information regarding new technology initiatives	Ongoing		
<b>Goal #3:</b> CESA 8 will expand access to technology learning opportunities for all stakeholders.			
	Achieved	Postponed	Continue/Modify
Obj. 3.1: Provide current and applicable information using the CESA 8 website	Ongoing		Continues as needed
Obj. 3.2: Improve communication through the use of technology	Ongoing		Continues as needed
Obj. 3.3: Increase efficient technology usage	Ongoing Provided more training for itinerant teachers		

<b>Goal #4:</b> CESA 8 will model the effective use of technology in the teaching, learning, and managing process			
	Achieved	Postponed	Continue/Modify
Obj. 4.1: Train CESA 8 staff to become proficient in the use and maintenance of office technologies	Ongoing		
Obj. 4.2: Update CESA 8 technology-related policies and procedures		Need to review Acceptable Use/ Internet Safety Policy in 2009	
Obj. 4.3: Provide professional development offerings based on agency needs	Ongoing		
Obj. 4.4: Promote moving toward paperless environment	Ongoing		Still can do more

### **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**

Office staff and itinerant teachers completed the TRITON EETT checklist that is designed to assess the Information and Technology Literacy Standards (Appendix D). The checklist shows that the internal office staff is comfortable with basic skills in most computer operations, but areas that need to be addressed include databases and spreadsheets, advanced word processing, and file management. Itinerant staff members are comfortable with basic computer skills but need training in word processing, file management, advanced email skills, and basic computer troubleshooting. 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.

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**

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 quality staff development in the area of new technologies.

CESA 8 schools districts should be aligned with 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 both with and 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 8<sup>th</sup> grade students in keeping with the requirement of NCLB (No Child Left Behind). This checklist continues to be a tool to assist school districts in identifying gaps in the Wisconsin Model Academic Standards for Information Technology and Literacy.

## **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-four of the CESA 8 school districts belong to one of the distance education networks in the region (ERVING, NDEN, and TRITON). Many school districts in CESA 8 support online classes for their students. CESA 8 supports online classes for ERVING and TRITON through a Moodle 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 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 all 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.
- SMART™ Board/SMART™ Notebook training
- Podcasting training
- Copyright for Educators
- Internet Safety
- Technology Planning
- Start to Finish: Assistive Technology for all Ages
- Data Retreat – offered through the various EETT consortiums

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.

## **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, 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 biweekly 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 4:00 p.m., Monday through Friday. The Media Center provides a TV/VCR/DVD for previewing media material.

**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 biweekly 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 Board Policies can be found in Appendix E. 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.

### **Analysis of Information and Technology 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, backup services, system management services, file services and print services. There are nearly forty workstations, a fifteen station laptop computer training lab, a mini-lab in the distance education room, and five 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. The fiber connection is provided through Badger Net. All machines that are attached to the network have access to the Internet. The office has 5 megabytes of bandwidth for Internet traffic.

## **Goals and Objectives**

### **Educator/Staff/Student Proficiency**

Goal 1: CESA 8 will assist educators/staff to maximize the use of technology to enhance their efficiency.

### **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 technology use in the teaching, learning, and managing processes.

# Implementation Action Plan

## Educator/Staff/Student Proficiency

**Needs statements derived from Current Status/Needs Assessment:**

- There is a need for educators and staff to use administrative and data management software.
- There is a need for educators to use a variety of information resources to support their teaching strategies to increase student achievement.

**Goal #1:**

CESA 8 will assist educators/staff to maximize the use of technology to enhance their efficiency.

**Objectives:**

Obj. 1.1: Provide administrative and data management software training opportunities

Obj. 1.2: Provide professional development offerings based on requests

**Measurement Tool/Evidence of Completion:**

Obj. 1.1: Workshop flyers, rosters, and evaluations

Obj. 1.2: District requests, workshop flyers, rosters, and evaluations

Activities or Resources	Person Responsible	Timeline	Projected Budget
Interactive Whiteboard training	Information and Technology Committee	Ongoing	Staff time, registration fees
Online PDP	SIS	Fall Semester yearly	Staff time, registration fees
Assistive Technology offerings	AT	Ongoing	Staff time, consultant contracts, registration fees
File Management/Computer Basics	Information and Technology Committee	As needed	Staff time
Advanced Word	Information and Technology Committee	As needed	Staff time
SIMS (Student Information Management Systems) Training	SIS	Spring Semester yearly	Staff time, registration fees
WISCareers Training	LVEC	As needed	Staff time, registration fees
Thinkfinity Training	Media Services	Ongoing	Staff time, registration fees
School Counselor Standards Web Training	AODA/LVEC	Ongoing	Staff time, registration fees

Other trainings as determined by needs	Information and Technology Committee	As needed	Staff time, consultant contracts, registration fees
Share Shops – specific subject areas as determined by needs	Department specific	As needed	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 for staff and students.

