



REACCT Read Evidence, Analyze, Communicate: Critical Thinking

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Seeking schoolwide or content area writing focus? Seeking a focus on deep, critical thinking? Transform a focus in a grade level, content area, classroom, department, or content area with the REACCT program. REACCT seeks to develop critical thinking ability in students, as well as critical thinking pedagogy in teachers. This is done by placing a trained writing coach into participating schools to work one-on-one with selected students on evidence-based argumentative writing.

REACCT is a unique program that aims to integrate targeted professional development across the school year, highlighting units of study in existing curriculum, and bolstering deep thinking for all students--regardless of the content area. REACCT is a partnership between CESA #4 and IM Education, a local educational non-profit.

Level 2

Level 2 - Year-Long Writing Coach Program

Professional Development (Provided and led by CESA #4)

- Flexible, on-site (school) professional development and coaching
 - Targets teachers involved in REACCT program
 - Agreed upon services between school leader, school data, and REACCT
- Data Analysis and goal setting
 - Two or three points throughout the timespan Fall/Winter/Spring or Beginning/End Semester

Writing Coach (Provided and led by grant funding from IM Education)

On-site student writing coach provides 1:1 conferencing with a focus on student-specific writing and critical thinking development. Writing coach scores student writing for feedback, growth, and instructional implications. Writing coach also supplements student coaching by collaborating with classroom instruction in partnership with teacher when applicable.

Systems Checkpoints:

Meet with REACCT team regularly to gauge plan of action for student learning, educator Student Learning Outcomes, student writing conferences, school-based logistics, and professional development. Includes both qualitative and quantitative statistical analysis, when applicable.

Signature/Date: _____

School District of: _____



Reading Specialist

Jen Rasmussen
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CESA #4 offers Reading Specialist (1317) Licensed services for districts interested in improving their PK-12 literacy programs and student achievement. **The State of Wisconsin requires each district to employ a DPI-certified reading specialist to develop and coordinate a comprehensive reading curriculum in grades K-12.**

A Reading Specialist may:

- Develop and implement a literacy curriculum in grades K-12
- Act as a resource person to classroom teachers to implement literacy curriculum
- Work with administrators to support and to implement K-12 literacy curriculum
- Conduct an annual evaluation of the literacy curriculum
- Coordinate the literacy curriculum with other literacy programs and other support services within the school district

Level 3

Level 3 - In-District Service

Service may include a review of universal literacy support, intervention, and acceleration programming coordination to ensure compliance with State Education Standard C and to assist with implementation of literacy in an Equitable Multilevel System of Support.

Service expectations, mutually determined by the district and CESA #4, are based on local identified needs.

_____ Days

District Contact:

Signature/Date:

School District of:



Nonviolent Crisis Intervention Training

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The training emphasizes creating and maintaining a safe, caring, and respectful environment for staff and students. Staff learn how to defuse challenging and disruptive behaviors before an incident escalates to a crisis situation. Disengagement and holding skills will be taught and practiced by all participants. Benefits include reducing the risk of injury by decreasing the number of physical interventions, improving communication among staff, and increasing staff confidence to intervene early and appropriately.

All participants who successfully complete the post-test will be certified through the Crisis Prevention Institute for two years. The training helps schools meet Wisconsin Act 125 requirements. All trainers are certified instructors through the Crisis Prevention Institute.

Level 1A

**Level 1A - Initial Training -
One full day plus one half-day course**

This will be a minimum of ten hours up to 30 participants. The course is designed for staff who have never attended the training or whose certification has expired.

Level 1B

**Level 1B - Refresher Training -
One full day course**

Training will be a minimum of six hours for up to 30 participants. The course is designed for staff who have been certified within the last two years and are in need of recertification.

District Contact:

Signature/Date: _____

School District of: _____



Roger Fruit
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Laura Veglahn
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The School Improvement Services (SIS) Team at CESA #4 provides a system of proactive information and responsive services to member districts with the ultimate goal of increased student learning. The focus for the SIS program is driven by specific district needs, profiled in consultation with district improvement leader(s). Through coordination of SIS meetings, and consultations, our program strives for excellence in leading and learning for all PK-12 educational leaders. SIS team members will support improvement efforts in curriculum, instruction, and assessment; facilitate data analysis and understanding of state and federal accountability; and provide professional development and educational leadership opportunities.

At the CESA #4 SIS meetings, up to three district representatives will receive DPI updates, share best practices, discuss current educational trends, and participate in targeted professional development.

