



ESUCC

Executive Committee Meeting

Wednesday, February 1, 2017, 10:00 AM

Executive Committee Meeting ESUCC Board Meeting LPS Admin Building 5905 O Street  
Lincoln, NE DL ESUs 4, 6, 7, 9, 10, 13, 6949 South 110th Street, LaVista, NE 68128

Attendance Taken at 10:00 AM.

|                           |         |
|---------------------------|---------|
| Beatty ESU 16:            | Present |
| Jeff West (NE):           | Present |
| Dr Kraig Lofquist:        | Absent  |
| Dr Larianne Polk:         | Present |
| Dr. Dan Schnoes (ESU 03): | Present |

1. Call to Order

2. Roll Call

3. ESUCC Timeline

4. Agenda Item

4.1. Innovative Grants - Data-Driven Ecosystem Enhancing Teaching and Learning

4.1.1. Long Term Project Plan (Budget Overview)

4.2. Redesign Process/Timeline

4.2.1. AESA Redesign

4.2.2. ESUCC/ESU Redesign

- 4.2.3. NDE Strategic Plan
- 4.2.4. Rule 84 Revision
- 4.2.5. Core Services Definition
- 4.2.6. Statewide Program of Services Review
- 4.3. ESUCC Programs/Affiliate Procedures - Second/Final
- 4.4. ESUCC/PDO Two Year Calendar
  - 4.4.1. ESUCC Meetings 2017-2018
  - 4.4.2. January - Legislative Committee: Review Legislation
  - 4.4.3. June - Legislative Committee: Proposed Legislation
- 4.5. Approval Intellectual Property and Copyright Policy
- 4.6. ESUCC/KSB Trainings for 2016-2017
  - 4.6.1. KSB Survey Monkey Results
  - 4.6.2. KSB Needs Assessment
- 4.7. NE 150 Celebration
- 4.8. Executive Director Evaluation (Draft available in February)
- 4.9. Master Service Agreement 2017-2018
  - 4.9.1. Accreditation/Accountability
- 4.10. NWEA: Omaha Archdiocese
- 4.11. Perry Policy Manuals
- 5. Next Meeting Agenda Items
- 6. Executive Session
- 7. Adjournment

Department of Education Innovative Grant Program  
– Grant Application

**Data-Driven Ecosystem Enhancing Teaching And  
Improving Learning for Students (DE<sup>2</sup>TAILS)**

Submitted by  
Educational Service Unit Coordinating Council  
December 13, 2016

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## **ABSTRACT - ESUCC 2016 Innovation Grant Proposal**

**Project Title:** Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE<sup>2</sup>TAILS)

**Applicant:** Educational Service Unit Coordinating Council (ESUCC)

**Grant Type:** Phase 1 – Development Grant

**Priority Consideration to be addressed:** Priority Consideration 4: Leverages Technology to Support Instructional Practice and Professional Development

**Optional Competitive Preference Priority:** Grant request: \$1,640,839; In-kind funds of \$2,273,708, exceeding the 25% minimum and 50% minimum secured.

**Description of the Project:** Through DE<sup>2</sup>TAILS, ESUCC will incorporate multiple on-line educational and data-collection systems into one statewide, secure, single sign-on portal. The DE<sup>2</sup>TAILS framework incorporates the following applications within a shared data store: 1) Advanced Data Views Informing Student Education Response (ADVISER); 2) Academic Achievement Plan (AAP) and Student Record Systems (SRS); 3) Blended-personalized learning model; 4) NROC and EdReady; 5) Service Implementation Matrix Process & Log (SIMPL). ESUs, public schools, educators, and students will have access to a “one-stop shop” of online tools, applications, student-level data, and resources for professional and student learning.

**Goal:** Develop and implement an integrated ecosystem, governed by policies and practices, to allow relevant teaching and learning applications and tools to integrate seamlessly to share data elements for the improvement of student learning and reporting across the state. **Objectives:** 1) Develop an integrated technology ecosystem through a secure, trusted data infrastructure (ADVISER) by integrating multiple technology systems through a single sign-on portal; 2)

Design an integrated system application for the AAP and SRS with ADVISER to address the needs of at-risk and high needs students; 3) Use technology to innovate student learning in the classroom and improve academic/employment outcomes through a BlendED/Personalized Learning Environment; 4) Provide a baseline collection of online digital resources for student access improving college and career readiness through NROC/EdReady; and 5) Develop statewide software (SIMPL) for visualization and rapid analysis of evidenced-based professional development and instructional practice to drive informed decision making.

**Outcomes:** The outcome is a technology ecosystem that is replicable across schools in every ESU and scalable across all ESUs as a statewide system of teacher and student support across four domains within the 30-month time frame: 1) ESU Institutional Outcomes; 2) K-12 Partner School Institutional Outcomes; 3) Teacher Outcomes; and 4) Student Learning Outcomes.

**Student Populations served:** Approximately 307,000 students receive education from 245 public school districts and 22,000 teachers in Nebraska. Within the 17 ESU regions, this project has the capability to impact student learning for approximately 90,000 “systems-involved” students, 47,000 “high-needs” students, more than 300,000 Kindergarten through 12<sup>th</sup> grade students within a BlendED/personalized learning environment, and 130,000 9<sup>th</sup> through 12<sup>th</sup> grade students with a focus on college and/or career readiness.

**Special Project Features:** DE<sup>2</sup>TAILS will create equitable access to professional learning and student instructional technology to rural schools across the state; provide a replicable, innovative single sign-on portal for Nebraska educational systems where real-time student data can be accessed and used to determine student, staffing, and post-secondary/career education needs.

**Independent Evaluator:** Dr. John T. Sutton, Senior Research Associate.

**Description of the challenge or problem to be addressed by the project:**

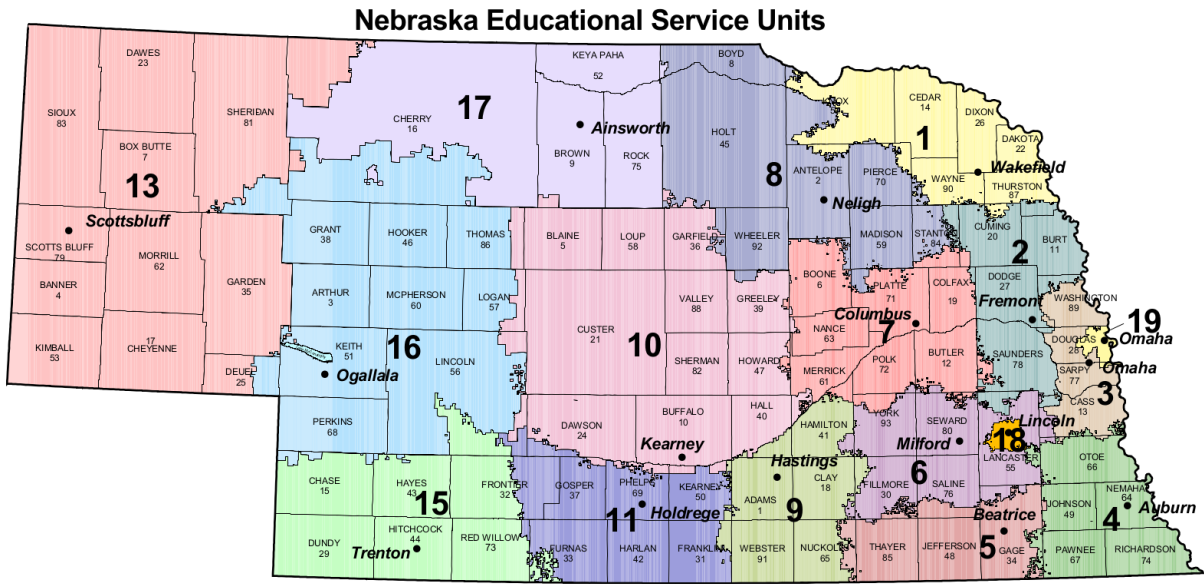
The July 2014 Nebraska Education Data Systems Legislative Study, guided by LR 264, reviewed the adequacy of the current data system maintained by the State Department of Education in providing timely access to relevant and accurate data to meet student and teacher classroom needs. The study determined that access to and use of technology across the state is fragmented, geographically unavailable, and/or disconnected between youth-serving agencies/systems. School districts across the state vary widely in the quantity and quality of data applications available to students and educators. Currently, educators and administrators are limited in their capacity to provide continuity of instruction and to maintain academic achievement for students moving within or between school systems, students involved in child welfare/juvenile justice/behavioral health or other education systems, special-needs services, and striving for post-secondary level academic achievement.

School districts are further limited by the silos of data reporting systems of student achievement, inaccessible data from child welfare or juvenile justice for “systems-involved” students, progress meeting state and federal outcomes, and instructional resources for student achievement from middle school through the post-secondary level that are currently lacking coherence and ease of accessibility. The 2014 Nebraska Education Data Systems Legislative Study suggests that by integrating and leveraging student education and professional development technology in a coordinated statewide effort, students, instructional staff, parents, and school districts can improve academic, social and behavioral outcomes for Nebraska students.

Through the passage of LB 603, the Educational Service Unit Coordinating Council

(ESUCC) came into existence on July 1, 2008. Within state statute, the ESUCC shall work toward statewide coordination of cost-effective, cost-efficient, and equitable delivery of services across the state. In collaboration with the Nebraska Department of Education, the ESUCC coordinates statewide activities of Nebraska's seventeen (17) Educational Service Units serving 245 school districts employing 22,000 teachers and educating 307,000 students statewide.

The proposed project, **Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE<sup>2</sup>TAILS)**, enhances ESUCC capacity to meet the statutory duties of 1) administration of statewide initiatives and provision of statewide services; and 2) coordination of distance education. Throughout the past eight years of existence, ESUCC has provided the leadership necessary for the implementation and coordination of statewide projects including, but not limited to, professional development, technology assistance, network operations, digital instructional resource delivery, special education, Nebraska ESU Cooperative Purchasing, distance education, and Blended/ personalized learning. *The DE<sup>2</sup>TAILS technology infrastructure development plan, access to and utility of student data to inform professional learning and student growth, and the statewide scalability of the project exemplify the innovative project design.* The following map displays service areas for ESUs 1 through 19. (Please note: ESU's 12 and 14 have been merged into ESU 13 several years ago.)



Source: <http://www.esu1.org/stateesus.html>

**Priority Consideration:**

The Educational Service Unit Coordinating Council (ESUCC) has selected *Priority Consideration 4: Leverages Technology to Support Instructional Practice and Professional Development* to be addressed by the proposed project: **Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE<sup>2</sup>TAILS).**

**Stated Goal(s), Specific Objectives and Targeted Outcomes:**

**Goal:** Develop and implement an integrated ecosystem, governed by policies and practices, to allow relevant teaching and learning applications and tools to integrate seamlessly to share data elements for the improvement of student learning and reporting across the state.

**Objectives:** 1) Develop an integrated technology ecosystem through a secure, trusted data infrastructure (ADVISER) by integrating multiple technology systems through a single sign-on portal; 2) Design an integrated system application for the AAP and SRS with ADVISER to address the needs of at-risk and high needs students; 3) Use technology to innovate student

learning in the classroom and improve academic/employment outcomes through a Blended/Personalized Learning Environment; 4) Provide a baseline collection of online digital resources for student access improving college and career readiness through NROC/EdReady; and 5) Develop statewide software (SIMPL) for visualization and rapid analysis of evidenced-based professional development and instructional practice to drive informed decision making.

**Outcomes:** The outcome will be a technology ecosystem that is replicable across schools in every ESU and scalable across all ESUs as a statewide system of technological, teacher, and student support across four domains within the 30-month time frame: 1) ESU Institutional Outcomes; 2) K-12 Partner School Institutional Outcomes; 3) Teacher Outcomes; and 4) Student Learning Outcomes.

Individually, the ADVISER (Advanced Data Views Informing Student Educational Response) data system, AAP (Academic Advancement Plan)/SRS (Student Records System), Blended-personalized learning model, NROC (National Repository of Online Courses)/EdReady, and the development of a Service Implementation Matrix Process & Log (SIMPL) implementation, planning, and measurement tool will support and enhance teaching and learning. Through the development and implementation of an integrated statewide “ecosystem”, collectively encompassing these individual components is essential and the stated purpose of this project. This project, governed by policies and practices, will allow applications and tools to integrate seamlessly with each other to take full advantage of their shared data elements to improve student learning and progress reporting across the state of Nebraska. In addition, the software development and utilization of SIMPL will support continuous quality improvement, enhancing evidence-based professional development and instructional practice

statewide. *The end result will be a technology ecosystem that is replicable across schools in every ESU and scalable across all ESUs as a statewide system of technological, teacher, and student support.*

To achieve the project goal and objectives, ESUCC will:

- ❖ Integrate multiple technology systems through a single sign-on portal;
- ❖ Establish connections between primary systems to provide a secure, trusted data infrastructure;
- ❖ Increase access to available applications and tools in all school districts in Nebraska;
- ❖ Simplify technology system usage for educators on whom the state relies for accurate and timely student data reporting;
- ❖ Provide “real-time” student-level information and discreet data to be used by school districts to drive informed decision making;
- ❖ Improve student learning through blended/personalized instruction; and
- ❖ Assist students in achieving seamless transitions from high school to college and/or career.

The DE<sup>2</sup>TAILS project framework incorporates the following applications and tools within a single sign-on, secure access portal, and shared data store:

- Advanced Data Views Informing Student Education Response (ADVISER)
- Academic Achievement Plan (AAP) (Integrate with ADVISER Dashboard)
- Student Record Systems (SRS) (Integrate with ADVISER Dashboard)
- BlendED-personalized learning model (Blended and personalized learning)
- NROC and EdReady (College and Career Readiness and ADVISER integration)

- Service Implementation Matrix Process & Log (SIMPL)

Current usage of these applications varies across the state. For instance, of the 245 Nebraska public school districts, 53 are implementing the Nebraska ADVISER Dashboard with 114 to become active by the end of 2016-2017. The ADVISER Dashboard is a “web-based view of student and staff data that provides educators with a quick and easy way to personalize instruction and make data-driven decisions” ([www.education.ne.gov](http://www.education.ne.gov)). ADVISER was piloted with nine districts beginning in 2013-2014 and will be implemented statewide by the end of the 2018-2019 school year. This tool enables educators to access multiple data sources and up-to-date student information, recognize trends in achievement and behavior, and to make informed data-driven decisions regarding student needs and interventions.

The Academic Achievement Plan (AAP) software is used by one Nebraska Interim Program School to track student progress in alternative public school placement. An additional 15 sites will become active early in 2017. The Student Record System (SRS) is used by special education program staff to create, update, and store special education documents required by Rule 51. However, AAP and SRS are not currently connected to the ADVISER data store nor able to exchange data with other state and federal reporting applications. At this time, neither AAP nor SRS software systems have the capacity to interface between school districts, interim programs, special purpose schools or the juvenile justice system. The Nebraska Department of Education supports expanded use of AAP so educators can upload student information into ADVISER, which would be the only means a school system would have to access longitudinal and comprehensive student data. Through DE<sup>2</sup>TAILS, Interim Program School and special education educators will be better able to follow and assist students with transitions between

school districts and programs by giving access to individual academic history and progress.

BlendED was recognized as a statewide initiative in 2012 and is currently being implemented as a pilot in 25 school districts. Prior to the initial pilot project, the knowledge-base and capacity of ESU Staff regarding a BlendED/personalized learning environment was provided through statewide meetings which resulted in the following: the purpose for the project, the definition of a BlendED Learning Environment, the impact a BlendED Learning Environment provides for students, and the provision of content rich resources provided within the support structure for ESU staff.

Through DE<sup>2</sup>TAILS, BlendEd resources will be expanded and become available through the single sign-on portal to all school districts statewide. Educators in all Nebraska schools will have equal access to professional development, instructional coaching/mentoring, and online resources regardless of their geographical location or existing school curriculum capacity. Students will have access to online modules and courses that 1) enable them to control the time, place, path or pace of learning; 2) are not offered at their home school; 3) ensure equal access to education and dual-credit courses required for college and/or career advancement; and 4) expand student opportunities for global connections through virtual field trips and other classes available to help schools meet Rule 10 requirements.

NROC is a non-profit, membership organization focused on college and career readiness in the United States. The schools, systems, and state agencies that make up the NROC membership community work together to develop and share digital resources that support teaching and improve student performance. EdReady is a personalized learning system developed by NROC. EdReady creates a learning path for every student that is tailored to his or

her college-math and -English readiness needs and provides real-time student performance data so that teachers can better manage their classrooms and administrators can better manage their systems. ESUCC and NDE have worked together to launch EdReady in at more than 80 Nebraska schools in 15 ESU's. Through DE<sup>2</sup>TAILS EdReady will be made available through the single portal to all schools statewide and will be supported by the ESU system. By streamlining availability and implementation of EdReady across Nebraska, all students will be able to improve their college readiness to either avoid the time and cost of remediation, or get a head start on their college degree by earning dual credit through Blended.

An independent evaluator is working with ESUCC to design the evaluation plan, determine principal measures and metrics to be used, sources of data to be collected, project analyses, and reporting/dissemination strategies. Evaluation will enable the ESUCC to validate data and verify scalability from pilot to full implementation, design Continuous Quality Improvement processes, meet short and long-term goals, validate research findings, and implement the project with fidelity. The evaluation will provide a complete set of performance metrics with baseline measures and annual targets that will: (1) assess whether the project is making satisfactory progress towards its stated goals; (2) recommend reasonable, evidence-based adjustments to project plans and activities; (3) support the development and validation of survey and assessment tools; and (4) describe the impact of the DE<sup>2</sup>TAILS project. A Project Evaluation Plan is provided in a separate document.

DE<sup>2</sup>TAILS will be further evaluated using the Service Implementation Matrix Process Log (SIMPL) software to track utilization and effectiveness of the project. The SIMPL tracking tool will enable ESUCC to 1) better enhance communication within ESU's, 2) evaluate the

efficiency and effectiveness of services provided by 17 ESUs across the state, 3) determine the extent to which services through DE<sup>2</sup>TAILS are implemented by school districts; and 4) track the value and effectiveness of services and resources implemented to enhance student learning.

The concept of SIMPL originated within ESU 7 to facilitate a statewide continuous improvement process. Although this originated as an informal statewide need, ESU 7 collaborated with the Nebraska Department of Education regarding the concept, design and development of a tool for initial implementation within ESU 7. This concept was introduced to ESU 7 Superintendents approximately one year ago and proved to be a critical tool used to determine the level of services necessary for member school districts as well as tracking the impact of the services provided. This concept was presented to the ESUCC approximately one year ago, at which time, members of the council expressed priority in using the tool.

Every Student Succeeds Act (ESSA) requires states to have a system of measurement that predicts how the intervention is likely to improve outcomes at the school district level as well as how to replicate successful professional development services elsewhere. In year one, SIMPL will accomplish level 1 of ESSA's evidenced based professional development definition, which demonstrates rationale based on high quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student achievement. Year two and three of this grant will move SIMPL into the level 2 and 3 definition of evidenced based professional development. Level 3 requires at least 1 well-designed and well-implemented **correlational** study with statistical controls for selection bias. Level 2 requires at least 1 well-designed and well-implemented **quasi-experimental** study (i.e., matched). SIMPL will meet the federal requirements of evidenced based professional development for ESSA.

Market cost analysis is a vital component of the SIMPL process as an economic value-added solution provided and coordinated by ESUs. This data provides to the school districts, ESUs and state a summary of services as provided by ESUs to the school districts, and aligns them with the equivalent services they have been provided by market vendors. This comparison demonstrates tremendous cost savings to the school districts, ESUs and the state as a result of service utilization at the ESU level as opposed to choosing a vendor-based solution from the market place.

Data collection and tracking within SIMPL is currently accomplished collaboratively using Google spreadsheets shared between ESU 7 and school district staff. ESU 7, NDE, ESUCC, and ESU 10 staff continue to meet to refine software design needs to automate data collection, tracking and communication for the SIMPL concept. The DE<sup>2</sup>TAILS proposal includes development of this software, professional development, and implementation support for the SIMPL system with additional ESUs statewide.

A vital component of this project is the development of software to interconnect the web-based applications within the DE<sup>2</sup>TAILS project and their data into a single sign-on portal. This software ecosystem, aligned with the goal of DE<sup>2</sup>TAILS, will provide for a seamless flow of data designed to enhance student learning and reporting across the state.

**Description of the student population(s) served and estimated number:**

In the current school year, approximately 307,000 Nebraska students receive education from 245 public school districts across the state. According to most recent data from the Nebraska Department of Education, student membership in approved/accredited public schools by race and gender was:

|  | <b>Female</b> | <b>Male</b> |
|--|---------------|-------------|
| <b>White</b>                                     | 102,977       | 110,719     |
| <b>Asian</b>                                     | 3,896         | 4,100       |
| <b>Black or African American</b>                 | 10,216        | 10,835      |
| <b>American Indian/Alaskan Native</b>            | 2,098         | 2,258       |
| <b>Native Hawaiian or Other Pacific Islander</b> | 213           | 216         |
| <b>Hispanic</b>                                  | 27,576        | 29,480      |
| <b>Two or More Races</b>                         | 5,477         | 5,481       |
| <b>TOTAL</b>                                     | 152,453       | 163,189     |

*Source: Nebraska Department of Education 2015-2016*

Furthermore, there were 23,256 full-time equivalent Teachers in Public Schools, 54 in Interim Program Schools, and almost 84 in Nebraska Educational Service Units (ESUs), providing supplementary educational services to school districts in Nebraska. Within the 17 ESU regions, this project has the capability to impact student learning for approximately 90,000 “systems-involved” students, 47,000 “high-needs” students, more than 300,000 Kindergarten through 12<sup>th</sup> grade students within a Blended/ personalized learning environment, and 130,000 9th through 12th grade students with a focus on college and/or career readiness.

**Project Management Plan, Staffing, and Project Partners:**

The DE<sup>2</sup>TAILS project will enable ESUCC to develop and implement an ecosystem, with governed policies and procedures, that will seamlessly connect applications and tools to the ADVISER Dashboard. DE<sup>2</sup>TAILS will assist users in utilizing shared data elements for the improvement of student learning and reporting statewide, enable ESUCC to replicate across schools in every ESU and scale the project across all ESUs as a statewide system of technological and teacher support, and ensure adequate ESUCC staff capacity to implement the project within the 30-month time frame and proposed budget.

Within the DE<sup>2</sup>TAILS Project, personnel essential for the success of the project include a

Project Manager (1.00 FTE) and Project Coordinator (.5 FTE) both of which would include current staff within the ESUCC. In addition, an Independent Contractor (1.00 FTE) will assist with the scale-up process for the BlendED and NROC/EdReady Components of the project.

**Designated ESUCC and NROC/EdREADY staff roles and responsibilities:**

**David M. Ludwig, Executive Director-Educational Service Unit Coordinating Council**

General administration/facilitation, staff coordination, stakeholder communication, reporting requirements, fiscal management, evaluation, and adherence to the State of Nebraska Records Management Act and NITC standards.

**Scott Isaacson, Technology Director - Educational Service Unit Coordinating Council**

Specific duties and responsibilities for the Project Manager ( 1 FTE) include: 1) develop assignments within the project; 2) monitor progress of assigned project tasks; 3) communicate with stakeholders throughout development and implementation of the grant; and 4) maintain project plan documentation for work products produced by the project.

**Deb Hericks, Executive Assistant to Executive Director- ESUCC**

Project Coordinator (.5 FTE) to provide assigned duties and responsibilities for the Project Coordinator include: 1) complete tasks as assigned by the Project Manager; 2) track financial and time expenditures for the project; 3) assist in monitoring assigned tasks within the project; 4) coordinate meetings, trainings, and workshops within the project; 5) communicate with stakeholders of the project; and 6) update the Executive Director regarding progress.

**Independent Contractor - BlendED/NROC/EdReady roles and responsibilities:**

The BlendED/NROC/EdREADY Independent Contractor's assigned duties for the duration of the grant include:1) coordinate activities/tasks for the BlendED and NROC/EdReady

Component with the Project Manager and ESUCC Blended Director; 2) communicate effectively with stakeholders regarding the timeline, activities, and tasks for the scale-up process for Blended and NROC/EdReady; 3) coordinate and conduct statewide meetings, trainings, workshops; 4) visit and support school districts during the implementation of the grant components; and 5) evaluate progress made within each school district.

All key personnel for the NROC/EdREADY portion of the DE<sup>2</sup>TAILS project include:

| <b>Title (role)</b>                                    | <b>Number</b> | <b>Percent Time</b> |
|--|---------------|---------------------|
| Blended/EdReady Nebraska Manager                       | 1             | 100                 |
| Blended/Distance Education Director, <b>Beth Kabes</b> | 1             | 50                  |
| ESU site facilitators                                  | 17            | 10                  |

**Evaluation: Dr. John T. Sutton, Senior Research Associate**

Dr. Sutton will lead the evaluation efforts at RMC Research Corporation. Dr. Sutton serves as senior research associate at RMC Research Corporation and as RMC Research deputy director and Task 6 co-lead for the U.S. Department of Education Central Regional Education Laboratory.

**SIMPL Project Coordination, Larianne Polk, Administrator Educational Service Unit 7:**

Ms. Polk was the SIMPL concept developer and facilitator and will act as the SIMPL project director and coordinator. She is also Secretary to Educational Service Unit Coordinating Council (ESUCC) and Chair of ESUCC Student Services Committee.

**Sustainability.** The sustainability aspect of the DE<sup>2</sup>TAILS Project will be developed and implemented through current staff within the ESUCC to include the Project Manager and Project Coordinator. In addition, the Independent Contractor for the duration of this project only, will

assist in building capacity for long-term statewide implementation under the direction of the BlendED Director and Project Manager. Within the scope of this project, ESU staff already assisting with the BlendED and NROC/EdReady component will work collaboratively with the BlendED Director and Independent Contractor to enhance the sustainability efforts of the project. The single sign-on portal, AAP and SRS software developed through this project will be open-source and open-license so that the K-12 education system will not be required to pay a vendor for ongoing licensing to use the product. Because the software will be developed using current languages and techniques, existing ESUCC software development staff will have the capability to maintain the software long-term following the end of grant funding.

Target outcomes as indicated within the logic model provide for the integration of software applications and tools to include: 75% of school districts publishing student data automatically into the ADVISER data store using the AAP and SRS software application. The sequence of events to build out this ecosystem is detailed in the project timeline, and begins with assessments of the current security, software features and data infrastructure technology available in the ESUCC hosting environment, including the single sign-on portal, AAP and SRS software. Initial assessments will be performed by the ESUCC Technology Director, with external evaluations of software and network security performed as a contracted service near the beginning and end of the project. Based on the findings of these assessments, security policies and procedures will be reviewed and revised with the assistance of the ESUCC legal team.

The single sign-on portal, AAP and SRS are in operation independently now and are in need of updates to function as part of the data ecosystem envisioned by the DE<sup>2</sup>TAILS project. As stated in the logic model, at the end of the 30-month project we expect to have all 17 ESUs,

as well as 30% of Nebraska's public school districts connected and using single sign-on portal, along with at least one of its applications. User and stakeholder input are essential to designing and implementing software enhancements in ways that most effectively meet the needs of users and make these systems easy to adopt and use. The ESUCC Technology Director and AAP and SRS project director will collect this input and work with software developers to specify system enhancements and ensure the updates are developed accordingly. During the 30-month duration of the project, the single sign-on portal, AAP and SRS will undergo three (3) cycles of software revision/enhancement. Each cycle will include a period of user requirements-gathering as just described, software development, testing and user training. Software development will be overseen by the ESUCC staff software developer augmented with contracted development resources. This co-development approach ensures that software is coded in alignment with existing ESUCC and other statewide practices and systems. Cost estimates for development activities are based on current rates experienced by the ESUCC for software development services on other existing projects. Testing will be performed in stages, first by the appropriate project director, then with a carefully-selected sample of system users to validate software changes before releasing them into production for all users. Training will be conducted with existing ESUCC and ESU staff, which is already an established practice for these systems. In general, user revision requirements will be gathered in late winter to early spring of each year, software development and testing completed in the spring, and major software upgrades implemented in production environments during the summer between school years to avoid and minimize disruptions to users. Minor or urgent software revisions will be made as needed and coordinated with the user community to further minimize service disruptions. Following the end

of grant funding, software maintenance and updates will continue in the same fashion only on a smaller scale or scope.

### ***NROC/EdReady and BlendED Project Management Plan***

Since its release in 2014 EdReady has been adopted by NROC member institutions in 41 states.

Montana was the first state to adopt EdReady and, after nearly three years, is the most mature, comprehensive example of statewide scaling (see <http://edreadymontana.org>).

EdReady is now being used in more than 290 schools across Montana to support the math readiness of middle school students for high school, and of high school students for college. Student performance improvements as measured by rising class pass rates, GPA, and placement test scores have been documented in a series of reports available at the EdReady Montana website

(<http://edreadymontana.org/general-information/edready-montana-supporting-research/>). The

ESUCC Nebraska plan for scaling EdReady has been informed by the EdReady Montana system.

### **Activities to Accomplish NROC/EdReady and BlendED Project Goals**

To accomplish the project goal of using technology to *improve academic performance and career and college readiness*, two sets of activities will be undertaken, including 1) statewide inventory of the math skills of Nebraska high school students, and 2) documentation of teaching models to address the skills gaps identified by the statewide math skill inventory.

**1. Inventory of Math Skills:** Nebraska high school students will use EdReady to capture an inventory of math skills. The scope of this inventory will be set by the framework of the Nebraska Math Standard. This collection of student math inventories will be mapped, giving us a picture of the math-readiness gaps of students by school, district, and ESU across the state.

Together with other data compiled in the college math and English readiness nationwide system,

we'll look for common patterns corresponding to insufficient math readiness.

**2. Documentation of Teaching Approaches:** BlendED will use EdReady, NROC Math, and other digital teaching and learning resources to address the math readiness needs charted in the state *Inventory of Math Skills* map (Activity 1.). Working with classroom teachers and administrators, teaching approaches (e.g., traditional classroom, flipped classroom, independent study, etc.) will be informed by the needs and circumstances identified in the *Inventory of Math Skills*. These teaching approaches will be tested in schools across the state as a series of studies. For each study, student performance impact will be documented by both internal measures (e.g., EdReady math skills inventory) and external measures (e.g., class pass rate, placement exam score, etc.). Successful teaching models for specific student populations will be scaled to address similar student populations as identified in the state *Inventory of Math Skills* map.

### **Nebraska's BlendEd Initiative**

In 2012, Matt Blomstedt, then the ESUCC Executive Director, facilitated the conversation with Nebraska Department of Education to identify projects that these statewide entities could focus their work around. The three initiatives identified from the conversation and work were: 1) Teacher-Principal Evaluation, 2) Longitudinal Data System, and 3) BlendEd. Beth Kabes, Craig Hicks and Linda Dickeson were selected as ESU staff that will be guiding and leading the initiative as Co-Chairs.

The BlendEd Initiative includes five key components: 1) Learning Object Repository, 2) Learning Management System, 3) Single Sign-On System, 4) Professional Development, and 5) Evaluation. Since 2012, the Co-Chairs and ESU staff have been providing BlendEd professional development at local ESUs, schools and districts and conferences. In fall of 2015, ESUCC, NDE,

and ESUs, with their BlendEd staff, identified funding and designed a pilot to enable schools and districts to implement blended learning in selected classrooms. Prior to 2015, the unfunded BlendEd Initiative was not fully adopted within school systems.

In 2015, the Nebraska Council of School Administrators (NCSA) organization along with ESUCC were able to use dollars that had been obtained through statewide Google Summit conference for seed money to support a BlendEd Pilot. The pilot project, developed with NCSA and ESUCC and the support of local ESUs selected 27 schools to participate in an opportunity to plan a systemic strategic plan for implementing blended and personalized learning. ESU staff have worked closely with school/districts to provide a high level of support for teachers that have selected to begin blending their classroom. These teachers are called “lighthouse” teachers.

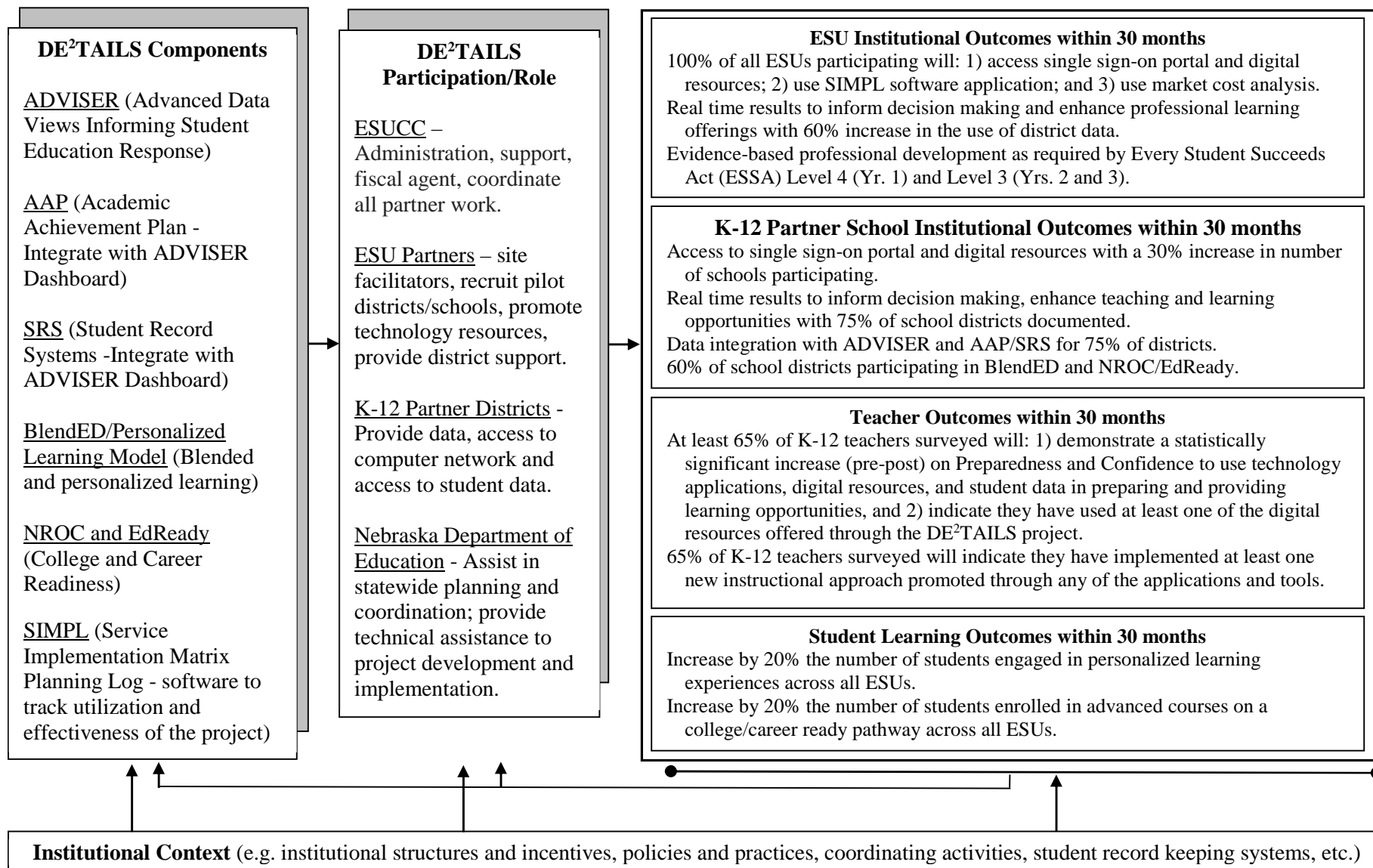
ESU and the BlendEd ESUCC Director are currently providing coaching for lighthouse teachers in this pilot year. Pilot program data has been collected from 61 teachers and 2,150 students from 115 courses in 25 pilot schools/districts about the impact of a blended classroom. Data is already showing an increase in student engagement in the content, an increase in teacher-student/student-student relationships, an increase in teacher “happiness” and an increase in student “happiness”. Academic data was not available at the time of the grant submission.

