

ESUCC
Executive Committee Meeting
Wednesday, January 3, 2018, 11:00 AM
ESU 3 plus Zoom, 6949 South 110th Street, LaVista, NE 68128

Attendance Taken at 11:04 AM.

Jeff West (NE):	Present
Dr Kraig Lofquist:	Present
Dan Schnoes (NE) (ESU 03):	Present
Dr Larianne Polk (ESU 07):	Present
Geraldine Erickson (ESU 17):	Present

1. Call to Order
2. Roll Call
3. ESUCC Timeline
4. Agenda Item
 - 4.1. AESA Redesign
 - 4.2. ESUCC/ESU Planning Process
 - 4.3. ESUCC PDO Calendar 2018-2020
 - 4.4. Multi-State ESA Conference
 - 4.5. MSA 2018-2019
 - 4.6. February and March DL Host Sites Timelines
 - 4.7. Executive Director Evaluation
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}}

FIVE BOLD STEPS: Next Generation of AESA



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AESA'S REDESIGN

The Next Generation of a National Association



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

Based on the Thinking of Members and the AESAs Design Team

September-October, 2016

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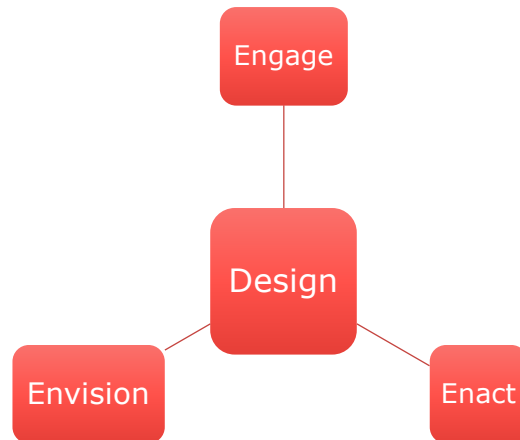
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AESA'S REDESIGN

DESIGN AS PLANNING



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.

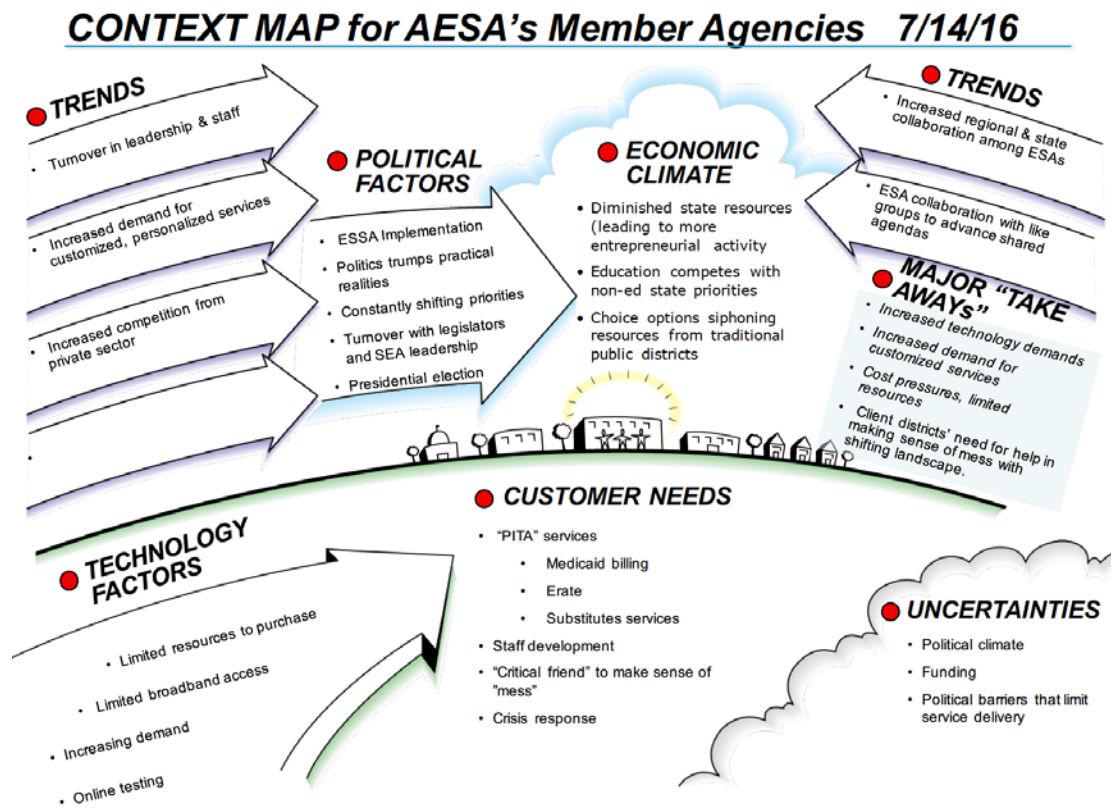


Figure 2: Context Map for Member Agencies

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.

