

ESUCC

Executive Committee Meeting

Thursday, October 15, 2015, 8:00 AM

Country Inn & Suites 5353 N 27th St Lincoln, NE, 68521, 6949 South 110th Street, LaVista, NE
68128

Attendance Taken at 7:57 AM.

Beatty ESU 16: Present

Gegg ESU 05: Present

Jeff West (NE): Present

Dr Kraig Lofquist: Present

Radford ESU 17: Present

1. Call to Order

2. Roll Call

3. Agenda Item

3.1. ESUCC Open Meetings Request

3.2. AESA Updates

3.2.1. AESA Insurance

3.2.2. Student Loan Forgiveness Program

3.3. Affordable Care Act Statewide Workshop

3.4. Updated Nebraska Statement on ESEA Reauthorization

3.5. Review Goals of ESUCC

3.6. Master Service Agreement (MSA)

3.6.1. ESU Expenses Charged to ESUs

3.7. Procedural Manual

3.8. ESU 50th Celebration

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}}

AESA Member Benefit Services was created to bring its members an independent and consultative support service for our risk management practices.

This includes Property/Casualty/Liability coverage options, as well as innovative risk management solutions.

The overriding goals are to give your members an objective source for review of risk, cost, and coverage.

In addition, we are seeking to determine the best ways to leverage our collective buying power.

28411 Northwestern Hwy.
Suite 950
Southfield, MI 48034
Phone: 844-200-AESA
Fax: 844-569-2633

www.aesambs.org



ABOUT OUR SERVICES





PROPERTY AND CASUALTY

Workers Compensation
Business Auto/Fleet
Inland Marine
Property
Cyber
Commercial Crime
Errors & Omissions/Directors & Officers
Police Professional
Medical Professional
Miscellaneous Professional
Student Accident
Kidnap & Ransom
Electronic Data

LIABILITY

Commercial General Liability
Catastrophe Excess Liability
Fiduciary Liability
Employment Practices Liability
School Board Liability
Educators Liability

RISK MITIGATION/MANAGEMENT

Employee Services (Counsel)
Physical Survey
First Responders Pre Plans
Goss Sports Risk Management Program ©
3D Premises Mapping
EIT Smart Phone Apps
Security/Investigative Services
Infrared Services (Equipment/Roofs)
Road Observations
Restoration Services (Service Master)
Vendor Electronic Compliance
Major Construction Safety Staff Outsourcing
Pre/Post Disaster Business Continuity
AESAs Website Risk Management Content
1-800 How's My Driving
Concussion Prevent/Care Program

• Insure • Manage

• Mitigate • Anticipate

• Avoid • Eliminate



"The Benefits of Membership"

Tom Maxey

28411 Northwestern Hwy
Suite 950
Southfield, MI 48034

Phone: 844-200-AESA (2372)
Fax: 844-569-2633
Email: maxeyt@aesambs.org
Web: www.aesa.us

AESA Member Benefit Services

DRAFT

Your Logo Here



_____, in conjunction with the AESA, will be utilizing the newly created AESA Member Benefit Services to conduct a survey for our membership regarding our Property/Casualty/Liability insurance programs and needs. AESA Member Benefit Services was created to bring its members an independent and consultative support service for our commercial insurance coverage. The overriding goals are to give us an objective review of risk, cost, and coverage, and to determine the best ways to leverage our collective buying power.

Instructions for the following form:

Step 1: Open PDF form. Please note there are two sections: **Section One** is Property & Casualty, and **Section Two** is Welfare Benefits.

Step 2: Fill the form out in its entirety.

Step 3: When finished, click "Submit" on the last page.

Section One

Your Logo Here



Property/Casualty/Liability Insurance

1 About your organization

Organization Name
Name/Title
Contact e-mail Contact phone
Number of employees Number of students
Annual operating budget
Authorized person to bind/contract coverage

2 What are the annual costs of your current property/casualty insurance program? *

Please see **policy detail addendum** by line of coverage to indicate these costs.*Policy detail addendum is located beginning on page 5.

3 What lines of coverage present the most difficulty or greatest challenge to manage?

In order of difficulty:

1
2
3

4 Are you satisfied with all parts of your current program?

Yes No

If no, please explain:

5 What are the strengths or weaknesses of your program/product offering that drive your level of satisfaction/dissatisfaction?

6 What are the current services provided to your organization by your broker or other contract vendor, which you consider essential to managing your risks?

