

ESUCC  
Technology Committee Meeting  
Tuesday, October 3, 2017, 10:00 AM  
Country Inn and Suites, 5353 N 27th Street, Lincoln, NE 68521

Attendance Taken at 9:59 AM.

Bell ESU 10:	Absent
Dr Kraig Lofquist:	Present
Shoemake ESU 06:	Present
Bill Heimann (ESU 01):	Present
Ted DeTurk (ESU 02):	Present
Gregg Robke (ESU 04):	Present
Constance Wickham (ESU 19):	Present

1. Call to Order

2. Roll call

3. Agenda Item

3.1. NAMTC Presentation - (National Association of Media & Technology Centers)

3.2. DE2TAILS - Innovation Grant

3.2.1. Technology Infrastructure: Governing Policies

3.2.1.1. ADVISER Update

3.2.1.2. Single Sign On

3.2.1.3. Sustainability

3.2.2. SRS/AAP Technology update

3.2.3. BlendEd

3.2.4. NROC/EdReady

3.2.5. SIMPL

- 3.2.6. Grant Evaluation
- 3.3. 2017-2018 TLT OER Commons Proposal
- 3.4. E-rate Resolution
- 3.5. Safari Books Online Usage
- 3.6. Approval Inventory Disposal
- 3.7. NASB Conference Tech Showcase
- 3.8. NNAG Meeting Notes (9/20/17)
- 3.9. Staff Reports
  - 3.9.1. Scott Isaacson
  - 3.9.2. Beth Kabes
  - 3.9.3. Rhonda Eis
- 4. Next Meeting Agenda Items
- 5. Executive Session
- 6. Adjournment

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



## Mark Your Calendar for the NAMTC Leadership Summit on Nov. 28 - 29, 2017

**Reach All - Teach All: Every Day in a Personalized Way**  
**JW Marriott, San Antonio Hill Country • San Antonio, Texas**

This year's Summit builds on the 2016 Leadership Summit with a focus on how ESAs are delivering and supporting Blended and Personalized Learning in schools. Areas of exploration will include equity issues, content, instructional strategies and school technology needs as they strive to *Reach All, Teach All Every Day in a Personalized Way*.



Hall Davidson has worked from think tanks in Turkey to classrooms in Tennessee. He has collaborated with thought leaders including teachers, superintendents, and departments of education. A former K-12 bilingual math teacher and college faculty member, he left the classroom to become part of an Emmy-winning team, creating math and technology integration programs. For

forty years, he has been an educational innovator in important waves of change, first in broadcasting, then computers, and now digital learning. His talks blend humor, deep insight, and data from both education and industry and illustrate the big picture with nuts and bolts examples. He has worked with transformational industry groups, education ministries, and with thousands of students through guidance of the nation's oldest student media festival. Across four decades of work with education, he identifies right now as the most transformative and important time for teaching and learning.



Shannon McClintock Miller is the new spokesperson for Future Ready Librarians and Project Connect. Future Ready Schools (FRS) and the Alliance for Excellent Education formed Future Ready Librarians last summer, which is aimed at positioning librarians as leaders in the digital transformation of learning. "Librarians are now playing central roles in school leadership and working daily

with students, teachers, and administrators," says Bob Wise, president of the Alliance for Excellent Education. Miller has long been involved with FRS initiatives that underscore the expertise of the librarian; she was the teacher librarian in the Van Meter (IA) Community School District for eight years. "As the K-12 teacher librarian at Van Meter, I knew that I could make a difference not only in my library but in the lives of all students, teachers, and my community," Miller told SLJ. "That experience made me realize I wanted to impact more students and educators by advocating for the power of libraries."



# Developing, Implementing and Evaluating Online Professional Development

## National Association of Media & Technology Centers

### SHARED CONVERSATION



Online professional learning offers educators flexible, just-in-time learning within a digital environment. It also provides regional service agencies the opportunities to deploy more professional learning in an efficient manner and a variety of ways.

Join NAMTC on Tuesday, Nov. 14 for a panel discussion featuring NAMTC members as they explore different formats for delivering online professional learning, the key aspects for successful development and implementation, and how to evaluate an online program.

NAMTC offers FREE virtual professional development opportunities for members and non-members.

**Date:** *Tuesday, Nov. 14, 2017*

**Time:** *3:00 p.m. EST, 2:00 p.m. CST*

**Visit the following link to join:**

<https://collaborative.zoom.us/j/986629654>

**Meeting ID:** 986-629-654



**Presenter:**

***Evan Abbey, Project Manager***

AEA Learning Online

[eabbey@aealearningonline.org](mailto:eabbey@aealearningonline.org)

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**Interested in serving on a future NAMTC Shared Conversation panel?  
Contact the NAMTC office, [geoff.c@craventech.com](mailto:geoff.c@craventech.com) or 570-701-4202.**

**website:** [namtc.org](http://namtc.org)



[bit.ly/namtcfacebook](https://bit.ly/namtcfacebook)



[@NAMTC10](https://twitter.com/NAMTC10)

**phone:** 570-701-4202



Karen Haase  
Steve Williams  
Bobby Truhe  
Tim Malm  
Shari Russell, Paralegal

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## MEMORANDUM

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TO: Dave Ludwig and Scott Isaacson

FROM: Karen Haase and Tim Malm

DATE: July 14, 2017

RE: Legal Issues under the DETAILS Data System.

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After meeting with you about the ESUCC's emerging data system DETAILS, our firm has been researching the legal issues that may arise. This memorandum will advise you of these issues, discuss the legal analysis, and address potential solutions. First, we will address the applicability of federal and state law. This will include the Family Educational Rights and Privacy Act ("FERPA"), the authority of the Family Policy Compliance Office ("FPCO"), the Nebraska Financial Data Protection and Consumer Notification of Data Security Breach Act, and the Nebraska Student Online Personal Protection Act ("SOPPA"). We will then address how these laws affect the sharing of student data between educational agencies and data maintenance and security.

## **Federal and State Laws Applicable to ESUCC and DETAILS**

**FERPA.** FERPA sets forth requirements and regulations regarding the protection of students' and parents' privacy. 34 C.F.R. § 99 (2017). FERPA provides limitations and conditions which restrict the accessibility and disclosure of education records which contain personally identifiable information. *See id.* § 99.30-9. FERPA further seeks to ensure that, upon request, parents and eligible students maintain the right to inspect and review education records. *See id.* § 99.10.

Personally Identifiable Information ("PII"). FERPA's definition of PII includes: the student's name, the name of the student's parents or family, the address of the student or family, a personal identifier (social security number, student number, biometric record, etc.), other indirect identifiers (birthdate, place of birth, mother's maiden name), or "other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty." 34 CFR 99.3.

Educational Agency. The regulations imposed by FERPA apply to an educational agency or institution to which funds have been made available under any program administered by the Secretary of Education if the institution provides educational services or instruction, or both, to students. *See id.* § 99.1. For purposes of FERPA, funds are considered to be made available to an educational agency or institution if funds from a program administered by the Secretary of Education are provided by "grant, cooperative agreement, contract, subgrant, or subcontract." *Id.* "If an educational agency or institution receives funds under one or more of the programs covered by this section, the regulations in this part apply to the recipient as a whole, including each of its components. . . ." *Id.* A subgrant is "an award of financial assistance in the form of money . . . made under a grant by a grantee to an eligible subgrantee. The term includes financial assistance when provided by contractual or any other form of legal agreement." *Id.* § 77.1.

ESUCC and FERPA. ESUCC was formed pursuant to Nebraska state law and is obligated to work toward statewide coordination of educational efforts, so that the most cost-effective services for the students, teachers, and school districts are provided in each educational service unit. Neb. Rev. Stat. § 79-1246 (2016). ESUCC is an educational institution or agency which provides educational services to students. As the concept is statutorily defined, ESUCC has received funds through programs administered by the Secretary of Education. Specifically, ESUCC has received subgrants through IEP Facilitation and the PEP Grant. Under FERPA, ESUCC is “an educational agency or institution to which funds have been made available under any program administered by the Secretary . . . [and] provides educational services or instruction, or both, to students.” 34 C.F.R. § 99.1 (2017). The rules, restrictions, and regulations imposed by FERPA are therefore applicable to ESUCC and the data it collects.

FPCO. The FPCO was created pursuant to the authority delegated to the Secretary of Education. *Id.* § 99.60. The FPCO has assumed responsibility for the investigation, processing, and review of complaints and violations under FERPA. Additionally, the FPCO is also tasked with providing technical assistance to ensure compliance with FERPA. *Id.* As discussed above, ESUCC is subject to FERPA regulations. Thus, the FPCO must provide technical assistance to ESUCC in ensuring FERPA compliance and would be responsible for investigating and responding to any actual or suspected violations.

**SOPPA.** In May of this year LB 512, was signed into law. This legislation contained the Student Online Personal Protection Act ( “SOPPA”) which restricts the use of targeted advertising and student’s covered information by operators of interactive computer services, and also creates security and data control obligations for such operators. L.B. 512, 105th Leg., 1st Sess. (Neb. 2017).

Operator. SOPPA defines an ‘operator’ as an operator of an interactive online service “with actual knowledge that the site, service, or application is used primarily for elementary, middle, or high school purposes and was designed and marketed for elementary, middle, or high school purposes.” *Id.* SOPPA defines an ‘interactive online service’ by referring to the definition codified at 47 U.S.C. § 230:

The term "interactive computer service" means any information service, system, or access software provider that provides or enables computer access by multiple users to a computer server, including specifically a service or system that provides access to the Internet and such systems operated or services offered by libraries or educational institutions.

