

ESUCC  
Executive Committee Meeting  
Tuesday, April 3, 2018, 2:00 PM  
ESU No. 3, 6949 South 110th Street, Omaha, NE 68128

Attendance Taken at 2:00 PM.

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. Agenda Item
  - 3.1. PDO Calendar Review
  - 3.2. Approve ESUCC Rotating Meeting Calendar
  - 3.3. Approve ESUCC PDO Calendar 2018-2020
  - 3.4. ESUCC Redesign
  - 3.5. Multi-State ESA Conference
  - 3.6. MSA 2018-2019
  - 3.7. Approve Partnership with NCSA and NDE for Safety and Security Summit - October 17, 2018
4. Adjourn to Executive Session
5. Executive Session
6. Approval of Salary and Benefits Package of ESUCC Employees for the 2018-2019 year.
7. Next Meeting Agenda Items

## 8. Adjournment

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

	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
Jul/Aug	KNY	KNY	KNY	KNY
Sep	10	9	10	9
Oct	18	18	18	18
Nov	3	3	3	3
Jan	10	10	10	10
Feb	4	1	17	8
Mar	13	15	11	19
Apr	2	5	6	7
May	16 O	10	16 NP	10
Jun	TBA	TBA	TBA	TBA

	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
ESU 01		Feb-20		
ESU 02	Apr-19			
ESU 03	Nov-18	Nov-19	Nov-20	Nov-21
ESU 04	Feb-19			
ESU 05		Apr-20		
ESU 06			Apr-21	
ESU 07				Apr-22
ESU 08				Feb-22
ESU 09		Sep-19		Sep-21
ESU 10	Sept-18; Jan 19	Jan-20; May-20	Sept-20; Jan 21	Jan-22; May-22
ESU 11			Mar-21	
ESU 13	Mar-19			
ESU 15		Mar-20		
ESU 16	May-19		May-21	
ESU 17			Feb-21	
ESU 18	Oct-18	Oct-19	Oct-20	Oct-21
ESU 19				Mar-22

**Notes**

Admin Days

Budget Hearing

NDE/ESUCC

NASB

ESUCC/PDO - DL

DL

DL

NDE/ESUCC

ESUCC/PDO

DL

**Key  
ESUCC**

<u>On Website</u>	<u>Date</u>	<u>Time</u>	<u>Place</u>	<u>Room</u>	<u>ESUCC and ESUPDO Events</u>	<u>NDE, NCSA and NASB Events</u>
<b>June 2018</b>						
	June 13-14, 2018	10:00-5:00	TBA	TBA	ESUCC Meetings as needed	Legislative Committee: Proposed Legislation
<b>July 2018</b>						
	NO NDE Board Meeting Wednesday, July 25, 2018	3:00-5:00	NDE Holiday Inn	State Board Room	ESUCC Budget Review Meeting	NDE State Board Meeting
	July 25-27, 2018			Younes Conf Center		NCSA Admin Days
<b>August 2018</b>						
<b>September 2018</b>						
	Wednesday, September 5, 2018	10:00-5:00	ESU 10, Kearney		ESUCC Committee Meetings	
	Thursday, September 6, 2018	8:30-1:00	ESU 10, Kearney		ESUCC Regular Board Meeting	
<b>October 2018</b>						
	Tuesday, October 2, 2018	10:00-5:00	LPS	Conference Rooms	ESUCC Committee Meetings	
	Wednesday, October 3, 2018	8:30-10:00	LPS	Board Room	ESUCC Regular Board Meeting	
	Wednesday, October 3, 2018	10:00-3:30	LPS	Board Room	ESUCC/NDE Collaboration Meeting	
<b>November 2018</b>						
#16764	Tuesday, November 13, 2018	10:00-5:00	ESU 3	Calamus/Platte	ESUCC Committee Meetings	
#16765	Wednesday, November 14, 2018	8:30-1:00	ESU 3	Calamus/Platte	ESUCC Regular Board Meeting	
<b>December 2018</b>						
<b>January 2019</b>						
<b>**Please note on all DL Sites need to be confirmed 10 days prior to ESUCC DL meetings**</b>						
#16756	Wednesday, January 2, 2019	10:00-5:00	ESU #3, LaVista + DL	Calamus/Platte	ESUCC Committee Meetings	
#16758	Thursday, January 3, 2019	8:30-10:00	ESU #3, LaVista + DL	Calamus/Platte	ESUCC Regular Board Meeting	
	1/21/2019 (??)	10:00-12:00 PM	Zoom		ESUCC Legislative Committee (Bill Review)	
<b>February 2019</b>						
<b>**Please note on all DL Sites need to be confirmed 10 days prior to ESUCC DL meetings**</b>						
	Wednesday, February 6, 2019	10:00-5:00	LPS Admin, Lincoln + DL		ESUCC Committee Meetings	
	Thursday, February 7, 2019	8:30-10:00	NCSA + DL	Conference room	ESUCC Regular Board Meeting	
<b>March 2019</b>						
<b>**Please note on all DL Sites need to be confirmed 10 days prior to ESUCC DL meetings**</b>						
	Wednesday, March 6, 2019	10:00-5:00	ESU 9, Hastings + DL	Conference Room A/B	ESUCC Committee Meetings	
	Thursday, March 7, 2019	8:30-10:00	ESU 9, Hastings + DL	Conference Room A	ESUCC Regular Board Meeting	
<b>April 2019</b>						

#16759	Tuesday, April 2, 2019	10:00-5:00	ESU #3, LaVista	Calamus/Platte	ESUCC Committee Meetings
#16760	Wednesday, April 3, 2019	8:30-10:00	ESU #3, LaVista	Calamus/Platte	ESUCC Regular Board Meeting
#16761	Wednesday, April 3, 2019	10:00-3:30	ESU #3, LaVista	Cass/Douglas	ESUCC/NDE Collaboration Meeting

**May 2019**

Tuesday, May 7, 2019	8:30-12:00	ESU 10, Keamey	ESUCC Committee Meetings
Tuesday, May 7, 2019	12:00-4:00	ESU 10, Keamey	ESUCC Regular Board Meeting

**June 2019**

June 5-6, 2019	10:00-5:00	TBA	TBA	ESUCC Meetings as needed	Legislative Committee: Proposed Legislation
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**July 2019**

Wednesday, July 31, 2019	3:00-5:00	Holiday Inn	ESUCC Budget Review Meeting
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**August 2019**

Wednesday, September 4, 2019	10:00-5:00	ESU 10, Keamey	ESUCC Committee Meetings
Thursday, September 5, 2019	8:30-1:00	ESU 10, Keamey	ESUCC Regular Board Meeting

**October 2019**

Tuesday, October 1, 2019	10:00-5:00	Country Inn & Suites, Lincoln	ESUCC Committee Meetings
Wednesday, October 2, 2019	8:30-10:00	Country Inn & Suites, Lincoln	ESUCC Regular Board Meeting
Wednesday, October 2, 2019	10:00-3:30	Country Inn & Suites, Lincoln	ESUCC/NDE Collaboration Meeting