One full-time BlendEd staff, Beth Kabes, is currently employed by ESUCC and will work with the additional .5 FTE to be added through DE<sup>2</sup>TAILS for the duration of the grant. Together they will work to expand and implement BlendEd in additional schools and incorporate personalized learning tools as part of this project. At the end of 30 months, BlendEd projects will be at 50 schools or districts will be participating in this unique blended learning strategy.

| Tasks |                           | Begin Date                                     | End Date  | Months Duration | Entity Responsible | Person Responsible | Task Cost (Grant funds) | Task Cost (In-Kind) | Total     |           |
|-------|---------------------------|--|-----------|-----------------|--------------------|--------------------|-------------------------|---------------------|-----------|-----------|
| 1     | Technology Infrastructure |  |           |                 |                    |                    |                         |                     |           |           |
|       | 1.1                       | Initial Security assessments                   | 1/1/2017  | 4/30/2017       | 4                  | ESUCC+Contract     | Tech Director           | \$25,000            | \$5,673   | \$30,673  |
|       | 1.2                       | Security policy development                    | 5/1/2017  | 7/31/2017       | 3                  | ESUCC/Legal        | Tech Dir + Lawyer       | \$36,647            | \$5,673   | \$42,320  |
|       | 1.3                       | Infrastructure investment & needs assessment   | 1/1/2017  | 6/30/2017       | 6                  | ESUCC              | Tech Director           |                     | \$174,742 | \$174,742 |
|       | 1.4                       | Training 1 for ESU/VST on security & portal    | 1/1/2017  | 2/28/2017       | 2                  | ESUCC/VST          | Tech Director           |                     | \$5,673   | \$5,673   |
|       | 1.5                       | EAP 2 implementation support                   | 1/1/2017  | 6/30/2017       | 6                  | ESUCC/VST          | VST members             |                     | \$32,000  | \$32,000  |
|       | 1.6                       | SSO portal review and enhancement              | 3/1/2017  | 7/31/2017       | 5                  | ESUCC+Contract     | Tech Director           | \$20,000            | \$5,673   | \$25,673  |
|       | 1.7                       | Statewide implementation support               | 7/1/2017  | 6/30/2019       | 24                 | ESUCC/VST          | Tech Dir, VST           | \$34,941            | \$128,000 | \$162,941 |
|       | 1.8                       | Training 2 for ESU/VST on security & portal    | 9/1/2017  | 9/30/2017       | 1                  | ESUCC/VST          | Tech Director           | \$11,647            |           | \$11,647  |
|       | 1.9                       | SSO portal review and enhancement              | 3/1/2018  | 6/30/2018       | 4                  | ESUCC+Contract     | Tech Director           | \$51,647            |           | \$51,647  |
|       | 1.10                      | Hosting infrastructure updates                 | 5/1/2018  | 7/31/2018       | 3                  | ESUCC              | Tech Director           | \$46,647            |           | \$46,647  |
|       | 1.11                      | Training 3 for ESU/VST on security & portal    | 9/1/2018  | 9/30/2018       | 1                  | ESUCC/VST          | Tech Director           | \$11,647            |           | \$11,647  |
|       | 1.12                      | SSO portal review and enhancement              | 3/1/2019  | 6/30/2019       | 4                  | ESUCC+Contract     | Tech Director           | \$51,647            |           | \$51,647  |
|       | 1.13                      | Hosting infrastructure updates                 | 5/1/2018  | 7/31/2018       | 3                  | ESUCC              | Tech Director           | \$46,647            |           | \$46,647  |
|       | 1.14                      | External security assessment 2                 | 3/1/2019  | 4/30/2019       | 2                  | Contractor         | Security Spec           | \$25,000            |           | \$25,000  |
| 2     | AAP and SRS Development   |  |           |                 |                    |                    |                         |                     |           |           |
|       | 2.1                       | User requirements gathering (AAP & SRS)        | 1/1/2017  | 2/28/2017       | 2                  | ESUCC              | Project Director        |                     | \$26,415  | \$26,415  |
|       | 2.2                       | Data and user interface design (AAP & SRS)     | 2/1/2017  | 2/28/2017       | 1                  | ESUCC              | Tech Dir + Dev          |                     | \$32,088  | \$32,088  |
|       | 2.3                       | Software development & testing (AAP & SRS)     | 3/1/2017  | 5/31/2017       | 3                  | ESUCC/Contract     | Proj Dir + Dev          | \$20,000            | \$83,080  | \$103,080 |
|       | 2.4                       | AAP training & pilot                           | 6/1/2017  | 5/31/2018       | 12                 | ESUCC              | Project Director        |                     | \$158,490 | \$158,490 |
|       | 2.5                       | AAP Software revision                          | 6/1/2017  | 5/31/2018       | 12                 | ESUCC/Contract     | Developer               | \$40,000            | \$142,575 | \$182,575 |
|       | 2.6                       | AAP statewide operation & support              | 6/1/2018  | 6/30/2019       | 13                 | ESUCC              | Project Director        |                     | \$132,075 | \$132,075 |
|       | 2.7                       | SRS Ed-Fi interface pilot & training           | 8/1/2017  | 6/30/2018       | 11                 | ESUCC              | Project Director        |                     | \$52,830  | \$52,830  |
|       | 2.8                       | SRS Ed-Fi statewide operation                  | 8/1/2018  | 6/30/2019       | 11                 | ESUCC              | Project Director        |                     | \$132,075 | \$132,075 |
|       | 2.9                       | SRS & AAP software revision                    | 4/1/2018  | 5/31/2018       | 2                  | ESUCC/Contract     | Developer               | \$20,000            | \$36,915  | \$56,915  |
|       | 2.10                      | AAP Training 2                                 | 6/1/2018  | 6/30/2019       | 1                  | ESUCC              | Project Director        |                     | \$26,415  | \$26,415  |
|       | 2.11                      | SRS Training 2                                 | 8/1/2018  | 9/30/2018       | 2                  | ESUCC              | Project Director        |                     | \$26,415  | \$26,415  |
|       | 2.12                      | SRS & AAP software revision                    | 4/1/2019  | 5/31/2019       | 1                  | ESUCC/Contract     | Developer               | \$20,000            | \$26,415  | \$46,415  |
|       | 2.13                      | AAP Training 3                                 | 6/1/2019  | 6/30/2019       | 2                  | ESUCC              | Project Director        |                     | \$26,415  | \$26,415  |
| 3     | BlendEd                   |  |           |                 |                    |                    |                         |                     |           |           |
|       | 3.1                       | Hire and train BlendEd Coordinator             | 1/15/2017 | 1/25/2017       | 1                  | ESUCC              | BlendEd Director        |                     |           |           |
|       | 3.2                       | Review current BlendEd pilot projects - Year 1 | 4/1/2017  | 5/15/2018       | 13                 | ESUCC + ESUs       | BlendEd Dir+ESUs        |                     |           |           |
|       | 3.3                       | Review current BlendEd pilot projects - Year 2 | 4/1/2018  | 5/30/2019       | 13                 | ESUCC + ESUs       | BlendEd Dir+ESUs        |                     |           |           |
|       | 3.4                       | Design BlendEd scale-up project                | 4/1/2018  | 5/30/2019       | 13                 | ESUCC              | BlendEd Director        |                     |           |           |
|       | 3.5                       | Contractual Content Agreements                 | 1/1/2017  | 6/30/2019       | 30                 | ESUCC              | BlendEd Director        | \$30,000            | \$402,000 | \$432,000 |
|       | 3.6                       | Training                                       | 1/1/2017  | 6/30/2019       | 10                 | ESUCC              | BlendEd Director        | \$6,750             |           | \$6,750   |
|       | 3.7                       | Coaching for participating schools             |           |                 |                    |                    |                         |                     |           |           |

| Tasks  |  |  | Begin Date   | End Date   | Months Duration | Entity Responsible | Person Responsible | Task Cost (Grant funds) | Task Cost (In-Kind) | Total              |
|--|--|--|--------------|------------|-----------------|--------------------|--------------------|-------------------------|---------------------|--------------------|
| 3.7.1  | BlendEd Project Coordination (.5 FTE)          |  | 1/1/2017     | 6/30/2019  | 30              | Ind. Contractor    | Project Coord.     | \$122,282               |                     | \$122,282          |
| 3.7.2  | ESU Coaching staff                             |  | 1/1/2017     | 6/30/2019  | 30              | ESU                | VST members        |                         | \$160,000           | \$160,000          |
| 3.7.3  | ESUCC Coaching staff                           |  | 1/1/2017     | 6/30/2019  | 30              | ESUCC              | BlendEd Director   | \$22,032                | \$82,241            | \$104,272          |
| 3.7.4  | ESUCC Support Staff                            |  | 1/1/2017     | 6/30/2019  | 30              | ESUCC              | Support Staff      |                         | \$1,912             | \$1,912            |
| <b>4 NROC and EdReady Implementation</b>               |  |  |              |            |                 |                    |                    |                         |                     |                    |
| 4.1  | NROC Membership                                |  | 1/1/2017     | 6/30/2019  | 30              | NROC               | N/A                | \$310,000               |                     | \$310,000          |
| 4.2  | Design and develop math teaching approaches    |  | 2/1/2017     | 3/31/2017  | 2               | ESUCC + NROC       | Project Director   | \$2,250                 |                     | \$2,250            |
| 4.3  | EdReady Inventory of math skills               |  | 2/1/2017     | 5/31/2019  | 28              | ESUCC + NROC       | Project Director   |                         |                     |                    |
| 4.4  | Math readiness teaching approach studies       |  | 4/1/2017     | 5/31/2019  | 26              | ESUCC + NROC       | Project Director   |                         |                     |                    |
| 4.5  | Math skills inventory state mapping            |  | 4/1/2017     | 6/30/2019  | 27              | ESUCC + NROC       | Project Director   |                         |                     |                    |
| 4.6  | Evaluate Spring 2017 teaching approach studies |  | 6/1/2017     | 7/31/2017  | 2               | ESUCC + NROC       | Project Director   |                         |                     |                    |
| 4.7  | Refine math teaching approaches                |  | 6/1/2017     | 7/31/2017  | 2               | ESUCC + NROC       | Project Director   | \$2,250                 |                     | \$2,250            |
| 4.8  | Evaluate 2017-18 teaching approach studies     |  | 6/1/2018     | 7/31/2018  | 2               | ESUCC + NROC       | Project Director   |                         |                     |                    |
| 4.9  | Refine math teaching approaches                |  | 6/1/2018     | 7/31/2018  | 2               | ESUCC + NROC       | Project Director   |                         |                     |                    |
| 4.10   | Develop every student college math-ready plan  |  | 5/1/2019     | 6/30/2019  | 2               | ESUCC + NROC       | Project Director   | \$2,250                 |                     | \$2,250            |
| 4.11   | Teacher attendance at NROC conference          |  | Spring 17-19 |            |                 |                    |                    | \$12,000                |                     | \$12,000           |
| 4.12   | Coaching for participating schools             |  |              |            |                 |                    |                    |                         |                     |                    |
| 4.12.1   | NROC/EdReady Project Coordination (.5 FTE)     |  | 1/1/2017     | 6/30/2019  | 30              | Ind. Contractor    | Project Coord.     | \$122,281               |                     | \$122,281          |
| 4.12.2   | ESU Coaching Staff                             |  | 1/1/2017     | 6/30/2019  | 30              | ESU                | VST members        |                         | \$160,000           | \$160,000          |
| 4.12.3   | ESUCC Coaching staff                           |  | 1/1/2017     | 6/30/2019  | 30              | ESUCC              | Director           | \$22,032                | \$82,241            | \$104,272          |
| 4.12.4   | ESUCC Support Staff                            |  | 1/1/2017     | 6/30/2019  | 30              | ESUCC              | Support Staff      |                         | \$1,912             | \$1,912            |
| <b>5 SIMPL Development</b>                             |  |  |              |            |                 |                    |                    |                         |                     |                    |
| 5.1  | Refine software specifications                 |  | 1/1/2017     | 1/31/2017  | 1               | ESUCC/ESU 7        | Administrator      |                         |                     |                    |
| 5.2  | Initial software development & testing         |  | 2/1/2017     | 6/30/2017  | 2               | ESU 10             | Developer          | \$15,000                | \$750               | \$15,750           |
| 5.3  | Pilot implementation                           |  | 7/1/2017     | 6/30/2018  | 12              | ESUCC/ESU 7        | T & L Coord        |                         |                     |                    |
| 5.4  | Pilot software revision                        |  | 7/1/2017     | 6/30/2018  | 12              | ESU 10             | Developer          | \$30,000                | \$750               | \$30,750           |
| 5.5  | Training for pilots                            |  | 6/1/2017     | 10/31/2017 | 5               | ESUCC/ESU 7        | T & L Coord        | \$4,500                 |                     | \$4,500            |
| 5.6  | Training for Year 2 adopters                   |  | 4/1/2018     | 10/31/2018 | 7               | ESUCC/ESU 7        | T & L Coord        | \$3,000                 |                     | \$3,000            |
| 5.7  | Implementation support                         |  | 4/1/2018     | 6/30/2019  | 14              | ESUCC/ESU 7        | T & L Coord        |                         |                     |                    |
| 5.8  | Year 2 software revision                       |  | 3/1/2019     | 5/31/2019  | 3               | ESU 10             | Developer          | \$30,000                | \$750               | \$30,750           |
| <b>6 Overall Project Administration and Evaluation</b> |  |  |              |            |                 |                    |                    |                         |                     |                    |
| 6.1  | Project Evaluation                             |  | 1/17/2017    | 6/30/2019  | 30              | RMC                | Evaluators         | \$153,630               |                     | \$153,630          |
| 6.2  | Project Administration                         |  | 1/17/2017    | 6/30/2019  | 30              | ESUCC              | Admin Staff        |                         | \$108,244           | \$108,244          |
| 6.3  | Project Management, Implementation & Support   |  | 1/17/2017    | 6/30/2019  | 30              | ESUCC              | Tech Director      | \$232,926               |                     | \$232,926          |
| 6.4  | Project Coordination                           |  | 1/17/2017    | 6/30/2019  | 30              | ESUCC              | Exec Assistant     | \$56,188                | \$13,272            | \$69,460           |
|  |  |  |              |            |                 |                    | <b>TOTALS</b>      | <b>\$1,640,839</b>      | <b>\$2,273,708</b>  | <b>\$3,914,547</b> |

**EXHIBIT 1. ESUCC DE<sup>2</sup>TAILS LOGIC MODEL 2017-2020**



**Project's Potential for Statewide Significance:**

The framework for statewide implementation has been in place since the inception of the ESUCC beginning July 1, 2008 through LB 603. The mission of the ESUCC is designed to coordinate educational programs in partnership with 17 ESUs across the state serving 245 public school districts. Since the initial phases of development and implementation of the council, ESUCC has had extensive experience implementing and coordinating statewide projects to provide cost-effective and efficient services for the students, teachers, and school districts in each educational service unit. In addition through LB 603, the ESUCC has been charged with equitable delivery of services to all students receiving education through the public school system. Furthermore, the ESUCC is a conduit for communication with all stakeholders to include local public schools, ESU's, the Commissioner of Education, the Nebraska Department of Education staff, and state senators. The proposed project aligns with ESUCC efforts to better coordinate technology across school districts in a cost-effective manner.

Statewide partnerships are already in place with the Nebraska Department of Education, the Nebraska Supreme Court, Nebraska Department of Health and Human Services, Nebraska Commission on Law Enforcement and Criminal Justice, State Office of Probation Administration, Nebraska Foster Care Review Office, and the Nebraska Department of Correctional Services through "Fostering Connections in Education". "Fostering Connections in Education" has been created to build on the Ed-Fi® data infrastructure currently being implemented in Nebraska schools with the addition of creating necessary connections to existing external data platforms which provide portals to relevant child welfare and juvenile/criminal justice databases.

For student learning, DE<sup>2</sup>TAILS will enable schools to access student achievement related to math readiness through NROC/EdReady and BlendED to drive student education plans with hard data. EdReady can be utilized as an intervention, data collected, and a clear vision of student readiness created to drive curriculum planning and enhance student learning. BlendEd provides opportunity for students in rural schools to achieve a higher level of college and career readiness than is available through traditional classroom instruction. This project will support student transitions from high school to State University, community college, professional career, and technical training pathways students need to become employed and strengthen Nebraska's workforce. The growth of Nebraska's economy relies on well-educated students to become a large pool of equipped and trained employees, business owners, and entrepreneurs.

Clayton Christian, Commissioner of Higher Education, Montana University System is quoted as saying "EdReady Montana is a transformative approach to helping students succeed in college with lower costs and less burden of developmental education...EdReady Montana is an integral strategy for increasing our state's educational attainment level at affordable costs for students and families." ESUCC anticipates the replication of this success in Nebraska.

**Mechanism(s) for Disseminating Project Information in Future Phases:**

ESUCC will work with RMC Research Corporation to provide both a formative and summative review and corresponding set of recommendations to inform program changes and applications during the implementation of the DE<sup>2</sup>TAILS project. RMC and project partners will develop and provide an Annual Project Progress Report and assist ESUCC leadership in developing and submitting NDE reporting requirements and a Summative Evaluation of Progress report.

NDE, ESUCC, and ESU administrators meet twice annually in October and April to conduct strategic planning to establish the focus and coordination of necessary core services based on priorities and needs that are identified through the analysis of data. Data collected and shared in planning meetings through the DE<sup>2</sup>TAILS project will provide a real-time, accurate visualization of student data, educator and student use of technology applications and digital resources, and progress of student engagement and achievement through personalized learning and college/career readiness courses. This data better equips statewide partners to develop and implement long-range plans, strategies, and goals for the enhancement of educational opportunities in elementary and secondary education.

ESUCC Administration provides updates for ESUCC Board Members during scheduled board meetings. Verbal and written updates are provided to all ESU Administrators; whereby, the updates are then shared and discussed with the ESU Leadership Team and School District Superintendents where and when appropriate. In addition, ESUCC Administration attends all ESU affiliate meetings at which updates are provided and cooperative planning occurs.

**Cost Savings to be Achieved:** The intersection of technology uses and high-quality student-teacher interactions in classroom settings has particular promise as a strategy that is projected to result in significant cost savings for the state of Nebraska. As technology becomes integrated as a tool for instruction and informing effective classroom practices, and as the promise of Activity Theory is realized, economies of scale will result in substantial cost savings at the building, district, ESU, ESUCC, and NDE levels. Cost savings at multiple levels can be achieved through the integration of technology with the expertise of highly qualified teachers. These cost savings will occur at the materials level, infrastructure level, policies and practices

level, and most prominently at the human capital level in terms of time, energy, and effort.

Educators in rural Nebraska schools will have equal access to professional development, instructional coaching/mentoring, and online resources regardless of their geographical location or existing school curriculum capacity. Each school currently participating in Special Education Projects through ESUCC pays an annual fee for services provided under the Student Records System (SRS) fee structure. These funds could be reallocated to access DE<sup>2</sup>TAILS infrastructure.

Market cost analysis is a vital component of the SIMPL process as an economic value-added solution provided and coordinated by ESUs. This data provides to the school districts, ESUs and state a summary of services as provided by ESUs to the school districts, and aligns them with the equivalent services they have been provided by market vendors. This comparison demonstrates tremendous cost savings to the school districts, ESUs and the state as a result of service utilization at the ESU level as opposed to choosing a vendor-based solution from the market place.

## **Budget Narrative**

ESUCC requests inclusion in the Optional Competitive Preference Priority of Matching Funds

**Type of matching funds for the 2016 NDE Innovation Grant Program:** In-kind

**Matching funds amount:** \$2,273,708

**Source of funds:** All in-kind match expenditures are appropriated within the ESUCC and the 17 ESUs across the state.

**Authorized Representative:** David M. Ludwig, Executive Director, Educational Service Unit Coordinating Council

**Fiscal Agent:** ESU Coordinating Council

**Narrative:** The goal of the **Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE<sup>2</sup>TAILS)** is an integrated ecosystem, governed by policies and practices, to allow relevant teaching and learning applications and tools to integrate seamlessly to share data elements for the improvement of student learning and reporting across the state.

**Expenditures support:** 1) Development of an integrated technology ecosystem through a secure, trusted data infrastructure (ADVISER) by integrating multiple technology systems through a single sign-on portal; 2) Design of an integrated system application for the AAP and SRS with ADVISER to address the needs of at-risk and high needs students; 3) Use of technology to innovate student learning in the classroom and improve academic/employment outcomes through a Blended/Personalized Learning Environment; 4) Provide a baseline collection of online digital resources for student access improving college and career readiness through NROC/EdReady; and 5) Development of statewide software (SIMPL) for visualization and rapid analysis of

evidenced-based professional development and instructional practice to drive informed decision making.

**Personnel** includes a Project Manager (1 FTE) for policy development, software development and enhancements, and contracted service deployment. In addition, a Project Coordinator (.5 FTE) will assist with the documentation of policy/practice, coordination of professional development, management of contracted services, and other duties as assigned. Expenditures include: Yr 1: In-Kind, Yr 2: Salary \$156,663, Fringe \$27,591; Yr 3: Salary \$163,260, Fringe \$28,695. Total: \$376,209

**Travel** costs (as per federal per diem rates) include transportation, lodging, and overnight meal expenditures for staff and an independent contractor for meetings/trainings specific to BlendED/personalized learning, NROC/EdReady, AAP/SRS, and SIMPL. Funds are included in the budget for up to four (4) project staff to attend the Nebraska Department of Education's Innovation Grant Program Workshop in January 2017. Expenditures include: Yr 1: \$29,000, Yr 2: \$54,000 and Yr 3: \$54,000. Total: \$137,000.

**Independent Project Evaluation** costs are estimated to be 10% of total project costs. Items for evaluation include: 1) effectiveness of developed policies and practices regarding data security, privacy and business continuity; 2) the level of integration and enhanced functionality achieved through software enhancements to the AAP and SRS software systems; 3) increased implementation of BlendED/personalized learning classrooms; 4) expanded use of NROC/EdReady; and 5) the use of data from the SIMPL software as it relates to effectiveness of evidence-based professional development and instructional practices. Expenditures include: Yr 1: \$23,500, Yr 2: \$65,065 and Yr 3: \$65,065. Total: \$153,630.

**Contractual** needs include: 1) legal fees for policy development; 2) costs for a security assessment; 3) Independent Contractor for the statewide implementation of BlendED and NROC/EdReady Components of the grant project; 4) contractual fees for professional development within BlendED; 5) membership fees for NROC/Ed Ready; 6) and contracted software development and support for enhancements to AAP, SRS, the single sign-on framework and initial development of SIMPL. Expenditures include:

Yr 1: \$160,000, Yr 2: \$ 360,000 and Yr 3: \$350,000. Total: \$870,000.

**Professional Development** for statewide BlendED meetings/workshops include: 1) working lunch meals only; and 2) site rental fees. Expenditures include: Yr 1: \$3,500, Yr 2: \$6,500 and Yr 3: \$3,500. Total: \$13,500.

**Equipment** required to provide services developed through this proposal includes upgrades to hardware housed in the shared Network Nebraska data center and computer equipment for use by the BlendED/NROC independent coordinator. Expenditures include: Yr 1: \$5,000, Yr 2: \$35,000 and Yr 3: \$35,000. Total: \$75,000.

**Supplies and Materials** include anticipated items needed to support the project. Expenditures include: Yr 1: \$3,000, Yr 2: \$6,250, Yr 3: \$6,250. Total: \$15,500.

**Summary** Total costs of this project proposal are: Yr 1: \$224,000, Yr 2: \$711,069, Yr 3: \$705,770. Total 30-month project cost: \$1,640,839.



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**- APPLICANT AND PROJECT INFORMATION -**

|   |   |
|---|---|
| <b>APPLICANT'S NAME</b> <i>(Local Education Agency)</i> | <b>ESU Coordinating Council</b>   |
| <b>Address</b> <i>(Street, City and Zip Code)</i>       | 6949 South 110th Street, LaVista NE 68128   |
| <b>PROJECT TITLE</b>                                    | <b>Data-Driven Ecosystems Enhancing Teaching And Improving Learning for Students(DE<sup>2</sup>TAILS)</b> |

**- BUDGET YEAR -**

|  |                       |                       |                              |          |
|--|-----------------------|-----------------------|------------------------------|----------|
| <b>Complete a Line Item Budget Form for EACH PROJECT YEAR in Operation.</b> <i>Indicate the appropriate Project Year and corresponding Fiscal Year that this Form represents with "X".</i> | <b>Project Year 1</b> | <b>X</b>              | <b>Fiscal Year 2016-2017</b> | <b>X</b> |
|  | <b>Project Year 2</b> |                       | <b>Fiscal Year 2017-2018</b> |          |
| <b>LENGTH OF GRANT</b> <i>(Number of Months)</i>   | 30                    | <b>Project Year 3</b> | <b>Fiscal Year 2018-2019</b> |          |

**- LINE ITEM BUDGET -**

| <b>BUDGET CATEGORY</b>  | <i>Innovation Grant Funds</i> | <i>Optional Match Funds</i> | <i>% of Total Budget</i> | <i>Budget Category Total</i> |
|---|-------------------------------|-----------------------------|--------------------------|------------------------------|
| <b>PROJECT STAFF</b> <i>(Specify by Staff Position)</i> <b>Sub-Total:</b>   | <b>\$0</b>                    | <b>\$286,950</b>            | <b>36.5%</b>             | <b>\$286,950</b>             |
| <b>Staff Position:</b> Technology Director/Project Manager                  | \$0                           | \$25,970                    |                          |                              |
| <b>Staff Position:</b> Administrative Assistant/Project Coordinator         | \$0                           | \$11,572                    |                          |                              |
| <b>Staff Position:</b> Other ESUCC Staff/ESU Staff                          | \$0                           | \$249,408                   |                          |                              |
| <b>FRINGE BENEFITS</b> <i>(Specify by Staff Position)</i> <b>Sub-Total:</b> | <b>\$0</b>                    | <b>\$41,041</b>             | <b>5.22%</b>             | <b>\$41,041</b>              |
| <b>Staff Position:</b> Technology Director/Project Manager                  | \$0                           | \$8,066                     |                          |                              |
| <b>Staff Position:</b> Administrative Assistant/Project Coordinator         | \$0                           | \$1,701                     |                          |                              |
| <b>Staff Position:</b> Other ESUCC Staff                                    | \$0                           | \$31,274                    |                          |                              |
| <b>PROJECT STAFF TRAVEL</b> <b>Sub-Total:</b>                               | <b>\$29,000</b>               | <b>\$6,000</b>              | <b>4.45%</b>             | <b>\$35,000</b>              |
| <b>Transportation</b>   | \$18,850                      | \$4,200                     |                          |                              |
| <b>Lodging</b>  | \$6,750                       | \$1,200                     |                          |                              |
| <b>Meals</b>  | \$3,400                       | \$600                       |                          |                              |
| <b>INDEPENDENT PROJECT EVALUATION</b> <b>Sub-Total:</b>                     | <b>\$23,500</b>               | <b>\$0</b>                  | <b>2.98%</b>             | <b>\$23,500</b>              |
| <b>Evaluator Staff Position:</b>  | \$23,500                      | \$0                         |                          |                              |
| <b>Evaluator Staff Position:</b>  | \$0                           | \$0                         |                          |                              |
| <b>Expenses</b>   | \$0                           | \$0                         |                          |                              |
| <b>Travel</b>   | \$0                           | \$0                         |                          |                              |
| <b>CONTRACTUAL</b> <b>Sub-Total:</b>  | <b>\$160,000</b>              | <b>\$218,690</b>            | <b>48.17%</b>            | <b>\$378,690</b>             |
| <b>Consultant Fees</b>  | \$160,000                     | \$218,690                   |                          |                              |
| <b>Expenses</b>   | \$                            | \$0                         |                          |                              |
| <b>PROFESSIONAL DEVELOPMENT</b> <b>Sub-Total:</b>                           | <b>\$3,500</b>                | <b>\$0</b>                  | <b>.445%</b>             | <b>\$3,500</b>               |
| <b>Event / Registration Fees:</b>   | \$2,000                       | \$0                         |                          |                              |
| <b>Site Rental / Expenses - For Project-Sponsored Events Only</b>           | \$1,500                       | \$0                         |                          |                              |
| <b>Participant Stipends - Number attending Project-Sponsored Event</b>      | \$0                           | \$0                         |                          |                              |
| <b>EQUIPMENT</b> <i>(Specify)</i> <b>Sub-Total:</b>                         | <b>\$5,000</b>                | <b>\$0</b>                  | <b>.636%</b>             | <b>\$5,000</b>               |
| Laptop and DL Equipment for Independent contractor                          | \$5,000                       | \$0                         |                          |                              |
|   |                               | \$0                         |                          |                              |
| <b>SUPPLIES AND MATERIALS</b> <i>(Specify)</i> <b>Sub-Total:</b>            | <b>\$3,000</b>                | <b>\$0</b>                  | <b>.381%</b>             | <b>\$3,000</b>               |
| Supplies needed for grant support/marketing materials                       | \$3,000                       | \$0                         |                          |                              |
|   |                               | \$0                         |                          |                              |
|   |                               | \$0                         |                          |                              |
| <b>OTHER</b> <i>(Specify)</i> Staff Office Space <b>Sub-Total:</b>          | <b>\$0</b>                    | <b>\$9,355</b>              | <b>1.19%</b>             | <b>\$9,355</b>               |

|                                  |                  |                  |             |                  |
|----------------------------------|------------------|------------------|-------------|------------------|
|                                  |                  |                  |             |                  |
| <b>DIRECT COSTS SUB-TOTAL:</b>   | <b>\$201,600</b> | <b>\$505,833</b> | <b>90%</b>  | <b>\$707,433</b> |
| <b>INDIRECT COSTS SUB-TOTAL:</b> | <b>\$22,400</b>  | <b>\$56,203</b>  | <b>10%</b>  | <b>\$78,603</b>  |
| <b>TOTAL:</b>                    | <b>\$224,000</b> | <b>\$562,036</b> | <b>100%</b> | <b>\$786,036</b> |



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| <b>APPLICANT'S NAME</b> <i>(Local Education Agency)</i> | <b>ESU Coordinating Council</b>   |
| <b>Address</b> <i>(Street, City and Zip Code)</i>       | 6949 South 110th Street, LaVista NE 68128   |
| <b>PROJECT TITLE</b>                                    | <b>Data-Driven Ecosystems Enhancing Teaching And Improving Learning for Students(DE<sup>2</sup>TAILS)</b> |

**- BUDGET YEAR -**

|  |                       |                       |                              |   |
|--|-----------------------|-----------------------|------------------------------|---|
| <b>Complete a Line Item Budget Form for EACH PROJECT YEAR in Operation.</b> <i>Indicate the appropriate Project Year and corresponding Fiscal Year that this Form represents with "X".</i> | <b>Project Year 1</b> |                       | <b>Fiscal Year 2016-2017</b> |   |
|  | <b>Project Year 2</b> | X                     | <b>Fiscal Year 2017-2018</b> | X |
| <b>LENGTH OF GRANT</b> <i>(Number of Months)</i>   | 30                    | <b>Project Year 3</b> | <b>Fiscal Year 2018-2019</b> |   |

**- LINE ITEM BUDGET -**

| <b>BUDGET CATEGORY</b>  | <i>Innovation Grant Funds</i> | <i>Optional Match Funds</i> | <i>% of Total Budget</i> | <i>Budget Category Total</i> |
|---|-------------------------------|-----------------------------|--------------------------|------------------------------|
| <b>PROJECT STAFF</b> <i>(Specify by Staff Position)</i> <b>Sub-Total:</b>   | <b>\$156,663</b>              | <b>\$563,319</b>            | <b>46.2%</b>             | <b>\$719,982</b>             |
| <b>Staff Position:</b> Technology Director/Project Manager                  | \$132,663                     | \$0                         |                          |                              |
| <b>Staff Position:</b> Administrative Assistant/Project Coordinator         | \$24,000                      | \$0                         |                          |                              |
| <b>Staff Position:</b> Other ESUCC Staff/ESU Staff                          | \$0                           | \$563,319                   |                          |                              |
| <b>FRINGE BENEFITS</b> <i>(Specify by Staff Position)</i> <b>Sub-Total:</b> | <b>\$27,591</b>               | <b>\$65,139</b>             | <b>5.95%</b>             | <b>\$92,730</b>              |
| <b>Staff Position:</b> Technology Director/Project Manager                  | \$24,048                      | \$0                         |                          |                              |
| <b>Staff Position:</b> Administrative Assistant/Project Coordinator         | \$3,543                       | \$0                         |                          |                              |
| <b>Staff Position:</b> Other ESUCC Staff                                    | \$0                           | \$65,139                    |                          |                              |
| <b>PROJECT STAFF TRAVEL</b> <b>Sub-Total:</b>                               | <b>\$54,000</b>               | <b>\$11,250</b>             | <b>4.18%</b>             | <b>\$65,250</b>              |
| <b>Transportation</b>   | \$35,900                      | \$7,950                     |                          |                              |
| <b>Lodging</b>  | \$11,900                      | \$2,200                     |                          |                              |
| <b>Meals</b>  | \$6,200                       | \$1,100                     |                          |                              |
| <b>INDEPENDENT PROJECT EVALUATION</b> <b>Sub-Total:</b>                     | <b>\$65,065</b>               | <b>\$0</b>                  | <b>4.17%</b>             | <b>\$65,065</b>              |
| <b>Evaluator Staff Position:</b>  | \$65,065                      | \$0                         |                          |                              |
| <b>Evaluator Staff Position:</b>  | \$0                           | \$0                         |                          |                              |
| <b>Expenses</b>   | \$0                           | \$0                         |                          |                              |
| <b>Travel</b>   | \$0                           | \$0                         |                          |                              |
| <b>CONTRACTUAL</b> <b>Sub-Total:</b>  | <b>\$360,000</b>              | <b>\$118,689</b>            | <b>35.21%</b>            | <b>\$548,689</b>             |
| <b>Consultant Fees</b>  | \$360,000                     | \$118,689                   |                          |                              |
| <b>Expenses</b>   | \$0                           | \$0                         |                          |                              |
| <b>PROFESSIONAL DEVELOPMENT</b> <b>Sub-Total:</b>                           | <b>\$6,500</b>                | <b>\$0</b>                  | <b>.417%</b>             | <b>\$6,500</b>               |
| <b>Event / Registration Fees:</b>   | \$2,000                       | \$0                         |                          |                              |
| <b>Site Rental / Expenses - For Project-Sponsored Events Only</b>           | \$4,500                       | \$0                         |                          |                              |
| <b>Participant Stipends - Number attending Project-Sponsored Event</b>      | \$0                           | \$0                         |                          |                              |
| <b>EQUIPMENT</b> <i>(Specify)</i> <b>Sub-Total:</b>                         | <b>\$35,000</b>               | <b>\$0</b>                  | <b>2.24%</b>             | <b>\$35,000</b>              |
| Hardware/Servers to support eco-system                                      | \$35,000                      | \$0                         |                          |                              |
| <b>SUPPLIES AND MATERIALS</b> <i>(Specify)</i> <b>Sub-Total:</b>            | <b>\$6,250</b>                | <b>\$0</b>                  | <b>.401%</b>             | <b>\$6,250</b>               |
| Supplies needed for grant support/marketing materials                       | \$6,250                       | \$0                         |                          |                              |
| <b>OTHER</b> <i>(Specify)</i> Staff Office Space <b>Sub-Total:</b>          | <b>\$0</b>                    | <b>\$18,709</b>             | <b>1.20%</b>             | <b>\$18,709</b>              |

|                                  |                  |                  |             |                    |
|----------------------------------|------------------|------------------|-------------|--------------------|
| <b>DIRECT COSTS SUB-TOTAL:</b>   | <b>\$639,963</b> | <b>\$762,396</b> | <b>90%</b>  | <b>\$1,402,359</b> |
| <b>INDIRECT COSTS SUB-TOTAL:</b> | <b>\$71,106</b>  | <b>\$84,710</b>  | <b>10%</b>  | <b>\$155,816</b>   |
| <b>TOTAL:</b>                    | <b>\$711,069</b> | <b>\$847,106</b> | <b>100%</b> | <b>1,558,175</b>   |



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| <b>Address</b> <i>(Street, City and Zip Code)</i>       | 6949 South 110th Street, LaVista NE 68128  |
| <b>PROJECT TITLE</b>                                    | <b>Data-Driven Ecosystems Enhancing Teaching And Improving Learning for Students (DE<sup>2</sup>TAILS)</b> |

**- BUDGET YEAR -**

|  |                       |                       |                              |                              |   |
|--|-----------------------|-----------------------|------------------------------|------------------------------|---|
| <b>Complete a Line Item Budget Form for EACH PROJECT YEAR in Operation.</b> <i>Indicate the appropriate Project Year and corresponding Fiscal Year that this Form represents with "X".</i> | <b>Project Year 1</b> |                       | <b>Fiscal Year 2016-2017</b> |                              |   |
|  | <b>Project Year 2</b> |                       | <b>Fiscal Year 2017-2018</b> |                              |   |
| <b>LENGTH OF GRANT</b> <i>(Number of Months)</i>   | 30                    | <b>Project Year 3</b> | X                            | <b>Fiscal Year 2018-2019</b> | X |