DETAILS is a service or system which provides or enables computer access by multiple users to a computer service. DETAILS is therefore an interactive computer service under SOPPA. To the extent that ESUCC operates in its capacity as the operator of DETAILS, ESUCC is an 'operator' under SOPPA and is bound by its restrictions and obligations.

**Nebraska Financial Data Protection and Consumer Notification of Data Security Breach Act.** The Nebraska Financial Protection and Consumer Notification of Data Security Breach Act ("Consumer Notification Act") imposes several obligations on entities, including schools, which maintain computerized data including personal information about a resident of Nebraska. For purposes of this law, personal information includes a first name or initial and last name in combination with a social security number, a state identification number, financial account number, or unique biometric data. *Nebraska Revised Statutes* § 87-802 (2017). While this law was written and implemented with the financial sector in mind, many schools maintain student and employee information that falls within the scope of this act. The imposed obligations include a duty to conduct a reasonable, prompt investigation when an entity becomes aware of a data breach. If the investigation determines that the unauthorized use of information about a Nebraska resident has occurred or is reasonably likely to occur, notice to each affected individual and the Attorney General must be provided without unreasonable delay. *Neb. Rev. Stat.* § 87-803 (2017).

### **Sharing and Using Student Data**

The collection and use of data by the DETAILS data system creates a number of legal issues. This collection must comply with state and federal law governing student data. As noted above, FERPA and SOPPA will govern a significant portion of the data in the system. Adequate control measures

regarding the input of data into the system will need to be implemented to ensure compliance, promote security, and maintain privacy.

**FERPA Regulations.** Data that is collected into the DETAILS system must meet FERPA requirements in two separate ways. The data must be shared by the member schools with consent from the parents or under a FERPA disclosure exception; and once in the DETAILS system it must be maintained by ESUCC in a FERPA compliant manner. FERPA precludes educational agencies from disclosing personally identifiable information from a student's education records without first obtaining signed and dated written parental consent, subject to certain exceptions. 34 CFR 99.30. Ideally, consent from parents would be obtained for each student that will have their data included in the DETAILS system.

Consent. Written consent is the most effective way to ensure that shared PII does not violate FERPA regulations. With the written consent from a parent or eligible student (i.e. a student who is 18), a school may permissibly disclose personally identifiable information. 34 CFR 99.30. "Written consent must: (1) specify the records that may be disclosed; (2) state the purpose of the disclosure; and (3) identify the party or class of parties to whom the disclosure may be made."

Schools that obtained written consent that specified all educational records may be disclosed, the purpose of the disclosure was to promote and facilitate improved educational techniques, and identified ESUCC as the operator of the DETAILS data system where disclosed information would be maintained; would have permission to share PII with the DETAILS data system.

It would be advisable that schools utilizing the DETAILS data system obtain written parental consent to share PII with the system. However, receiving this wide-ranging consent from each parent or eligible student could prove to be burdensome and impractical. Consent, while advisable, is not likely necessary for the school to share information with the DETAILS data system. The FERPA regulations allow for disclosure of PII in accordance with various exceptions. Including the disclosure of de-identified data, disclosure to a school official, and disclosure for an audit or evaluation. Each these could allow disclosure of PII by member schools to the ESUCC.

De-identified Data. The disclosure of de-identified data is permitted without consent and for any purpose, even de-identified data may be classified as PII if it may be, in combination with other information, personally identifiable. For security purposes it is best practice to anonymize and de-identify as much data as possible. The nature of the data which will be collected in DETAILS makes it likely that some of the inputted data would fall under the definition of PII. Member schools and the ESUCC must ensure that PII shared with the DETAILS data system is shared and maintained in a FERPA compliant manner. The Department of Education's Privacy Technical Assistance Center ("PTAC") states that de-identified aggregate data are collections of de-identified information that are

1. Collected from multiple sources and/or on multiple measures, variables, or individuals; and
2. Compiled into data summaries or summary reports, typically for the purposes of public reporting or statistical analysis, such as examining trends, making comparisons, or revealing information and insights that would not be observable when data elements are viewed in isolation.

PTAC Data Sharing Tool Kit. Although data can be de-identified and aggregated, the data could still be deemed personally identifiable. The example PTAC gives is a report that states 100% of males in grade 11 were below proficient on an assessment exam. Id. In that instance, the data has been de-identified and aggregated to analyze a trend. However, an individual student's grades are made clear if they fall into the demographic group being analyzed. To avoid these instances of personally identifiable statistical data, PTAC recommends engaging in three main methods of disclosure avoidance.

Disclosure Avoidance Strategies. Suppression, blurring, and perturbation are all recommended methods of disclosure avoidance.

- **Suppression:** Removing data to prevent the identification of individuals in small groups or those with unique characteristics. This method may often result in very little data being produced for small populations.
- **Blurring:** Reducing the precision of reported data to lessen the likelihood of individuals being re-identified. There are many

ways to do this, such as rounding cell values or reporting values in ranges.

- Perturbation: Introducing “noise” or manipulating small amounts of data within a table to prevent a data user from re-identifying an individual with certainty.

*Id.*

School Official Exception. Federal regulations state “[a]n educational agency or institution may disclose personally identifiable information . . . without the consent required . . . if the disclosure is to other school officials . . . determined to have legitimate educational interests.” 34 C.F.R. 99.31.

The regulation goes on to define school official as

A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party -

1. performs an institutional service or function for which the agency or institution would otherwise use employees;
2. is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
3. is subject to the requirements of §99.33(a) governing the use and redisclosure of personally identifiable information from education records.

*Id.* As ESUCC is implementing the DETAILS data system in order to improve the educational experience of students, to promote the use of effective educational tools, and to encourage the inclusion of technology in the classroom multiple legitimate educational interests exist.

One of the caveats of the school official exception, is that data maintained by the school official must remain under the “direct control” of the school. According to the Department of Education the direct control provision, “is intended to ensure that an educational agency or institution

does not disclose education records to an outside service provider unless it can control that party's maintenance, use, and redisclosure of education records. Family Education Rights and Privacy Act, 73 Fed. Reg. 237 (December 9, 2008).

In the regulation comments, the Department of Education goes on to state that in order for the school to maintain direct control of the information, the information must be utilized in accordance with the contractual provisions between the ESUCC and school. *Id.* This highlights the need for any contract that covers the DETAILS system to include specific provisions on the scope of use to ensure direct control is maintained by the school, while permitting ESUCC to utilize the data in the most beneficial way possible

No written consent will be necessary to share PII contained in education records inputted to the DETAILS data system if ESUCC will be acting as a school official and the disclosure will be covered by the school official exception. Therefore, it is foreseeable that schools utilizing the DETAILS data system will do so with the understanding that the use falls under the school official exception. In the event that there is no written consent allowing the disclosure of PII to the system, this exception ensures that no FERPA violation results.

Audit or Evaluation Exception. "Authorized representatives of the officials or agencies headed by [state and local educational authorities] may have access to education records in connection with an audit or evaluation of Federal or State supported education programs . . . ." 34 C.F.R. 99.35. ESUCC may receive authorization from the Nebraska Department of Education to receive PII from school districts in order to access educational records. This exception would ensure to a limited degree that data input into ESUCC DETAILS data system is not in violation of FERPA, even if no prior consent has been given. However, this exception is much more limited than the school official exception, and would not be favorable in comparison.

Under the audit or evaluation exception, personally identifiable information could only be used to carry out an audit or evaluation of Federal or State supported education programs. Further, this information must be immediately destroyed when the audit or evaluation is completed. As such, data inputted into the DETAILS data system under this exception would have to have considerable use restrictions and would need to be deleted at the expiration of the audit/evaluation by which the exception was invoked.

These restrictions would likely be incompatible with the intended uses of the DETAILS data system.

Studies Exception. “An educational agency or institution may disclose personally identifiable information . . . without the consent required . . . if the disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.” 34 C.F.R. 99.31. The study must be conducted to “develop, validate, or administer predictive tests”, “administer student aid programs”, or “improve instruction.” The DETAILS data system will allow the ESUCC to improve instruction through the analysis of various forms of data. Insofar as the system is used for this purpose, the sharing of PII with the DETAILS data system would be permitted under the studies exception.

This exception imposes a number of limitations on the use and maintenance of the data. Under the exception, the information must only be used for the purpose of the study, and the shared PII must be destroyed at the conclusion of the study. As such, it is more limited in nature than the school official exception, yet more broad than the audit/evaluation exception.

Conclusion. Schools sharing educational records containing PII with the DETAILS data system must do so in compliance with FERPA regulations. They must either make such disclosures with written consent, or do so under an approved exception. Written consent allowing disclosure to the DETAILS data system would be the most effective way to ensure that no FERPA violations take place. However, this may be impossible or impracticable. If written consent is not obtained, an exception can allow disclosure. The de-identified data exception, school official exception, audit/evaluation exception, or the studies exception could cover ESUCC.

**SOPPA Requirements.** SOPPA also restricts what educational agencies can do with student data. Such restrictions include a prohibition on knowingly engaging in ‘targeted advertising’, defined under SOPPA as:

[P]resenting advertisements to a student where the advertisement is selected based on information obtained or inferred over time from that student’s online behavior, usage of applications, or covered information. It does not include

advertising to a student at an online location based upon that student's request for information or feedback, without the retention of that student's online activities or requests over time for the purpose of targeting subsequent advertisements.

L.B. 512, 105th Leg., 1st Sess. (Neb. 2017).