### **Goal #2:**

CESA 8 will provide ongoing support and leadership for regional, state, 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

Obj. 2.2: Attendance at PAC Meetings & Share Shops, agendas, follow-up activities, CESA 8 newsletter

<b>Activities or Resources</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Projected Budget</b>
Assist schools in updating the alignment of curriculum with Wisconsin Model Academic Standards	SIS	As needed	Staff time
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	As determined by the data	Staff time, consultant contracts, registration fees
Increase district awareness of the various types of grants, technology initiatives, and resources.	All departments	Ongoing	Staff time
PAC meetings and 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: Data and feedback from users  
 Obj. 3.3: TRITON EETT Checklist

Activities or Resources	Person Responsible	Timeline	Projected Budget
Continually update the CESA 8 website.	Web Architect	Ongoing	Staff time
Update the comment and feedback section of the CESA 8 website	Web Architect	By the 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
Provide training opportunities for Microsoft Office products.	Information & Technology Committee	Ongoing	Staff time
Investigate ways to promote the agency using social networking tools.	Information & Technology Committee	By the end of year 1	Staff time
Develop/update databases to facilitate communication.	All departments	Ongoing	Staff time

## **Support Systems and 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 technology use in the teaching, learning, and managing processes.

### **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: Continue to promote moving towards a paperless environment

### **Measurement Tool/Evidence of Completion:**

- Obj. 4.1: TRITON EETT Checklist
- Obj. 4.2: CESA 8 Policy Manual
- Obj. 4.3: Needs assessments, workshop flyers, rosters, evaluations from professional development offerings
- Obj. 4.4: Department head and all-staff meeting agendas

<b>Activities or Resources</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Projected Budget</b>
Offer hands-on training for internal staff.	Information & Technology Committee	As needed	Staff time
Review technology-related policies and procedures.	Agency Administration, Board of Control	As needed	Staff time, NEOLA (consultant)
Implement alio employee portal and inquiry functionality (to discontinue paper reports).	Fiscal Department	Ongoing	Staff time
Explore and implement electronic storage and dissemination options.	All departments	Ongoing	Staff time
Expand the use of electronic payment options.	All departments	Ongoing	Staff time Related fees

## **Budget Summary**

	<b>Goal</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
<b>Software &amp; Informational Resources:</b>				
Media center resources	3			
alio Software Updates	4			
Assistive Technology resources	1,2			
Purchase various software packages for use in classroom, support and office situations	1,2,3,4			
		\$23,752.00	\$24,227.04	\$24,711.58
<b>Hardware, Facilities, Networking, Acquisition/Implementation:</b>				
Telephone (Long distance, local service, cell phone service)	1,2,3,4			
Internet Access	1,2,3,4			
Assistive Technology devices	1,2			
Update hardware for office and support staff	1,2,3,4			
Update network hardware	1,2,3,4			
Maintain and update distance education classroom as needed	1,2,3,4			
		\$54,822.00	\$55,918.44	\$57,036.81
<b>Operations, Maintenance &amp; Upgrades:</b>				
Network consultant	1,2,3,4			
Voice mail upgrades as needed	1,2,3,4			
Software upgrades as needed	1,2,3,4			
Hardware maintenance contracts	4			
Copier/fax maintenance contracts	4			
		\$75,711.00	\$77,225.22	\$78,769.72
<b>Professional Development:</b>				
Registration fees and travel (CESA staff)	1,2			
Presenter fees for trainings	1,2			
		\$42,541.00	\$43,391.82	\$44,259.66
<b>TOTAL</b>		<b>\$196,826.00</b>	<b>\$200,762.52</b>	<b>\$204,777.77</b>
<b>Possible Funding Sources</b>				
Local Budget		\$169,580.00	\$173,059.33	\$176,700.55
E-rate		\$10,100.00	\$10,300.00	\$10,500.00
State Grants		\$0.00	\$0.00	\$0.00
Federal Grants		\$17,146.00	\$17,403.19	\$17,577.22
<b>TOTAL</b>		<b>\$196,826.00</b>	<b>\$200,762.52</b>	<b>\$204,777.77</b>

## **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](http://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, 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.