**- LINE ITEM BUDGET -**

| <b>BUDGET CATEGORY</b>  | <i>Innovation Grant Funds</i> | <i>Optional Match Funds</i> | <i>% of Total Budget</i> | <i>Budget Category Total</i> |
|---|-------------------------------|-----------------------------|--------------------------|------------------------------|
| <b>PROJECT STAFF</b> <i>(Specify by Staff Position)</i> <b>Sub-Total:</b>   | <b>\$163,260</b>              | <b>\$578,172</b>            | <b>47.5%</b>             | <b>\$741,432</b>             |
| <b>Staff Position:</b> Technology Director/Project Manager                  | \$138,300                     | \$                          |                          |                              |
| <b>Staff Position:</b> Administrative Assistant/Project Coordinator         | \$24,960                      | \$                          |                          |                              |
| <b>Staff Position:</b> Other ESUCC Staff/ESU Staff                          | \$0                           | \$578,172                   |                          |                              |
| <b>FRINGE BENEFITS</b> <i>(Specify by Staff Position)</i> <b>Sub-Total:</b> | <b>\$28,695</b>               | <b>\$67,745</b>             | <b>6.18%</b>             | <b>\$96,440</b>              |
| <b>Staff Position:</b> Technology Director/Project Manager                  | \$25,010                      | \$                          |                          |                              |
| <b>Staff Position:</b> Administrative Assistant/Project Coordinator         | \$3,685                       | \$                          |                          |                              |
| <b>Staff Position:</b> Other ESUCC Staff                                    | \$0                           | \$67,745                    |                          |                              |
| <b>PROJECT STAFF TRAVEL</b> <b>Sub-Total:</b>                               | <b>\$54,000</b>               | <b>\$11,250</b>             | <b>4.18%</b>             | <b>\$65,250</b>              |
| <b>Transportation</b>   | \$35,900                      | \$7,950                     |                          |                              |
| <b>Lodging</b>  | \$11,900                      | \$2,200                     |                          |                              |
| <b>Meals</b>  | \$6,200                       | \$1,100                     |                          |                              |
| <b>INDEPENDENT PROJECT EVALUATION</b> <b>Sub-Total:</b>                     | <b>\$65,065</b>               | <b>\$0</b>                  | <b>4.17%</b>             | <b>\$65,065</b>              |
| <b>Evaluator Staff Position:</b>  | \$65,065                      | \$0                         |                          |                              |
| <b>Evaluator Staff Position:</b>  | \$0                           | \$0                         |                          |                              |
| <b>Expenses</b>   | \$0                           | \$0                         |                          |                              |
| <b>Travel</b>   | \$0                           | \$0                         |                          |                              |
| <b>CONTRACTUAL</b> <b>Sub-Total:</b>  | <b>\$350,000</b>              | <b>\$188,690</b>            | <b>34.57%</b>            | <b>\$538,690</b>             |
| <b>Consultant Fees</b>  | \$350,000                     | \$188,690                   |                          |                              |
| <b>Expenses</b>   | \$0                           | \$                          |                          |                              |
| <b>PROFESSIONAL DEVELOPMENT</b> <b>Sub-Total:</b>                           | <b>\$3,500</b>                | <b>\$</b>                   | <b>.224%</b>             | <b>\$3,500</b>               |
| <b>Event / Registration Fees:</b>   | \$2,000                       | \$                          |                          |                              |
| <b>Site Rental / Expenses - For Project-Sponsored Events Only</b>           | \$1,500                       | \$                          |                          |                              |
| <b>Participant Stipends - Number attending Project-Sponsored Event</b>      | \$0                           | \$                          |                          |                              |
| <b>EQUIPMENT</b> <i>(Specify)</i> <b>Sub-Total:</b>                         | <b>\$35,000</b>               | <b>\$</b>                   | <b>2.24%</b>             | <b>\$35,000</b>              |
| Hardware/Servers to support eco-system                                      | \$35,000                      | \$                          |                          |                              |
|   |                               | \$                          |                          |                              |
| <b>SUPPLIES AND MATERIALS</b> <i>(Specify)</i> <b>Sub-Total:</b>            | <b>\$6,250</b>                | <b>\$</b>                   | <b>.401%</b>             | <b>\$6,250</b>               |
| Supplies needed for grant support/marketing materials                       | \$6,250                       | \$                          |                          |                              |
|   |                               | \$                          |                          |                              |
|   |                               | \$                          |                          |                              |
| <b>OTHER</b> <i>(Specify)</i> Staff Office Space <b>Sub-Total:</b>          | <b>\$0</b>                    | <b>\$18,709</b>             | <b>1.20%</b>             | <b>\$18,709</b>              |
|   |                               | \$                          |                          |                              |
|   |                               | \$                          |                          |                              |

|                                  |                  |                  |             |                    |
|----------------------------------|------------------|------------------|-------------|--------------------|
| <b>DIRECT COSTS SUB-TOTAL:</b>   | <b>\$635,193</b> | <b>\$778,110</b> | <b>90%</b>  | <b>\$1,413,303</b> |
| <b>INDIRECT COSTS SUB-TOTAL:</b> | <b>\$70,577</b>  | <b>\$86,456</b>  | <b>10%</b>  | <b>\$157,033</b>   |
| <b>TOTAL:</b>                    | <b>\$705,770</b> | <b>\$864,566</b> | <b>100%</b> | <b>\$1,570,336</b> |

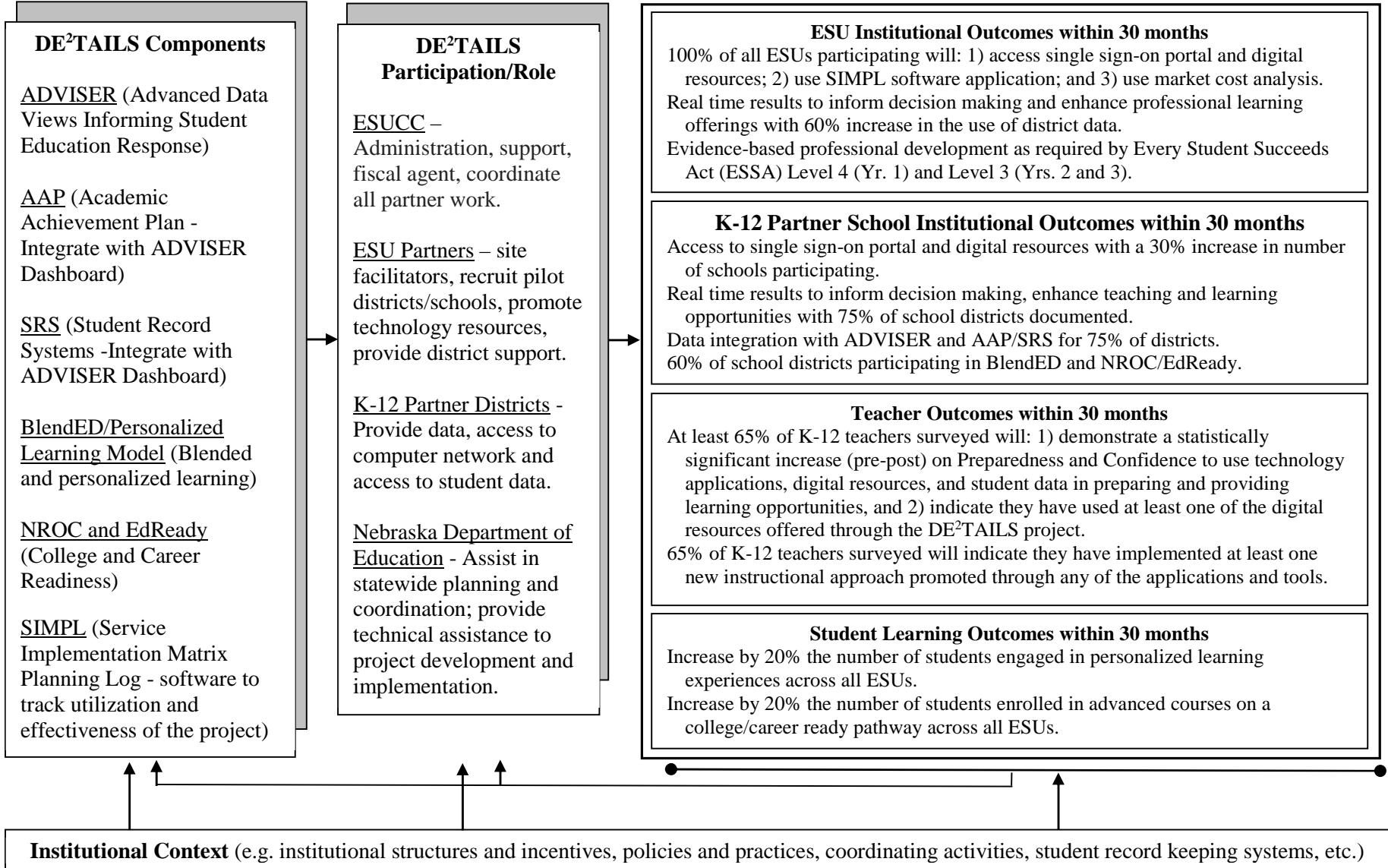
## PROJECT EVALUATION PLAN

This Evaluation Plan is provided by RMC Research Corporation, Denver, CO to examine the development and implementation of the Data-Driven EcoSystems Enhancement for Teaching and Improved Learning (DE<sup>2</sup>TAILS) Innovation Grant proposal submitted by the Educational Services Unit Coordinating Council (ESUCC) to the Nebraska Department of Education (NDE).

**PRIORITY CONSIDERATION:** The priority consideration selected for this project is Priority Consideration 4: “Leverages Technology to Support Instructional Practice and Professional Development”. Individually, the ADVISER data system, AAP/SRS, Blended-personalized learning model, the NROC/EdReady project, and the development of a Service Implementation Matrix Process & Log (SIMPL) support and enhance teaching and learning. Through the development and implementation of an integrated statewide “ecosystem”, collectively encompassing these individual components is essential and the stated purpose of this project. This integrated ecosystem, governed by policies and practices, will allow applications and tools to integrate seamlessly to share data elements. Software development and the SIMPL Matrix will support the continuous improvement process enhancing evidence-based professional development and instructional practice. Access to on-line digital resources will provide unprecedented utility by teachers and students to further support teaching and learning for Nebraska students.

Exhibit 1 presents a logic model that reflects hypotheses about the relationship between DE<sup>2</sup>TAILS primary impacts on ESUs, partner districts, and participating teachers, which in turn will lead to impacts on students in these systems. The logic model serves as a basis for the evaluation design and will be used to guide data collection and analysis.

**EXHIBIT 1. ESUCC DE<sup>2</sup>TAILS LOGIC MODEL 2017-2020**



## EVALUATION QUESTIONS

The evaluation will: (1) assess whether the project is making satisfactory progress towards its stated goals; (2) recommend reasonable, evidence-based adjustments to project plans and activities; (3) support the development and validation of survey and assessment tools; and (4) describe the impact of the DE<sup>2</sup>TAILS project. As conveyed in Exhibit 2, RMC Research has developed a set of key questions that will guide the evaluation process, along with identification of specific data collection methods to answer these questions. These key questions will assist RMC Research Corporation to provide both a formative and summative review and corresponding set of recommendations to inform program changes and applications during the implementation of the DE<sup>2</sup>TAILS project. RMC Research will develop and provide an annual evaluation report to ESSUC leadership, as well as provide support and assist ESUCC to develop and submit an annual report that will meet the specific reporting requirements of the NDE.

### EXHIBIT 2. EVALUATION QUESTIONS AND DATA COLLECTION METHODS

| Evaluation Questions   | O | I & FG | S | AD | DA |
|--|---|--------|---|----|----|
| <b>1. To what extent has DE<sup>2</sup>TAILS met its articulated goals? How does DE<sup>2</sup>TAILS ...</b>   |   |        |   |    |    |
| <i>a) Provide a secure, private and sustainable hosting infrastructure?</i>  | X | X      | X |    | X  |
| <i>b) Develop and implement policies to ensure data, tools and resources are available to only authorized users?</i>   | X | X      | X |    |    |
| <i>c) Enhance participating schools, districts, and ESUs ability to engage more effectively and efficiently with technology supports for data access and analysis?</i>   | X | X      | X | X  | X  |
| <i>d) Develop and implement statewide, software for the visualization and rapid analysis of data?</i>  | X | X      |   |    | X  |
| <b>2. To what extent does participation in DE<sup>2</sup>TAILS activities ...</b>  |   |        |   |    |    |
| <i>a) Demonstrate a statistically significant increase (pre-post) in teacher preparedness to use technology applications, digital resources, and student data in preparing and providing learning opportunities?</i> |   | X      | X |    | X  |
| <i>b) Demonstrate a statistically significant increase (pre-post) in teacher confidence to use technology applications, digital resources, and student data in preparing and providing learning opportunities?</i>   |   | X      | X |    | X  |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| c) <i>Promote teacher use of at least one of the digital resources offered through the project?</i>                     | X | X | X |   |   |
| d) <i>Increase student engagement in personalized learning experiences?</i>   | X | X | X | X |   |
| e) <i>Increase student enrollment in advanced courses on a college/career ready pathway?</i>                            |   | X |   | X | X |
| <b>3. What factors impede or facilitate progress toward DE<sup>2</sup>TAILS goals?</b>                                  | X | X | X |   |   |
| <b>4. What progress has been made toward sustaining and “scaling up” DE<sup>2</sup>TAILS activities and strategies?</b> | X | X |   |   | X |

Note: O = Observations; I & FG = Interviews and Focus Groups; S = Surveys; AD = Assessment Data; and DA = Document Analysis

## METHODOLOGY

The DE<sup>2</sup>TAILS evaluation will employ a mixed-methods approach to generate both quantitative and qualitative data to examine and respond to the evaluation questions, undertaken initially across two stages, and ultimately across a third stage of the project. Quantitative data will be collected from the SIMPL software and ESU/District sites, while qualitative data will be collected at a sample of ESUs and Pilot sites implementing specific applications and tools over the course of the project. A nonexperimental design in Stage 1 will address Evaluation Question 1, while a quasi-experimental/case study design in Stage 2 will explore Evaluation Question 2, and validate findings relevant to the first research question. Across both Stages 1 and 2, Evaluation Questions 3 and 4 will be answered using a nonexperimental design. Stage 1 will focus on the implementation of the integrated technology system, its utility, access by ESUs and K-12 partner schools, and the degree to which it provides a secure, protected system for users. This stage will utilize a combination of data generated through the SIMPL software, participant surveys, interviews and focus groups across ESU and school district personnel, along with ESUCC and implementation partners. The description data provided through SIMPL and other analytics available from ESUs and Districts will allow the project to demonstrate changes in the number of users, access, frequency, duration, and help to inform the larger picture of this

statewide initiative.

Contingent on available data from the SIMPL application and participant surveys, the evaluation will use a pre- to post comparison for ESU, school, teacher and student participants. Analysis of survey data will focus on examination of changes in teacher confidence, levels of preparedness, and comfort with use of DE<sup>2</sup>TAILS applications and tools over time for participants during each program year. As appropriate, any professional experiences exit tickets and/or end of session evaluation forms will be used for formative and summative reporting.

### **PROJECT PERFORMANCE METRICS**

During Stage 1, ESUs, K-12 partner districts, schools, and teachers will be recruited and/or identified as pilot sites for technology infrastructure and digital resources (applications and tools) implementation. ESUCC leadership and DE<sup>2</sup>TAILS partners have agreed to provide to RMC Research Corporation access to all accessible data sets and utilized across all participating institutions. Evaluation question 1 targets several outcomes which are addressed by one or more instruments or data collection methods. During Stage 1 and Stage 2, the Performance Metrics identified in Exhibit 3 will be adapted as necessary to match project outcomes related to all evaluation questions. The data generated through the SIMPL software will be accessed and monitored during Stage 1, with feedback being provided to the leadership team to enhance the software over time. Other data collection, including participant surveys and interview/focus group protocols will be used based on valid and reliable instruments that have been used in prior evaluation projects. These instruments will require minimal adaptation during the preparation to extend to science coaching and the goals of the current proposed project.

### EXHIBIT 3. DE<sup>2</sup>TAILS PERFORMANCE METRICS

| Measure/Method   | Target   | Outcome   |
|--|--|---|
| SIMPL  | ESUs and K-12 Partner Districts                            | Access, Frequency, Duration, Utilization. By 2019 - 100% participation by all ESUs; 60% increase in ESU use of district data; 30% increase in participating schools; and 50% increase in use of SRS – baseline established in 2017.   |
| Interviews/Focus Groups  | ESU CC leadership, ESU staff, administrators, and teachers | Stage 1 – issues related to software implementation, access, and user security/privacy; Stage 2 – issues related to use of software in decision-making, professional development, teaching, and learning.   |
| Participant Survey (adapted from current RMC Research valid and reliable measures) | ESU CC leadership, ESU staff, administrators, and teachers | Participant attitudes, beliefs, perceptions of technology applications, utility, engagement, sustainability, and perceived impact. By 2019 – 65% of K-12 teachers with statistically significant increase in preparedness, confidence, and use of resources – baseline established in 2017.   |
| Document Analysis  | ESUs, K-12 Partner Districts                               | Examination of policies and guides related to technology use and implementation. By 2019 - 100% participation by all ESUs; 60% increase in ESU use of district data; 30% increase in participating schools; and 50% increase in use of SRS – baseline established in 2017.  |
| Assessment Details (Nebraska Statewide Assessments and other program data)         | Students in participating districts                        | Student achievement (examined in Stage 2 pilot schools – Stage 3 will examine larger student population across state (not measured in this grant) – By 2019, 20% increase in number of students engaged in personalized learning; and 20% increase in number of students enrolled in advanced courses – baseline established in 2017. |

*Stage 1. Technology Infrastructure Implementation.* Evaluation Question 1 will be examined following a mixed method approach that utilizes both quantities and qualitative data collected from interviews/focus groups, program documents, participant surveys, and software data

analytics records. Findings will be shared with the research team to make recommendations for ways to improve the DE<sup>2</sup>TAILS system.

RMC research will conduct document reviews of program development and improvement materials and research team meeting minutes. Evaluators will analyze the features of the current data systems involved in the integrated infrastructure and characterize flows of information between participants and individual DE<sup>2</sup>TAILS components to examine the extent to which the data from multiple technology systems are integrated and synchronized through a single sign-on portal. The data structure in the integrated ecosystem will be reviewed to examine its alignment to the state requirements. A return-on-investment analysis will also be conducted based on program budget data to investigate the local, regional, and statewide financial impact of this project.

In addition, evaluators will gather pre-post data from different stakeholders or users of the integrated ecosystem (including a stratified sample of district and school personnel, teachers, ESUCC staff, ESU partners, and NDE staff) using a combination of surveys with multiple choice questions and open-ended questions, interviews/focus groups, and observations to gather insights into utility, security, engagement, sustainability, effectiveness of the integrated data system, and perceived impact on participating districts, schools, and teachers. These self-reported measures will be used to evaluate participant changes overtime in terms of the extent to which they access and utilize the single source sign-on portal and use the data to inform decision making and improve teaching and learning. Throughout the project, RMC Research will also examine the SIMPL data analytics records on a monthly basis to generate descriptive statistics of user access and utility measures, including the number of users, frequency and duration of access, number of

helpdesk tickets, and number of security alerts to provide formative information of system implementation.

The access and security of the integrated ecosystem will be further examined through multiple measures. Password and user access policies will be evaluated for standards and configuration.

Network infrastructure needed for disaster recovery and backup services will be reviewed and assessed, along with the use of network-based vulnerability scans or reports to examine if the maintenance and exchange of data conform to appropriate guidelines and security standards.

RMC will also assess user access to visualization technologies and opportunities for visualization in the integrated system and review the reporting tools.

*Stage 2. Teacher and Student Impacts.* In examining Evaluation Question 2, a mixed-methods approach including both qualitative and quantitative strategies will be used. Data collection strategies will include observations of teacher-student interactions, interviews and focus groups with administrators and students, surveys of teachers, analysis of assessment data from the state assessment system (NeSA), and document analysis. Documents to be reviewed include curriculum materials, training agendas, and student transcripts and career plans. Data collection instruments will include previously validated and reliable instruments or instruments developed for this project adapted from previous studies and then will be piloted in order to establish reliability and examined for validity. Revisions to piloted instruments will be informed via data collected through a cognitive interview process, where participants will be asked to describe how items impacted their thinking when completing instruments. Surveys, observation protocol, interview and focus group questions will also include expert panel review conducted by RMC Research. These tools will be shared with project leaders for input and finalization.

Specifically, teachers will be surveyed using a pre/post online measure via electronic means

(such as SurveyMonkey) and will assess their level of confidence and preparedness to use technology applications, digital resources, accessing and using student data in providing learning opportunities. Teacher perspectives will be gathered about their experience in using technology, their beliefs and perceived benefits of using technology, their attitudes toward computer use and computer self-efficacy. Survey items will also collect perceptual information about the support and professional development opportunities that teachers have been provided along with available resources. These learning opportunities, support and resources are known to be related to teachers' motivation and preparedness to use technology.<sup>1</sup> Teachers will also be asked about their knowledge related to and confidence in integrating technology into their classrooms to enhance student learning. Survey items will measure teacher perceptions about using technology to assess student data and then use that data for decision making about lesson planning and personalized instruction for students.

Teacher demographic items will be included to allow disaggregation of data by grade or school level, teaching experience, and by content areas for which teachers are providing instruction. Statistical analysis of pre and post survey data will be conducted to identify changes in teacher perceptions, attitudes, beliefs, and uses of technology. Results from teacher surveys will be triangulated through interviews and focus groups conducted with convenience samples of school administrators and students, as well as with results from document analyses. For example, student advanced course enrollment, syllabus materials, training agendas, and other reporting will be reviewed. Survey results will also be correlated with student assessment data to make determinations about project impact.

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<sup>1</sup> Nadelson, L. S., Bennett, D., Gwilliam, Ezra, Howlett, C., Oswalt, S. & Sand, J. (2013). The Intersection of Preservice Teachers; Confidence, Perceptions, and Ideas for Using Instructional Technology for Teaching and Learning. *International Journal of Higher Education*, (4) 2.

Focus group protocols for teachers will be developed that supplement data collected through teacher surveys. Focus group questions will be generated to provide greater insight and more detail about teachers' beliefs, attitudes, and practices. Questions will also provide teachers with the opportunity to talk about the support and professional development received that addresses technology use by teachers and for enhanced learning opportunities for students. Specifically, teachers will be asked about their supervising principals' support for using technology for decision making and enhanced learning. Teachers will be asked about student's use of personalized learning and online courses. Focus groups will be conducted in a stratified sample of districts and schools in the state.

School and district administrators will be recruited from schools where teachers are involved in focus groups for administrator focus groups or interviews. Administrator focus group/interview protocols will be developed in order to gather data on their perceptions about use of technology in their schools or districts. Administrators will be asked about their beliefs, attitudes, and knowledge, and use of technology in addition to their staff's use of technology. Administrators will be asked about the availability of technology.<sup>2</sup>

Students will be observed using personalized learning. Teacher support and interaction with students will be noted as well as the type of online learning programs or courses being used. In addition to surveys and focus groups, schools will be asked to provide documents that provide data about online courses that students have taken. Online courses will include courses that students have taken for high school as well as for college credit.

*Stage 1 and 2. Challenges, Successes, and Progress.* In examining Evaluation Questions 3 and 4,

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<sup>2</sup> See Nardi, B. (1996). *Context and consciousness: Activity theory and human-computer interaction*. Cambridge, MA: MIT Press.

a mixed-methods approach including both qualitative and quantitative strategies will be used. Data collection strategies will include observations of ESUCC and ESU/administrator/ partner interactions, interviews and focus groups with ESUCC and partner agency staff, electronic surveys, and document analysis. Documents to be reviewed include meeting minutes, policies and practices, and online communications. Electronic survey items will include items with rating scales, as well as open-ended items. Observation and interview/focus group protocols will be adapted from protocols previously used by RMC Research in similar project evaluations, with items tailored to this context.

*Stage 3. Project, Teacher, and Student Impacts.* The current proposal will only support the evaluation of Stages 1 and 2, due to current funding limitations provided in the current legislation. However, in order to demonstrate impact beyond the initial 30 months of this proposed project period, the ESUCC recognizes that to demonstrate long-term impacts, scalability, and sustainability, it will be necessary to demonstrate sufficient impacts during Stages 1 and 2 to support the planning, development, and implementation of a Stage 3 proposal to examine long-term impacts beyond the initial scope of this current proposal. All efforts undertaken in the external evaluation of Stages 1 and 2 will be to inform and demonstrate the viability of a Stage 3 examination of the project.

*Demonstrating innovation.* The project evaluation design is very thorough and designed not only to document progress toward and impact upon intended outcomes, but to also reveal nuances in how the project works. The first innovation being documented focuses on the technology infrastructure, which develops, implements, and supports the access and utility of the applications, tools and resources. The SIMPL data will be a primary source to demonstrate the impact of this innovation. The second innovation that emerges from this project is the access to

and utility of student data to inform professional learning and student growth. Surveys will serve as the backbone of the evaluation. Observations, interviews, focus groups, assessment data and document analysis will be used to supplement what is learned from the surveys. The results from these high quality survey items will be correlated with student achievement results, student enrollment in advanced courses and student career plans as determined through document analyses and a convenience sample of interviews or focus groups.

*Statewide significance, replicability and scalability.* ESUCC has already invested in early stage development and pilot testing of various components of the DE<sup>2</sup>TAILS project. Early results demonstrate the value and utility of the proposed approach. Building on these early development and implementation efforts, DE<sup>2</sup>TAILS is proposing to replicate implementation across the full ESU and K-12 partner school community, and will strategically identify and support additional pilot sites through this project to demonstrate how the integrated system allows for scalability of applications, tools and resources to schools. Significant numbers of Nebraska students, many of whom are in isolated rural settings, will be exposed to this project as described. This systematic effort to take a careful look at blended learning in context will inform project improvements. The end result will be a technology ecosystem that is replicable across schools in every ESU and scalable across all ESUs as a statewide system of technological, teacher, and student support.

*Cost Savings.* The intersection of technology uses and high-quality student-teacher interactions in classroom settings has particular promise as a strategy that is projected to result in significant cost savings. As technology becomes integrated as a tool for instruction and for informing effective classroom practices, and as the promise of Activity Theory is realized, economies of scale will result in substantial cost savings at the building, district, ESU, ESU CC, and NDE levels. Cost savings at multiple levels can be achieved through the integration of technology with

the expertise of highly qualified teachers. These cost savings will occur at the materials level, infrastructure level, policies and practices level, and most prominently at the human capital level in terms of time, energy, and effort.

**EVALUATION MANAGEMENT PLAN**

The external evaluation will be conducted by RMC Research Corporation, an institution outside of the state of Nebraska, which has been conducting statewide evaluations of projects and programs designed and implemented in Nebraska since 2004. Once funded, the evaluation lead will work closely with the ESU CC leadership team to review and revise the evaluation plan to ensure the evaluation questions, data collection and analyses, and report writing will meet programmatic design. Exhibit 4 presents the tasks and timelines (defined in quarters of each year) related to managing the DE<sup>2</sup>TAILS evaluation.

**EXHIBIT 4. DE<sup>2</sup>TAILS TASKS AND TIMELINES**

| Tasks   | 2017    |    |    |    | 2018 |    |    |    | 2019 |    |    |
|---|---------|----|----|----|------|----|----|----|------|----|----|
|   | Quarter | Q1 | Q2 | Q3 | Q4   | Q1 | Q2 | Q3 | Q4   | Q1 | Q2 |
| <b>1. Evaluation Plan Revision</b>                |         |    |    |    |      |    |    |    |      |    |    |
| A. Review   |         |    |    |    |      |    |    |    |      |    |    |
| B. Revise   |         |    |    |    |      |    |    |    |      |    |    |
| <b>2. Instrument Review/ Revision</b>             |         |    |    |    |      |    |    |    |      |    |    |
| A. Review Existing Tools and Protocols            |         |    |    |    |      |    |    |    |      |    |    |
| B. Modify/Develop Tools and Protocols             |         |    |    |    |      |    |    |    |      |    |    |
| <b>3. IRB Approval</b>                            |         |    |    |    |      |    |    |    |      |    |    |
| A. Initial application                            |         |    |    |    |      |    |    |    |      |    |    |
| B. Renew application                              |         |    |    |    |      |    |    |    |      |    |    |
| <b>4. Data Collection</b>                         |         |    |    |    |      |    |    |    |      |    |    |
| A. Survey   |         |    |    |    |      |    |    |    |      |    |    |
| B. Assessments                                    |         |    |    |    |      |    |    |    |      |    |    |
| C. Observations                                   |         |    |    |    |      |    |    |    |      |    |    |
| D. Interviews/Focus Groups                        |         |    |    |    |      |    |    |    |      |    |    |
| E. Document Review                                |         |    |    |    |      |    |    |    |      |    |    |
| <b>5. Data Analysis</b>                           |         |    |    |    |      |    |    |    |      |    |    |
| A. Quantitative Analysis                          |         |    |    |    |      |    |    |    |      |    |    |
| B. Qualitative Analysis                           |         |    |    |    |      |    |    |    |      |    |    |
| <b>6. Reporting and Dissemination of Findings</b> |         |    |    |    |      |    |    |    |      |    |    |

|                         |  |  |  |  |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|--|--|--|--|
| A. Annual Report        |  |  |  |  |  |  |  |  |  |  |
| 7. Meetings/Site Visits |  |  |  |  |  |  |  |  |  |  |
| A. Planning             |  |  |  |  |  |  |  |  |  |  |
| B. Site Visits          |  |  |  |  |  |  |  |  |  |  |

**Dr. John T. Sutton, Senior Research Associate**, will lead evaluation efforts at RMC Research Corporation. Dr. Sutton serves as senior research associate at RMC Research Corporation and as RMC Research deputy director and Task 6 co-lead for the U.S. Department of Education Central Regional Education Laboratory (REL). Dr. Sutton recently served as PI on the NSF-funded (#1238120) Technical Evaluation Assistance in Mathematics and Science (TEAMS) project and as Co-PI and lead evaluator on multiple NSF-funded projects (#0918326, #137034, #1503206, and #08311835). Additionally, Dr. Sutton has served as lead evaluator on the NDE Statewide Mathematics and Science Partnership (MSP) projects in both mathematics and science since their inception, most recently for the ESU CC operating the Nebraska Mathematics Professional Development Series (NMPDS), between 2013 and 2016.

**Dr. Xin Wang, Research Associate**, has expertise in experimental and quasi-experimental designs, quantitative research and analysis, and program evaluation. Wang has contributed to 2 IES-funded Cluster Randomized controlled trial studies and currently serves as Co-PI for 3 NSF projects, focused on undergraduate use of technology delivered instruction in biological sciences, elementary mathematical multiplicative and fractional reasoning; and 8<sup>th</sup> grade Algebraic argumentation and reasoning. Dr. Wang will focus her methodological and analytics skills on the examination of implementation of the technology infrastructure and the security and privacy of the student record system. Dr. Wang received her BA from Ocean University of China, Foreign Languages College, her MA from the University of Illinois at Urbana-Champaign, Division of

English as an International Language, Teaching English as a Second Language, and her PhD from the University of Illinois at Urbana-Champaign, in Educational Psychology.

**Dr. Judy Northup**, Senior Research Associate, has worked in educational research and evaluation for over 29 years. She is skilled in quantitative and qualitative research and evaluation methodologies, evaluation design, advanced statistical analyses, needs assessment, and project management. She has conducted focus groups, interviews, and classroom observations. She is skilled in survey development and other evaluative tools. She currently leads the Task 1 – Needs Assessment activities for the Central Regional Educational Laboratory (REL Central). She works as a part of a research team that addresses Native American education issues through a REL Central research alliance and also works as part of a team that focuses on Native American issues for the West Comprehensive Center.

RMC Research has developed a detailed budget and justification that outlines the effective and efficient use of resources to carry out the proposed work. This is included in the Appendix of the full proposal, along with resumes of key project staff identified above.

## **Personal Resume**

*David M. Ludwig*  
1287 Piedmont Dr.  
Nickerson, NE 68044  
(402) 380-8571

### **Personal Information:**

I, David M. Ludwig, am married to Diane (Steffensmeier) Ludwig and am the father of Jaron and Austin, father-in-law of Nicole and Leah, and grandfather of my two year old granddaughter (Olivia) and nine month old grandson (Carter). For the past three years, my wife and I have resided within the Nickerson Community.

Beginning July 1, 2014 to the present, I began serving as the Executive Director for the Educational Service Unit Coordinating Council. Prior to my current employment, I served as the Chief Administrator for Educational Service Unit 2 in Fremont, NE since July 1, 2010, the Elementary/Middle School Principal and District-wide Special Education Director for Wisner-Pilger Public Schools since July 1, 1991 and the Special Education Director for West Point Public Schools beginning July 1, 1987. My professional career began as a Special Education Teacher in Beemer Public Schools in August 1983.

During my first year of School Administration, I was offered the unsolicited network assistance of Ken Bird who served as the Special Education Director for Westside Public Schools in Omaha. Through this initial dialogue, I began to understand the value of networking with others as well as collaboration within and outside a school district. As a result, I am most grateful for the network of School District Administrators and ESU Administrators offered to me for the past 30 years.

### **Professional Preparation:**

Education Specialist Degree, Wayne State College, Wayne, NE (1994)  
M.S.E. in School Administration, Wayne State College, Wayne, NE (1987)  
B.A. in Elementary Education, Physical Education, and Special Education, Midland College, Fremont, NE (1983)

### **Professional Experience:**

Executive Director, Educational Service Unit Coordinating Council (July 1, 2014 –Present)  
Chief Administrator, Educational Service Unit 2, Fremont, NE (2010-Present)  
Co-Chair, ESUPD Committee  
Vice-Chair, ESUCC Legislative Committee  
Elementary/Middle School Principal and Special Education Director, Wisner-Pilger Public Schools, Wisner, NE (1991-2010)  
School Improvement/Steering Committee Co-Chair  
Curriculum/Assessment Committee Co-Chair  
ILCD (Improving Learning for Children with Disabilities) Committee Chair  
RTI (Response to Intervention) Committee Chair  
Special Education Director, West Point Public Schools, West Point, NE (1987-91)  
Special Education for resident and contracted students  
High Ability Coordinator  
K-12 Special Education Teacher, Beemer Public Schools, Beemer, NE (1983-87)  
Assistant Football Coach  
Assistant/Head Girl's Basketball Coach  
Jr. High Track Coach  
Weight Coach  
Letter Club Sponsor

### **Professional Organizations and Affiliations:**

Educational Service Unit Coordinating Council (2010-Present)  
Co-Chair, ESUPD Committee  
Chair, ESUCC Legislative Committee  
Nebraska Council of School Administrators (1987-Present)  
Executive Board (1999-2002)  
Legislative Committee (1998-2004, 2006-2007, January 2014-Present)  
Nebraska Association of Elementary School Principals (1991-2010)  
State Representative (2003-2006)  
Interim State Representative (Spring 2003)  
State President (2000-2001)  
State President-Elect (1999-2000)  
State Secretary (1997-99)  
Region III Elementary Principal's Association (1991-2010)  
President (1996-97)  
President-Elect (1995-96)  
Nebraska Association of Special Education Supervisors (1987-91)  
Association of Supervision and Curriculum Development (ASCD)  
National Association for the Education of Young Children (NAEYC)  
Council for Exceptional Children (CEC)  
Phi Delta Kappa (PDK)  
Pi Lambda Theta (International Honor Society and Professional Association in Education)

### **Presentations:**

Presenter: Special Education/Response to Intervention (RTI), Wayne State College Undergraduate Class, (November 2008)  
Presenter: The Role of an Elementary Principal/Assessment and Accountability, Region III Elementary Principal's (February 2005)  
Co-Presenter: Early Childhood: Then and Now, NCSA All Principal's Conference (October 2004)  
Co-Presenter: Early Childhood/An Elementary Principal's Perspective, NCSA Executive Board (October 2004)  
Presenter: Mock Interviews, Wayne State College Undergraduate Class (October 2004)  
Presenter: School Administration, Wayne State College Graduate Class (June 2003)  
Co-Presenter: Annual School Report Card, National Association of Elementary School Principals (NAESP) National Convention, San Diego, California (April 2001)  
Panel Presenter: Emerging Administrator Program, NCSA Training Center, Lincoln, NE (January 2001)  
Panel Presenter: Student Discipline, December Legislative Preview Conference, Lincoln, NE (December 1999)  
Presenter: Student Assessment, Region III Elementary Principals, Norfolk, NE (February 1999)  
Co-Presenter: Special Education IEP Training Workshops within ESU #2 area schools (1998-99)  
Co-Presenter: Annual School Report Card, Administrator Days, Kearney, NE (August 1998)  
Presenter: Core Knowledge, Wausa Public Schools, Wausa, NE (February 1998)  
"Future Problem Solving" Lewis and Clark Conference Honors Program (1993-97)  
Presenter: Before/After School Programs, Norfolk Public Schools Pre-Opening Workshop, Norfolk, NE (August 1993)  
Presenter: Special Education Workshops within ESU #2 (1989-91)

### **Instructional Leadership:**

ESU 2 Autism Service Team (ASD) Member (Spring 2007 to 2009)  
Goldenrod Hills Head Start Policy Council (Fall 2007 to 2009)

Nebraska Department of Education Leadership Team for Early Childhood Policy Study  
(June 2004)

National Association of Elementary School Principals (NAESP) Nominating Committee in  
Washington, D.C. (January 2004)

Co-Chair: Wisner-Pilger Public School Improvement Committee (2003-2010)

Invited to attend the Principals Leadership Summit in Washington, D.C. (July 2001)

Nebraska Council of School Administrators Legislative Student Discipline  
Ad Hoc Committee (1999)

All Principal's Conference Planning Committee (1997, 2000)

Co-Chair: Wisner-Pilger Curriculum Review Committee (1992-Present)

Co-Chair: Wisner-Pilger Technology Committee (1992-2001)

AdvancED External Team

Genesee Intermediate School District, Flint, MI (April 2013)

Educational Service Unit 13 (January 2012)

School Improvement External Team

Emerson-Hubbard Community Schools (April 2010)

Bancroft-Rosalie Public Schools (April 2007)

Elkhorn Public Schools (March 2007)

Emerson-Hubbard Community Schools (April 2005)

Pender Public Schools (March 2004)

North Bend Community Schools (2001)

State Accreditation Self-Study, Wisner-Pilger Public Schools  
Steering Committee (1999-2000)

Chairperson: Elementary Learning Climate/Instructional Program (1999-2000)

North Central Association Self-Study, Wisner-Pilger Public Schools  
Steering and School Improvement Committee (1991-92)

Chairperson: Elementary Learning Experience Committee (1991-92)

North Central Association External Visitation Team

Elementary Committee, O'Neill Public Schools

Elementary Committee, Norfolk Catholic Schools

Improvement of Reading Scores, Humphrey Public Schools

Instructional Program, Hooper Elementary

Instructional Program, Howells Public Schools

Learning Climate, Dodge Public Schools

Special Education Committee, Wayne Public Schools

Special Education Committee, Tekamah-Herman Public Schools

Special Education Committee, Scribner-Snyder Public Schools

### **Awards/Recognition**

Nebraska National Principal of the Year (2006-07)

Region III Principal of the Year (2002-03)

Wisner-Pilger Distinguished Alumni Award (May 2004)

### **Community Service:**

President: St. Joseph's Catholic Church, Wisner, NE (2003-04)

Chair of the Parish Strategic Plan

Vice President: St. Joseph's Catholic Church, Wisner, NE (2002-03)

Cantor/Lector: St. Joseph's Catholic Church, Wisner, NE (2002-2008)

Wisner-Pilger Public Schools Alumni Association

President (2000-2001)

Vice-President (1999-2000)

Wisner-Pilger Public Schools Foundation (1998-Present)

Wisner Lion's Club (January 1999-2007)

Beemer Community Park Development Committee (1998-99)

## Objective

To combine my job skills as an administrative assistant with my people skills in an educational service unit role.

