

**Long Range Plan Report
for the
Wisconsin Educational Services Program
for Students
Who Are Deaf or Hard of Hearing**

Prepared for:

**Wisconsin Department of Public Instruction
Wisconsin Educational Services Program for
Students**

**Who Are Deaf or Hard of Hearing
Long Range Planning Committee**

Wisconsin School for the Deaf

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“Celebrating 30 Years of Service”

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March 2014

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PREFACE

This report documents the long range planning process undertaken by Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESP-DHH) within the Wisconsin Department of Public Instruction (DPI) with assistance from ALG, INC, a consulting firm specializing in strategic planning for public and non-profit organizations.

Long range planning has become and will continue to be a sign of good professional practices for public organizations. In some cases, it is required by law. In most cases, however, it provides a great tool for leaders of an organization to think, act, and change direction to address internal strengths and weaknesses and external opportunities and threats.

This report and long range plan herein are intended mostly for the leaders, planners, employees, parents and students of the WESP-DHH). Each of these stakeholder groups can use the information in this long range plan to better inform what they need to do to improve education within WESP-DHH. The long range plan provides guidelines necessary to develop implementation plans or action plans or work plans for each employee in the organization and for every stakeholder group likely affected by the activities of the organization.

ACKNOWLEDGEMENTS

Special appreciation is extended to many professionals who made it possible to undertake and complete this Long Range Planning (LRP) project.

Alex H. Slappey, Director, Wisconsin Educational Services Program for the Deaf and Hard of Hearing within the Wisconsin Department of Public Instruction, was the project manager who constructed the request for services for the LRP and led the LRP Committee.

The LRP Committee met numerous times in Delavan and Pewaukee, Wisconsin during the project devoting their time and talents to shape the project and to develop survey questions. The members of this committee included the following:

John G. Brown, Superintendent of Buildings and grounds

Sheri R. Decker, Dean of Students

Marcy D. Dicker, Director, WESP-DHH Outreach

Matthew L. Eby, Athletic Director

Dr. Constance M. Gartner, Director of Curriculum and Instruction

Anastasia L. Heckendorf, Educational Audiology Consultant

Heidi T. Hollenberger, Deaf-blind Coordinator Daniel

E. Houlihan, Sign Communication Specialist Scott D.

Kendziorski, Psychological Services Associate Diane

R. Nelson, Nursing Supervisor

Jeffrey C. Rawlings, Assistant Dean of Students

Maria D. Rivera, Administrative Assistant

Marla B. Walsh, Principal

Chasity Quiles, Jennifer Sullivan and Paola Lopez provided interpretive service during all leadership meetings, survey development meetings, focus group meetings the cross functional meeting.

ALG, INC, La Crosse, Wisconsin was the consultant selected for this LRP effort and included the following professionals:

Thomas P. Mickelson, President, ALG, INC was the Project Manager, Facilitator and Event Planner for the project. Tom has more than 25 years of experience working with school districts, governmental agencies, advisory boards, land use task forces and associations including duties as chief facilitator for the Wisconsin Department of Natural Resources, strategic planning efforts for Deerfield and Germantown School Districts and numerous public participation processes.

Dr. Dean Ryerson, Consultant, facilitated numerous meetings that reached consensus. Dean is a school improvement consultant and strategic planner and spent 11 years as the Superintendent of the Wisconsin Rapids School district and has served as a public school administrator in Beaver Dam, Port Edwards and Middleton. He currently serves as a teacher and advisor in the Education Leadership Doctoral Program at Edgewood College in Madison, Wisconsin.

Carl Mickelson, Technical Editor, prepared summaries of meetings, surveys and focus groups and constructed the format for and managed all aspects of the survey activity.

Kathy Cutts, Paul Borowski and Errol Hartman prepared summaries of meetings.

Beth Bucaida, JD/MBA, Wisconsin Department of Public Instruction, Jason Vierck and Donna Scherer, Wisconsin School for the Deaf Business Office, Wisconsin Center for the Blind and Visually Impaired performed the formal administrative aspects of this project.

Special thanks is extended to more than 350 survey respondents, 75 focus group participants, and 30 cross-functional meeting attendees who represented 11 stakeholder groups whose feedback was invaluable to the content of the long range plan.

Long Range Plan Report for the Wisconsin Educational Services Program for Students Who Are Deaf or Hard of Hearing

EXECUTIVE SUMMARY

The mission, vision, values, goals, strategies and tasks associated with the Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESP-DHH) were last examined through a long range planning process in 2008. To provide the best programming and services to students who are deaf and hard of hearing, deaf-blind and their families, it was important to engage in that process once again. Beginning in February 2012 and continuing until March 2014, WESP-DHH along with ALG, INC, a consulting firm with expertise in leading long range planning projects, developed a Long Range Plan (LRP). The LRP helps WESP-DHH continue to meet the ever changing needs of the community they serve. This process involved several different phases:

- Phase 1: Collecting information via electronic survey, completed April 2013
- Phase 2: Conducting focus groups, completed October 2013
- Phase 3: Hosting a cross functional meeting of multiple stakeholder groups to develop and draft mission, vision, values, and goal statements for the LRP, completed November 2013
- Phase 4: Facilitating a series of leadership meetings to finalize the LRP, completed in January 2014.
- Phase 5: Introducing leaders to the process of engaging their employees so both understand the LRP and convert its meaning into performance evaluations and measures to align day-to-day work with the LRP, completed December 2013.

Phase 1 and Phase 2 Surveys and Focus Groups

The consultants used an affinity process and a strengths and weaknesses process to analyze the results of the surveys and the focus groups. The results of these two methods of analysis led to the identification of the following general ideas and themes:

1. Center
2. Collaboration
3. Communication
4. Culture
5. Curriculum
6. Dorm life
7. Intervention
8. Knowledge and Awareness
9. Learn While You Work Projects
10. Least Restrictive Environment
11. Mission

12. Parents
13. Parent Friendly
14. Professional Development
15. School Districts
16. Special Education
17. Staff
18. Students
19. Technology
20. Transition
21. Values / Core Principles
22. WSD
23. Vision Statements
24. Mission Statements

These 24 themes are the centerpieces that lead to the identification of what the school does best, enables the identification of core values, assists in the development of strategic action plans and supporting goals, forms the basis for a new vision for the school's future, accounts for the school's current and future organizational structure, describes an improved upon relationship with school districts and informs the language to be used in strategic communication plans.

Phase 3 and Phase 4: Cross Functional Meeting and Leadership Meetings

The mission, vision, values and goal statements below were created during these meetings. The general ideas/themes above were further refined during the cross functional and leadership meetings resulting in the following:

- Center
- Collaboration
- Communication
- Culture
- Curriculum
- Intervention
- Knowledge and Awareness
- Parents
- Professional Development
- Staff
- Technology

From this more focused list, the cross functional meeting participants and leadership team members generated the following:

Mission

To provide comprehensive education and support services to all Wisconsin children who are deaf, hard of hearing and deaf-blind, their families and their service providers.

Vision

The programs of WESP-DHH utilize evidence based practices and seamless supports, services and resources to enable all children to achieve their maximum academic, social and emotional potential in their respective environments.

Values

Student-Centered: We support and foster the development of the whole child, including physical, intellectual, emotional and social abilities.

Diversity: We embrace the diverse needs of the student and their families, respecting varied communication styles and preferences, family dynamics, cultures, creeds, religious preferences, identity, race, and ethnicities.

Service: We strive to serve as a first point of contact for families, service providers, and the community, providing a complete spectrum of resources, supports and services, with expertise in the field of deafness.

Excellence: We pursue excellence, using evidence-based practices, provided by experts in the field of hearing loss.

Collaboration: We work in partnership with parents, school districts, Birth to 3 programs, service providers, and other hearing loss-related entities, organizations and agencies, as well as programs within WESP-DHH to ensure seamless provision of services in a timely manner.

Goals

1. **GOAL 1- Center:** To establish a comprehensive program, providing resources and services by highly skilled professionals to all people involved with the education of children who are deaf, hard of hearing and deaf-blind in Wisconsin.
2. **GOAL 2- Collaboration:** To work collaboratively between WSD, Outreach, and all Wisconsin school districts and educational programs to best serve the needs of all children who are deaf, hard of hearing and deaf-blind.
3. **GOAL 3- Communication:** To support and educate about full and equal access for all

students who are deaf, hard of hearing and deaf-blind, giving consideration to their individual communication needs.

4. ***GOAL 4- Culture:** To support a multi-lingual, multi-cultural diverse environment within WSD and Outreach.
5. **GOAL 5- Curriculum:** To adapt WSD curriculum as a resource to support local education associations and post-high school aspirations.
6. **GOAL 7- Intervention:** To support intervention efforts on behalf of all children aged 0-21 who have been identified with hearing loss.
7. **GOAL 8- Knowledge and Awareness:** To increase knowledge and awareness of the needs of students who are deaf, hard of hearing and deaf blind.
8. **GOAL 12-Parents:** Foster family involvement in the education of their deaf, hard of hearing and deaf-blind children.
9. **GOAL 14- Professional Development:** To provide targeted professional development to enhance the skills and abilities of individuals serving students who are deaf, hard of hearing and deaf-blind.
10. ***GOAL 17- STAFF:** To create a work environment that allows staff to perform their work effectively and to feel respected with their work and to provide employment opportunities with competitive packages to attract new and retain current employees.
11. **GOAL 19- TECHNOLOGY:** To use contemporary and emerging technology to access and facilitate communication, and, as a teaching tool for students, families and professionals.

Phase 5: Introducing Leaders to Employee Engagement

Leaders were introduced to the process of engaging employees by practicing the process of converting goals into strategies and tasks. During future individual performance evaluations leaders will ensure that the strategies and tasks related to the LRP are discussed to align day-to-day work with the LRP.

SUMMARY AND CONCLUSIONS

WESP-DHH sought a number of outcomes from the comprehensive vision and long range plan project consistent with the needs of the students, staff and community that reflects WESP-DHH'S core principles and incorporates advances and changes in technology and make-up of the students. A mission statement, vision statements, set of core values, goal and strategy statements shows what WESP-DHH and encourages continued growth in its programs and services. From

these long range plan elements, action plans and communication plans can be developed to move WESP-DHH from its current state to its future ideal state.

RECOMMENDED NEXT STEPS

- Host an initial retreat(s) to advance the Long Range Plan and address necessary follow-up action and activities.
- Develop an annual calendar(s) of follow-up actions and activities.
- Conduct individual performance reviews for each staff member.
- Review performance every 3 months.
- Host annual retreat(s) to celebrate accomplishments within the Long Range Plan and advance the Long Range Plan with necessary follow-up action and activities.
- Initiate the Accreditation Process and include the Long Range Plan.
- Develop a calendar of Accreditation Process actions and activities.
- Submit and complete the accreditation process.

Long Range Plan Report for the Wisconsin Educational Services Program for Students Who Are Deaf or Hard of Hearing

INTRODUCTION AND BACKGROUND

In September 2011, Alex Slappey, the director of the Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESP-DHH), solicited requests from consultants to assist in the development of a clear and comprehensive vision and long range plan for the Wisconsin School for the Deaf (WSD) and Outreach program. Under the direction of the Wisconsin Department of Public Instruction (DPI), WESP-DHH operates two programs that support students who are deaf, hard of hearing and deaf-blind.