**November 2019**

Tuesday, November 19, 2019	10:00-5:00	ESU 3	ESUCC Committee Meetings
Wednesday, November 20, 2019	8:30-1:00	ESU 3	ESUCC Regular Board Meeting

**December 2019**

**January 2020**

**\*\*Please note on all DL Sites need to be confirmed 10 days prior to ESUCC DL meetings\*\***

Wednesday, January 8, 2020	10:00-5:00	ESU #3, LaVista + DL	ESUCC Committee Meetings
Thursday, January 9, 2020	8:30-10:00	ESU #3, LaVista + DL	ESUCC Regular Board Meeting
Tuesday, January 21, 2020	10:00-12:00 PM	Zoom	ESUCC Legislative Committee (Bill Review)

**February 2020**

**\*\*Please note on all DL Sites need to be confirmed 10 days prior to ESUCC DL meetings\*\***

Wednesday, February 5, 2020	10:00-5:00	LPS Admin, Lincoln + DL	ESUCC Committee Meetings
Thursday, February 6, 2020	8:30-10:00	NCSA + DL	ESUCC Regular Board Meeting

**March 2020**

**\*\*Please note on all DL Sites need to be confirmed 10 days prior to ESUCC DL meetings\*\***

Wednesday, March 4, 2020	10:00-5:00	ESU 11, Holdrege + DL	ESUCC Committee Meetings
Thursday, March 5, 2020	8:30-10:00	ESU 11, Holdrege + DL	ESUCC Regular Board Meeting

**April 2020**

Tuesday, April 7, 2020	10:00-5:00	ESU #3, LaVista	ESUCC Committee Meetings
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Wednesday, April 8, 2020	8:30-10:00	ESU #3, LaVista		ESUCC Regular Board Meeting	
Wednesday, April 8, 2020	10:00-3:30	ESU #3, LaVista		ESUCC/NDE Collaboration Meeting	
<b>May 2020</b>					
Tuesday, May 5, 2020	8:30-12:00	ESU 10, Kearney		ESUCC Committee Meetings	
Tuesday, May 5, 2020	12:00-4:00	ESU 10, Kearney		ESUCC Regular Board Meeting	
<b>June 2020</b>					
June 3-4, 2020	10:00-5:00	TBA	TBA	ESUCC Meetings as needed	Legislative Committee: Proposed Legislation
<b>July 2020</b>					
Wednesday, July 29, 2020	3:00-5:00	Holiday Inn, Kearney	Conference Room	ESUCC Budget Review Meeting	

**ESUCC Redesign Work with Susan Leddick**  
**February 7, 2018**  
**LPS Admin Building**

Design Team Session 1 will be characterized by small group work, reporting out to full group, dialogue, and development of consensus among the group. Susan Leddick will provide templates and protocols to guide the activities. She will also provide written documentation of the work in progress.

**Working Agenda:**

Welcome members and issue the charter to the Design Team

- Plan or be planned for!
- If we could have what we want, what would it be?

**Process**

- Help organization **communicate** progress to and **involve** the stakeholder groups.
- Help the organization **organize** the information gathered from the stakeholders and from the Design Team, itself.
- **Develop** the design of ESUCC based on stakeholder information and context.
- Helps the organization plan for **implementation** of the new design.
- Serve as **ambassadors** for the process design.

**A Critical Choice**

- Improve
  - Start with what is
  - Try to predict the future
  - Look for opportunities and threats in the present
  - Accept incremental change
- Design
  - Start with what you would have right now if you could have what you want
  - Try to create the future you want
  - Understand how the present locks you in
  - Produce order of magnitude change

**Thinking together**

- Why Design?
  - Improve – locked in; Design process we have access to everything
    - Create our own future – get a say in process

- Improve – reacting; Design – look at what we do and do the design a whole lot better.
- Improve – thinking inside the box; Design – step outside the box and work toward the future.

### **Why is this important work for the ESUCC right now?**

- The aha moment – we are not ESU, we are ESUCC – we used to be a rubber stamp, now we communicate through a process
- Find the data sources that define the ESUCC – how do we check progress?

Too often the case – we do our best but we stay the same.

The job ahead in ESUCC

Design the Next Generation of ESUCC

Make it the best and most exciting set...

### **Interactive Design Phase**

- **Engage**
- **Envision**
- **Enact**

### **Solution**

Interconnect challenge; No right answer

Formulate the Set of Interacting Challenges

Participation – exciting limit constrained

Design the preferred solution

Short term wins; remove obstacles for long term wins; leadership is critical

Plan and execute Implementation (Successive approximations)

### **Working Together....Getting Organized**

- ESUCC Context
- Working with stakeholders – how to work with them and seek their voice
- Interacting problems – working proactively
- Design demands leadership for action

### **Building our Team**

- North Action – Just do it!
  - Get stuff done
  - Take time to listen to all ideas
- East – Vision – What are the possibilities?
  - Explain what is important
  - Need to provide opportunity for forgiveness
  - Vision can't help without details, caring
- South – Caring – What do you think?

- If we care we will step up as good leaders and take care of everyone. For those that don't care – help them find a place where they do care. Take action and do things.
- West – Details – Who? What? When? Where? Why?
  - Harmful – analysis paralysis
  - Need time to provide reason/process

**Compass Point:**

- Strengths: Our contributions to a group
- Limitations – what should we watch out for
- Requests: what we need to do our best work
- Friction: Others annoy us when they....

Ground Rules – How we want to work together?

1. Treat each other with respect
2. Keep an open mind
3. Listen to understand
4. Balance advocacy and inquiry
5. Maintain confidentiality
6. Take risks
7. Tell the truth
8. Be present
9. Have fun

ESUCC History and Context

2007 – ESUCC created

Master Timeline (whiteboard)

Group 1 - picture of chart paper

Group 2 - picture of chart paper

Group 3 - picture of chart paper

Group 4 - picture of chart paper

1965-1980

1980-2007

2007-Present

**What happened repeatedly –**

- Several things that fit both accomplishments and challenges
  - Stars
  - State Formula
  - Consolidation – ESU 12 and ESU 14

- Funding
- Being questioned on the role of ESUCC – reaffirming the value to schools (Value Proposition – if we provide these services it provides; financial proposition)
- Helping to define the worth collectively
  - What data do we have to demonstrate our value?
- If we didn't have the ESUs – how does this affect students, teachers?
- Coop – we get vendor price line – the vendor offers the prices outside of that to schools
- In the beginning the group was more social. Important but how to do legally.
- Equity plan – making equitable across the state. Created the Cores Service Formula to make things more equitable. The formula has ebbed and flowed over time.
- Lots of free standing agreements among ESUs, by bringing under one umbrella we have one MSA Agreement. There was no accounting that structure all projects.
- What needs to be a part of ESUCC and what needs to stay at ESU level?
- When it was a loose organization it was dangerous – now there is more structure.

Statewide Functions - Statute  
Statewide coordination

**State Statute [Section 79-1246](#)**

The Educational Service Unit Coordinating Council shall work toward statewide coordination to provide the most cost-effective services for the students, teachers, and school districts in each educational service unit. The council's duties include, but are not limited to:

- 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
- Coordination of Distance Education

Brief background on ESUCC, the history of ESUs in Nebraska, ESAs nationally, and the changing demands on the education system and the ESUs in Nebraska

Begin the work of understanding the current system and what holds it in place: What's the context in which ESUCC is operating today?

