

ESUCC

Executive Committee Meeting

Wednesday, March 1, 2017, 10:00 AM

Executive Committee Meeting ESU No. 11 412 West 14th Avenue Holdrege, NE 68949 DL

Sites: ESU 11 (host) ESUs: 3, 4, 5, 6, 7, 10, 13, 18, 19, 6949 South 110th Street, LaVista, NE 68128

Attendance Taken at 9:58 AM.

Beatty ESU 16:	Present
Jeff West (NE):	Present
Dr Kraig Lofquist:	Present
Dan Schnoes (NE) (ESU 03):	Present
Dr Larianne Polk (ESU 07):	Absent

1. Call to Order

2. Roll Call

3. ESUCC Timeline

4. Agenda Item

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

4.2. ESU Budget Reporting

4.3. 5G Verizon

4.4. NWEA and Omaha Archdiocese

4.5. Redesign Process/Timeline

4.5.1. AESA Redesign

4.5.2. ESUCC/ESU Redesign

4.5.3. NDE Strategic Plan

4.5.4. Rule 84 Revision

- 4.5.5. Core Services Definition
- 4.5.6. Statewide Program of Services Review
- 4.6. ESUCC Programs/Affiliate Procedures
- 4.7. Approve ESUCC/PDO Two Year Calendar
 - 4.7.1. ESUCC Meetings 2017-2018
 - 4.7.2. March Meetings
 - 4.7.3. January - Legislative Committee: Review Legislation
 - 4.7.4. June - Legislative Committee: Proposed Legislation
- 4.8. ESUCC/KSB Trainings for 2016-2017
 - 4.8.1. KSB Survey Monkey Results
 - 4.8.2. KSB Needs Assessment
 - 4.8.3. KSB Training Cost Summary
- 4.9. Executive Director Evaluation
- 4.10. Master Service Agreement 2017-2018
- 5. Next Meeting Agenda Items
- 6. Executive Session
- 7. Adjournment

{{Name: Agenda Item Name}}
{{Discussion: Agenda Item Discussion}}
{{Comments: Agenda Item Comments}}
{{Actions: Agenda Item Actions}}



NEBRASKA

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February 3, 2017

David M. Ludwig
ESUCC
6949 So. 110th Street
La Vista, NE 68128

Re: *Innovation Grant Program*

Thank you for submitting an application to Nebraska's *Innovation Grant Program*. We are pleased to inform you that your application was recommended to and approved by the State Board of Education on February 3, 2017.

In the inaugural grant competition, there were eighteen applications received by the Nebraska Department of Education totaling \$17,692,476 in requests. The quality of the proposals and the approaches to innovation was inspirational and set the stage for high expectations in the development of evidence-based practices intended for dissemination and possible replication throughout the state of Nebraska.

In the coming weeks, there will be additional information about expectations, grant management processes, proposed meeting dates, evaluation plan finalization, and other relevant information about the process. This will include the Grant Award Notifications (GAN's), authorizing access to the funding resources. In addition, evaluation forms and comments from the reviewers will be provided to applicants in support of continuous improvement.

If the interest or capacity to carry out the expectations of the grant proposal has changed and you are not able to move forward, please let us know so that we may consider reallocating the resources to other applicants.

Thank you again for your commitment to innovation and education in Nebraska and Congratulations! We look forward to collaborating with you in this endeavor.

Sincerely,

Dr. Dean R. Folkers
Chief Information Officer
Nebraska Department of Education

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

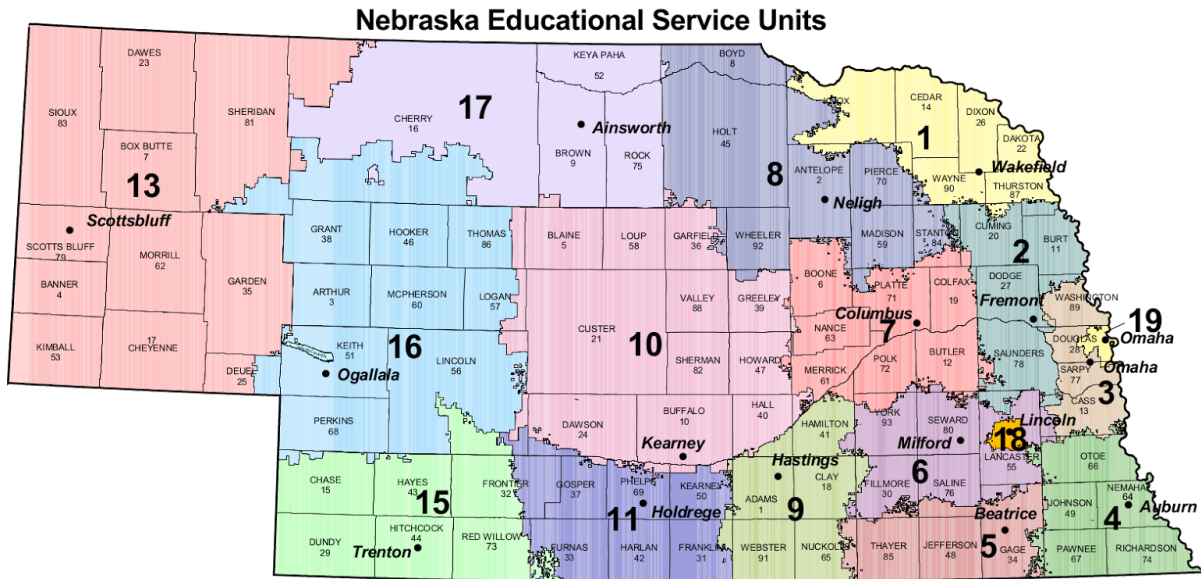
The July 2014 Nebraska Education Data Systems Legislative Study, guided by LR 264, reviewed the adequacy of the current data system maintained by the State Department of Education in providing timely access to relevant and accurate data to meet student and teacher classroom needs. The study determined 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 (DE²TAILS)**, 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 DE²TAILS 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 (DE²TAILS).**

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 DE²TAILS 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). 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 DE²TAILS, 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 DE²TAILS, 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 DE²TAILS 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 DE²TAILS project. A Project Evaluation Plan is provided in a separate document.

DE²TAILS 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 DE²TAILS 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 DE²TAILS 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 DE²TAILS project and their data into a single sign-on portal. This software ecosystem, aligned with the goal of DE²TAILS, 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:

	Female	Male
White	102,977	110,719
Asian	3,896	4,100
Black or African American	10,216	10,835
American Indian/Alaskan Native	2,098	2,258
Native Hawaiian or Other Pacific Islander	213	216
Hispanic	27,576	29,480
Two or More Races	5,477	5,481
TOTAL	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 12th 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 DE²TAILS 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. DE²TAILS 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 DE²TAILS 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 DE²TAILS project include:

Title (role)	Number	Percent Time
BlendED/EdReady Nebraska Manager	1	100
BlendED/Distance Education Director, Beth Kabes	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 DE²TAILS 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 DE²TAILS 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 is currently employed by ESUCC. Through DE²TAILS, an additional .5 FTE will be added for the duration of the grant to assist expansion and implementation of BlendEd in additional schools and incorporate personalized learning tools as part of this project. At the end of 30 months, BlendEd projects that 50 schools or districts will be participating in this unique blended learning strategy.

Place Holder -- insert page 1 of the Project Plan spreadsheet in landscape orientation during final assembly

Place Holder -- insert page 2 of the Project Plan spreadsheet in landscape orientation during final assembly

Project Logic Model:

(Place-holder. Insert this page as a landscape PDF of DE2TAILS.Logic.Model.12.7.16 during final assembly)

EXHIBIT 1. ESUCC DE²TAILS 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, DE²TAILS 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 DE²TAILS 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 DE²TAILS 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 DE²TAILS 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.