Located in Delevan, WSD, is a residential school for deaf and hard of hearing students from throughout the state of Wisconsin between the ages of three and 21. WSD focuses on meeting the needs of students with disabilities in the areas of academic, adaptive education, vocational and social skills development utilizing a bilingual and bicultural philosophy of instruction: English (in both spoken and written forms) and American Sign Language (ASL), which provides a barrier-free communication environment.

Outreach provides a variety of programs and services designed to support students, ages birth to 21, who are deaf, hard of hearing and deaf-blind, their families and the educational teams and school districts that serve them. Services are designed to support any student with a hearing loss, regardless of the student's educational placement or communication modality. Most services are provided at no cost and all services are based on the needs of the individual child. Services include consultations to Birth to 3 Programs and school districts and unique professional development opportunities for individuals working with these students. In addition, Outreach provides specialty programs for families and students, including a parent-to-parent matching program (Guide By Your Side), a hearing aid loaner program (WISHES), in-home sign language instruction (Deaf Mentor Program), a pen pals program for students (Distant Pals), Teen Getaway Weekends, college fairs and an annual statewide family conference. Both programs are headed by Alex Slappey and supported by funds from DPI.

WESP-DHH sought a number of outcomes from the comprehensive vision and long range plan project including a:

- plan consistent with the needs of the students, staff and community that reflects WSD's core principles and incorporates advances and changes in technology and make-up of the students.
- plan showing what the school does best and encourage continued growth in its programs and services.

- set of core values to serve as the foundation for developing the vision and long range plan. These core values will make clear how WESP-DHH will approach its decision making, planning and daily operations moving forward.
- set of strategic action plans and supporting goals to move WSD from its current state to its ideal state—its new vision for the school’s future. The action plans will take into account the school’s core services, organizational structure, partnerships with school districts around the state, other organizations, and WESP-DHH’s Outreach program and sustainable funding for the school and the education of its students.
- strategic communication plan to outline WSD’s new vision, long range plan, core values, and action plan to stakeholders using a variety of visual communication channels.

In February of 2012, the Wisconsin Department of Public Instruction awarded the contract to ALG, Inc., lead by Tom Mickelson and Dean Ryerson.

METHODOLOGY: OVERVIEW*

This process involved several different phases:

- Phase 1: Developing survey questions and collecting responses via electronic survey, completed April 2013
- Phase 2: Conducting focus groups, completed October 2013
- Phase 3: Hosting a cross functional meeting of multiple stakeholder groups to develop and draft mission, vision, values, and goal statements for the LRP, completed November 2013
- Phase 4: Facilitating a series of leadership meetings to finalize the LRP, completed in January 2014.
- Phase 5: Introducing leaders to the process of engaging employees by practicing the process of converting goals into strategies and tasks that will become part of annual individual performance evaluations, completed December 2013.

It should be noted that the consultants used, in part, the following publication as a guide in developing the methodology:

*Bryson, John M. and Farnum K. Alston, **Creating Your Strategic Plan. A Workbook for Public and NonProfit Organizations.** Third Addition, 2011, John Wiley & Sons, Inc., San Francisco, CA

Phase 1: Electronic Surveys

The first phase of the project consisted of ALG guiding the leadership team to the creation and adoption of 11 separate and distinct surveys for 11 stakeholder groups. Each survey consisted of between 20 and 40 statements asking respondents if they strongly disagreed, disagreed, agreed, strongly agreed, or had no opinion/did not know about the statement. Each survey also had a handful of essay-like, open-ended questions in which respondents could provide unlimited feedback about a wide range of topics. Survey research is used to assess thoughts, attitudes,

opinions, feelings and behaviors of stakeholders. It should be noted that some stakeholder groups also were given an option to take the survey by navigating to YouTube and watching an instructor ask questions via American Sign Language. The survey responses are confidential—the results did not disclose individuals responding.

The 11 stakeholder groups were: WSD Teachers, WSD Non-Teaching Staff, Administration and Management; Outreach Staff, Outreach Specialty Program Staff, Local School District Personnel including Administrators, Parents of WSD Students, Parents of Outreach Students, WSD Students, Outreach Students, Department of Public Instruction and External stakeholders (a catchall stakeholder group for those that may not fit into any of the above groups).

The survey was the first part of a multi-phased visioning process that culminated with the release of the 11 surveys, via Survey Monkey, to all stakeholder groups in the spring of 2013, with all results collected by the last day in April of 2013. Three hundred seventy-eight (378) surveys were completed, collected and analyzed.

Feedback from the surveys then helped guide the next phases of the project: focus groups, cross-functional meetings and individual interviews. All culminated into bringing potential core values into sharper focus, helping uncover strategic and operational issues, as well as indicate what groups are being served best and which need more attention. The survey and focus group questions focused on topics surrounding WESP-DHH's mission, vision and decision-making processes, including principles, daily operations of the residential school and Outreach program, organizational structure, collaboration, instructional issues, communication modality issues, partnerships, sustainable funding (and models) for the school and effective integration of technology.

Phase 2: Focus Groups

Focus groups are comprised of a group of people who are asked about their perceptions, opinions, beliefs, and attitudes concerning services provided and allow participants to talk to one another. Questions were developed as a result of the analysis of each survey. The survey analysis suggested that, for further clarification, more in-depth questions be asked about various services, ideas and themes. Eight focus groups with four to 12 participants were conducted between June and October 2013 in various locations including Delavan, Waukesha, Wisconsin Dells and Chippewa Falls. The names of participants were kept confidential. Focus groups were conducted for WSD Teachers, WSD Non-Teaching Staff, Administration and Management; Outreach Staff, Outreach Specialty Program Staff, Local School District Personnel including Administrators; Parents of WSD Students, Parents of Outreach Students and WSD Students.

Phase 3: Cross-Functional Meeting

The purpose of the all-day cross-functional meeting, held on November 8, 2013, was to bring together members of the Long Range Planning Committee, leaders and staff within WSD and Outreach and representatives from eight to 11 stakeholder groups to discuss ideas collected during the surveys and focus groups. Participants wrote strategies, goals, values, vision and

mission statements for a LRP. The contents were finalized by leaders in follow-up meetings. More than 20 individuals participated in this meeting facilitated by ALG, INC. consultants. Participants included administrators, leaders and staff from WSD and Outreach, an audiologist, a specialist from Cooperative Educational Services Agencies, former students and graduates of WSD (one who went on to graduate from Gallaudet University).

Phase 4: Leadership Meetings

The purpose of the all-day leadership meetings, held on December 11, 2013 and January 22 and 29, 2014, and composed of Long Range Planning Committee Members and Leaders from WSD and Outreach, was to discuss the results of the Cross Functional Meeting and finalize strategies, goals, core values, vision and mission statements for the LRP. The LRP will be used to engage employees and will be published and distributed to all stakeholders in 2014. These meetings ensured that leaders of this organization were honoring the work and language developed by the cross-functional meeting participants while at the same time taking ownership of the LRP.

Phase 5: Introduction to Employee Engagement

The purpose of employee engagement is to introduce leaders to the process of engaging employees as leaders and discuss future work plans and performance measures with each individual in the organization in order to align their day-to-day work with the LRP, completed December 2013.

SURVEY RESULTS

All surveys, statements and responses from more than 350 survey respondents are presented in Appendix C of this report under separate cover.

ANALYSIS OF SURVEY RESULTS

The consultants used an affinity process and a strengths and weaknesses process to analyze the survey results.

Affinity Process

The consultants used an affinity process to organize and sort data from the survey results into groups for review and analysis. The process involved writing key items of data, -deemed hot topics| by the consultant on post-its. Then the post-it's were moved about and sorted into groups or clusters creating subgroups for easier management of the data. These subgroups titles became the general ideas and themes that were discussed during the cross functional and leadership meetings to form the basis of the language in various portions of the long range plan.

Strengths and Weaknesses Process

The consultants next phase of the project was analyzing the results of each of the 11 surveys and categorizing the results into strengths or weaknesses. A statement was considered a strength if the combination of AGREE and STRONGLY AGREE responses yielded an 80 percent or higher. A statement was considered a weakness if the combination of DISAGREE and STRONGLY DISAGREE responses yielded a 79 percent or lower. The responses to the surveys are presented in the report below divided into these two categories.

Analysis of Survey 1 Results. WSD Teachers (27 respondents, 17 of whom are deaf or hard of hearing)

STRENGTHS

1. 85 percent of respondents reported that WSD has a clear mission.
2. 89 percent of respondents report that the WESP-DHH is a program of the Wisconsin Department of Public Instruction.
3. 85 percent of respondents reported that WSD staff communicates effectively with each other regarding events/activities/programs being offered.
4. 79 percent of respondents reported WSD supports student communication needs such as signing and speaking.
5. 93 percent of respondents reported that WSD supports student communication needs who only sign.
6. 81 percent of respondents reported that WSD administration understands my role in terms of working with our students.
7. 89 percent of respondents reported that WSD administration understands the needs of students who are deaf/hard of hearing.
8. 79 percent of respondents reported that WSD administration supports specialized professional development.
9. 89 percent of respondents reported WSD administration provides information about deaf/hard of hearing related resources and services.
10. 92 percent of respondents report that WSD administration provides appropriate deaf and hard of hearing related technology.
11. 90 percent of respondents report that WSD administration provides appropriate accommodations for testing/evaluation.
12. 93 percent of respondents reported that WSD administration understands the role of WSD as a placement option.
13. 89 percent of respondents report that students have access to adult role models who are deaf/hard of hearing.
14. 97 percent of respondents report that students have access to other students who are deaf/hard of hearing.
15. 100 percent of respondents report that students have access to extra-curricular activities.

16. 79 percent of respondents reported students have access to transition related activities.
17. 92 percent of respondents reported students have access to learning American Sign Language.

WEAKNESSES

1. 64 percent of respondents reported that employees work together in support of common WSD mission and vision.
2. 67 percent of respondents reported that WSD is guided by its mission and vision.
3. 60 percent of respondents reported that WSD's culture fosters a commitment to the organization mission and satisfaction of its key stakeholders (parents, school alumni, students).
4. 60 percent of respondents reported that WSD staff communicates effectively with each other regarding students.
5. 79 percent of respondents reported know where to find resources and materials that will help me support students who are deaf/hard of hearing.
6. 67 percent of respondents reported WSD uses Outreach programs and services that support students.
7. 52 percent of respondents reported that WSD uses Outreach programs and services that support the families of students.
8. 50 percent of respondents reported that WSD uses Outreach programs and services that support school district professionals.
9. 71 percent of respondents rated the quality of WSD services as good or outstanding.
10. 70 percent of respondents report that WSD staff seem willing and able to work collaboratively, openly and respectfully with one another.
11. 98 percent of respondents report there is a need for ongoing staff training to support my work.
12. 57 percent of respondents report that WSD does not support student communication needs who only speak.
13. 55 percent of respondents report that WSD serves as a resource for the educational services of students who are deaf and hard of hearing statewide regardless of whether they attend the school or not.
14. 61 percent of respondents reported that WSD's online presence (Facebook, website, Twitter) has resources relevant to me.
15. 50 percent of respondents reported that the Outreach website has resources relevant to me.
16. 55 percent of respondents reported that the work of the WSD leadership team is focused on the mission of WSD.
17. 63 percent of respondents reported that our daily activities we are guided by WSD's mission and vision.
18. 78 percent of respondents reported that new ideas from staff are encouraged.
19. 52 percent of respondents reported they feel valued as an employee.