Level 1

Level 1 - Basic Service

- Provide on-site consultation, prioritizing continuous improvement goals and services
- Deliver five School Improvement Services (SIS) meetings
- Deliver at least four District Assessment Coordinator (DAC) meetings
- Offer access to School Improvement Services (SIS) team members for technical assistance through email, phone calls, and other correspondence
- Provide access to School Improvement Services resource materials
- Promote strategies and tools for continuous improvement efforts
- Serve as a liaison between the Department of Public Instruction and member districts
- Provide updates on state accountability including school and district report cards
- Provide information and updates related to federal accountability (ESSA and IDEA)
- Provide informational updates related to Wisconsin's student assessment system including: The Forward Exam, ACT, and Aspire
- Keep members apprised of state initiatives such as Educator Effectiveness, WISEdash for Districts, High Quality Instructional Materials, Leading for Learning, State Standards Development and Revision, and Academic Career Planning
- Establish supplemental professional development "Users' Group" networks as requested
- Offer CESA-based professional development opportunities related to leadership, curriculum, instruction, and assessment
- Coordinate DPI-supported trainings
- Promote data-driven decision-making and research-based practices that support continuous school improvement
- Based on continuous improvement consultation, receive one in-district customized professional development workshop or training to be delivered by an Instructional Services Consultant

Signature/Date: _____

School District of: _____



Steph Wagner
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Level 2A

____ Days

Level 2A - Creating a Guaranteed and Viable Curriculum

Customized in-district service to provide consultation, assistance, support and/or leadership for the district's instructional program.

Services could include:

- Site visit to review current reality and determine district needs and plan of action
- Assisting in development or revision of curriculum
- Facilitating the development of common assessments
- Assisting with the selection of instructional materials
- Analyzing data and planning/revising instructional programs
- Supporting implementation of the WI State Standards
- Providing support and professional development in effective curriculum design and delivery
- Coaching for administrators and/or building leadership teams

Level 2B

____ Days

Level 2B - Using a PLC to Increase Student Achievement

Customized in-district service to provide consultation, assistance, support and/or leadership for effective use of collaborative teams.

Services could include:

- Site visit to review current reality of teams and determine district needs and plan of action
- Providing professional learning for administrative team, district leadership team, and/or school leadership teams on effective collaborative team structures
- Providing professional learning for all teachers on elements of effective collaborative teams
- Working with teams to analyze common assessment data
- Working with districts/school to plan effective RtI system based on data
- Ongoing observation and feedback of collaborative teams
- Coaching for administrators and/or building leadership teams

Level 2C

____ Days

Level 2C - Creating a Standards-Based Assessment and Grading System

Customized in-district service to provide consultation, assistance, support and/or leadership for effective use of standards-based assessment and grading practices.

Services could include:

- Reviewing current assessment and grading system and providing feedback
- Facilitating a district-level or building-level grading/assessment team
- Providing professional learning around effective assessment and grading practices to any/all stakeholders
- Working collaboratively with school-level or district-level personnel to create a plan of action
- Coaching for administrators and/or building leadership teams

Level 2D

____ Days

Level 2D - Customized Service

This service will allow districts to create a customized plan in any area related to curriculum, instruction, and/or assessment. After consultation and completion of a needs assessment, the team will work to identify needs and create a plan of action for improvement.

Signature/Date: _____

School District of: _____



Steph Wagner
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Meetings will be held at CESA #4 office or online.

Level 1A
Additional
Teachers

Level 1A - Beginning Teacher Professional Learning
For up to eight new district teachers

- Virtual or on-site meeting with participating district-level personnel to understand current initiatives and needs for new teachers
- Four or five training sessions for new teachers throughout the year focused on instructional and emotional needs of new teachers. Sessions will be held at no charge to member participants and \$50 per non-member for each session
- Monthly communication/newsletter with support and resources for Year 1 and Year 2 teachers
- Assistance via email and phone calls

Level 1B
Additional
Mentors

Level 1B - Beginning Mentor Training and Support
For up to eight mentors

- Virtual or on-site meeting with participating district-level personnel to understand current initiatives and needs for mentors
- Includes a one-day initial training and three follow-up trainings for mentors
- Monthly communication/newsletter with support and resources for mentors
- Assistance via email and phone calls

Level 2A
Days

Level 2A - In-District Training for Mentors (Three-day minimum)

- Virtual or on-site meeting with participating district-level personnel to understand current initiatives and needs for new teachers
- One-day initial training for mentors
- Follow-up training for mentors as determined by district
- Monthly communication/newsletter with support and resources for mentors
- Assistance via email and phone calls

Level 2B
Days

Level 2B - Customized In-District Service

Customized new teacher/mentoring services to meet district needs and fulfill PI-34 requirements

- In-district mentor/mentee observation and feedback
- New teacher observations and feedback
- New teacher professional learning opportunities
- Contracted mentor services

District Contact:

Signature/Date: _____
School District of: _____



Title I Leadership

Laura Veglahn
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Title I is the largest federally funded education program in the United States. It is designed to provide students with additional help in reading, language arts, and math. The Title I Leadership program is a customized in-district leadership service for districts. CESA #4 staff will provide services in your district based on identified needs.