Success changes the game: How the definition of success is changing for ESUs.

Social System - parts made up of people

- Power - ability to influence decision of value and for others.
- Wealth - what's our worth
- Beauty - relating to each other - belonging
- Values - how we manage conflict - what do we value as a group
- Knowledge - what is our no-how - expertise - how do we measure

**Getting Started...Always in the Middle of Something**

Context - matters tremendously - what are we in the middle of

## Context Map

- Trends
  - Positive
    - valued relationship with NDE - streamline POC
    - stronger solution agent
    - more trust and relationships amongst ESU - as opposed to individual work
    - increased input from affiliates
  - Negative
    - unknown of what we do - tying CC to schools district
    - funding -
      - diminishing revenue sources
      - what needs to be funded
      - what does equitable mean
    - working with NDE Board
      - distrust with NDE/BOE
    - little political clout
- Political
  - legislative term limits
  - institutional knowledge of esus and esucc due to limits
  - legislative assumptions/blinders - lack of awareness
  - lack of trust/respect for ESUCC
  - tax relief
  - charters and vouchers
  - efforts to demise public schools
  - unicameral vs party system
  - Governor wants to do away with NDE and appoint Commissioner - Legislative Resolution - LR285CA
  - National educational agenda
  - Education Chair - no need for ESUs
- Economical Climate
  - conservative/cut spending - legislative disposition
  - legislative - governance of conservatism to cut spending
  - reliance on property tax to funds education - cut schools, ESUS, ESUCC
  - local to fund schools in each ESUs and expectations - locals will support their schools.
  - eroding core service dollars
  - importance of contract services in our ESUs - started with provisioning of SPED services. Are we to be more entrepreneurial?
- Technology
  - having good management of tech at state level
  - who does what/who are main players
  - project completion
  - ease of communication

- are we looking at more statewide connections/growth
- transition of looking at 1:1 as tools not the instructions
- Uncertainty
  - unknown expectation/communications
  - who's responsible
  - roles in projects - who owns what
  - access, ability, time for development (limited)
  - technology plan
  - setting our own priorities - be on the cutting edge
- Customer Needs

### Group - What are we in the middle of?

Look for:

How structured or organized

Interesting Services

Value proposition

- Communication at Unicameral level - knowing their role
- Uncertainty with great opportunity
  - not be seen as a resource to take up resource but provide solutions
- Use our organization more effectively and share best practices across the state
- Strengths in the number of people in this room - communicate as one voice

Problems

Technical

Adaptive

### Take a field trip to...

- Iowa AEA System (<http://iowaaea.org/>)
  - nine aea's
  - members pay to make it run
  - they offer the same type of services -
    - learning online
    - purchasing
    - AEA online
  - bring tech together
  - build the collective and organizational capacity of AEA personnel to delivery quality service as co-owners of every student learner.
  - contract between dept/state for student achievement
  - no state funding
  - advocate for trainers - leadership
- Association of ESDs in Washington State (<https://www.waesd.org/>)
  - governed by exec board like us
  - board members are elected by local school board members

- state funded
- services are much like ours
- offer the accreditation process
- impressive website - data, return on investment, charts
- documents for legislature - executive summary
- Executive Director - one of the Board members become the director for two years - liaison for state department.
- Ohio ESC Association (<https://www.oesca.org/>)
  - governance structure similar as ours
  - superintendent of state on the board
  - business partners
  - individual memberships - benefits that they are entitled to
  - pay dues
  - retired member still get benefits
  - standing committees - directly related to goals
  - main goal to increase active membership
  - staff is executive director and executive assistant
  - elevator speech on who/what you are
  - summer school
  - extended school year plans
  - license foreign language
  - vendors vetted through agency for state
- PA Association of IUs (<https://www.paiu.org>)
  - entrepreneurial
  - similar organization
  - executive direct, program director, and executive assistant
  - high speed educational network
  - keystone catalog - online courses - most have fees
    - program of services
  - management of conflict

What does the virtual trip make you think about our role for the future - implications

- focusing our needs on better or higher quality of the things that we do - websites, education, stuff we do for districts, don't chase things too far if we can do better
- communication with all education organizations in the state : NCSA, NASB, etc
- legislation - is what we doing effectively and timely. Can we communicate with our senators cause we aren't getting message there
- purposeful - coop, legislation - enhance to next level
- defining needs from the legislation - ie: summer school - joint plan
- sharing of PD resources - housing of content, train in other areas that needs that expertise
  - greater as a whole than individually
- more diverse than what our focus has been - initiatives should be based on school needs - face to face conversations meet the needs better than survey

- website, marketing, and accreditation piece
- leadership needed to enact

**The Definition of Success is Changing for State Networks:**

From This | To This

- [Group 1](#)
- [Group 2](#)
- [Group 3](#)
- [Group 4](#)

ESU Stakeholder Analysis (framework listed here; small groups will complete this table)

Stakeholder	Expects to Get	Can Give	Degree of Influence/Stake

*Stakeholder Analysis: ESUCC*

**February 8, 2018 8:00 a.m. – 4:00 p.m.**

Working Agenda:

- ✓ Draft the problem formulation: what is the set of interacting and dynamic challenges ESUCC designers face?
- ✓ Collect design specifications from the Design Team. (Answer the design question, “what would we have if we could have what we want in the next generation of ESUCC?”) This activity will serve as a model for subsequent data collection from stakeholder groups. The Design Team will decide which stakeholder groups to include and will use the protocol Leddick provides to conduct these data gathering sessions and document the comments.
- ✓ Establish next steps, including validation of insights from Session 1, communication plan, collection of specifications from selected stakeholder groups and any additional preparation for Session 2 (May 7-8).
- ✓ Set a date for a progress check call in late March.
- ✓ Evaluate the meeting and adjourn

**Three things:**

What struck you as you thought about your design team’s work in the first session?  
Share with your partner?

- Many great minds in the room.
- Need to justify our existence through marketing ESUCC
- Like looking at other states
- Open and honest dialog - non-threatening
- Helpful to have the knowledge from peers

- How to we record the history and retain
- What can ESUCC do that can't ESUs can't do without us (system)
- Why have this level of bureaucracy if it is not needed?
- Impressed with how everyone was willing to share ideas that would not happened in our meetings
- Intriguing to hear all the parts...can we come out with one common story

***A System is a set of highly differentiated parts that when working together can produce outcomes no one of them can produce alone. R.L. Ackoff***

### **Summer School Discussion**

[Summer School Criteria](#) - example

How to act as a model - whole

Parts

individual LEAs/school districts

parents

non-proficient students

AEAs (curriculum directors, tech, business managers, facilities, etc)

Who's responsible?

nine leaders of AEAs working together equivalent of ESUCC

What is the whole system doing?

Consistent message - uniform voice

Pool resources - coordinate resource

Can they do what they do when working together better than what they do in silos?