5G and Education

Document Revision History

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Introduction

Next generation of mobile technology, 5G, is envisaged to bring a "Networked Society", providing an unlimited access to information and data at anytime, anywhere by anyone and anything. 5G is expected to provide an order of magnitude improvement in the areas of latency, energy efficiency, accuracy of terminal location, reliability and availability, flexibility to accommodate future unseen applications, and creating an impression of "infinite" capacity. As a key enabler for Internet of Things (IoT), 5G will allow the connection of many more devices simultaneously and improve the terminal battery life. Lastly, capability of 5G in transferring human tactile communication over Internet, will be a key enabler for moving from today's content-based wireless communication towards steering and control communication, allowing us to have tactile communication through network. And of course, security and privacy will be cornerstones for 5G, helping its users manage their data, tune their exposure over the Internet and protect their privacy.

5G will be the catalyst for the transformation of the economy and connected society. Our future society and economy will strongly rely on its infrastructure which will cover the network needs and contribute to the digitalization of vertical markets such as education, automotive, banking, city management, utilities, finance, food and agriculture, media, government, healthcare, insurance, manufacturing, real estate, transportation and retail. Future network infrastructure, 5G, will become 'the' infrastructure, one that can be used for all sorts of different services. As the use cases for future 5G are so diverse, each one with different set of requirements and parameters in the network, each use case/business model could occupy its own network slice. The intention of a network slice is to provide only the traffic treatment that is necessary for the use case, and avoid all other unnecessary functionalities. This makes it possible to adopt the technology for each market more rapidly and efficiently. In order to have a clear view about each vertical market and reflect its needs and requirements into 5G specification and architecture, 5G has involved other vertical markets in its requirement gathering. However, it seems one of the most important ones, education, hasn't yet been included. The intention of this document is to highlight the role of 5G in enhancing education, extending our experience of learning and teaching far beyond what we have had over last decades.

Recent developments in mobile access technologies have provided the possibility of having higher availability of the rich digital resources beyond the physical confines of the classroom and in the hands of learners. However, unlimited access to information is only the steppingstone for ubiquitous learning and effective teaching and learning is still required. Advances in mobile technology, IoT and Tactile Internet, can open a new chapter in education. The future learning model will be an international, immediate, virtual, and interactive environment which enables learners to learn and interact in much different ways that we do today. The new model will be learner-centric, skill-centric, on-demand and personalised. It will improve student development in the areas of critical-thinking and collaborative learning. In order to reach this model embracing mobile technology seems indispensable. Applications such as Virtual Reality (VR) and Augmented Reality (AR) will play a big role in quality education and understanding-based learning. By combining Tactile Internet with VR and AR the learning experience will go far beyond today's one, bringing new definition to Tele-teaching, Tele-mentoring, virtual university, virtual classroom, virtual team-working, etc. New mobile technology and connected devices will give students the opportunity to learn with minimal intervention from teachers and mostly through exploration, discovery and peer coaching.

Potential education use cases

Some of possible use cases related to Connected Education can be listed as follows:

- **Tactile Internet & Skillset communication:** Having a network capable of transferring our tactile communication through Internet will help us to move from today's content and information delivery Internet to a manual skillset delivery Internet. This will create new ways of Tele-teaching and Tele-mentoring especially for manual training and skill development. The use of Tactile Internet in education can bring new definition and experience for distance learning and distance team-working. In order to have a natural haptic interaction of our limbs with video and audio feedback the response time of service should be very low, i.e., the round trip time of few milliseconds which can be only envisaged by 5G.
- **Virtual Reality & education:** While the initial use case for VR was the entertainment industry, it also has relevance in education and training, and will have a big role in providing quality education and improving understanding-based learning among students. By tailoring these services to education, (e.g. by, having virtual tours of the human body with the possibility of interacting with models and moving the different layers of the body), the learning process can be more fun and much more interesting. This also can bring new experiences for distance learning, enabling the virtual presence of students (e.g., located in suburban area) in the classroom. This type of service needs very high bandwidth (bi-directional) and very low latency (i.e., 2-4ms).
- **Augmented Reality & education:** Similar to the VR, AR has already started to show its relevance and usefulness in education. Providing the necessary information can make contextualised learning ubiquitous and pervasive. AR can be an efficient way of providing the right amount of information at the right time to the right audience. Also, immersive AR can enable new ways of learning and team working in education through services such as mobile cloud classroom and Virtual Presence. Enhancing the learning experience is not the only possible use case for AR. It can also help teachers to get necessary information about each student and be aware of their particular needs and capabilities. The requirements for implementing such services, including optimised routing, seamless wide-area coverage, virtual presence, low delay speech & video coding, need to be considered.
- **Walled-off classroom:** By combining Tactile Internet and VR, the future experience in teaching and learning could go far beyond today's experience. This can remove the physical location constraint for experimental practices, and facilitate and enable the sharing of resources between larger numbers of students irrespective of their current location. The impact would be more significant in hands-on-experience with expensive equipment and facilities.
- **Personalised learning:** Individual access to a mobile device holds the promise to connect each learner into intelligent personalised systems that can suggest learning pathways, enable aggregated analysis and through better data capture of learner experiences enable much better decision making about all aspects of a students' education. Categorising students in different groups and suggesting different multi-media contents can increase the load on the network. However, in-network caching technologies such as Content Centric Networks (CCN) and Information Centric Networks (ICN) can be used to improve efficiency by reducing the service response time and bandwidth consumption.
- **Student wireless backpack:** Today's cloud-based storage services have made it possible to access files irrespective of device of use. Due to the centralised architecture of cloud providers there is a notable delay in access to the content even with a relatively fast internet connection. Future mobile technology will

enable single device content access anywhere by using distributed cloud and mobile edge computing. All the user needs is a device to access any of his personal content and stored files. Using this feature students can resume their work at a convenient time and place through different devices with an impression of immediate response time.

- **Student with especial needs:** Advances in mobile technology and robotics can open new opportunities to assist students with especial needs, making learning easier for them. Cloud-based robots can be considered as a full-time assistant for disabled students, helping them to interact with the education environment and their peers. Rather than having to call a teacher over for help (which can cost both the student and the teacher time they could be using more productively) the students can take care of the issue with the help of their robot.
- **IoT & Smart Classroom/Smart Campus:** IoT applications are affecting all aspect of our life, from smart building to smart healthcare. However, one of the fast growing area of these applications is in education which can improve our today's teaching, learning and campus operating experience. IoT applications can also help us change the role of teachers in the classroom, reducing the burden of administrative load on them and allowing them to concentrate more on individuals. Being automatically logged into the classroom as soon as entering to the class, being distracted by a signal as soon as losing concentration during lecture, real-time feedback to a lecturer about areas that students still have problem based on the real-time analyses of their notes, all are just few examples of how IoT and connected classroom can enhance learning and teaching experience.

Technical Requirements for 5G

- **Backhaul Network:** One of the main requirements of 5G is a core network that can relay traffic with the required QoS for a particular service. Internet service for the U.K. education sector is usually provided directly or indirectly through a National Research and Education Network (NREN). NREN is a specialised internet service provider dedicated to supporting the needs of the research and education communities within a country and usually has peering with other mobile operators and service providers. It is usually distinguished by support for a high-speed backbone network, often offering dedicated channels for individual research projects. Different NRENs across Europe are interconnected with each other via GÉANT¹. Together, GÉANT connects over 50 million users at 10,000 institutions across Europe. Operating at speeds of up to 500Gbps, and offering unrivalled geographical coverage, GÉANT is remaining the most advanced research network in the world. Apart from connectivity, GEANT Associations opens a door for a Pan-European deployment of successful services through other NRENs, enabling collaboration on projects ranging from biological science to earth observation and arts & culture over dedicated infrastructure. The use of Network Slicing in 5G can help to meet the need of different project/services through having totally independent and isolated virtual networks within or between an

¹ <http://www.geant.org/>

individual physical infrastructure, making it possible to provide different level of latency, reliability, availability and security for each use case. The work being conducted in 3GPP SA2 and ETSI ISG NFV can be used to meet this requirement. Also, techniques like Information Centric Networks (ICN) and Content Centric Networks (CCN) based Content Retrieval can be used to improve the efficiency of the core network helping them to meet the demand of high bandwidth and low latency requirements of future services.

- **Non-3GPP Access Network:** Most NRENs provide their community with a federation-based Wi-Fi service called **education roaming service** (eduroam²). eduroam is a hugely popular worldwide network access service which is implemented on a federated basis. Participating organisations, using their existing infrastructures, connect to national NREN-operated RADIUS systems and overlay eduroam network services, which adhere to comprehensive technical standards. That makes it possible for eduroam-enabled organisations worldwide to provide *seamless* Internet connectivity to their local, as well as roaming users from participant organisations without any need to issue guest-access account. Having started in Europe, eduroam has gained momentum throughout the research and education community and is now available in 76 countries and expanding its coverage not only in education communities but also in public places such as city centres, public transport, etc. Based on the requirements outlined in the 3GPP technical documents, the next generation system architecture must support new RAT(s), the evolved LTE, and non-3GPP access types. As part of non 3GPP access types, WLAN access and Fixed access shall be supported. The consideration of eduroam specification in further discussions in SA2 and NGMN regarding the provision of consistent user experience over 3GPP and non-3GPP access networks is recommended.
- **Cellular coverage in education premises:** Cellular coverage is key for education organisations, because smartphones and tablets tend to be the students platforms of choice, and students working habits are increasingly based on an “anytime, anywhere” approach to connectivity. Unfortunately, the quality of that coverage is not good in most of premises and has until now been outside of the organisation’s control, determined by the operators commercial priorities and roadmap. This leaves many educational organisations poorly served by cellular voice and/or data, either through rural location or through signal strengths that while acceptable in outside spaces are insufficient within the buildings of a campus. Due to the diversity of operators offering services to the students, any solution to this problem should cover at least the top players in the mobile operators market, without degrading the quality of service of any, since there is no mechanism for an educational organisation to enforce uniformity in its students’ choice of platform. The nature of NRENs (having dedicated backhaul and providing high-quality and high-data rate connectivity to the education sector), makes them a good candidate for piloting multi-operator based solutions such as Multi-operator core network (MOCN), i.e., sharing/pooling frequency and using common PLMN-ID and aggregated gateway.
- **Throughput:** Students are mostly categorised as heavy users among service providers. Considering the fact that Audiovisual communications have a huge impact on learning, it is expected that the throughput requirement of most education use cases would be considerably high. 5G promises to offer 20Gbps peak data rate in special scenarios such as indoors and dense areas, as well as several 100Mbps everywhere, as

being specified in the SA1 work. However, how that translates to actual implementations will always be down to actual demand.

- **Latency:** Real-time interaction with the environment is crucial for education services. However, it is by its definition subjective and the required response time for each application depends on the context of the service. Due to the diversity of use cases in education, the target latency requirement varies significantly between them. While for applications needing tactile interaction through the Internet a latency of 1ms is required, other use cases can leverage their delay-tolerant nature and ease off the 1ms delay requirement significantly. The crucial and challenging part is meeting a round trip time (RTT) of few milliseconds and the discussion about having necessary changes in access and core networks is already underway in 3GPP SA1 and 3GPP RAN.
- **Heterogeneity:** The wired and wireless systems in the education sector are increasingly diverse and experience continuous change with additional mobile devices entering and leaving a single wireless collision domain. There is the need for wireless technologies that can adapt to these changing, heterogeneous environments, making it possible to have an optimised use of all resources without jeopardizing any of the services.
- **Zero-touch configuration:** The education sector, especially schools, often lack enough technical experts. Therefore plug-and-play and self-organising/optimising devices that can sense and learn from their environment and autonomously tune their transmission strategies and achieve the optimal performance can help. This also applies to any service students/teachers would like to use outside the education premises.
- **Asset Management:** With the increase in the number of connected devices on a campus helping to improve operating, learning and teaching experience there is a need for efficient asset tracking and handling with accurate location.

About Jisc:

Jisc offers digital services to UK education and research in pursuit of its vision for the UK to be the most digitally advanced education and research nation in the world. Working together across the Higher Education (HE), Further Education (FE), skills sectors and Research Council Establishments, Jisc provides trusted advice and support, and reduces sector costs across shared network, digital content, IT services and procurement negotiations, ensuring the sector stays ahead of the game with research and development for the future. Nationally, Jisc also provides services to many Local Authority education networks, via Regional Broadband Consortia and otherwise, in support of ICT provision in schools and community development learning. Jisc is unique in the perspective and expertise it has within the sector and has earned a reputation as a trusted partner for its community for the way in which it makes commercially pragmatic decisions and provides the practical assistance and know-how that help our customers to evolve and embrace new and better ways of working.

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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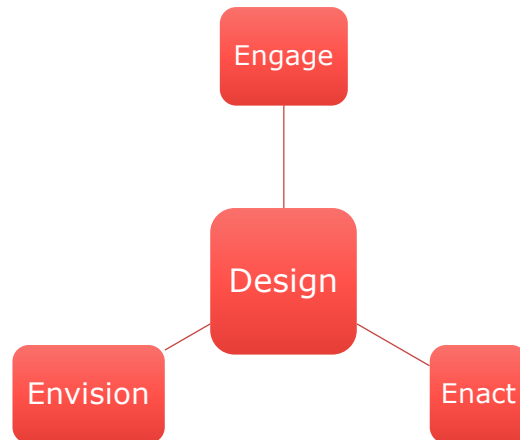
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APPENDIX 25

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AESA'S REDESIGN

DESIGN AS PLANNING



In the summer of 2016, the Association of Educational Service Agencies (AESA) 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 redesign¹.

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.

¹ 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"² in deference to the behind-the-scenes support role they play for the districts and schools they serve with

² 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, 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 21st 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 map³ for AESA member agencies (Figure 2) and drew important conclusions from it.

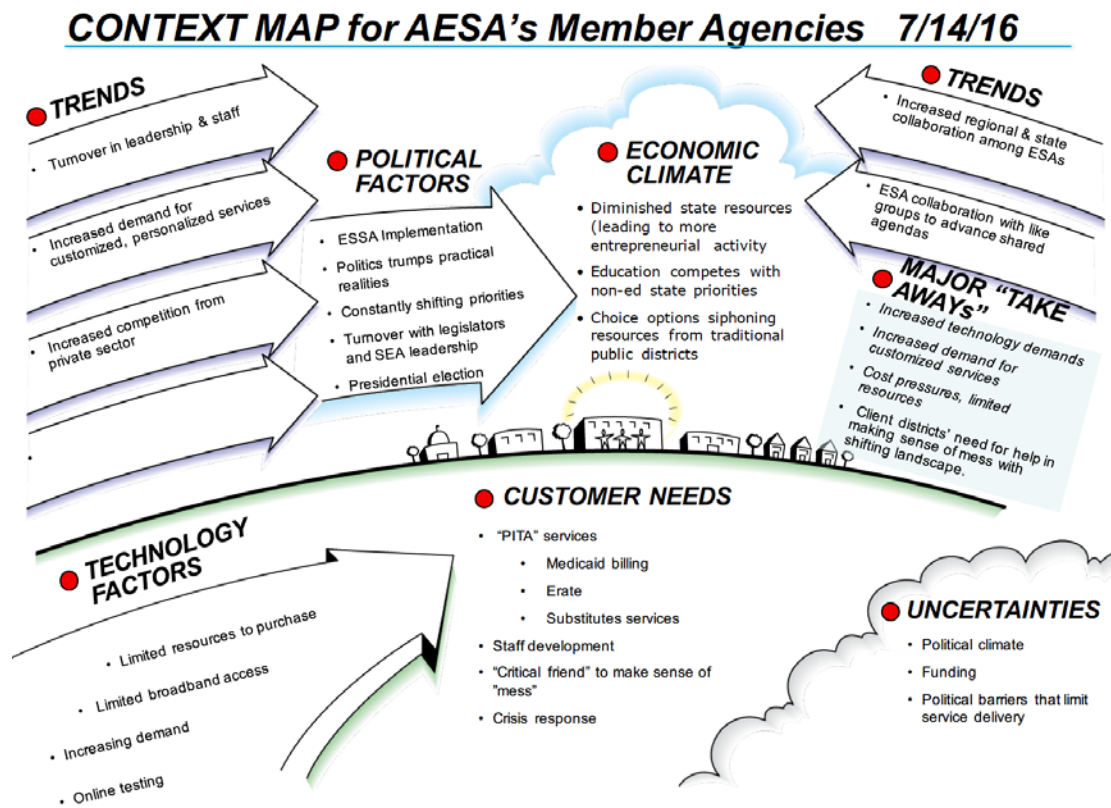


Figure 2: Context Map for Member Agencies

³ "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 generate⁴. 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.

⁴ 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.*⁵

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.

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

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.)

ENVISIONING INTEGRATED SOLUTIONS

When 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 ESAs⁶, 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.

⁶ 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...

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

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

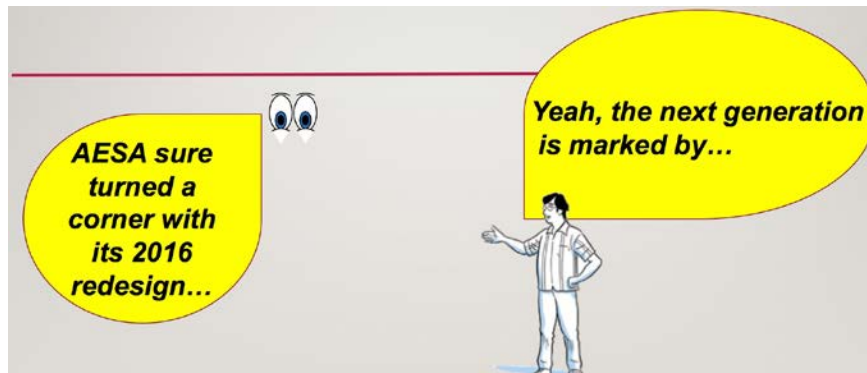
- *Summer and Annual National Conferences:* offer strands and network opportunities designed for job-alike specialists; include opportunities for regional groupings.
- *Social and Digital Media:* use a variety of means to communicate directly with members.
- *Membership Categories:* have a variety of 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

Moving 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.

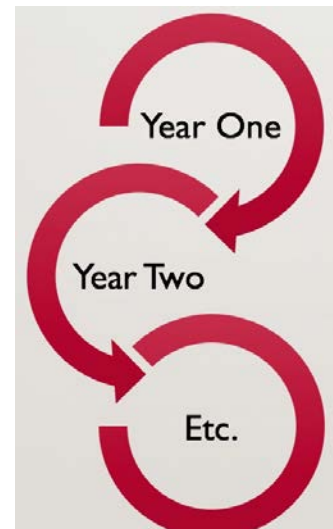
VALUES AND BELIEFS

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:

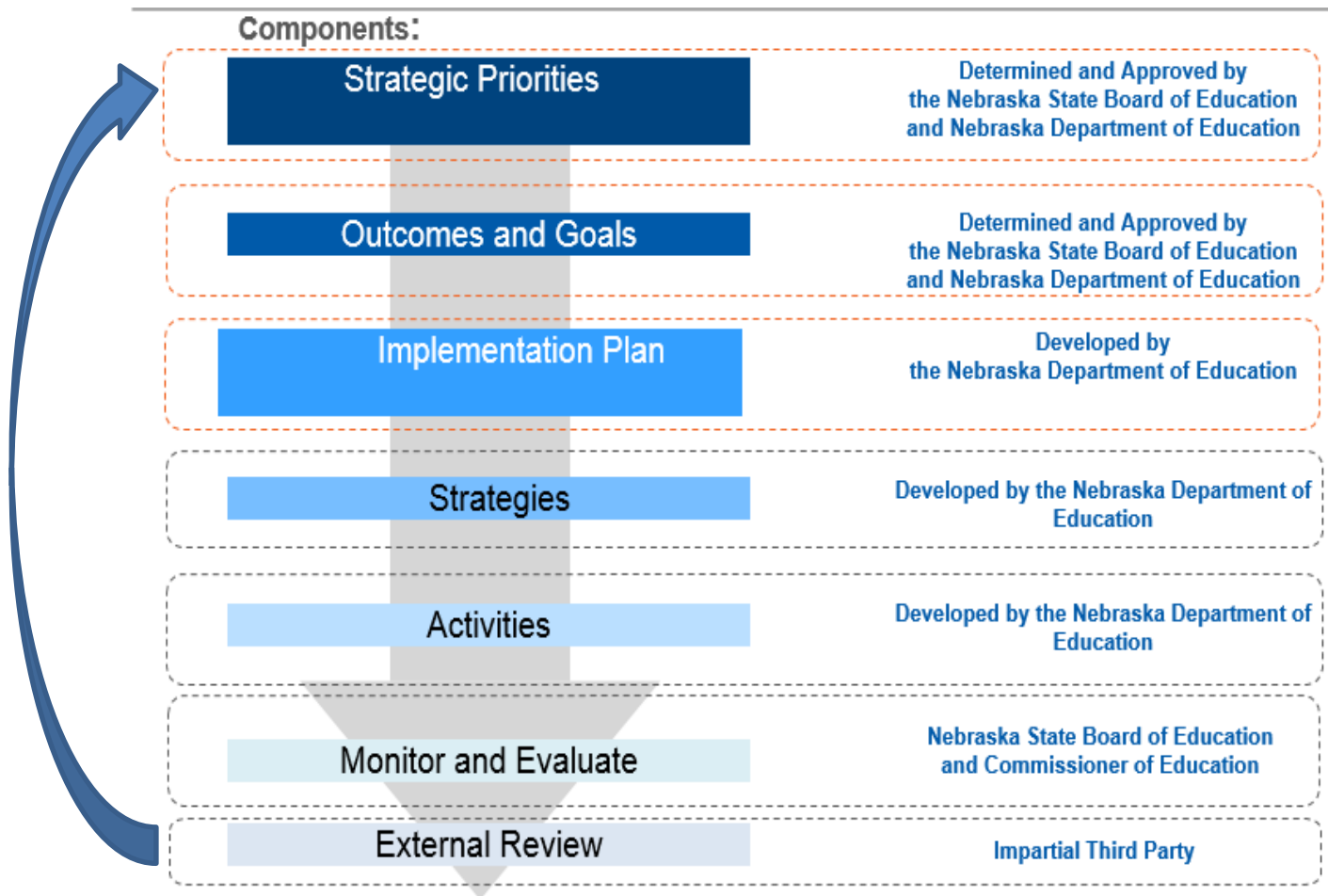
To realize the new strategic vision it can no longer be business as usual.

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

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

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

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 11th 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
SERVICE UNITS

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TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
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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.

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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;

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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.

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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.

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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? (Please enclose a copy of the annual written program report if not already mailed or indicate the weblink to access the report electronically.)		
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?		
	The date of the last on-site visitation by an external team was:		
	We anticipate the next scheduled visit will be:		
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;"/>
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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
Contact Cindy Wieser if you need assistance registering: 402-564-5753 Ext. 1030 or 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.



+ Create Survey

Upgrade to work on surveys as a team. Get results faster with Team Collaboration features. [View pricing](#) →

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

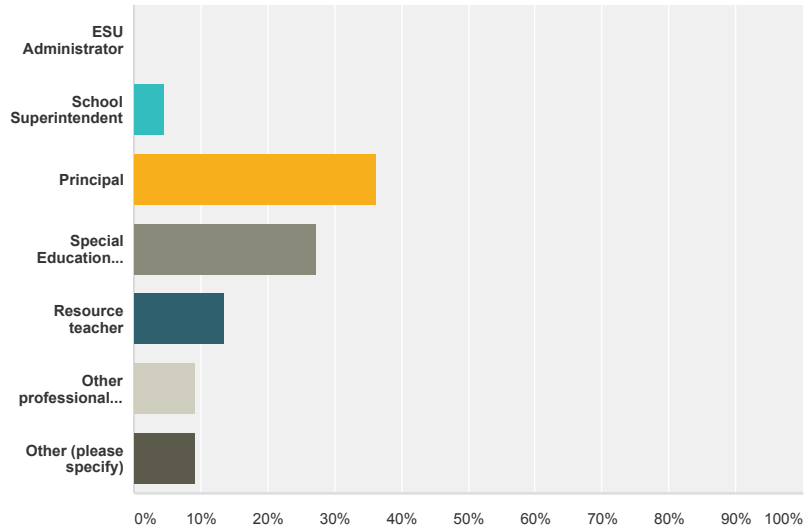
PAGE 1

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.

Upgrade
Learn more »

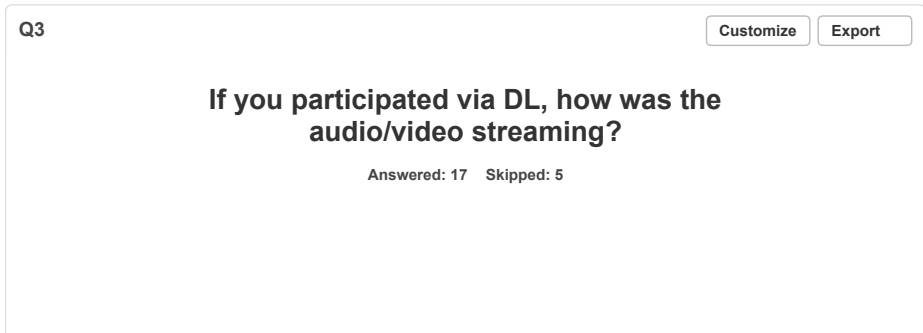
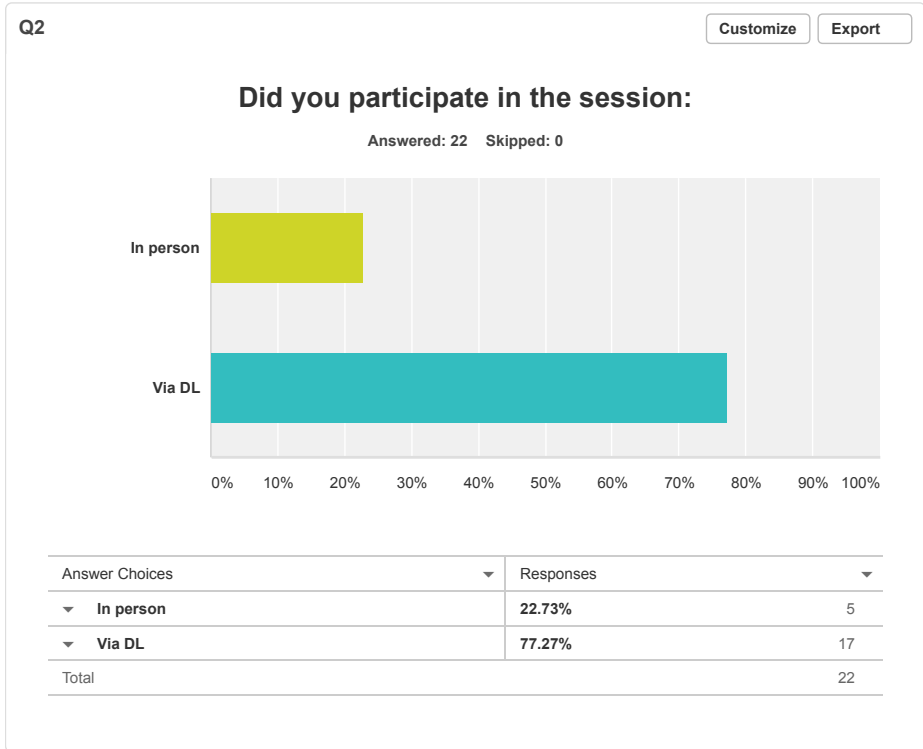
Categorize as...
Filter by Category
Search responses

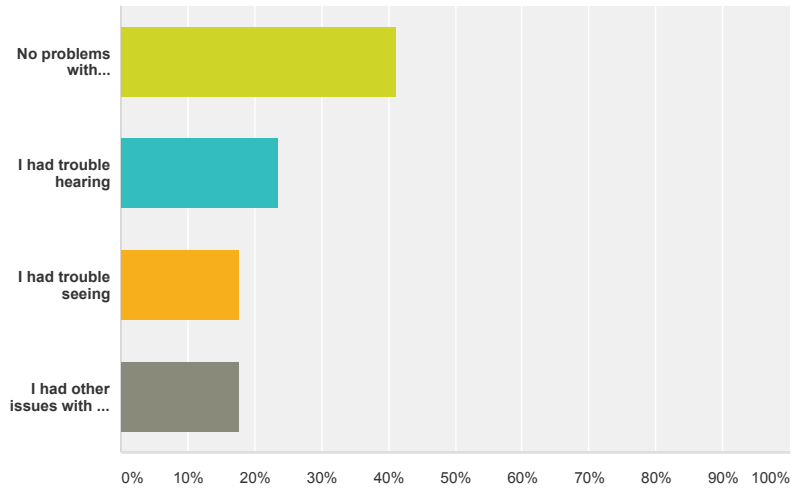
Showing 2 responses

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](#)

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](#)