Level 2A

Level 2A - Customized Service - Title I Leadership

- One site visit in-district for program review, consultation or professional development per district request. Services include but are not limited to:
 - Connecting Title I to WI Academic Standards in literacy and math
 - Parent policy
 - Parent engagement programming
 - Review of documents (compacts, policy, handbooks, etc.)
 - School-wide program planning and revisions
 - DPI ESSA monitoring preparation
 - Building-level needs assessments
 - Rank-order list of "most in need" students
 - Paraprofessional training for meeting ESSA hiring requirements
 - Homeless/foster care
 - Private school consultation
 - Determining school building eligibility
- Unlimited phone or e-mail consultation

Level 2B

Level 2B - Customized Service - Title I Coordination

School districts can contract with CESA #4 for the coordination of their Title I program. CESA #4 will review the district's program for compliance and quality and respond to school district personnel questions. Title I Coordination services include:

General Administration:

- Keep district personnel informed about Title I law, guidelines, and requirements
- Represent the district at DPI meetings and the Title I Association conference
- Provide relevant ESSA and DPI updates
- Assist district with budget development, modifications, and fiscal claims

Project Implementation:

- Complete Title I section of the ESSA Consolidated Application
- Determine school building eligibility
- Assist in the development of the Title I goals and objectives
- Coordinate private school involvement
- Complete and submit Title I, Part A carryover waiver

Level 2C

Level 2C - Title I Coordination and ESSA Application Development

Purchase of Level 2C includes all Level 2B (Title I Coordination) services. CESA #4 staff will also work with school district staff to complete the Titles II and III of the ESSA consolidated application. Services include:

- Conduct an on-site meeting to determine ESSA Program Plan, objectives, and budgets
- Completion of all required paperwork (PI 9550-Assurances, PI9550-Debarment, PI 9550-AC Affirmation of Consultation with Private School Officials)
- Completion of entire ESSA electronic application in WISEGrants
- Provide technical assistance to assure compliance with ESSA requirements and fiscal claims
- Assistance in completing all ESSA end-of-year reports
- Technical assistance for consulting with private schools and in determining private school services

Signature/Date: _____

School District of: _____



Jessica Sloan
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Equity and human fairness provides all students with equal access to educational programming within a district, regardless of their national origin, race, gender, sexual orientation, disability, pregnancy status, native language, or other characteristics. Technical assistance and support on equity issues is recommended so districts accomplish federal expectations.

Level 1

Level 1 - Basic Service

- Provide assistance and follow-up in responding to the Pupil Nondiscrimination and Educational Equity Report and Pupil Nondiscrimination Self-Evaluation
- Provide assistance reviewing and updating district equity plan
- Provide information on equitable practices within the classroom
- Offer reduced registration fees at CESA #4-sponsored equity workshops

Signature/Date: _____
School District of: _____



Gifted and Talented

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Level 1

Level 1 - Gifted and Talented Basic Service

- Updates from DPI and other state GT resources
- Support and assistance via email and phone calls
- Attendance at CESA-based GT events at reduced rate (both grant-funded and non-grant-funded activities). One participant may attend at no charge. Additional participants may attend for a reduced fee.

Level 2

Level 2 - Gifted and Talented Program Evaluation and Planning

- Review of current GT plan and data
- Creation of plan of action for necessary or desired changes
- Work with district team to plan for and enact changes to GT program
- Includes cost of any professional development books/materials needed

Signature/Date: _____

School District of: _____



Career and Technical Education Leadership

Amanda Langrehr
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Career and Technical Education focuses on helping students explore their interests, skills, and abilities in relation to the world of careers and productive citizenship. Through Career and Technical Education, students experience rigorous and challenging classroom instruction linked to relevant, structured, real-world experiences. Students learn from educators and business and industry leaders what is expected from them in the workplace and they see how classroom learning applies directly to their future adult roles as family members, workers, and citizens. They are provided multiple opportunities to assess their interests, work behaviors, and aptitudes. They are introduced to a variety of career options and learn the level of skills and education required for those careers. In short, students leave schools better prepared for and are more focused about their future and education choices.

