Report to our Partners

Educational Service District 112

REPORT TO OUR PARTNERS
Serving Children, Schools and Communities

Educational Service District 112
Three Focus Areas

1. We deliver programs that produce successful outcomes for students and teachers.
2. We provide operations expertise and support to help districts save money so more time and resources can be directed to the classroom.
3. We help build healthy communities that improve the quality of life and contribute to the vitality of individuals and families.

Our programs exist for one purpose – to support missions and goals of the school districts we serve.
DEAR FRIENDS OF EDUCATION

This Report to Our Partners highlights Educational Service District 112’s purpose, our accomplishments and our commitment to students, staff, families and their communities. In its pages, you will see how our work has become mission critical to the state’s comprehensive education system. In fact, now more than ever before, ESDs are a vital link in helping the state deliver its education initiatives to students in every district, in every region. It’s the best way to assure quality and equity.

For more than 46 years school districts have counted on ESD 112 for essential services. So who are we and what is our purpose? And how do we add value and efficiency to schools in Washington State? The answers to these questions are easily defined in three key focus areas:

1. We deliver programs that produce successful outcomes for students and teachers.
2. We provide operations expertise and support to help districts save money so more time and resources can be directed to the classroom.
3. We help build healthy communities that improve the quality of life and contribute to the vitality of individuals and families.

These core benefits are manifested in the 300+ different programs and services offered by ESD 112 in collaboration with schools, businesses and community agencies. We’ve dedicated our legacy to creating innovative and quality programs that respond to requests from large and small school districts in both urban and rural settings. In the six-county region of ESD 112, our programs touch the lives of more than 100,000 Washington students each year.

Thank you for your support of education. We know that collectively we can achieve greater results!

Sincerely,

Tim Merlino
Superintendent
In 1969, Educational Service Districts were established in the State of Washington with the purpose of investing in communities and enhancing learning opportunities. Replacing the 39 county offices of education, ESDs were commissioned by the state legislature to provide quality programs and equal educational opportunities to students in every geographic region of the state.

Today the state’s nine ESDs are a critical link in the K-12 education system, offering the expertise and infrastructure to build programs quickly at an affordable price. ESD fiscal directors, teaching and learning professionals, and math, science and English Language Arts Coordinators work collaboratively to guide the state’s initiatives at the local level. The Washington model of funding ESDs is widely replicated throughout the country, especially as states struggle to fund education with limited resources.
ESD 112’s geographic boundaries cover 30 public school districts, two state schools and 30 private schools in Southwest Washington, but our programs and services span the state. More than 700 staff members perform duties in the communities that ESD 112 serves.
STUDENT LEARNING IS AT THE CORE OF EVERYTHING WE DO

Designed for students, from the youngest learners to adults, ESD 112’s 300+ programs and services promote lifelong learning and success. All of our programs are set up so districts and families can decide whether they want to “opt in,” which keeps us focused on customer service and innovation. District participation in cooperative and fee-for-service programs totaled almost $34 million in 2015—more than doubling in the past nine years.

On the following pages you will find a sampling of outstanding programs through which we:

1. Provide early learning opportunities
2. Remove barriers to student success
3. Ensure districts have highly qualified educators
4. Bridge the gap between legislation and learning
5. Help districts operate smoothly
6. Maximize our financial resources

You will also see some case studies from families and districts sharing how our programs have impacted them. These stories offer a closer look at why these services matter and how they benefit children, families and communities in our region every day. The people in the case studies are real, though some of their names have been changed for their privacy.
All of ESD 112’s programs and services put student success front and center. From teacher training to transportation and community engagement, our broad system of support is built with student success at the center of all we do.
Providing Early Learning Opportunities

Early learning opportunities are crucial for school success and one of the Top 5 Priorities of the state’s Superintendent of Public Instruction. ESD 112 promotes school readiness efforts through individualized services that benefit children. We work directly with families, child care providers and community partners to provide high-quality early learning programs and professional development opportunities throughout the region.

www.esd112.org/ece

“As a district, we credit the ESD’s early learning services as a big contributor to our increase in school readiness scores for entering Kindergarten students.”