How would things be different at ESU and ESUCC levels (whole) if we took this approach with the ESUCC on big initiatives?

### **How to respond to State Initiative?**

[Picture](#)

Initiative > Identify the Challenges LEAs (customers) will have > Identify how the ESUs can help > Identify the groups of decision makers (solutions provider) > Develop guidelines to coordinate resources; produce guidelines for consist decision at the local level > Deploy > Evaluate > Improve

Avoid "done to you"

Consistent message

\*\*Influence ahead of Initiatives

Gives affiliates a place

When NDE sets an initiative we need to be at the table.

NDE needs to be better about communication initiatives and allow them to decide to how to proceed and who to involve.

Competitive Grants caused more issues...went to State Dept and said we will be the POC and every need met.

- Stakeholder Analysis - finish

ESU Stakeholder Analysis (framework listed here; small groups will complete this table)

Stakeholder	Expects to Get	Can Give	Degree of Influence/Stake
ESUs	<p>Opportunity to bounce ideas off peers (Network of support)</p> <p>Coordination of efforts statewide</p> <p>Consist, coordinated vision</p> <p>Advocacy for all members</p> <p>Provide consistent guidance or parameters for special projects delivered through the ESUs</p> <p>Manage collaboration with NDE</p> <p>Provide Solution leadership</p>	<p>Expertise</p> <p>Development of Initiatives</p> <p>Think Tanks</p> <p>Identification of expressed and latent needs and help develop solutions</p> <p>Contractual support</p> <p>Collegiality</p> <p>Implementation Initiatives</p> <p>Leadership structure (ESU Superintendents and the affiliate leaders ARE the CC)Statewide Presence for distribution (communication pipeline between LEAs and CC) diversity</p> <p>Initiate best practices</p> <p>Learning from “best known” practice</p>	<p>High influence/Medium to high</p>
Affiliates	<p>Inclusion in identifying statewide initiative and project</p> <p>Autonomy to respond collaboratively - agility and nimbleness to accomplish outcomes</p> <p>Link to school districts</p> <p>Coordination across affiliates groups (coordinated vision and work)</p> <p>Understanding of purpose of their work together - more deliberate about purpose</p> <p>Training opportunities with the defined purpose</p> <p>Direction not directed</p> <p>Leadership, presence, engagement, support, and direction</p> <p>Respect for who they are and what they do</p> <p>Ability or platform for sharing models and practice</p>	<p>Staff expertise and time for implementation</p> <p>Connection point in the school district</p> <p>Market/client needs</p> <p>Information</p> <p>Problem identification</p> <p>Voice of the affiliate groups</p> <p>Diversity of viewpoints and perspectives</p> <p>Honest assessment of the system from their perspective</p>	<p>Medium to low influence at present; desire to raise</p> <p>Medium to low stake</p>
Dept of Ed	<p>Coordination of capacity - (skills, talents, expertise)</p> <p>Solution Leadership (assertive suggestions about mutual activities to address issues or</p>	<p>Respect/trust</p> <p>Awareness of the supports</p> <p>Seat at the table to be part of conversation</p> <p>Funding</p>	<p>High to Medium Influence</p> <p>High stake</p>

	challenges in the education system) Relationships with School Districts Stakeholder engagement Communication Mutual Trust	Insight into the world of the state and federal bureaucracies	
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*Stakeholder Analysis: ESUCC*

*Purpose - Understand the set of interacting problems*

- Problem Formulation

[Solution Group](#) Document - both pieces

### **The Solutions Group**

- Take problem and figure out best possible solution.
- The solutions Group (TSG) is a full service education consulting firm
- Clients are the 50 school districts i a four-county area
- TSG offers professional development, technology, media, direct special education services, and a variety of other customized solution.

Themes: (Don't forget feelings) Put each on a sticky note:

- Many areas of focus
- Poverty
- Self Doubt
- Peer to peer support
- Fragmented
- Time Limitations
- No strong knowledge base
- External Demands
- Discipline Issues
- Overwhelmed - no support
- Frustrated

Connect the themes: ie: External Demands - Leads to - Frustration

Create a [Mess Map](#)

[Group 1](#)

[Group 2](#)

[Group 3](#)

[Group 4](#)

Possible Outcomes:

- Work on Instructional Models
- Coaching for Principals
- Create a discipline model

### Critique List of Recommendations

- Doesn't match list of themes
- being done to principals - without engaging them
- no emotional voting/response
- give them what has always been done

### What's the set of interrelated problems facing ESUCC?

- Brainstorm the most important themes you believe to be at work as we begin the ESUCC design process.
- Draw and label arrows that show the dynamic interactions among the themes
- Be ready to post and explain your work

Another Example of [Mess Map](#) - more dynamic

### [Work in Process](#)

#### ESUCC Mess Maps

##### [Group 1](#)

- Purpose
- Branding/Marketing for the CC
- Relevance
- NE Education Leaders

##### [Group 2](#)

- Defining Roles of the ESUCC
- ESUCC overall structure
- Relationships with outside stakeholders
- Advocacy

##### [Group 3](#)

- Well defined Marketing Process
- Structured Communications process within and across the infrastructure
- Response to LEA Needs

##### [Group 4](#) [Pic 2](#)

- Advocacy for the ESU System (all levels)
- Two-Way communication - statewide initiatives based on LEA needs
- Define the purpose and role of ESUCC

### Collect [Design Specification](#)

Each group to enter into spreadsheet

### Establish next steps

Gathering information from affiliates and NDE

Deb to set a meeting with Affiliates and Susan regarding their specs

Add items as you think of them to the spreadsheet until around the first of May.

Next dates May 7-8 in Kearney

**Set a date for progress check call in late March - possible April ESUCC Meeting on April 4**

**Evaluate the meeting and adjourn**

What happened here?

Honest conversations about where we are and where we hope to be

No restrictions on change - everything is on the table

Good involvement from all members of the Design Team

We focused on ESUCC not ESUs

Exciting opportunity to focus on change

Affiliate added good input

Took important step toward increased relevance in the NDE education system.

Promoting engaged leadership

Be ambassadors for this work and remain positive.

What did we do really well and what would we do different?

Made people feel comfortable.