Level 1

Level 1 - Basic Service

The CESA #4 Career and Technical Ed Leadership (CTE) services include:

- Free or reduced costs for staff participation in professional development opportunities related to: CTE content/technical knowledge, program standards and evaluation, alignment of relevant standards with CTE curricula, improving reading and writing in CTE areas, Pathway development, implementation, and evaluation
- Guidance and Counseling connections with CTE and post-secondary planning
- Work-based learning
- Career and Technical Student Organization (CTSO) development and improvement
- Free participation in CTE Network Nights
- Free participation in Fall and Spring CTE Leadership/Perkins workshops (online or at CESA #4)
- Technical support for development, implementation, and evaluation of career and technical education programs, guidance/counseling services, and work-based learning initiatives
- Assistance to districts in accessing youth apprenticeships, work-based learning programs, and skill-certificated programs
- Communication regarding State and National CTE, CTSO, and Perkins Activity
- Assistance in identifying, analyzing, and interpreting various data sources specific to CTE areas for use in data retreats, program improvement, and CTSO support
- Liaison services with state agencies (DPI, DWD, WTCS, UW), professional associations, and regional groups for the benefit of CESA #4 school districts, staff, and students.

Level 3

Level 3 - Local Vocational Education Coordination Services

- Serve as the DPI-recognized LVEC for the district - Complete the Perkins Grant Application for the district; including submission, modifications, and reporting as required by DPI
- Provide technical assistance on Perkins expenditures to CTE teachers and administration

Signature/Date: _____

School District of: _____



Jan Marson
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Title III-A EL Consortium Non-Funded Membership

ESSA Title III-A provides formula allocation funds to consortiums based on the number of Identified EL students in each district. Some districts do not have a formula allocation, even though they currently have ELs in their district and are required to comply with Title III mandates.

Title III of the Elementary and Secondary Education Act (ESEA) is part of legislation enacted to include English Learner students, including immigrant children and youth. The primary purposes of this part are to help ensure that English learners attain English proficiency and develop high levels of academic attainment in English and to assist all English learners to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet; and to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners. To ensure that ELs are meeting these accountability metrics, Wisconsin has adopted the WIDA English Language Development standards, and measures student achievement toward these standards through the annual administration of WIDA's ACCESS for ELLs assessment. Progress towards meeting the Title III purposes are part of the Department's ESEA state plan.

The goal of the CESA #4 Title III Consortium is to help LEAs insure that English Language Learners (ELs) attain English proficiency and meet challenging academic content standards and to assist LEAs in carrying out all Title III requirements of the federal Every Student Succeeds (ESSA). Districts may purchase membership in the Title III Consortium for \$300 as "non-funded" members.

Some districts do not have a formula allocation, even though they currently have ELs in their district and are required to comply with Title III mandates. Those districts may purchase membership in the Title III Consortium through this option as "non-funded" members.

Level 1

Level 1 - Basic Service

The CESA #4 Title III-A Consortium will provide the following services:

- Inform district personnel about Title III-A regulations, guidelines, and requirements
- Provide technical assistance related to identifying, assessing, and reporting EL students
- Provide guidance regarding the equitable participation requirements for private schools
- Offer professional development opportunities, including a minimum of two CESA-based workshops, based on needs assessment results, evaluation data, and state and federal guidance
- Coordinate training and provide technical assistance related to the ACCESS for ELs English Language proficiency test, the English Language Proficiency Standards, and Accommodations and/or Alternate Assessment for English Language Learners, as appropriate
- Facilitate planning and networking with Consortium members to develop goals and activities for the Title III-A Consortium
- Provide relevant ESSA and DPI updates
- Serve as a liaison to the DPI and among Consortium districts and represent Consortium at necessary state meetings
- Be responsible for grant submission, monitoring, and reporting
- Control and monitor the expenditure of funds
- Provide access to print and electronic resources
- Provide technical assistance through phone calls, e-mail correspondence, or on-site visits as requested
- Provide a year-end opportunity for consortium members to evaluate consortium services
- Assist districts with the completion of the year-end final report if requested
- Plan and facilitate Network Meetings for Title III Consortium members

Signature/Date: _____
School District of: _____



Rtl and PBIS

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Response to Intervention is defined as a process of achieving high levels of academic and behavioral success for ALL students.

Level 2—Customized Services

CESA #4 directors are available to help facilitate the development and implementation of Rtl systems, both academic and behavioral. This support for districts will assist in the integration of curriculum and assessment with the Rtl initiative to develop a seamless School Improvement Plan.