## Experience

### **Executive Administrative Assistant to Executive Director**

#### **June 2010-Present \* ESU Coordinating Council**

- Prepare, coordinate agendas, manage minutes for the ESUCC Board and Committees including Executive Committee; Finance, Audit, Budget Committee; Legislative Committee; Technology Committee; Cooperative Purchasing Committee; Professional Development Committee
- Coordinate the Professional Development Organization and Affiliates including: Leadership Committee (PD Planning), Staff Development (SDA), Technology Affiliate (TAG), Instructional Materials (IMat), Network Operations (NOC), Special Populations (ESPD) also helped in transition of the TAG, IMAT, DEC into one affiliate called Teaching and Learning through Technology (TLT)
- Research/write policy and procedures for newly organized ESU Coordinating Council
- Assist MSP Math Grant Director on coordination of NMPDS Grant for three years (Oct 2013-Sept 2016)
- Manage several grants through Nebraska Department of Education (NDE)
- Facilitate yearly state audit and work closely to make certain of smooth audit process
- Organize staff meetings and paperwork associated with ESUCC staff members including monthly time sheets and absences
- Coordinate paperwork, absence, calendars with Fiscal Management Business Manager
- Co-Manage budget using eFinance system including: preparing budgets, requisitions, and manage paperwork for all invoices.
- Provide technical support for myeLearning.org Help Desk on the ANGEL Learning Management System

### **Administrative Assistant / Help Desk Manager – myElearning.org**

#### **June 2008-June 2010 \* Educational Service Unit #10, Kearney NE**

- Manage budget: entering requisitions, tracking purchase orders, and balancing myeLearning budget
- Provide technical support for myeLearning.org Help Desk on the ANGEL Learning Management System
- Manage ANGEL Contracts/Accounts for all Nebraska School users

### **Executive Administrative Assistant to Assistant Superintendent Executive Director of Technology – Technology Division**

**August 2001-June 2008 \* Millard Public Schools, Omaha, NE**

- Manage budget using Pentamation system including: entering requisitions, tracking purchase orders, and balancing multiple budgets
- Provide tech support for Infinite Campus Student Information Systems for the Secondary Gradebook, Parent Web Access, Elementary Report Cards
- Assists in delivering training needed to Building-level Tech Initiators on Elementary Report Cards
- Coordinates Technology Division calendars, work schedules, and absences for over 30 employees
- Coordinates all travel within the Technology Division
- Schedules meetings for the Technology Division and, as needed, for District-level management
- Plan and organize activities involving team building and group functions
- Experienced user of PC and Apple computer systems and a variety of programs including; Word, Excel, Publisher, PowerPoint, and Adobe Acrobat Professional

**General Education Paraprofessional**

**August 1999 – April 2000 \* Millard Central Middle School, Omaha, NE**

- Produced and distributed monthly newsletter for the school
- Provided a welcoming atmosphere by greeting and helping visitors upon arrival to the building
- Supported the office secretaries by answering phones, distributing mail and performing office duties
- Photocopied materials for the classroom teachers for all grade levels
- Organized school fundraiser, providing guidance to parents in money counting and school store activities
- Sponsored youth in Youth 2 Youth Club and Family Consumer Science Club, and coached middle-level inter-district girls volleyball

**Level I-II Paraprofessional**

**August 1998-1999 \* Millard Central Middle School, Omaha, NE**

- Worked diligently with Resource Children assigned to inclusion classes, helping them to achieve success in the classroom
- Photocopied confidential and other educational materials for the Special Education Department
- Assisted the secretaries with daily collection of classroom attendance envelopes

**Education**

Black Hills State College, Spearfish, SD  
Fall Semester 1982  
Computer Science

Hoven High School, Hoven, SD  
High School Degree

**Scott Isaacson**  
5025 South 133rd Street  
Omaha, Nebraska 68137  
402-657-2887  
sisaacson0@gmail.com

## **Summary**

20+ years' experience in information technology and business leadership, developing and implementing technical and organizational systems, processes and solutions, with emphasis on integrated and interoperable systems and information security. Seeking progressive leadership challenges in the Nebraska education system.

## **Skills and Experience**

- Strategic planning and execution – Built all aspects of Surety Technologies, an information technology consulting firm, from start to over 100 loyal clients and 7 employees
- Leadership – Fulfilled leading roles in technology support and implementation projects and helping to establish vision for statewide and nationwide initiatives such as the InCommon K-12 Federated Identity Management Pilot project.
- ESU background – Over 20 years, direct employment with 3 ESUs, the ESUCC and consulting relationships with 9 ESUs through Surety Technologies
- Problem resolution – Provide a calming influence, generous listening ability and ability to extract and deal with key issues in difficult situations
- Solid written and oral communications skills, experience preparing and delivering presentations and reports and leading discussions
- Project management – Plan, estimate and execute projects as a team; assign and monitor completion of tasks
- Human resources – Developed and implemented processes to select, hire, train, coach, lead and develop employees
- Extensive technical background including project management in complex network environments, network security, server environments, database and software development

## **Employment History**

- *Interim Executive Director, Technology Director*, Educational Service Unit Coordinating Council (May, 2013-present). Lead the organization during transition between Executive Directors. Develop, design and lead technology projects that support the statewide educational aims of the ESUCC.
- *President*, Surety Technologies Incorporated (2000-May, 2013). Define strategic direction of the company, manage employees, consult with clients to develop technical and business process solutions.
- *Lead Systems Engineer*, Educational Service Unit 19, Omaha, Nebraska (1997-2000). Design, install and maintain the district's Internet and Intranet platform, including 5000 user accounts, proxy servers, firewall and Apache Web server.
- *Network and Systems Engineer*, Educational Service Unit 10, Kearney, Nebraska (1995-1997).
- *Systems Support Engineer*, Educational Service Unit 3, Omaha, Nebraska (1992 - 1995).

## **Education and Training**

- ISC<sup>2</sup> CISSP Certification, earned October, 2010
- *Bachelor of Science, Computer Science*, May, 1995
  - University of Nebraska at Omaha
  - Summa Cum Laude graduate
- Continuous experience in the operation of modern, secure and reliable systems and networks through work with clients.

# Beth Kabes

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## **JOB TITLE:**

Director of Blended and Distance Learning for Educational Service Unit Coordinating Council of Nebraska.

## **EDUCATION:**

Bachelor of Arts in Education, Kearney State College, Kearney, NE. 1981.

Computer Science Endorsement, Kearney State College, Kearney, NE. 1988.

Master of Science in Education, University of NE – Kearney, Kearney, NE. 2004.

Master's Endorsement, 7-12 Principal Administration, University of NE – Kearney, Kearney, NE, 2014.

## **EXPERIENCE:**

*Leigh Community Schools*, Leigh, NE. 1981 – 2004.

Business and Technology Teacher

Assignments include teaching business education classes and computer science classes to high school students. In addition was responsible for the Network operations of the district.

Taught Accounting I and II, Computer Applications, Computer Programming, Keyboarding, Journalism, and Networking Essentials.

*Educational Service Unit #7*, Columbus, NE. 2004 – 2015.

Media and Distance Learning Coordinator

Assignments include coordinating the media collection for member schools and coordinated distance learning programs for all member schools.

Worked with all ESU7 member schools to support and provide media resources for teachers and students. Provide training for subscription media resources to classroom teachers and students. Provide training for technology tools and technology integration for classroom teachers. Work with 20 school districts coordinating schedules for distance learning, troubleshoot problems on the distance learning system, coordinate training for distance learning teachers, support distance learning teachers with Instructional Design for courses, support classroom teachers with Video Conferencing Enrichment programs and consult with Superintendents and teachers on statewide projects.

*Educational Service Unit Coordinating Council*, LaVista, NE. 2016 – Present.

Director of Blended and Distance Education

Assignments include leading and coordinating distance learning network for the state of Nebraska. Leading and coordinating blended imitative projects and pilot for Nebraska Educational Service Units.

Work closely with ESU administration and staff supporting distance and blended learning efforts and professional development training in blended learning.

# Gary W. Lopez

Monterey Institute for Technology and Education, PO Box 890, Marina, CA 93933  
Cell: 831-915-6699 glopez@montereyinstitute.org

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## Summary of Qualifications

- 30 years of experience founding and managing media and software companies
- Designer and developer of nationally distributed educational books, videos, and software products for kindergarten through higher education
- Award-winning writer, producer, and director of documentary and educational films, videos, and television programming.
- College lecturer and research scientist

A lifelong educator with a proven record of entrepreneurial and corporate business success. An award-winning writer and designer, a seasoned teacher, and a published scientist

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## Experience

### Founder and Executive Director

**Monterey Institute for Technology and Education**

2003 – present  
Monterey, CA

MITE ([www.montereyinstitute.org](http://www.montereyinstitute.org)) is a non-profit (501(c)3) whose mission is to improve access to quality education for everyone. Its cornerstone projects are the National Repository of Online Courses ([www.thenroproject.org](http://www.thenroproject.org)) which serves academic institutions nationwide, EdReady ([www.edready.org](http://www.edready.org)), college math and English readiness system for students and institutions, and HippoCampus ([www.hippocampus.org](http://www.hippocampus.org)), an open educational resource for students and teacher. MITE is supported by the Bill and Melinda Gates Foundation, The William and Flora Hewlett Foundation, and the John D. and Catherine T. MacArthur Foundation.

### Creator and Producer

**Jean-Michel Cousteau Ocean Adventure**

2002 – 2006  
Monterey, CA

Produced the television special, *Voyage to Kure*, the inaugural episode of the PBS series, Jean-Michel Cousteau Ocean Adventures. The documentary film was cited by President George W. Bush as his inspiration for the establishment of the Northwestern Hawaiian Islands National Monument (Los Angeles Time, June 15, 2006, <http://articles.latimes.com/2006/jun/15/nation/na-hawaii15>). At the time it was the largest protected marine area in the world. The National Monument was renamed in 2007 to the traditional Hawaiian name, Papahānaumokuākea (<http://www.papahānaumokuākea.gov>), and in 2010 was designated a UNESCO World Heritage Site.

**President and CEO  
NETg**

1997 - 2002  
Naperville, IL

NETg was a pioneer in providing e-Learning solutions to many of the largest corporations in the world, including Shell, IBM, AT&T, Honeywell and Motorola. NETg developed a library of more than 1,200 multimedia-based IT courses, grew to more than 800 employees, and had offices in 30 countries. NETg was acquired by Thomson Corporation in 2001.

**Founder and President  
Archipelago Productions**

1983-1997  
Kings Beach, CA

Archipelago developed award-winning analog and digital products for the education market and produced documentary programming for television. Archipelago created hundreds of films, videodiscs, software programs, and book series for many of the largest educational publishers in the United States, including Harper Collins, Encyclopaedia Britannica, Saunders, and Prentice Hall. Archipelago also produced nationally-broadcast television programming for PBS and The Cousteau Society. Archipelago was acquired by Harcourt Brace in 1993.

**Lecturer/Professor/Researcher**

1979-1983

- Lecturer, Biology and Earth Science Departments, University of California, San Diego
- Visiting Professor, Marine Biology Department, CISECE, Ensenada, Mexico
- Staff Research Associate, Scripps Institution of Oceanography

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**Education**

Ph.D., Marine Biology, Scripps Institution of Oceanography

B.S., Zoology, University of California, Davis

Biographical Sketch  
**JOHN T. SUTTON**  
**Senior Research Associate**  
**RMC Research Corporation**  
**633 17<sup>th</sup> St., Suite 2100**  
**Denver, CO 80202**  
**(800) 922-3636 email: sutton@rmcres.com**

**PROFESSIONAL PREPARATION:**

|                               |                                   |       |      |
|-------------------------------|-----------------------------------|-------|------|
| University of Iowa, Iowa City | Mathematics Education             | Ph.D. | 1989 |
| University of Iowa, Iowa City | Mathematics Education             | M.A.  | 1986 |
| University of Iowa, Iowa City | Education/emphasis in Mathematics | B.S.  | 1981 |

**APPOINTMENTS:**

|                 |  |
|-----------------|--|
| 2004 to Present | <b>Senior Research Associate</b> , RMC Research Corporation, Denver, CO                            |
| 2003 - 2004     | <b>Research Associate</b> , RMC Research Corporation, Denver, CO                                   |
| 1991 - 2003     | <b>Senior Director</b> , Mid-continent Research for Education and Learning (McREL), Aurora, CO     |
| 1991 - 1992     | <b>Mathematics Program Associate</b> , Comprehensive School Mathematics Program, McREL, Aurora, CO |
| 1988 - 1991     | <b>Assistant Superintendent</b> , Eldora-New Providence School District, Eldora, IA                |
| 1986 - 1988     | <b>Consultant</b> , K-12 Mathematics, Mississippi Bend Area Education Agency, Bettendorf, IA       |
| 1985 - 1986     | <b>Student Teacher Supervisor</b> , University of Iowa, Iowa City, IA                              |
| 1982 - 1985     | <b>Classroom Teacher</b> , Grades 5-6, Edgewood-Colesburg Community School District, Colesburg, IA |

**FIVE RECENT PUBLICATIONS:**

1. **Sutton, J.T.** *NebraskaMATH Omaha Noyce Partnership: Evaluation Report*. Denver, CO: RMC Research Corporation, September 2016.
2. **Sutton, J.T.**, Jaramillo, D., Weston-Sementelli, J. & Espel, E. *Adaptive Pedagogy for Elementary Teachers: Promoting Multiplicative and Fractional Reasoning to Improve Students' Preparedness for Middle School Mathematics (AdPED): Evaluation Report*. Denver, CO: RMC Research Corporation, June 2016.
3. Wang, X. & **Sutton, J.T.** *An innovative computational modeling intervention to facilitate learning of biology in university courses using simulation and dynamical systems approaches (Life Science Simulations): Evaluation Report*. Denver, CO: RMC Research Corporation, June 2016.

4. **Sutton, J. T.**, Mitchell, A., Callow-Heusser, C., Culbertson, M. J., Espel, E., & Weston-Sementelli, J. *External Feedback for Educational Research: What Should We Ask?* Denver, CO: RMC Research Corporation, March 2016.
5. **Sutton, J.**, Mitchell, A., Weston-Sementelli, J. & Espel, E. *Omaha Public Schools Teacher Leadership Academy: Technical Report.* Denver, CO: RMC Research Corporation, January 2016.

#### **OTHER RELEVANT PUBLICATIONS**

6. Carney, M.B., Brendefur, J.L., Thiede, K., Hughes, G., and **Sutton, J.** (2014). *Statewide Mathematics Professional Development: Teacher Knowledge, Self-Efficacy, and Beliefs.* Sage Publications: Educational Policy, published online 21 September, 2014.
7. Mudzimiri, R., Burroughs, E.A., Luebeck, J., **Sutton, J.T.**, and Yopp, D.A. “A look inside mathematics coaching: Roles, content, and dynamics.” *Education Policy Analysis Archives*, 22(15), 2-29. June, 2014.
8. Yopp, D.A., Barlow, A.T., **Sutton, J. T** and Burroughs, E.A. Using Participant Responses to Video of Coaching Practice to Focus Mathematics Coaching Programs. *Journal of Mathematics Education Leadership*, 15 (2), 45–55, Summer 2014.
9. **Sutton, J. T.**, Yopp, D., & Burroughs, E., “Coaching Knowledge: Domains and Definitions,” *Journal of Mathematics Education Leadership*, 13(2), 13–20, Fall, 2011.
10. Battista, M. J., Boerst, T. A., Confrey, J., Knuth, E., Reed-Quander, J., Smith, M. S., & **Sutton, J.T.** “Research in Mathematics Education: Multiple Methods for Multiple Uses,” *Journal for Research in Mathematics Education*, 40(3), 216–240, May, 2009.

#### **SYNERGISTIC ACTIVITIES:**

- Principal Investigator for the NSF-funded MSP RETA Technical Evaluation Assistance in Mathematics and Science (TEAMS).
- Deputy Associate Director of the Institute of Education Sciences-funded Central Regional Education Laboratory
- Co-Principal Investigator for the NSF-funded IUSE Simulations in Life Science.
- Former Vice-President of the National Council of Supervisors of Mathematics (NCSM) and served on the National Council of Teachers of Mathematics (NCTM) Research Committee and as a senior member of the Center on Instruction in Mathematics staff.
- Member of the following professional organizations: American Evaluation Association; Association of State Supervisors of Mathematics (Associate Member); National Council of Supervisors of Mathematics (former Vice President); National Council of Teachers of Mathematics (former Research Committee Member)

## **JUDY NORTHUP**

RMC Research Corporation, 633 17<sup>th</sup> Street, Suite 2100, Denver, CO 80202. (800)922-3636

### **PROFESSIONAL PREPARATION**

Ph.D., University of Colorado at Denver, Educational Leadership, 2011.

M.A., New Mexico State University, Las Cruces, New Mexico, Experimental Psychology, 1988.

B.A., Metropolitan State College, Denver, Colorado, Psychology/ Recreation, 1981.

### **APPOINTMENTS**

- |              |   |
|--------------|---|
| 2008-present | Senior Research Associate, RMC Research Corporation, Denver, Colorado.  |
| 2005-2008    | Research Associate, RMC Research Corporation, Denver, Colorado.   |
| 1996-2005    | Evaluator, Mid-continent Regional Education Laboratory, Aurora, CO.   |
| 1990-1996    | Program Associate, Mid-continent Regional Education Laboratory, Aurora, CO.   |
| 1989-1990    | Program Associate, Mid-continent Regional Educational Laboratory, Region VII Center for Educational Equity, Aurora. |
| 1986-1989    | Data Processing Consultant, Mid-continent Regional Educational Laboratory, Aurora.                                  |
| 1985-1986    | Research Assistant, Illiana Aviation Sciences, Las Cruces, New Mexico   |

### **FIVE RECENT PUBLICATIONS**

#### *Related to the Project*

Sutton, J., Northup, J. & Jaramillo, D. (2016, October). *Nebraska Statewide Mathematics and Science Partnership Program – Nebraska Mathematics Professional Development Series 2015-2016*. Denver, CO: RMC Research Corporation.

Northup, J. & Sutton, J. (2016, June). *STEM Club Leadership for Undergraduate STEM Education, Recruiting, and Success (STEM CLUSTERS)*, Denver, CO: RMC Research Corporation.

Jesse, D. & Northup, J. (2016, March). *Youth, Education & Safety in School*. Denver, CO: RMC Research Corporation.

Billig, S., & Northup, J. (2015, July). *Cleveland High School Job Shadow Program*. Denver, CO: RMC Research Corporation.

Mitchell, A., & Northup, J. (2015, September). *Nebraska Statewide Mathematics and Science Partnership Program*. Denver, CO: RMC Research Corporation.

### **OTHER RELEVANT PUBLICATIONS**

Northup, J., & Jesse, D. (2015, September). *Eagle County Schools Math Science Partnership*. Denver, CO: RMC Research Corporation.

- Jesse, D., Heidema, C., & Northup, J. (2014). *Evaluation Report: Arizona Principal Evaluation Process Pilot Study (Round 2)*. Phoenix, AZ: West Comprehensive Center at WestEd.
- Northup, J., Good, B., & Jaramillo, D. (2012). *Evaluation Report 2012. University of Nebraska – Lincoln: Strengthening Transitions into Engineering Programs*. Denver, CO: RMC Research Corporation.
- Billig, S. & Northup, J. (2012). *Evaluation Report 2012. Seattle Youth Engagement Zone*. Denver, CO: RMC Research Corporation.
- Northup, J. (2012). *Evaluation Report 2012. Schools of Success*. Denver, CO: RMC Research Corporation.
- Northup, J. (2012). *Evaluation Report 2012. Hawaii Stewards of the Islands*. Denver, CO: RMC Research Corporation.
- Jesse, D., Northup, J., & Sutton, J. (2011). *Evaluation report 2011: Project SPECTRA!*. Denver, CO: RMC Research Corporation.
- Billig, S., & Northup, J. (2011, October). *Seattle Youth Engagement Zone evaluation report: 2010-2011 school year*. Denver, CO: RMC Research Corporation.
- Jesse, D., Northup, J., & Billig, S. H. (2007, October). *Colorado Consortium for Data Driven- Decisions final evaluation*. Denver, CO: RMC Research Corporation.

### **SYNERGISTIC ACTIVITIES**

- Project Director of the Seattle Youth Engagement Zone Evaluation.
- Project Director of the University of Nebraska-Lincoln: Strengthening Transitions into Engineering Programs Evaluation.
- Task Lead of the REL Central Task 1 – Needs Assessment.
- Project Director of the Hawaii Stewards of the Islands Evaluation.
- Project Director of the Schools of Success Evaluation.

### **COLLABORATORS & OTHER AFFILIATIONS**

#### *Collaborators and Co-Editors*

- Billig, Shelley. RMC Research Corporation, Denver.
- Good, Brandie, RMC Research Corporation, Denver.
- Jaramillo, Dawn, RMC Research Corporation, Denver.
- Jesse, Dan. RMC Research Corporation, Denver.

#### *Graduate Advisors*

- Alan Davis, Associate Professor, School of Education, University of Colorado at Denver
- Darwin Hunt, Department of Psychology, New Mexico State University. Retired

## BIOGRAPHICAL SKETCH

**Xin Wang**  
**Research Associate**  
**RMC Research Corporation**  
**633 17<sup>th</sup> St., Suite 2100**  
**Denver, CO 80202**  
**(800) 922-3636 email: wang@rmcres.com**

### PROFESSIONAL PREPARATION:

|   |                                       |       |      |
|---|---------------------------------------|-------|------|
| University of Illinois, Urbana, IL        | Educational Psychology                | Ph.D. | 2009 |
| University of Illinois, Urbana, IL        | Teaching English as a Second Language | M.A.  | 2005 |
| Ocean University of China, Qingdao, China | English                               | B.A.  | 2002 |

### APPOINTMENTS:

|              |   |
|--------------|---|
| 2012-Present | <b>Research Associate</b> , RMC Research Corporation, Denver, Colorado.                                 |
| 2011-2012    | <b>Senior Researcher</b> , Mid-continent Research for Education and Learning (McREL), Denver, Colorado. |
| 2008-2011    | <b>Researcher</b> , McREL, Denver, Colorado.  |
| 2006-2008    | <b>Coordinator of ESL Placement Test</b> , University of Illinois at Urbana-Champaign, Illinois.        |
| 2006         | <b>Summer Research Fellow</b> , Educational Testing Service, Princeton, New Jersey.                     |
| 2005-2006    | <b>ESL Advisor</b> , University of Illinois at Urbana-Champaign, Illinois.                              |
| 2003-2005    | <b>ESL Course Instructor</b> , University of Illinois at Urbana-Champaign, Illinois.                    |

### FIVE RECENT PUBLICATIONS:

- Wang, X** (2016). *JA Academy evaluation report*. Denver, CO: RMC Research Corporation.
- Meyer, S., Espel, E., **Wang, X.**, Culbertson, M., & Fredericks, L. (2015). *Louisiana Math and Science Teacher Institute: 2013-2015 evaluation report*. Denver, CO: RMC Research Corporation.
- Mitchell, A., Ward, B., & **Wang, X.** (2015). *Agile Mind curriculum materials implementation: 2014-2015 evaluation report*. Denver, CO: RMC Research Corporation.
- Wang, X.**, & Sutton, J. (2014). *Impact study of Bridges® in Mathematics curriculum: Final report*. Denver, CO: RMC Research Corporation.
- Wang, X** (2014). *JA Academy evaluation report*. Denver, CO: RMC Research Corporation.

## **OTHER RELEVANT PUBLICATIONS**

**Wang, X.**, Good, B., Fredericks, L., & Bachler, S. (2013). *JA Personal Finance® evaluation report*. Denver, CO: RMC Research Corporation.

**Wang, X.**, & Sutton, J. (2013). *Data Connections: Developing a coherent picture of mathematics teaching and learning: 2011-2012 Evaluation report*. Denver, CO: RMC Research Corporation.

Meyer, S.J., **Wang, X.**, & Holdgreve-Resendez, R. (2013). *Louisiana Mathematics and Science Institute (LaMSTI) year three evaluation report*. Denver, CO: RMC Research Corporation.

Arens, S. A., Stoker, G., Barker, J., Shebby, S., **Wang, X.**, Cicchinelli, L. F., & Williams, J. M. (2012). *Effects of curriculum and teacher professional development on the language proficiency of elementary English language learner students in the Central Region*. (NCEE 2012-4013). Denver, CO: Mid-continent Research for Education and Learning

Randel, B., Beesley, A. D., Apthorp, H., Clark, T.F., **Wang, X.**, Cicchinelli, L. F., & Williams, J. M. (2011). *Classroom Assessment for Student Learning: The impact on elementary school mathematics in the Central Region*. (NCEE 2011-4005). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

## **SYNERGISTIC ACTIVITIES:**

- Co-principal investigator for NSF funded DRK-12 project: Longitudinal Learning of Viable Argument in Mathematics for Adolescents (LLAMA). This study will develop and examine an instructional intervention that combines a learning progression and the practice of teaching and learning with and through viable argumentation to improve students' abilities to construct viable arguments and critique the arguments of others. Dr Wang will lead an experimental research study of the LLAMA intervention to address its impact on student achievement.
- Co-principal investigator for NSF funded DRK-12 project: Adaptive Pedagogy for Elementary Teachers: Supporting Students' Transition from Elementary to Middle School Mathematics (AdPed). Dr. Wang will contribute to the development and validation of two instruments in this study: one measures teacher growth toward AdPed and the other assesses student multiplicative reasoning.
- Co-PI and Lead evaluator for NSF-Funded Innovative Computer Simulation Environment to Facilitate Learning of Biology Using Dynamical Systems Approaches (UNL IUSE).
- Lead evaluator for NSF-funded Data Connections MSP Research, Evaluation, and Technical Assistance (RETA) Evaluation.
- Evaluator for NSF-funded Learning Algebra and Methods for Proof of development and implementation of math-science program (LAMP).
- Team member for the NSF-funded MSP RETA Technical Evaluation Assistance in Mathematics and Science (TEAMS).
- Member of the following professional organizations: American Evaluation Association and American Educational Research Association.

# LARIANNE POLK

305 South Park Street  
Hooper, NE 68031

402.720.4977  
lpolk@esu7.org

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## PROFESSIONAL SKILLS

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- Develop and implement service planning process and implementation assessment for ESU 7 and all statewide ESUs
- Design systemic evaluation of best practice educational programs
- Introduce programs to advisory committees and administrators
- Research, develop, and manage \$4,000,000 State and Federal Grants
- Prepare and manage \$12,000,000 million budget and requisitions
- Deliver on-site and online leadership meetings, trainings, and other professional development
- Supervise, support, and evaluate certificated, professional, and classified personnel
- Collaborate with state and national partners

## PROFESSIONAL EXPERIENCE

---

### **2014-Present • *Administrator* • Educational Service Unit 7 • Columbus, NE**

- Lead and direct the work and vision of the Service Unit
- Lead in areas of facility development, management, planning, and improvements
- Participate in and lead continuous learning projects and strategic planning initiatives
- Create and propose ESU 7 budget
- Fiscal management of federal, state and local grants
- Conflict Management
- State and National leader in Educational Service Agency development

### **2008-2014 • *Director of Special Education* • Educational Service Unit 7 • Columbus, NE**

- Create and propose special education department budget
- Fiscal management of federal, state and local grants
- Plan, design, and oversee innovative building project unique to Nebraska
- Lead in areas of facility development, management, planning, and improvements
- Comply with all provisions of special education law as well as observance of ESU policies by personnel
- Prepare necessary staffing and compliance consultation to school districts
- Generate and facilitate trainings
- Support school districts in special education finance
- Participate in and lead continuous learning projects and strategic planning initiatives

**2004-2008 • *Special Education Consultant* • Educational Service Unit 2 • Fremont, NE**  
**1999-2005 • *Speech-Language Pathologist* • Educational Service Unit 2 • Fremont, NE**  
**1997-1999 • *Speech-Language Pathologist* • Madonna Rehabilitation Hospital • Lincoln, NE**  
**1996-1997 • *Speech-Language Pathologist/Manager* • Lantis Enterprises • Falls City, NE**

## **EDUCATION**

---

**2015-Present • *Educational Doctorate* • University of South Dakota • Vermillion, SD**

- Ed.D. in Progress with an anticipated completion date of May, 2018

**2012-2014 • *Education Specialist* • Wayne State College • Wayne, NE**

- Education Specialist with an Emphasis in Educational Service Agencies

**2004-2007 • *K-12 Educational Administration* • University of Nebraska Omaha • Omaha, NE**

- Specialized in Special Education Leadership

**1994-1996 • *Master of Science in Education* • University of Nebraska Kearney • Kearney, NE**

- Speech-Language Pathology

**1990-1994 • *Bachelor of Science in Education* • University of Nebraska Kearney • Kearney, NE**

- Speech-Language Pathology

## **CERTIFICATION**

---

- Superintendent, K-12
- Nebraska Standard Administrative Certificate Endorsement:
  - Principal, 7-12
  - Principal, K-6
  - Speech-Language Pathologist, K-12

## **SELECTED PROFESSIONAL INVOLVEMENT & DEVELOPMENT**

---

- Secretary – Educational Service Unit Coordinating Council
- Chair – Educational Service Unit Coordinating Council Special Populations Committee
- Member – Educational Service Unit Coordinating Council Professional Development Organization Committee
- 2009 New Special Education Director of the Year Recipient
- Member – Association of Educational Service Agencies (AESA)
- Member – Nebraska Rural School Administrators (NRCSA)
- Member – Nebraska Council of School Administrators (NCSA)
- Member of The School Superintendents Association (AASA)

December 9, 2016

To Whom It May Concern:

As a Chief Administrator of an ESU within the State of Nebraska and as a member of the Educational Service Unit Coordinating Council (ESUCC), through my signature within this document, I offer support of our statewide grant proposal, "Data-Driven Ecosystem Enhancing Teaching and Learning". This proposal is being submitted to the Nebraska Department of Education within the Innovative Grant Program.

The overall goal of this grant is designed to develop and implement an integrated ecosystem, governed by policies and practices, that will allow applications and tools to integrate seamlessly with each other to take full advantage of their shared data elements for the improvement of student learning and reporting across the state of Nebraska. In addition, the software development and utilization of the services implementation, planning, and measurement tool will support the continuous improvement process enhancing evidence-based professional development and instructional practice statewide.

Aligned with AQuESTT, the grant will provide for the 1) development of an integrated technology ecosystem governed by policies and procedures specific to security, privacy, and business continuity; 2) enhancement of comprehensive data collection tools supporting instruction for at-risk and high-needs students; 3) use of technology to innovate personalized student learning in the classroom and improve academic/employment outcomes; 4) baseline collection of online digital resources for student access concentrating on college and career readiness; and 5) development of statewide software for the visualization and rapid analysis of data used by educators for professional development and instructional practice.

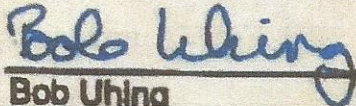
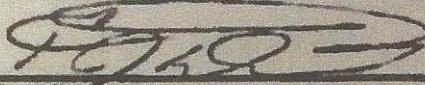
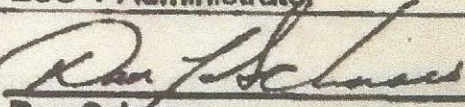




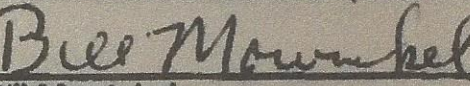
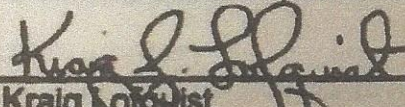
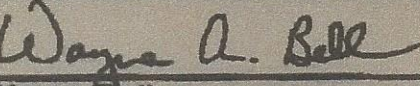
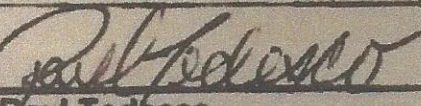


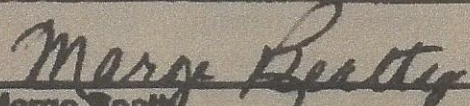



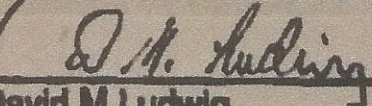
As per state statute, the ESUCC exists for the development and deployment of efficient, effective, and equitable delivery of statewide services for all school districts across the state. Through the continuation of this statewide service delivery, this grant will provide for the improvement of student learning and reporting across the state of Nebraska.

Sincerely,

ESU Chief Administrators and Members of the ESUCC  
(Signatures included on the following signature page.)

## Signature Page

In support of *Data-Driven Ecosystem Enhancing Teaching and Learning Innovative Grant* on this 16th day of November, 2016

|   |  |
|---|--|
| <br>Bob Uhing<br>ESU 1 Administrator             | <br>Ted Deturk<br>ESU 2 Administrator            |
| <br>Dan Schnoes<br>ESU 3 Administrator           | <br>Jon Fisher<br>ESU 4 Administrator            |
| <br>Brenda McNiff<br>ESU 5 Administrator         | <br>Dan Shoemaker<br>ESU 6 Administrator         |
| <br>Larianne Polk<br>ESU 7 Administrator         | <br>Bill Mowinkel<br>ESU 8 Administrator         |
| <br>Kraig Lopquist<br>ESU 9 Administrator      | <br>Wayne Bell<br>ESU 10 Administrator         |
| <br>Paul Tedesco<br>ESU 11 Administrator       | <br>Jeff West<br>ESU 13 Administrator          |
| <br>Paul Calvert<br>ESU 15 Administrator       | <br>Marge Beatty<br>ESU 16 Administrator       |
| <br>Geraldine Erickson<br>ESU 17 Administrator | <br>Liz Standish<br>ESU 18 Administrator       |
| <br>Julia Allen<br>ESU 19 Administrator        | <br>David M Ludwig<br>ESUCC Executive Director |



December 8, 2016

David M. Ludwig, Executive Director  
Educational Service Unit Coordinating Council (ESUCC)  
6949 South 110<sup>th</sup> Street  
LaVista, Nebraska 68128

Dear Mr. Ludwig,

As the CEO and Founder of The NROC Project, I am pleased to offer our support of Nebraska's "*Data-Driven Ecosystem Enhancing Teaching and Learning*" (DE<sup>2</sup>TAILS ) grant proposal being submitted to the Nebraska Department of Education for consideration under the *Innovative Grant Program*.

NROC is a non-profit, membership organization focused on college and career readiness in the United States. The schools, systems, and state agencies that make up the NROC membership community work together to develop and share digital resources that support teaching and improve student performance. Together we have developed the EdReady personalized learning system to address math and English readiness of college-bound learners and a robust repository of digital curricular resources to enrich and support blended instruction across the curriculum. Nebraska's ESUCC continues to be a vital partner and advisor in our mission-driven efforts to leverage new technologies to improve the quality of teaching and learning.

Through DE<sup>2</sup>TAILS EdReady will be made available through a single portal to all schools statewide with support and training provided by the ESU system. EdReady offers an individualized learning path for every student that can be aligned to Nebraska's math and English standards. With real-time student performance data, teachers can more accurately target classroom interventions and administrators can more readily monitor and manage student progress. By streamlining availability and implementation of EdReady across Nebraska, all students will be able to improve their college readiness to either avoid the time and cost of remediation, or get a head start on their future through bridge or dual credit programs.

We applaud the efficiencies of cost, training and support, and analytics DE<sup>2</sup>TAILS promises to deliver equitably to districts across the state. The integration of data from learning applications like EdReady alongside other accountability measures offered in a single system promises to inform the work of teachers, advisors and administrators in important new ways.

Sincerely,



Gary Lopez  
CEO and Founder  
[glopez@montereyinstitute.org](mailto:glopez@montereyinstitute.org)

cc: Dr. Matthew L. Blomstedt, Nebraska Commissioner of Education



RMC Research Corporation  
633 17th Street, Suite 2100  
Denver, CO 80202

Phone: 303.825.3636; 800.922.3636  
Fax: 303.825.1626  
www.RMCResearchCorporation.com

December 12, 2016

To Whom It May Concern:

I am writing this letter of commitment on behalf of RMC Research Corporation to assist with the work detailed in the proposal titled *Data-Driven Ecosystem Enhancing Teaching and Learning*, submitted by the Educational Service Unit Coordinating Council (ESUCC) to the Nebraska Department of Education (NDE). The work will include instrument review and adaption, data collection, data analysis, and preparation of annual evaluation reports (for formative and summative purposes). Dr. John T. Sutton will serve as Evaluation Lead for the project and will be your primary point of contact.

The overall goal of this grant is designed to develop and implement an integrated ecosystem, governed by policies and practices, that will allow applications and tools to integrate seamlessly with each other to take full advantage of their shared data elements for the improvement of student learning and reporting across the state of Nebraska. In addition, the software development and utilization of the services implementation, planning, and measurement tool will support the continuous improvement process enhancing evidence-based professional development and instructional practice statewide.