20. 71 percent of respondents reported they do not feel a part of WSD's decision-making process.
21. 53 percent of respondents reported, at WSD, individuals are encouraged to work across departments to achieve goals.
22. 50 percent of respondents reported that roles/responsibilities are clear at WSD.
23. 61 percent of respondents reported that WSD staff are held accountable for job performance although intervention is not always apparent to me.
24. 57 percent of respondents reported that discussion about important matters is encouraged at our organization.
25. 64 percent of respondents reported that they make use of data and analysis to make important decisions.
26. 50 percent of respondents reported that there is effective cross organizational cooperation between WSD and Outreach.
27. 53 percent of respondents reported that WSD administration follows my guidance regarding programming and services.
28. 75 percent of respondents reported that WSD administration is open to feedback and input from teaching staff.
29. 67 percent of respondents reported WSD administration supports networking and team collaboration.
30. 64 percent of respondents reported that they need support providing access to the mainstream curriculum.
31. 75 percent of respondents reported that they need support providing access to literacy development for students.
32. 71 percent of respondents report that they need support modifying reading and writing curricula.
33. 68 percent of respondents report that they need support for language development using a bilingual approach.
34. 57 percent of respondents report that they need support developing ASL/sign language skills for myself.
35. 66 percent of respondents report that they are am able to provide support to students who need auditory and spoken language skill development.
36. 59 percent of respondents reported that they need help incorporating Deaf culture and Deaf studies in the classroom.
37. 46 percent of respondents reported that they I need support connecting my students to other students who are deaf and hard of hearing.
38. 74 percent of respondents report they need support regarding students who are deaf/hard of hearing and who have additional disabilities.
39. 64 percent of respondents report they need support collaborating with parents.
40. 60 percent report that they need support teaching transition skills for my students.

41. 78 percent of respondents reported they need support understanding and applying Common Core State Standards.
42. 71 percent of respondents reported that students have access to adequate mental health support and services at WSD.
43. 28 percent of respondents reported that students have access to adequate community mental health support and services.

Analysis of Survey 2 Results. WSD Non-Teaching Staff, Administration and Management (43 respondents, 19 of whom are deaf or hard of hearing)

STRENGTHS

1. 87 percent of respondents report that as an organization, WSD has a clear mission.
2. 81 percent of respondents report that The Wisconsin Educational Services Program for Students who are Deaf or Hard of Hearing (WESP-DHH) is a program of the Wisconsin Department of Public Instruction (DPI).
3. 82 percent of respondents reported that WSD serves student communication needs such as signing and speaking.

WEAKNESSES

1. 61 percent of respondents report that Employees work together in support of a common WSD mission and vision.
2. 75 percent of respondents reported that WSD is guided by its mission and vision.
3. 76 percent of respondents report that WSD's culture fosters a commitment to the organization's mission and the satisfaction of its key stakeholders (parents, school alumni, students).
4. 51 percent of respondents report that WSD staff communicates effectively with each other regarding students.
5. 65 percent of respondents report that WSD staff communicates effectively with each other regarding events/activities/programs being offered.
6. 68 percent of respondents reports they know where to find resources and materials that will help me to support students who are deaf/hard of hearing.
7. 55 percent of respondents reports that WSD uses Outreach programs and services that support students.
8. 55 percent of respondents report WSD uses Outreach programs and services that support the families of students.
9. 56 percent of respondents report that WSD uses Outreach programs and services that support school district professionals.
10. 61 percent of respondents rated the quality of WSD's services as -good|| or -outstanding.||

11. 57 percent of respondents report that staff at WSD seem willing and able to work collaboratively, openly and respectfully with one another.
 12. 73 percent of respondents reported that WSD serves student communication needs who only sign.
 13. 33 percent of respondents reported that WSD serves student communication needs who only speak.
 14. 62 percent of respondents reported that WSD serves as a resource for the educational services of students who are deaf/hard of hearing statewide regardless of whether they attend the school or not.
 15. 55 percent of respondents reported that WSD's online presence (website, Facebook, Twitter) has resources relevant to me.
 16. 36 percent of respondents reported that the Outreach website has resources relevant to me.
 17. 59 percent of respondents reported that the work of the WSD leadership team is focused on the mission of WSD.
 18. 60 percent of respondents reported that in our daily activities we are guided by WSD's mission and vision.
 19. 68 percent of respondents reported that new ideas from staff are encouraged.
 20. 73 percent of respondents reported they feel valued as an employee.
 21. 45 percent of respondents report they feel a part of WSD's decision-making process.
 22. 60 percent of respondents reported, at WSD, individuals are encouraged to work across departments to achieve goals.
 23. 61 percent of respondents reported that roles/responsibilities are clear at WSD.
 24. 56 percent of respondents reported that WSD staff are held accountable for job performance although intervention is not always apparent to me.
 25. 72 percent of respondents reported that Discussion about important matters is encouraged at our organization.
 26. 65 percent of respondents reported that we make use of data and analysis to make important decisions.
- 38 percent of respondents report that there is effective cross organizational cooperation between WSD and Outreach

INCONCLUSIVE

82 percent of respondents reported there is a need for ongoing training to support my work.

Analysis of Survey 3 Results. OUTREACH Staff - 11 respondents, 5 of whom were deaf or hard of hearing.

STRENGTHS

1. 99 percent agree or strongly agree that Outreach has a clear mission.
2. 90 percent agree or strongly agree that employees work together in support of common Outreach mission and vision.
3. 99 percent agree or strongly agree that Outreach is guided by its mission and vision.
4. 90 percent agree or strongly agree that Outreach's culture fosters a commitment to the organization mission and satisfaction of its key stakeholders (parents, school district staff, students).
5. 81 percent agree or strongly agree that Outreach staff communicates effectively with each other regarding students/families.
6. 90 percent agree or strongly agree that Outreach staff communicates effectively with each other regarding events/activities/programs being offered.
7. 98 percent agree or strongly agreed they know where to find resources and materials that will help them support students who are deaf/hard of hearing and their families.
8. 99 percent rated the overall quality of Outreach services as good or outstanding.
9. 90 percent agree or strongly agree that Outreach staff seem willing and able to work collaboratively, openly and respectfully with one another.
10. 99 percent agree or strongly agree there is a need for ongoing staff training to support their work.
11. 99 percent agree or strongly agree that Outreach serves student communication needs such as signing and speaking.
12. 99 percent agree or strongly agree that Outreach serves students who are deaf-blind.
13. 70 percent agree of strongly agree that WSD serves as a resource for the educational services of students who are deaf and hard of hearing (and their families statewide regardless of whether they attend the school or not).
14. 90 percent agree or strongly agree the Outreach website has resources relevant to them.
15. 90 percent agree or strongly agree that the work of the Outreach leader is focused on the Outreach program's mission.
16. 100 percent agree or strongly agree that in their daily activities they are guided by Outreach's mission and vision.
17. 100 percent agree or strongly agree that new ideas from staff are encouraged.
18. 81 percent agree or strongly agree that they feel valued as an employee.
19. 91 percent agree or strongly agree that they feel a part of the Outreach program's decision-making process.

20. 90 percent agree or strongly agree at Outreach, individuals are encouraged to collaborate to achieve goals.
21. 90 percent agree or strongly agree roles/responsibilities are clear at Outreach.
22. 90 percent agree or strongly agree that discussion about important matters is encouraged at Outreach.
23. 90 percent agree or strongly agree that my supervisor follows my guidance regarding programming and services.
24. 90 percent agree or strongly agree that their supervisor is open to feedback and input from staff.
25. 99 percent agree or strongly agree that their supervisor supports specialized professional development.
26. 99 percent agree or strongly agree that their supervisor supports networking and team collaboration.
27. 100 percent agree or strongly agree that their supervisor supports appropriate deaf and hard of hearing related technology.

WEAKNESSES

1. 36 percent strongly disagree while 45 percent strongly agree that Outreach serves student communication needs who only sign.
2. 36 percent strongly disagree while 45 percent strongly agree that Outreach serves student communication needs who only speak.
3. 54 percent agree or strongly agree that WSD's online presence (website, Facebook, Twitter) has resources relevant to them.
4. 63 percent agree or strongly agree that Outreach staff are held accountable for job performance although intervention is not always apparent to them.
5. 72 percent agree or strongly agree that we make use of data and analysis to make important decisions.
6. 54 percent disagree or strongly disagree there is effective cross organizational cooperation between WSD and Outreach.
7. 60 percent disagree or strongly disagree that they need support developing sign language/American Sign Language skills for themselves
8. 63 percent agree they need support regarding deaf plus students, including deaf-blind students.
9. 27 percent agree they need support collaborating with parents.
10. 27 percent agree or strongly agree they need support accessing professional development opportunities.
11. 77 percent agree or strongly agree they need support understanding and applying Common Core State Standards.
12. 81 percent disagree or strongly disagree that students have access to adequate community mental health services.

Analysis of Survey 4 Results. OUTREACH SPECIALITY PROGRAM STAFF –

12 respondents, 8 of 12 are deaf or hard of hearing

STRENGTHS

1. 100 percent of respondents reported that as an organization, Outreach has a clear mission.
2. 83 percent of respondents reported that employees work together in support of a common Outreach mission and vision.
3. 100 percent of the respondents reported that The Wisconsin Educational Services Program for Students who are Deaf or Hard of Hearing (WESP-DHH) is a program of the Wisconsin Department of Public Instruction (DPI).
4. 84 percent of respondents reported that Outreach staff (consultant program coordinators, parent guides and Deaf Mentors) communicates effectively with each other regarding students/families.
5. 83 percent of respondents reported that Outreach staff (consultant program coordinators, parent guides and Deaf Mentors) communicates effectively with each other regarding events/activities/programs being offered.
6. 92 percent of respondents report that they know where to find resources and materials that will help me to support students who are deaf/hard of hearing and their families.
7. 83 percent of respondents report that Outreach uses WSD services.
8. 83 percent of respondents report that in my role, I share information about other available Outreach services and programs.
9. 84 percent of respondents rate the overall quality of Outreach services as –good|| or –outstanding.||
10. 92 percent of respondents report that Outreach serves student communication needs such as signing and speaking.
11. 82 percent of respondents report that Outreach serves student communication needs who only sign.
12. 100 percent of respondents report that Outreach serves students who are deaf-blind.
13. 83 percent of respondents report that the Outreach website has resources relevant to me.
14. 100 percent of respondents report that the work of the Outreach leader is focused on the Outreach program's mission.
15. 100 percent of respondents report that the work of my program coordinator is focused on the Outreach program's mission.

16. 100 percent of respondents report that in our daily activities we are guided by Outreach's mission and vision.
17. 92 percent of respondents report that new ideas from staff are encouraged.
18. 83 percent of respondents reported that they feel valued as an employee.
19. 92 percent of respondents report that they feel a part of my program's decision-making process.
20. 91 percent of respondents report that at Outreach, individuals are encouraged to collaborate across programs to achieve goals.
21. 100 percent of respondents report that roles/responsibilities are clear within my program.
22. 100 percent of respondents report that discussion about important matters is encouraged at our organization.
23. 91 percent of respondents report that we make use of data and analysis to make important decisions.
24. 82 percent of respondents report that there is effective cross organizational cooperation between WSD and Outreach.
25. 82 percent of respondents report that they need support regarding deaf plus students, including deaf-blind students.
26. 81 percent of respondents report that their students who are deaf/hard of hearing have access to adult role models who are deaf/hard of hearing.
27. 91 percent of respondents report that their students who are deaf/hard of hearing have access to other students who are deaf/hard of hearing.
28. 91 percent of respondents report students who are deaf/hard of hearing have access to extra-curricular activities.
29. 81 percent of respondents report that their students who are deaf/hard of hearing have access to appropriate mental health services.
30. 91 percent of respondents report that their students who are deaf/hard of hearing have access to learning American sign Language/sign language.