All had similar issues

Fortunate to have affiliate members at the table

All voices were heard

Nice balance of inquiry and advocacy

Change

Brain Breaks

Power point available prior

Mix people up (work in three groups next time)

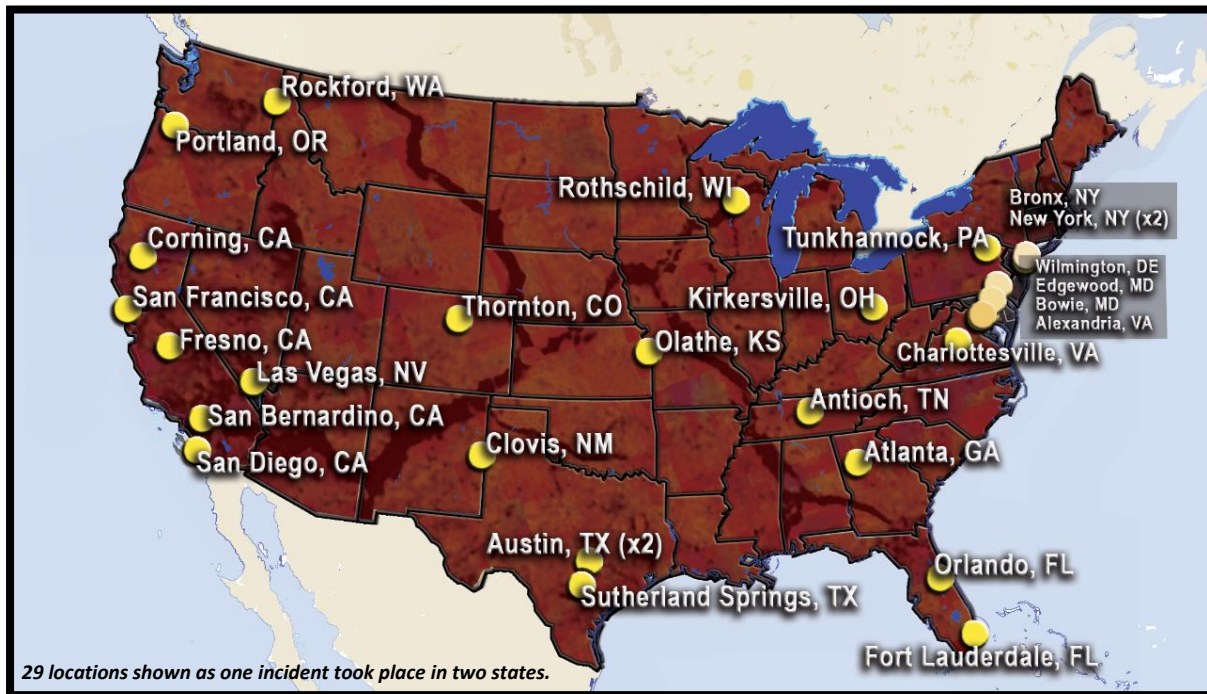
Adjourn meeting at 2:45 PM



# MASS ATTACKS IN PUBLIC SPACES - 2017

March 2018

## INTRODUCTION



Between January and December 2017, 28 incidents of mass attacks, during which three or more persons were harmed, were carried out in public places within the United States (see map for locations). These acts violated the safety of the places we work, learn, shop, relax, and otherwise conduct our day-to-day lives.<sup>1</sup> The resulting loss of 147 lives and injury to nearly 700 others had a devastating impact on our nation as a whole.<sup>2</sup> As the uncertainty they caused continues to ripple through our communities, those charged with ensuring public safety strive to identify methods to prevent these types of attacks. To aid in these efforts, the U.S. Secret Service National Threat Assessment Center (NTAC) examined these 28 incidents, to identify key themes for enhancing threat assessment and investigative practices. Regardless of whether these attacks were acts of workplace violence, domestic violence, school-based violence, or terrorism, similar themes were observed in the backgrounds of the perpetrators<sup>3</sup>, including:

- ★ Nearly half were motivated by a **personal grievance** related to a workplace, domestic, or other issue.
- ★ Over half had histories of **criminal charges, mental health symptoms, and/or illicit substance use or abuse**.
- ★ All had at least one **significant stressor** within the last five years, and over half had indications of **financial instability** in that timeframe.
- ★ Over three-quarters made **concerning communications and/or elicited concern** from others prior to carrying out their attacks. On average, those who did elicit concern caused more harm than those who did not.

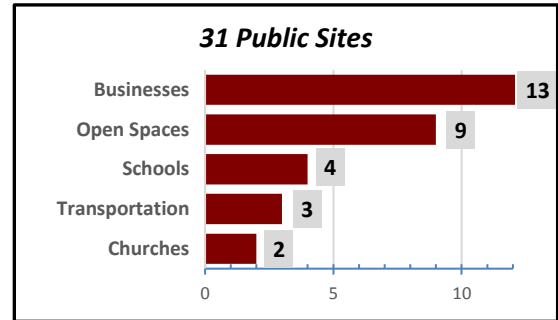
These findings, and others in this report, support existing best practices that the U.S. Secret Service has established in the field of threat assessment. They highlight the importance of gathering information on a person's background, behaviors, and situational factors; corroborating the information from multiple sources; assessing the risk the individual poses for violence; and identifying intervention points to mitigate that risk.<sup>4</sup>



## INCIDENT OVERVIEW

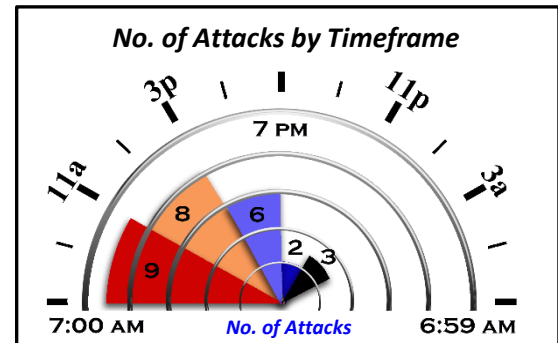
**THE PUBLIC SITES:** The 28 incidents were carried out at 31 different sites, with nearly half (46%) at businesses (e.g., a bank, retailers, a law office, warehouses). Those that took place in open spaces represented nearly a third (32%) and included such locales as public sidewalks, a large outdoor event, attractions, and communal areas. Four attacks (14%) were carried out at educational institutions including two elementary schools, one high school, and one university. The remaining incidents took place on commuter trains, at an airport, and at churches (see Figure 1).

Figure 1.



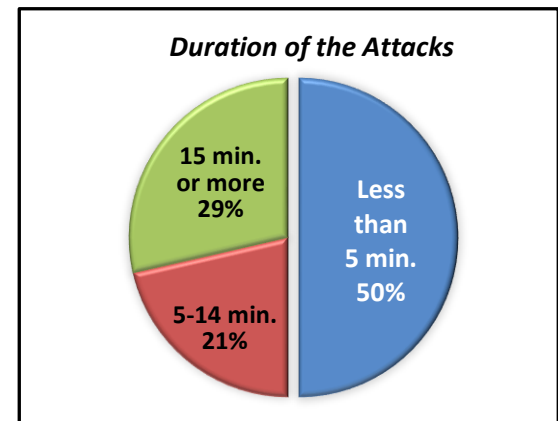
**THE WEAPONS:** Though most of the attacks were carried out using a firearm ( $n = 23$ , 82%), vehicles ( $n = 3$ ; 11%) and knives ( $n = 2$ ; 7%) were also used. Given the preliminary information on the attackers, of the 23 who used firearms, at least 10 possessed their weapons illegally at the time of the incident. Two of those ten were minors, and the others were either felons, had a protective order against them, or had some other factor that should have prohibited them from owning a firearm.<sup>5</sup>

Figure 2.



**THE TIMING:** The attacks took place throughout the year and occurred on every day of the week. Over half ( $n = 17$ , 61%) took place between the hours of 7:00 a.m. and 3:00 p.m. For half ( $n = 14$ , 50%), the violence ended within 5 minutes from when the first shot was fired or first person was harmed (see Figure 2 and Figure 3).