RMC Research is uniquely qualified to serve as evaluator given our extensive experience in working with technology, school/district improvement, and research in the state of Nebraska. We pride ourselves in conducting rigorous research and in establishing strong relationships with our partners and clients. We are confident that this proposal will benefit educators and students alike, and will help NDE to reach the goals stated in its strategic plan. In the event that this grant application is funded, we will follow all of the policies for the ESUCC and NDE.

We are excited at the prospect of engaging in this work and look forward to the opportunity of working again with all of you.

Sincerely,

A handwritten signature in black ink that reads 'Shelley H. Billig'. The signature is written in a cursive, flowing style.

Shelley H. Billig, Ph.D.  
Vice President



2657 44<sup>th</sup> Ave. • Columbus, NE 68601  
402.564.5753 • FAX 402.563.1121  
www.esu7.org  
Larianne Polk, Administrator

---

December 7, 2016

David M. Ludwig, Executive Director  
Educational Service Unit Coordinating Council (ESUCC)  
6949 South 110<sup>th</sup> Street  
LaVista, NE 68128

Dear Mr. Ludwig,

As Educational Service Unit 7 Administrator and developer/facilitator of the Service Implementation Matrix Process & Log (SIMPL), I am pleased to offer my support of our state's "*Data-Driven Ecosystem Enhancing Teaching and Learning*" grant proposal being submitted to the Nebraska Department of Education for consideration under the *Innovative Grant Program*.

The DE2TAILS grant will promote collective data based decision making for statewide evidenced-based professional development. Offerings will be directly aligned with the statewide accountability process, AQuESTT. Data will be used to predict professional development opportunities across Nebraska in a timely, effective, and cost-efficient manner. SIMPL will promote statewide collaboration of services and reduce service redundancy. Correlative and predictive data will be utilized to scale the services across the state, targeting professional development need areas.

SIMPL allows for systematic measurement of service implementation at the school district and classroom level. It also provides opportunities for personalized professional development and individual growth for teachers.

Federally, Every Student Succeeds Act requires states to have an evidenced-based professional development process to receive federal financial support. SIMPL satisfies this requirement from the onset of the process.

SIMPL addresses the following priority areas:

- Leveraging Technology to Support Instructional Practice and Professional Development
- Serving Rural Communities.

Educational Service Unit 7 supports ESUCC's commitment to "*Data-Driven Ecosystem Enhancing Teaching and Learning*." Only through coordinated statewide efforts will we as state educational service agencies affect change on service delivery planning, implementation, and professional growth.

Sincerely,

A handwritten signature in blue ink that reads "Larianne Polk".

Larianne Polk  
ESU 7 Administrator

12-8-2016

David M. Ludwig, Executive Director  
Educational Service Unit Coordinating Council (ESUCC)  
6949 South 110<sup>th</sup> Street  
LaVista, Nebraska 68128

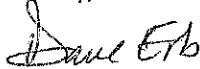
Dear Mr. Ludwig,

My name is Dave Erb, and I am the Educational Director at Northeast Nebraska Juvenile Services Center in Madison, Nebraska. I am pleased to offer my support of our state's *"Data-Driven Ecosystem Enhancing Teaching and Learning"* grant proposal being submitted to the Nebraska Department of Education for consideration under the Innovative Grant Program.

Our Rule 18 school supports this grant because it will help to develop the Academic Advancement Plan (AAP) website. The AAP website will help streamline the sharing of information between alternative schools such as ours, public schools and NDE. Ultimately, the benefits of this website will be numerous. This website would help speed transitional services in education for highly mobile students while creating complete comprehensive records that can be shared with all necessary stakeholders. The technology within this website will provide a uniform system to store, record and share data for schools in both urban and rural communities.

In conclusion, we strongly support and are committed to working with the AAP system through the above mentioned grant proposal. We feel this grant would provide numerous benefits to students we work with throughout our state.

Sincerely,



Dave Erb  
Education Director @ NNJS



# Educational Service Unit #1

*"Providing Innovation, Leadership and Service."*

211 Tenth Street • Wakefield, NE 68784-5014

402.287.2061 • Fax 402.287.2065

www.esu1.org

**Dr. Bob Uhing, Administrator**

SERVING: CEDAR • DAKOTA • DIXON • KNOX • THURSTON • WAYNE COUNTIES

12-09-2016

David M. Ludwig, Executive Director  
Educational Service Unit Coordinating Council (ESUCC)  
6949 South 110<sup>th</sup> Street  
LaVista, Nebraska 68128

Dear Mr. Ludwig,

As Special Education Director for Educational Service Unit #1 and chairman of the SRS Advisory Board, I am pleased to offer my support of our state's "Data-Driven Ecosystem Enhancing Teaching and Learning" grant proposal being submitted to the Nebraska Department of Education for consideration under the Innovative Grant Program.

The SRS is used by all of the school districts in our service unit, as well as 95 percent of all the school districts in Nebraska. Our Special Education teachers and supervisors rely on SRS to create, organize, and archive all required Special Education documentation. As this site is so important to the Special Education professionals in this state, I believe the upgrades that will be made possible through this grant will allow our teachers to spend less time on paperwork so that they can spend more time with students. Furthermore, I feel that the proposed interoperability between the SRS and the Nebraska Department of Education's ADVISER data system will allow us to improve the quality and timeliness of our reports to the Department of Education as well as allow important information that has been stored outside of the SRS site to be used for developing more individualized support for our students.

In conclusion, we strongly support the Educational Service Unit Coordinating Council's "Data-Driven Ecosystem Enhancing Teaching and Learning" grant proposal. We shall remain committed to the continuous improvement of the SRS website as we believe this is an indispensable tool for our Special Education community.

Sincerely,

Stuart Clark  
Director of Special Education  
Educational Service Unit #1



# Bayard Public Schools

*Dedicated to Quality Education*  
*www.bayardpublicschools.org*

726 4th Avenue  
PO Box 607  
Bayard, NE  
69334  
Fax (308) 586-1638

**District Office**  
(308) 586-1325  
**Superintendent of Schools**  
Travis W. Miller

**Jr/Sr High**  
(308) 586-1700  
**Principal**  
Thomas L. Perlinski  
**Activities, Curriculum & Assessment Director**  
Tamra K. Tillman

**Counselor 7-12**  
Linde Rafferty

**Elementary**  
(308) 586-1211  
**Principal**  
Matthew McLaughlin

**Counselor K-6**  
Mark Keszler

December 13, 2016

Dear Nebraska's Innovation Grant Program Reviewer,

Please accept this letter in support of the Educational Service Unit Coordinating Council (ESUCC) grant application for Data-Driven Ecosystem Enhancing Teaching and Learning.

Development of this system will dramatically increase the capacity of the state's educational institutions and staff to utilize data to make informed educational decisions at the teacher, school, district, and state levels.

As you have likely already read, the project objectives include: 1) development of an integrated technology ecosystem governed by policies and procedures specific to security, privacy, and business continuity; 2) enhancement of comprehensive data tools supporting instruction for at-risk and high-needs students; 3) the innovative use of technology in the classroom to support personalized student learning; 4) provide a baseline collection of online digital resources for student access statewide concentrating on college and career readiness; and 5) development of statewide software for the visualization and rapid analysis of data to direct professional development and instructional practices.

Each of these objectives will improve use of data and information to support high-quality educational decision-making. Most importantly, this grant will increase the capacity of educators and educational organizations to meet the needs of our students, our communities, and our state.

As a superintendent in a small school in rural Nebraska, I rely heavily on the knowledge, skills, and resources that are available through our Educational Service Unit in cooperation with the ESUCC. In particular, we are highly reliant on these partners in the areas of technology support and technology infrastructure to support learning. Due to limitations in funding and available workforce, we simply are not able to make the necessary changes to develop a technologically supported, data-driven environment at the district level. However, if the ESUCC is awarded this important grant, much improvement for all Nebraska school districts will be possible.

In closing, I highly recommend the ESUCC be awarded the grant for Data-Driven Ecosystem Enhancing Teaching and Learning. Awarding the grant to ESUCC will ensure these important funds support innovation which helps every child in our great state. If I may provide additional information in support of the ESUCC grant application, please feel free to contact me on my mobile phone at 308-641-5489.

Sincerely,

Travis W. Miller  
Superintendent of Schools



# **BANCROFT-ROSALIE COMMUNITY SCHOOL**

*"Striving For Student Growth and Excellence"*

708 Main Street  
P.O. Box 129  
Bancroft, NE 68004

Phone (402) 648-3336  
Fax (402) 648-3338

website [www.bancroft-rosalie.org](http://www.bancroft-rosalie.org)

December 9, 2016

Bancroft-Rosalie Community School is happy to provide this letter of support for the Data-Driven Ecosystem Enhancing Teaching and Learning Innovative Grant proposal from ESUCC.

Bancroft-Rosalie Community School has been an active partner in the initial pilot to implement the ADVISOR dashboard. As of today, school use of the dashboard is not yet in place because of issues between the vendor, Powerschool, and the state database. Advisor implementation would be enhanced from the additional resources requested in this grant proposal. Bringing SRS into the ADVISOR system would improve communication between special education and regular education teachers to the benefit of those students with disabilities.

This grant also would provide additional support for innovative state initiatives that are underway in several Nebraska schools to personalize learning for our students. These initiatives include Blended Learning and the NROC Mathematics and English Language Arts programs. Blended learning has had positive effects on student achievement, student engagement, and student opportunities at Bancroft-Rosalie Community School. The support provided by ESUCC has been essential to Blended Learning implementation.

Bancroft-Rosalie Community School has limited manpower to continue our efforts toward data-driven decision-making and personalized learning on our own. We rely on support from the ESUCC to implement these innovative initiatives with fidelity in a timely manner.

Sincerely,



Dr. Jon Cerny  
Superintendent of Schools  
Bancroft-Rosalie Community Schools

Central Office  
4215 Avenue I  
Scottsbluff, NE 69361  
308-635-3696  
(F) 308-635-0680

Southern Satellite  
1114 Toledo  
Sidney, NE 69162  
308-254-4677  
(F) 308-254-5371

Northern Satellite  
Crites Hall, Rm 332-333,  
CSC, 1000 Main Street  
Chadron, NE 69337  
308-432-6495  
(F) 308-432-7019

ESU 13 Tech Center  
Harms, WNCC  
2620 College Park  
Scottsbluff, NE 69361  
308-635-0206

Head Start  
4215 Avenue I  
Scottsbluff, NE 69361  
308-635-3696  
(F) 308-635-0680

Professional Development  
308-635-0661

Early Childhood  
308-635-3427

LifeLink - NE  
308-630-6507

## Educational Service Unit #13

Dr. Jeff West, Administrator

December 12, 2016



Dear Mr. Ludwig,

As President and a member of the ESU Coordinating Council (ESUCC), I am pleased to offer my support of our state's "Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students (DE<sup>2</sup>TAILS)" grant proposal being submitted to the Nebraska Department of Education for consideration under the *Innovative* Grant Program.

The emphasis of the statewide grant application has been designed to impact approximately 307,000 students from 245 public school districts and 22,000 teachers in Nebraska. Within the 17 ESU regions, this project has the capacity to impact student learning for approximately 90,000 "systems-involved" students, 47,000 "high-needs" students, more than 300,000 Kindergarten through 12<sup>th</sup> grade students within a BlendED/personalized learning environment, and 130,000 9th through 12th grade students with a focus on college and/or career readiness.

The overall goal of this grant is designed to develop and implement an integrated ecosystem that will allow application and tools to integrate seamlessly with each other and within the ADVISER. This ecosystem includes five overall objectives: 1) Develop an integrated technology ecosystem through a secure, trusted data infrastructure; 2) Design an integrated system application for the AAP and SRS with ADVISER; 3) Use technology to innovate student learning in the classroom and improve academic/employment outcomes through a BlendED/Personalized Learning Environment; 4) Provide a baseline collection of online digital resources for student access improving college and career readiness; and 5) Develop statewide software (SIMPL) for visualization and rapid analysis of evidenced-based professional development and instructional practice to drive informed decision making.

This grant proposal, aligned with AQuESTT, promotes the integration of Instructional Practice and Professional Development through the development and implementation of the SIMPL Software application. Through this application, NDE, ESUCC, ESU's and school districts will have data available regarding professional development and the impact in teaching and learning.

The purpose of this statewide grant provides the ecosystem, infrastructure and tools to positively support teaching and learning throughout the state. Through this letter, I offer my support!

Sincerely,

Jeff West  
ESU Coordinating Council President

*Striving to achieve educational excellence for all learners  
through strong partnerships, service and leadership*

## **General Assurances and Certifications**

The following general Assurances and Certifications shall be included in the application submission.

### **CIVIL RIGHTS**

No person shall, on grounds of race, color, national origin, sex, disability, or age, be excluded from participation in or subjected to discrimination in any program or activity funded, in whole or in part, by federal funds. The subrecipient certifies there is compliance with the following:

- \* Title VI of the Civil Rights Act of 1964, as amended, 45 USC 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance;
- \* Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC 794, which prohibits discrimination on the basis of disability in programs and activities receiving Federal financial assistance;
- \* Title IX of the Education Amendments of 1972, as amended, 20 USC 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance;
- \* The Age Discrimination Act of 1975, as amended, 42 USC 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance;
- \* All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education;
- \* The Americans with Disabilities Act, 42 USC 12101 et seq., is a civil rights law that prohibits discrimination against persons with disabilities in the areas of accessibility, employment, public services, public accommodations, transportation, and communications.

### **CONFLICT OF INTEREST**

As the duly authorized representative of the subrecipient, I certify that the subrecipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

### **FINANCIAL**

1. Local educational agencies will submit required statistical, financial, and descriptive reports to the Nebraska Department of Education.

### **DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS**

1. As required by Executive Order 12549 and implemented at 34 CFR Part 85, the subrecipient certifies that it and its principals:
  - a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency;

b. Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and

d. Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.

2. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

### **DRUG-FREE WORKPLACE REQUIREMENTS**

1. Subrecipients Other Than Individuals The subrecipient certifies that it will or will continue to provide a drug-free workplace by:

a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

b. Establishing an ongoing drug-free awareness program to inform employees about –

i. The dangers of drug abuse in the workplace;

ii. The grantee's policy of maintaining a drug-free workplace;

iii. Any available drug counseling, rehabilitation, and employee assistance programs; and

iv. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –

i. Abide by the terms of the statement; and

ii. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

e. Notifying the agency in writing, within ten calendar days after receiving notice under paragraph (d)(2) from an employee or otherwise receiving actual notice of such conviction.

Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;

f. Taking one of the following actions, within 30 calendar days of receiving notice under paragraph (d)(2), with respect to any employee who is so convicted –

i. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

ii. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).

The subrecipient may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

\_\_\_\_\_ Check if there are workplaces on file that are not identified here.

## 2. Subrecipients Who Are Individuals

a. The grantee certifies that, as a condition of the grant, he or she will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant;

b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, he or she will report the conviction, in writing, within 10 calendar days of the conviction, to NDE.

## **ENVIRONMENTAL TOBACCO SMOKE**

The Pro Children Act requires that smoking not be permitted in any portion of any indoor routinely owned or leased or contracted for by an entity and used routinely or regularly for provision of health, day care, education, or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The subrecipient certifies that it will comply with the requirements of the Act and that it will require this certification in any subawards.

**HATCH ACT**

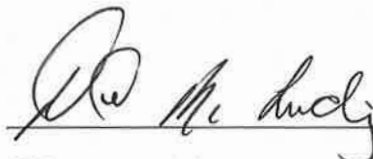
As the duly authorized representative of the subrecipient, I certify that the subrecipient will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

**LOBBYING**

The subrecipient certifies that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients

**Signature of Certifying Official**



**Title**

ESUCC Executive Director

**Date**

12-13-2016



**NEBRASKA DEPARTMENT OF EDUCATION**

| - FOR OFFICE USE ONLY -   |  |   |                                      |
|---|--|---|--------------------------------------|
| <b>TYPE OF APPLICANT</b> <i>(Indicate Type of Applicant with "X")</i> |  | <b>DATE RECEIVED</b> <i>(Month, Day and Year)</i> |                                      |
| <b>Public School District</b>   |  |   |                                      |
| <b>Educational Service Unit</b>                                       |  | <b>NDE COUNTY DISTRICT NUMBER</b>                 | <b>COUNTY</b> <i>(County's Name)</i> |
| <b>Other Local Education Agency</b> <i>(Specify)</i>                  |  |   |                                      |

| - APPLICANT INFORMATION -                               |              |   |                   |
|---|--------------|---|-------------------|
| <b>APPLICANT'S NAME</b> <i>(Local Education Agency)</i> |              | <b>ESU Coordinating Council</b>           |                   |
| <b>Address</b> <i>(Street, City and Zip Code)</i>       |              | 6949 South 110th Street, LaVista NE 68128 |                   |
|   |              |   |                   |
| <b>AUTHORIZED REPRESENTATIVE'S NAME</b>                 |              | <b>David M Ludwig</b>                     |                   |
| <b>Address</b> <i>(Street, City and Zip Code)</i>       |              | 6949 South 110th Street, LaVista NE 68128 |                   |
| <b>Phone Number</b>                                     | 402-597-4915 | <b>Email Address</b>                      | dludwig@esucc.org |
|   |              |   |                   |
| <b>FISCAL AGENT'S NAME</b>                              |              | <b>ESU Coordinating Council</b>           |                   |
| <b>Address</b> <i>(Street, City and Zip Code)</i>       |              | 6949 South 110th Street, Lavista NE 68128 |                   |
| <b>Phone Number</b>                                     | 402-597-4915 | <b>Email Address</b>                      | dludwig@esucc.org |

| - PROJECT INFORMATION -   |  |  |           |
|---|--|--|-----------|
| <b>PROJECT TITLE</b>  | Data-Driven Ecosystem Enhancing Teaching and Improving Learning for Students |  |           |
|   |  |  |           |
| <b>PRIORITY CONSIDERATION</b> <i>(Select ONLY ONE, with "X")</i>  |  | <b>TYPE OF INNOVATION GRANT</b> <i>(Phase I Development Grants ONLY)</i> |           |
| <b>High Needs Students</b>  |  | <b>Phase - I Development Grant</b>                                       | <b>X</b>  |
| <b>Students in "Needs Improvement" School</b>   |  | <b>Phase II - Validation Grant</b>                                       |           |
| <b>Focus on AQuESTT Tenet</b>   |  | <b>Phase III - Scale-Up Grant</b>  |           |
| <b>Leveraging Technology</b>  | <b>X</b>   | <b>LENGTH OF GRANT</b> <i>(Number of Months - 30 Months Maximum)</i>     | <b>30</b> |
|   |  |  |           |
| <b>OPTIONAL COMPETITIVE PREFERENCE PRIORITY: Matching Funds</b> <i>(% of Total Project Budget Amount - 25% Minimum)</i> |  |  |           |

**- PROJECT DESCRIPTION -**

## The Data-Driven Ecosystem Enhancing Teaching And Improving Learning for Students

(DE<sup>2</sup>TAILS) project will enable ESUCC to incorporate multiple on-line educational and data-collection systems into one statewide, secure, single sign-on portal. The goal is to develop, implement, and sustain an integrated ecosystem, governed by policies and practices, to allow relevant teaching and learning applications and tools to integrate; sharing data elements for the improvement of student learning and reporting. **Objectives:** 1) Develop an integrated technology ecosystem through a secure, trusted data infrastructure (ADVISER) by integrating multiple technology systems through a secure single sign-on portal; 2) Design an integrated system application for the AAP and SRS with ADVISER to address the needs of at-risk and high needs students; 3) Use technology to innovate student learning in the classroom and improve academic/employment outcomes through a BlendED/Personalized Learning Environment; 4) Provide a baseline collection of online digital resources for student access improving college and career readiness through NROC/EdReady; and 5) Develop statewide software (SIMPL) for visualization and rapid analysis of evidenced-based professional development and instructional practice to inform decision making.

Secure hosting infrastructure and software development and enhancements will integrate applications and tools to share data elements. Enhancements will provide data for school districts and ESU's to track the effectiveness of service delivery through continuous quality improvement.

The core of this innovative ecosystem includes quality tools, resources, and data provided to classrooms statewide designed to meet the personalized learning needs of every teacher, every student, every day.

*In 250 words or less, briefly describe the project, including goals, objectives and targeted outcomes for the student population(s) served.*

# **AESA'S REDESIGN**

## **The Next Generation of a National Association**



**Dr. Susan Leddick  
PKR, Inc.**

**Based on the Thinking of Members and the AESAs Design Team**

**September-October, 2016**

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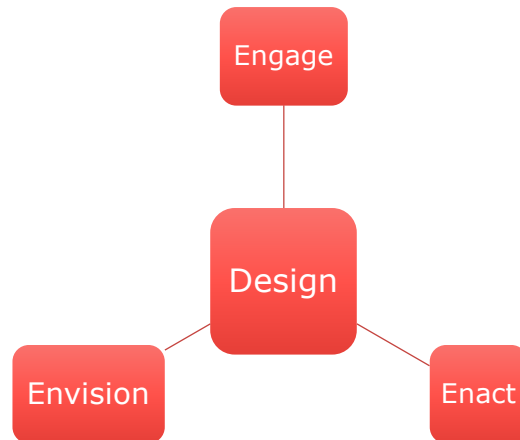
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# AESA'S REDESIGN

## DESIGN AS PLANNING



**I**n the summer of 2016, the Association of Educational Service Agencies (AESAs) came under new leadership. The context was changing rapidly, given uncertainties of new federal and state educational policy, the challenges of meeting the ever-changing needs of member agencies and the school districts they serve, and a host of other dynamic forces. Leaders sought a planning process that could produce breakthrough ideas for the long-term future of the association. They contracted Dr. Susan Leddick of PKR, Inc., to lead a design process that would **engage** stakeholders, **envision** a bold next generation of the association's development, and lay plans to **enact** the first steps toward that next generation in the near term.

Design differs from traditional strategic planning in several important ways. First, design asks the question, “What would we have if we could have what we want?” Strategic planning asks, “How do we predict likely trends in the future and prepare ourselves for success?” Second, design assumes that planning begins from a clean sheet – as though the existing organization had been destroyed overnight – and seeks to replace the organization with an exciting vision that can succeed *in the present*. Strategic planning assumes that the current organization will change incrementally for success *in the predicted future*. Finally, design stems from what people want, not what they want to get rid of.

A next-generation design for AESA will address the current *context*, desired *functions* of the association, preferred *structures*, and *processes* to set the whole system in motion.

AESA leaders convened a Design Team of 25 members (listed in the Appendix) to guide the process. The Design Team met for the first time at the AESA Summer Leadership Conference in Seattle, WA, on July 14-15, 2016. Soliciting structured input from the conference participants from around the nation, the team developed a common understanding of the current context, began to define the interacting set of problems they face in the complex and rapidly changing world of public education, and identified key priorities to guide the redesign<sup>1</sup>.

*Designers bring empathy and creativity to social challenges. The first helps to understand the human-centered solutions that can make a real difference in real people’s lives; creativity can defeat habits with innovative approaches to making a measurable difference. It is the designer’s approach to the process of solving complex problems, particularly in the willingness to test risky options that transcend the traditional view of problems, that is a strategic advantage.*

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<sup>1</sup> Following quotation from <http://www.aiga.org/why-design/>.



Figure 1: Design Team Members at Work in Seattle

## ABOUT AESA

According to the association’s website, AESA serves member agencies in 45 states. (Five states do not have educational service agencies or ESAs.) The 553 recognized ESAs reach 80% or more of public and private schools and 80% or more of certified and non-certified school personnel. Annual ESA budgets aggregate to some \$14.7 billion. ESAs have been called “American education’s invisible partner”<sup>2</sup> in deference to the behind-the-scenes support role they play for the districts and schools they serve with

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<sup>2</sup> E. Robert Stephens and William G. Keane (2005). *The Educational Service Agency*. Lanham: University Press of America, Inc.

professional development and a long list of diverse offerings that vary considerably from state to state.

AESA traces its history to 1977, nearly 40 years ago. A detailed history of the association is accessible at [www.aesa.us](http://www.aesa.us), and a new chapter leading up to the present time is under development. For our purposes of establishing background for the redesign work currently underway, we can note key elements that have been particularly important to the association's evolution:

- The 1980's were marked by formalization of the association, including establishing committees, holding conferences, and selecting strategic priorities.
- The 1990's saw rapid growth in membership. Five program areas came to prominence: professional development, national legislative advocacy, research and publications, membership communication, and ESA advocacy and technical assistance. The association became independent of AASA, which had supported its early development.
- In the first decade of the 21<sup>st</sup> Century, AESA leaders crafted a positive relationship with the US Department of Education, including establishing a federal definition of ESAs and their role in deploying federal initiatives such as *No Child Left Behind*. The Executives in Residence program was started, and the association funded two national studies on the role of ESAs. ESA networks gained a foothold in several states, and the question of how the national association would relate to and support them arose.
- From 2012 forward, AESA's strategic goals included the following:
  - from leadership succession to leadership success,
  - advancing AESA and ESCs through enhanced governmental relations efforts,
  - stabilizing funding, and
  - expanding and enhancing the AESA digital footprint.

The association is governed by its Executive Council comprised of three representatives from each of four regions. It is staffed by an Executive Director and a Chief Operations Officer. Some functions (such as technology and the maintenance of the benchmark database) are provided by member agencies. Other functions such as governmental relations are contracted to independent practitioners.

According to the association's website, the Mission of AESA is to support and strengthen regional educational service agencies by:

- *Serving as a national voice for educational service agencies;*
- *Providing professional growth opportunities, technical assistance, advocacy and research;*
- *Helping member agencies promote, distribute, and leverage their knowledge, products, and services; and*
- *Assisting in the establishment of educational service agencies.*

This mission statement was developed in 2000.

# THE CONTEXT FOR AESA'S REDESIGN

Just as an architect studies the lay of the land on a building site before drawing the first sketch, so the AESA Design Team began their work on July 14, 2016, by understanding the context in which they are operating today. They constructed a detailed context map<sup>3</sup> for AESA member agencies (Figure 2) and drew important conclusions from it.

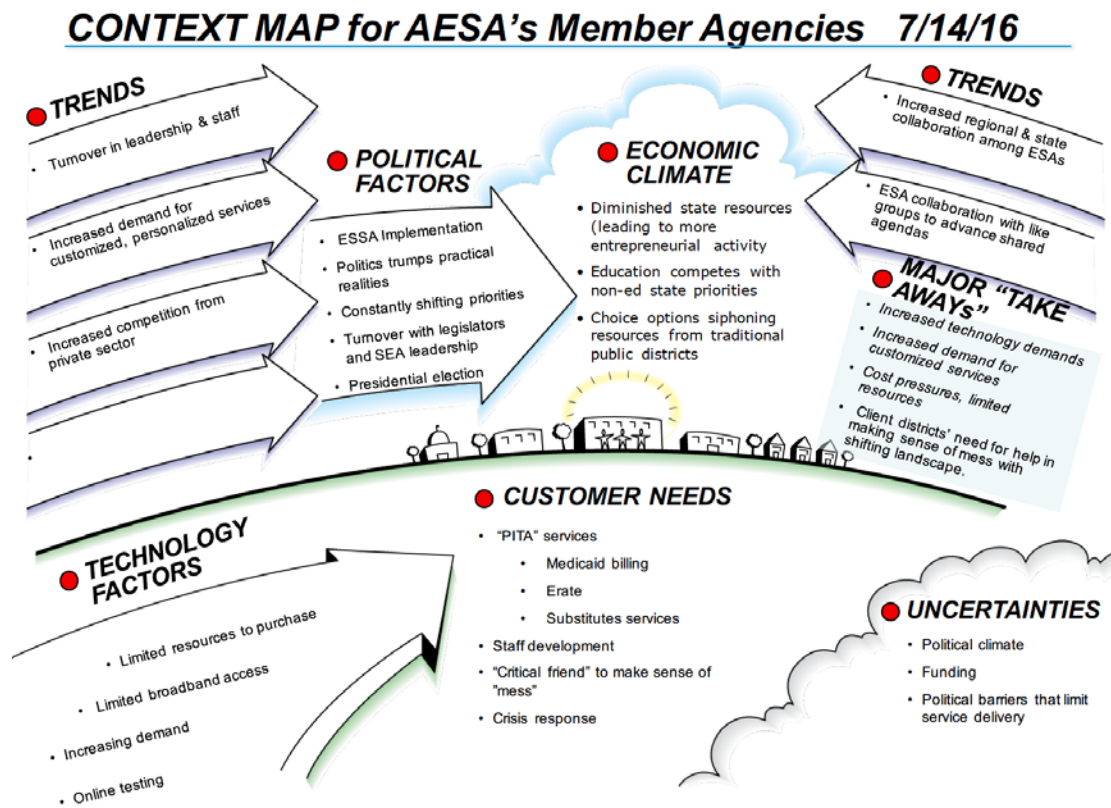


Figure 2: Context Map for Member Agencies

<sup>3</sup> "PITA" is Mike Cook's acronym for Pain In The A\*\* operations of school districts which can often be performed by ESAs. Dr. Duncan Simester refers to this strategy as "Your mess for less."

It is immediately apparent that many forces are pressing on AESA member agencies: politics, economics, technology, customer demands, technology, and broad trends. The association's future membership services will be strongly influenced by this set of circumstances, so it is important for planners to appreciate the challenges that member agencies face.

Members of the Design Team identified four major "take-aways" that they considered of primary importance:

- **Increased technology demands.** Technology has permeated virtually every aspect of ESA operations from back office processes such as payroll to delivery of services such as professional development and technical assistance. School district clients can be extremely variable in their interest and ability to handle technological solutions, challenging ESAs to vary their products and services to meet the constraints that inevitably exist in their service areas.
- **Increased demand for customized services.** ESA clients increasingly expect tailored adaptations of agency services. This fact means that the association's member agencies are often struggling to balance standardization and efficiencies with uniqueness and customer service ratings. The demand for customization is closely related to the next item in this list of challenges.
- **Cost pressures, limited resources.** Across the nation, traditional sources of ESA revenue are either drying up or being redirected. Today few state ESA systems have direct funding; they are moving to more entrepreneurial business models often without the background knowledge and skills to operate effectively in that environment. Cuts to ESAs are not the only problem. School districts are also experiencing reductions, making it increasingly difficult for them to pay for the services ESAs are offering on a fee-for-service basis.

- **Client districts' need for help in making sense of the shifting landscape.** ESAs are called on to interpret policy, to help implement policy, and to help school district leaders understand how multiple initiatives interact. Having a direct pipeline to policymakers and policy information at federal and state levels becomes increasingly important for ESAs as they respond to questions about new laws, options and requirements.

Interestingly, these four context factors also apply directly to AESA, not just to its members.

- **Increased demands for the application of technology.** Specific requests for using technology to enhance communication and relationships among member agencies were frequently made during the input session at the summer conference on July 14. Several participants mentioned a desire for a more “interactive” website.
- **Demand for customized services.** A consistent theme among participants called for regionalized conferences and networks as a way to address finer grained issues than those typically addressed in the national conferences. In addition, participants called for services and conference sessions that inform specialized staff members and job-alike groups, not just senior leaders.
- **Limited resources.** The small staff of the national association limits the breadth and number of direct services offered. Many participants suggested ways to shift services to regional platforms, use state networks, establish study groups on key issues, and other strategies for increasing capacity.
- **Making sense of the shifting landscape.** A national association whose membership is comprised of agencies that may vary considerably in role, structure, and status by state has significant challenges when it comes to keeping current on federal and state policy shifts. Many participants

expressed a desire for AESA to have a strong advocacy role, not just to be informed. Several recommended strong relationships with other national associations in order to magnify the ESA voice in education policy development.

# NEXT-GENERATION CHALLENGES FACING AESA TODAY

It is sometimes said that knowing the problem we face in design is more important than the solution we generate<sup>4</sup>. Unfortunately, design problems are rarely if ever simple. Instead they are made up of interacting sets of forces that cannot be resolved one-by-one. Only by appreciating the entire set and developing a holistic solution addressing all the elements simultaneously can designers successfully tackle problems of this sort.

“Houston, we have a problem!” Those five words trigger instant recall for anyone who watched the 1995 movie *Apollo 13* starring Tom Hanks as astronaut and flight commander Jim Lovell. Apollo 13 suffered a crippling explosion that started an avalanche of problems in the complex spacecraft that was on its way to the moon for what looked to be a routine lunar landing. NASA went to work, trying desperately to reconfigure existing components to solve the complicated and interconnected set of problems that threatened the lives of the three men on the mission. Solutions required that entire sections of the craft be jettisoned into space and that other sections be re-purposed. The lunar landing module, never designed to serve this purpose, became the lifeboat for the crew’s re-entry to earth’s atmosphere. It’s a powerful story about American ingenuity: when faced with a life-or-death situation, inventiveness and creativity can prevail. It’s a story appropriate for the next generation of AESA.

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<sup>4</sup> Jamshid Gharajedaghi (2012). *Systems Thinking (Third Edition)*. New York: Elsevier.

## THE MESSY NATURE OF WICKED PROBLEMS

Problems like Apollo 13 faced in 1970 and AESA faces in 2016 are a special breed. They are called “wicked” problems, and they’ve been known to students of organization and planning since at least 1973. Wickedness is not a matter of difficulty, but a matter of the inadequacy of traditional solutions. Writing in the *Harvard Business Review*, John Camillus observed that,

*A wicked problem has innumerable causes, is tough to describe, and doesn’t have a right answer.... Environmental degradation, terrorism, and poverty—these are classic examples of wicked problems. They’re the opposite of hard but ordinary problems, which people can solve in a finite time period by applying standard techniques. Not only do conventional processes fail to tackle wicked problems, but they may exacerbate situations by generating undesirable consequences.*<sup>5</sup>

We can add contemporary education problems to the list Camillus published.

Wicked problems are no fun! They come in bunches. They do not appear in a neat list, ready to be solved and checked off one-by-one. Instead, they are a tangle of interactions--a set of interconnected forces that operate on each other in a variety of ways and in varying strengths. They may not have been seen before. They do not have known solutions. To make things worse, they are often the source of disagreement among different groups of people, and that social aspect makes them even harder to address. The wicked problems facing AESA are new but not completely unique to one association. In fact, some of them are likely challenging associations in any number of fields.

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<sup>5</sup> J.C. Camillus. “Strategy as a Wicked Problem.” *Harvard Business Review*. May, 2008.

## AESA'S MESSY CHALLENGES

As members of the AESA Design Team began the important task of understanding the messy set of wicked or interconnected challenges they face, patterns have emerged. To read their map, shown here as Figure 3, start at any item and follow the arrows. Items colored gray are especially important current limitations. A narrative description follows the diagram.

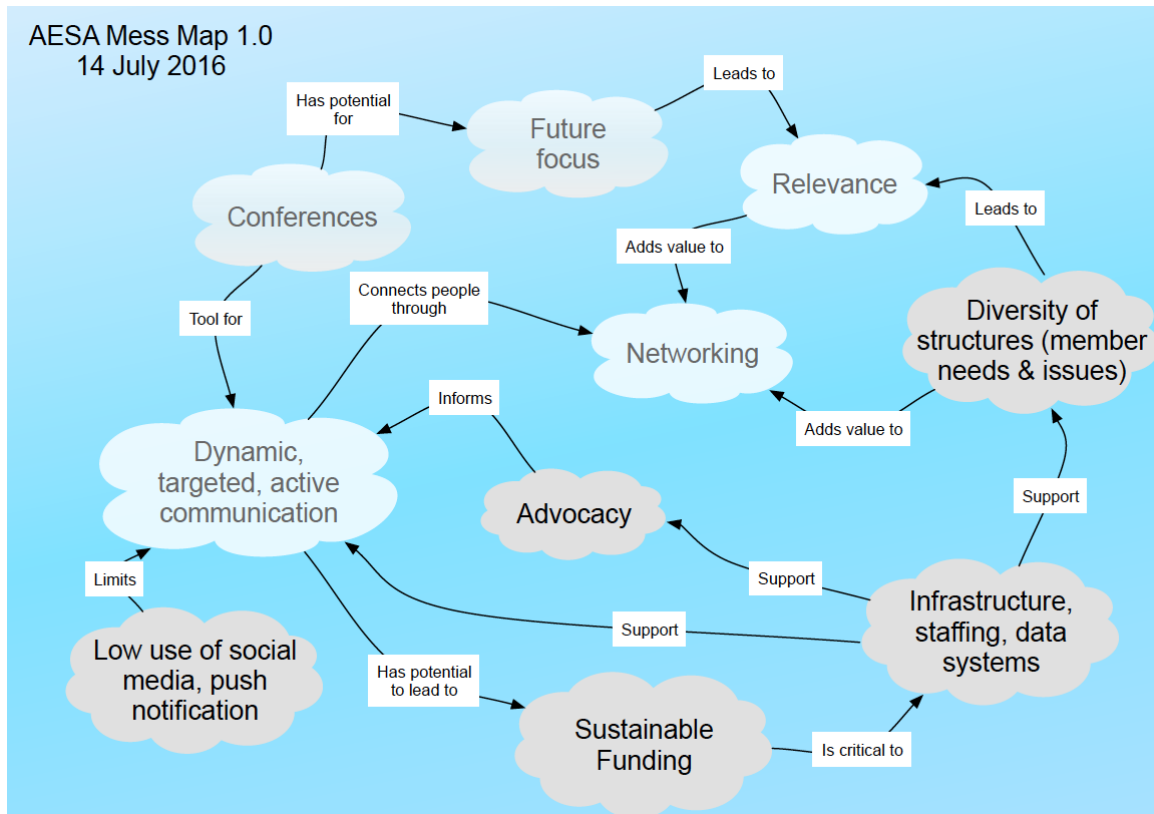


Figure 3: Map of the Messy Challenges Facing AESA in 2016

Although a close reading of Figure 3 calls out many interconnected factors, it may be useful to emphasize a few.