Level 2A

____ Days

Level 2A - PBIS Tier 1 Booster

- One day, on site, PBIS team refresher for Tier I

Level 2B

____ Days

Level 2B - PBIS Coaching

- Provide ongoing coaching for educators with the goal of helping teachers incorporate classroom management strategies based on best practice
- Expand and sustain implementation of PBIS throughout district and/or buildings
- Assess training needs and connect with internal PBIS coach
- Support research for PBIS and provide technical assistance to PBIS teams
- Provide trauma informed care coaching

Level 2C

____ Days

Level 2C - Academic and/or Behavior Support

- Facilitate district-wide Rtl academic and/or behavioral structure, for example, analysis of School-wide Implementation Review (SIR) or Self-Assessment Survey (SAS), Tiered Fidelity Inventory (TFI)
- Provide support during the implementation of the basic components of Rtl, including flow chart development
- Assist with the development of screening, progress monitoring tools, and decision-making rules

Level 2D

____ Days

Level 2D- Academic Instructional Coaching

- Provide ongoing instructional coaching with the goal of helping teachers incorporate research-based instructional practices
- Provide external coaching and support in data analysis tools for school-wide teams

Signature/Date: _____

School District of: _____



Title I Network

Laura Veglahn
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CESA #4 receives funding from the Department of Public Instruction to provide basic level Title I Support. DPI determined that basic level support needed for districts in the area of technical assistance regarding effective Title I Programs with a focus on student outcomes. This year-long service is free to Title I-receiving schools and will include:

Level 1 - Basic Service

- Two Title I Coordinator's meetings
- New Title I Coordinator orientation
- Technical assistance (phone & email)
 - Parent involvement
 - Private schools
 - Reporting requirements
 - ESSA budgets in WISEGrants
 - Schools identified for support under ESSA
- Lending library – resources, books and DVDs supporting Title I

For additional Title I and ESSA services, please reference Project #223, Title I Leadership



Roger Fruit
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2020-2021 Instructional Services
CESA #4 Principal Coaching Program

Project Code: 254

Building principals are the primary agents of change to improve student achievement in their schools. Their leadership is tightly woven to school improvement and student performance. Principal coaching is designed to support these individuals in their journey to become the difference makers that they need to become, especially our first and second-year principals.

Level 2
 Principals

Level 2 - Customized Service

The Coach's Role in the Principal Coaching Program:

- Coaching is primarily facilitative; coaches create an environment in which the principal engages in critical and targeted reflection on his/her practice, with the goal of facilitating the paradigm or behavioral shifts necessary for the principal to develop his/her leadership capacity.
- Coaching is based on clear leadership competencies intended to build the leadership practice, skills, and behaviors of school leaders, ultimately in the service of changing outcomes for students.
- Coaching is providing principals with a critical thought partner who can create a space for the principal to be reflective about his/her own behaviors and decision-making and can push the principal's thinking.
- Coaching is an iterative process—as principals grow in capacity, engaging with their coach continues to move their leadership practice forward in order to move the school where it needs to go.

The Principal Coaching Program complements other supports offered by CESA #4 including the Leading for Learning Series, Principal Networking sessions, TANI (Technical Assistance Network for Improvement) Team for school improvement, and PLC Leadership Team Coaching series. Coaching will be used to connect the important learning from these professional development opportunities to the school improvement efforts that principals are leading within their schools.

How often would a coach meet with a principal?

2.5 Days - This is flexible and would be determined by the needs of the principal, but at minimum:

- Two face-to-face visits at the principal's school
- Initial visit at the beginning of the year to assess climate/culture, set initial goals, and review school improvement plan
- Mid- to late-year visit to assess progress and reassess climate/culture
- Monthly online or telephone conferences for reflective conversations and engagement of the principal in the PDSA (Plan, Do, Study, Act) process
- Small-group meetings with cohort of new principals at CESA #4 prior to or after Principal Networking sessions to connect, share, and collaborate around experiences and celebrations

District Contract:

Signature/Date:

School District of:



Title III-A EL Consortium

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Title III of the Elementary and Secondary Education Act (ESEA) is part of legislation enacted to include English Learner students, including immigrant children and youth. The primary purposes of this part are to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic attainment in English and to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet; and to promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners. To ensure that ELs are meeting these accountability metrics, Wisconsin has adopted the WIDA English Language Development standards, and measures student achievement toward these standards through the annual administration of WIDA's ACCESS for ELLs assessment. Progress towards meeting the Title III purposes are part of the Department's ESEA state plan.

ESSA Title III-A provides formula allocation funds based on the number of identified EL students in each district. The goal of the CESA #4 Title III Consortium is to help LEAs insure that English Language Learners (ELs) attain English proficiency and meet challenging academic content standards and to assist LEAs in carrying out all Title III requirements of the federal Every Student Succeeds Act (ESSA).