WEAKNESSES

1. 75 percent of respondents report that Outreach's culture fosters a commitment to the organization's mission and the satisfaction of its key stakeholders (parents, school district staff, students).
2. 75 percent of respondents reported that Outreach staff seem willing and able to work collaboratively, openly and respectfully with one another.
3. 58 percent of respondents report that Outreach serves student communication needs who only speak.
4. 75 percent of respondents report that WSD serves as a resource for the educational services of students who are deaf and hard of hearing (and their families) statewide regardless of whether they attend the school or not.

5. 58 percent of respondents report that WSD's online presence (website, Facebook, Twitter) has resources relevant to me.
6. 73 percent of respondents report that Outreach staff are held accountable for job performance although intervention is not always apparent to me.
7. 91 percent of respondents report that they need support collaborating with parents.
8. 90 percent of respondents report that they need support accessing professional development opportunities.

INCONCLUSIVE:

1. 92 percent of respondents report that there is a need for ongoing staff training to support my work.

Analysis of Survey 5 Results. Local School District Personnel including Administrators

134 respondents, 8 of whom were deaf or hard of hearing.

The 80 percent demarcation line that separates a strength from a weakness needs to be relaxed here. As indicated in Question #12 of this survey, about 62 of the 134 respondents reported their organization uses WSD services, while 85 of those 134 say they use Outreach services. Why do we care what the rest have to say about each organization if they do not use it?

This distinction nearly led to a re-calibration of the data indicating just how severely off the mark the current data seems. It's critical because if about 62 respondents rate a particular question favorably, the corresponding percentage would brand that as evidence that a weakness exists because the whole (the denominator) is 134, creating a disingenuous number. However, the outcome changes drastically if the denominator is changed to about 62. One must be mindful of a similar caveat due to the responses to Question #13, which shows of the 132 respondents to that question, 85 people use Outreach's services, while 25 people said they did not. Twenty people said they did not know.

STRENGTHS

1. Sixty-seven percent reported WSD has a clear mission (however, 24 percent don't know).

2. Seventy-three percent reported Outreach has a clear mission (however, 24 percent don't know).
3. Seventy-four percent report Outreach communicates effectively regarding events/activities/programs offered.
4. Eighty-two percent reported they know where to find resources and materials to help DHH students.
5. Majority reported WSD has adequate knowledge to serve as resource to local school districts.
6. Majority reported Outreach has adequate knowledge to serve as resource to local school districts.
7. Seventy-five percent reported Outreach serves students who sign and speak.
8. Seventy-five percent reported that districts understand their role with DHH students.
9. Seventy-five percent reported that districts support professional development concerning DHH students.
10. Seventy percent reported that districts follow their guidance regarding programming and services for DHH students.
11. Eighty percent of respondents reported their districts supported appropriate DHH technology.
12. Nearly 80 percent of respondents reported their districts supported appropriate accommodations for testing/evaluation.
13. Nearly 90 percent of respondents reported they were aware of students in the district with hearing loss.
14. Over 90 percent of respondents reported they understood the role of a DHH teacher.
15. Over 90 percent of respondents reported they understood the specialized needs of DHH students.
16. Seventy-five percent of respondents reported they could match DHH students with appropriate technology.
17. Over 95 percent of respondents agree or strongly agree that there is a role for ASL/sign language and listening and spoken language skills development for some students with hearing loss.
18. Eighty-eight percent of respondents reported they understood that WSD could be the least restrictive placement for some students.
19. Seventy percent of respondents reported they connected DHH students in their district with other DHH students.
20. Five percent of respondents reported DHH students don't have access to extra-curricular activities.
21. Seventy-five percent of respondents reported that DHH students have access to learning ASL/sign language.
22. Nearly 70 percent of respondents reported they provide specialized (deafness related) transition support.

WEAKNESSES

1. Fifty-two percent reported WSD's culture fosters a commitment to meeting the needs of stakeholders (however, 44 percent say they don't know).
2. Sixty-six percent reported Outreach's culture fosters a commitment to meeting the needs of stakeholders (however, 28 percent say they don't know).
3. Forty-eight percent report WSD communicates effectively regarding students (another 48 percent don't know).
4. Fifty-nine percent report Outreach communicates effectively regarding students (35 percent don't know).
5. Sixty percent report WSD communicates effectively regarding events/activities/programs offered (28 percent don't know).
6. More school district personnel reported relying on using Outreach services, than WSD's services.
7. Majority of school district personnel rated WSD services as fair or good, not outstanding.
8. Majority of school district personnel don't know about Outreach's services, but, if they do, the services are rated as good or outstanding.
9. Nearly 25 percent of school district personnel reports WSD does not support students who sign and speak (50 percent report WSD serves students who only sign).
10. More than 60 percent reported they did not know about WSD's online presence or that it did not contain relevant resources.
11. Twenty-five percent of school district personnel reported local school districts don't understand the needs of DHH students.
12. Nearly 30 percent of respondents reported that their districts don't know or do not understand WSD's role as a placement option.
13. Nearly 40 percent of respondents reported they did not know of and did not incorporate deaf culture or deaf studies in their curriculum.
14. Thirty percent of respondents reported they did not connect DHH students in district with DHH adult role models (an additional 20 percent did not know if that was occurring).
15. Sixty percent of respondents reported they needed support connecting DHH students with other DHH students.
16. Nearly 40 percent of respondents reported their students do not have access to appropriate mental health services (an additional 40 percent don't know if they do or not).
17. Forty percent of respondents reported they do not provide adequate mental health supports to DHH students (another 40 percent did not know if they did or not).

INCONCLUSIVE

1. Nearly 50 percent reported WSD serves as statewide resource for education services of DHH students, while other 50 percent did not know or disagreed.

2. About 65 percent reported the Outreach website has relevant resources, yet nearly 30 percent do not know.

Analysis of Survey 6 Results. Parents of WSD Students - 30 respondents, 5 are deaf or hard of hearing, 97 percent of respondents have a child who currently attends WSD.

STRENGTHS

1. 80 percent of respondents report that as an organization, WSD has a clear mission.
2. 84 percent of respondents report that WSD serves student's communication needs such as signing and speaking.
3. 82 percent of respondents report they are satisfied to most satisfied with the degree of Emotional health/counseling services provided by WSD.
4. 88 percent of respondents report they are satisfied to most satisfied with the degree of Speech/Language therapy provided by WSD.
5. 92 percent of respondents report they are satisfied to most satisfied with the degree of Occupational and physical therapy provided by WSD.
6. 89 percent of respondents report they are satisfied to most satisfied with the degree of IEP implementation provided by WSD.
7. 81 percent of respondents report they are satisfied to most satisfied with the degree of WSD's statewide deaf and hard of hearing resources provided by WSD.
8. 92 percent of respondents report they are satisfied to most satisfied with the degree of Registration day procedures provided by WSD.
9. 84 percent of respondents report they are satisfied to most satisfied with the degree of transition services provided by WSD.
10. 89 percent of respondents report they are satisfied to most satisfied with the degree of Transportation arrangements provided by WSD.
11. 92 percent of respondents report they are satisfied to most satisfied with the degree of Health center/medical services provided by WSD.

WEAKNESSES

1. 70 percent of respondents report that WSD's culture fosters a commitment to the satisfaction of its key stakeholders (parents, school alumni, students).
2. 70 percent of respondents report that WSD staff communicates effectively with each other regarding my child.
3. 66 percent of respondents report that WSD staff communicates effectively with me regarding my child.
4. 66 percent of respondents report that WSD staff communicates effectively with me regarding events/activities/programs being offered.

5. 63 percent of respondents report that they know where to find resources and materials that will help me to support my child.
6. 74 percent of respondents rate the quality of WSD services as –good or –outstanding.
7. 70 percent of respondents report that WSD staff seem willing and able to work collaboratively, openly and respectfully with one another.
8. 60 percent of respondents report that there is a need for adequate staff training to support my child.
9. 70 percent of respondents report that WSD serves student's communication needs who only sign.
10. 53 percent of respondents report that WSD does not serve student's communication needs who only speak.
11. 54 percent of respondents reports that WSD serves as a resource for the educational services of students who are deaf and hard of hearing statewide regardless of whether they attend the school or not.
12. 69 percent of respondents report that WSD's online presence (website, Facebook, Twitter) has resources relevant to me.
13. 45 percent of respondents report that the Outreach website has resources relevant to me.
14. 43 percent of respondents report that there is effective cross organizational cooperation between WSD and Outreach.
15. 66 percent of respondents report that there is a need for regional programs/schools in our state for students with hearing loss.
16. 73 percent of respondents reported they are satisfied to most satisfied with the degree of Academic Service provided by WSD.
17. 72 percent of respondents report they are satisfied to most satisfied with the degree of Communication with parents provided by WSD.
18. 77 percent of respondents report they are satisfied to most satisfied with the degree of Residential living in the dorm provided by WSD.
19. 59 percent of respondents report they are satisfied to most satisfied with the degree of technology provided by WSD.

INCONCLUSIVE

1. The top four sources that respondents have heard of WSD are: word of mouth/networking/other parents, Website/Internet and (tied) Local Public Schools and Brochures.
2. The last four sources that respondents have heard of WSD are: Presentations, Cooperative Education Service Agency, Pediatricians and Audiologists.
3. WSD Parents ranked the importance of WSD's programming in the following order (most important to least important).
 - a. American Sign Language as part of the educational program **AND** Technology resources are up to date for staff and students **AND** Interaction with same age peers who are deaf/hard of hearing (Tie).

- b. WSD Staff receives ongoing professional development **AND** ASL exposure **AND** Positive Behavioral interventions and supports for students (Tie).
 - c. Academic challenge **AND** Exposure to quality deaf role models (Tie).
 - d. Clubs and organizations participation is available **AND** Exposure to the deaf community (Tie).
 - e. WSD's annual performance report data.
 - f. Participation in sports/athletics **AND** Community service opportunities **AND** Exposure to deaf culture (Tie).
 - g. Receiving Instruction from teachers who are deaf/hard of hearing.
 - h. ASL courses are available to the parents and the public.
 - i. Deaf Studies **AND** Age appropriate social activities **AND** WSD newsletters as a source of information (Tie).
4. WSD parents ranked their concerns regarding various aspects of WSD in the following order (great concern to no concern):
- a. Staff knowledge and skills
 - b. Academic challenge for my child
 - c. Social opportunities for my child **AND** Language development (Tie).
 - d. Residential life.
 - e. Safety of my child **AND** My child's emotional needs **AND** My child's age and grade level (Tie).
 - f. My child's signing skills
 - g. My child's speaking and listening skills.
 - h. Transportation distance
 - i. Separation anxiety
 - j. My child's medical concerns
5. WSD parents expressed their level of agreement regarding various aspects of WSD in the following order (strongly agree to strongly disagree):
- a. Using American Sign Language to teach content to deaf and hard of hearing students
 - b. My child's educational needs are being met at WSD.
 - c. My child's social/emotional needs are met at WSD
 - d. My interactions with the residential staff at WSD regarding my child are positive **AND** I know how to connect my child with other students that have hearing loss.
 - e. The WSD dormitory provides satisfactory training in independent living skills.
 - f. I know how to connect with other parents of children who have hearing loss.
 - g. Sufficient age appropriate activities are provided in the dorms **AND** the WSD dormitory provides a safe environment for my child
 - h. The WSD dormitory is comfortable.
 - i. I am aware of the Department of Public Instruction's WESP-DHH Program, including WSD and the Outreach program.