1. **Relevance** is especially critical for AESA. As retirements remove many ESA (and AESA) leaders, new members without a long attachment to the association will take their place. Further, job-alike groups of ESA specialists such as product and service managers, business officers, and others are increasingly seeking

active membership and association services such as networking and formation of practice groups.

2. **Diversity** of ESA structures from state to state, including member needs and issues of interest makes it especially challenging to establish and maintain the critical relevance that the next-generation association will require.
3. **Infrastructure, staffing, and data systems** enable the communication that members crave. Absence of those critical capacity elements constrain the association's ability to use technology for scaling and personalizing services, as well as for providing up-to-date information on policy and practice.
4. Working backward, sustainable **funding** is essential to developing infrastructure and systems. It may be useful to broaden the concept of "funding" to "resource" or "capacity."

When the AESA Design Team convenes in Washington, D.C. in September, 2016, its members will devise a next-generation design of the association that addresses these interacting challenges as a set. Integrated problems demand integrated solutions.

(The remainder of this document is based on work completed in September, 2016.)

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# ENVISIONING INTEGRATED SOLUTIONS

**W**hen AESA's future historians look back at 2016, the redesign of the association should evoke observations such as, "AESA turned a corner with that design." At least three significant themes emerged during the July session—themes that can be viewed as specifications or key elements of the next-generation design. We listed them here as a starting point for the Design Team's second working session.

The next generation of AESA will ...

1. Have a formal system for engaging with **state ESA networks**.  
The system will provide reciprocal support—expanding the capacity of the national association to address regional needs and expanding the capacity of the state networks to influence national issues, advocacy, and association activities.
2. Provide targeted and relevant **membership services for all** subgroups of ESA professionals. Further, have differentiated membership options that recognize the difference among institutional, individual, and professional groups.
3. Have a robust system for **regionalizing member services**.  
Face-to-face events such as conferences and practice groups will take advantage of proximity to reduce travel costs and increase relevance. In addition, a variety of distance technologies will be used to push out information and foster networking on the basis of interest.

But when the Design Team assembled in Washington, DC, for that second design session, they came to a turning point in their own work. Reviewing their first session's conclusions, a few members began to challenge their progress:

- *"These are the same things we would have identified ten years ago."*
- *"What is here that would really qualify for 'turning the corner'?"*
- *"Are we being bold enough in our thinking?"*
- *"I am getting a sinking feeling in the pit of my stomach!"*

That challenge set the tone for the balance of the meeting as the group assertively established a new set of purpose statements for the association, generated bold and concrete steps for enacting those statements, and articulated values and beliefs to anchor leadership.

## **NEW PURPOSES FOR A NEW TIME**

The 2000 mission statement—which contained four purpose statements—became the starting point for redefining the multiple purposes of the association. Basing their thinking on the title of Stephens' and Keane's seminal 2005 book on ESAs<sup>6</sup>, the Design Team added a challenge to the notion of ESAs as "invisible" partner in the education system. The table below contains both the original and new purpose statements. We should note that considerable effort was made to word the new statements thoughtfully and with explicit detail while drawing attention to contemporary issues. Or said another way, explicit detail trumped eloquence.

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<sup>6</sup> Robert E. Stephens and William G. Keane (2005). *The Educational Service Agency: American Education's Invisible Partner*.

**The purposes of the association have evolved from the past generation to the next generation...**

| <b>From This</b>  | <b>To This</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• <i>Serving as a national voice for educational service agencies;</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Advocate nationally to assure that ESAs and the association’s policy platform are represented in and influence education legislation and policy discussions and decisions.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• <i>Providing professional growth opportunities, technical assistance, advocacy and research;</i></li> </ul>              | <ul style="list-style-type: none"> <li>• Provide professional growth opportunities for ESA leadership teams and their boards.</li> <li>• Strengthen state ESA networks and individual agencies through technical assistance.</li> <li>• Support external research studies along with member-executed action research.</li> </ul> |
| <ul style="list-style-type: none"> <li>• <i>Helping member agencies promote, distribute, and leverage their knowledge, products, and services; and</i></li> </ul> | <ul style="list-style-type: none"> <li>• Help member agencies form interest- and issue-based affinity groups. Capture and make accessible to members the knowledge that emerges from these groups.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• <i>Assisting in the establishment of educational service agencies.</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Support the establishment of ESAs and state ESA networks where they do not yet exist.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• <i>ESAs as invisible partner</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Advance the marketing or branding of ESAs as an indispensable partner in the education system.</li> </ul>   |

Table 1: Updated AESA Purpose Statements

New purpose statements focused the Design Team on the future they prefer. Next the task was to say **how** AESA might fulfill the promises the purpose statements specified.

## **ENVISIONING THE *HOW***

Three working groups—armed with the new purpose statements as guidance—returned to the three themes that had emerged from the July Design Team session and input from summer conference attendees. As the small groups put flesh on the bones of themes, they were also identifying concrete desirable outcomes that would mark the next generation of AESA. Here we document some of the key points of these first-iteration efforts and note that there is considerable overlap among the three groups' conclusions. Asterisks identify elements that garnered especially strong full-group support.

### State Networks

- *Funding*: AESA provides some start-up and sustaining funding for the formation and development of state networks; in return, state networks provide opportunities for AESA to join effective business partnerships.
- *Advocacy*: AESA leads on federal advocacy with Congress, USED, and others; state networks mount aligned state campaigns on federal issues.
- *Business Partnerships*: AESA facilitates multi-state business partnerships and state networks implement them.
- *\*Leadership Development/Job-Alike Groups*: AESA defines content for leadership development; state networks identify (and convene) job-alike leaders for national initiatives; state networks incentivize participation.
- *Others*: AESA develops a \*toolkit for state networks; AESA contracts with state leaders to provide technical assistance to developing state networks; state leaders operate as a formalized support network for the national association.

## Membership Services for All

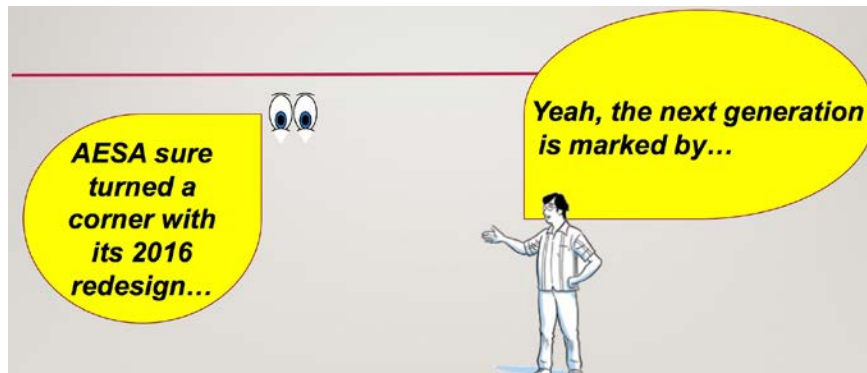
- *Summer and Annual National Conferences:* offer strands and network opportunities designed for job-alike specialists; include opportunities for regional groupings.
- *Social and Digital Media:* use a variety of means to communicate directly with members.
- *Membership Categories:* have a variety of membership options to increase engagement (individual ESA, state networks, interested individuals, for instance).
- *\*Role of Executive Council:* Council assumes more responsibility for member recruitment and engagement within the regions. AESA provides a database of regional contacts.

## Regionalizing Services (Regional and Affinity Groups)

*This group expanded the boundary of "regional" to include issue-based groups that can function independent of geography.*

- *Key Functions*
  - Connect professionals/relationships
  - \*Coordinate with council to ensure alignment
  - Collaborate across states/regions
  - Convene around affinity topics
  - \*Capacity-building (expanding AESA's reach)
- *Key Structures*
  - \*Council (including past members and retirees)
  - State associations
  - \*Create toolkits
  - \*Online repository of information
  - Definition of "region" to be fluid (geographic, council, topic, etc.)
  - Variety of group types: "Mastermind," mentor, practice/issue
- *Key Processes*
  - \*Alignment (national conference, summer leadership, call to action, *Perspectives*, etc.)
  - Phone calls (or Zoom)

- AESA validation of training/course work
- Virtual connections (e.g. online book studies)
- Logistics regarding scheduling, coordinating, sponsoring regional convening and role for AESA as co-sponsor to build on brand



Dialogue among the team pointed to a new set of design themes: among them are **alignment** in a variety of contexts, **active role for Council members**, various strategies for **member engagement** (leading to a robust, member-centered association), **reciprocity** between strong state and regional networks and the national association, and **capacity** multiplication. On these ideas the Design Team built their action plan for the first approximation of the new design for AESA. These concepts are the markers of AESA's Next Generation.

# ENACTING THE DESIGN: A FIRST APPROXIMATION

**M**oving on to plans for enacting their design vision, Design Team members first developed a set of values and beliefs to guide the implementation of the design. Then they selected five bold steps for the first year's approximation.

## VALUES AND BELIEFS

Beginning with individual contributions and moving on to group consensus and a working group's refinements, the Design Team wrote the following set of underlying values and beliefs to serve as the touchstone for Next Generation AESA leaders.

1. We believe that **lifelong learning** founded on evidence-based practices leads to **continuous improvement** for all learners
2. We believe that all students have a right to learn in an environment where **diversity** is celebrated, all students are **included**, and **instruction is personalized** to students' diverse needs.
3. We believe that **authentic relationships** and collaboration that includes **diverse voices** yield **effective regional and national networks** that produce results for the common good.
4. We believe that **courageous leadership** inspires bold solutions to current and future complex challenges.
5. We believe that systemic change requires **boundary-spanning leadership**.
6. We are committed to achieving **equity** in learning by actively working to eliminate disparities and inequities.

## BOLD STEPS FOR THE FIRST APPROXIMATION

A far-reaching design or vision of the preferred future for an organization can rarely (if ever) be enacted in one go. Instead, it is useful to plan for successive approximations—phases of activity that move the present reality toward the preferred one. This step in organization design requires an honest assessment of capacity and other constraints that exist today. Remember that up until this step the designers have not allowed constraints to limit their vision of what they collectively desire for the next generation of their national association. Now the job is to see how close they can come to their idealized vision with each approximation—in real time with real opportunities and real limitations.



Recalling their self-imposed challenge to “turn a corner” with a bold new redesign of the association, Design Team members explained what they meant by the word “bold”:

- Visible to members
- Has high impact on the key elements of the design and ROI to the association & members
- Has an element of calculated risk
- Tackles significant problems
- Identifies new learning
- Is unique to our context
- Takes a leadership stance, being out front
- Doing what’s right
- Compelling

With new purpose statements and new values and beliefs statements serving as parameters, the Design Team chose five bold steps that collectively make up the first approximation for the redesign

of AESA. The following figure summarizes the first approximation and visually integrates purposes, values/beliefs, and action steps.



Figure 4: First Approximation Graphic

## DETAILS FOR THE FIVE BOLD STEPS TOWARD THE NEXT GENERATION OF AESA

1. *Align national and state programs and activities to an annual association theme.*

Champion: Conference Team

- Establish the annual theme midway through the previous year.
- Use the theme as a strategy for aligning programs and activities nationally and in the state networks.

- Organize *Perspectives* articles so that they build on the annual theme and so that they lead up to the annual conference with relevant information.
- Publish a themed book list to be read by study groups across the nation.
- Align related activities such as issue identification sessions at the annual conference and the January legislative meeting.

2. *Design and launch a national advocacy campaign. Include state networks.*

Champion: Tom Gluck

- Work with the state networks to increase impact.
- Establish a model for conducting such campaigns.
- Develop and distribute useful toolkits to support future advocacy campaigns.

3. *Initiate governance reform to assure that the AESA Council and member agencies engage and reflect diversity.*

Champion: John George

- Define “diversity” broadly.
- Generate multiple strategies to be used at association and local levels.

4. *Establish affinity groups and a process for documenting their learning and accomplishments.*

Champion: Mike Cook

- Define “affinity” to include both geographic proximity and similar interests.
- Consider forming a group specifically to develop a consensus definition of the preferred contemporary learning experience for students.

- Encourage experimentation with different kinds of groups, including “fire pit” configurations based on issues and leading to mutual support among ESA colleagues.
- Develop and test a variety of ways to document, store, and share affinity groups’ learning and accomplishments.

##### 5. *Formalize the network of state directors.*

Champion: Joan Wade

- Begin with the first national meeting to be held in Iowa during October, 2016.
- Continue to develop ways for the national association staff and the state directors to work together to market and brand ESAs, provide relevant professional development, strengthen advocacy in the states and nationally, establish and strengthen state ESA networks and individual agencies, provide technical assistance, and promote formation of meaningful affinity groups within and across the states.

With completion of the plans for the first approximation, the AESA Design Team finished their primary task. Bringing the collective vision of the team to reality is the work of leaders—the AESA Executive Council, AESA staff, state network leaders, and the many individuals who are committed to a national association that serves not *invisible* partners of American education, but *indispensable* partners of American education. A regular and rigorous cycle of accountability for follow-through on the five bold steps and adherence to the purposes, values, and beliefs will support progress. Annual updates and nimble adjustments based on changing context and new learning will be required to keep the design contemporary. In an environment of rapid change, an entire redesign may be indicated within three to five years. In the meantime, AESA is ready to turn a corner in 2016.

# APPENDIX

## DESIGN TEAM

### Council

Maze, Jerry TX

West, Jeff NE

McBride, Rich WA

Bailey, Phoebe AR

Branch, David OH

Broussard, Jill AZ

### State Leaders

Burford, Craig OH

Gluck, Tom PA

Harness, Jesse WI

Buyck, Allen NY

Cook, Mike KS

George, John PA

Hutchinson, Nancy KY

Menzel, Scott MI

Riley, Suzanne MN

Weinberg, Sheryl AK

### Other ESA Leaders

Cummins, Cathy MA

Coles, Harold NY

Garbolino-Mojica, Gayle  
CA

Welch, John WA

Executives in Residence

Carmody, Cliff MN

Goldhorn, Jeff TX

AESA Foundation


Distel, Dave OH

AESA Staff

Wade, Joan

Bass, John

Young, Peter



*To lead and support the preparation of all  
Nebraskans for learning, earning, and living.*

# **2017-2026 STRATEGIC VISION AND DIRECTION**

Nebraska State Board of Education and Nebraska  
Department of Education

12/02/16

## Nebraska State Board of Education

The State Board of Education is an elected, constitutional body that is the policy forming and evaluative body for the state school program (79-301 (2) R.R.S.) in addition to ensuring the State Department of Education functions effectively within the framework developed by the state Legislature and the Board. The Board is elected on a non-partisan ballot, with one member from each district. Board members serve four-year terms.

District 3: Rachel Wise, President

District 1: Lillie Larsen, Vice President

District 2: Glen Flint

District 4: John Witzel

District 5: Patricia Timm

District 6: Maureen Nickels

District 7: Molly O 'Holleran

District 8: Patrick McPherson

## Nebraska Department of Education

The Nebraska Department of Education (NDE) is a constitutional agency comprised of services, programs, Vocational Rehabilitation (Nebraska VR), and Disabilities Determination Section (DDS). The NDE operates under the authority of an elected State Board of Education (Board) and the Commissioner of Education (Commissioner). The NDE is organized into teams that carry out the duties assigned by state and federal statutes and the policy directions of the Board. Teams are organized around distinct functions and responsibilities that encompass leadership and support for Nebraska's system of early childhood, primary, secondary, and postsecondary education; direct services to clients; and internal support to the agency.

The NDE carries out its duties on behalf of Nebraska students and parents involved in public and nonpublic school systems. The NDE staff interacts with schools, parents, businesses, community partners, and institutions of higher education to develop, coordinate, and improve educational programs and services.

Commissioner of Education: Matthew L. Blomstedt, Ph.D.

# Strategic Vision and Direction – 2017-2026

## Introduction

In January of 2016, the Board and the NDE initiated the development of a Strategic Plan to guide the vision and direction of education in Nebraska for the next ten years. Nebraska's Strategic Plan to be known as **Nebraska Quality Education Systems for Today and Tomorrow (NEQuESTT)** represents the evolution of a philosophical and practical approach to supporting education in Nebraska. This commitment unifies and strengthens positive outcomes for each and every Nebraskan through bold and achievable goals. **NEQuESTT** not only outlines the critical needs and strengths within the system, but also reflects innovative approaches to ensure each Nebraskan has equitable access to opportunities and are ready for success in postsecondary, career, and civic life. **NEQuESTT** is the educational journey that puts forth a new vision and bold agenda for the system of education in Nebraska. This vision will require new and different ways of working together, stretching beyond the status quo, and engaging stakeholders through collaborative processes. The strategic plan defines a direction for accountability and a system of services and supports without losing sight of the importance of ensuring compliance with state and federal policies.

**NEQuESTT** guides the Board and the NDE to address some of the most urgent priorities within Nebraska. With an intentional and comprehensive focus on ensuring a reduction in educational inequities for the most vulnerable populations, this strategic plan directs focus on student- or client-centered outcomes, high quality opportunities, and a strong system of support **for every student, every day**.

## NEQuESTT and AQuESTT

**NEQuESTT** aligns with Nebraska's accountability system, Accountability for a Quality Education System Today and Tomorrow (**AQuESTT**). The six critical tenets of **AQuESTT** holistically address accountability and quality education in Nebraska. Originally designed to meet statutory accountability requirements, **AQuESTT** has quickly grown beyond and guides the NDE and its work.

**AQuESTT** provides a fundamental focus on achievement and opportunity gaps and ensures strategies produce equitable outcomes for each and every learner. As a result, **NEQuESTT** includes goals with benchmarks that measure disaggregated data to ensure equity and access.

## Roles:

In order to support strategic priorities, a suite of approaches is utilized that reflects the nuance of the work and the many stakeholders, systems, and partners that intersect to support a state education system. The various roles are:

**Champion - NDE actively leads the strategic vision, goals, and policy direction to support learning, earning, and living by:**

- Engaging key stakeholders and partners on emerging needs in the educational landscape and corresponding policy advocacy approach
- Exercising policy leadership and proactively engaging and partnering with the Unicameral and Governor on priority issues
- Advocating for necessary resources to meet needs and/or address issues to execute the vision

**Regulator - NDE leverages policy authority to ensure delivery of high-quality, equitable education and services, beyond compliance with state and federal regulations by:**

- Assuring access to fair, equitable, and high-quality education and services
- Monitoring school and districts to ensure adherence to regulations and setting expectations beyond compliance for accountability and growth in learning
- Promoting best practices for leadership and using data and resources to ensure effective continuous improvement

**Capacity Builder - NDE directs technical assistance and professional development opportunities and promotes the sharing of best practices by:**

- Providing technical assistance and professional development opportunities for educators, staff, and community providers
- Actively engaging with priority and needs improvement schools as well as continuing to support the improvement of all schools
- Identifying schools and districts across the state with effective educational practices to gather data on successful practices
- Acting as a facilitator to connect schools to highlight learnings, share lessons learned, and communicate best practices
- Developing, maintaining, and leveraging strong working relationships with education and community partners to extend and enhance capacity across the state

**Connector - NDE helps bridge the divide between learning, earning, and living, connecting schools, families, business, and communities by:**

- Connecting, convening, and partnering with schools, businesses, out-of-school programs, postsecondary education, state agencies, and community providers to create a more comprehensive approach to education and service delivery
- Supporting other agencies and organizations in active engagement and relationship building amongst individuals, parents, and families

**Change Agent - NDE explores and supports promising new innovations by:**

- Researching, promoting, and providing support for promising new initiatives and innovations in education across the state and nation (e.g., promising activities in rural areas, blended learning, personalized learning, adult basic education)
- Providing ongoing training, support, and resources to drive the adoption of new practices and to assure implementation

## Strategic Direction:

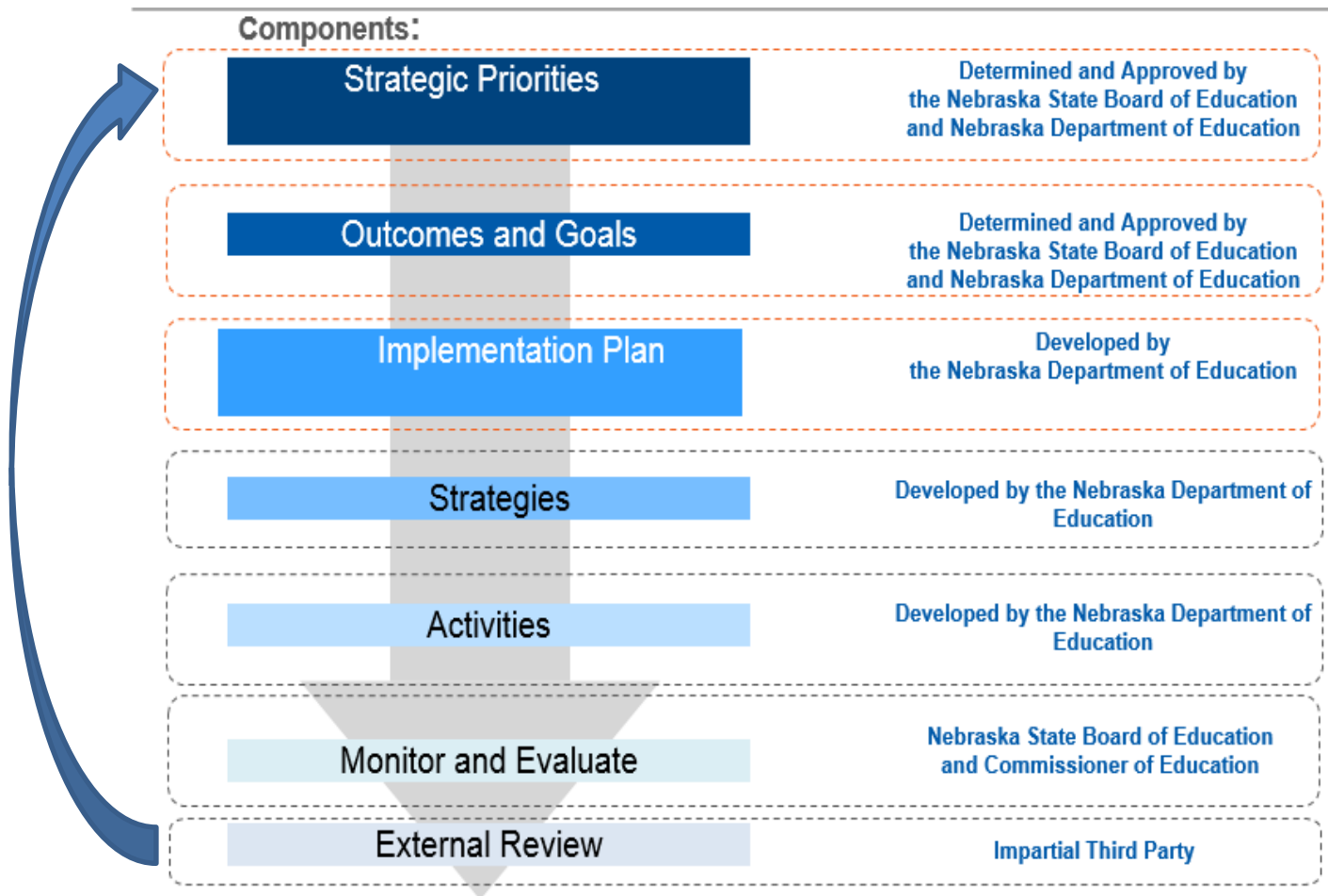
To realize the new strategic vision it can no longer be business as usual.

|                          | FROM  | TO  |
|--------------------------|---|---|
| ORGANIZATIONAL STRUCTURE | <ul style="list-style-type: none"> <li>Organizational structure primarily oriented around subject area silos</li> <li>Decision-making authority mostly concentrated in hands of senior agency leadership</li> </ul> | <ul style="list-style-type: none"> <li>More cross-functional, with collaboration and communication across teams</li> <li>More distributed decision-making authority, where staff closer to the issue is empowered to make relevant decisions</li> </ul>                                       |
| PERSONNEL & STAFFING     | <ul style="list-style-type: none"> <li>Staff with very specific skills focused primarily on content knowledge</li> <li>Traditional focus on regulation and compliance</li> </ul>                                    | <ul style="list-style-type: none"> <li>Broader staff expertise, including both content knowledge and breadth of experiences (e.g., relationship building, background in business, work with underserved communities)</li> <li>Focus on leadership, innovation, and learning</li> </ul>        |
| STAKEHOLDER ENGAGEMENT   | <ul style="list-style-type: none"> <li>Sporadic engagement on an as-needed basis</li> <li>Limited engagement with specific populations or cultural communities</li> </ul>   | <ul style="list-style-type: none"> <li>Consistent and tailored stakeholder engagement plans for specific audiences, allowing authentic relationships and dialogue to develop</li> </ul>   |
| DATA & SYSTEMS           | <ul style="list-style-type: none"> <li>Limited publicly accessible data</li> <li>Focus on accountability and compliance</li> <li>Cumbersome website</li> </ul>  | <ul style="list-style-type: none"> <li>Readily available data for all stakeholders from an easy to use, up-to-date platform</li> <li>Focus on performance management</li> <li>User-friendly website and an online portal with lessons learned and best practices for practitioners</li> </ul> |

## Moving Forward:

The Board has taken into account the multiple roles of the NDE in the development of this strategic plan and in the expectations set forth for the NDE. This recognition is coupled with the expectation of providing quality, equitable support through a multi-faceted system under the charge of the NDE. The shared responsibility of leadership between the Board and the Commissioner includes developing this plan, monitoring goals, and implementing strategies through the NDE's programs and supports for schools, students, systems and clients across the state. The Board carries out this strategic plan through direction to the Commissioner. The Commissioner has the responsibility to build an implementation plan that makes **NEQUESTT** a living document utilizing the aforementioned roles and strategic direction outlined for organizational structure; personnel and staffing; stakeholder engagement; and data and systems.

## The strategic plan is multi-layered.



## Operational Approach:

**NEQUESTT** provides a framework for measuring multiple levels and processes to ensure success through standard, quantifiable metrics, artifacts, and evidence-based analyses utilizing a three-tiered approach:

- **NDE Accountability** – Process, regulations, support, interagency collaboration, data systems, fiscal responsibility, and evaluation
- **Service Accountability** – Quality and success of services provided by the agency
- **District and School Accountability** – School and agency progress and improvement

## Strategic Priorities, Outcomes, and Goals:

The Board and Commissioner will regularly review these goals as organized by the strategic priorities and outcomes. The NDE goals will include Commissioner and Board activities necessary to build the department's system of accountability and support for services and schools. The NDE will track progress on these goals and other metrics required by state and federal law. The Commissioner will annually report progress on these goals and other measures to report progress and performance to the Board.

## Implement, Monitor, and Evaluate:

The Board and the Commissioner share the responsibility to:

- champion and lead the strategic vision and goals.
- serve as change agents and capacity builders.
- ensure progress on the strategic priorities.

The Board and the Commissioner will be responsible for implementing this plan including the development of strategies, and activities, and monitoring on an annual basis. A review will be presented by the Commissioner and appropriate NDE personnel annually or as directed. An objective external review of **NEQUESTT** will be conducted by an impartial third-party reviewer two years after adoption and thereafter as determined by the Board with results being presented to stakeholders.

## MISSION

To lead and support the preparation of all Nebraskans for learning, earning, and living

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## GUIDING PRINCIPLES

### NDE will:

- Create a dynamic vision that drives change through proactive leadership to support learning;
  - Build connections amongst stakeholders to take action in support of success for all learners;
  - Provide all Nebraskans significant opportunity to receive fair, equitable, and high-quality education and services to close achievement gaps;
  - Allow all learners to achieve their fullest potential in transitioning through phases of school and into civic life;
  - Ensure all educators are effective in instructional strategies and monitoring student progress using multiple measures of proficiency; and
  - Prepare all learners to be college, career, and civic-ready.
- 

## STRATEGIC PRIORITIES

Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success

Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life

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## OUTCOME STATEMENTS

### Leadership

Provide leadership and high quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska.

### Success, Access, and Support

**Positive Partnerships and Student Success** – Increase student, family, and community engagement to enhance educational experiences and opportunities.

**Transitions** – Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

**Educational Opportunities and Access** – Ensure that all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

### Teaching, Learning, and Serving

**College, Career, and Civic Ready** – Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

**Assessment** – Use assessments to measure and improve student achievement and inform instruction.

**Educator Effectiveness** – Assure that students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

## Leadership

**Strategic Priority:** Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

**Strategic Priority:** Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

**Outcome Statement:** Provide leadership and high-quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that enhance the success of educational systems in Nebraska.

- Goal 1.1** By 2018, the NDE will be organized through personnel and processes to provide leadership in school support systems, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that will enhance the success of educational systems in Nebraska.
- Goal 1.2** By 2018, the Board and Commissioner will have a process in place to evaluate and ensure timely, high-quality services and systems of support provided by the Nebraska Department of Education.
- Goal 1.3** By 2020, 100% of teachers, service providers, school leaders and local school board members will have access to quality professional learning opportunities through an NDE facilitated professional learning directory.
- Goal 1.4** By 2020, the NDE will collaborate with the Governor, Legislature, postsecondary institutions, and the Educational Service Units (ESUs) to create a uniform process to align dual credit opportunities for students across the state.

## Success, Access, and Support

### Positive Partnerships, Relationships, and Success

**Strategic Priority:** Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

**Outcome Statement:** Increase student, family, and community engagement to enhance educational experiences and opportunities.

**Goal 2.1** By 2019, the NDE will develop a system to regularly engage and survey clients, schools, and stakeholders to gather input, and measure engagement and satisfaction.

**Goal 2.2** By 2026, the dropout rate of all Nebraska students including subgroups will be less than 1%.

**Goal 2.3** By 2026, 100% of Nebraska schools will have all students in grades 7-12 create and utilize a personal learning plan.

**Goal 2.4** By 2026, there will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%.

## Success, Access, and Support

### Transitions

**Strategic Priority:** Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

**Outcome Statement:** Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

- Goal 3.1** By 2018, a baseline and benchmarks will be developed to track all students with a disability having access to participate in career counseling, explorations, self-advocacy training, and work-based learning experiences.
- Goal 3.2** By 2026, the 4-year cohort graduation rates for all Nebraska students will be greater than 92% and not less than 85% for any one subgroup.
- Goal 3.3** By 2026, the 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup.
- Goal 3.4** By 2026, 100% of Nebraska schools will fully implement a systematic process for supporting the needs of highly-mobile students.

**Success, Access, and Support**  
**Educational Opportunities and Access**

**Strategic Priority:** Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

**Outcome Statement:** Ensure all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

**Goal 4.1**      **By 2020, NDE will develop a statewide digital course and content repository.**

**Goal 4.2**      **By 2026, 85% of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification.**

**Goal 4.3**      **By 2026, 95% of Nebraska elementary schools would be able to identify at least one high-quality early childhood educational program accessible to all of the school's resident preschool age population.**

**Teaching, Learning, and Serving**  
**College, Career, and Civic Ready**

**Strategic Priority:** Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

**Outcome Statement:** Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

**Goal 5.1**      **By 2018, the State Board will adopt a comprehensive approach to define and measure civic readiness.**

**Goal 5.2**      **By 2020, all Nebraska elementary schools will provide evidence-based interventions for any students not on grade level in reading and/or math.**

**Goal 5.3**      **By 2026, 100% of Nebraska schools will provide all students with a program for career awareness, exploration, and preparation.**

**Goal 5.4**      **By 2026, at least 50% of all Nebraska high school students from any given cohort year, will have earned a college degree, credential, or certificate within five years of graduating from high school.**

## Teaching, Learning, and Serving

### Assessment

**Strategic Priority:** Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

**Outcome Statement:** Use assessments to measure and improve student achievement and inform instruction.

**Goal 6.1** By 2018, utilizing baseline data from the ACT, long-term goals will be developed for 11<sup>th</sup> grade achievement, including goals for subgroups.

**Goal 6.2** By 2018, the NDE will implement an assessment system to measure achievement and growth in grades 3-8 that meets the requirements of federal and state law and is timely for instructional purposes.

**Goal 6.3** By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%.

**Goal 6.4** By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in math will increase from 72% to 82%.

**Goal 6.5** By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in science will increase from 72% to 82%.

## Teaching, Learning, and Serving

### Educator Effectiveness

**Strategic Priority:** Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

**Outcome Statement:** Assure students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

**Goal 7.1** By 2018, NDE will develop and implement a statewide teacher equity plan.

**Goal 7.2** By 2020, 100% of Nebraska schools will utilize performance standards and a research-based evaluation system for all certificated staff as aligned to Rule 10.

**Goal 7.3** By 2022, 100% of Nebraska schools will be staffed by teachers who have or are actively pursuing a teaching certificate with the appropriate endorsement for the subject(s) and grade level(s) of the course(s) being taught.

## **ACKNOWLEDGMENT**

The Nebraska State Board of Education and the Nebraska Department of Education give special thanks to the many partners who have provided input in the development of this strategic plan. We also recognize and appreciate the grant support of the Peter Kiewit Foundation and the Sherwood Foundation. The NDE is excited to continue collaboration in leading and supporting the preparation of all Nebraskans for learning, earning, and living.

**NEBRASKA DEPARTMENT  
OF EDUCATION**

# **RULE 84**

**REGULATIONS FOR THE ACCREDITATION OF EDUCATIONAL SERVICE  
UNITS**

**TITLE 92, NEBRASKA ADMINISTRATIVE CODE,  
CHAPTER 84**

**EFFECTIVE DATE  
JUNE 23, 2012  
(REVISED)**

**State of Nebraska  
Department of Education  
301 Centennial Mall South  
Lincoln, Nebraska 68509**



TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION  
CHAPTER 84 - REGULATIONS FOR THE ACCREDITATION OF EDUCATIONAL  
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001 General Provisions

001.01 Statutory Authority. Sections 79-318(6) and 79-1204(4) of the Revised Statutes of Nebraska (R.R.S.) direct the State Board of Education to adopt and promulgate rules and regulations for the accreditation of educational service units.

001.02 Accreditation Classification. Accredited educational service units shall comply with all of the provisions of this Chapter. Educational service units shall be classified as accredited if they meet all of the requirements of this Chapter. All of the statements herein are requirements of accredited educational service units and are intended to enable the resources of the state to be used efficiently to support the accredited school districts in this state.

001.03 Accreditation Requirement. Educational service units, as providers of educational services, are required to be accredited under the provisions of this Chapter. These provisions are intended to assure that accredited educational service units provide accountability to taxpayers; assist and cooperate with school districts to provide equitable and adequate educational opportunities statewide; and provide quality educational programs and services to school districts.

001.04 Implementation of this Chapter. This Chapter will initially be used during the 2012-2013 school year to determine future accreditation status.

001.05 The Role and Mission of the Educational Service Units. Section 79-1204 R.R.S. states, in part, that Educational Service Units shall:

001.05A Act primarily as service agencies in providing core services and services identified and requested by member school districts;

001.05B Provide for economy, efficiency, and cost-effectiveness in the cooperative delivery of educational services;

001.05C Provide educational services through leadership, research, and development in elementary and secondary education;

001.05D Act in a cooperative and supportive role with the State Department of Education and school districts in development and implementation of long-range plans, strategies, and goals for the enhancement of educational opportunities in elementary and secondary education; and

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001.05E Serve, when appropriate and as funds become available, as a repository, clearinghouse, and administrator of federal, state, and private funds on behalf of school districts which choose to participate in special programs, projects, or grants in order to enhance the quality of education in Nebraska schools.

001.06 Property Tax Funds. Section 79-1242 R.R.S. specifies, in part, that funds generated from the property tax levy shall only be used for purposes approved by representatives of two-thirds of the member school districts in an educational service unit, representing a majority of the students in those member school districts.

001.07 Contract Services. Section 79-1204 R.R.S. specifies, in part, that educational service units may contract to provide services to:

001.07A Nonmember public school districts;

001.07B Nonpublic school systems;

001.07C Other educational service units; and

001.07D Other political subdivisions, under the Interlocal Cooperation Act and the Joint Public Agency Act.

001.08 Regulation of Schools. Section 79-1204 R.R.S. specifies, in part, that educational service units shall not regulate school districts unless specifically provided pursuant to law.

002 Definitions. As used in this Chapter:

002.01 Accreditation or accredited shall mean a level of recognition by the State Board of Education which establishes that the educational service unit has met all provisions and requirements of this Chapter.

002.02 Board shall mean the State Board of Education.

002.03 Collaboration shall mean a systemic process in which individuals and agencies work together to achieve common goals.

002.04 Commissioner shall mean the State Commissioner of Education.

002.05 Core services shall mean services that are provided by educational service units to all member school districts and that are in the following service areas in order of priority:

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002.05A Staff development, which shall include access to staff development related to improving the achievement of students in poverty and students with diverse backgrounds;

002.05B Technology, including distance education services; and

002.05C Instructional materials services.

002.06 Department shall mean the State Department of Education, which is comprised of the State Board of Education and the State Commissioner of Education.

002.07 ESU shall mean an educational service unit of the State of Nebraska.

002.08 ESU Board shall mean the governing board of the educational service unit as defined and described in Section 79-1217 R.R.S.

002.09 ESU Coordinating Council shall mean the political subdivision composed of one administrator from each educational service unit, as described in Section 79-1245 R.R.S.

002.10 ESU Services shall mean educational services that are supported by sources other than the state appropriation for core services, such as property tax levy funds or grant funds.

002.11 Member School District shall mean any school district which is a member of an educational service unit.

002.12 Teaching Responsibility shall have the same meaning as “teach” as defined in Section 79-101(12) R.R.S.

003 Requirements for Operation

003.01 Collaboration and Accountability. When carrying out the duties described in Sections 001.05B and 001.05D, the ESU shall engage in collaboration as defined in Section 002.03. When carrying out the duties described in Section 001.05D such collaboration shall include, but is not limited to, working together with the ESU Coordinating Council and supporting accountability for student achievement in school districts.

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003.02 Core Services. The ESU shall provide core services to all member school districts. The provision of core services shall include, but is not limited to, access to statewide core service initiatives as established by the ESU Coordinating Council in collaboration with the Department and requested by member districts as being necessary services.

003.02A Each ESU administrator shall serve as a member of the ESU Coordinating Council as established by Section 79-1245 R.R.S.

003.02A1 The ESU administrator or his or her designee shall participate in two jointly established meetings with representatives of the Department and the ESU Coordinating Council annually to establish the focus and coordination of necessary core services based on priorities and on needs that are identified through the analysis of data.

003.02B Each ESU administrator shall designate staff members to participate in professional development related to statewide core services initiatives and planning.

003.03 ESU Services. The ESU may provide ESU services as permitted by the Educational Service Units Act.

003.04 Accountability Reporting.

003.04A Annual Report. Pursuant to Section 79-1228 R.R.S., an annual written program report on the various programs of service to schools for the past year shall be provided by each ESU to member school districts and to the Department in written or electronic form by November 1 of each year.

003.04B Informational Reports. The ESU shall submit informational reports as required by the Commissioner or his or her designee on or before the due date(s) and with all requested information, including required signatures.

003.04C If an ESU fails to submit an informational report on or before the due date, the Commissioner or his or her designee may issue official notice of such failure by certified mail to the president of the ESU board and to the administrator. If the delinquent report is not received by the Commissioner or his or her designee within thirty days of the date which the notice is postmarked, the Commissioner or his or her designee may

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recommend to the State Board of Education that the ESU not be accredited for the remainder of the accreditation period. This action shall be subject to the procedures outlined in Section 004.07.

003.05 Written Policies. The ESU board shall adopt a comprehensive set of written policies governing the organization and operation of the ESU which shall include, but not be limited to:

003.05A A policy establishing the process by which the ESU provides services and calculates the cost.

003.05B A policy establishing the process by which member and nonmember schools request and pay for services.

003.05C A policy governing the supervision, assignment and evaluation of ESU employees when they are serving on the instructional or service faculty of a school.

003.05D A policy providing for in-service for all ESU staff that is aligned with the ESU's priorities as established in the continuous improvement process outlined in Section 006 of this Chapter.

003.05E A policy indicating the written policies will be available for review upon request at the administrative office of the ESU.

004 Procedures for Accreditation

004.01 Accreditation shall be based on ESU's performance during the immediate preceding period of accreditation. The ESU shall complete and submit on or before November 1 of each year the Annual Accreditation Compliance Report in Appendix A of this Chapter.

004.02 To receive accreditation status, the ESU shall comply with all provisions of this Chapter as verified by the Department.

004.03 Violations. In determining the future accreditation status of an ESU, each failure to meet a numbered regulation constitutes a separate violation which, if not corrected, will result in a recommendation to the Board for probation or loss of accreditation.

004.04 Reporting Violations. The ESU shall report any existing violations to the Department on its Annual Accreditation Compliance Report (Appendix A).

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004.05 Correction of Violations. An ESU will have until February 1 to correct violations or to prepare a written plan for correction of a violation that existed at the time of submission of the Annual Accreditation Compliance Report. Written evidence of the correction of the violation(s) or a written plan developed in accordance with Section 004.05A must be submitted to the Department.

004.05A An ESU having an uncorrected violation may submit a written plan to the Department by February 1 for correcting the violation before the following school year. Such plans may be approved by the Board if evidence provided indicates that the violation occurred after August 1, and the violation could not reasonably be corrected immediately before or during the current school year. Written evidence of the correction must be submitted to the Department by the following September 1.

004.06 Effect on Violations on an ESU. An ESU is required by state statute to be accredited. If, after consultation with the ESU administrator and staff, the Commissioner determines that an ESU has any uncorrected violations, he or she shall make the applicable following recommendations to the Board:

004.06A An ESU having an uncorrected violation of a requirement with no written plan under Section 004.05A shall be recommended for ACCREDITATION ON PROBATION for the following school year.

004.06B An ESU having a written plan under Section 004.05A and having the same uncorrected violation after September 1 shall be recommended for ACCREDITATION ON PROBATION for the current school year.

004.06C An ESU receiving ACCREDITATION ON PROBATION designation and continuing to have the same uncorrected violation after February 1 shall be recommended for NONACCREDITATION for the following school year and shall be subject to the loss of authority to operate.

004.07 Provisions for Notice and Hearing.

004.07A When the Commissioner makes a recommendation to the Board for an ESU to be placed on probation or for denial or revocation of accreditation, notice of the recommendation and of the right to request a hearing shall be given to the ESU by certified mail sent at least 30 calendar days prior to the date of the Board meeting at which the recommendation is to be considered. Copies will be sent to the ESU administrator and to the presiding officer of the ESU board, if known. This notice shall specify the basis for the recommendation.

TITLE 92  
CHAPTER 84

004.07B If the ESU notifies the Commissioner at least seven (7) days prior to the date the recommendation is to be considered by the Board that it requests a hearing, the Board shall schedule a hearing date.

004.07C All hearings arising under this Chapter shall be conducted in accordance with the hearing procedures of 92 NAC 61.

004.08 Action by the Board. Upon review of the Commissioner's recommendation, and following any hearing, the Board shall make a determination of the future accreditation status of the ESU and shall inform the ESU in writing of its determination.

005 Staff

005.01 The ESU board shall employ a chief administrator who shall hold a Nebraska Administrative Certificate endorsed as a superintendent pursuant to 92 NAC 21.

005.02 All ESU staff who have teaching responsibilities for students shall hold valid Nebraska teaching or administrative certificates pursuant to 92 NAC 21.

005.02A Computed on a full-time equivalency basis, a minimum of 90 percent of the ESU's teaching assignments shall be in areas for which assigned teachers hold certificates having appropriate endorsements pursuant to 92 NAC 24.

005.03 Special service certificate holders shall be limited to providing those services specified on their Nebraska Special Services Certificate.

005.04 Evaluation Policies and Procedures for Certificated Staff. The ESU shall have written board policies and procedures for the evaluation of certificated employees that are filed with the Department and approved by the Commissioner or his or her designee.

005.04A The policies and procedures shall include, but are not limited to, the following:

005.04A1 Annual written communication of the evaluation process to those being evaluated;

005.04A2 A description of the duration and frequency of observations and written evaluations for probationary and permanent certificated employees;

TITLE 92  
CHAPTER 84

005.04A3 Specific ESU-defined evaluation criteria, which include, at the minimum:

005.04A3a Instructional performance (applicable to teachers only),

005.04A3b Classroom organization and management (applicable to teachers only), and

005.04A3c Personal and professional conduct.

005.04A4 Provision for written communication and documentation to the evaluated certificated employee specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement;

005.04A5 Provision for the certificated employee to offer a written response to the evaluation; and

005.04A6 A description of the ESU plan for training evaluators.

005.04B The Commissioner or his or her designee shall approve the policies and procedures if they are in compliance with the requirements in Sections 005.04A1 through 005.04A6 and shall notify the ESU of approval in writing. Such approval shall remain in effect until there is a change in the policies or procedures by the ESU, or an amendment of state law or regulations relating to such approval.

005.04C In the event an ESU changes, or is required by law or regulation to change, its approved policies or procedures for certificated employee evaluation, it shall resubmit the revised policies and procedures to the Commissioner or his or her designee for reapproval.

005.04D If the Commissioner or his or her designee determines that the policies and procedures of the ESU are out of compliance with the provisions of this Chapter, the Commissioner or his or her designee shall notify the ESU in writing. The ESU may resubmit amended policies and procedures or may appeal such determination to the Board pursuant to the procedures set forth in 92 NAC 61.

005.05 All evaluators, with the exception of the ESU board when it evaluates the administrator, shall possess a valid Nebraska Administrative Certificate and shall be trained to use the evaluation system used in the ESU.

TITLE 92  
CHAPTER 84

006 ESU Improvement and Evaluation

006.01 The ESU shall develop and implement a continuous improvement process to promote quality learning, equity, and accountability. The ESU's improvement process shall include, but is not limited to, the following activities within each five-year period:

006.01A Review and update of a mission and vision statement.

006.01B On-going collection and analysis of aggregate data about student performance, programs, core services and services, demographics, and school district satisfaction;

006.01C Identification of annual improvement goals based on the data identified in Section 006.01B;

006.01D Development and implementation of a plan that includes procedures, strategies, or actions to achieve goals; and

006.01E Annual evaluation of progress toward improvement goals.

006.02 The ESU continuous improvement process shall include an on-site visitation by an external team to review the process. The external team shall be made up of a minimum of five (5) persons, not employed by the ESU or in schools served by the ESU. The chair of the external team shall be assigned by the Commissioner or his or her designee with remaining membership of the team agreed upon by the ESU administrator and the Commissioner or his or her designee. A copy of the external team's written report, including recommendations, shall be provided to the Department. The external team visits shall be conducted at least once each five years.

006.02A The AdvancED Quality Assurance Review (QAR) may be used by the ESU to fulfill the requirement for an on-site visitation if all of the requirements of Section 006.02 of this Chapter are met.

007 Audits

007.01 The ESU shall cause an annual independent audit of its books, accounts, records, and affairs to be made as required by Section 79-1229(2) R.R.S.

007.02 The original copy of the audit shall be filed in the office of the Auditor of Public Accounts, as required by Section 79-1229(2) R.R.S., and copies of the audit shall be provided to each member school district on request and to the Department.

TITLE 92  
CHAPTER 84

008 Core Services

008.01 Provision of Core Services. Core services shall be provided by the ESU to all member school districts. Core services shall be defined by each ESU as follows:

008.01A Core services shall be within the following service areas in order of priority: Staff development, which shall include staff development related to improving the achievement of all students including the achievement of students in poverty and students with diverse backgrounds; technology, including distance education services; and instructional materials services;

008.01B Core services shall improve teaching and student learning by focusing on enhancing school improvement efforts, meeting statewide requirements including but not limited to accountability requirements, and achieving statewide goals in the state's system of elementary and secondary education;

008.01C Core services shall provide schools with access to services that:

008.01C1 the ESU and its member school districts have identified as necessary services;

008.01C2 are difficult, if not impossible, for most individual school districts to effectively and efficiently provide with their own personnel and financial resources;

008.01C3 can be efficiently provided by each ESU to its member school districts; and

008.01C4 can be adequately funded to ensure that the service is provided equitably to the state's public school districts;

008.01D Core services shall be designed so that the effectiveness and efficiency of the service can be evaluated on a statewide basis; and

008.01E Core services shall be provided by the ESU in a manner that minimizes the costs of administration or service delivery to member school districts.

**ANNUAL ACCREDITATION COMPLIANCE REPORT**  
**-AND-**  
**APPLICATION FOR CLASSIFICATION AS AN ACCREDITED ESU FOR 20\_\_-20\_\_**  
**UNDER RULE 84 (Regulations for the Accreditation of Educational Service Units)**

**EDUCATIONAL SERVICE UNIT NUMBER: \_\_\_\_\_**

**Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip code: \_\_\_\_\_.**

The Educational Service Unit complies with the following provisions of law and regulation and hereby applies for accreditation for 20\_\_-20\_\_:

| Rule 84 Reference |   | Yes | No |
|-------------------|---|-----|----|
| 003.02            | Does the ESU provide core services to all member districts, including access to statewide core service initiatives as established by the ESU Coordinating Council in collaboration with the Department of Education and requested by member districts?  |     |    |
| 003.02A           | Does the ESU administrator serve as a member of the ESU Coordinating Council?   |     |    |
| 003.02A1          | Did the ESU administrator or designee participate in two meetings jointly established between the ESU Coordinating Council and the Department of Education during the past school year?   |     |    |
| 003.02B           | Does the ESU have staff designated to participate in professional development activities related to statewide core services initiatives and planning established during the meetings designated in Section 003.02A1?  |     |    |
| 003.03            | Does the ESU provide ESU services as permitted by the ESU Act?  |     |    |
| 003.04A           | Is the annual written program report on the various programs of service to schools for the past year provided to member school districts and to the Department by November 1 of each year? <b>(Please enclose a copy of the annual written program report if not already mailed or indicate the weblink to access the report electronically.)</b> |     |    |
| 003.04B           | Are all informational reports as required by the Commissioner or his or her designee submitted, i.e. Personnel Report?  |     |    |
| 003.05            | Has the ESU board adopted a comprehensive set of written policies in accordance with Sections 003.05A through 003.05E that govern the organization and operation of the ESU?  |     |    |

| Rule 84 Reference |   | Yes | No |
|-------------------|---|-----|----|
| 005.01            | Does the chief administrator hold a Nebraska Administrative Certificate with an endorsement for superintendent?   |     |    |
| 005.02            | Do all ESU staff who have teaching responsibilities for students hold valid Nebraska teaching certificates pursuant to 92 NAC 21?   |     |    |
| 005.02A           | Are at least 90% of the teaching assignments, when computed on a full-time equivalency basis, assigned to appropriately endorsed teachers?  |     |    |
| 005.03            | Are special service certificate holders limited to providing those services specified on their Nebraska Special Services Certificate?   |     |    |
| 005.04B           | Is the current evaluation policy for certificated staff approved and on file with the Department of Education?  |     |    |
| 006.02            | Has the ESU conducted a comprehensive evaluation of its continuous improvement process to promote quality learning, equity, and accountability and external visit in the past five-year period? |     |    |
|                   | <b>The date of the last on-site visitation by an external team was:</b>   |     |    |
|                   | <b>We anticipate the next scheduled visit will be:</b>  |     |    |
| 007.02            | Has a copy of the annual audit report been provided to each member school district on request and to the Department?  |     |    |
| 008.01            | Does the ESU provide core services to all member school districts?  |     |    |

|  |
|--|
| <p>We presently meet the accreditation provisions in Title 92, Chapter 84 with the following exceptions:</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> |
|--|

I have referred to Rule 84 and hereby certify that to the best of my knowledge the information contained herein is correct and complete.

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

**Retain a photocopy of the completed, signed form.  
Return the original to the Department of Education**

## ESUCC Meetings 2017-2018

|                    |               |                  |  |
|--------------------|---------------|------------------|--|
| July 26, 2017      | 3:00-5:00PM   | Admin Days       | Budget Review                          |
| September 06, 2017 | 10:00-5:00 PM | ESU 10           | Committee Meetings                     |
| September 07, 2017 | 8:30-1:00 PM  | ESU 10           | Board meeting/Budget Hearing           |
| October 3, 2017    | 10:00-5:00 PM | Ctry Inn/Lincoln | Committee Meetings                     |
| October 4, 2017    | 8:30-1:00 PM  | Ctry Inn/Lincoln | Board meeting/NDE Collaboration        |
| November 14, 2017  | 10:00-5:00 PM | ESU 3            | Committee Meetings                     |
| November 15, 2017  | 8:30-1:00 PM  | ESU 3            | Board meeting                          |
| January 3, 2018    | 10:00-5:00 PM | ESU 3            | Committee Meetings                     |
| January 4, 2018    | 8:30-1:00 PM  | ESU 3            | Board meeting                          |
| January 21, 2018   | 10:00-2:00    | Zoom             | Legislative Comm./Bill Review          |
| February 7, 2018   | 10:00-5:00 PM | LPS Admin +DL    | Committee Meetings                     |
| February 8, 2018   | 8:30-1:00 PM  | NCSA Bldg + DL   | Board meeting                          |
| March 7, 2018      | 10:00-5:00 PM | ESU 11 +DL       | Committee Meetings                     |
| March 8, 2018      | 8:30-1:00 PM  | ESU 11 +DL       | Board meeting                          |
| April 3, 2018      | 10:00-5:00 PM | ESU 3            | Committee Meetings                     |
| April 4, 2018      | 8:30-1:00 PM  | ESU 3            | Board meeting/ NDE Collaboration       |
| May 8, 2018        | 8:00-12:00 PM | ESU 10           | Committee Meetings                     |
| May 8, 2018        | 12:30-4:00 PM | ESU 10           | Board Meeting                          |
| June 13-14, 2018   | TBA           | TBA              | TBA                                    |
|                    |               | Zoom             | Legislative Comm./Proposed Legislation |

Registration is open: ESU 7 Website - [www.esu7.org](http://www.esu7.org)  
Contact Cindy Wieser if you need assistance registering: 402-564-5753 Ext. 1030 or [cwieser@esu7.org](mailto:cwieser@esu7.org)

## Upcoming Legal Trainings at ESU 7



### **Business Practices (FLSA and new hire rules for Obamacare)**

**September 22, 2016 - 9AM to 12PM**

Karen Haase and Bobby Truhe will review two significant new changes in federal law that school business offices will need to deal with during the first semester of this school year. First, the Department of Labor's proposed changes to the Fair Labor Standards Act will become effective on December 1, 2016. The new regulations increase the weekly salary minimum from \$455/week (\$23,660/year) to \$913/week (\$47,476/year). Karen and Bobby will review how these changes will affect schools and will review some specific options that school districts have for complying with these new regulations without significantly changing the district's personnel costs. Related to the issue of recording keeping and employee work hours are the "new hire" rules under the Patient Protection and Affordable Care Act. Until September 1, 2016, school districts that employ between 50 and 99 employees have been able to rely on transition relief and so have not had to decide when to offer new employees health insurance or face the shared responsibility tax. This school year, however, the determination of who is a full-time employee will be crucial in evaluating your options for complying with the employer shared responsibility rules. Karen and Bobby will review the various ways of assessing what constitutes a full-time employee eligible for coverage under the PPACA. They will review concepts such as how to address variable hour and seasonal employees like community coaches as well as the district's options for determining its standard measurement, administrative and stability periods.

### **Annual Title IX Training**

**October 20, 2016 - 1PM to 4PM**

This summer the ACLU of Nebraska made a massive public records request of all school districts in the state. One of the topics about which the ACLU sought information was the policies related and services provided to pregnant and parenting students. This request coincides with the Office for Civil Rights announcing a renewed enforcement emphasis on Title IX compliance by K-12 schools, with a particular emphasis on pregnant and parenting students. All schools must name a Title IX Coordinator and must make sure that person has been provided with up-to-date training. Karen Haase will review the basic legal premises of Title IX with a focus on schools' obligations to pregnant and parenting students. Karen will also provide an up-to-date review of case law and OCR decisions related to all areas of Title IX, including a discussion of the most recent legal developments related to students who are transgendered. This training will not be identical to the Title IX training Karen provided at various service units last year, but will still fulfill OCR's ongoing Title IX training requirements.

### **Student Discipline**

**November 29, 2016 - 9AM to 1PM**

Attorneys from KSB will review the requirements of the Nebraska Student Discipline Act; address discipline in unique areas such as extracurriculars, Section 504, and the special education world; and provide samples of the various student discipline forms and processes for you to use in your district.

### **SPED Law**

**November 29, 2016 - 1PM to 3:30PM**

Schools across the state have witnessed a huge increase in students who qualify for special education services who have significant behavioral issues. Karen Haase will review provide an update on legal issues related to these special education students. Karen will review what should be included in a behavior intervention plans and a functional behavioral analysis. This discussion will include a review of the least restrictive environment requirement and the continuum of options that schools have in making a placement decision. Karen will also examine common implementation errors made by schools and offer practical advice on how to avoid claims based on the failure of staff to implement the IEP and the BIP with fidelity.

### **Student Discipline/Bullying**

**February 9, 2017 - 9AM to 12PM**

Schools have made significant progress in improving their climates which has led to a decrease in student reports of bullying. However, bullying remains a significant issue both for students and in the perceptions of parents. It is imperative that school administrators redouble their efforts to promote good digital citizenship in students and respond promptly and appropriately to reports of bullying or harassment. However, school officials cannot leap into action without considering their legal limitations. Karen Haase will provide a legal update on the boundaries that limit school administrators in this important area. She will review the situations in which schools must act, will examine the actions that administrators cannot take action and will provide practical advice for how to proceed in situations which are ambiguous.





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### Copy of Student Discipline Works...

Summary Design Survey Collect Responses Analyze Results

CURRENT VIEW ?

+ FILTER + COMPARE + SHOW

#### No rules applied ?

Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns. Learn more >

SAVED VIEWS (1) ?

Original View (No rules applied)

+ Save as...

EXPORTS ?

SHARED DATA ?

#### No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. Learn more >

Share All

RESPONDENTS: 22 of 22

Export All Share All

Question Summaries Data Trends Individual Responses

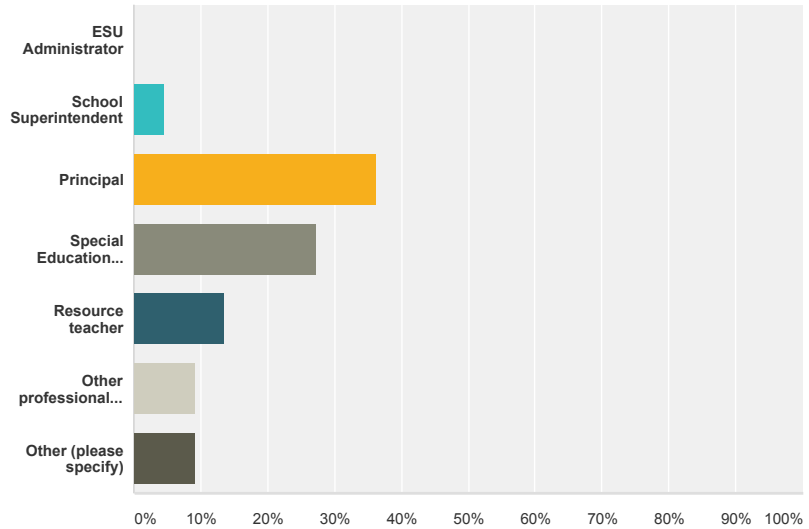
PAGE 1

Q1

Customize Export

#### I am a/an:

Answered: 22 Skipped: 0



| Answer Choices                                      | Responses |
|---|-----------|
| ESU Administrator                                   | 0.00% 0   |
| School Superintendent                               | 4.55% 1   |
| Principal   | 36.36% 8  |
| Special Education Administrator (school or ESU)     | 27.27% 6  |
| Resource teacher                                    | 13.64% 3  |
| Other professional (OT/PT/School Psych/Speech Path) | 9.09% 2   |
| Other (please specify)                              | 9.09% 2   |

Responses (2)
Text Analysis
My Categories

**PRO FEATURE**  
 Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

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Learn more »

Categorize as...
Filter by Category
Search responses

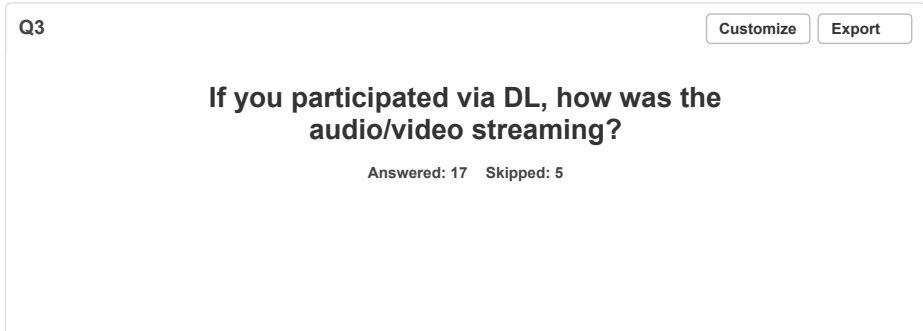
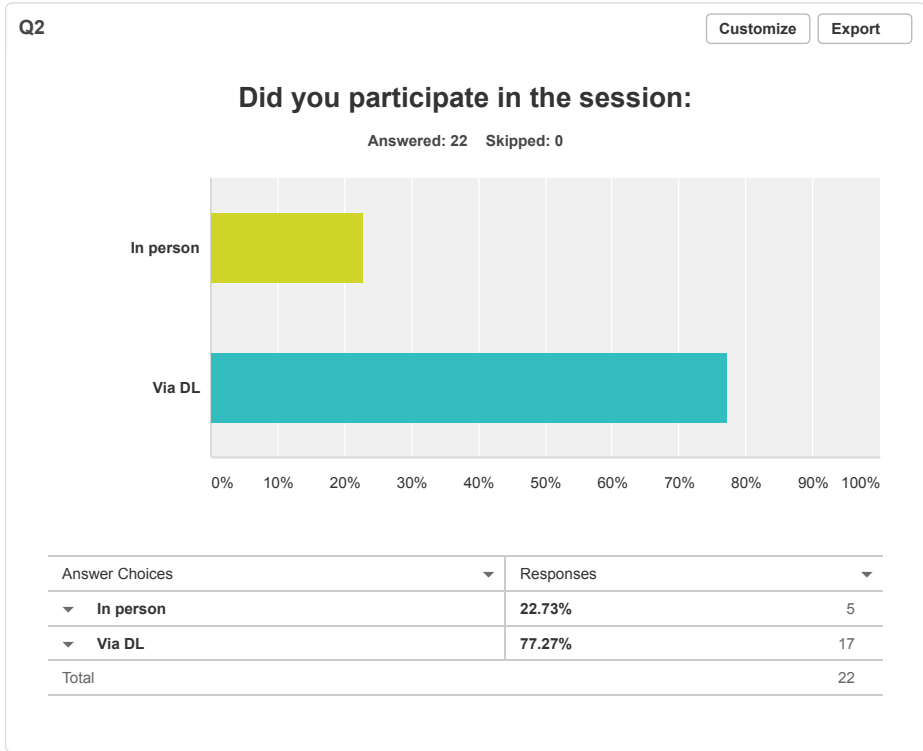
Showing 2 responses

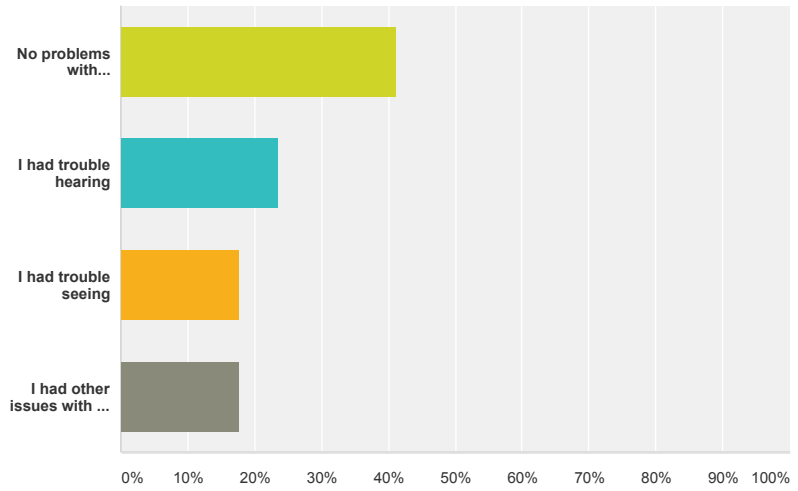
Teacher/AD  
 12/12/2016 6:53 PM [View respondent's answers](#)

ESU Student Services Supervisor  
 12/12/2016 9:41 AM [View respondent's answers](#)

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Total 22





| Answer Choices   | Responses |
|--|-----------|
| No problems with audio/video                             | 41.18% 7  |
| I had trouble hearing                                    | 23.53% 4  |
| I had trouble seeing                                     | 17.65% 3  |
| I had other issues with the audio/video (please specify) | 17.65% 3  |

Responses (3) Text Analysis My Categories

**PRO FEATURE**  
 Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category Search responses

Showing 3 responses

Part of the time audio was not the best. ESU refreshed and then was much better.  
 12/13/2016 1:33 PM [View respondent's answers](#)

We could not see Karen or her PowerPoint b/c the screen at ESU3 was showing the other attendees...not her.  
 12/12/2016 12:43 PM [View respondent's answers](#)

Picture froze as well as audio lost  
 12/12/2016 10:26 AM [View respondent's answers](#)

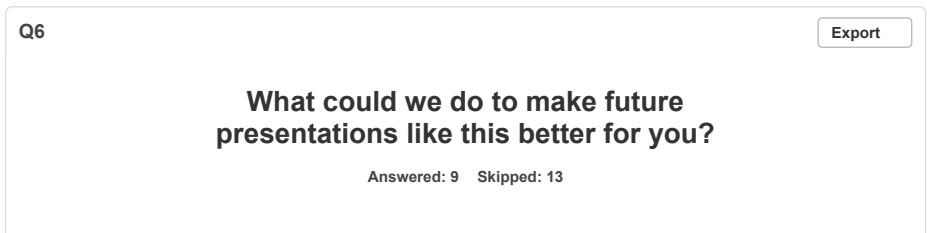
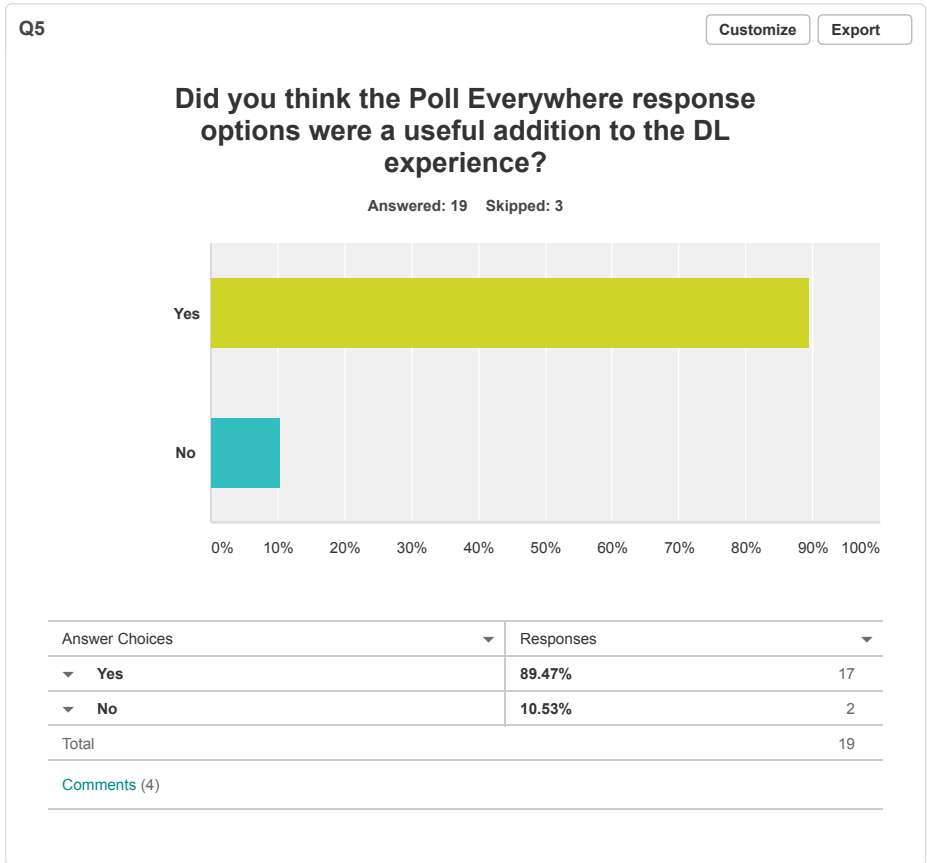
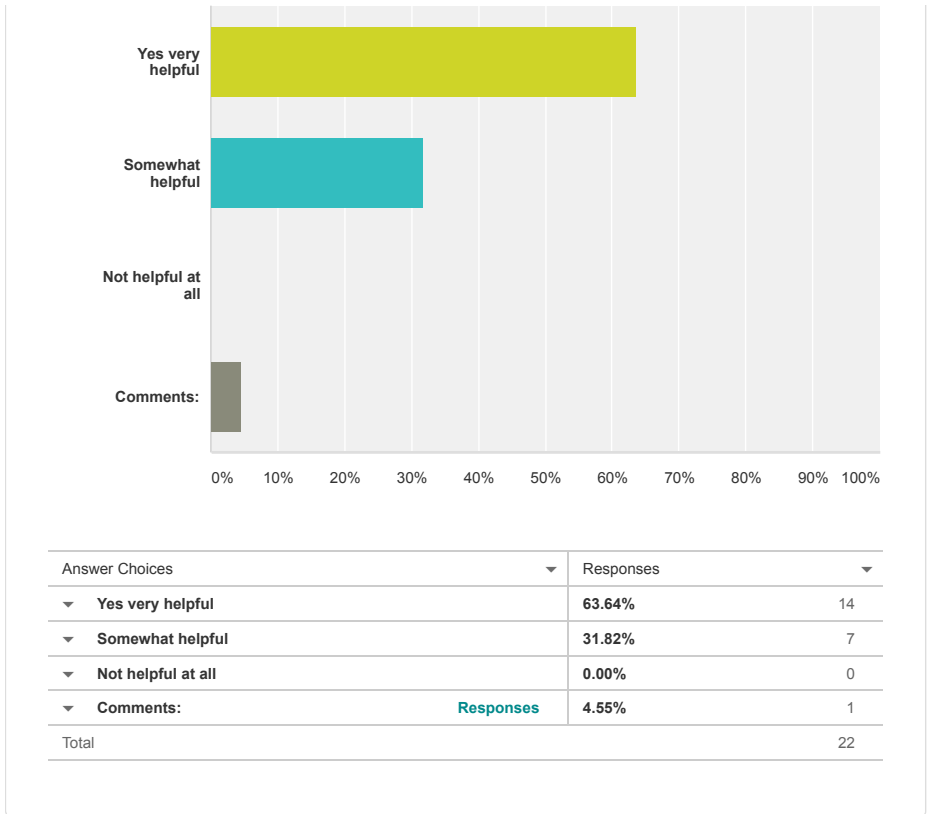
Total Respondents: 17

Q4

[Customize](#) [Export](#)

**Did you find the information Karen presented about special education issues helpful to you in the performance of your employment duties?**

Answered: 22 Skipped: 0



**Responses (9)** [Text Analysis](#) [My Categories](#)

**PRO FEATURE**  
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

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Categorize as... Filter by Category Search responses

Showing 9 responses

Take this way, but have a monitor in the room to help with technology etc.  
12/12/2016 1:41 PM [View respondent's answers](#)

Keep doing this it's very helpful!!!  
12/12/2016 1:37 PM [View respondent's answers](#)

Have Karen on a larger screen rather than the screens with other participants.  
12/12/2016 1:05 PM [View respondent's answers](#)

Show Karen on the screen, or her presentation, instead of the other attendees. : )  
12/12/2016 12:43 PM [View respondent's answers](#)

Just continue to allow time to ask questions, and continue to cover topics that are specific to Nebraska. Sometimes at the Tri-State conference, we just hear the "worst case scenarios", but I appreciated how you were sharing what was happening within our states, with our schools, in terms of SPED law.  
12/12/2016 11:07 AM [View respondent's answers](#)

Continue with scenarios.  
12/12/2016 10:26 AM [View respondent's answers](#)

come to our area, so we do not have to DL.

**Q7** [Export](#)

### Are there other topics that you would like addressed in these sorts of workshops?

Answered: 4 Skipped: 18

**Responses (4)** [Text Analysis](#) [My Categories](#)

**PRO FEATURE**  
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category Search responses

Showing 4 responses

Writing and rewriting the handbook!  
12/12/2016 2:14 PM [View respondent's answers](#)

Transportation Continued support with ED/Trauma, and what the school's responsibility is.  
12/12/2016 11:07 AM [View respondent's answers](#)

Go over the 504 process and potential issues and pitfalls. Seems these are increasing in number all the time. Review of the MDT and IEP for particular issues.  
12/12/2016 10:26 AM [View respondent's answers](#)

anything on digital citizenship.  
12/12/2016 9:39 AM [View respondent's answers](#)

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### Obamacare/PPACA Forms Worksh...

Summary Design Survey Collect Responses Analyze Results

#### CURRENT VIEW

+ FILTER + COMPARE + SHOW

### No rules applied

Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns. Learn more >

#### SAVED VIEWS (1)

Original View (No rules applied)

+ Save as...

#### EXPORTS

#### SHARED DATA

### No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. Learn more >

Share All

RESPONDENTS: 10 of 10

Export All Share All

Question Summaries Data Trends Individual Responses

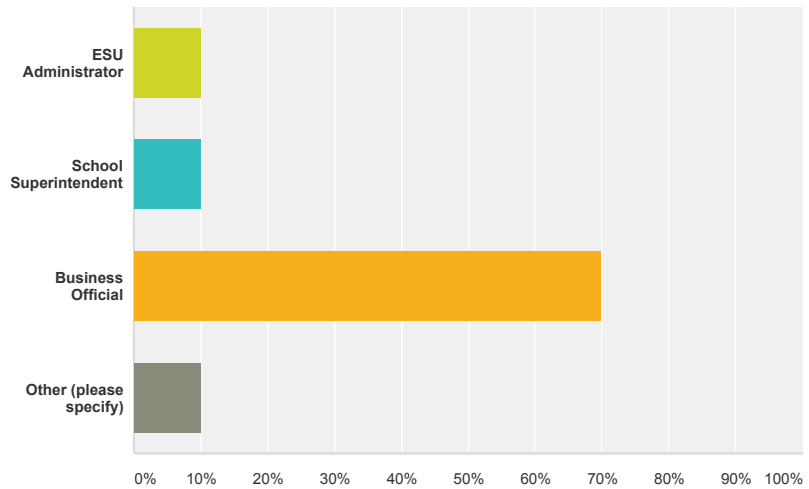
PAGE 1

Q1

Customize Export

### I am a/an:

Answered: 10 Skipped: 0



| Answer Choices   | Responses |
|--|-----------|
| ESU Administrator  | 10.00% 1  |
| School Superintendent  | 10.00% 1  |
| Business Official  | 70.00% 7  |
| Other (please specify) <span style="color: teal;">Responses</span> | 10.00% 1  |

Responses (1)
Text Analysis
My Categories

**PRO FEATURE**  
 Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

Upgrade
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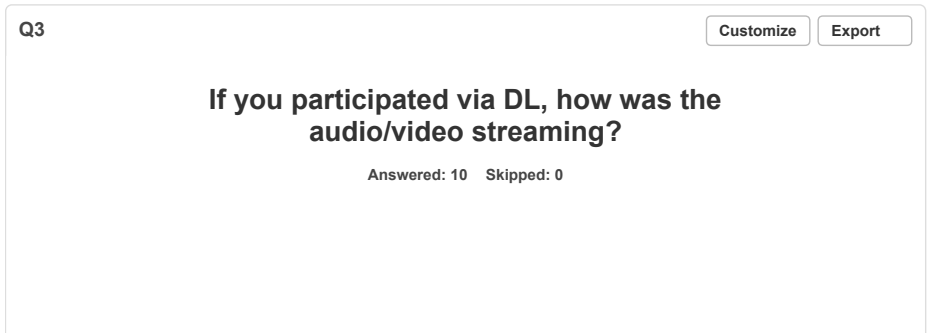
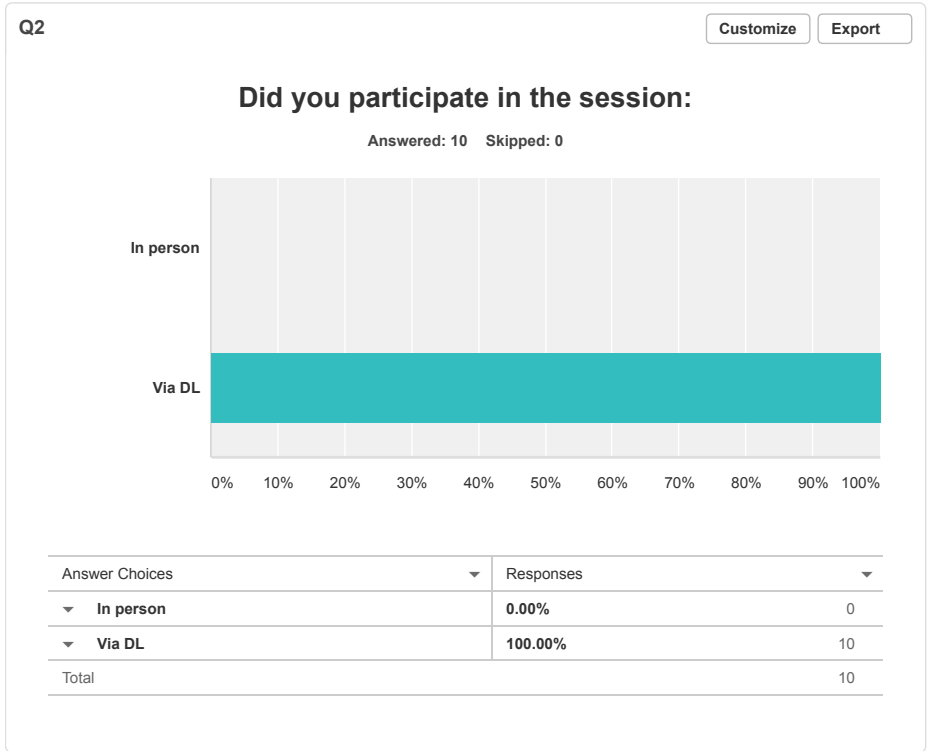
Categorize as...
 Filter by Category
 Search responses

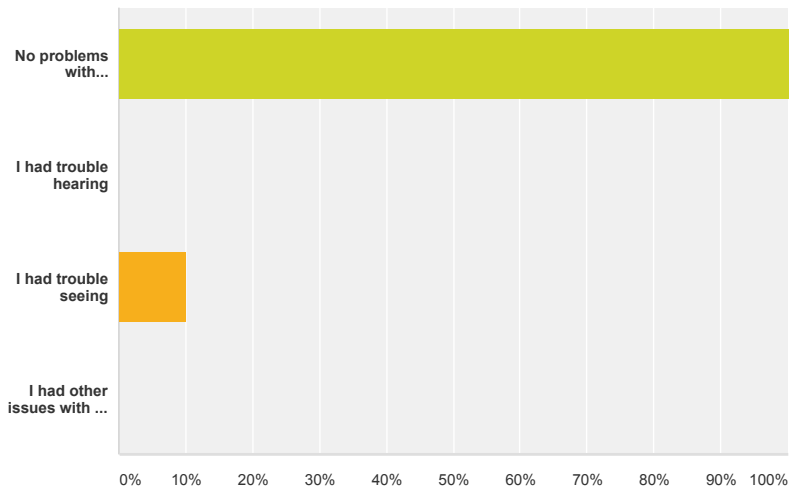
Showing 1 response

School bookkeeper  
 1/9/2017 3:49 PM [View respondent's answers](#)

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Total 10





| Answer Choices   | Responses  |
|--|------------|
| ▼ No problems with audio/video   | 100.00% 10 |
| ▼ I had trouble hearing  | 0.00% 0    |
| ▼ I had trouble seeing   | 10.00% 1   |
| ▼ I had other issues with the audio/video (please specify) <span style="color: blue;">Responses</span> | 0.00% 0    |

● Responses (0)
▲ Text Analysis
📁 My Categories

**PRO FEATURE**

Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

Upgrade
[Learn more »](#)

Categorize as...
Filter by Category

🔍
?

Showing 0 responses

---

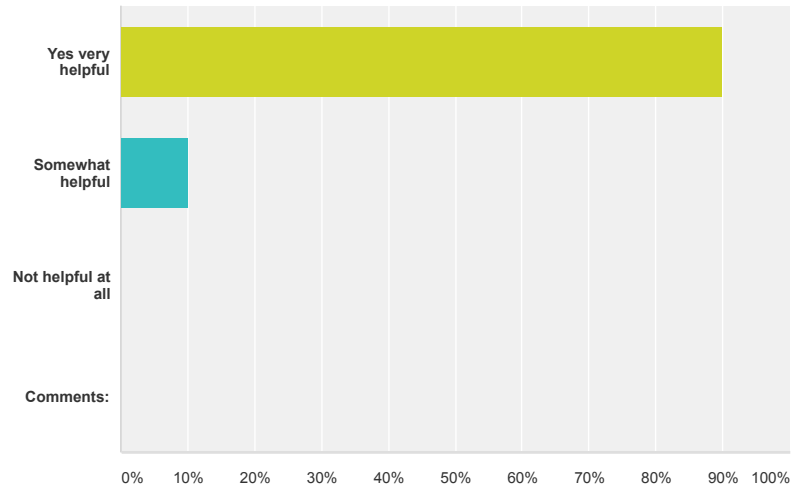
Total Respondents: 10

Q4

Customize
Export

**Did you find the information Karen and Bobby presented helpful to you in the performance of your employment duties?**

Answered: 10 Skipped: 0



| Answer Choices     | Responses | Count |
|--------------------|-----------|-------|
| Yes very helpful   | 90.00%    | 9     |
| Somewhat helpful   | 10.00%    | 1     |
| Not helpful at all | 0.00%     | 0     |
| Comments:          | 0.00%     | 0     |

Responses (0) Text Analysis My Categories

**PRO FEATURE**

Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category Search responses

Showing 0 responses

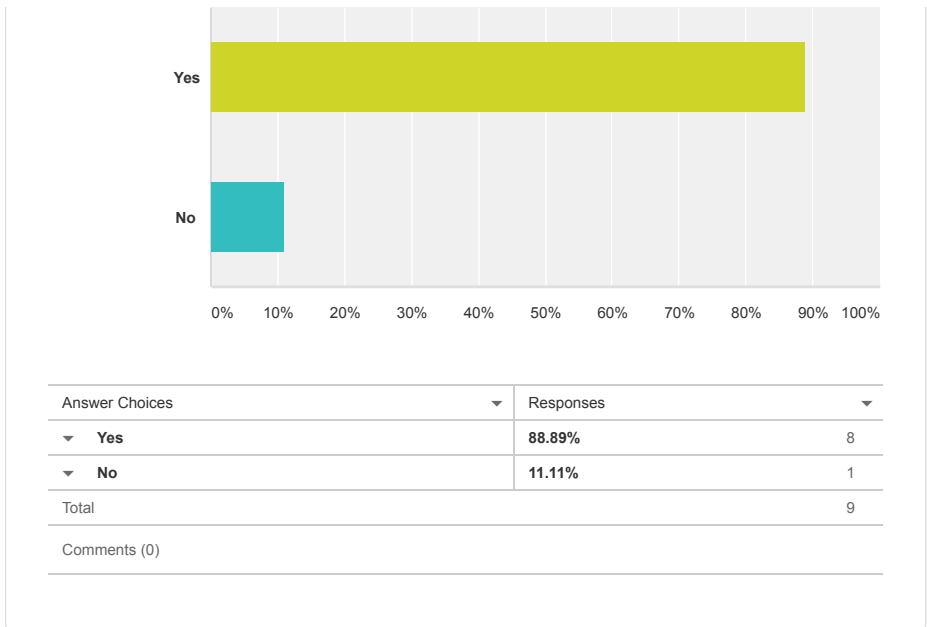
Total 10

Q5

[Customize](#) [Export](#)

**Did you think the Poll Everywhere response options were a useful addition to the DL experience?**

Answered: 9 Skipped: 1



**Q6** Export

### What could we do to make future presentations like this better for you?

Answered: 5 Skipped: 5

**Responses (5)** Text Analysis My Categories

**PRO FEATURE**  
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category Search responses

Showing 5 responses

- It is working well  
1/10/2017 8:57 AM [View respondent's answers](#)
- It was all very good. Just a lot of information to take in!  
1/10/2017 7:58 AM [View respondent's answers](#)
- Keep using the DL feature. It saves our District time and money. Thank you.  
1/10/2017 7:22 AM [View respondent's answers](#)
- Glad for the opportunity!!  
1/9/2017 4:08 PM [View respondent's answers](#)
- The camera was further away from the presentation so at times it was hard to see.  
1/9/2017 3:21 PM [View respondent's answers](#)

**Q7** Export

### Are there other topics that you would like addressed in these sorts of workshops?

Answered: 3 Skipped: 7

**Responses (3)** Text Analysis My Categories

**PRO FEATURE**  
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category Search responses ?

Showing 3 responses

Record retention, bids and letting (including sample rfp, rfq, etc), pending updates with Trump administration, contracts/leases  
1/10/2017 7:58 AM [View respondent's answers](#)

Payroll law changes.  
1/10/2017 7:22 AM [View respondent's answers](#)

Just keep the hits coming!!  
1/9/2017 4:08 PM [View respondent's answers](#)

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# Student Discipline Workshop Survey

Summary Design Survey Collect Responses Analyze Results

## CURRENT VIEW

+ FILTER + COMPARE + SHOW

### No rules applied

Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns. Learn more »

## SAVED VIEWS (1)

**Original View** (No rules applied)

+ Save as...

## EXPORTS

## SHARED DATA

### No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. Learn more »

Share All

RESPONDENTS: 20 of 20

Export All Share All

Question Summaries Data Trends Individual Responses

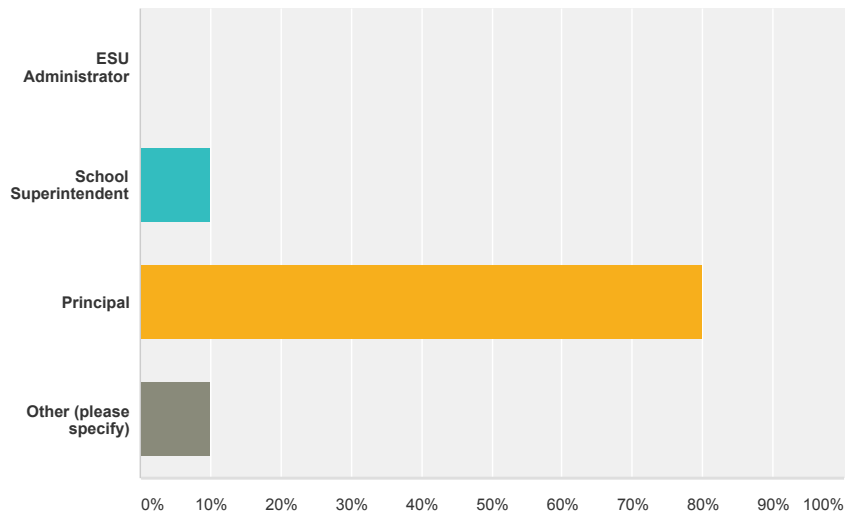
PAGE 1

Q1

Customize Export

## I am a/an:

Answered: 20 Skipped: 0



| Answer Choices                          | Responses |
|---|-----------|
| ESU Administrator                       | 0.00% 0   |
| School Superintendent                   | 10.00% 2  |
| Principal                               | 80.00% 16 |
| Other (please specify) <b>Responses</b> | 10.00% 2  |

● Responses (2)
☰ Text Analysis
☰ My Categories

**PRO FEATURE**  
 Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

Upgrade
Learn more »

Categorize as...
Filter by Category
Search responses
?

Showing 2 responses

---

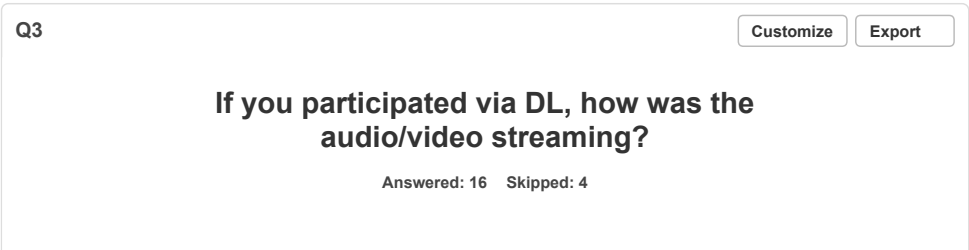
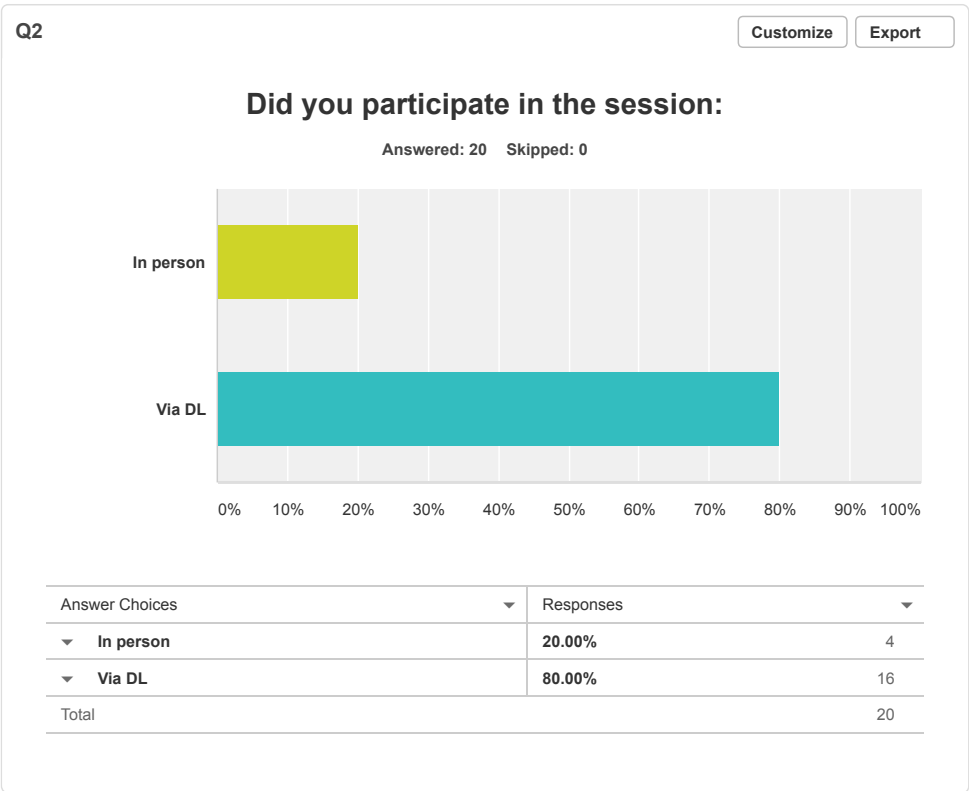
Supervisor of Special Services  
 12/13/2016 9:47 AM [View respondent's answers](#)

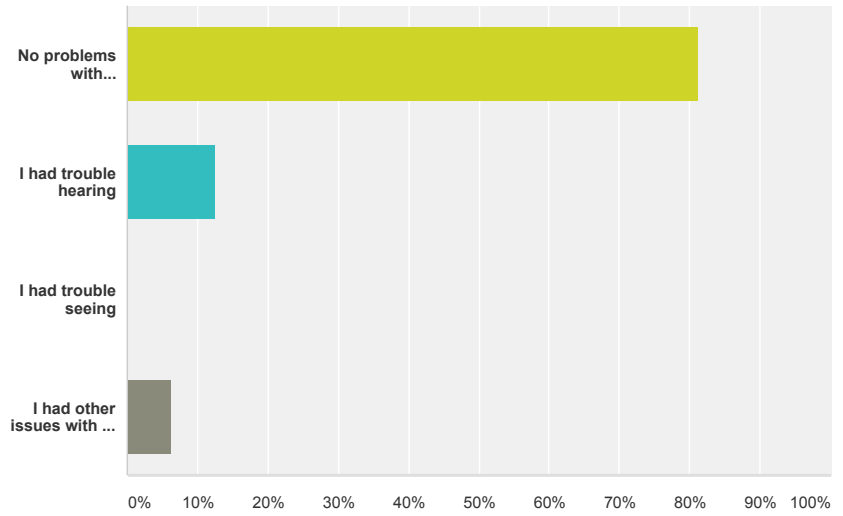
---

Teacher/AD  
 12/12/2016 6:52 PM [View respondent's answers](#)

---

Total 20





| Answer Choices  | Responses |
|---|-----------|
| ▼ No problems with audio/video  | 81.25% 13 |
| ▼ I had trouble hearing   | 12.50% 2  |
| ▼ I had trouble seeing  | 0.00% 0   |
| ▼ I had other issues with the audio/video (please specify) <span style="color: green;">Responses</span> | 6.25% 1   |

● Responses (1)
☁ Text Analysis
🗂 My Categories

**PRO FEATURE**

Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

Upgrade
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Categorize as...

Filter by Category

Search responses

Showing 1 response

Audio and picture froze later in the afternoon  
 12/12/2016 10:20 AM [View respondent's answers](#)

Total Respondents: 16

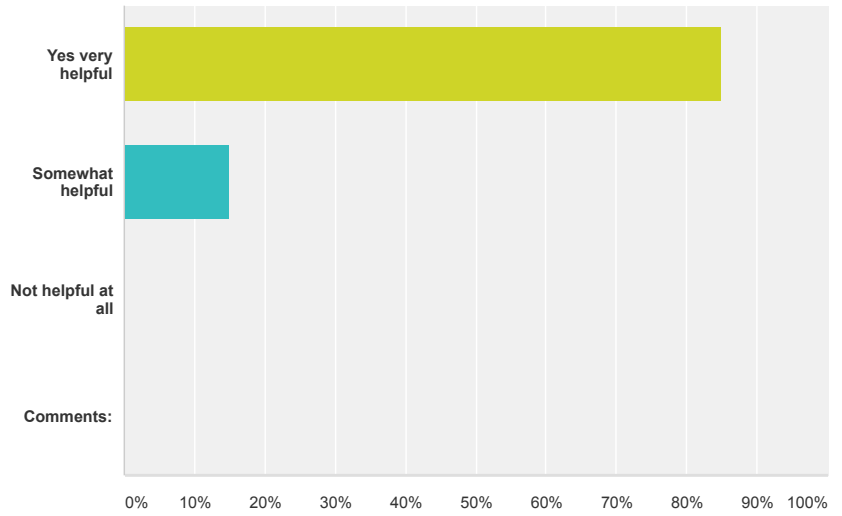
Q4

Customize

Export

**Did you find the information Karen presented about the student discipline act helpful to you in the performance of your employment duties?**

Answered: 20 Skipped: 0



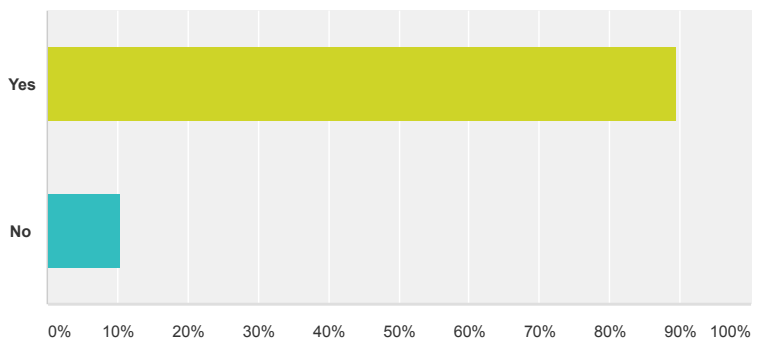
| Answer Choices     | Responses                 | Count |
|--------------------|---------------------------|-------|
| Yes very helpful   | 85.00%                    | 17    |
| Somewhat helpful   | 15.00%                    | 3     |
| Not helpful at all | 0.00%                     | 0     |
| Comments:          | <a href="#">Responses</a> | 0     |
| Total              |                           | 20    |

Q5

[Customize](#) [Export](#)

### Did you think the Poll Everywhere response options were a useful addition to the DL experience?

Answered: 19 Skipped: 1



| Answer Choices | Responses | Count |
|----------------|-----------|-------|
| Yes            | 89.47%    | 17    |
| No             | 10.53%    | 2     |
| Total          |           | 19    |

[Comments \(4\)](#)

**Responses (4)** [Text Analysis](#) [My Categories](#)

**PRO FEATURE**  
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category Search responses

Showing 4 responses

We weren't part of the polling.  
12/13/2016 6:09 AM [View respondent's answers](#)

Technology issues  
12/12/2016 1:42 PM [View respondent's answers](#)

I really like this and it generates conversation and thought.  
12/12/2016 10:20 AM [View respondent's answers](#)

This was a great way to interact and ask questions.  
12/12/2016 9:51 AM [View respondent's answers](#)

**Q6** [Export](#)

### What could we do to make future presentations like this better for you?

Answered: 5 Skipped: 15

**Responses (5)** [Text Analysis](#) [My Categories](#)

**PRO FEATURE**  
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category Search responses

Showing 5 responses

GREAT Presentation. Thank you  
12/13/2016 10:51 AM [View respondent's answers](#)

It was good!  
12/12/2016 2:16 PM [View respondent's answers](#)

Have a monitor in the room to assist.  
12/12/2016 1:42 PM [View respondent's answers](#)

Possibly more time? I felt things went well and the session did not drag.  
12/12/2016 10:20 AM [View respondent's answers](#)

Just continue to have them.  
12/12/2016 9:51 AM [View respondent's answers](#)

**Q7** [Export](#)

## Are there other topics that you would like addressed in these sorts of workshops?

Answered: 3 Skipped: 17

Responses (3)

Text Analysis

My Categories

### PRO FEATURE

Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

Upgrade

Learn more »

Categorize as...

Filter by Category

Search responses



Showing 3 responses

Transportation and special education students  
12/13/2016 1:13 AM [View respondent's answers](#)

Handbook language and revisions.  
12/12/2016 2:16 PM [View respondent's answers](#)

Suggest Personnel Issues Workshop. Including "suggestions" for principals and superintendents on writing up observations from a lawyers point of view (headaches and best practices).  
12/12/2016 10:20 AM [View respondent's answers](#)

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# Title IX Workshop 2016

## CURRENT VIEW

+ FILTER + COMPARE + SHOW

### No rules applied

Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns. Learn more »

## SAVED VIEWS (1)

Original View (No rules applied)

+ Save as...

## EXPORTS

## SHARED DATA

### No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. Learn more »

Share All

RESPONDENTS: 29 of 29

Export All Share All

- Question Summaries
- Data Trends
- Individual Responses

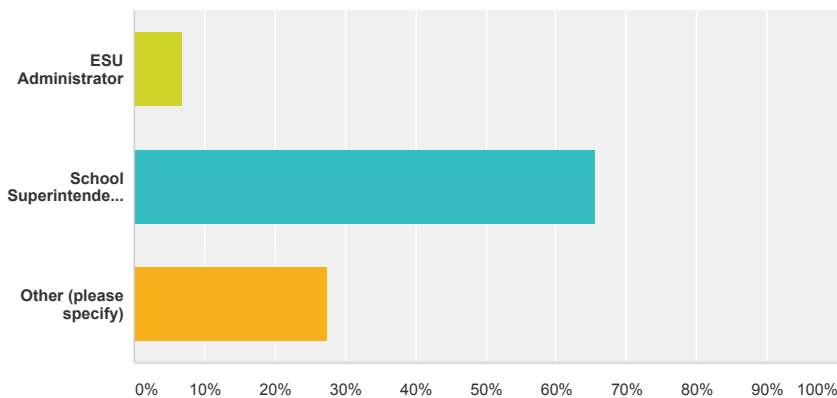
PAGE 1

Q1

Customize Export

## I am a/an:

Answered: 29 Skipped: 0



| Answer Choices                     | Responses |
|------------------------------------|-----------|
| ESU Administrator                  | 6.90% 2   |
| School Superintendent or Principal | 65.52% 19 |
| Other (please specify)             | 27.59% 8  |

● Responses (8)
☁ Text Analysis
📁 My Categories

**PRO FEATURE** ✕  
 Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

Upgrade
Learn more »

🔍
?

Showing 8 responses

---

Early Childhood Special Education Teacher  
 10/27/2016 10:16 AM [View respondent's answers](#)

---

Internship (currently teacher)  
 10/27/2016 9:20 AM [View respondent's answers](#)

---

Athletic Director/ Title IX coordinator  
 10/27/2016 9:05 AM [View respondent's answers](#)

---

Human Resources  
 10/26/2016 8:25 PM [View respondent's answers](#)

---

Athletic Director  
 10/26/2016 5:19 PM [View respondent's answers](#)

---

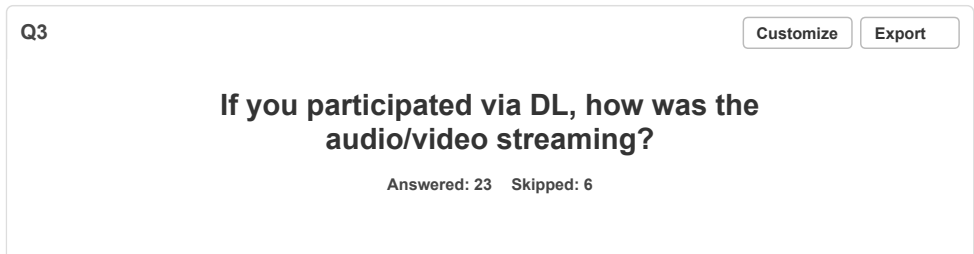
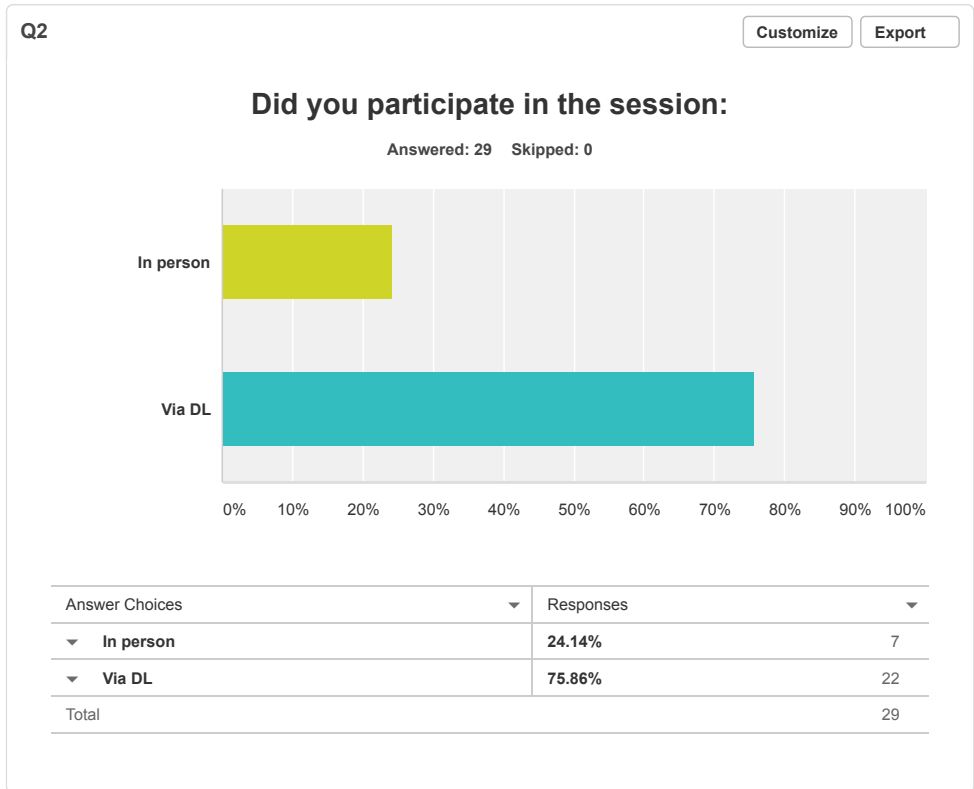
AD  
 10/26/2016 4:50 PM [View respondent's answers](#)

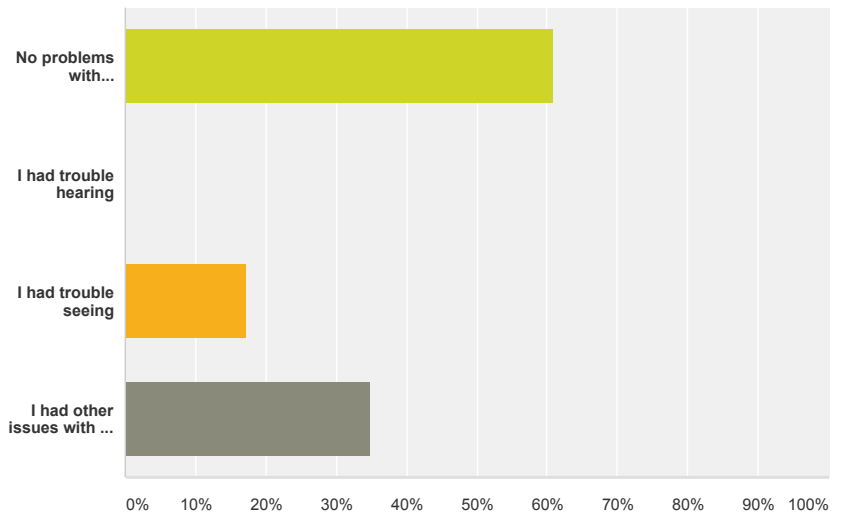
---

Activities Director  
 10/26/2016 4:47 PM [View respondent's answers](#)

---

Total 29





| Answer Choices   | Responses |
|--|-----------|
| No problems with audio/video                             | 60.87% 14 |
| I had trouble hearing                                    | 0.00% 0   |
| I had trouble seeing                                     | 17.39% 4  |
| I had other issues with the audio/video (please specify) | 34.78% 8  |

[Responses \(8\)](#)
[Text Analysis](#)
[My Categories](#)

**PRO FEATURE**  
 Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.  
[Upgrade](#) [Learn more »](#)

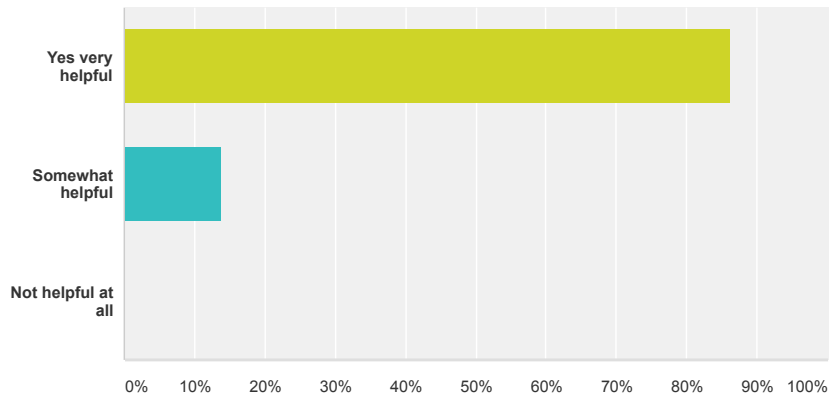
- Showing 8 responses
- 11/4/2016 7:58 AM [View respondent's answers](#)
  - screen display  
10/27/2016 5:08 PM [View respondent's answers](#)
  - Occasional interruptions and noise from other sights  
10/27/2016 12:09 PM [View respondent's answers](#)
  - There were some issues, nothing that made it hard to understand or participate. All the issues were resolved quickly.  
10/27/2016 10:16 AM [View respondent's answers](#)
  - Difficult when others take control of the system.  
10/27/2016 8:47 AM [View respondent's answers](#)
  - Video didn't always work.  
10/26/2016 8:02 PM [View respondent's answers](#)
  - What issues we had that day were resolved immediately.  
10/26/2016 5:19 PM [View respondent's answers](#)
- Total Respondents: 23

Q4

[Customize](#)
[Export](#)

**Did you find the Title IX Karen presented helpful to you in the performance of your employment duties?**

Answered: 29 Skipped: 0



| Answer Choices     | Responses |
|--------------------|-----------|
| Yes very helpful   | 86.21% 25 |
| Somewhat helpful   | 13.79% 4  |
| Not helpful at all | 0.00% 0   |
| Total              | 29        |

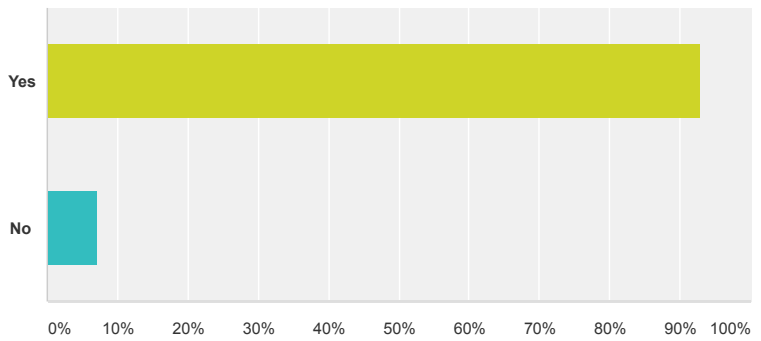
[Comments \(4\)](#)

Q5

[Customize](#) [Export](#)

**Did you think the Poll Everywhere response options were a useful addition to the DL experience?**

Answered: 28 Skipped: 1



| Answer Choices | Responses |
|----------------|-----------|
| Yes            | 92.86% 26 |
| No             | 7.14% 2   |
| Total          | 28        |

[Comments \(3\)](#)

Q6

[Export](#)

**What could we do to make future presentations like this better for you?**

Answered: 15 Skipped: 14

[Responses \(15\)](#)
[Text Analysis](#)
[My Categories](#)

**PRO FEATURE**  
 Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#)
[Learn more »](#)

Showing 15 responses

I thought the presentation was very good and covered everything I need to know.  
 10/27/2016 8:41 AM [View respondent's answers](#)

Keep making them available DL  
 10/27/2016 7:42 AM [View respondent's answers](#)

Have Meisgeier co-present. :-)  
 10/26/2016 8:25 PM [View respondent's answers](#)

Nothing  
 10/26/2016 8:02 PM [View respondent's answers](#)

I thought she did a great job presenting the topic. I learned a few new things that I wouldn't have thought of.  
 10/26/2016 5:19 PM [View respondent's answers](#)

it is what it is.... listen how to protect your school  
 10/26/2016 4:50 PM [View respondent's answers](#)

As long as the technology works we are good. Having the handouts a day or two in advance is also helpful. Great job, thank you!  
 10/26/2016 4:26 PM [View respondent's answers](#)

**Q7** [Export](#)

## Are there other topics that you would like addressed in these sorts of workshops?

Answered: 15 Skipped: 14

[Responses \(15\)](#)
[Text Analysis](#)
[My Categories](#)

**PRO FEATURE**  
 Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#)
[Learn more »](#)

Showing 15 responses

How to determine if Title IX is an issue with respect to extra-curricular offerings. In other words, do the extra-curricular offerings satisfy Title IX requirements.  
 10/31/2016 10:58 AM [View respondent's answers](#)

This is a great format for gathering info about current topics. The time frame is doable and having it available via DL is especially helpful --- even with some of the technical issues there were --- but nothing so drastic that is wasn't still doable.  
 10/27/2016 5:08 PM [View respondent's answers](#)

I like it because of the upcoming OCR review and what we can improve upon.  
 10/27/2016 12:09 PM [View respondent's answers](#)

Not that I can think of right now.  
 10/27/2016 10:18 AM [View respondent's answers](#)

I would like training on best practices on how to talk with other professionals/ staff from other agencies and work environments.  
 10/27/2016 10:16 AM [View respondent's answers](#)

The topics she has done or will do are very important and i would like to see them continue.