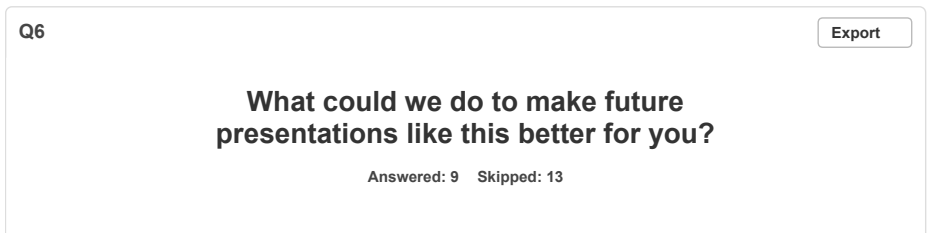
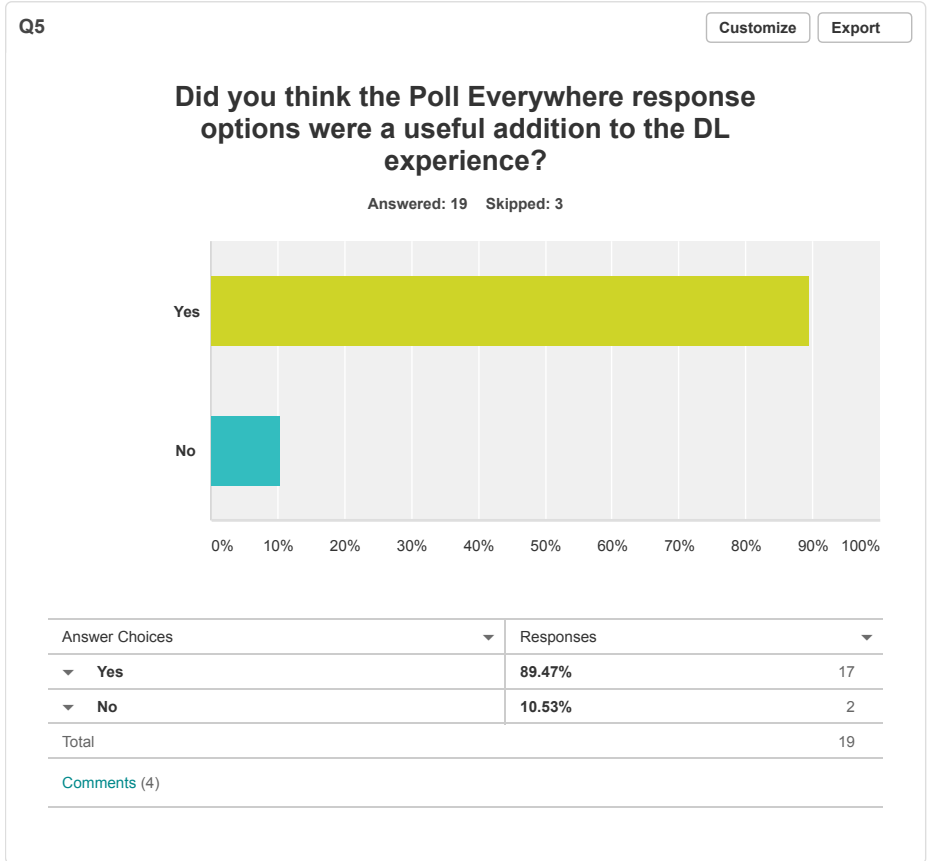
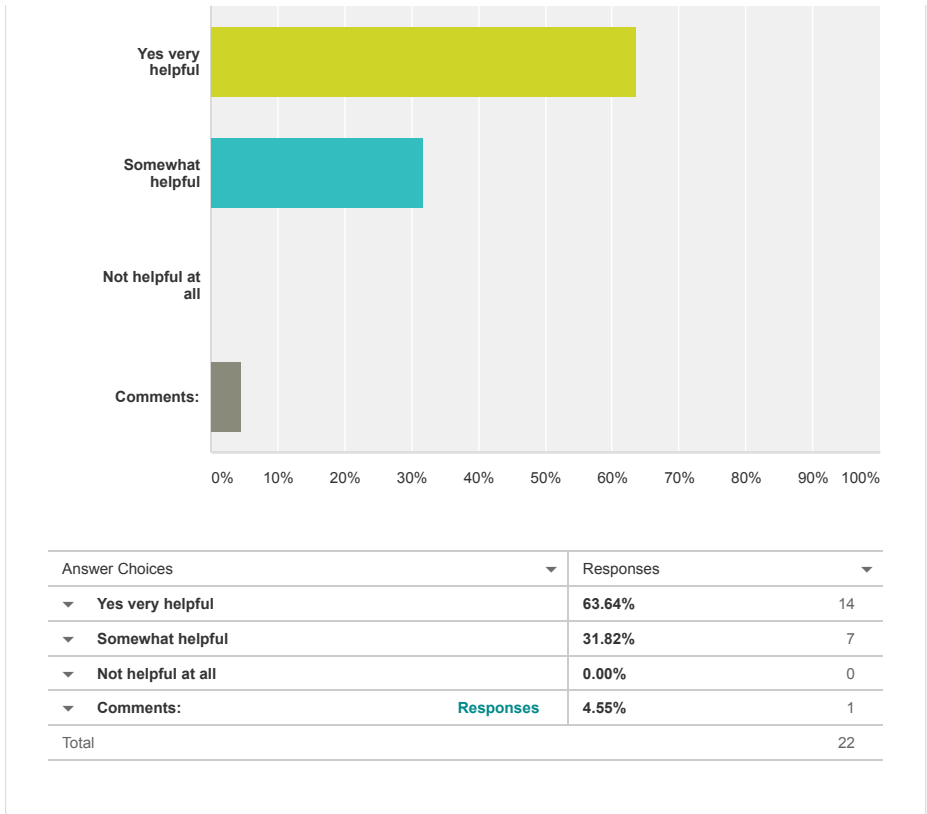
Total Respondents: 17

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.

[Upgrade](#) [Learn more »](#)

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
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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

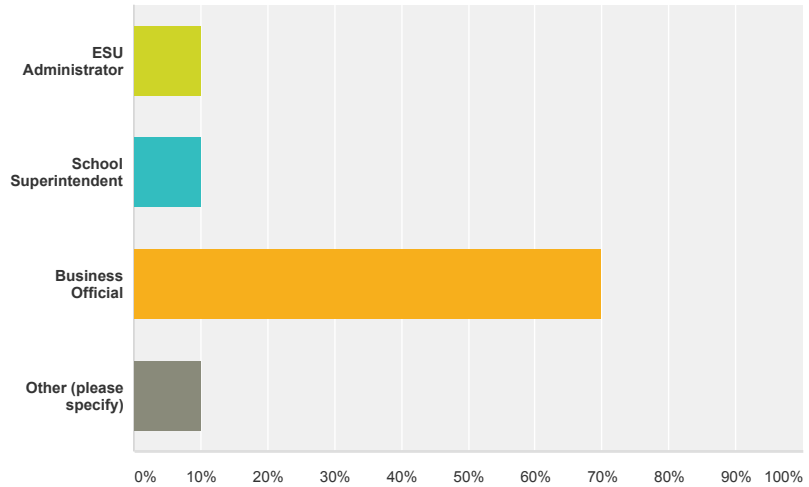
PAGE 1

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) Responses	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
Learn more »

Categorize as...
Filter by Category
Search responses

Showing 1 response

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

Total 10

Q2 Customize Export

Did you participate in the session:

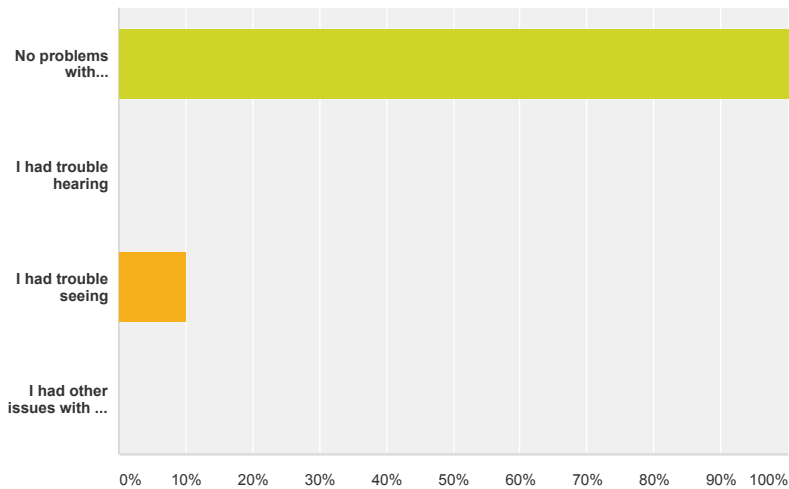
Answered: 10 Skipped: 0

Answer Choices	Responses
In person	0.00% 0
Via DL	100.00% 10
Total	10

Q3 Customize Export

If you participated via DL, how was the audio/video streaming?

Answered: 10 Skipped: 0



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) Responses	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

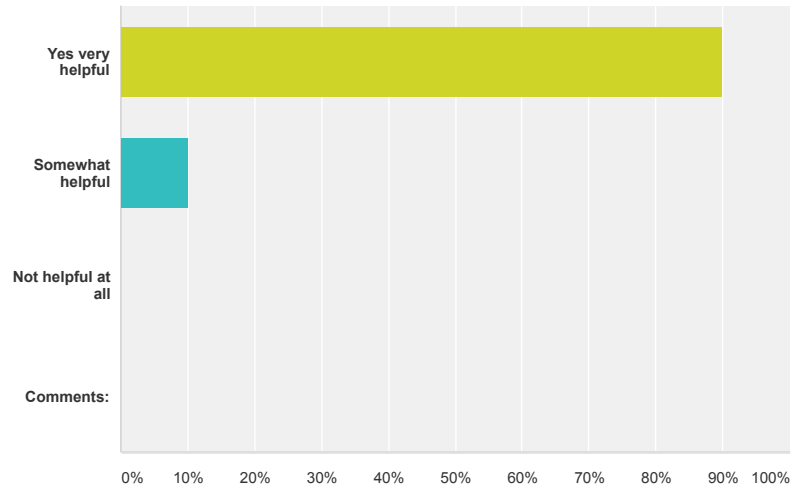
Total Respondents: 10

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.

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Categorize as... Filter by Category Search responses

Showing 0 responses

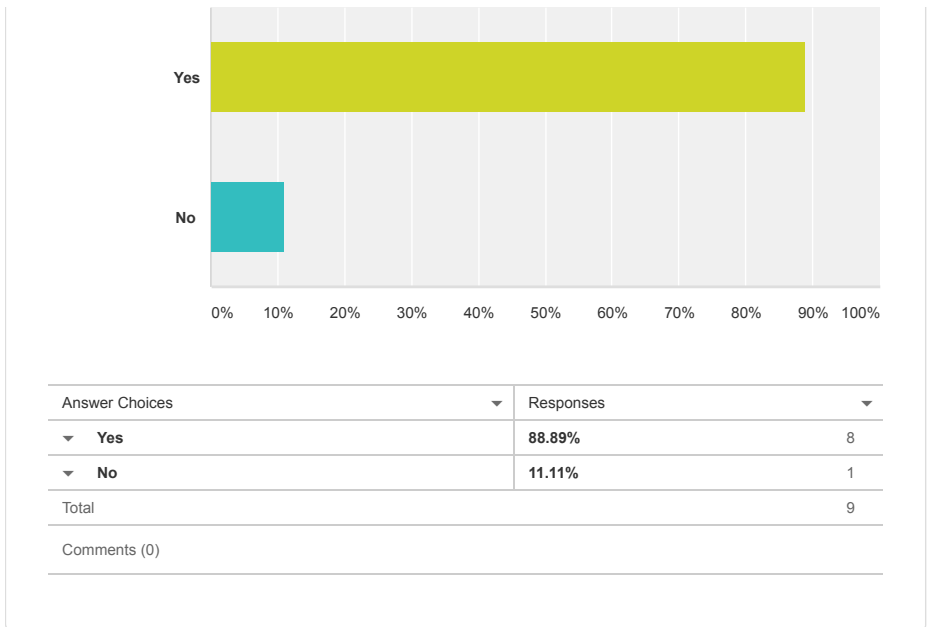
Total 10

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.

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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.

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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

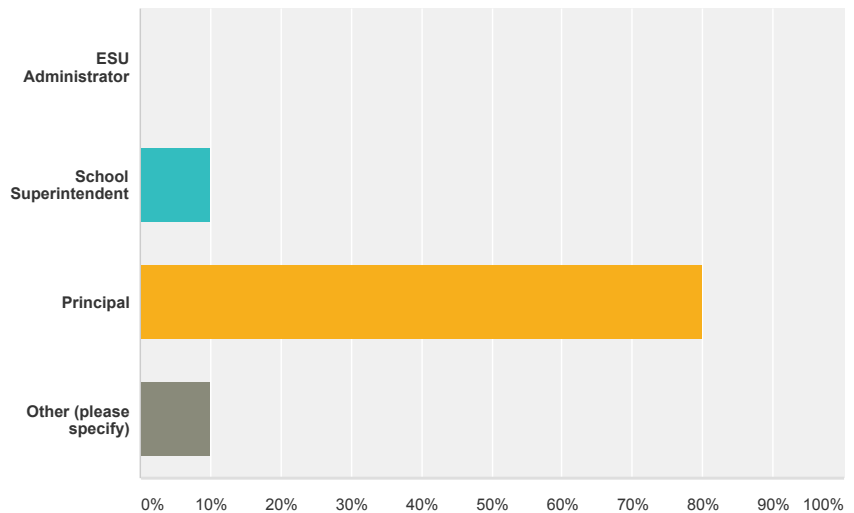
PAGE 1

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) Responses	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

Q2 Customize Export

Did you participate in the session:

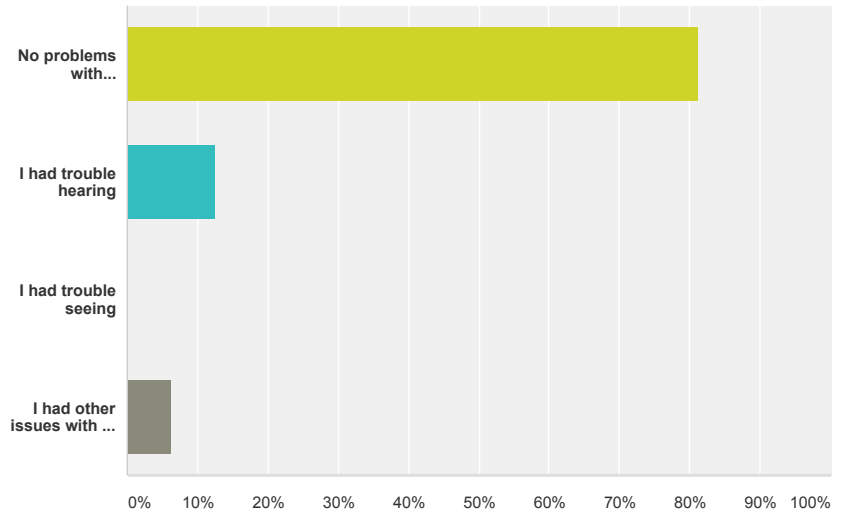
Answered: 20 Skipped: 0

Answer Choices	Responses
In person	20.00% 4
Via DL	80.00% 16
Total	20

Q3 Customize Export

If you participated via DL, how was the audio/video streaming?

Answered: 16 Skipped: 4



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) Responses	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

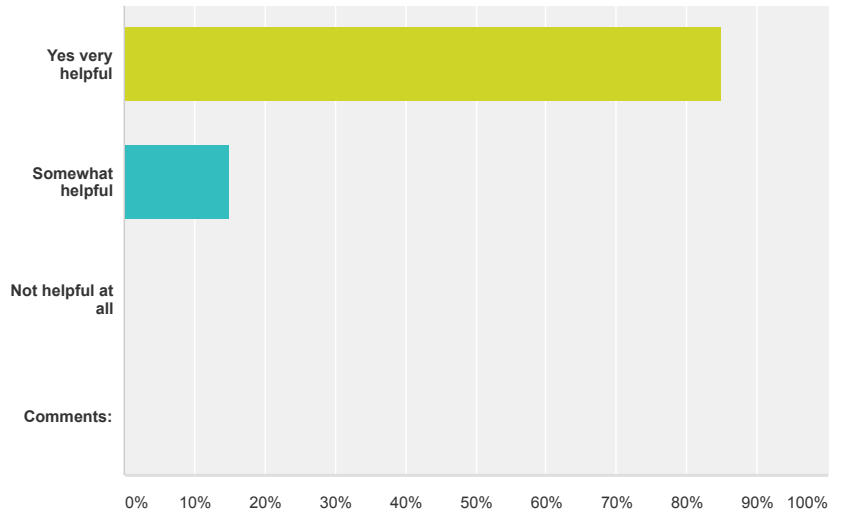
Q4

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



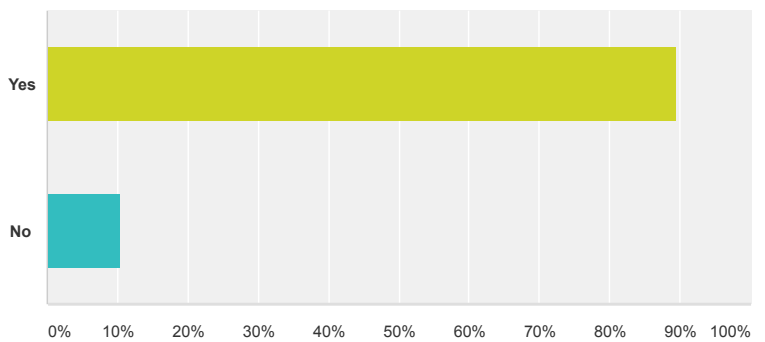
Answer Choices	Responses	Count
Yes very helpful	85.00%	17
Somewhat helpful	15.00%	3
Not helpful at all	0.00%	0
Comments:	Responses	0
Total		20

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.

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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
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[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

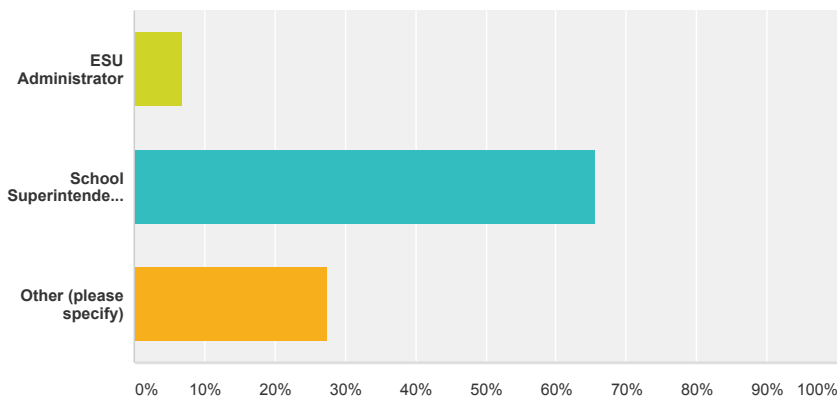
PAGE 1

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

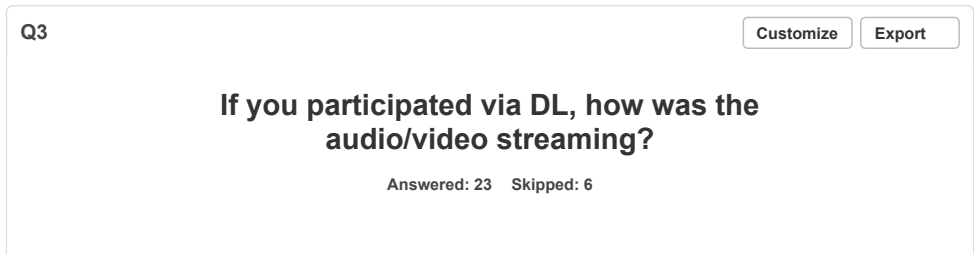
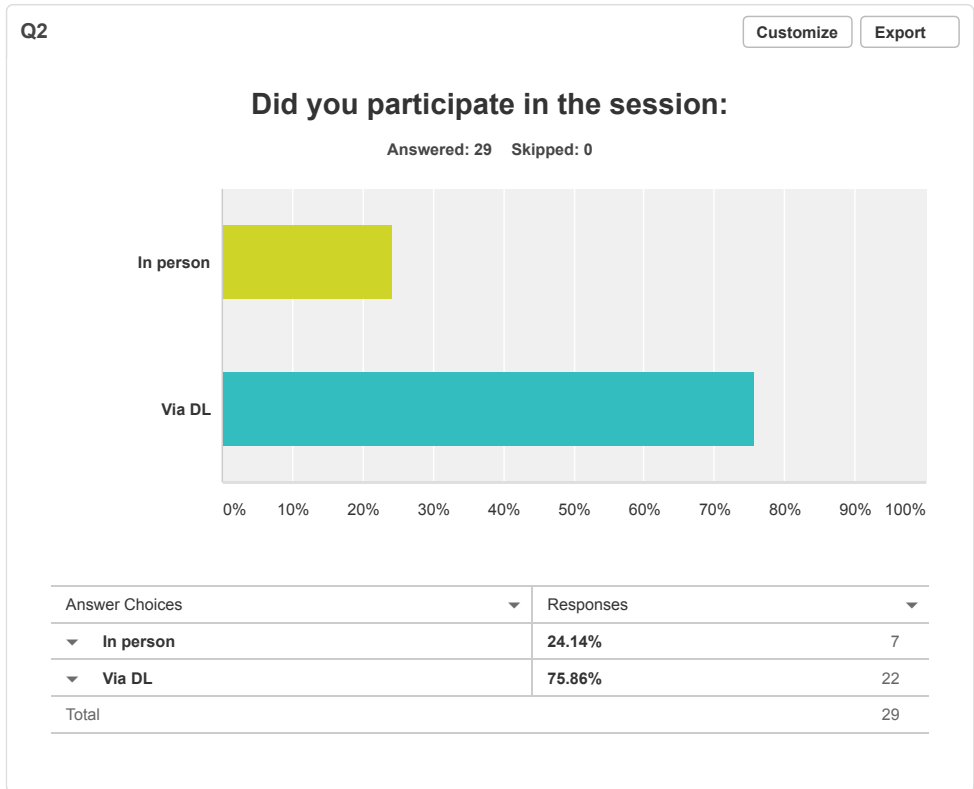
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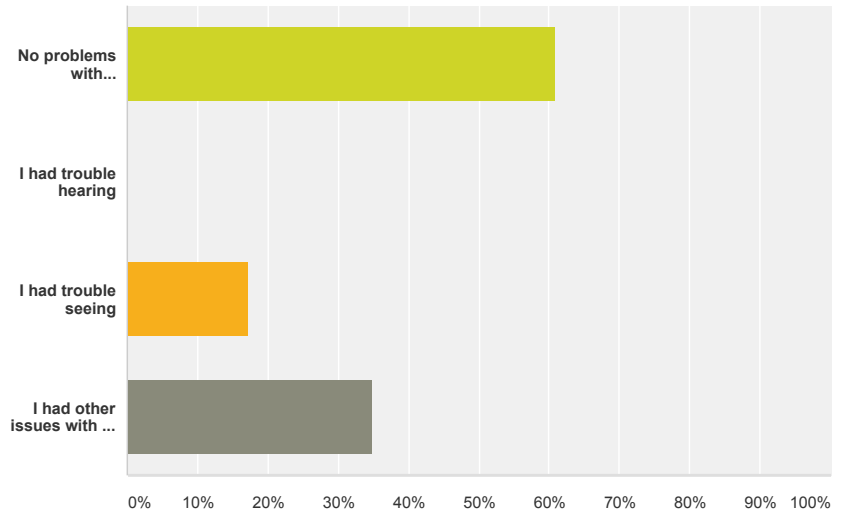
Upgrade
Learn more »

🔍
?

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
- last presentation, your presentation screen was the majority of the screen and was very easy to see.
 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](#)

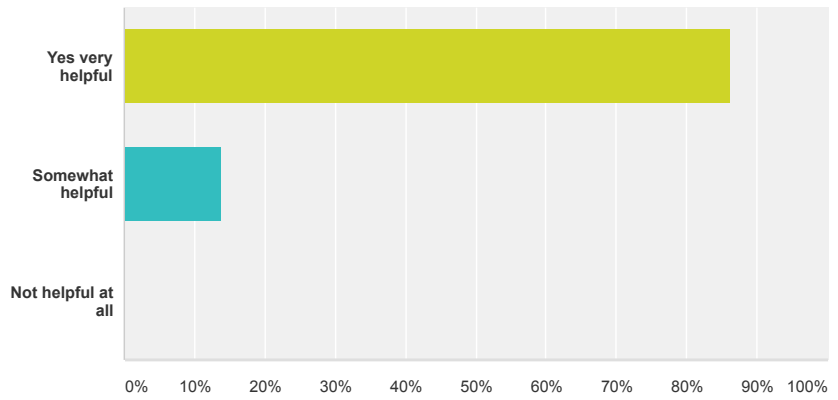
Total Respondents: 23

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	Count
Yes very helpful	86.21%	25
Somewhat helpful	13.79%	4
Not helpful at all	0.00%	0
Total		29

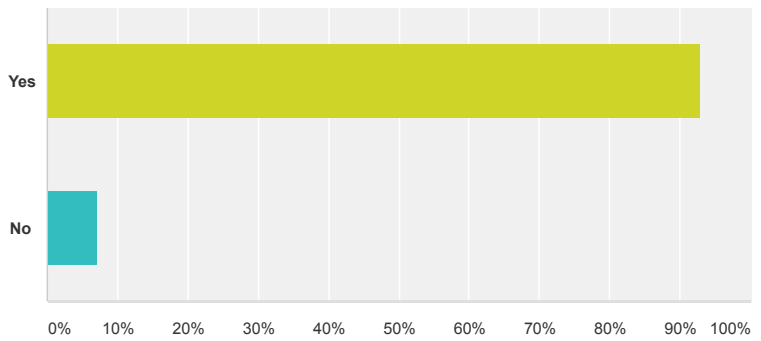
[Comments \(4\)](#)

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	Count
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.