6. WSD parents expressed their level of awareness of support services provided by Outreach in the following order (Strongly agree to Strongly disagree):
 - a. Of the 11 support services listed, only two (Deaf Mentor Program AND Family Conference) were acknowledged. WSD parents selected –Don't know or doesn't apply,|| for the remaining nine support services: Guide By Your Side, Consultation on Individual Students, In Home Early Listening Program (iHelp), Distant Pals, Wisconsin Deaf-Blind Technical Assistance Project (WDBTAP), Parent Notebook, Teen Getaway Weekend, Wisconsin Infant & Children's Statewide Hearing Aid Exchange Service (WISHES) and Educational Program Consultations.

Analysis of Survey 7 Results. Parents of OUTREACH Students - 56 respondents, ~ 4 are deaf or hard of hearing. 59 percent of respondents have a child who currently participates in Outreach programs.

STRENGTHS

1. 91 percent of respondents reported that understood that The Wisconsin Educational Services Program for Students who are Deaf or Hard of Hearing (WESP-DHH) is a program of the Wisconsin Department of Public Instruction (DPI).
2. 90 percent of respondents reported there is a need for regional programs/schools in our state for students with hearing loss.
3. 96 percent of respondents reported I have an adequate understanding of my child's needs.
4. 82 percent of respondents reported I know where to go if I need information, resources or support for my child's educational programming.
5. 85 percent of respondents report I am aware of the Department of Public Instruction's WESP-DHH Program, including the Wisconsin School for the Deaf and the Outreach Program.

WEAKNESSES

1. 77 percent of respondents reported that as an organization, Outreach has a clear mission.
2. 66 percent of respondents reported that Outreach's culture fosters a commitment to the organization's mission and the satisfaction of its key stakeholders (parents, school district staff, students).
3. 52 percent of respondents reported that Outreach staff communicates effectively with each other regarding my child.
4. 60 percent of respondents reported that Outreach staff communicates effectively with me regarding information about my child.

5. 78 percent of respondents reported that Outreach staff communicates effectively with me regarding events/activities/programs being offered.
6. 64 percent of respondents reported that they know where to find resources and materials that will help me to support my child.
7. 68 percent of respondents rated the quality of Outreach services as good or outstanding.
8. 75 percent of respondents reported that Outreach staff seem willing and able to work collaboratively, openly and respectfully with one another.
9. 72 percent of respondents reported that Outreach serves student's communication needs such as signing and speaking.
10. 41 percent of respondents reported that Outreach serves student's communication needs who only sign.
11. 34 percent of respondents report that Outreach serves student's communication needs who only speak.
12. 49 percent of respondents report that Outreach serves student's communication needs who are deaf-blind.
13. 61 percent of respondents reported WSD serves as a resource for the educational services of students who are deaf and hard of hearing statewide regardless of whether they attend the school or not.
14. 54 percent of respondents reported that the Outreach website has resources relevant to me.
15. 44 percent of respondents reported that WSD's online presence (website, Facebook, Twitter) has resources relevant to me.
16. 40 percent of respondents reported they would be willing to send my child to school if it were closer to home.
17. 29 percent of respondents reported they would not send my child to WSD under and circumstances.
18. 72 percent of respondents reported that had no opinion or did not know if there is effective cross organizational cooperation between WSD and Outreach.
19. 49 percent of respondents reported they would consider WSD as an option for their child.
20. The top three sources from which respondents heard about Outreach are: Website/Internet (64 percent), word of mouth/networking/other parents (50 percent) and presentations/meetings AND conference exhibitors/resource fairs (tied at 44 percent).
21. The bottom three sources from which respondents heard about Outreach are: Local Education Agency (6 percent), pediatrician (8 percent) and audiologists AND Wisconsin School for the Deaf (tied at 24 percent).
22. The top three Outreach programs respondents reported using the most are: Family Conference (68 percent), Parent Notebook (54 percent) and Deaf Mentor Program (47 percent)
23. The bottom three Outreach programs respondents reported using the least are: Teen Getaway Weekends (16 percent), Wisconsin Infant & Children's Statewide Hearing Aid

Exchange Service (WISHES) (17 percent) and in-Home Early Listening Program (iHELP) (18.2 percent).

24. The top three Outreach programs respondents reported the greatest awareness of are: Teen Getaway Weekends (84 percent), Wisconsin Infant & Children's Statewide Hearing Aid Exchange Service (WISHES) (83 percent) and in-Home Early Listening Program (iHELP) (82 percent).
25. The bottom three Outreach programs respondents reported the least awareness of are: Family Conference (32 percent), Parent Notebook (46 percent) and Deaf Mentor Program (54 percent).
26. 63 percent of respondents reported they had no opinion or did not know if I want to send my child to WSD, I am supported by the Local Education Agency(LEA)/school district.
27. 41 percent of respondents reported a residential placement such as WSD can be the "least restrictive environment" for deaf and hard of hearing students.
28. 64 percent of respondents reported I know who to contact to obtain information about WSD and its resources.
29. 48 percent of respondents reported adequate staff are available to support my child in the mainstream setting.
30. 56 percent of respondents reported that school district staff is well trained and knowledgeable about serving my child's needs, related to hearing loss.
31. 76 percent of respondents reported my child's educational needs are being met in his/her current placement.
32. 74 percent of respondents reported I know how to connect with other parents of children who have hearing loss.
33. 58 percent of respondents report I know how to connect my child with other students who have hearing loss.

INCONCLUSIVE

1. 71 percent of respondents reported that there is a need for adequate staff training at Outreach to support their work.

Analysis of Survey 8 Results. WSD Students - 47 respondents, 97.8 percent of respondents were deaf or hard of hearing

STRENGTHS

1. 86 percent of respondents reported they communicate well with their parents.
2. 84 percent of respondents reported they know where to get help when they are sad or upset.

3. 97 percent of respondents reported they can communicate very well with students who are deaf/hard of hearing.
4. 91 percent of respondents reported they can easily communicate with all of their teachers.
5. 82 percent feel comfortable explaining their hearing loss to their friends.
6. 70 percent of respondents reported they are involved in sports and other extra-curricular activities.

WEAKNESSES

1. Only 60 percent of respondents reported they feel comfortable discussing problems with their parents.
2. Only 55 percent of respondents reported they can communicate very well with hearing students.
3. 36 percent of respondents reported they get bullied by other students at their school.
1. 62 percent of respondents reported they need help with their homework assignments.
4. 66 percent of respondents reported they know what an educational interpreter is supposed to do.
5. 48 percent of respondents reported they did not know how to get an interpreter if they needed one.
6. 44 percent of respondents reported they did not know how to get captioning services if they needed them.
7. 49 percent of respondents reported they did not know how to get a notetaker if they needed one.
8. 71 percent of respondents reported they did not know how to get an FM system if they needed one.
9. 20 percent of respondents reported they do not get to participate as much as they want in sports and other extra-curricular activities.

INCONCLUSIVE

1. 72 percent of respondents feel their parents understand their deaf or hard of hearing identity.
2. 77 percent of respondents know what to do if things are not going well for them.
3. 42 percent of respondents who attended Teen Getaway Weekend (18 of the 47) reported they had a –great time, while 52 percent reported –it was OK.∥
4. 53 percent of respondents who attended Teen Getaway Weekend Jr. (33 of the 47) reported they had a –great time,∥ while 47 percent reported –it was OK.∥
5. 60 percent of respondents who participated in Distant Pals (32 of 47) reported –it was OK,∥ while another 33 percent reported they –really liked it.∥
6. 56 percent of respondents who participated in College Fair (30 of 46 students) reported –it was OK,∥ while 31 percent reported they had –a great time.∥
7. 70 percent of respondents reported their classes are –just right.∥
8. 69 percent of respondents who participated in WSD Summer Program (28 of 47 students) reported they had a –great time,∥ while 27 percent reported –it was OK.∥

Analysis of Survey 9 Results. OUTREACH Students - 12 respondents, all of whom were deaf or hard of hearing)

STRENGTHS

1. 99 percent of respondents reported they communicate well with their parents.
2. 83 percent of respondents reported they feel comfortable discussing problems with parents.
3. 100 percent of respondents reported their parents understand their deaf and hard of hearing identity.
4. 92 percent of respondents reported they can communicate very well with hearing students.
5. 91 percent of respondents reported they can easily communicate with all of their teachers.
6. 84 percent of respondents reported they feel comfortable explaining their hearing loss to their friends.
7. 92 percent of respondents reported they know how to get an FM system if they need one.
8. 67 percent of respondents reported they are involved in sports and other extra-curricular activities at their school.

WEAKNESSES

1. 67 percent of respondents reported they know what to do if things are not going well for them.
2. 74 percent of respondents reported they know where to get help when they felt sad or upset.
3. 75 percent of respondents reported they can communicate very well with students who are deaf/hard of hearing.
4. 50 percent of respondents reported they get bullied by other students at their school.
5. 67 percent of respondents reported they do not own a Video Phone at home.
6. 76 percent of respondents reported they don't know how to use the relay system.
7. 67 percent of respondents reported they don't know how to use the T-coil system.
8. 75 percent of respondents reported they need help with their homework assignments.
9. 67 percent of respondents reported they know what an educational interpreter is supposed to do.
10. 67 percent of respondents reported they know how to get an interpreter if they need one.
11. 50 percent of respondents reported they know how to get captioning services if they need to.

12. 58 percent of respondents reported they don't know how to get a note-taker if they need one.
13. 83 percent of respondents reported they have not attended Teen Getaway Weekend.
14. 92 percent of respondents reported they have not attended Teen Getaway Weekend Jr.
15. 50 percent of respondents reported they have not participated in Distant Pals.
16. 83 percent of respondents reported they have not participated in College Fair.
17. 75 percent of respondents reported they have not participated in WSD Summer Program.
18. 17 percent of respondents reported they are not involved in sports and other extra-curricular activities at their school, but they really want to be involved.

INCONCLUSIVE

1. 42 percent of respondents (3 of 7) reported when it comes to Distant Pals, they -really like it.¶
2. 58 percent of respondents reported their classes are -just right.¶

Analysis of Survey 10 Results. Department of Public Instruction - 3 respondents,

1 respondent is deaf or hard of hearing

STRENGTHS

7. 100 percent of respondents reported that as an organization, WSD has a clear mission.
8. 100 percent of respondents reported that as an organization, Outreach has a clear mission.
9. 100 percent of respondents reported that WSD's culture fosters a commitment to meeting the needs of its key stakeholders.
10. 100 percent of respondents reported that Outreach's culture fosters a commitment to meeting the needs of its key stakeholders.
11. 100 percent of respondents report that Outreach staff communicates effectively with DPI regarding events/activities/programs being offered.
12. 100 percent of respondents rated the quality of WSD services as good or outstanding.
13. 100 percent of respondents rated the quality of Outreach services as good or outstanding.