IMPORTANT: To participate in this Consortium, you MUST check the box marked Consortium Application, Title III-A English Language Acquisition on the district's ESSA Consolidated Application and return this signed page to CESA #4.

[] Level 1

Level 1 - Basic Service

The CESA #4 Title III-A Consortium will provide the following services:

- Inform district personnel about Title III-A regulations, guidelines, and requirements
•Provide technical assistance related to identifying, assessing, and reporting EL students
•Provide guidance regarding the equitable participation requirements for private schools
•Offer professional development opportunities, including a minimum of two CESA-based workshops, based on needs assessment results, evaluation data, and state and federal guidance
•Coordinate training and provide technical assistance related to the ACCESS for ELs 2.0 English Language proficiency test, the English Language Proficiency Standards, and Accommodations and/or Alternate Assessment for English Language Learners, as appropriate
•Facilitate planning and networking with Consortium members to develop goals and activities for the Title III-A Consortium
•Provide relevant ESSA and DPI updates
•Serve as a liaison to the DPI and among Consortium districts and represent Consortium at necessary state meetings
•Be responsible for grant submission, monitoring, and reporting
•Control and monitor the expenditure of funds
•Provide access to print and electronic resources
•Provide technical assistance through phone calls, e-mail correspondence, or on-site visits as requested
•Provide a year-end opportunity for consortium members to evaluate consortium services
•Assist districts with the completion of the year-end final report if requested
•Plan and facilitate Network Meetings for Title III Consortium members

Signature/Date: _____

School District of: _____



WISEdata Service

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WISEdata is the system districts must use to share data with DPI for state and federal reporting, including Wisconsin School and District Accountability Report Cards and Federal Accountability Report Cards (ESSA). The WISEdata Service will assist school district personnel in reviewing and understanding the many reports within WISEdata Portal. Participation in this package will increase the understanding and importance of using a uniform process for data collection and entry. Program participants will also be guided to understand how data is reviewed and validated prior to DPI Snapshots and uploads.

Level 1A

Level 1A - Basic Service

- Two half-day, in-district WISEdata Portal trainings with administrators, administrative assistants, and data teams related to data collection for any WISEdata Portal export including:
 - 3rd Friday Enrollment
 - Oct 1 Child Count
 - Demographics
 - Attendance
 - Discipline
 - HS completion/exit
 - Dropout
 - Roster
 - Career Education and CTE
 - Programs (i.e. Pupil Services, EL, 504, Homeless)
 - Special Education Characteristics
- Two full-day Snapshot Ready workshops at CESA #4
- Review of local policies supporting data decisions
- Review of live-time data to identify data errors prior to a Snapshot
- Consultation on WISEdata errors and exports as needed via phone, email, or Zoom

Level 1B

Level 1B - Data Academy

- Data Academy is designed for districts to create a process and procedures to collect accurate live data for state/federal reporting. Teams will learn about the tools and resources to check school data.
- Districts may bring four team members to each training. Data Academy is for administrators and data entry personnel to work together to check and approve data.
- Six workshops at CESA #4 to learn about state/federal data reporting in WISEdata Portal and WISEdash. Planned topics include:
 - WISEdata/dash 101
 - Student Populations
 - Fall Snapshot Ready
 - Instruction (CCR & CTE)
 - Spring Snapshot Ready
 - Year End Snapshot Ready
- One - (one-hour) Zoom meeting for State Testing Demographics

Level 2

Days

Level 2 - Customized On-Site WISEsupport

Services will be targeted to address district needs and will include:

- In-district Data Academy training for data teams to understand WISEdata elements for state and federal accountability and school procedures - four days (WISE 101, Student Populations, CCR/Instruction, Snapshot Ready)
- WISEdata Portal for new staff (administrative assistant, data entry personnel, and administrators)
- WISEdash 101
- Additional on-site support and understanding of error codes
- Review of district's WISEdata exports prior to Snapshot

District Contact:

Signature/Date: _____

School District of: _____



Amanda Langrehr
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The CESA #4 Local Vocational Education Coordinator (LVEC) will provide leadership and technical support to local district personnel in developing and implementing contemporary Career and Technical Education programs, supported by participating Carl D. Perkins Act district allocations.