Figure 3.



**END OF THE ATTACKS:** In over half of the incidents, the attackers ended the violence by either departing the scenes on their own ( $n = 10$ , 36%) or committing suicide at the scene ( $n = 7$ , 25%). For the remaining attacks, the violence ceased as a result of actions taken by law enforcement ( $n = 5$ , 18%) or bystanders ( $n = 2$ , 7%), with a few ending when the firearm or vehicle became inoperable ( $n = 4$ , 14%).

**THE RESOLUTION:** Eight attackers (29%) committed suicide as part of the incident or soon after departing the scene. Others were taken into custody at or near the scene ( $n = 9$ , 32%), or apprehended at another location ( $n = 7$ , 25%). The remaining four were killed by law enforcement ( $n = 4$ , 14%).



## THE ATTACKERS

**GENDER AND AGE:** All of the attackers were male. They ranged from a 15-year-old high school student to a 66-year-old retiree, with an average age of 37 years old. Though there may be a perception that mass attackers tend to be within a certain age range, for example, much older or much younger, we found almost equal distributions within major age groups (see Figure 4).

**SUBSTANCE USE:** About half of the attackers ( $n = 15$ , 54%) had a history of illicit drug use and/or substance abuse. This abuse, which included alcohol and marijuana, was evidenced by such factors as the attacker receiving treatment for the abuse, suffering legal consequences, or having significant problems in their personal lives stemming from the abuse.

**CRIMINAL CHARGES AND DOMESTIC VIOLENCE:** Most of the attackers ( $n = 20$ , 71%) had histories of criminal charges beyond minor traffic violations. Those charges included both non-violent ( $n = 16$ , 57%) and violent ( $n = 15$ , 54%) offenses. Further, seven of the violent offenders had charges related to domestic violence.<sup>6</sup> In addition to the seven, two others were the subject of domestic disturbance calls during which no charges were filed. With that, we found that one third of the attackers ( $n = 9$ ) had histories related to domestic violence.

**MENTAL HEALTH:** Nearly two-thirds of the attackers ( $n = 18$ , 64%) experienced mental health symptoms prior to their attacks. The most common symptoms observed were related to psychosis (e.g., paranoia, hallucinations, or delusions) and suicidal thoughts (see Table 1). Further, some attackers ( $n = 7$ , 25%) had been hospitalized for treatment or prescribed psychiatric medications prior to their attacks.

Figure 4.

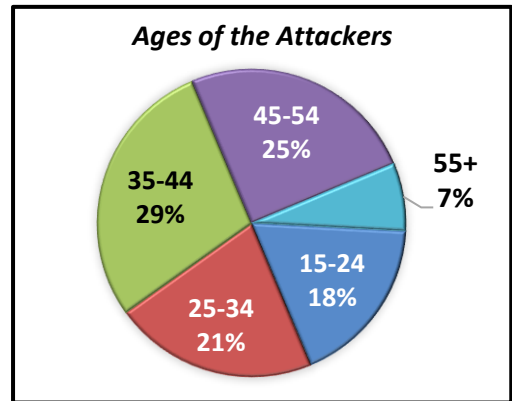


Table 1.

Mental Health Symptoms	<i>n</i>
<b>Psychotic Symptoms</b>	
<i>Paranoia</i>	6
<i>Hallucinations</i>	6
<i>Delusions</i>	2
<b>Suicidal Thoughts</b>	
<b>Depression</b>	4

### Those Who Plotted to or Attacked Our Schools

On April 10, the 53-year-old husband of a special education teacher entered his estranged wife’s classroom at an elementary school and fired ten shots, killing his wife and an 8-year-old student. He also injured a 9-year-old student before killing himself.

On May 1, a 21-year-old student fatally stabbed one student and injured three others on a university campus. After his arrest, he claimed to be experiencing auditory hallucinations.

On August 28, a 16-year-old gunman, who had planned to attack his school after being suspended, opened fire at the public library instead, fatally shooting two and injuring four. After his arrest, he claimed he was upset that he was not liked at school and was generally angry.

On September 13, a 15-year-old gunman killed one student and injured three others at a high school from which he had been suspended over concerning notes he gave friends. After his arrest, he claimed his attack was to teach others a lesson about the consequences of bullying.

On November 14, after killing his wife the previous day, a 43-year-old gunman shot his neighbors, then fired at random persons on his way to an elementary school, possibly in search of his neighbor’s son. While the school was on lockdown, the gunman fired shots that penetrated the outer walls injuring some. The attacker was ultimately killed by law enforcement. All told, he shot and wounded at least 10 and killed five, including two of his neighbors and his wife.

Though not analyzed as part of this report due to the number of those harmed, on December 7, a 21-year-old former student, who had dropped out twice, entered his former high school and killed two students then himself. He may have been suicidal.



## MOTIVES & TARGETING

**MOTIVES:** The perpetrators had a range of motives for carrying out their mass attacks. In almost half of the incidents ( $n = 13$ , 46%), personal grievances appeared to be the main motivating factor. In these cases, the attackers were retaliating for perceived wrongs related to their workplaces ( $n = 6$ ), domestic situations ( $n = 5$ ), or being bullied or disliked by classmates ( $n = 2$ ). One of the attackers retaliating for a workplace grievance also hoped to gain fame or notoriety for his attack (see Table 2). Beyond personal grievances, other motives were related to ideological ( $n = 1$ ) or racially-based ( $n = 5$ ) beliefs; influenced by mental health symptoms ( $n = 4$ ) such as hallucinations, paranoia, or delusions; and fanatical political views ( $n = 1$ ). Additionally, three attackers made statements or engaged in behaviors indicating that they did not intend to survive their attacks. Of these three, one committed suicide at the scene, another was killed by law enforcement responding to the attack, and the third was taken into police custody.

**Table 2.**

Components to Motive	<i>n</i>	Percent*
<b>Grievances</b>	<b>13</b>	<b>46%</b>
<i>Workplace</i>	6	21%
<i>Domestic</i>	5	18%
<i>Personal</i>	2	7%
<b>Ideological or racially-based</b>	<b>6</b>	<b>21%</b>
<b>Mental Health / Psychosis</b>	<b>4</b>	<b>14%</b>
<b>Political</b>	<b>1</b>	<b>4%</b>
<b>Fame</b>	<b>1</b>	<b>4%</b>
<b>Unknown</b>	<b>4</b>	<b>14%</b>

\* Percentages exceed 100 as one case had two motives.

**BELIEFS:** Though ideologies and racial biases played a role in the specific motives for some of the attackers, a total of seven (25%) appeared to have subscribed to a particular belief system, including one who strongly believed in government conspiracies, and equal numbers of those who supported white supremacy ( $n = 2$ ) or radical black nationalism ( $n = 2$ ), as well as those who were self-radicalized followers of ISIS ( $n = 2$ ). Of note, histories of hallucinations, paranoia, and/or delusions were also present for five of these seven attackers, and for two of them, their particular psychosis played a dominant role in the adoption of their belief systems.