14. 100 percent of respondents reported that WSD supports student communication needs such as signing and speaking.
15. 100 percent of respondents reported that Outreach supports student communication needs such as signing and speaking.
16. 100 percent of respondents reported that DPI understands its role with students who are deaf/hard of hearing.
17. 100 percent of respondents reported that DPI understands the needs of students who are deaf/hard of hearing.
18. 100 percent of respondents reported that DPI follows guidance from Outreach and WSD regarding programming and services.
19. 100 percent of respondents reported that DPI supports networking and team collaboration regarding students who are deaf/hard of hearing.
20. 100 percent of respondents reported that DPI provides access to deaf/hard of hearing related resources.
21. 100 percent of respondents reported that DPI supports appropriate deaf/hard of hearing related technology.
22. 100 percent of respondents reported that DPI provides appropriate accommodations for testing and evaluating students who are deaf/hard of hearing.
23. 100 percent of respondents reported that DPI understands the role of WSD as a placement option.

WEAKNESSES

1. 66 percent of respondents reported that WSD staff communicates effectively with DPI about students who are deaf/hard of hearing.
2. 66 percent of respondents reported that Outreach staff communicates effectively with DPI about students who are deaf/hard of hearing.
3. 66 percent of respondents report that WSD staff communicates effectively with DPI regarding events/activities/programs being offered.
4. 66 percent of respondents reported WSD staff seem willing and able to work collaboratively, openly and respectfully with DPI staff.
5. 66 percent of respondents reported Outreach staff seem willing and able to work collaboratively, openly and respectfully with DPI staff.
6. 66 percent of respondents reported that there is a need for ongoing staff training at WSD to support its work.
7. 66 percent of respondents reported that there is a need for ongoing staff training at Outreach to support its work.
8. 66 percent of respondents reported that WSD serves student communication needs who only sign.
9. 66 percent of respondents reported that WSD serves student communication needs who only speak.
10. 66 percent of respondents reported that Outreach serves student communication needs who only sign.
11. 66 percent of respondents reported that Outreach serves student communication needs who only speak.

12. 33 percent of respondents reported that Outreach serves student communication needs who are deaf-blind.
13. 66 percent of respondents reported that WSD serves as a resource for the educational services of students who are deaf and hard of hearing statewide regardless of whether they attend the school or not.
14. 66 percent of respondents reported that WSD's online presence (website, Facebook, Twitter) has resources relevant to me.
15. 66 percent of respondents reported that **the Outreach website has resources relevant to me.**
16. 33 percent of respondents reported there is effective cross organizational cooperation between WSD and Outreach.
17. 66 percent of respondents reported that DPI supports specialized professional development regarding students who are deaf/hard of hearing.

SUMMARY OF THE CROSS FUNCTIONAL MEETING

The purpose of the all-day cross-functional meeting, held on November 8, 2013, was to bring together members of the Long Range Planning Committee, leaders and staff within WSD and Outreach and representatives from eight to 11 stakeholder groups to discuss ideas collected during the surveys and focus groups. Participants wrote strategies, goals, values, vision and mission statements for a LRP. The contents were finalized by leaders in follow up meetings. More than 20 individuals participated in this meeting facilitated by ALG, INC. consultants. Participants included administrators, leaders and staff from WSD and Outreach, an audiologist, a specialist from Cooperative Educational Services Agencies, former students and graduates of WSD (one who went on to graduate from Gallaudet University).

The long range plan consists of the following components. The definitions below were provided to the participants to add clarity to the day's work.

Mission Statement

A mission statement describes the organization's purpose. A mission statement answers the question: -Ultimately, what are we here to do and why?||

Values Statements

Values statements describe the code of behavior in relation to employees, key stakeholders and society at large to which an organization adheres or aspires. Value statements answer the following questions: How do you want to conduct business? How do we want to treat our stakeholders? What do we really care about?

Vision Statements

Vision statements describe what an organization will look like if it succeeds in implementing its goals and strategies and achieving its full potential. Vision statements answer the question: What should we be doing and why?

Goals

Goals are long-term organizational targets or directions of development stating what the organization wants to accomplish or become over the next several years.

Strategies

Strategies are statements describing the means by which an organization intends to accomplish its goals. In general, strategies summarize a cluster of tasks that need to be undertaken to accomplish goals.

Tasks

Tasks contain action verbs and describe activities that need to be undertaken to accomplish the strategies.

Identification of General Ideas / Themes

An affinity process was used by the ALG, INC consultants **prior to the cross functional meeting** to distill the results of the surveys and focus groups. As a result, twenty (20) or more general ideas / themes were brought to the cross functional meeting for the participants to create 20 or more goal statements. The general ideas/themes are as follows:

List of General Ideas / Themes

1. Center
2. Collaboration
3. Communication
4. Culture
5. Curriculum
6. Dorm life
7. Intervention
8. Knowledge and Awareness
9. Learn While You Work Projects
10. Least Restrictive Environment (LRE)
11. Mission
12. Parents
13. Parent Friendly
14. Professional Development
15. School Districts
16. Special Education
17. Staff
18. Students
19. Technology
20. Transition
21. Values / Core Principles
22. WSD
23. Vision Statements
24. Mission Statements
25. Additional Discussion Topics

Cross Functional Meeting Process

The process used to develop the long range plan during the cross functional meeting was to ask the participants, working in small groups, to deal with one general idea at a time. They accomplished this by discussing the general idea using a format on a -goal planning sheet by

- listing the obstacles that might keep them from moving the general idea forward;
- listing some strategies that might overcome these obstacles

- and then listing some tasks that might be undertaken to accomplish these strategies.

This discussion approach allowed each small group to get comfortable with the general idea and thus to draft a goal statement centered on one general idea. During the cross functional meeting, small groups of 3 to 5 participants drafted 15 goal statements.

A sample of the goal planning sheet appears below:

Goal Planning Sheet

General Idea:

Benefits: _____

OBSTACLES (barriers and road blocks associated with general idea)	APPROACHES (to overcome the obstacles and/or advance the general idea)

ACTION TASKS/TACTICS/ACTIVITIES (to accomplish Approaches above) BY WHOM BY WHEN

GOAL / STRATEGY STATEMENT(S):

The following draft goal and associated strategy statements were drafted by cross functional meeting participants and consultants and read as follows:

Goals and Strategies

Goals

Goals are long-term organizational targets or directions of development stating what the organization wants to accomplish or become over the next several years.

Strategies

Strategies are statements describing the means by which an organization intend to accomplish its goals. In general, strategies summarize a pattern of tasks that need to be undertaken to accomplish goals.

GOAL 1. Center. To establish a clearing house and center providing resources and services by highly skilled professionals to all people involved with the deaf culture in Wisconsin.

Strategy 1.A. Establish an immersion school / college offering classes for all components of the deaf culture including classes for elementary, middle, high school students, parents, audiologists, birth to 3 specialists, school districts, special education professionals and courses for professional development credit.

Strategy 1.B. Co-locate WSD and Outreach staff to provide centralized services to students and adults who are DHH and their families.

GOAL 2. Collaboration. To work collaboratively between WSD, Outreach, and all school districts throughout the state to best serve the needs of all children who are DHH.

Strategy 2.A. Provide opportunities for Deaf Mentors and Parent Guides to collaborate.

Strategy 2.B. Undertake team building meetings and Learn While You Work (LWYW) collaborative projects within WSD and Outreach (like the Long Range Planning Project and its' committee).

Strategy 2.C. Improve collaboration in local areas between audiologists, Birth to 3, Outreach, WSD and school district personnel.

Strategy 2.D. Assemble a traveling team of students, WSD staff and Outreach staff and travel to communities and school districts to enhance and/or create awareness and understanding of available services for local students, local parents, local deaf professionals and local school district personnel.

Strategy 2.E. Research collaboration models in deaf cultures in other states to discern best practices and implement these in Wisconsin.

GOAL 3. Communication. To provide full access to all forms of communication from birth to adulthood.

Strategy 3.A. Provide a Deaf Mentor-like program to help schools prepare and get consultation for required services (IEP prep).

Strategy 3.B. Develop and offer sensitivity training for school district personnel and Birth to 3 specialists including visiting with IEP or IFSP team.

Strategy 3.C. distribute information to audiologists.

Strategy 3.D. Promote baby signing.

Strategy 3.E. Improve communication between dorm staff and teaching staff.

Strategy 3.F. Improve lead time so that parents and students receive timely information about upcoming activities.

GOAL 4. Culture. To support a multi-lingual, multi-cultural diverse environment within WSD and Outreach.

Strategy 4.A. Increase opportunities for connections between hearing students with students who are deaf, deaf/blind, hard of hearing and students with cochlear implants.

Strategy 4.B. Create traveling presentations utilizing WSD and Outreach staff.

Strategy 4.C. Bring students to the WSD / Center for educational testing and assessment.

Strategy 4.D. Create and implement support strategy for people with multiple disabilities.

Strategy 4.E. Align the core business of WSD and Outreach to better support families and their students, audiologists, birth-3 specialists and school district personnel.

GOAL 5. Curriculum. To adapt WSD curriculum as a resource to support local LEA's and post-high school aspirations.

Strategy 5.A. Offer more and challenging electives to prepare students for work after high school, technical college and college.

Strategy 5.B. Offer college level classes in English and Math to include creative writing and calculus and modern / contemporary classes in industrial arts.

Strategy 5.C. Offer classes to make video, film and animation software.

Strategy 5.D. Teach students to communicate with hearing people.

Strategy 5.E. Treat ASL as a foreign language.

Strategy 5.F. Revise curriculum to provide a –rock starll (best practices) in deaf education.

GOAL 6. Dorm Life. To improve dorm life to address group study time, communication, food choices and recreation.

Strategy 6.A. Improve dorm and teacher communication.

Strategy 6.B. Allow group study time.

Strategy 6.C. Substitute healthy food for junk food following Michelle Obama's guidelines.

Strategy 6.D. Allow down time for recreation indoors and outdoors during all seasons of the year.

Strategy 6.E. Establish an all-weather clothes closet for students to enjoy outdoor activities during the cold months of the year.

GOAL 7. Intervention. To ensure that all children aged 0-3 that have been identified with hearing loss receive specialized services in their EL program recognizing that the initial point of contact for a family with a child who may be deaf and hard of hearing is the audiologist, birth-3 and school district personnel.

Strategy 7.A. Improve training of parents so they can help advocate for specialized services in the birth to 3 program.

Strategy 7.B. Extend the Western region pilot to the entire state.

Strategy 7.C. Develop a DVD regarding hearing loss for parents and professionals.

Strategy 7.D. Expose parents to multiple communication models.

Strategy 7.E. Research and obtains grants to support various intervention approaches.

Strategy 7.F. Address mental health issues and include mental health assessment during intervention of people who are deaf, deaf/blind, and hard of hearing.

GOAL 8. Knowledge and Awareness. To increase the awareness of families, local school districts and communities in the various unique needs and services provided to students who are deaf and hard of hearing and deaf/blind by presenting at state professional conferences, hosting several regional conferences, and using contemporary technology such as webinars.