- Laura Dilley, Elementary Principal and Early Learning Coordinator, Vancouver Public Schools

1-2-3 Grow and Learn
www.esd112.org/ece/programs-and-services/1-2-3-grow-and-learn

Offering free parent and child play groups and classes, 1-2-3 Grow and Learn Services help make a difference for families with children birth–5 years old. The groups provide early social and educational experiences that are aligned with state standards and lay the foundation for later school involvement.

In addition, the program is involved in leading-edge child development research, having partnered with a researcher at the University of Washington as an innovation cluster site for Frontiers of Innovation—a Harvard study designed to use science to improve the daily lives of families and children. Through this partnership, 1-2-3 Grow and Learn offers a parenting class to benefit families with preschool-aged children (see case study).

Early Childhood Education Assistance Program (ECEAP)
www.esd112.org/ece/eceap

Funded by the Washington State Department of Early Learning, ECEAP is a comprehensive preschool program that provides free services and support to low-income children and their families. The goal of ECEAP is to help ensure all children enter kindergarten ready to succeed.

Southwest Washington Child Care Consortium (SWCCC)
www.esd112.org/swccc

ESD 112 administers the largest community-run child care system in the United States. It has been nationally recognized as one of the “best and brightest” examples of local, state and federal government programs addressing one of today’s toughest issues: child care.

The Consortium operates 25 centers in Clark County serving 1,600 children and 2,800 parents with more than 200 employees. SWCCC Center child care tuition rates are at or below the average for the area, resulting in a quality program that remains very affordable.

Innovative Solutions to Preschool Housing

School districts and communities face many hurdles to providing preschool opportunities to their youngest learners. One of the biggest of these is facilities space. With the increase in all-day kindergarten, smaller classes and the
Increasing parental involvement in child-led play

Administered by ESD 112, the SEACAP (Social Emotional and Academic Success for Children and Families) parenting class teaches simple, relatable ways to bring more mindfulness into day-to-day interactions. It supports parents’ well-being along with their children’s sense of self-esteem, autonomy, and social, emotional and academic success.

In a recent class, one of the participating mothers shared her experience applying a technique from the class to her own life.

While waiting in a doctor’s office, Julie’s daughter, Addy, asked if she would play with her at an empty train table. Julie’s initial reaction was to think that there were no trains on the table and that she would rather be catching up on emails or calls, like all the other parents in the waiting room. Instead, she realized that this was a wonderful opportunity to practice “child-led time”—a concept she’d learned in class.

Julie got down on the floor with Addy and used her fingers as pretend trains and people on the table. Addy was thrilled, and Julie was amazed to find how much she truly enjoyed their creative, spontaneous game.

Soon, another child was asking his mom if he could join their game at the table. Julie recognized the need that all children have for their parents to engage in play, and she welcomed this other child to join in.

Pressure of overcrowding in schools, preschool programs are often the first to be eliminated from school campuses. ESD 112 is working to find permanent homes for preschool programs by using its resources to purchase and renovate the buildings needed.

The first of these buildings was the Hough Early Learning Center, which opened in August 2015. ESD 112 purchased the property from the Hough Foundation in July 2014. The property was originally a community pool, which had been closed years earlier due to a lack of funding. Working with the Hough Foundation and Vancouver Public Schools, the Hough Early Learning Center now serves 140 three to five year olds enrolled in the Early Childhood Education Assistance Program.
At the age of 15, Hannah struggled with delinquent behaviors such as substance abuse, truancy issues, negative peer influence and dysfunctional family relationships. She was referred by her probation officer to the Education Advocates program, where she met her case worker, Kim.

The first six months, Hannah was placed in detention eight times for probation violations, entered inpatient treatment twice and ran away from home numerous times. During these times Kim was in constant communication with Hannah’s father, probation officer and treatment provider. However, each time Hannah returned to the same environment she began the same cycle of poor choices.

Hannah and Kim had many conversations about her past, present and future, and how her choices shaped her path. As they discussed Hannah’s education plans, they agreed that transferring to a neighboring high school the following year would be advantageous, as it provided a change in environment and a fresh start. Hannah’s father and probation officer agreed.
Another one of the state’s Top 5 Priorities is improving academic achievement for all students and reducing dropout rates. Statewide graduation rates have been gradually improving, thanks in large part to programs that work to re-engage struggling youth with education and provide them with a positive pathway to graduation and a successful career.

**EXceL Extended Day Learning Program**
www.esd112.org/excel

EXceL is an afterschool tutoring program in reading and mathematics for students in grades K–6. Tutors are certificated teachers, often from the same district, who provide individualized small group instruction. The program is open to all students, whether at, below or above grade level. Qualifying families receive free tutoring.

**Open Doors**
www.esd112.org/opendoors

The Open Doors Program works closely with students ages 16-21 in participating districts who are significantly behind in academic credits to ensure goals are being met. It also assists them with career and college readiness skills. Advocates monitor each student’s progress regularly and adjust lessons accordingly. This program provides students with a flexible learning plan so they can learn at their own pace.

**Education Advocates**
www.esd112.org/truancy

Education Advocates assist students involved with juvenile justice and rehabilitation to ensure that academics do not suffer. They work with students to devise workable plans for improving academic success and help students transition back into schools smoothly after incarceration or rehabilitation (see case study).

**Student Threat Assessment**
www.esd112.org/prevention

Administered by ESD 112, the Student Threat Assessment Program partners with mental health, law enforcement and juvenile justice agencies to provide schools access to highly skilled professionals and other resources. Together they address difficult safety issues while reducing the number of school expulsions.

The new school that Kim recommended provided a safe haven where Hannah received encouragement and direction. Hannah’s attendance and behavior improved, she settled into a routine and began to value her education. The first semester Hannah passed all her classes and by the end of the year, she earned all A’s and B’s!

Hannah and Kim continued to meet regularly, and Hannah eagerly completed career assessments, researched careers and learned that her post-secondary interests were in the healthcare field. Hannah decided that she wanted to participate in Running Start at Lower Columbia Community College, where she is currently enrolled.

Recently, Hannah was accepted to PeaceHealth’s Youth Mentorship Program, through which she will be assigned to a department and a mentor. One-third of her earnings will go into a scholarship fund, which PeaceHealth will match once she completes the program. Hannah is excited to work in a healthcare environment and gain exposure to potential careers, and Kim is very proud of her. “Hannah has shattered a number of barriers and achieved so much in the past two years,” says Kim. “But what impresses me most is that she has learned to advocate for herself.”
SUPPORTING SPECIAL EDUCATION STUDENTS FROM BIRTH TO ADULTHOOD

Special Needs, Special Help, Special Education...Our mission is to work collaboratively with families, schools and communities to increase academic achievement and prepare children for college and a career, regardless of their special needs.

www.esd112.org/specialized-services-birth-21

Infants and Toddlers
ESD 112 is the local lead agency for the state program Early Support for Infants and Toddlers (ESIT), which is designed to be the first point of contact for any parents concerned about the development of their children ages birth–3 years old.

In addition, we operate a Birth to Three Early Intervention program for families in our largest school districts. With Early Intervention, a team of qualified professionals works in partnership with parents to design and implement an in-home program that is individual to each child and family. The Early Intervention program is rapidly growing.


School Aged
The ESD 112 Specialized Education ESA is unique in Washington State. This ESA provides a free and appropriate education to students that are eligible for special education services in 27 districts that have joined together to pool resources (i.e., staff, equipment, expertise, materials, etc.). The ESA serves districts’ children with disabilities and their families effectively and economically.

Young Adulthood
This ESD 112 special education program, STEPS, offers Cowlitz County students ages 18-21 the opportunity to participate in career exploration and receive specialized instruction, training and support, including daily living, communication, self-advocacy and social skills.
It was during an ultrasound that the Nelsons learned that their son was missing a kidney. The developing baby was closely monitored throughout the pregnancy, and when he was born the testing began to determine what kind of physical challenges he would face. When Zachary was four months old, his doctors recommended physical therapy, and a couple weeks later the Nelsons met with the Birth to Three Early Intervention program at ESD 112. According to Zach’s mother, “At this point, our lives changed for the better.”

The Nelsons were paired with Jill, an Early Intervention Physical Therapist who visited their home regularly. She showed the Nelsons exercises to help Zach increase his strength and range of motion, and within a short time Zach was rolling over. Jill also suggested that Zach would benefit from the use of a helmet, and at Zach’s next doctors’ appointment his team of doctors readily agreed. It was at this appointment that Zach was diagnosed with a mild case of Goldenhar syndrome, a rare congenital defect.

Jill continued to work with Zach, and the cheerful little boy continued to respond positively—meeting milestones like crawling and walking within the normal developmental time frame. As Zach grew into a toddler, Jill adapted his exercises into fun games to keep him engaged with his therapy.

When he was about 18 months old, despite the continued therapy, Jill noticed that Zach’s physical progress had plateaued. She gave the Nelsons some questions to take to his doctors, which resulted in more testing that uncovered some underlying issues. The Nelsons learned that Zach’s version of Goldenhar was not just isolated to his head and neck, but that it affected his entire body. They were told that Zach would have to undergo a very extensive spinal surgery in his neck. The Nelsons were scared at the prospect of spinal surgery, but Jill accompanied them to the informative appointment on her day off and asked the doctors questions that they had not considered. The Nelsons left the appointment with a better understanding and some peace about the future surgery.

Since then, the Nelsons have learned that Zach does not need the surgery at this time. Zach graduated from the Early Intervention program and continues to thrive. His mother was so grateful for Jill’s role in Zach’s development that she made a book for Jill that tells their story. She writes, “There are no words that can truly express what Miss Jill has meant to our family […] Thank you will never be enough!”
ENSURING HIGHLY QUALIFIED EDUCATORS

Washington State is currently experiencing a teacher shortage, particularly in the areas of Special Education, English Language Learning and STEM subjects. ESD 112 provides recruitment services to our districts and tools to help speed the hiring process, so that qualified educators can start serving our school districts and children as soon as possible.

www.esd112.org/hr

Teacher & Support Staff Recruitment
ESD 112’s Take Root program provides a variety of recruitment services for districts needing assistance filling high-demand teaching and classified positions. At a recent Take Root job fair ESD 112 hosted 10 districts and 150 education job seekers, providing on-site fingerprinting to streamline background checks.

Fingerprinting
ESD 112 provides fingerprinting services for district employment, teacher certification, volunteers and others needing fingerprinting for background checks. Offered by appointment at our Vancouver office, we use Live Scan digital technology that takes high-quality prints without the inconvenience of ink. We also offer on-site services for districts or programs with 10 or more people, using our portable Live Scan equipment. During the 2014-2015 school year we processed 3,132 people through our fingerprint services.

Certification Services
ESD 112 provides valuable certification services to teachers, administrators and educational staff associates in our region by working in collaboration with the Office of the Superintendent of Public Instruction. We evaluate and process applications and provide guidance for educators, both in-person and over the phone. ESD 112 also offers participating districts the ability to issue temporary permits to eligible educators, usually within two to three business days of receiving their applications. While issuing more than 1,000 temporary permits last year, our continued goal is to provide an expedited process for full certification.

Google Training Services
www.esd112.org/google/digitallearning

Over 60% of districts in Washington have adopted Google Apps for Education (GAFE) domains for their schools. Our Google Services Program, Digital Bug, offers specialized training and assistance for school districts to make the most of the GAFE tools in the digital age.
CASE STUDY

PARTNERING WITH DISTRICTS TO CREATE ALTERNATE ROUTES TO TEACHER TRAINING

A new state-funded grant is making it possible for four partner school districts to grow their own teachers in the high-demand areas of Special Education, Math and English Language Learners.

Administered by ESD 112, the two-year, $294,000 Alternate Routes Block Grant will enable 21 classified staff members to participate each year in an Alternative Routes to Certification program at virtually no cost.

These teacher trainees will be able to remain in their current assignments while taking courses through City University and the ESD. Their internships and student teaching residencies will occur, in many cases, in the classrooms and buildings where they already work, and mentor teachers will provide them with added support and instruction.
Bridging the Gap Between Legislation and Learning

State and federal education priorities can be a moving target, which is why we work to keep abreast of what is happening in Olympia and Washington D.C., and help our districts translate lawmakers’ big-picture mandates into feasible actions at the student level.

Content Coordinators
www.esd112.org/english-language-arts

Thanks to a legislative allocation to all of the state’s ESDs, Literacy, Mathematics and Science Coordinators provide professional development and technical assistance locally and across the state to teachers and administrators. In the ESD 112 region, all 30 districts receive services from the coordinators. For those smaller districts that lack Assessment/Curriculum Directors, these professionals serve as content specialists who bring equity to the districts. They collaborate with each other, OSPI and other partners to create a seamless system of support so that all students have access to effective learning experiences.

STEM Initiatives
www.esd112.org/stem-initiatives

Everyone knows that STEM careers are in demand and will only continue to be in demand in the foreseeable future. In fact, STEM jobs are growing twice as fast as all other jobs combined! Students who are STEM-literate will be empowered by trans-disciplinary knowledge and experiences that will help them be college and career ready. ESD 112 provides a variety of STEM education services to our districts, including a materials center, which provides science kits for 30 school districts and over 2,000 teachers, along with training on how to use them effectively in the classroom.

Communications & Public Engagement
www.esd112.org/communication
www.esd112.org/smarter-balanced-resources

ESD 112 provides crucial communications services in districts across the region, state and nation. Good communication between school districts and communities is key to district funding and public support, and implementing legislative priorities effectively on the local level. With the statewide adoption of Common Core standards and the 2015 launch of the Smarter Balanced Assessment, the ESD 112 Communications and Public Engagement department provided all districts free, customizable communications materials to send home to parents. These materials were hosted on the ESD web site and adapted state information and materials to respond to local district requests.

CASE STUDY

Providing Grant Funding Assistance for Class-Size Reduction

The 2015 Washington State Legislature provided $200 million in competitive grant funds to help school districts move forward with reducing class size for all-day kindergarten and to reduce average K–3 class sizes to a 17:1 ratio. The grant provides funding for districts to build new K-3 classrooms and other teaching stations. It can also be used to modernize existing classrooms or add permanent modular buildings.

Construction Services Group (CSG), a program of ESD 112, assisted 14 districts with gathering necessary K-3 classroom data and submitting the grant applications. Grant announcements are expected in the spring of 2016.
CASE STUDY

SUPPORTING TEACHER LEADERSHIP IN KEY CONTENT AREAS

When the content coordinators began in 2008, they built a network of support among the ESDs in the state. To further meet the needs of their districts, the Washington State Fellows were established a few years later to develop and support teacher leadership in the content areas of English Language Arts (ELA), Math and Science. Today Washington State boasts the largest teacher leadership network in the nation.

The Fellows support district implementation efforts and collaborate at the state, regional, district and local levels to build coherence in supporting effective implementation of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) by focusing on shifts in instructional practice to increase student learning.

Teacher-leaders who participate in the Fellows program find that implementing state standards is considerably easier when they can share their challenges and successes with other teachers in their field from around the region.

“This is some of the most effective learning for me as a teacher-leader,” says ELA Fellow Kimberly Zwirlein of Cascade Middle School in the Evergreen School District. “I was successful in developing an understanding of my role within the building and district in the implementation of Common Core State Standards.”

“THIS IS SOME OF THE MOST EFFECTIVE LEARNING FOR ME AS A TEACHER-LEADER.”

- Kimberly Zwirlein, ELA Fellow
Cascade Middle School, Evergreen School District
Helping districts operate smoothly

Student success and learning is the focus of every school district, but each must also manage the financial and operational duties that keep the lights on. Superintendents and other district administrators rely heavily on ESD 112’s numerous administrative services to help manage employees, facilities and finances.
Construction Services Group (CSG)
www.esd112.org/csg

Construction Services Group is a program that provides construction-related services exclusively to school agencies. Its mission is to deliver affordable, high quality representation and advocacy on a broad range of facility matters. As a part of the ESD Statewide Network, CSG has been working with school districts across the state for more than 24 years on projects valued at over $3 billion and managed construction of 8,000,000+ square feet of school buildings in more than 100 school districts across the state.

Business Manager Training & Support
www.esd112.org/business-services

From hosting business manager trainings and meetings to providing on-site training and support, ESD 112’s Business Services department helps district business managers stay abreast of legislative updates, state and federal reporting requirements, changes in laws, insurance and personnel reporting requirements, and many other topics that are crucial to a school district’s financial health.

Information Technology

The ESD 112 IT department supports the agency internally in technology ranging from telephones to internet connectivity, computer networks and cloud solutions, and also provides network support to districts ranging from 40 to 4,000 computers. The internal support team includes a helpdesk and application developers that maintain nearly 100 servers running telephones, enterprise applications and websites to support all ESD 112 service offerings.

District Payroll Services

For many small school districts, payroll is a significant administrative burden. The complex calculations, government reports, deposits, quarterly filings and changing payroll tax laws make the process difficult. The ESD 112 Payroll Services Team offers customized payroll services based on each school district’s needs. ESD 112 currently serves approximately 240 employees in six rural districts.

Insurance Programs
www.esd112.org/insurance

ESD 112’s Insurance Programs supports its member districts by providing stable, long-term protection from financial loss through high-quality, cost-effective risk management programs. We partner with member districts to self-insure, self-administer and group-purchase excess insurance coverage.

E-rate Assistance

With ESD 112’s assistance, 20 school districts in Southwest Washington will save $1.25 million in their telecommunications and network development costs during the 2015-2016 school year through the federal E-rate program. This kind of financial assistance to the districts increases their capacity to develop robust networks that support one-to-one learning, online testing and administrative tasks. Districts in ESD 112’s cooperative saved anywhere from $3,363 to as much as $393,000.

Regional Student Transportation
www.esd112.org/regionaltrans

There are five regional transportation coordinators statewide that liaison between the Office of the Superintendent of Public Instruction (OSPI) and local school districts. ESD 112 and ESD 113 are identified as Student Transportation Region 1 in the state of Washington. Region 1 headquarters is housed at ESD 112 and works closely with the Student Transportation section at OSPI and other agencies to provide services to the 75 school districts in ESD 112 and ESD 113.

Financial Advisory Services
www.esd112.org/financial-advisory-services

Our newest administrative service, Financial Advisory Services, develops financing plans, helps review bond documents, manages bond sales processes and coordinates the availability of other ESD resources. Our CPA lead has more experience successfully financing Washington school districts than any other financial adviser.

Student Data Support

The Student Coordination team supports the Skyward Student Management System for 32 school districts. This encompasses all student records including scheduling, grading, attendance, special education, fee management, teacher gradebook, health records, food service and Comprehensive Education Data and Research System (CEDARS) statewide reporting. Our student coordinators support district personnel and provide ongoing technical support, workshops and training for all facets of the Skyward School Management System, Washington state CEDARS reports, and My School Data for Washington School Information Processing Cooperative (WSIPC).

Fiscal Data Support

The Fiscal Coordination team provides fiscal support, training, and consultation services to 30 school districts in a cooperative environment. Using Skyward financial software, fiscal coordinators help navigate the complexities of district finance to ensure efficient processing and reporting—from the hiring process to creating financials to everything in between.

Construction Services Group is a program that provides construction-related services exclusively to school agencies. Its mission is to deliver affordable, high quality representation and advocacy on a broad range of facility matters. As a part of the ESD Statewide Network, CSG has been working with school districts across the state for more than 24 years on projects valued at over $3 billion and managed construction of 8,000,000+ square feet of school buildings in more than 100 school districts across the state.
MAXIMIZING OUR RESOURCES

ESD 112 came out of the 2008 recession healthy and strong, thanks to an agency-wide culture of innovation and entrepreneurialism. In the past five years, we’ve added several new programs and services, and expanded our workforce by 360 employees. In the 2014-15 fiscal year, our expenditures increased by 8.5% from the previous year, while our revenues increased 10% to $55.9 million. By leveraging large programs to pay for small programs, remaining nimble, integrating our services and nurturing relationships, ESD 112 continues to grow and expand our list of services.

www.esd112.org/about/return-on-investment

Internal controls ensure financial prudence

ESD 112 practices strict accounting principles to ensure the highest level of financial integrity. Comprehensive annual reviews by the state auditor and budget oversight by key advisory groups are examples of financial accountability.

Facilities...our permanent home

After leasing building space for the past 46+ years, ESD 112 now owns the Odgen Business Park, which has been its home for the past 23 years. The $18 million purchase culminated a long-awaited endeavor that makes good financial sense, while allowing flexibility for growth in the future. Currently, ESD 112 occupies three of the five buildings in the park, leasing the remaining two to other businesses. Rent payments from tenants allow our ESD programs’ rent to remain stable for the immediate future.

CASE STUDY

DEVELOPING SOFTWARE FOR OUR OWN USE AND BEYOND

For 10 years ESD 112 licensed software to manage all of the agency’s courses and events. This software was accessed from the ESD 112 public website and provided registration services for over 15,000 users attending over 7,000 classes that were held in the Conference and Institute Center. However, this old system was beginning to show its age, becoming increasingly costly to use and difficult to manage.

To meet the growing requirements for managing our courses and events, a team of ESD 112 developers created a brand new program called Professional Development Enroller. pdEnroller is a mobile-friendly web service for event registration, payment, clock hour approval and clock hour recording. It has an attractive interface, is easy to use and adds much needed functionality for registrars and administrators.

www.pdenroller.org
How We Operate

Financial Resources

While ESD 112 is an essential part of state and regional education services, annual state funding for basic operational expenses is minimal. ESD 112 receives just over 2% of its $51 million budget from the state. However, the ESD uses that seed money to secure collaborative grants, manage fee-for-service partnerships and operate resourceful cooperatives and trusts. In fact, for every $1 invested in core funding, the ESD provides approximately $119 in services! That’s a remarkable return on the state’s investment.

2015 Resource Distribution

Local Sources ........................................ $5,926,905
State Sources ....................................... $18,029,355
State Allotment .................................... $508,454
Federal Sources ................................... $8,474,901
Cooperative Programs ......................... $6,537,176
Other Programs .................................. $11,489,634
Member Assessments/Contributions ....... $9,785,288

TOTAL ................................................ $60,751,713

Financial Cents-Ability

The ESD 112 general fund leveraged the 2013-14 state allocation of $508,454 to provide more than $60 million in programs and services to the region’s 30 school districts:

» $119 in services provided for each state dollar invested in “core funding.”
» $625 per student in programs and services.
BOARD OF DIRECTORS

ESD 112 is governed by a seven-member board, which is elected by local school board members throughout a six-county geographic region. These volunteers are strong education advocates in our community. They understand education policy and are involved in the issues, opportunities and challenges at both the state and local levels. The ESD 112 board members are the critical link between communities and school districts.

DISTRICT 1: DR. RICHARD GRAHAM
Represents Kelso, Kalama, Woodland, Green Mountain, La Center and Battle Ground School Districts

DISTRICT 2: RAINER HOUSER
Represents Ocean Beach, Naselle-Grays River Valley, Wahkiakum, Longview, Castle Rock, Toutle Lake and Kelso School Districts

DISTRICT 3: STEVE WRIGHTSON
Represents Hockinson, Battle Ground and Evergreen School Districts

DISTRICT 4: PATRICIA KELLOGG
Represents Battle Ground, Ridgefield and Vancouver School Districts

DISTRICT 5: MARILYN KOENNINGER
Represents Vancouver School District

DISTRICT 6: DARLENE STICKEL
Represents Evergreen School District

DISTRICT 7: ANN CAMPBELL
A tradition of accountability

In addition to board governance, ESD 112 is accountable to many district advisory committees for all major programs and services offered by ESD 112. These committees provide consistent guidance and oversight to the programs and offer feedback about the quality of ESD 112 services.

An annual agency planning function includes a significant report-back of goals and accomplishments to demonstrate overall accountability to our board, partners and constituents. The board is fully engaged, understands its important role and is recognized for competence, knowledge of the ESD system and advocacy on behalf of the ESD and the districts we serve.

Regulatory function

As authorized in statute, the purpose of ESDs is to provide “significant efficiencies/cost savings for the constitutionally guaranteed provision of education in the state.” This basic set of uniform services includes cooperative and informational services; assistance to the Office of Superintendent of Public Instruction and the State Board of Education; and service to the State Schools for the Deaf and Blind. In addition to ensuring regulatory functions are met, each of the nine ESDs develops programs and services that meet the unique needs of the districts in their service areas. The definition of who we serve has been broadened to include “educational communities,” creating opportunities to expand services beyond the traditional settings and beyond ESD 112’s boundaries.
We have a full-service conference center which accommodates up to 250 people. It includes studios equipped for two-way video conferencing throughout the state. Meeting rooms provide monitors, DVD players, document cameras, screens, and display boards. Computer classrooms are available for training and workshops.

Contact: Susan Rahl
T 360 952 3588