Level 1

Level 1 - Basic Service

The Carl Perkins Consortium consists of schools that access federal Carl Perkins Vocational and Technical Education Act funds to improve career and technical education programs. CESA #4 will:

- Prepare, develop, and write the annual consortium Carl Perkins grant proposals with input from local districts
- Provide liaison services among appropriate partners, such as state, county, federal agencies, and high schools
- Serve as a program liaison with school coordinators to develop, design, implement, and administer this program
- Provide leadership for the development and implementation of Pathways appropriate to each district's needs through the allocation of virtual or on-site professional development or technical support for CTE staff
- Oversee program grant, budgets, and funds to ensure timely expenditures
- Assist in WISEdata Career Education review to ensure accurate CTE and CCR data reporting
- Participate in state-called meetings, conference calls, etc.
- Provide procedural and technical assistance to districts
- Monitor program to ensure goals are met

Signature/Date: _____

School District of: _____



CESA #4 Youth Apprenticeship Consortium

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Youth Apprenticeship (YA) integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Local programs provide training based on state-wide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.

Program Framework

Key elements of the youth apprenticeship program are:

- Industry-developed skill standards
- Exposure to multiple aspects of the industry
- Skilled mentors assigned to train the students
- Paid on-the-job work experience
- Related classroom instruction concurrent with work-based learning
- Curriculum guidelines for all programs
- Performance evaluation of demonstrated competencies
- State-issued skill certificate

IMPORTANT: To participate in this Consortium, you MUST also complete a district affiliation form (as shared with your local Youth Apprenticeship Coordinator) and return the signed agreement to CESA #4.

Level 1

Level 1 - Basic Service

CESA #4 will serve as the Regional Coordination site for the CESA #4 Youth Apprenticeship Consortium. The Regional Coordinator, employed by CESA #4, will:

- Serve as the program liaison with the Youth Apprenticeship School-Based Coordinators to develop, design, implement, and administer this program
- Meet with Youth Apprenticeship School-Based Coordinators on a regular basis to review progress of program growth and address program concerns
- Arrange for mentor training and assist in matching students with mentors
- Prepare and submit required forms and reports to DWD
- Attend statewide coordinator planning, informational meetings, and training sessions
- Arrange for youth apprenticeship related instruction including negotiating costs, when needed
- Prepare grant proposals to secure funding
- Secure and coordinate additional program funding resources
- Oversee program grants and funds to ensure timely expenditures
- Assess community businesses for interest in new program areas
- Plan and develop new youth apprenticeship program areas
- Implement and direct local steering committee efforts to promote program

Grant funds will be used to support Regional Coordination at the CESA level. Remaining funds will be allocated to local districts based on the annual per-student award from the Department of Workforce Development (DWD) Youth Apprenticeship Office.

Signature/Date: _____

School District of: _____



Academic and Career Planning, Career Pathways, and Academy Development and Support

Jessica Sloan
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Amanda Langrehr
(608) 786-4810
alangrehr@cesa4.org

Level 1

Level 1 - Academic and Career Planning (ACP)

Academic and Career Plans (ACPs) present an opportunity to improve academic achievement and post-secondary success for all students and are state mandated for grades 6-12 (PI-26). ACP supports educational initiatives to ensure every child graduates college, career, and life ready.

This service is designed to provide consultation, technical assistance, support and/or leadership to help districts revise or develop their ACP programs. CESA #4 will facilitate the following activities:

- Half-day Virtual Team Facilitation session for ACP team to discuss topics such as the ACP Evaluation Tool, Pathway review, new staff onboarding, and other topics based on participants' needs
- Industry Based Career Experience workshop for educators/ACP teams
- Technical support and updates from DPI on ACP initiatives
- College Career Readiness data review and support including structuring Career Pathways in SIS vendor, Pathway Roster review, special population data elements, dual credit, Work-Based Learning, WISEDash for District review

Level 2

Level 2 - ACP and Career Pathways Development

Academic and Career Planning is a series of connected educational experiences and support strategies aimed at helping students achieve their own definition of success. This means the education, training, and additional services of a pathway typically align with the needs of the local job market, provide a range of secondary and post-secondary options, result in a secondary high school diploma with at least one recognized postsecondary credential, and help students enter or advance within an occupation.

Days

CESA #4 will provide organization, coordination, and implementation support for a district or consortium(s) of districts in CESA #4 interested in developing pathways in high need, high demand, and/or high wage areas in our region. Potential activities could include:

- Needs assessments of ACP programs
- Review of labor market and community employment trends
- Facilitating meetings of stakeholders
- Providing customized in-district support for ACP curriculum planning and development
- Providing in-district Xello training sessions
- Developing partnerships with employers and community partners
- Developing articulation and certification agreements with post-secondary and industry partners
- Facilitating curriculum development and collaboration at the secondary level in career and technical instruction
- Consulting services to assist in Academy development

Level 3

Level 3 - ACP Coordinator

Additional support may be purchased to assist in local development and implementation of the district's ACP, Career Exploration, and/or Pathways projects. Potential activities could include:

Days

- Serving as the district's ACP Coordinator
- Coordinating, planning, and scheduling of courses, activities, and programs

District Contact:

Signature/Date: _____

School District of: _____



Student Services Support and Development

Jessica Sloan
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Amanda Langrehr
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alangrehr@cesa4.org

The Student Services Support and Development program provides professional development, networking, and assistance to school counselors, school social workers and other pupil services personnel who support student development. This service will assist in connecting pupil service staff within the CESA #4 region to support student success and best practices, as well as address barriers to learning.