Strategy 8.A. Seek more funding for regional social events for people what are deaf, deaf/blind hard of hearing and those using cochlear implants.

Strategy 8.B. Establish and enhance support groups for parents.

Strategy 8.C. Produce a –Sign Song Dance Troupe,|| produce a –Traveling Theater,|| develop a –Traveling Road Show|| and continue with –Teen Getaway Retreats|| and –Lion’s Camp.||

Strategy 8.D. Establish regional events in mainstream-home school areas where parents, local school district personnel and the local community can act as mentors to citizens that are deaf, deaf/blind, hard of hearing and those using cochlear implants.

Strategy 8.E. Set-up social events in local schools for mainstream students and students who are deaf, deaf/blind and hard of hearing.

Strategy 8.F. Improve mental health screening for all student and provide accessible mental health support.

Strategy 8.G. Deliver presentations to attendees at non-DHH events (involving social worker, school administrators).

GOAL 9. Learn While You Work (LWTW). To identify projects like the Long Range Planning Committee where WSD and Outreach can work together to address issues and concerns that matter and solve system problems.

Strategy 9.A. Identify 3-5 professional staff for each goal and they, in turn, will discuss and assign work on strategies to employees and follow / report on progress.

Strategy 9.B. Make time for professional staff and employees to work on long range plan goals and strategies.

GOAL 10. Least Restrictive Environment. To reach and educate school district administrators, educational staff, special education staff, audiologist, birth to 3 specialists, and parents on what Least Restrictive Environment (LRE) means to the deaf culture in Wisconsin.

Strategy 10.A. Use webinars and /or town hall meetings to reach people about LRE.

Strategy 10.B. Provide general information by CESA and then require all children who are deaf, deaf/blind, and hard of hearing to go to one place for evaluation.

Strategy 10.C. Amend the laws by composing a LRE statement and insert it into current laws, regulations, and policies to reflect an LRE for people who are deaf, deaf/blind and hard of hearing.

Strategy 10.D. Create and distribute brochures to medical professionals including physicians, hospitals, and audiologists.

Strategy 10.E. Create and distribute a letter to parents explaining their rights and options within LRE.

GOAL 11. Mission. The mission of WESP-DHH is to provide quality educational services such as professional development, parent education, transition services, and consultation with school districts, in order to collaboratively support all deaf, hard of hearing and deaf-blind individuals. Services will support all children who are DHH in the State of Wisconsin while embracing the diverse needs of the population from birth through adulthood.

GOAL 12. Parents. To assure that the professionals in place will assist parents.

Strategy 12.A. Enhance parent training to teach their child socially acceptable behavior, to recognize what is normal for a deaf child compared to the theoretical normal development of a deaf child and prepare parents for their child's post-high school expectations for work, technical school and college.

Strategy 12.B. Develop and arrange events so that physicians, hospital staff, audiologists, birth to 3 specialists, Outreach staff and school district professionals work together in the local community for the benefit of the parents.

Strategy 12.C. Host all activities at WSD after work hours so parents can attend more easily and conduct parent-teacher conferences via SKYPE wherever possible.

Strategy 12.D. Organize a –binder clubl for parents in the local area to get together and share binder contents like a –book clubl while organizing parent to parent support groups.

Strategy 12.E. Incorporate approaches that equalize emphasis on ASL and students with total deafness as well as students who are hard of hearing, deaf/blind and hearing impaired.

Strategy 12.F. Set-up introduction approaches when Deaf Mentors and Parent Guides visit families for the first time together.

Strategy 12.G. Advocate for ASL as a foreign language in mainstream schools.

Strategy 12.H. Encourage all parents to visit WSD early in their child’s development.

GOAL 13. Parent Friendly. To foster family investment in the education of their children by giving families a variety of resources to engage a connection with the WSD School and other families and make a firmer connection between Outreach and the families of students they evaluate.

Strategy 13.A. Create a position of a –Family Coordinatorl to provide communication between WSD, Outreach and families.

Strategy 13.B. Draft and distribute weekly newsletters/blogs on website so parents feel more involved in what is being taught in class.

Strategy 13.C. Offer sign language classes after school, on DVD’s and on-line.

Strategy 13.D. Develop a family network program.

Strategy 13.E. Host a whole school open house at WSD with all staff present.

Strategy 13.F. Host events after work hours and use SKYPE for parent-teacher conferences.

Strategy 13.G. Disseminate monthly and annual parent friendly activity calendars.

GOAL 14. Professional Development. To improve services to professionals, parents, and student using contemporary technology (webinars) and traditional annual / regional conferences that includes a focus on early deaf child development.

Strategy 14.A. Use webinars to augment / reinforce topics at annual conferences and/or replace the frequency of annual family conferences.

Strategy 14.B. Improve services for professionals, parents and student north of the Madison-Milwaukee line.

Strategy 14.C. Utilize best practices and contemporary training methods in all training events to improve upon outdated philosophies.

Strategy 14.D. Support Deaf Mentors and Parent Guides with webinars and workbooks to include early deaf child development training as well as older children / adults and revise current policies to reflect the original mission of these Outreach efforts.

Strategy 14.E. Reinstate professional development institutes at Delavan.

Strategy 14.F. Make sure Deaf Mentors and Parent Guides have in their possession the same binder that audiologists give to families.

GOAL 15. School Districts. To create packaged information to share with school administration during in-service training programs (with binders/topics, real-life scenarios, etc.).

Strategy 15.A. Improve collaborate among schools regionally.

Strategy 15.B. Enable WSD to provide better support to local school districts without suggesting that their students attend WSD.

Strategy 15.C. Host panels that discuss why school districts sometimes fight parents about students going to WSD.

GOAL 16. Special Education. To learn about early deaf childhood development and improve interaction with WSD and Outreach.

Strategy 16.A. Provide online credit course for Special Education Directors to learn about the deaf culture and early deaf childhood development.

Strategy 16.B. Provide opportunities for Special Education Directors to interaction with Outreach and WSD beyond their current interaction with CESA and DPI.

Strategy 16.C. Review and propose special education laws that appear to be barriers to helping students who are deaf, deaf/blind, and hard of hearing.

Strategy 16.D. Encourage Special Education Directors to take students and their families to visit WSD.

GOAL 17. STAFF. To ensure staff preserve their neutrality while traveling statewide creating awareness and knowledge of the deaf culture.

Strategy 17. A. Ensure neutrality when professional staff offers service options to students, parents, audiologists, birth to 3 specialists and school district personnel.

Strategy 17.B. Consider slowing the pace when delivering classroom lessons to students.

Strategy 17.C. Ensure that all students feel comfortable if they do or do not sign while attending WSD.

Strategy 17.D. Enable WSD staff to travel and participate in events throughout Wisconsin creating additional awareness and knowledge of the deaf culture for audiologists, birth to 3 specialists, school districts personnel, students and parents.

GOAL 18. STUDENTS. To provide an environment, regardless of the student's nationality and level of hearing ability, that welcomes, enhances socialization skills, and aligns students with successful role models.

Strategy 18.A. Research and describe the various social interaction skills and social cues that students who are deaf, deaf/blind and hard of hearing have that differ from skills and cues that students in the hearing world have.

Strategy 18.B. Connect deaf children to deaf children through camps, video phones, Lion camps, family conventions and regional tournaments.

Strategy 18.C. Improve training to help students learn how to advocate for themselves to become more independent.

Strategy 18.D. Enrich the culture to welcome students who are hard of hearing, rely on cochlear implants and who sign and speak.

Strategy 18.E. Develop and schedule socialization events to take place at annual conferences, once a week at some larger schools, and through a local organization of parents and students.

Strategy 18.F. Provide students with opportunities to see successful deaf people and what paths they took to become successful. Provide students with good role models; they need to interact with deaf and hard of hearing adults.

Strategy 18.G. Connect DHH students with other DHH students from different school districts by overcoming transportation issues.

Strategy 18.H. Offer Hispanic and Hmong students who are deaf and hard of hearing appropriate services.

Strategy 18.I. Offer students who are deaf, deaf/blind and hard of hearing with multiple disabilities appropriate services.

GOAL 19. TECHNOLOGY. To train professionals, students, and parents, to use contemporary technology to access communication and to use for education as a teaching tool.

Strategy 19.A. Develop a lending library for technology by WESP-DHH.

Strategy 19.B. Design a website for used equipment and software available to school districts.

Strategy 19.C. Improve dorm technology to align with school and classroom technology.

Strategy 19.D. Investigate and use distance learning techniques such as Webinars, You Tube, Skype, video phones etc.

Strategy 19.E. Remove filters that block students from accomplishing homework and investigate and purchase software to enable students to receive and send homework electronically to teachers and to include peer review.

Strategy 19.F. Design a more appealing WSD and Outreach website highlighting successes.

Strategy 19.G. Provide a current online video library for students, parents, teachers and other professionals.

Strategy 19.H. Offer on-line meetings to learn ASL, improve teacher and interpreter knowledge, help audiologists, primary physicians, and hospital staff.

Strategy 19.I. Develop webinars to present the latest advances in technology (hearing aids, FM, cochlear implants, visual phonics, auditory discrimination, CART etc.

Strategy 19.J. Convert some conference topics to webinars.

GOAL 20. TRANSITION. To provide on-going transition services that start at birth and continues through high school and college graduation and beyond to better understand paths that lead to successful lives for deaf, deaf/blind, and hard of hearing students and prepare students for the world they are going into.

Strategy 20.A. Enhance post-high school transition planning and tracking metrics. What happens to students when they move –outside the educational system? Develop post-graduation data and continuously follow-up with information pertaining to such things as 1) % of high school graduates who go to college / technical college, 2) % of students that complete college / technical college, 3) % of students that go into the workforce, 4) % of students that go to a group home, 5) % of students that return to their home community.

Strategy 20.B. Improve the connection between transition coordinators and employers so they both know what deaf, deaf/blind, and hearing impaired students have to offer and what the employers actually need.

Strategy 20.C. Educate students more effectively so they learn how to advocate for themselves to become more independent.

Strategy 20.D. Develop a program for Deaf Mentors to provide services for a longer period of time (beyond 8 hours to beyond high school).

Strategy 20.E. Improve the manner by which WSD helps transition students back into their home community after graduation.

Strategy 20.F. Train Deaf Mentors and Parents Guides to use SKYPE with students and parents to improve timely and quality follow-up.

GOAL 21. WSD. To establish WSD as the deaf education and resource center for the deaf culture in Wisconsin.

Strategy 21.A. Improve the perception that students are accepted at WSD because they meet the standards of a –rock star! deaf education center not because they are sent to Delavan or taken away from irresponsible parents.

Strategy 21.B. Establish WSD central location for all resources for the entire deaf culture, deaf community and those affected by it offering summer programs, camps, driver education, plays

and continue offering elementary, middle and high school education while allowing students who utilize ASL and voice / spoken / cochlear implants at WSD.

Strategy 21.C. Adjust the approach to increasing enrollment recognizing that students are introduced to the hearing world much earlier than in previous decades. They are adjusting to the hearing world in part, very early, which may affect lower enrollment at WSD. Understand that there are smaller and smaller numbers of students in the general population that feel they need a residential school.

Strategy 21.D. Improve scheduling to encourage students to attend numerous summer activities because they find friends at these activities attend WSD, so they want to attend as well.

Mission

Two small group unilaterally and independently drafted two sample mission statements. They then combined the two mission statements into one mission statement and shared the near final mission statement with all of the participants.