SOPPA also restricts the use of 'covered information', defined as:

(1) Covered information means personally identifiable information or material or information that is linked to personally identifiable information or material in any medium or format that is not publicly available and is any of the following:

(a) Created or gathered by or provided to an operator by a student, or the student's parent or legal guardian, in the course of the student's, parent's, or legal guardian's use of the operator's site, service, or application for elementary, middle, or high school purposes;

(b) Created by or provided to an operator by an employee or agent of an elementary school, middle school, high school, or school district for elementary, middle, or high school purposes;

(c) Gathered by an operator through the operation of its site, service, or application for elementary, middle, or high school purposes and personally identifies a student, including, but not limited to, information in the student's educational record or electronic mail, first and last name, home address, telephone number, electronic mail address, or other information that allows physical or online contact, discipline records, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security number, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, or geolocation information.

*Id.* SOPPA applies three main restrictions on the use of covered information.

1. An operator cannot sell or rent a student's covered information.

2. An operator cannot “use covered information . . . created or gathered by the operator’s site, service, or application to amass a profile about a student except in furtherance of elementary, middle, or high school purposes.”
3. An operator is generally prohibited from the disclosure of covered information, except in furtherance of elementary, middle, or high school purposes. *Id.*

As the DETAILS system will be collecting, using, and potentially disclosing data for the furtherance of elementary, middle, or high school purposes, all of the functions of the ESUCC should be permitted under SOPPA. Additionally, SOPPA expressly provides that the restrictions contained in the act do not “limit the ability of an operator to use student data, including covered information, for adaptive learning or customized student learning purposes.” *Id.*

### **Security and Data Breach**

**Security.** The security issues facing the DETAILS program can be separated into two tiers: those that occur as the ESUCC level, and those that occur at the individual school level. A data breach that occurs at the school level could have ramifications at the ESUCC level, due to federal and state law requirements in the event of a data breach.

Controlled Access. As we discussed, the goal of DETAILS is to provide its users with a single sign-on functionality that permits them access to all of the systems contained within DETAILS. This single sign-on could increase the risk of a data breach, and ESUCC’s liability in the wake of a breach. To maintain a reasonable level of security as called for in FERPA at the federal level and SOPPA at the state level, ESUCC could implement minimum compliance standards for member schools to meet in order to access DETAILS. These standards could include acceptable devices used to access DETAILS, required security software installation, and regular password changes.

Security Requirements Under FERPA. As noted above, the school official exception to the FERPA consent requirements provides the most

robust protection against potential FERPA violations if written consent has not been obtained. Once the exception is applied, the use and maintenance of the data containing PII must continue to comply with the restrictions of this exception. These restrictions cover both the use and disclosure of PII.

In terms of use, under the school official exception the PII may be used “only for the purposes for which the disclosure was made.” This is directly related to the requirement that the schools maintain direct control over any PII data inputted into the DETAILS data system. Therefore, the DETAILS data system must only utilize PII for the purposes for which the disclosure is made.

In terms of disclosure, under the school official exception the PII disclosed to the DETAILS data system may not be subsequently disclosed to another party without the prior consent of the parent or eligible student. This is true unless subsequent disclosure is both in accord with the purposes of the initial disclosure and is compliant with the requirements of the school official exception.

Security Requirements Under SOPPA. SOPPA requires operators to “implement and maintain reasonable security procedures and practices appropriate to the nature of the covered information designed to protect that covered information from unauthorized access, destruction, use, modification, or disclosure.” *Id.* We briefly discussed various security procedures and practices that can help protect secure student data. It is important to note that such security practices are statutorily required and held to a reasonableness standard.

SOPPA also requires operators to:

Delete within a reasonable time period a student’s covered information if the elementary school, middle school, high school, or school district requests deletion of covered information under the control of the elementary school, middle school, high school, or school district, unless a student or parent or guardian consents to the maintenance of the covered information.

*Id.* Therefore, ESUCC must have the capability to delete such information upon appropriate request.

## Future Research

The legal overview above provides us with a solid foundation of applicable law. As we move forward, the following issues will need to be addressed. Please review the list below to let us know which topics are a priority for you as the Details system progresses so we can focus our efforts in the areas that will be most helpful. Each area will likely need to be addressed, but we'd like to deliver the research in the order that is most helpful to the project.

### **Breach.**

Data Mapping.

Suspected or Actual Security Breach Response.

Notification Obligations in the Event of a Breach.

### **Data Access and Destruction**

#### **Data Retention and Deletion**

Schedule

Deletion

Deletion on Request (SOPPA)

#### **Data Accessibility after Service End or Dissolution**

Data as an Asset

Certification of Destruction

#### **Student Rights to Data**

Accessibility Rights; IDEA Notice

Intellectual Property Rights

First Amendment Rights

## SRS Strategic Plan Talking Points

- On June 15<sup>th</sup>, the SRS Advisory board was asked to come up with a list of improvements, concepts, and/or activities that would most benefit the SRS system and its users over the next five years. We then went through a series of exercises designed to refine and categorize those list items down to more manageable and coherent strategy. The main categories identified were Expansion, Interoperability, User Experience, Infrastructure, and Data.
- **Expansion** – Expansion is critical to the success of SRS. We must avoid complacency, and always be looking for ways to better serve our users. This might include expanding our form catalog to include forms that are outside the realm of Special Education, leveraging cutting edge technologies like Zend Framework, develop customized data reporting capabilities, and expanding the services we offer such as giving access to student records after they have transferred and a built-in interventions warehouse. This expansion must be sustainable, and properly documented so that future project managers and developers will be able to take over where their predecessors left off.
- **Interoperability** – NDE’s ADVISER system offers a wealth of opportunities for SRS. We must become adept at both sending data to and from this system. SRS and ADVISER interoperability will allow us to autofill all student and parent records, rollover grade levels and promote students from elementary to secondary schools, and enable our users to access data that is currently stored outside of the SRS system. We must also ensure that SRS is operational on tablets and other devices as well.
- **User Experience** – For SRS to remain successful, we must keep our users happy. We need to employ page designs that are both efficient and intuitive. We must also provide a variety of training options for our users as well the ability to ask questions to the larger community of SRS users. Finally, we must strive to ensure that the site is running optimally at all times by quickly eliminating bugs, anticipating/preventing problems, and maintaining server speed and reliability.
- **Infrastructure** – Our users expect SRS to be fast and reliable. SRS should look for opportunities to collaborate with other development teams across the state and through our partnerships within ESUCC. We must be vigilante in maintaining our servers and code. We can also benefit from participating in the larger Zend Framework community and utilize their coding libraries and general expertise.
- **Data** – SRS collects a vast amount of information. SRS must develop a method for displaying this information in useful report to help drive professional development and strategic planning. We must also ensure that data is entered into the system accurately and efficiently. Finally, we must build advanced search features to help our users locate data when they need it.

Here is the complete list of improvements/activities/conditions that our Advisory Board developed.

### **Expansion**

- Expand beyond SPED only
- Multiple Point Data Pool
- Interventions Warehouse
- Automated/Easy Compliance
- Cutting Edge
- Sustainable

### **Interoperability**

- Automatically transfer from Elementary to Secondary Bldg
- Single sign on from SRS to Powerschool
- 2 way communication with Adviser
- MAP/State Testing/ACT profiles
- Push dates/reminders to people's calendars/watches/phones

### **User Experience**

- Easier Log-in — Single Sign On
- Easier Feature access
- Consistent access to devices
- Things work
- Visual update - Improve the overall "look" of site
- Calendar Invites
- Speed
- Customizable Options
- Hover over items for instructions
- On demand videos for training
- Collaborative editing like google docs
- Embedded help/guidance
- Forums
- Increase efficiency - less clicks, quicker access to what you want, less repetition

### **Infrastructure**

- Staffing/Support - local and onsite
- Cost
- Collaborative effort to manage systems
  - NOC
  - Additional people to help maintain system after personnel leave
- Framework maintenance
- Ability to customize as needed for districts
- Coordinated Development teams
- Shared code
- Video Streaming server
- Security (Innovative Grant)

## **Data**

- Documents progress
- Program data pulled to drive professional dev.
- Customizable reports/visuals
- Validate data
- Student access to data
- Search and access data easily
- Filters
- Key word search
- 2 way communication
- Learning Record Store



## Summary of BlendEd Pilot - Cohort 1 and 2

### **Cohort 1**

- 25 schools/districts participating in 2-year pilot
- Completed Year 1 in 2016-2017. Year 2 is 2017-2018.
- Schools/districts expanding their lighthouse (those blending) teachers during 2nd year
- ESUs supporting the schools/districts through observations, coaching meetings and trainings
- ESUCC Blended Director and Grant Implementation Coordinator visiting schools/districts for observation of implementation and effectiveness of ESU support

### **Cohort 2 (funded by Innovation Grant)**

- Sending letter from NCSA to School Administrators and from ESUCC Executive Director to ESU Administrators announcing Cohort 2 and instructions on how to apply
- Applications are due January 15, 2017
- ESU staff will determine best candidates from those that applied in their ESU
- Announcement of accepted schools/districts will be February 1, 2018
- Training from Highlander Institute for Cohort 2 schools/districts is March 14 (in Kearney) and March 15 (in Lincoln). This is the same training, two locations
- Training for ESU Coaches will be March 16 in Lincoln from the Highlander Institute. This is being funded by remaining budget available from Cohort 1.

### **Results from Year 1 of Cohort 1**

- See attached Info Graphic for details from observations and from perception surveys given to Cohort 1 teachers and students





## What Teachers are Saying...

"My feedback has become more and more meaningful and tailored to each individual student..."

"Because there was choice, students had higher interest levels and this caused them to be fully engaged in the assignment."

"In terms of the students learning, they are taking on more ownership. They have to work together and complete projects."

"It helped the students have more voice and choice in their day to day learning, which enhanced their attitudes toward learning."