**FIXATIONS:** More than one-third ( $n = 11$ , 39%) of the attackers exhibited a fixation, defined as an intense or obsessive preoccupation with a person, activity, or belief to the point that it impacted many aspects of their lives. For some, their fixation was evidenced by seeking out or consuming a significant volume of information regarding the object of their fixation. Attackers' fixations often carried an angry or emotional undertone and revolved around several themes, including personal vendettas, romantic conflicts, personal failures, perceived injustices, delusions, sociopolitical ideologies, or other incidents of mass violence.

**TARGETING:** Over half of the attacks ( $n = 16$ , 57%) resulted in harm to only random persons. A few ( $n = 4$ , 14%) resulted in harm to pre-selected individuals known to the attacker, such as a co-worker or supervisor, while slightly more ( $n = 6$ , 21%) resulted in harm to both random and specific individuals. When examining the nature of the targeting and the attackers' motives, we found that:

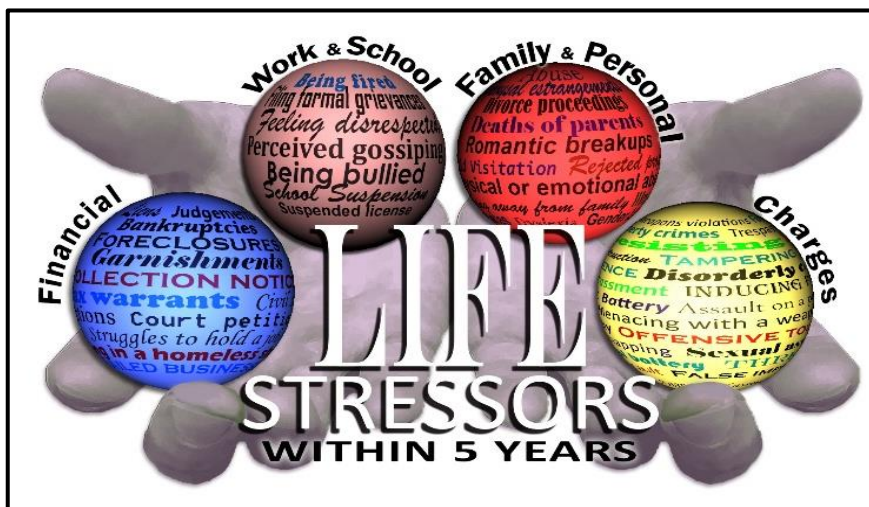
- ★ All four of the attacks that resulted in harm to only pre-selected individuals, and no random individuals, were motivated by workplace grievances.
- ★ All five of the attacks motivated by domestic issues resulted in harm to at least one random person, outside of the person(s) targeted.
- ★ All four attackers whose motive was influenced by their psychotic symptoms inflicted harm on random persons.



## KEY INVESTIGATIVE THEMES

**SIGNIFICANT STRESSORS WITHIN FIVE YEARS:** All of the attackers had at least one significant stressor occur in their lives in the five years leading up to the attack. For some, this was in addition to any legal consequences they may have been dealing with related to the charges described above. These additional stressors most often related to:

- ★ **Family/romantic relationships**, such as spousal estrangements, divorces, romantic breakups, rejected proposals, physical or emotional abuse, or the death of a parent
- ★ **Personal issues**, such as unstable living conditions, physical illnesses, or other significant disorders
- ★ **Work or school environments**, such as being fired or suspended, filing grievances, being bullied at work or at school, feeling disrespected, or being the subject of real or perceived gossip
- ★ **Contact with law enforcement that did not result in arrests or charges**, such as being the subject of domestic disturbance calls or being sought for a crime unrelated to their attack



Beyond these areas, we found that over half of the attackers ( $n=16$ , 57%) experienced stressors related to **financial instability** in the five-year period prior to their attacks. These financial stressors included an inability to maintain employment; living in homeless shelters; failed business ventures; and civil court filings and proceedings, such as judgments, evictions, tax warrants, and wage garnishments. For 10 of the attackers, these stressors occurred within one year of the attack.

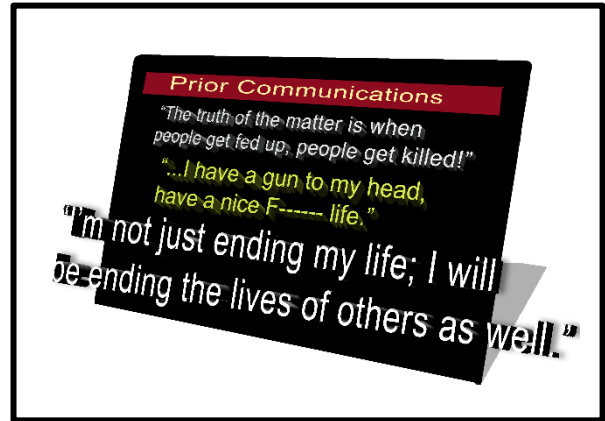
**AGGRESSIVE NARCISSISM:** Most of the attackers ( $n = 23$ , 82%) exhibited behaviors that were indicative of aggressive narcissism, as evidenced by displays of rigidity, hostility, or extreme self-centeredness. For example, some inappropriately asserted control over others, as observed by their histories of domestic violence, sexual assault, harassment, or harming animals. Others had a history of violent or angry outbursts following interpersonal conflicts with co-workers, neighbors, or family members. Some attackers displayed an inflated sense of self or entitlement, unrealistically believing that they were deserving of certain relationships, successes, or benefits, with some reacting angrily when they did not obtain what they believed they deserved.

**COMMUNICATIONS:** Most of the attackers ( $n = 22$ , 79%) had engaged in threatening or concerning communications. While half had threatened someone ( $n = 14$ , 50%), one-third threatened the target ( $n = 10$ , 36%) in some way prior to their attack. All 10 of the attackers in the latter group had a personal relationship to the target in that they were either co-workers, domestic partners, neighbors, or classmates. Though the presence of prior threats to the target is unusual for some forms of targeted violence (e.g., assassination), it is often seen in cases involving domestic or workplace violence, which together represent over a third of the mass attacks described in this report.

**CONCERNING COMMUNICATIONS:** Outside of threatening communications, three-quarters of the attackers ( $n=21$ , 75%) engaged in other concerning communications that did not reach the threshold of a threat, such as making overly angry statements, racist comments, references to past attackers, suicidal language, or comments indicative of their intent to carry out an attack. In some cases, these communications caused alarm among those who observed them.