The following represents the draft mission for WESP-HH:

The mission of WESP-DHH is to provide quality educational services such as professional development, parent education, transition services, and consultation with school districts, in order to collaboratively support all deaf, hard of hearing and deaf-blind individuals. Services will support all children who are DHH in the State of Wisconsin while embracing the diverse needs of the population from birth through adulthood.

(Later, a slogan or tag line was suggested for the mission statement that reads

“Collaborate. Communicate. Educate.”

VALUES

How do you want to conduct business? How do we want to treat our stakeholders? What do we really care about? Look over the list of values below. Circle any values that jump out because of their importance to you and/or the organization. Then write your top three values below the list. Feel free to add values if needed.

*Source: Blanchard, Ken and Michael O'Connor. *Managing by Values*. Berrett-Koehler Publishers, Inc. San Francisco, CA. 1997.

Truth	Persistence	Resources
Efficiency	Sincerity	Dependability
Initiative	Fun	Trust
Environmentalism	Relationships	Excellence
Power	Wisdom	Teamwork
Control	Flexibility	Service
Courage	Perspective	Profitability
Competition	Commitment	Freedom
Excitement	Recognition	Friendship
Creativity	Learning	Influence
Happiness	Honesty	Justice
Honor	Originality	Quality
Innovation	Candor	Hard work
Obedience	Prosperity	Responsiveness
Financial growth	Respect	Fulfillment
Community support	Fairness	Purposefulness
Integrity	Order	Strength
Peace	Spirituality	Self-control
Loyalty	Adventure	Cleverness
Clarity	Cooperation	Success
Security	Humor	Stewardship
Love	Collaboration	Support
1.	2.	3.

Participants reviewed the Values table. The most frequently circled values relating to WESP-DHH were collaboration, integrity, support, respect, commitment, resources and teamwork.

Vision

Vision statements describe what an organization will look like if it succeeds in implementing its goals and strategies and achieving its full potential. Vision statements answer the question: What ought we be doing and why?

Two small groups drafted a vision map around which vision statements could be drafted in future Administrative Management Meetings. The vision map appears below.

		VISION MAP		
	CENTER	COLLABORATION	KNOWLEDGE	
			+	
			AWARENESS	
SCHOOLS	FAMILIES	STUDENTS		SERVICE PROVIDERS
School Districts	Intervention	Students		Professional Development
Special Education	Parent friendly	Learn While You Work Projects		Discussion topics
Least Restrictive Environment	Parent	Dorm Life		Staff
Curriculum	Culture	Transition		Learn While You Work Projects
WSD	Communication			
		TECHNOLOGY		

Based upon this vision map, ALG, INC consultants and WESP-DHH leaders later drafted the following vision statements:

VISION

Collaboration is the central focus of our work emanating from a clearing house and center providing resources and services by highly skilled professionals to all people involved with the deaf culture in Wisconsin and appropriately supported by contemporary technology.

Students: All students who are deaf, hard of hearing and deaf/blind are achieving their highest potential.

Families: All families will access information about the full spectrum of communication and educational options for children who deaf, hard of hearing and deaf/blind in a timely manner.

Schools: All schools focus on deaf and hard of hearing student development offering timely courses to ensure the best possible education while meeting individual needs.

Service Providers: All service providers understand the deaf culture from early deaf child development through later adult development and collaborate with each other.

At the conclusion of the vision exercise, the cross functional meeting was adjourned.

LEADERSHIP MEETINGS

The mission, vision, values and goal statements below were created during these meetings. The general ideas/themes above were further refined during the cross functional and leadership meetings resulting in the following:

- Center
- Collaboration
- Communication
- Culture
- Curriculum
- Intervention
- Knowledge and Awareness
- Parents
- Professional Development
- Staff
- Technology

From this more focused list, the cross functional meeting participants and leadership team members generated the following:

Mission

To provide comprehensive education and support services to all Wisconsin children who are deaf, hard of hearing and deaf-blind, their families and their service providers.

Vision

The programs of WESP-DHH utilize evidence based practices and seamless supports, services and resources to enable all children to achieve their maximum academic, social and emotional potential in their respective environments.

Values

Student-Centered: We support and foster the development of the whole child, including physical, intellectual, emotional and social abilities.

Diversity: We embrace the diverse needs of the student and their families, respecting varied communication styles and preferences, family dynamics, cultures, creeds, religious preferences, identity, race, and ethnicities.

Service: We strive to serve as a first point of contact for families, service providers, and the community, providing a complete spectrum of resources, supports and services, with expertise in the field of deafness.

Excellence: We pursue excellence, using evidence-based practices, provided by experts in the field of hearing loss.

Collaboration: We work in partnership with parents, school districts, Birth to 3 programs, service providers, and other hearing loss-related entities, organizations and agencies, as well as programs within WESP-DHH to ensure seamless provision of services in a timely manner.

Goals

1. **GOAL 1- Center:** To establish a comprehensive program, providing resources and services by highly skilled professionals to all people involved with the education of children who are deaf, hard of hearing and deaf-blind in Wisconsin.
2. **GOAL 2- Collaboration:** To work collaboratively between WSD, Outreach, and all Wisconsin school districts and educational programs to best serve the needs of all children who are deaf, hard of hearing and deaf-blind.
3. **GOAL 3- Communication:** To support and educate about full and equal access for all students who are deaf, hard of hearing and deaf-blind, giving consideration to their individual communication needs.
4. ***GOAL 4- Culture:** To support a multi-lingual, multi-cultural diverse environment within WSD and Outreach.
5. **GOAL 5- Curriculum:** To adapt WSD curriculum as a resource to support local education associations and post-high school aspirations.
6. **GOAL 7- Intervention:** To support intervention efforts on behalf of all children aged 0-

21 who have been identified with hearing loss.

7. **GOAL 8- Knowledge and Awareness:** To increase knowledge and awareness of the needs of students who are deaf, hard of hearing and deaf blind.
8. **GOAL 12-Parents:** Foster family involvement in the education of their deaf, hard of hearing and deaf-blind children.
9. **GOAL 14- Professional Development:** To provide targeted professional development to enhance the skills and abilities of individuals serving students who are deaf, hard of hearing and deaf-blind.
10. ***GOAL 17- STAFF:** To create a work environment that allows staff to perform their work effectively and to feel respected with their work and to provide employment opportunities with competitive packages to attract new and retain current employees.
11. **GOAL 19- TECHNOLOGY:** To use contemporary and emerging technology to access and facilitate communication, and, as a teaching tool for students, families and

EMPLOYEE ENGAGEMENT*

The LRP, to be effective, must be understood by the leaders and staff members who report to them. Several activities were introduced to the leaders during leadership meetings to help them begin the process of converting the LRP into work plans for each goal and each employee. These goals will be used during and after annual performance evaluations to help employees align their day-to-day work with the LRP. Strategies developed for each goal during and after the cross-functions meeting are the basis for these individual performance evaluation goals.

The form recommended by DPI for annual performance evaluations can be found in the appendix with the following title:

“Wisconsin Department of Public Instruction-ANNUAL PERFORMANCE EVALUATION

PI-2628-A (New 08-13)

Instruction: This form is to be used for annual performance evaluations of permanent and project employees who are not serving a probationary period. The original of the completed and signed form is to be sent to Human Resources, a copy is to be given to the employee, and a copy retained by the supervisor. More information on the evaluation system can be found in Department Policy Bulletin 3.320.¶

SUMMARY AND CONCLUSIONS

WESP-DHH sought a number of outcomes from the comprehensive vision and long range plan project consistent with the needs of the students, staff and community that reflects WESP-DHH'S core principles and incorporates advances and changes in technology and make-up of the

students. A mission statement, vision statements, set of core values, goal and strategy statements shows what WESP-DHH and encourages continued growth in its programs and services. From these long range plan elements, action plans and communication plans can be developed to move WESP-DHH from its current state to its future ideal state.

RECOMMENDED NEXT STEPS

- Host an initial retreat(s) to advance the Long Range Plan and address necessary follow-up action and activities.
- Develop an annual calendar(s) of follow-up actions and activities.
- Conduct individual performance reviews for each staff member.
- Review performance every 3 months.
- Host annual retreat(s) to celebrate accomplishments within the Long Range Plan and advance the Long Range Plan with necessary follow-up action and activities.
- Initiate the Accreditation Process and include the Long Range Plan.
- Develop a calendar of Accreditation Process actions and activities.
- Submit and complete the accreditation process.

APPENDICIES

APPENDIX A. LONG RANGE PLAN

Mission

To provide comprehensive education and support services to all Wisconsin children who are deaf, hard of hearing and deaf-blind, their families and their service providers.

Vision

The programs of WESP-DHH utilize evidence based practices and seamless supports, services and resources to enable all children to achieve their maximum academic, social and emotional potential in their respective environments.

Values

Student-Centered: We support and foster the development of the whole child, including physical, intellectual, emotional and social abilities.

Diversity: We embrace the diverse needs of the student and their families, respecting varied communication styles and preferences, family dynamics, cultures, creeds, religious preferences, identity, race, and ethnicities.

Service: We strive to serve as a first point of contact for families, service providers, and the community, providing a complete spectrum of resources, supports and services, with expertise in the field of deafness.

Excellence: We pursue excellence, using evidence-based practices, provided by experts in the field of hearing loss.

Collaboration: We work in partnership with parents, school districts, Birth to 3 programs, service providers, and other hearing loss-related entities, organizations and agencies, as well as programs within WESP-DHH to ensure seamless provision of services in a timely manner.

Goals

1. **GOAL 1- Center:** To establish a comprehensive program, providing resources and services by highly skilled professionals to all people involved with the education of children who are deaf, hard of hearing and deaf-blind in Wisconsin.

2. **GOAL 2- Collaboration:** To work collaboratively between WSD, Outreach, and all Wisconsin school districts and educational programs to best serve the needs of all children who are deaf, hard of hearing and deaf-blind.
3. **GOAL 3- Communication:** To support and educate about full and equal access for all students who are deaf, hard of hearing and deaf-blind, giving consideration to their individual communication needs.
4. ***GOAL 4- Culture:** To support a multi-lingual, multi-cultural diverse environment within WSD and Outreach.
5. **GOAL 5- Curriculum:** To adapt WSD curriculum as a resource to support local education associations and post-high school aspirations.
6. **GOAL 7- Intervention:** To support intervention efforts on behalf of all children aged 0-21 who have been identified with hearing loss.
7. **GOAL 8- Knowledge and Awareness:** To increase knowledge and awareness of the needs of students who are deaf, hard of hearing and deaf blind.
8. **GOAL 12-Parents:** Foster family involvement in the education of their deaf, hard of hearing and deaf-blind children.
9. **GOAL 14- Professional Development:** To provide targeted professional development to enhance the skills and abilities of individuals serving students who are deaf, hard of hearing and deaf-blind.
10. ***GOAL 17- STAFF:** To create a work environment that allows staff to perform their work effectively and to feel respected with their work and to provide employment opportunities with competitive packages to attract new and retain current employees.
11. **GOAL 19- TECHNOLOGY:** To use contemporary and emerging technology to access and facilitate communication, and, as a teaching tool for students, families and professionals.

**APPENDIX B. WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ANNUAL PERFORMANCE EVALUATION FORM, PI-2628-A (New 08-13)**