"Preliminary NeSA scores showed:  
7th Grade 75%  
8th Grade 72%  
All-time highs at (my school)!"

Teacher/Principal Evaluations

Data Dashboard

# BlendEd

Working in harmony with statewide projects

<http://esucc.org/BLENDED>

## Nebraska ESUCC/NCSA BlendEd Pilot

# Perceptions from Students and Teachers

### Students on Engagement

I am engaged in this class.  
I feel focused on what I am learning.



Agree (35.60%) Most of the time (39.90%)  
Some of the time (19.50%) Disagree (5%)

### Teachers on Engagement

With blended learning instructional strategies, I feel that student engagement can increase.



Strongly agree (55.60%) Agree (40.70%)  
Neutral (3.70%)

### Students on Learning

My teacher gives options to complete my learning activities in this class.



Agree (38.10%) Most of the time (35.50%)  
Very little (20.70%) Disagree (5.70%)

### Teachers on Learning

With blended learning instructional strategies, I feel that student learning can increase.



Strongly agree (51.90%) Agree (44.40%)  
Neutral (3.70%)

### Teachers on Content

With blended learning instructional strategies, I feel that more content can be taught in a given time.



Strongly agree (48.15%) Agree (29.63%)  
Neutral (14.81%) Disagree (7.41%)



# EdReady NE

A customizable mathematics readiness system that provides Nebraska students with a personalized learning path to help them reach their mathematics goals.

---

## EdReady Pilot Schools

- Bancroft-Rosalie- Algebra Readiness
- Broken Bow- Pre-Algebra and Acceleration (5th grade)
- Clarkson- Algebra Readiness
- Hastings- Algebra Readiness (Geometry)
- Howells- Dodge- Algebra Readiness (Pre-Algebra/Remediation)
- Shelby-Rising City- Algebra Readiness (Pre-Algebra and Geometry)
- Thayer Central- Pre-Algebra and Acceleration (6th grade)
- Sidney- ACT Math Prep
- Orchard- Credit Recovery Algebra

## EdReady Stages

- Pilot Sites for **EdReady Math** (Aug)
  - Pilot testing to find areas of impact (Aug.-Dec. & beyond)
  - Data: (Sept-March)
    - EdReady Student Data
    - Teacher Survey
  - Assess participation and impact (March-May)
  - Services Planning
    - Determine key services and support needed to scale
      - ESU support and expectations
      - NDE involvement
    - Convene key stakeholders, including SPED and ELL
      - Share data
      - Gather input
      - Create statewide plan of action and sustainability
        - Share plan with all ESUs and other stakeholders
  - Marketing and Recruitment
- **EdReady English**
  - Convene key stakeholders (late Oct./early Nov.)

- Share vision
- Determine key services and support needed to scale
- Gather input
- Create statewide plan of action and sustainability
  - Share plan with all ESUs and other stakeholders
- Marketing and Recruitment (Nov-Feb & beyond)
  - Pilot Sites for EdReady English
    - Pilot testing to find areas of impact
    - Triangulation of data:
      - EdReady Student Data,
      - Observation Protocol,
      - Teacher/Student Surveys
    - Assess participation and impact

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**How EdReady Supports the Six Tenets of AQuESTT:**

- <https://goo.gl/fDtCNX>

**EdReady Usage Data:** Aug 2017 (beginning of year) and 2016-2017 (total)

- <https://goo.gl/Paxbzb>

## SIMPL Pilot ESUs

2016-2018

- ESU 2, 7, 8, 10, 17

2017-2018

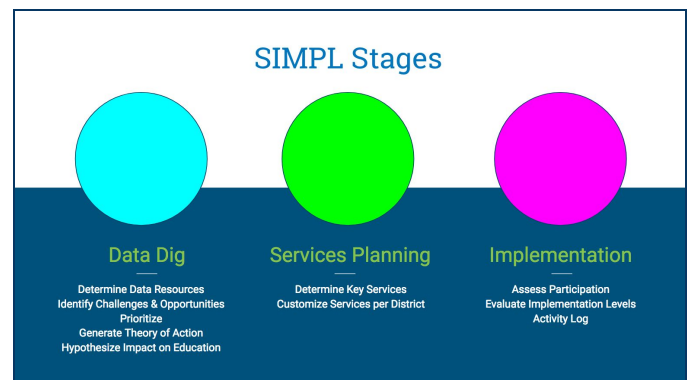
- Additional ESUs for continued development: ESU 3, 9, 13, 15, 16

## Purpose:

Use a data-driven process to systematically identify the needs of our districts and develop services to fill the gaps. Comprehensively assess the ESUs programming so as to allow for optimal implementation at the school district level.

## SIMPL Stages

1. Data Dig
  - Determine Data Resources
  - Identify Challenges & Opportunities
  - Prioritize Needs
  - Generate Theory of Action
  - Hypothesize Impact on Education
2. Services Planning
  - Determine Key Services
  - Customize Services per District
3. Implementation
  - Assess Participation
  - Evaluate Implementation Levels
  - Activity Log



## SIMPL Software Development Phases (Bold indicates completion)

Phase 1:

- **Compile and examine the existing service offerings**
- **Create common system to code services**
- **Begin collecting preliminary data including: participation & implementation**
- **Create services management web application and dashboard**

Phase 2:

- **Create Activity Log**
- **Service Implementation scoring capabilities**
- Integrating Workshop Data
- **Reports: Routine (Annual Report), on demand generation, Service Plan Implementation scores, Access report, By district, by ESU, state-wide, pilot**

Phase 3:

- Costs to ESU vs. Costs to School Districts, savings to districts
- Costs to School Districts using ESU Services vs. to School Districts reaching out to external vendors, savings to districts
- Reports per School District, ESU, Statewide

Phase 4:

- Each service plan include links to video repository, public vs. login
- ESU produced, licensed products, on-line, OER, etc.

Phase 5:

- Predictive analytics: Recommended services to implement based on scores (NeSA, ACT, EBA, SIMPL, etc.)



## Data-Driven EcoSystems Enhancement for Teaching and Improved Learning (DE<sup>2</sup>TAILS) Summary Evaluation Plan



### EVALUATION QUESTIONS

1. To what extent has DE<sup>2</sup>TAILS developed and implemented multiple online educational and data-collection systems, including ADVISER, AAP/ SRS, BlendEd, EdReady, and SIMPL, to meet its articulated goals?
2. To what extent has the implementation of DE<sup>2</sup>TAILS affected participating ESU staff, administrators and teachers in their attitudes towards and preparedness to use technology applications, digital resources, and student data in professional development and instructional practices?
3. To what extent has the participation in DE<sup>2</sup>TAILS affected student achievement?

### METHODOLOGY

1. A Mixed-Methods Study
  - Collecting both qualitative and quantitative data
  - Two Stages:
    - Stage 1: Assessing program development and implementation
    - Stage 2: Examining program impact on participants
2. Data Collection
  - Pre-post participant survey for ESUCC leadership, ESU staff, district and school administrators, and teachers for ADVISER, SIMPL, AAP/SRS, BlendEd, and EdReady.
  - Interview/focus group protocols for ESUCC leadership and ESU staff for ADVISER, SIMPL, AAP/SRS, BlendEd, and EdReady.
  - Classroom observation protocols for BlendEd and EdReady.
  - Professional development forms for ADVISER, SIMPL, AAP/SRS, BlendEd, and EdReady.
  - ESU policies and guides related to technology use and implementation.
  - Program development and implementation documents for ADVISER, SIMPL, AAP/SRS, BlendEd, and EdReady.
  - Research team meeting minutes
3. Analysis and Reporting
  - Instrument validation analysis
  - Pre-post survey repeated measure analysis
  - Descriptive statistics
  - Qualitative analysis
  - Student achievement impact analysis
  - Mid-term formative report for program improvement
  - Summative report on program impacts



## TLT Special Projects Request 2017-18 - DRAFT

**Contact Person/Affiliate Chair:** Jason Everett, Craig Hicks

**Affiliate:** TLT (Teaching & Learning with Technology)

**Email:** jeverett@esu10.org, chicks@esu13.org

**Phone:** (308) 698-1979, 308-635-3696

**Company:** The Institute for the Study of Knowledge Management in Education (ISKME)

**Product:** OER Commons Hub

**Contact:** Lisa Petrides, CEO, ISKME

**Email:** lisa@iskme.org

**Contact:** Mindy Boland, Senior Product Manager, OER Commons

**Email:** mindy@iskme.org

**Phone:**

**Address:**

**QUOTE:** [Link to Quote](#)

**Project Title:** OER Commons Hub for Nebraska Schools

**Date of Project:** Fall 2017

**Projected cost of project:** \$16,500 (First year one-time costs and fees)

\$1,500 (Annual Maintenance Fee -starting Year 2 and beyond)

\$10,000	One-time fee: Site design and set-up
\$2,500	One-time fee: Standards Integration (per import)
\$2,500	One-time fee: SAML-Based SSO Support
\$500	Annual fee: Ongoing SAML SSO Annual Support
\$1,000	Annual fee: Basic Hub Annual Service Plan

### **Company and Product Background:**

The Institute for the Study of Knowledge Management in Education (ISKME) is an independent, education nonprofit whose mission is to improve the practice of continuous learning, collaboration, and change in the education sector. In 2007, ISKME launched OER Commons, its digital public library and collaboration platform. OER Commons offers a comprehensive infrastructure for curriculum experts and instructors at all levels to identify high-quality OER and collaborate around their adaptation, evaluation, and use to address the needs of teachers and learners.



### **OER Commons Description:**

This platform provides a venue for aggregating, supporting the creation of, and fostering collaboration around the development and implementation of OER which is shared with the wider global audience. It's not a platform for resources that are licensed or have restricted use. The platform also has an authoring tool called "Open Author" which helps the user build Open Educational Resources, lesson plans, and courses (as an individual author or co-authors) — and then publish them, to the benefit of educators and learners everywhere. Additionally, with the ability to create working groups, members can collaborate through group discussions and curate content relevant to the group's focus.

### **Hub Description:**

An OER Commons Hub is a custom branded landing pages on OER Commons where organizations aggregate and manage their resources, collections, and groups, and share information about their OER work. Hubs are organized into sections of like content such as groups, group folders, collections, or professional development tools. Features of the Hub include: Customized Pages, Content Curation, Groups, LTI Integration and Hub Activity Reports.

### **How does project align with goals and mission of ESUCC and NDE?**

#### ESUCC Mission

- Preparation of strategic plans to assure the cost-efficient and equitable delivery of services across the state
- Administration of statewide initiatives and provision of statewide services

#### NDE Strategic Priority:

- Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
  - Goal 4.1 By 2020, the NDE will develop a statewide digital course and content repository.

**ESUCC Goals:** OER Commons Hub will enhance collaboration across communities of practice around the use of Open Education Resources (OER).

### **ESUCC/NDE Priority Areas:**

#### **AQuESTT Tenets:**

Educational Opportunities and Access  
Educator Effectiveness



## **What is an OER Commons Hub?**

A Hub is a customizable, branded resource center on OER Commons where a network of users can create and share collections, administer groups, and share news and events associated with a project or organization. Projects, districts, states, and open initiatives make use of Hubs to bring groups of educators together to create, organize, and share OER collections that meet their common goals. A Hub would be the right fit for an organization that wishes to curate and collaborate around OER that is shared with the wider OER Commons audience.

## **Content Curation and Library Services**

ISKME works with organizations to design Hubs that resonate with their intended audience and help their organizational goals. Organizations can develop Groups and Collections on their own, adhering to the OER Commons guidelines or can work with ISKME's team of digital librarians to develop content collections. Resources found on their hub have been vetted and reviewed by ISKME's digital librarian staff.

If an organization has an existing collection they would like to add to the Commons and highlight on their Hub, ISKME can provide bulk import workflows.

## **Groups**

Sharing happens between people. Groups provide a connecting point for this sharing, a center where users can gather to discover, recommend and collaborate on resources and ideas. Groups are flexible, in both structure and function. From small-scale study groups to district-wide open curriculum organization and approval systems, our Open Education Experts can help you find or create the group to fit your needs.

## **LTI Integrations**

ISKME has developed an LTI tool that can interface with numerous LMS. The LTI experience can be limited to resources found within a Hub or a Group.

## **Hub Activity Reports**

With a Hub, an organization can track usage. Hub administrators can use data analytics to measure usage across Groups, users, and resources to understand which OER is resonating with their users and which Groups or Members are most active.



**Office Use:**  
Contract sent:  
W-9/W4NA:

Date Received:  
Date Received:



## ISKME Proposal - ESU Nebraska OER Commons Hub

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August 10, 2017

**Submitted to:**

Craig Hicks  
ESU CC Nebraska  
CHicks@esu13.org

**Project Contact:**

Mindy Boland  
Senior Product Manager, OER Commons  
mindy@iskme.org

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**Introduction**

ISKME is pleased to be submitting the following proposal to ESU Coordinating Council (ESU CC) Nebraska for an OER Commons Hub with Nebraska Academic Standards and SSO support, designed to enhance collaboration across communities of practice around the use of Open Education Resources (OER).

**Background**

The Education Service Units has requested a quote from ISKME for an OER Commons Hub, with an annual service plan, to support the OER needs of Nebraska. ISKME's OER Commons platform provides an excellent venue for aggregating, supporting the creation of, and fostering collaboration around the development and implementation of OER. There was also interest in ISKME's OER professional development (PD), and we have provided some general information about these offerings below. PD offerings are both face-to-face as well as virtual, and include for example, training for teachers, content creation and curation, as well as train the trainer sessions for existing PD staff in Nebraska.

**ISKME OER Services Offering: OER Commons Hub & Curation Services**

OER Commons Hubs are custom branded landing pages on OER Commons where organizations aggregate and manage their resources, collections, and groups, and share information about their OER work. Hubs are organized into sections of like content such as groups, group folders, collections, or professional development tools each of which can be reordered or removed to customize the page.

Examples of hubs and associated collections can be found at on OER Commons at <http://www.oercommons.org/hubs/>.

An OER Commons Hub leverages all of the tools and features found on OER Commons, highlighted according to your organization's interests and needs:

- **Groups and Permissions:** Groups are openly accessible tools for collaboration on OER Commons. Groups can be open to anyone or restricted and allow for users to share and organize OER, as well as to collaborate on the creation of OER. Groups include a threaded discussion board for deeper collaboration around OER.

- **Curated Collections:** Curated Collections include high-value OER, selected by our digital librarians and subject matter experts, centering on a theme or topic.
- **Metadata and Tagging:** OER that is added to OER Commons includes highly structured metadata and tagging tools that help with discoverability and description of OER.
- **OER Authoring Tools:** Users can create OER using the OER Commons authoring tools. Open Author allows for easy import of Google Docs, and can be downloaded in multiple formats. The Lesson and Module builders support a sequenced learning experience with both student- and instructor-facing content.

In addition, Hubs include an analytics dashboard incorporating site metrics that track and generate custom views on content contributions and use.

### **Training Webinar**

Two hours of ISKME facilitated virtual meetings are included in this quote, and provide Hub administrators with an overview of the Hub's administrative tools and functionality.

### **Standards Integration**

Map learning standards or frameworks to existing OER Commons resources; ingest new standards. The four sets of Nebraska state academic standards identified are Science, ELA, Math, and Social Studies. These standards will be formatted to conform to ISKME's standards .csv format by the Nebraska ESU CC team. Once formatted, ISKME developers will import them into both the OER Commons where end users can search by standards across the site. The import process for all standards would be scoped and implemented in a phased approach dependent on the revision cycle of each set. Because a single set of standards conformed to ISKME's format requires the same effort a group of sets of standards, pricing is the same for each delivered set or sets of standards.

### **Feature Requirements**

This feature will include the following activities, done by both the NE ESU team and ISKME respectively:

- NE ESU: Formatting standards into machine readable format with dot notations
- ISKME: Indexing standards on the site
- ISKME: Updating existing evaluation tools to include standards
- ISKME: Update search functionality to support standards
- NE ESU: Provide a Crosswalk of the NE standards to the related national standards. *(optional)*
- ISKME: Map resources to NE standards based on the crosswalk. *(optional)*

### **Single Sign-On**

Per NE ESU CC's request, ISKME would integrate the SAML-based SSO protocols to allow users to log into OER Commons with their statewide portal.

### **Continuation of Services**

Described in Appendix A, the basic service agreement for an OER Commons Hub is included in the estimate above. There are two additional service tiers that ISKME offers, Advanced and Premium, for clients who require additional supports. Clients can upgrade to another service level at any time. The additional charges will be included in the annual invoice.

**Costs**

<b>ISKME Service</b>	<b>Fee</b>
OER Commons Hub - Includes Hub Admin Training - Site design and set-up	\$10,000
Nebraska Academic Standards Integration (per import)	\$2,500
SAML-Based SSO Support	\$2,500
Ongoing SAML SSO Annual Support	\$500
Basic Hub Annual Service Plan	\$1,000
<b>Total Cost Estimate</b>	<b>\$16,250</b>

**Proposed Timeline**

<b>Week</b>	<b>Hub Production Tasks</b>
Week 1	Finalize agreement, signed by both parties
Week 2	Kick-Off Meeting - Establish meeting schedule, communication plan, and proposed project plan.
Week 3-4	Site Production: <ul style="list-style-type: none"> <li>● Branding and images</li> <li>● Group Set-up</li> <li>● Collection Selection</li> </ul>
Weeks 3-8	SAML SSO Support Integration & Testing
Weeks 4-7	Nebraska Academic Standards Integration
Weeks 7-8	Finalize Site Development
Week 8	Training – Two 1-hour webinars, outlining the administration, tools, and features of the Hub.
Week 8	Site Release

## Appendix A: ISKME Hub Annual Service Plans

ISKME’s annual service agreement plans support the adoption and continuous improvement of hubs through continued hosting, curation, and technical support. ISKME supports service clients in gathering and analyzing user data and stakeholder feedback to identify areas where new collections, groups, and trainings are needed.

### Hub Annual Services Options

	Basic \$1,000	Advanced \$2,500	Premium \$5,000
Hosting	X	X	X
LTI access	X	X	X
Branding permissions	X	X	X
Customer Support	Help center and ticketed support	Dedicated account manager	Premier customer support
Curation	Hub users add content to existing collections.	ISKME creates up to 3 new collections.	ISKME indexes and curates content for up to three collections
Hub members	Up to 100	Up to 1000	Up to 5000
Groups	Up to 5 new groups*	Up to 10 new groups	Up to 20 new groups
Digital Self-paced training materials	X	X	X
Facilitated virtual training sessions	1*	Up to 3	Up to 6

\*5 new groups are in addition to the standard hub set up, which includes 12 initial groups. The five

\*1 facilitated virtual training session is in addition to the standard hub set up, which includes two hosted training sessions. The additional session can be used within the first year or applied toward the second.

## Terms

### Hosting

ISKME provides hosting services and technical support throughout the twelve month period at industry standard service levels. Hosting services include server hosting costs, system administrator services, site monitoring, system reporting, and site backup. System Technical support issues that cause an overall

system failure or a failure in a primary component of the system such as invitation emails, search or framework failures will be responded to immediately.

## LTI Access

The OER Commons LTI tool allows educators to embed OER Commons Hub content within Learning Management Systems (LMS) that supports LTI 1 or 1.1. OER Commons LTI has been fully tested for quality assurance in Moodle, Canvas, Blackboard, EdX, and Schoology.

Hub members will have access to pre-curated content from their Hub Groups, Collections, and content they have saved to their personal My Items library.

## Branding permissions

Branding permissions include the ability to add organizational logos to authored resources and permission to add organizational endorsement to non-authored resources. Branding permissions can be granted to all, or to select hub members. Terms and conditions of permissions should be discussed with hub project manager at the start of the contract.

## Customer Support

- **Help center and ticket support system:** Use our Zendesk Knowledge Center and Support desk for help with features or curation supports. (Response time 48- 72 hours.)
- **Dedicated account manager:** Communicate directly with a designated account manager who can provide direct support, troubleshooting feature issues, and respond to curation requests. (Response time 24-48 hours.)
- **Premier Customer Support:** A dedicated account manager is on-call for virtual or email assistance. (Response time 12-24 hours.)

## Curation

- **Basic Curation:** Select Hub members have permission to add content collections established during the setup phase.
- **Advanced Curation:** ISKME team created new collections for the hub so that hub members can add content to them.
- **Premium Curation:** ISKME team reviews, indexes, and curates content to be added to new or existing collections.

## Hub Members

Hub members have permission to author and curate content for the hub as well participate in hub group discussions, utilize hub LTI tools, and receive email notifications for hub events. Hub membership is limited by the terms of the selected service plan. However, unlimited users have read-only access to hub content, meaning they can view and save hub content from hub collections and groups.

## Groups

Groups are the point through which hub members submit and create OER. Group content can be searched across the hub and can be accessed by group members inside their LMS via LTI. The standard

Hub set-up includes the creation of up to 12 groups. Additional groups can be added in the first, or subsequent years, based on the selected services plan.

### Digital Self-paced training materials

Digital self-paced training materials are a set of resources and training materials that help hub members learn about OER and how to create and use OER through their hub.

### Facilitated virtual training sessions

Facilitated training sessions are led by ISKME staff, hosted virtually via video conference, and are recorded and shared on the Hub. The standard hub setup and implementation package includes three training sessions. These sessions cover Administrative settings, Content Curation, and Content Creation. Additional training sessions can be added to cover Introduction to OER, Advanced Curation Work, Full course creation, and other topics.

First Name	Last Name	User Email	User Account	Is Billing	Country	User Active	User Account	First Activit	Last Activit	Total Numl
Dustin	Buggi	dbuggi@es	valid	FALSE	#####	#####	#####	#####	#####	19
Adam	Zheng	adam.zhen	valid	FALSE	#####	#####	#####	#####	#####	17
Devin	McIntyre	dmcintyre@	valid	FALSE	#####	#####	#####	#####	#####	12
Mark	Hansen	mhansen@	valid	FALSE	#####	#####	#####	#####	#####	3
Wally	White	wwhite@e	valid	FALSE	#####	#####	#####	#####	#####	3
Andy	Boell	aboell@es	valid	FALSE	#####	#####	#####	#####	#####	2
Corey	Colvin	ccolvin@es	valid	FALSE	#####	#####	#####	#####	#####	2
Jamen	Hall	jamen.hall	valid	FALSE	#####	6/1/2017	#####	#####	#####	3
Ben	Anthony	banthony@	valid	FALSE	#####	#####	#####	#####	#####	1
Brent	Pickrel	bpickrel@e	valid	FALSE	#####	8/4/2017	8/4/2017	#####	#####	1
Kerri Jo	Krivohlavek	kkrivohlavek	valid	FALSE	#####	#####	#####	#####	#####	1
Scott	Isaacson	sisaacson@	valid	FALSE	#####	9/1/2017	9/1/2017	#####	#####	1
Andrew	Hines	imseng@o	valid	FALSE	#####	#####	#####	#####	#####	0
Jim	Hopkins	jhopkins@	valid	FALSE	#####	#####	#####	#####	#####	0
Dan	Ellsworth	ellsworth@	valid	FALSE	#####	#####	#####	#####	#####	0
Jim	Copley	jcopley@p	valid	FALSE	#####	#####	#####	#####	#####	0
Jake	McCormick	jmccormick	valid	FALSE	#####	#####	#####	#####	#####	0
Mike	Danahy	mdanahy@	valid	FALSE	#####	#####	#####	#####	#####	0
Wade	Gibson	wgibson@	valid	FALSE	#####	#####	#####	#####	#####	0
Tonya	Strom	stromt@es	valid	FALSE	#####	#####	#####	#####	#####	0
Todd	Weimer	tweimer@	valid	FALSE	#####	#####	#####	#####	#####	0
Chad	DeWester	c.dewester	valid	FALSE	#####	#####	#####	#####	#####	0
Gary	Needham	gneedham	valid	FALSE	#####	#####	#####	#####	#####	0
BJ	Peters	bpeters@e	valid	FALSE	#####	#####	#####	#####	#####	0
Ryan	McDowell	rmcdowell	valid	FALSE	#####	#####	#####	#####	#####	0
Deb	Hericks	dhericks@	valid	FALSE	#####	#####	#####	#####	#####	0
Becky	LeZotte	blezotte@	valid	FALSE	#####	#####	#####	#####	#####	0
Ben	Wilson	bwilson@l	valid	FALSE	#####	#####	#####	#####	#####	0





DATE 5/24/17

ESU COORDINATING COUNCIL  
CERTIFICATE OF DESTRUCTION / RECYCLE REQUEST  
SURPLUS PROPERTY NOTIFICATION FORM



PROJECT	LOCATION	CONTACT PERSON	PHONE NUMBER / EMAIL
DECL	<del>ESU</del> Omaha	Isaacson	402-597-4866
COD TYPES	DND -- DESTROY AND DISPOSE HAZ - HAZARDOUS MATERIAL PRT--CANNIBALIZE FOR PARTS DNR --DESTROY & RECYCLE (ENTER A THREE LETTER CODE IN COD TYPE FOR EACH ITEM LISTED)		
ESUCC Projects are NOT authorized to proceed with destruction or recycling of items until approved by the ESU Coordinating Council. After the items have been disposed, the form is to be completed with the signatures of agency employees who performed and witnessed the disposal. Return the completed form to Executive Assistant for record.			
DESCRIPTION		COD TYPE (SEE ABOVE)	DATE PROCESSED
<del>2006 Testator Testat</del>		DND	
MAC			

OFFICE USE ONLY

Date Received 5/24/17

BY Dab Dennis

COD NUMBER \_\_\_\_\_

Date Signed Form Received 5/24/17

SIGNATURES

Project Representative \_\_\_\_\_  
(Date) \_\_\_\_\_

Witness to Disposal \_\_\_\_\_  
(Date) \_\_\_\_\_

DATE 7/11/17

ESU COORDINATING COUNCIL  
CERTIFICATE OF DESTRUCTION / RECYCLE REQUEST  
SURPLUS PROPERTY NOTIFICATION FORM



PROJECT	LOCATION	CONTACT PERSON	PHONE NUMBER / EMAIL
COOP	Ainsworth	Quintana / Lentz	402-387-1245
COD TYPES	DND -- DESTROY AND DISPOSE HAZ - HAZARDOUS MATERIAL PRT--CANNIBALIZE FOR PARTS DNR --DESTROY & RECYCLE (ENTER A THREE LETTER CODE IN COD TYPE FOR EACH ITEM LISTED)		
ESUCC Projects are NOT authorized to proceed with destruction or recycling of items until approved by the ESU Coordinating Council. After the items have been disposed, the form is to be completed with the signatures of agency employees who performed and witnessed the disposal. Return the completed form to Executive Assistant for record.			
DESCRIPTION			COD TYPE (SEE ABOVE)
DATE PROCESSED			
IMAC 2009			DND

OFFICE USE ONLY

Date Received 7/11/17

BY Deb Denicks

COD NUMBER \_\_\_\_\_

Date Signed Form Received 7/11/17

SIGNATURES

Project Representative \_\_\_\_\_  
(Date) \_\_\_\_\_

Witness to Disposal \_\_\_\_\_  
(Date) \_\_\_\_\_







DATE 5/24/17

ESU COORDINATING COUNCIL  
CERTIFICATE OF DESTRUCTION / RECYCLE REQUEST  
SURPLUS PROPERTY NOTIFICATION FORM



UNL

PROJECT	LOCATION	CONTACT PERSON	PHONE NUMBER / EMAIL
MEL	UNL / Omaha	Isaacson	402-597-4866
COD TYPES	DND -- DESTROY AND DISPOSE HAZ - HAZARDOUS MATERIAL PRT--CANNIBALIZE FOR PARTS DNR --DESTROY & RECYCLE (ENTER A THREE LETTER CODE IN COD TYPE FOR EACH ITEM LISTED)		
ESUCC Projects are NOT authorized to proceed with destruction or recycling of items until approved by the ESU Coordinating Council. After the items have been disposed, the form is to be completed with the signatures of agency employees who performed and witnessed the disposal. Return the completed form to Executive Assistant for record.			
DESCRIPTION		COD TYPE (SEE ABOVE)	DATE PROCESSED
Power Connect 2724 # 2		DND	

OFFICE USE ONLY

Date Received 5/24/17

BY Deb Krick

COD NUMBER \_\_\_\_\_

Date Signed Form Received 5/24/17

SIGNATURES

Project Representative \_\_\_\_\_  
(Date) \_\_\_\_\_

Witness to Disposal \_\_\_\_\_  
(Date) \_\_\_\_\_

DATE 5/24/17

ESU COORDINATING COUNCIL  
CERTIFICATE OF DESTRUCTION / RECYCLE REQUEST  
SURPLUS PROPERTY NOTIFICATION FORM



PROJECT	LOCATION	CONTACT PERSON	PHONE NUMBER / EMAIL
DEL	Omaha	ISAACSON	402-597-4866
COD TYPES	DND -- DESTROY AND DISPOSE HAZ - HAZARDOUS MATERIAL PRT--CANNIBALIZE FOR PARTS DNR --DESTROY & RECYCLE (ENTER A THREE LETTER CODE IN COD TYPE FOR EACH ITEM LISTED)		
ESUCC Projects are NOT authorized to proceed with destruction or recycling of items until approved by the ESU Coordinating Council. After the items have been disposed, the form is to be completed with the signatures of agency employees who performed and witnessed the disposal. Return the completed form to Executive Assistant for record.			
DESCRIPTION		COD TYPE (SEE ABOVE)	DATE PROCESSED
D Link - DFL 1660		DND	

OFFICE USE ONLY

Date Received 5/24/17

BY Deb Dennis

COD NUMBER \_\_\_\_\_

Date Signed Form Received 5/24/17

SIGNATURES

Project Representative \_\_\_\_\_  
(Date) \_\_\_\_\_

Witness to Disposal \_\_\_\_\_  
(Date) \_\_\_\_\_

DATE 7/13/17

**ESU COORDINATING COUNCIL  
CERTIFICATE OF DESTRUCTION / RECYCLE REQUEST  
SURPLUS PROPERTY NOTIFICATION FORM**












ASSET NUMBER

See below

PROJECT	LOCATION	CONTACT PERSON	PHONE NUMBER / EMAIL
DEC	ESU 10	Ron Cone / Scott Isaacson	402-597-4866

**COD TYPES**  
 DND -- DESTROY AND DISPOSE HAZ - HAZARDOUS MATERIAL  
 PRT--CANNIBALIZE FOR PARTS DNR --DESTROY & RECYCLE  
 (ENTER A THREE LETTER CODE IN COD TYPE FOR EACH ITEM LISTED)

ESUCC Projects are NOT authorized to proceed with destruction or recycling of items until approved by the ESU Coordinating Council. After the items have been disposed, the form is to be completed with the signatures of agency employees who performed and witnessed the disposal. Return the completed form to Executive Assistant for record.

DESCRIPTION	COD TYPE (SEE ABOVE)	DATE PROCESSED
   	DND	
   		
  		

**OFFICE USE ONLY**  
 Date Received 7/13/17  
 BY Deb Henicks  
 COD NUMBER \_\_\_\_\_  
 Date Signed Form Received 7/13/17

**SIGNATURES**  
 Project Representative \_\_\_\_\_  
 (Date) \_\_\_\_\_  
 Witness to Disposal \_\_\_\_\_  
 (Date) \_\_\_\_\_

DATE 5/24/17

ESU COORDINATING COUNCIL  
CERTIFICATE OF DESTRUCTION / RECYCLE REQUEST  
SURPLUS PROPERTY NOTIFICATION FORM



PROJECT	LOCATION	CONTACT PERSON	PHONE NUMBER / EMAIL
DECL	ESU7	Beth Kabeo	402-564-5753
COD TYPES	DND -- DESTROY AND DISPOSE HAZ - HAZARDOUS MATERIAL PRT--CANNIBALIZE FOR PARTS DNR --DESTROY & RECYCLE (ENTER A THREE LETTER CODE IN COD TYPE FOR EACH ITEM LISTED)		
ESUCC Projects are NOT authorized to proceed with destruction or recycling of items until approved by the ESU Coordinating Council. After the items have been disposed, the form is to be completed with the signatures of agency employees who performed and witnessed the disposal. Return the completed form to Executive Assistant for record.			
DESCRIPTION		COD TYPE (SEE ABOVE)	DATE PROCESSED
Samsung 40"		DNR	

OFFICE USE ONLY

Date Received 5/24/17

BY Deb Dennis

COD NUMBER \_\_\_\_\_

Date Signed Form Received 5/24/17

SIGNATURES

Project Representative \_\_\_\_\_  
(Date) \_\_\_\_\_

Witness to Disposal \_\_\_\_\_  
(Date) \_\_\_\_\_



DATE 5/24/17

ESU COORDINATING COUNCIL  
CERTIFICATE OF DESTRUCTION / RECYCLE REQUEST  
SURPLUS PROPERTY NOTIFICATION FORM



PROJECT	LOCATION	CONTACT PERSON	PHONE NUMBER / EMAIL
DEC	Omaha	Isaacson	402-597-4866

**COD TYPES** DND -- DESTROY AND DISPOSE HAZ - HAZARDOUS MATERIAL  
 PRT--CANNIBALIZE FOR PARTS DNR --DESTROY & RECYCLE  
 (ENTER A THREE LETTER CODE IN COD TYPE FOR EACH ITEM LISTED)

ESUCC Projects are NOT authorized to proceed with destruction or recycling of items until approved by the ESU Coordinating Council. After the items have been disposed, the form is to be completed with the signatures of agency employees who performed and witnessed the disposal. Return the completed form to Executive Assistant for record.

DESCRIPTION	COD TYPE (SEE ABOVE)	DATE PROCESSED
Dell Server - Power Edge 860 (Donation)	DND	

OFFICE USE ONLY  
 Date Received 5/24/17  
 BY Debra Niemi  
 COD NUMBER \_\_\_\_\_  
 Date Signed Form Received 5/24/17

SIGNATURES  
 Project Representative \_\_\_\_\_  
 (Date) \_\_\_\_\_  
 Witness to Disposal \_\_\_\_\_  
 (Date) \_\_\_\_\_

Network Nebraska Advisory Group  
Summary of 9/20/17 Meeting

Discussion of 3 RFP's currently being bid on behalf of NN:

1. Fall RFP #1: Omaha Internet access
2. Fall RFP #2: Statewide backbone to northeast Nebraska
3. Fall RFP #3: Miscellaneous Layer 2 WAN Circuit requests

Internet Bandwidth Order is up for 2017-18 orders by about 10Gbps over last year. University RFP will hopefully add another new Internet provider to the Omaha egress location.

Current costs: \$217.21 Participation Fee  
\$53.70 Transport Fee for colleges, municipalities  
\$17.72 E-rate adjusted Transport Fee (K-12)  
For low bandwidth Participants, <40Mbps, multiply rates by .25

Only one new entity expected to join NN in 2017-18. Omaha Public Library will join with its 12 branches, expecting to increase their bandwidth by 20X and save money in the process.

The Network is better balanced than what it has in the past. Google increased their interface and that has helped with overall network performance.

**It was recommended to the CIO to continue the current NN cost model to municipalities for 2017-18:**

City of Lincoln Example

Participation Fee, 1.0 (> 40Mbps)	\$217.47/month
Interregional Transport (non-Erate 1.0)	\$ 67.16/month
Subscription Internet-Cogent	\$345.00/month (500Mbps)
Subscription Internet-Windstream	\$430.00/month (500Mbps)
Commercial Peering Surcharge	\$ 34.90/month (1,000Mbps)
Subscription Zoom Videoconferencing	\$2,000.00/year (1,000 Pro Licenses)

City of Wayne Example Hosted by WSC

Participation Fee, .25 (≤ 40Mbps)	\$ 54.37/month
Interregional Transport (non-Erate .25)	\$ 16.79/month
Subscription Internet	\$ 0.00/month (shared thru WSC)

Discussion about a Nebraska State Telehealth Network (NSTN) merger

Only 107 NSTN members currently, out of 297:

- 103 Critical Access and Acute Care Hospitals
- 139 Rural Health Care Clinics
- 31 Public Health Clinics
- 24 Public Health Departments

Possible programmatic benefits or "conditions" of merger with Telehealth may include:

- School nurse support and professional development
- CDC disease outbreaks and pandemic data (e.g. influenza, head lice, salmonella, etc...)
- Remote mental health counseling in rural areas
- Health career seminars and recruiting
- Behavioral health consultations
- Virtual Field Trips to health programs and hospitals
- Virtual Community health "clinics" located at schools
- Ability to transmit vital sign telemetry via probes connected to Zoom for Telehealth (e.g. body temp, blood pressure, heart rate, respiratory rate, oxygen level, etc...)

Network Nebraska Business Cards & Magnets are available (contact Tom or SuAnn)

# Technology Committee Update

*Scott Isaacson*

October 3, 2017

## DE<sup>2</sup>TAILS Project Plan

A link to the live project plan is available here:

<https://app.smartsheet.com/b/publish?EQBCT=0b7ad9d3aaa1499b8cbf9009b62ad07c>

## Technology Infrastructure

### Data Privacy and Security Policies

Based on initial discussions, the legal team has drafted a scope of work and issue memo listing legal items for consideration as policy development begins. Dave and Scott met with the legal team in September to review this document and refine the scope of policy development work to be accomplished during 2017-2018. The team is beginning with the foundation of policy development with the question of which entity(ies) own data hosted by the ESUCC - school districts, NDE, ESUs, ESUCC. The answer to this question determines responsibilities and liabilities and determines the direction of our policies and procedures.

The Future Ready Council Data and Privacy team has developed near-term goals of assessing needs and gaps in data privacy and security and then developing resources and supports to address those. These may take the form of template policies, best practice documents and professional development opportunities to address areas of focus.

The Nebraska Cyber Security conference on September 28th included sessions on security policy, along with technical security--networks, systems and applications. These resources will be useful in developing the ESUCC and Future Ready policies.

### Hosting Infrastructure

The NOC hosting and sustainability work group is evaluating options for our future hosting needs, including in-state and commercially-hosted options. Greg DeYoung from Microsoft met with our group on September 20th to discuss licensing and hosting options and offered to examine our current licensing to be answered so that costs can be optimized. The work group will continue until completing the evaluations and then develop recommendations to present via the NOC affiliate.

Hosting work has been transferred away from a number of our older servers, and these are ready to be removed from the Nebraska Hall data center soon. One virtual server is remaining and after that is migrated we will be able to remove hardware and consolidate to one equipment rack from the current 2.

## **Single Sign-On (SSO) and App Launch Portal**

As of October 2nd, 222 districts and ESUs are listed in the production single sign-on framework. The Innovation grant includes work to enhance the portal and single sign-on experience. SIMPL was built with SSO support, and I am currently working with SAS Curriculum Pathways (a free resource) to integrate that software with the framework. Updates to the app launch portal are delayed and projected to be ready for production roll-out at the semester break.

## **SRS and AAP**

The software has completed certification in the sandbox environment which uses test data. We are now progressing to the staging environment where we will work with 2 or 3 districts' live data to complete the certification process this month. The conversion of the SRS software to the Zend framework is nearly complete. After that, our focus will be on modernizing software further to incorporate and accomplish the 5-year plan being developed by the SRS advisory committee.

## **BlendEd and NROC/EdReady**

Work continues with pilot districts in the use of BlendEd strategies and the NROC EdReady software. Beth Kabes and Nancy Movall will provide details in their reports.

## **SIMPL**

The version 1 web application is live. Pilot ESUs meet regularly and additional ESUs have joined these meetings to collaborate on the process of service planning and implementation. Additional enhancements to processes and the software are in progress.

## **ADVISER**

6 SIS vendors completed certification to publish data, and 1 more (JMC) is nearly complete. Vendors needed to release updates to enable districts to publish 2017-2018 data into the ADVISER data store. These were in most cases released in September and as of September 29th, 20 districts had published current year data. This is increasing rapidly/daily as the updated software is installed and publishing is turned on. Secret and key credentials for publishing data are available for all Nebraska districts with a certified vendor.

Project goals for the 2017-2018 year are:

- Have all EAP 2 Districts with certified vendor publishing by October 15, 2017
- Have all districts publishing by December 1, 2017.
- Have up to 2 or more Ed-Fi workdays at each ESU
- All districts and appropriate staff members can successfully view the Dashboard by February, 2018
- All districts have done a data check and review utilizing the ADVISER Validation site and other tools that are available. They have addressed any errors/issues by June 1, 2018.

## Council for a Future Ready Nebraska

The full council will meet in Lincoln on October 19th. The council, involving about 30 people from a broad cross-section of NDE, ESU, school district and external partner representatives. From the prior work and outcomes of the October meeting, a draft statewide digital learning plan will be produced and released for broad review.

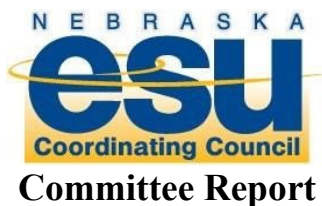
From the vision document: “The Future Ready Nebraska Council provides intellectual and practical insights toward the development of Nebraska’s Digital Learning comprehensive plan for PK-12. This digital learning plan will build a coherent long-term strategy that sets directions and priorities, supports innovation, and provides resources to enable Nebraska educators and students to benefit fully from digital-age teaching and learning.”

The Future Ready framework is helpful in discussing technology planning and useful for the council to discuss priorities in 7 areas:

- Curriculum, Instruction, and Assessment
- Use of Space and Time
- Robust Infrastructure
- Data and Privacy
- Community Partnerships
- Personalized Professional Learning
- Budget and Resources

## Learning Management Systems

The Schoology and Blackboard pricing contracts will expire in 2018 and Canvas is not currently under contract with the ESUCC. The LMS market has changed since those contracts were put in place 3 years ago. Some large and small districts have chosen not to adopt or discontinue a traditional LMS and are meeting a set of LMS-related needs using other software. For these reasons a working group similar to the one convened in 2014 should be brought together to study district and ESU needs in this area. Dave, Dean Folkers and Scott are discussing this need and planning to bring together a group soon, aligned with the Future Ready council's work.



## Committee Report

**PROJECT NAME:** BlendEd and Distance Ed

**PROJECT DIRECTOR:** Beth Kabes

**REPORT PERIOD:** October, 2017

### **COMMITTEE REPORT:**

BlendEd Committee meet on Fridays at 9 a.m. over zoom throughout the month of September. Discussion items include:

[September 15, 2017 - OER, Creating/Curating for OER, AESA Affinity Group for OER, Fall Ed Tech, Zoom, SSO, NET](#)

[September 8, 2017 - OER](#)

[September 1, 2017 - OER, Pilot visits, uPortal](#)

### **BlendEd Pilot:**

- Pilot school visits continue this fall.
  - Visited in September are: Broken Bow, Shelby-Rising City, Litchfield, Lincoln PS - The Career Academy, Thayer Central, Tri-County, Freeman, Mullen, Mitchell, Bayard, and Kimball.
- Statewide Webinars for sharing and learning from 3:45 – 4:15 CT the last Tuesday of each month.
  - Shara Johnson from ESU2 and Crystal Hurt from ESU10 are developing videos to share with the teachers on LMS usage (providing a Canvas and Schoology view)
  - September 26, Discussion Boards in an LMS
  - October 17, Assignments in an LMS
- ESU Coaches Monthly Meetings 1<sup>st</sup> Monday of each month
  - [October 2, 2017](#)
- Meeting with BlendEd Pilot Administrator at a reception on November 2 at Fall Ed Tech in Kearney.
- John Sutton from RMC Research Group joined Beth at two pilot school visits (Mitchell and Bayard) in September. Provided opportunity to learn more about what blended learning looks like in classrooms.
- Cohort 2 – 2018-2020
  - Letters inviting districts to join Cohort 2 will be sent from NCSA to members and from ESUCC to ESU Administrators

- Will include Cohort 1 Year 1 [Infographic](#) and Readiness [Rubric](#)
- Applications are due January 15
- BlendEd Pilot website: [bit.ly/neblend](http://bit.ly/neblend)
- Dates for training for Cohort 2
  - March 14 = Cohort 2 Kick Off in Kearney
  - March 15 = Cohort 2 Kick Off in Lincoln
  - March 16 = BlendEd Coaches Training in Lincoln (available to any ESU staff)

### **Promotion and Professional Development of BlendEd**

- Presented to ESU11 Fall Workshop on October 2, 2017
  - Take a look at a Blended learning classroom (also HippoCampus and EdReady)
- Presenting a join session with Jon Cerny from Bancroft-Rosalie at Education Conference in Omaha in November (NASB)

### **DISTANCE EDUCATION:**

- Presentation to NSLA (School Librarians) on VFT on October 13, 2017 – co present with Molly Aschoff
- Sponsoring VFT Providers workshop on November 7, 2017 at LPS Admin building.
- Requests from multiple Distance Learning coordinators to meet between the 3 TLT meetings. Scheduling meetings below (bold are the ones planned outside of the TLT times):
  - **October 24, 2017 1 - 4 p.m. CT - zoom**
  - November – part of TLT meeting
  - December – will be determined
  - January – part of TLT meeting
  - February – zoom if needed
  - **March 27, 2018 1 - 4p.m. CT - zoom**
  - April – if needed
  - May – during TLT meeting

### **ESUPDO**

#### **AESA**

- OER Affinity Group – member of the planning committee. Next meeting is: November 15, 2017
- Blended and Personalized Learning Affinity Group – co leader of the group. Next meeting: December 13, 2017





**PROJECT NAME:** BlendEd Projects – Instructional Materials

**PROJECT DIRECTOR:** Rhonda Eis

**REPORT PERIOD:** October 2017

**TLT Affiliate Report**

TLT met on September 14 at ESU 3 following the PDO events. Discussions focused on current and future projects. The affiliate also discussed the need for more work groups rather than the three broader focus groups. Six work groups were identified and members were surveyed as to their interest in working with a group. TLT leadership will be structuring time for these groups to meet at the TLT November 15-16 training/meeting.

The groups are:

- BlendEd
- Digital Citizenship
- Instructional Materials/OER
- Distance Learning
- Emerging Technologies
- Training

The OER Sub-committee presented the OER Commons Hub Proposal. Following meeting, ESUs voted to move forward with the Hub but wanted a plan of action before presenting it to the ESUCC Technology Committee on October 3. The OER Sub-committee met on September 20 to map out the implementation and address areas of concerns. Voting results by ESU:

1	NO
2	YES
3	YES
5	YES
7	YES
8	YES
10	YES
11	YES
13	YES
15	YES
16	YES
17	YES
18	YES
19	YES

### ***2017-2018 TLT Leadership Team***

- Co-Chair - Chris Good, ESU 1
- Co-Chair - Patty Finney, ESU 17
- Co-Recorder - Eileen Barks, ESU 2
- Co-Recorder - B.J. Peters, ESU 13
- Co-Representative - Katie Morrow, ESU 8
- Co-Representative - Shara Johnson, ESU 2
- ESUCC Representative - Beth Kabes
- ESUCC Coordinating Council Representative - Rhonda Eis
- NDE Representative - Dorann Avey

### **Upcoming TLT Meeting and Training**

- November 15th @ 9:00 AM – 3:30 PM – TLT Training @ ESU 3
  - Julee Sauer from ESU 3 on Instructional Models
- November 16th @ 9:00 AM – 3:30 PM – TLT Meeting @ ESU 3