AESA'S MESSY CHALLENGES

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

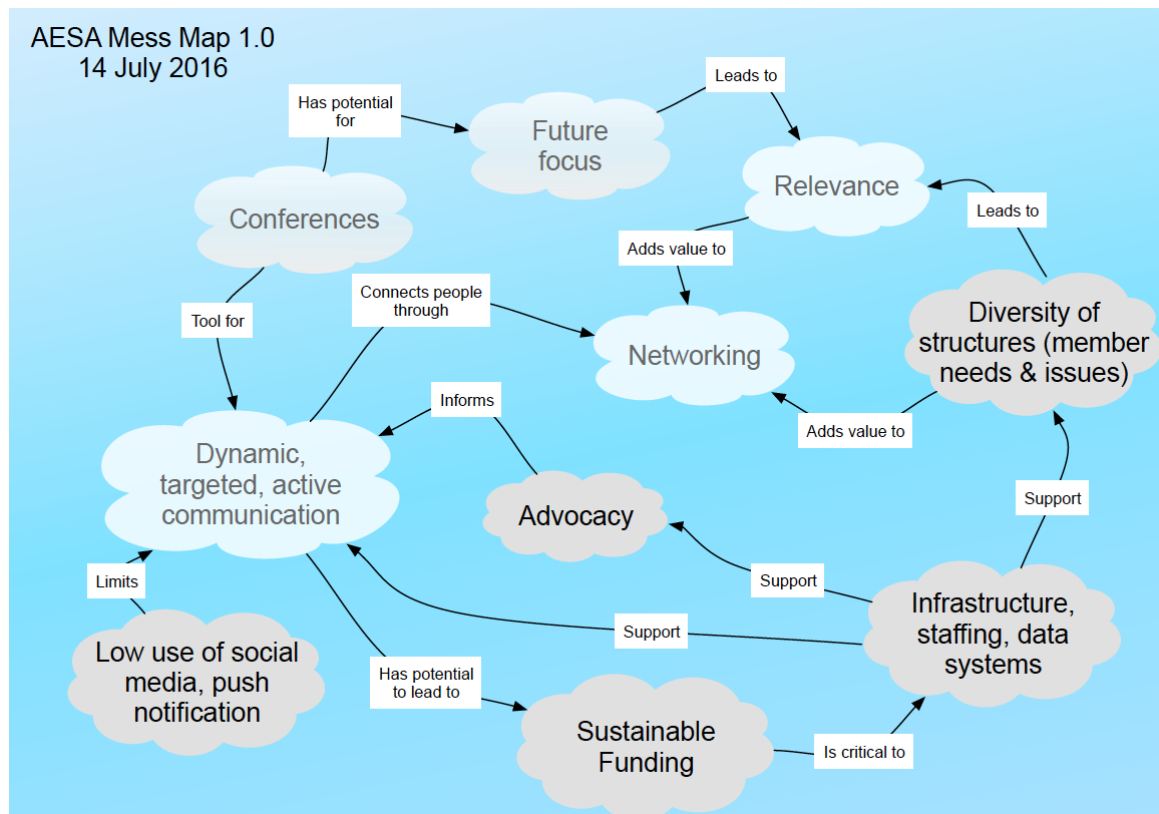


Figure 3: Map of the Messy Challenges Facing AESA in 2016

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

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

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

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

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

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

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

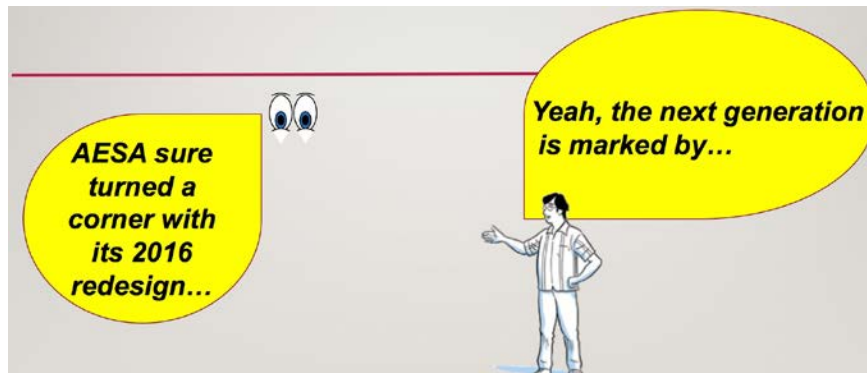
- *Summer and Annual National Conferences:* offer strands and network opportunities designed for job-alike specialists; include opportunities for regional groupings.
- *Social and Digital Media:* use a variety of means to communicate directly with members.
- *Membership Categories:* have a variety of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