In addition, professional development will focus on comprehensive services that are culturally responsive and support all students' development within the academic, career, and personal/social domains.

Level 1

Level 1 - Basic Service

- Three School Counselor/Social Worker Network Meetings at CESA #4 (Fall, Winter, Spring). Topics to be covered include, but are not limited to:
 - ASCA Mindsets and Behavior information
 - Counseling practices
 - Mental health topics
 - Trauma Sensitive Schools
 - Counseling trends and updates
 - One half-day site visit for customized student services support
- Technical assistance and consultation via phone and email on:
 - 504 plans
 - Student homelessness, unaccompanied youth, foster care and educational stability
 - Student records and confidentiality
 - Culturally responsive practices
 - Student Services mentorship for first year school counselors
 - Compassion Resilience activities for staff
 - Social Emotional Learning competencies
 - Trauma Sensitive Schools
 - Student mental health
 - McKinney-Vento—students experiencing homelessness compliance

Level 2

Level 2 - On-site Student Service Support and Development

____ Days

- Youth Mental Health First Aid for 30 staff members (additional fee of \$25/staff workbook) - eight-hour-training
- Mental Health Framework training for Student Service team (designed per district)
- Trauma Sensitive Schools/Adverse Childhood Experiences presentation for staff - three-hour-training
- Trauma Sensitive Schools - 3 half-day trainings for TSS coaches or TSS team
- Social Emotional Learning - 3 half-day trainings for SEL coaches or SEL team
- Compassion Resilience for staff (designed per district)
- ASCA Model training (designed per district)
- McKinney-Vento—students experiencing homelessness compliance review (designed per district)
- Anti-Human Trafficking presentation and TOT for School Counselors/Health educators to implement in curriculum - one day
- Other

District Contact:

 Signature/Date:
 School District of: _____



District Assessment Coordinator (DAC) and School Assessment Coordinator (SAC)

Jessica Sloan
(608) 786-4850
jsloan@cesa4.org

The District Assessment Coordinator or School Assessment Coordinator is an important part of the district/school team. These positions organize, train and administer state testing for all students. Training and support for the DAC/SAC creates the best testing environment and results for all students and staff.

Level 2

____ Days

Level 2 - DAC/SAC Support

Customized, in-district assistance for new DAC or SAC to include:

- New DAC/SAC mentorship
- On-site assistance to create organization and overview of test portals for state testing
- Phone/email consultation and assistance with assessment portals and test day practices
- Assistance with WISE demographics and WISEid review prior to state downloads
- Assistance with developing proctor training
- Training of SAC about assessment portals and student organization
- Support with accommodation test portals
- Technical support for state testing

Level 3

____ Days

Level 3 - DAC Services

CESA #4 staff will serve as the DAC. Customized services could include:

- DAC duties for any of the following assessments:
 - Reading Readiness
 - ACCESS
 - ACT
 - Aspire
 - Forward
 - DLM
- On-site assistance to create testing schedule and organization for the school year
- Maintenance of assessment portals and test day practices
- Review of WISE demographics and WISEid prior to state downloads
- Proctor training for test administration
- Support with accommodation test portals
- Technical support for state testing
- Customized support to meet district testing needs

District Contact:

 Signature/Date: _____
 School District of: _____



Universal Design for Learning (UDL)

Erin Hansen
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Jennifer Rasmussen
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Kaye Henrickson
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Level 2

Level 2 - In-District Universal Design for Learning (UDL) Implementation & Coaching Support

Universal Design for Learning (UDL) is a scientifically valid framework based on brain research that provides educators with a structure to develop instruction to meet the wide range of diversity among all learners. UDL aims at reducing barriers to learning in the educational environment while optimizing each individual's opportunity to learn within an inclusive classroom.

_____ Days

This customized service provides CESA #4 trained UDL staff to collaboratively design professional learning and coaching systems for UDL implementation. CESA 4 staff will work with administrative staff to determine professional learning needs and readiness for services through the five phases of UDL Implementation created by CAST (Center for Applied Special Technology). Together, district and CESA staff will determine the number of days needed to accomplish local goals.

District Contact:

Signature/Date:

School District of: