The Carbon Lehigh Intermediate Unit #21 serves the 14 school districts in Carbon and Lehigh counties. A fourteen-member Board of Directors, one from each district board, oversees the total operation. The CLIU #21 Board meets at 7:00 p.m. on the third Monday of each month, usually at the Central Office in Schnecksville.

An Advisory Council composed of the 14 district superintendents meets with the Executive Director monthly to discuss services to the school districts, and to promote local involvement in decision-making at both the state and federal levels. The cooperation and sharing inherent in such a system are essential in the search for cost-effective solutions to mutual educational concerns and issues.

Local school district personnel serve on numerous advisory and working committees with CLIU #21 staff. The collaborative efforts of these regional committees aim to improve quality services at a financial savings.

Our Mission:
Carbon Lehigh Intermediate Unit #21 is a service agency committed to
Helping Children Learn.

Motto:
Helping Children Learn

CLIU #21 Customer Service Statement:
CLIU #21 customer service is providing quality, timely, knowledgeable, pleasant, and responsive services and support.

2010-2011 CLIU #21 BOARD OF DIRECTORS

Robert E. Bold, President
Parkland School District

Penny A. Hahn, Vice President
Catasauqua Area School District

Mary L. Ziegler, Treasurer
Salisbury Township School District

Diane L. Carfara, Secretary
(Non-member)

Ellis H. Katz, Esquire, Solicitor

Michael Ballard
Palmerton Area School District

Donna M. Daday, Esq.
Allentown School District

Anthony DeMarco
Panther Valley School District
(9/20/2010 to Present)

Duane Eidem
Lehighton Area School District

Gary S. Fedorch
Northern Lehigh School District

Michael Huber
Jim Thorpe Area School District
(1/17/2011 to Present)

Robert Kolb
Whitehall-Coplay School District

Dennis McGinley
Jim Thorpe Area School District
(7/1/2010 to 12/16/2010)

Dorothy Mohr
Southern Lehigh School District

Terry Richwine
East Penn School District

Darryl S. Schafer
Northwestern Lehigh School District

John Toft, Jr.
Weatherly Area School District

Donna Trimmel
Panther Valley School District
(7/1/2010 to 8/13/2010)

2010-2011 CLIU #21 CABINET

Elaine E. Eib, Ed.D.
Executive Director

Ivy L. Harding, Director
Business Services

Jacqueline J. Sham, Director
Curriculum and Instruction/ Educational Technologies

Kimberly A. Talipan, Director
Human Resources

Steve Unis, Director
Management Information Systems

John B. Houser, Director
Special Programs and Services

Randy S. Williams, Sr., Director
Transportation

Philip R. Fiore, Assistant Director
Management Information Systems

Tee Decker, Assistant Director
Special Programs and Services

Deborah Dendas, Assistant Director
Special Programs and Services
CLIU #21 2010-2011 Organizational Goals

Goal 1: Collaboration: To enhance collaborative efforts between internal and external stakeholders.
A. Inform Cabinet members of matters concerning their department and of matters which fall under their authority and responsibility;
B. Include members of the administration in relevant decision-making; seek input and feedback relevant to changes that affect operations and programming; and
C. Seek opinions of Superintendents and/or their designees relevant to ways in which the CLIU #21 may be improved.

Goal 2: Communication: To improve communication means between internal and external stakeholders.
A. Board Members
   1. To inform and provide all information that is needed so Board members are best equipped to make informed decisions;
   2. To inform and provide critical information so Board members are informed prior to the dissemination of information to the outside.
B. Superintendents
   1. To provide information that is direct, transparent, honest, and easy to understand;
   2. To serve as communication liaison between member schools and the Pennsylvania Department of Education; and
   3. To provide federal and state updates and to provide interpretation of mandated initiatives and content as needed.
C. CLIU Staff Members
   1. To keep internal stakeholders fully apprised of change in procedures, operations, and/or programming.

Goal 3: Service and Commitment:
A. To work to ensure that all messaging to our constituent schools is characterized by our commitment to serve.
   1. To continue to increase our flexibility and responsiveness;
   2. To actively demonstrate that the needs of all member schools takes precedence.
B. To focus efforts on analyzing and studying the Curriculum and Instruction/Educational Technologies Department and to use results and data to improve the department’s approach and delivery of services.

Goal 4: Quality and Economy: To maintain or improve the quality of services and programs while acknowledging the current economic climate and by demonstrating fiscal sensitivity and prudence.
A. To engage the Administrative Leadership Team in extensive discussions and professional development in the area of supervision, assessment, and evaluation of staff;
B. To monitor and conduct an evaluation of services (end-of-year customer service survey);
C. To increase attention and enhance focus on budget precision;
D. To increase expenditure awareness and to align expenditures with mission and objectives; and
E. To eliminate unnecessary spending.

Message from the Executive Director

Now more than ever...

John P. Kotter is the author of some great and highly meaningful leadership books, such as The Heart of Change; Our Iceberg is Melting; and A Sense of Urgency. Many themes string together one book to the other; however, one powerful guiding principle looms large. Successful organizations—large or small—are those that, according to Kotter, “establish a true sense of urgency by examining market and competitive realities and by identifying and discussing crises, potential crises, or major opportunities.”

There is indeed a sense of urgency around public education today. And there are market and competitive realities unlike anything we have ever seen. If you ask people working in public education today, they will easily identify for you the crisis at hand and can even point to potential crises. The discussion around public education is rich and robust; passionate and dogmatic; and sensitive and emotional. Today, we easily engage in dialogues about the current state of affairs and exchange words about the economy, government, and the new normal.

Now more than ever, educational service agencies are presented with real opportunities to flex its muscles and to recognize the opportunities to serve even more during these challenging times. Now more than ever, we must extend our thinking and engage our creativity. We need to genuinely listen to our constituents and learn more about what they need in an effort to maintain programs during a time of diminishing resources.

The 2010-2011 school year for the Carbon Lehigh Intermediate Unit #21 was marked by our significant awakening to all of these realities; to the new normal; to our express need to operate with urgency every day; and to not only acknowledge the crises that abound, but also to really see the forest for the trees and in so doing, recognize the opportunities that lie before us as an agile and collaborative educational service agency. Because one thing remains the same: the students and customers who need us. They need us, now more than ever.

We are poised and we are ready . . . to serve in any capacity that is necessary. And we will.

Yours in education,

Elaine E. Eib, Ed.D.
Executive Director
The Business Office oversees the fiscal operations of the total Intermediate Unit. The department works collaboratively with the Intermediate Unit’s departments as well as the District Business Administrators of Carbon and Lehigh counties. The Business Office processes all billing, purchasing, monthly reporting, bidding, and biweekly payrolls for over 1,300 employees.

Most Intermediate Unit programs are supported by local, state, and federal resources and in some cases we have multiple revenue sources supporting one particular budget. In the 2010-2011 fiscal year the local revenue decreased by 5%, state revenue decreased by 2%, and federal revenue increased by 7%. This was due to the continued revenue from the American Recovery and Reinvestment Act (ARRA).

Special Education continues to be the largest program at the Intermediate Unit and represents 54% of total expenditures this year. The General Operating and Nonpublic programs did not change. The MIS, Preschool, Behavioral Health Services, and Transportation programs showed an increase while the remaining programs reflect a decrease as a total percentage of Intermediate Unit expenditures. The Intermediate Unit used a total of 40 budgets to process revenues and expenditures during 2010-2011.

The Business Office coordinates the bidding of co-operative purchasing of supplies for our member school districts. The Intermediate Unit is also partnering with LCTI to warehouse and distribute various supplies and copy paper.

Even in the Business Office, we are guided by the mission of Helping Children Learn. Our focus on managing the fiscal affairs of the organization efficiently and effectively, maintaining high standards of customer service, and taking a lead role in facilitating collaboration among member district business offices is all with the end goal of student success in mind.

New Software & Commitment to Quality Service

We have purchased new transportation routing software, called “TransFinder,” which will assist us throughout the year in creating and refining bus runs. Throughout the year, we have been implementing the new routing software and training all employees in the use of this software. This new computer routing system will also assist in the timely and accurate preparation of all required state reports, resulting in maximum reimbursement benefit for our constituent districts.

Quality improvements have been an important component for the success of the Transportation Department. This past year, we have...

- transported 796 students;
- certified 13 additional CDL drivers;
- safely traveled approximately 3,035,248 miles; and
- provided individualized student-centered service.

The Transportation Department is pleased with the results from the school year and we look forward to the continued success we have experienced.
The CLIU #21 Transportation Department is gearing up for the 2011-2012 school year; one that we are confident will continue to build upon the many great achievements of the past year. The cost savings for our member districts in the 2010-2011 school year were many. We were able to ensure the service provided was efficient while remaining extremely cost effective. As a result, new opportunities to strengthen relationships with our member districts and all of our stakeholders, including the students, parents, and teachers, were self-evident.

Significant Cost Savings

Under our new management team, the CLIU #21 has been able to identify some very significant cost reductions that have impacted all of our constituent districts. These cost reductions include an overall savings to our districts of $736,268! These savings will be realized by our districts in their 2011-2012 subsidies.

A brief overview of these savings include:

<table>
<thead>
<tr>
<th>Category</th>
<th>Savings</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>-$483,445</td>
<td>Reduction of route times and combining of routes</td>
</tr>
<tr>
<td>Benefits</td>
<td>-$255,408</td>
<td>Resulting from decrease in salaries</td>
</tr>
<tr>
<td>Repairs &amp; Maintenance-</td>
<td>-$51,632</td>
<td>Reduction of 38 spare vehicles</td>
</tr>
<tr>
<td>Vehicles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vehicle Lease</td>
<td>-$364,001</td>
<td>Purchase of newer vehicles outright &amp; reduction of vehicles in fleet</td>
</tr>
<tr>
<td>Auto Insurance</td>
<td>-$36,947</td>
<td>Reduction of vehicles in the fleet</td>
</tr>
<tr>
<td>Diesel &amp; Tires</td>
<td>-$290,933</td>
<td>More efficient routes, less idle time, and reduced spare vehicles in fleet</td>
</tr>
<tr>
<td>General Operating Administration Fees</td>
<td>-$37,871</td>
<td>Aggregate reduction of all above costs</td>
</tr>
<tr>
<td>Vehicle Purchases</td>
<td>$781,086</td>
<td>Offset of total savings for buying 6 new vehicles</td>
</tr>
</tbody>
</table>

**2010-2011 Total Expenditures by Program**

- Special Education: 54%
- Transportation: 12%
- Nonpublic: 5%
- Provider: 7%
- Preschool: 9%
- MIS: 5%
- Corrections: 2%
- Curriculum: 2%
- General Operating: 6%

**2010-2011 Total Revenue by Revenue Source**

- Federal Revenue: 29%
- State Revenue: 24%
- Local Revenue: 47%
The Human Resources Department served over 1,300 employees during 2010-2011 fiscal year as well as our 14 constituent school districts. The HR Department assisted our school districts through a collaborative process in resource development and continues to innovate the methods we implement to select staff members. In 2010-2011, this resulted in the facilitation of a Job Description Committee comprised of representatives from our school districts and the development and piloting of an electronic method for maintaining and reviewing applicant materials.

The Job Description Committee was tasked to develop sample job descriptions for positions. Our school districts understand the importance of maintaining current and accurate job descriptions due to federal and state laws such as the Americans with Disabilities Act and Worker’s Compensation Law which will look to a job description to determine rights and responsibilities. The recent review of programs for curtailment and alteration purposes has also underscored the need for proper job descriptions. The committee was aware of the diverse opinions regarding what should be and should not be included in a job description. This collaborative undertaking was initiated with the understanding that the intent was to offer sample job descriptions to assist a school district and not to mandate the items in a job description. The committee reviewed national, state, and local resources when researching a job as well as tapping the years of experience in the HR field of the members who volunteered to be on the committee. The committee first developed a standard template that all the job descriptions would follow to ensure consistency and could be relied upon by member schools for the development of job descriptions within their home districts. This template was shared with the school districts electronically to allow for ease of use. The committee successfully completed sample teacher, school nurse, teacher assistant, and instructional assistant job descriptions which were shared electronically with all member schools. The committee concluded the year with the beginning development of the assistant principal job description. The committee will again meet throughout the 2011-2012 school year to continue its collaboration to develop sample job descriptions.

The CLIU’s selection process identifies interview leaders who are trained in our interview and hiring process. These leaders are responsible for the paper-screening process of applicant packets to determine which applicants will be extended an invitation to interview. In the 2010-2011 fiscal year, the HR Office disseminated hundreds of applicant packets to interview leaders and processed their return and status. In an effort to streamline this process, we have initiated an electronic process whereby all applicant documents are scanned into network directories. Interview leaders are provided access to these organized directories so that the interview leader can review and complete the paper-screening tool in accordance with the IU’s procedure and HR Forms electronically. The interview leader can determine which applicant packets are needed to be printed for the interview team to review saving time and trees. Correspondence with the HR Office is fully electronic, eliminating the opportunity for misplaced documents. All documents regarding the process, such as interview questions, are scanned so that a review of the applicant’s entire file is simpler. This program was piloted in 2010-2011 and will be live for the 2011-2012 year for all interview leaders.
The CLIU #21 reported a total of 8,900 school-age students with disabilities on the December 1st, 2010, Child Count of our member school districts. This is an increase of 272 from last year. The CLIU #21 directly served 2,832 of these students. In addition, the CLIU #21 provided direct services to 6,199 students in the following areas for a total of 9,031:

### Special Programs and Services

**Behavioral Health/Rehabilitation Services**
- Wrap Around (Provider 50) 229
- Partial Hospitalization (Provider 33) 294
- Outpatient Clinic (Provider 29) 187
- Behavioral Health/Rehabilitation Services 490
- Services to Students 9,031

#### Specialization
- Speech 1,341
- Itinerant Hearing 105
- Itinerant Vision 87
- Audiology 185
- Occupational Therapy 1,495
- Physical Therapy 270
- Adaptive Physical Therapy 421
- Work Based Learning 242

#### Corrections Education
- Camp Adams (Jim Thorpe) 1,006
- Camp Adams (Wind Gap) 251
- Detention Center 539
- Lehigh Valley Transitions 180
- Youth Forestry Camp #2 76
- Early Intervention 1,638
- Nonpublic School Services 1,799

**Multidisabilities Support Behavioral Transition Program**

The Multidisabilities Support (MDS) Behavioral Transition classroom opened its doors in the fall of 2009. The classroom was formed in order to transition students from traditional MDS Behavioral classrooms to a less restrictive setting such as learning support, life skills, or regular education. The structure of the Transition classroom allows for students to develop hidden curriculum skills that may not be possible to focus on in typical MDS Behavioral classrooms. Such skills include sitting at a desk and attending to a lead teacher, how to listen in a group, self-monitoring behavior, and social interaction. The physical structure of the classroom is similar to learning support or life skills classrooms. Students sit at their desks for group instruction and class meetings. The students navigate between academic centers which can accommodate small group or individual instruction. Every student is able to follow a class-wide positive behavior management system, and uses a customized token reward system throughout the day.

The Transition Program has had several success stories. Four students transitioned or began to transition into another educational setting. A first grade student is now enrolled in regular education with part-time learning support and is functioning independently and successfully. The program team is excited that three students will be transitioning next school year. A second grade student and a first grade student will begin transitioning into a learning support environment for half the day while receiving support from the Transition program. Parent response to the program has been extremely positive and the entire team has received compliments at several meetings regarding the program.
Annie Sullivan Award Winner

This year’s recipient of the Annie Sullivan Award was Monica Swallop, Secretary to Jack Houser, Director of Special Programs and Services. Monica possesses the qualities of patience, resourcefulness, and caring, to name just a few, helping to ensure that all students receive the highest level of service! “Ms. Monica” assists the Special Programs and Services Department in a calm manner with professional poise, ease, and confidence in various emergency situations.

Monica is also able to handle staff with fairness and consistency, serving as the official mentor to many secretarial support staff within the office. Quoting from one of the nomination forms, “There never seems to be a time when Monica will not assist or help anyone, even though her workload and job responsibilities are great.” Ms. Swallop has also served on numerous CLIU #21 committees including Retirement, First Day Inservice, Culture, ESPA Communications, and the CLSNCF Golf Tournament. Outside the CLIU #21, Monica has volunteered her time and provided leadership as the Educational Support Professionals Association (ESPA) Grievance and Negotiations Chair. She also volunteers in the community at Miracle League baseball games, the Autism Walk, Kids Korral, and most recently as a clown for the Ben Event.

Monica truly exemplifies the characteristics of Annie Sullivan!

Curriculum and Instruction/Educational Technologies

The Curriculum and Instruction and Educational Technologies Department team provided a variety of services to educators in the fourteen school districts, two technical schools in Carbon and Lehigh counties, and to a variety of community-based programs. These services include professional development training in current trends in education, school safety and preparedness, individualized consulting, and technical support. Educational technology staff specifically supported programs to integrate emerging educational technologies into the classroom.

Supporting the Pennsylvania Department of Education initiatives has been the strong and driving force for this year’s program development. The creation of the Standards Aligned System (SAS) has provided many valuable tools and resources to school districts. Its evolution is on-going, which demands that the Curriculum and Instruction/Educational Technologies Department stays current with the additions and revisions to this virtual portal. This launching of the Capacity Building Series with SAS gave school districts an opportunity to examine how this virtual tool will support their curriculum, instruction, and assessment practices to promote student achievement. Fifteen school districts participated by bringing a team comprised of administrators and teachers to study their current specific curriculum and instruction needs. Each district developed an action plan to continue the work into the 2011-2012 school year.

Implementation of the newly adopted Common Core Standards for Literacy in Social Studies, Science, and Technical subjects was an area of strong concentration for professional development training. The Literacy Design Collaborative (LDC) involved 22 high school Science and Social Studies teachers. Each teacher developed a common task-based formative writing assessment using the LDC framework. The teachers participated in two professional development sessions on merging the English Language Arts into their specific content course to develop the writing task. The tasks were structured to elevate the rigor in students’ writing performance to serve as evidence for their understanding of the content.

Support for districts looking closely at their K-12 Math curriculum also generated focused professional development. The Math Common Core Standards have introduced the new Standards for Mathematical Practice that span K-12 and are referred to as “The Thinking Processes of Mathematics.” Educators at all levels will seek to develop these practices in their students. They are built on important “processes and proficiencies” with longstanding importance in mathematics education.

The Educational Technologies division continued to sponsor 21st Century learning opportunities for students, teachers, and administrators throughout the year. The students in our two counties have been actively participating in the programs hosted by the Curriculum and Instruction/Educational Technologies Department. They include the Digital Photography Contest, the Tech Wizard programs, and the Computer Fairs spanning from December through March.

Thirteen school districts participated in the third annual CLIU #21 Digital Photography Contest which was held on December 17th, 2010. A total of 108 students submitted over 200 projects. The Middle School Computer Fair attracted 85 students, 12 advisors, and 48 different projects. The High School Computer Fair enticed 67 students and 36 projects. Tech Wizards participated and facilitated the first Student-Led Technology Conference in the state of Pennsylvania on May 20th, 2011. The Student Forum continued to be an opportunity for universities, businesses, non-profits, and other groups to work together with students from Carbon and Lehigh counties through participation in a problem-based learning event that emphasizes higher thinking and a global perspective relating to the common theme of Health and Wellness.
The Management Information Systems (MIS) Department continued to experience growth in service offerings while at the same time implementing cost-saving measures for our districts in 2010-2011. Once again, our Applications Support and Network/Internet Services Departments continued to grow.

Our Applications Support group has joined forces with IU #23 and IU #15 to form a new group called “PS Solutions Group.” This new group will serve school districts using the PowerSchool student information system across the state. PowerSchool is a web-based product that is present in all 50 states and 60 countries. The three IUs are the only IUs in Pennsylvania who are certified by Pearson to provide support for PowerSchool. The details of the partnership and pricing are in its final stages of development.

Our Document Imaging Department has successfully implemented a new web-based document imaging software, “Fortis Web.” The new software allows our clients to view their scanned documents over a secured, dedicated website in real-time status. Our staff worked diligently to integrate all past and current CD database projects for each of our clients into one main database for each account. Fortis Web has been fully operating at the CLIU #21 since August, 2010, serving 28 organizations with 68 web accounts. A survey, given to our clients two weeks after the initial launch, revealed an overwhelmingly enthusiastic and positive response regarding the new system. Document Imaging processed a total of 334,110 pages for the 2010-2011 school year.

In line with our initiative to increase services at reduced prices, our IT group applied for and received an Act 183 grant in the amount of $70,000. This grant is intended to improve communications lines and replace equipment in our districts through a sustainable plan to keep the improvements long after the grant runs out. We were able to increase the bandwidth to the districts by ten times the current amount at virtually no additional cost to the districts. With this grant, we also anticipate that we can reduce the cost of email services and Internet services currently provided to our districts.

The Independent Community Travel (ICT) program was developed during the 2010-2011 school year to teach students the methods and techniques necessary to enable them to independently travel with greater safety and efficiency. A team of staff in the Work-Based Learning Program (WBLP), Teacher, ICT Job Coach, and the Orientation and Mobility professional staff developed, taught, and implemented all components of the program. The first phase of program development was to provide professional development for classroom staff and job coaches. They designed a training series involving nine hours of classroom and community experience with one follow-up session of individual on-site community observation and feedback. All CLIU #21 Job Coaches (40+) participated in this training and began to implement the strategies with students enrolled in the Work-Based Learning Program.

The second phase of program involved developing the curriculum components to use with students seeking employment in their community. Students accepted into the Project SEARCH for the 2011-2012 school year were chosen as the pilot group as they would be expected to independently travel to the program beginning in September. In May and June, during a student’s typical WBLP time, the student met with the ICT Job Coach for classroom and community instruction. Students learned the skills to recognize their surroundings, landmarks, and travel markers. They had hands-on practice with safe street crossing and stranger awareness. They were put in real-life situations of problem-solving and decision-making. For those students planning to use the public transportation system as their mode of transportation, they learned and used bus schedules, transfers, and actually rode the bus that would get them to specified destinations. They were also taught other important skills related to tolerance of environmental discomfort/stimuli, attention to details, the use of a cell phone as an accommodation for time schedules, alarms, and communication. Texting for safety was taught where applicable. The goal of each participating student to be able to competently, confidently, and independently travel within their community, including accessing transportation from their home to the Project SEARCH location by June, was accomplished.

Given the success of the program, CLIU #21 began offering the professional development components to other CLIU #21 and district paraprofessional staff with plans to expand the training to teaching staff in the 2011-2012 school year. Additionally, the ICT Job Coach will be available to districts on a referral basis for individual and/or small group Independent Community Travel program instruction. Referrals require a set of prerequisite skills that must be demonstrated independently by the student as completed by the classroom teacher. Sessions will run for eight week cycles, twice a week for three hours each session. Students will be picked up by the ICT Job Coach and sessions will take place in a classroom/office setting and in the community. Classroom teachers and parents will be provided with written materials to support the practicing of skills during community-based instruction, at school, at home, and in the community.
The Nonpublic Services Department conducted activities to support student learning in the community during the 2010-2011 school year. Staff collected gently used and new baby or board books to share with parents-to-be to emphasize the importance of reading at a young age. A collaborative agreement was established with instructors at Sacred Heart Hospital, Allentown, to meet with new parents during pre-natal classes. During this time, the CLIU #21 Nonpublic Reading Specialists talked about early literacy and creating a daily routine to read to their children in their home, even to an infant. They read a short children's book to them and then each participant received four books bundled in a small handmade quilt made by one of the staff. This activity has been offered on a monthly basis as new pre-natal classes are formed.

During "Read Across America Week," February 28th - March 4th, staff organized a week of school-wide activities in honor of Dr. Seuss’s Birthday. Some activities included a book fair, partner reading, VIP readers, classroom read-in, and a Rock’n Read-a-Thon. The culminating activity was an evening for the family at the school gymnasium. Families came in their pajamas with a picnic dinner, blankets, pillows, and their favorite books to read. The evening included photos with the Cat from "The Cat in the Hat," celebrity readers, and a special pie toss at the Principal! The total number of pages read by students at the end of all activities was 60,000! Throughout the week, gently used books and new board books were collected through donations for "Books for Kids" program at a local hospital.

During the month of April, staff initiated a pilot program with the Lehigh Valley Therapy Dog group incorporating reading in school and home connection/extension activities. Students participating in the CLIU #21 Remedial Reading programming were provided individual time to read to a therapy dog as a motivational strategy to reinforce fluency and comprehension skills. Students were so serious when reading to their dog friend that their accuracy with fluency increased! Suggested activities to do at home were provided to parents along with support to the regular classroom teacher. Since the success of the program, plans and schedules are being developed to expand to other schools and increase to monthly reading time with a dog friend!

Verification is a process that the Office of Child Development and Early Learning (OCDEL) requires of all Early Intervention Providers every two years. This year’s verification was conducted on March 30th to April 1st, 2011. In this process, OCDEL looked at all areas of the CLIU #21’s Early Intervention Program and provided a range of scores. The areas included the following:

- General Supervision
- Public Awareness/ Child Find Activities
- Quality Early Intervention Service Delivery
- Fiscal Supervision
- Quality Early Intervention Framework
- Transition

The CLIU #21 Early Intervention Program received an overall score of 94% out of 100%. One hundred percent was achieved (Fully Meets Requirements) in the following areas: General Supervision, Transition, Public Awareness/ Child Find, and Quality Early Intervention Service Delivery. Some refinement of processes is required in the areas of Fiscal Supervision and Quality Intervention Framework.

The CLIU #21’s Early Intervention Department received a letter on May 10th, 2011, for our Performance Determination for the school year 2009-2010. This Performance Determination notice mirrors the Office of Special Education Programs (OSEP) federal process for performance improvement. OCDEL and OSEP use this data to drive improvement strategies at the state and local level.

OCDEL has collected the following data elements on each Preschool Program:

- Performance on Compliance Indicators:
  - Indicator 6 (preschool children who receive IEP services within the typical environment)
  - Indicator 11 (children evaluated and eligible for service completed in 60 days)
  - Indicator 12 (children referred by Part C prior to age three who were eligible for Part B and IEP developed and implemented by third birthday)
- Data submitted is valid, reliable, and timely
- Number of uncorrected non-compliances
- Audit Findings
- Other Information

OCDEL has defined the enforcement actions into four categories: Meets Requirements, Needs Assistance, Needs Improvement, and Needs Substantial Intervention.

An analysis of the CLIU #21 Early Intervention Program for 2009-2010 fiscal year data shows that the program was performing in the Meets Requirements determination and needs no additional follow up.

Congratulations to the Early Intervention Program for both a successful Verification and Performance Determination!
**Reading Initiative in Nonpublic Schools**

The Nonpublic Services Department conducted activities to support student learning in the community during the 2010-2011 school year. Staff collected gently used and new baby or board books to share with parents-to-be to emphasize the importance of reading at a young age. A collaborative agreement was established with instructors at Sacred Heart Hospital, Allentown, to meet with new parents during prenatal classes. During this time, the CLIU #21 Nonpublic Reading Specialists talked about early literacy and creating a daily routine to read to their children in their home, even to an infant. They read a short children’s book to them and then each participant received four books bundled in a small handmade quilt made by one of the staff. This activity has been offered on a monthly basis as new pre-natal classes are formed.

During “Read Across America Week,” February 28th - March 4th, staff organized a week of school-wide activities in honor of Dr. Seuss’s Birthday. Some activities included a book fair, partner reading, VIP readers, classroom read-in, and a Rock’n Read-a-Thon. The culminating activity was an evening for the family at the school gymnasium. Families came in their pajamas with a picnic dinner, blankets, pillows, and their favorite books to read. The evening included photos with the Cat from “The Cat in the Hat,” celebrity readers, and a special pie toss at the Principal! The total number of pages read by students at the end of all activities was 60,000! Throughout the week, gently used books and new board books were collected through donations for “Books for Kids” program at a local hospital.

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**Early Intervention Verification and Performance Determination**

Verification is a process that the Office of Child Development and Early Learning (OCDEL) requires of all Early Intervention Providers every two years. This year’s verification was conducted on March 30th to April 1st, 2011. In this process, OCDEL looked at all areas of the CLIU #21’s Early Intervention Program and provided a range of scores. The areas included the following:

- General Supervision
- Public Awareness/ Child Find Activities
- Quality Early Intervention Service Delivery
- Fiscal Supervision
- Quality Early Intervention Framework
- Transition

The CLIU #21 Early Intervention Program received an overall score of 94% out of 100%. One hundred percent was achieved (Fully Meets Requirements) in the following areas: General Supervision, Transition, Public Awareness/ Child Find, and Quality Early Intervention Service Delivery. Some refinement of processes is required in the areas of Fiscal Supervision and Quality Intervention Framework.

The CLIU #21’s Early Intervention Department received a letter on May 10th, 2011, for our Performance Determination for the school year 2009-2010. This Performance Determination notice mirrors the Office of Special Education Programs (OSEP) federal process for performance improvement. OCDEL and OSEP use this data to drive improvement strategies at the state and local level.

OCDEL has collected the following data elements on each Preschool Program:

- Performance on Compliance Indicators:
  - Indicator 6 (preschool children who receive IEP services within the typical environment)
  - Indicator 11 (children evaluated and eligible for service completed in 60 days)
  - Indicator 12 (children referred by Part C prior to age three who were eligible for Part B and IEP developed and implemented by third birthday)

- Data submitted is valid, reliable, and timely
- Number of uncorrected non-compliances
- Audit Findings
- Other Information

OCDEL has defined the enforcement actions into four categories: Meets Requirements, Needs Assistance, Needs Improvement, and Needs Substantial Intervention.

An analysis of the CLIU #21 Early Intervention Program for 2009-2010 fiscal year data shows that the program was performing in the Meets Requirements determination and needs no additional follow up.

Congratulations to the Early Intervention Program for both a successful Verification and Performance Determination!
Applications Support and Network/Internet Services Departments continued to grow while at the same time implementing cost saving measures for our districts in 2010-2011. Once again, our Applications Support and Network/Internet Services Departments continued to grow.

Our Applications Support group has joined forces with IU #23 and IU #15 to form a new group called "PS Solutions Group." This new group will serve school districts using the PowerSchool student information system across the state. PowerSchool is a web-based product that is present in all 50 states and 60 countries. The three IUs are the only IUs in Pennsylvania who are certified by Pearson to provide support for PowerSchool. The details of the partnership and pricing are in its final stages of development.

The Management Information Systems (MIS) Department continued to experience growth in service offerings and Internet services currently provided to our districts. No additional cost to the districts. With this grant, we also anticipate that we can reduce the cost of email equipment in our districts through a sustainable plan to keep the improvements long after the grant runs out. We were able to increase the bandwidth to the districts by ten times the current amount at virtually no additional cost to the districts. With this grant, we also anticipate that we can reduce the cost of email services and Internet services currently provided to our districts.

In line with our initiative to increase services at reduced prices, our IT group applied for and received an Act 183 grant in the amount of $70,000. This grant is intended to improve communications lines and replace CD database projects for each of our clients into one main database for each account. Fortis Web has been fully operating at the CLIU #21 since August, 2010, serving 28 organizations with 68 web accounts. A survey, given to our clients two weeks after the initial launch, revealed an overwhelmingly enthusiastic and positive response regarding the new system. Document Imaging processed a total of 334,110 pages for the 2010-2011 school year.

Our Document Imaging Department has successfully implemented a new web-based document imaging software, "Fortis Web." The new software allows our clients to view their scanned documents over a secured, dedicated website in real-time status. Our staff worked diligently to integrate all past and current CD database projects for each of our clients into one main database for each account. Fortis Web has been fully operating at the CLIU #21 since August, 2010, serving 28 organizations with 68 web accounts. A survey, given to our clients two weeks after the initial launch, revealed an overwhelmingly enthusiastic and positive response regarding the new system. Document Imaging processed a total of 334,110 pages for the 2010-2011 school year.

The Independent Community Travel (ICT) program was developed during the 2010-2011 school year to teach students the methods and techniques necessary to enable them to independently travel with greater safety and efficiency. A team of staff in the Work-Based Learning Program (WBLP), Teacher, ICT Job Coach, and the Orientation and Mobility professional staff developed, taught, and implemented all components of the program. The first phase of program development was to provide professional development for classroom staff and job coaches. They designed a training series involving nine hours of classroom and community experience with one follow-up session of individual on-site community observation and feedback. All CLIU #21 Job Coaches (40+) participated in this training and began to implement the strategies with students enrolled in the Work-Based Learning Program.

The second phase of program involved developing the curriculum components to use with students seeking employment in their community. Students accepted into the Project SEARCH for the 2011-2012 school year were chosen as the pilot group as they would be expected to independently travel to the program beginning in September. In May and June, during a student’s typical WBLP time, the student met with the ICT Job Coach for classroom and community instruction. Students learned the skills to recognize their surroundings, landmarks, and travel markers. They had hands-on practice with safe street crossing and stranger awareness. They were also taught important skills related to tolerance of environmental discomfort/stimuli, attention to details, the use of a cell phone as an accommodation for time schedules, alarms, and communication. Texting for safety was taught where applicable. The goal of each participating student to be able to competently, confidently, and independently travel within their community, including accessing transportation from their home to the Project SEARCH location by June, was accomplished.

Given the success of the program, CLIU #21 began offering the professional development components to other CLIU #21 and district paraprofessional staff with plans to expand the training to teaching staff in the 2011-2012 school year. Additionally, the ICT Job Coach will be available to districts on a referral basis for individual and/or small group Independent Community Travel program instruction. Referrals require a set of prerequisite skills that must be demonstrated independently by the student as completed by the classroom teacher. Sessions will run for eight week cycles, twice a week for three hours each session. Students will be picked up by the ICT Job Coach and sessions will take place in a classroom/office setting and in the community. Classroom teachers and parents will be provided with written materials to support the practicing of skills during community-based instruction, at school, at home, and in the community.

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This year’s recipient of the Annie Sullivan Award was Monica Swallop, Secretary to Jack Houser, Director of Special Programs and Services. Monica possesses the qualities of patience, resourcefulness, and caring; to name just a few, helping to ensure that all students receive the highest level of service! “Ms. Monica” assists the Special Programs and Services Department in a calm manner with professional poise, ease, and confidence in various emergency situations.

Monica is also able to handle staff with fairness and consistency, serving as the official mentor to many secretarial support staff within the office. Quoting from one of the nomination forms, “There never seems to be a time when Monica will not assist or help anyone, even though her workload and job responsibilities are great.” Ms. Swallop has also served on numerous CLIU #21 committees including Retirement, First Day Inservice, Culture, ESPA Communications, and the CLSNCF Golf Tournament. Outside the CLIU #21, Monica has volunteered her time and provided leadership as the Educational Support Professionals Association (ESPA) Grievance and Negotiations Chair. She also volunteers in the community at Miracle League baseball games, the Autism Walk, Kids Korral, and most recently as a clown for the Ben Event.

Monica truly exemplifies the characteristics of Annie Sullivan!
The CLIU #21 reported a total of 8,900 school-age students with disabilities on the December 1st, 2010, Child Count of our member school districts. This is an increase of 272 from last year. The CLIU #21 directly served 2,832 of these students. In addition, the CLIU #21 provided direct services to 6,199 students in the following areas for a total of 9,031:

### Behavioral Health/Rehabilitation Services

- **Wrap Around (Provider 50)**: 229 students
- **Partial Hospitalization (Provider 33)**: 294 students
- **Outpatient Clinic (Provider 29)**: 187 students

### Corrections Education

- **Camp Adams (Jim Thorpe)**: 1,006 students
- **Camp Adams (Wind Gap)**: 251 students
- **Detention Center**: 539 students
- **Lehigh Valley Transitions**: 180 students
- **Youth Forestry Camp #2**: 76 students

### Early Intervention

- **1,638 students**

### Nonpublic School Services

- **1,799 students**

### Related Services

- **Speech**: 1,341 students
- **Itinerant Hearing**: 105 students
- **Itinerant Vision**: 87 students
- **Audiology**: 185 students
- **Occupational Therapy**: 1,495 students
- **Physical Therapy**: 270 students
- **Adaptive Physical Therapy**: 421 students
- **Work Based Learning**: 242 students

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The Multidisabilities Support Behavioral Transition Program opened its doors in the fall of 2009. The classroom was formed in order to transition students from traditional MDS Behavioral classrooms to a less restrictive setting such as learning support, life skills, or regular education. The structure of the Transition classroom allows for students to develop **hidden curriculum** skills that may not be possible to focus on in typical MDS Behavioral classrooms. Such skills include sitting at a desk and attending to a lead teacher, how to listen in a group, self-monitoring behavior, and social interaction. The physical structure of the classroom is similar to learning support or life skills classrooms. Students sit at their desks for group instruction and class meetings. The students navigate between academic centers which can accommodate small group or individual instruction. Every student is able to follow a class-wide positive behavior management system, and uses a customized token reward system throughout the day.

The Transition Program has had several success stories. Four students transitioned or began to transition into another educational setting. A first grade student is now enrolled in regular education with part-time learning support and is functioning independently and successfully. The program team is excited that three students will be transitioning next school year. A second grade student and a first grade student will begin transitioning into a learning support environment for half the day while receiving support from the Transition program. Parent response to the program has been extremely positive and the entire team has received compliments at several meetings regarding the program.
The Human Resources Department served over 1,300 employees during 2010-2011 fiscal year as well as our 14 constituent school districts. The HR Department assisted our school districts through a collaborative process in resource development and continues to innovate the methods we implement to select staff members. In 2010-2011, this resulted in the facilitation of a Job Description Committee comprised of representatives from our school districts and the development and piloting of an electronic method for maintaining and reviewing applicant materials.

The Job Description Committee was tasked to develop sample job descriptions for positions. Our school districts understand the importance of maintaining current and accurate job descriptions due to federal and state laws such as the Americans with Disabilities Act and Worker’s Compensation Law which will look to a job description to determine rights and responsibilities. The recent review of programs for curtailment and alteration purposes has also underscored the need for proper job descriptions. The committee was aware of the diverse opinions regarding what should be and should not be included in a job description. This collaborative undertaking was initiated with the understanding that the intent was to offer sample job descriptions to assist a school district and not to mandate the items in a job description. The committee reviewed national, state, and local resources when researching a job as well as tapping the years of experience in the HR field of the members who volunteered to be on the committee. The committee first developed a standard template that all the job descriptions would follow to ensure consistency and could be relied upon by member schools for the development of job descriptions within their home districts. This template was shared with the school districts electronically to allow for ease of use. The committee successfully completed sample teacher, school nurse, teacher assistant, and instructional assistant job descriptions which were shared electronically with all member schools. The committee concluded the year with the beginning development of the assistant principal job description. The committee will again meet throughout the 2011-2012 school year to continue its collaboration to develop sample job descriptions.

The CLIU’s selection process identifies interview leaders who are trained in our interview and hiring process. These leaders are responsible for the paper-screening process of applicant packets to determine which applicants will be extended an invitation to interview. In the 2010-2011 fiscal year, the HR Office disseminated hundreds of applicant packets to interview leaders and processed their return and status. In an effort to streamline this process, we have initiated an electronic process whereby all applicant documents are scanned into network directories. Interview leaders are provided access to these organized directories so that the interview leader can review and complete the paper-screening tool in accordance with the IU’s procedure and HR Forms electronically. The interview leader can determine which applicant packets are needed to be printed for the interview team to review saving time and trees. Correspondence with the HR Office is fully electronic, eliminating the opportunity for misplaced documents. All documents regarding the process, such as interview questions, are scanned so that a review of the applicant’s entire file is simpler. This program was piloted in 2010-2011 and will be live for the 2011-2012 year for all interview leaders.
TRANSPORTATION

The CLIU #21 Transportation Department is gearing up for the 2011-2012 school year; one that we are confident will continue to build upon the many great achievements of the past year. The cost savings for our member districts in the 2010-2011 school year were many. We were able to ensure the service provided was efficient while remaining extremely cost effective. As a result, new opportunities to strengthen relationships with our member districts and all of our stakeholders, including the students, parents, and teachers, were self-evident.

Significant Cost Savings

Under our new management team, the CLIU #21 has been able to identify some very significant cost reductions that have impacted all of our constituent districts. These cost reductions include an overall savings to our districts of $736,268! These savings will be realized by our districts in their 2011-2012 subsidies.

A brief overview of these savings include:

<table>
<thead>
<tr>
<th>Item</th>
<th>Savings</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>-$483,445</td>
<td>Reduction of route times and combining of routes</td>
</tr>
<tr>
<td>Benefits</td>
<td>-$255,408</td>
<td>Resulting from decrease in salaries</td>
</tr>
<tr>
<td>Repairs &amp; Maintenance - Vehicles</td>
<td>-$51,632</td>
<td>Reduction of 38 spare vehicles</td>
</tr>
<tr>
<td>Vehicle Lease</td>
<td>-$364,001</td>
<td>Purchase of newer vehicles outright &amp; reduction of vehicles in fleet</td>
</tr>
<tr>
<td>Auto Insurance</td>
<td>-$36,947</td>
<td>Reduction of vehicles in the fleet</td>
</tr>
<tr>
<td>Diesel &amp; Tires</td>
<td>-$290,933</td>
<td>More efficient routes, less idle time, and reduced spare vehicles in fleet</td>
</tr>
<tr>
<td>General Operating Administration Fees</td>
<td>-$37,871</td>
<td>Aggregate reduction of all above costs</td>
</tr>
<tr>
<td>Vehicle Purchases</td>
<td>$781,086</td>
<td>Offset of total savings for buying 6 new vehicles</td>
</tr>
</tbody>
</table>

2010-2011 TOTAL EXPENDITURES BY PROGRAM

2010-2011 TOTAL REVENUE BY REVENUE SOURCE

Federal Revenue 29%

State Revenue 24%

Local Revenue 47%
The Business Office oversees the fiscal operations of the total Intermediate Unit. The department works collaboratively with the Intermediate Unit’s departments as well as the District Business Administrators of Carbon and Lehigh counties. The Business Office processes all billing, purchasing, monthly reporting, bidding, and biweekly payrolls for over 1,300 employees.

Most Intermediate Unit programs are supported by local, state, and federal resources and in some cases we have multiple revenue sources supporting one particular budget. In the 2010-2011 fiscal year the local revenue decreased by 5%, state revenue decreased by 2%, and federal revenue increased by 7%. This was due to the continued revenue from the American Recovery and Reinvestment Act (ARRA).

Special Education continues to be the largest program at the Intermediate Unit and represents 54% of total expenditures this year. The General Operating and Nonpublic programs did not change. The MIS, Preschool, Behavioral Health Services, and Transportation programs showed an increase while the remaining programs reflect a decrease as a total percentage of Intermediate Unit expenditures. The Intermediate Unit used a total of 40 budgets to process revenues and expenditures during 2010-2011.

The Business Office coordinates the bidding of co-operative purchasing of supplies for our member school districts. The Intermediate Unit is also partnering with LCTI to warehouse and distribute various supplies and copy paper.

Even in the Business Office, we are guided by the mission of Helping Children Learn. Our focus on managing the fiscal affairs of the organization efficiently and effectively, maintaining high standards of customer service, and taking a lead role in facilitating collaboration among member district business offices is all with the end goal of student success in mind.

New Software & Commitment to Quality Service

We have purchased new transportation routing software, called “TransFinder,” which will assist us throughout the year in creating and refining bus runs. Throughout the year, we have been implementing the new routing software and training all employees in the use of this software. This new computer routing system will also assist in the timely and accurate preparation of all required state reports, resulting in maximum reimbursement benefit for our constituent districts.

Quality improvements have been an important component for the success of the Transportation Department. This past year, we have...

- transported 796 students;
- certified 13 additional CDL drivers;
- safely traveled approximately 3,035,248 miles; and
- provided individualized student-centered service.

The Transportation Department is pleased with the results from the school year and we look forward to the continued success we have experienced.
Message from the Executive Director

Now more than ever...

John P. Kotter is the author of some great and highly meaningful leadership books, such as The Heart of Change; Our Iceberg is Melting; and A Sense of Urgency. Many themes string together one book to the other; however, one powerful guiding principle looms large. Successful organizations—large or small—are those that, according to Kotter, “establish a true sense of urgency by examining market and competitive realities and by identifying and discussing crises, potential crises, or major opportunities.”

There is indeed a sense of urgency around public education today. And there are market and competitive realities unlike anything we have ever seen. If you ask people working in public education today, they will easily identify for you the crisis at hand and can even point to potential crises. The discussion around public education is rich and robust; passionate and dogmatic; and sensitive and emotional. Today, we easily engage in dialogues about the current state of affairs and exchange words about the economy, government, and the new normal.

Now more than ever, educational service agencies are presented with real opportunities to flex its muscles and to recognize the opportunities to serve even more during these challenging times. Now more than ever, we must extend our thinking and engage our creativity. We need to genuinely listen to our constituents and learn more about what they need in an effort to maintain programs during a time of diminishing resources.

The 2010-2011 school year for the Carbon Lehigh Intermediate Unit #21 was marked by our significant awakening to all of these realities; to the new normal; to our express need to operate with urgency every day; and to not only acknowledge the crises that abound, but also to really see the forest for the trees and in so doing, recognize the opportunities that lie before us as an agile and collaborative educational service agency. Because one thing remains the same: the students and customers who need us. They need us, now more than ever.

We are poised and we are ready . . . to serve in any capacity that is necessary. And we will.

Yours in education,

Elaine E. Eib, Ed.D.
Executive Director

CLIU #21 2010-2011 Organizational Goals

Goal 1: Collaboration: To enhance collaborative efforts between internal and external stakeholders.
A. Inform Cabinet members of matters concerning their department and of matters which fall under their authority and responsibility;
B. Include members of the administration in relevant decision-making; seek input and feedback relevant to changes that affect operations and programming; and
C. Seek opinions of Superintendents and/or their designees relevant to ways in which the CLIU #21 may be improved.

Goal 2: Communication: To improve communication means between internal and external stakeholders.
A. Board Members
   1. To inform and provide all information that is needed so Board members are best equipped to make informed decisions;
   2. To inform and provide critical information so Board members are informed prior to the dissemination of information to the outside.
B. Superintendents
   1. To provide information that is direct, transparent, honest, and easy to understand;
   2. To serve as communication liaison between member schools and the Pennsylvania Department of Education; and
   3. To provide federal and state updates and to provide interpretation of mandated initiatives and content as needed.
C. CLIU Staff Members
   1. To keep internal stakeholders fully apprised of change in procedures, operations, and/or programming.

Goal 3: Service and Commitment:
A. To work to ensure that all messaging to our constituent schools is characterized by our commitment to serve.
   1. To continue to increase our flexibility and responsiveness;
   2. To actively demonstrate that the needs of all member schools takes precedence.
B. To focus efforts on analyzing and studying the Curriculum and Instruction/Educational Technologies Department and to use results and data to improve the department’s approach and delivery of services.

Goal 4: Quality and Economy: To maintain or improve the quality of services and programs while acknowledging the current economic climate and by demonstrating fiscal sensitivity and prudence.
A. To engage the Administrative Leadership Team in extensive discussions and professional development in the area of supervision, assessment, and evaluation of staff;
B. To monitor and conduct an evaluation of services (end-of-year customer service survey);
C. To increase attention and enhance focus on budget precision;
D. To increase expenditure awareness and to align expenditures with mission and objectives; and
E. To eliminate unnecessary spending.
The Carbon Lehigh Intermediate Unit #21 serves the 14 school districts in Carbon and Lehigh counties. A fourteen-member Board of Directors, one from each district board, oversees the total operation. The CLIU #21 Board meets at 7:00 p.m. on the third Monday of each month, usually at the Central Office in Schnecksville.

An Advisory Council composed of the 14 district superintendents meets with the Executive Director monthly to discuss services to the school districts, and to promote local involvement in decision-making at both the state and federal levels. The cooperation and sharing inherent in such a system are essential in the search for cost-effective solutions to mutual educational concerns and issues.

Local school district personnel serve on numerous advisory and working committees with CLIU #21 staff. The collaborative efforts of these regional committees aim to improve quality services at a financial savings.

Our Mission:
The Carbon Lehigh Intermediate Unit #21 is a service agency committed to
Helping Children Learn.

Motto:
Helping Children Learn

CLIU #21 Customer Service Statement:
CLIU #21 customer service is providing quality, timely, knowledgeable, pleasant, and responsive services and support.