**HISTORY OF ELICITING CONCERN:** Most of the attackers ( $n = 22$ , 79%) engaged in communications or exhibited behaviors that caused concern in others. Those who expressed concern included parents, siblings, current or former romantic partners, friends, neighbors, teachers, classmates, work associates, community members, and law enforcement. The responses to the behaviors varied amongst those who noted them. Some acted on their concerns by warning others about the person, filing complaints with employers or residential building managers, or deliberately avoiding the person altogether. Others expressed concern by notifying law enforcement, pursuing protective orders, or terminating the attacker's employment. Some of those concerned spoke to the person directly and urged them to seek help, offered help, or even secured psychological evaluations for them. For nearly half of the attackers ( $n = 13$ , 46%), those concerned feared for the safety of the individual or others around them. Of note, the attackers who had elicited concern in others had a higher average number of total casualties ( $M = 8$ ) than attackers who had not elicited concern in others ( $M = 4$ ).<sup>7</sup>



**Table 3.**

General Backgrounds		
	<i>n</i>	Percent
<b>Gender - Male</b>	<b>28</b>	<b>100%</b>
<b>Age: range 15-66 average 37</b>		
<b>Illicit drug use or substance abuse</b>	<b>15</b>	<b>54%</b>
<b>History of criminal charge(s)</b>	<b>20</b>	<b>71%</b>
<i>Non-violent</i>	16	57%
<i>Violent (Includes 7 with Domestic charge(s))</i>	15	54%
<b>History of domestic violence</b>	<b>9</b>	<b>32%</b>
<b>Mental health symptoms</b>	<b>18</b>	<b>64%</b>
<i>Known treatment</i>	7	25%
<b>Overall history of violence</b>	<b>18</b>	<b>64%</b>
Investigative Themes		
	<i>n</i>	Percent
<b>Beliefs</b>	<b>7</b>	<b>25%</b>
<b>Fixation</b>	<b>11</b>	<b>39%</b>
<b>Stressors</b>	<b>28</b>	<b>100%</b>
<i>Financial instability</i>	16	57%
<b>Aggressively self-centered nature</b>	<b>23</b>	<b>82%</b>
<b>Threatening or concerning communications</b>	<b>22</b>	<b>79%</b>
<i>History of making threats</i>	14	50%
<i>Threats specific to the target</i>	10	36%
<i>Concerning communications</i>	21	75%
<b>Elicited concern</b>	<b>22</b>	<b>79%</b>
<i>Concern about safety</i>	13	46%



## THE INCIDENTS

- 1) On January 6, a gunman fatally shot five and injured six at Fort Lauderdale-Hollywood International Airport, FL.
- 2) On January 29, a gunman fatally shot three in a restaurant in Bowie, MD.
- 3) On February 22, a gunman fatally shot one and injured two in a bar in Olathe, KS.
- 4) On March 22, a gunman fatally shot two at a bank in Rothschild, WI. He then fatally shot another at a law office in Schofield, WI.
- 5) On April 10, a gunman fatally shot two and injured one at an elementary school in San Bernardino, CA.
- 6) On April 13, a gunman fatally shot one and injured three on a commuter train in Atlanta, GA.
- 7) On April 18, a gunman engaged in a shooting spree, killing three in downtown Fresno, CA.
- 8) On April 30, a gunman opened fire on random people in the pool area of an apartment complex in San Diego, CA, killing one and injuring seven.
- 9) On May 1, a man fatally stabbed one and injured three on a university campus in Austin, TX.
- 10) On May 12, a gunman fatally shot three inside a nursing home in Kirkersville, OH.
- 11) On May 18, a man injured 22 when he drove his car into pedestrians on a sidewalk near Times Square in New York, NY.
- 12) On May 26, a man fatally stabbed two and injured a third on a MAX Light Rail train in Portland, OR.
- 13) On June 5, a gunman fatally shot five in a manufacturing facility in Orlando, FL.
- 14) On June 8, a gunman fatally shot three in a supermarket in Tunkhannock, PA.
- 15) On June 14, a gunman wounded five at a Republican Congressional baseball practice in Alexandria, VA.
- 16) On June 14, a gunman fatally shot three and injured two in a warehouse facility in San Francisco, CA.
- 17) On June 30, a gunman fatally shot one and injured six inside a hospital in Bronx, NY.
- 18) On August 12, a man killed one and injured 19 when he drove his car into a crowd at a rally in Charlottesville, VA.
- 19) On August 28, a gunman fatally shot two and injured four in a library in Clovis, NM.
- 20) On September 13, a gunman fatally shot one and injured three at a high school in Rockford, WA.
- 21) On September 24, a gunman fatally shot one and injured seven at a church in Antioch, TN.
- 22) On October 1, a gunman opened fire on the crowd at a music festival in Las Vegas, NV, killing 58 and wounding 546.
- 23) On October 18, a gunman fatally shot three and injured two in Edgewood, MD. Nearly two hours later, he shot and injured one at an auto dealership in Wilmington, DE.
- 24) On October 31, a man drove onto the bike and pedestrian path in New York, NY, killing 8 and injuring 12.
- 25) On November 1, a gunman fatally shot three inside a Walmart in Thornton, CO.
- 26) On November 4, a gunman opened fire on or near Interstate-35 in Austin, TX, injuring four.
- 27) On November 5, a gunman fatally shot 26 and injured 20 at a church in Sutherland Springs, TX.
- 28) On November 14, after killing his wife, a gunman shot his neighbors. He then fired randomly at others as he moved through town, and at an elementary school in Corning, CA. All told, he shot and wounded at least 10 and killed five, including two of his neighbors and his wife.

<sup>1</sup> The incidents included in this report were identified and researched through open source reporting (e.g., media sources and law enforcement records); therefore, it is possible that more took place than were discovered at the time of this writing. Though there is much debate as to what defines a *mass attack*, for the purpose of this report we included acts of intentional violence in public (e.g., parks, community events, retail establishments) or semi-public (e.g., workplaces, schools, religious establishments) places during which significant harm was caused to three or more persons. We excluded violence related to criminal acts (e.g., gang or drug activity), failed attempts at a mass attack, or spontaneous group violence. Outside of the incidents included in this report, six other incidents took place in 2017 that were noteworthy due to their indiscriminate or public nature, including attacks at three transportation hubs, a car dealership, a high school, and a condominium. Despite the actions and intent of the attackers, these incidents were not included in this report as they did not result in significant harm to three or more persons.

<sup>2</sup> Those harmed during the attack in Las Vegas were estimated to be 58 killed and 546 injured. In reporting the total injuries and deaths, persons harmed by an attacker just prior to the mass attack were included in the total harm caused; however, any harm to the attackers themselves was not.

<sup>3</sup> This report was prepared for educational and research purposes. The background and behaviors reported herein are of those individuals who: 1) were arrested for the act; 2) died at the scene; or 3) died immediately following the attack. Actions attributed to individuals who have been arrested, indicted, or charged in these incidents are merely allegations, and all are presumed innocent until proven guilty beyond a reasonable doubt in a court of law.<sup>7</sup>

<sup>4</sup> Additional information on the U.S. Secret Service threat assessment and publications from the National Threat Assessment Center are available on the agency's website, located at <https://www.secretservice.gov/protection/ntac/>.

<sup>5</sup> Though drug use is one of the disqualifying factors, it was not considered in this review as information was not available to confirm active use within one year of the incident.

<sup>6</sup> *Domestic violence* was defined as physical force or the threat of bodily harm inflicted on a romantic partner, parent/guardian, or child (of the assailant or romantic partner). If an attacker had a history of domestic violence against a parent or child, the perpetrator and the victim resided at the same location.

<sup>7</sup> This analysis was executed on 26 of the 28 incidents. Two incidents with significantly more casualties were excluded so as not to skew the data.