-To leverage collective buying power:

7 Would you be interested to consider the pooling of certain risks with like kind entities?

Yes No

8 Is there any other information that may be relevant to share?

Policy Detail Addendum

Please hover or click mouse over highlighted text below for explanation of bundled vs. monoline

1 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

2 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

3 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

4 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

5 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

Policy Detail Addendum

6 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

7 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

8 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

9 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

10 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

Arkansas Education Service Cooperatives

Policy Detail Addendum

11 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

12 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

13 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

14 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

15 Coverage by line

Carrier

Annual Premium

Renewal Date

Bundled

Monoline

Section Two

Welfare Benefits

Survey

General

- Group name
- Contact Information
 - Name/Title:
 - E-mail:
 - Phone:

Group Term Life

- | | <u>Renewal Date</u> | <u>Annual Premiums</u> | # FTE's covered |
|---|----------------------|------------------------|------------------------|
| • Coverage | ___/___/___ | <input type="text"/> | <input type="text"/> |
| -Carrier | <input type="text"/> | | |
| • Base Coverage—Please attach schedule of coverage & rates | | | Life |
| • Employee buy-up? Yes <input type="checkbox"/> No <input type="checkbox"/> -If "Yes", please attach schedule of coverage | | | |

Group Dental

- | | <u>Renewal Date</u> | <u>Annual Premiums</u> | <input type="text"/> |
|--|----------------------|------------------------|----------------------|
| • Coverage | ___/___/___ | <input type="text"/> | |
| -Carrier | <input type="text"/> | | Dental |
| • Base Coverage—Please attach schedule of coverage & rates | | | |
| • Employer paid? Yes <input type="checkbox"/> No <input type="checkbox"/> -Employee co-premium, please attach schedule | | | |
| • Fully Insured <input type="checkbox"/> or Self Funded <input type="checkbox"/> | | | |

Group Vision

- | | <u>Renewal Date</u> | <u>Annual Premiums</u> | <input type="text"/> |
|---|----------------------|------------------------|----------------------|
| • Coverage | ___/___/___ | <input type="text"/> | |
| Yes <input type="checkbox"/> No <input type="checkbox"/> | | | Vision |
| -Carrier | <input type="text"/> | | |
| • Base Coverage—Please attach schedule of coverage & rates | | | |
| • Employer paid? Yes <input type="checkbox"/> No <input type="checkbox"/> | | | |
| • Fully Insured <input type="checkbox"/> or Self Funded <input type="checkbox"/> -Employee co-premium, please attach schedule of coverage and rates | | | |

Group Short Term Disability

Renewal Date

Annual Premiums

FTE's covered

• Coverage / /
-Carrier

Short Term

- Base Coverage—Please attach schedule of coverage & rates
- Employer paid or Voluntary
- Employee buy-up? Yes No -If "Yes", please attach schedule of coverage
- Fully Insured or Self-Insured

Group Long Term Disability

Renewal Date

Annual Premiums

Long Term

• Coverage / /
-Carrier

- Base Coverage—Please attach schedule of coverage & rates
- Employer paid or Voluntary
- Employee buy-up? Yes No -If "Yes", please attach schedule of coverage
- Fully Insured or Self-Insured

Submit



SECONDARY PARTNER ORGANIZATION AGREEMENT

This Agreement is entered into by and between the Association of Educational Service Agencies (“AESAs”), located at 53 Hotchkiss Grove Rd., Branford, CT 06405-5409 and Educational Service Unit 13, (Secondary Partner Organization, herein referred to as “SPO”), located at 4215 Avenue I, Scottsbluff, NE 69361, collectively “the Parties”.

WHEREAS, AESAs is a professional organization serving educational service agencies (“ESAs”) nationwide; and

WHEREAS, AESAs has determined to create a Student Loan Forgiveness Program (“SLF Program”), built specifically to maximize the Public Service Loan Forgiveness Program (“PSLF Program”) and to offer it nationally to the National Education Market (“NEM”), herein defined as Pre-K through 12 public educational institutions, educational service agencies, Head Start Programs, any non-profit entities that ESAs serve, or other qualified entities as agreed to in writing; and

WHEREAS, AESAs is well respected among ESAs nationally, and is able to promote the SLF Program through Secondary Partnerships with ESAs, thus accelerating market penetration of the PSLF Program to the National Education Market (“NEM”); and

WHEREAS, AESAs has, through its partnership agreement with ISLS, exclusive right to market to all eligible entities in the NEM, except where ISLS has a pre-existing relationship; and

WHEREAS, Innovative Student Loan Solutions (“ISLS”), located at 11310 Montgomery Road, Suite 216, Cincinnati, OH 45249, has been selected by AESAs as its partner to provide strategies that maximize the Public Service Loan Forgiveness (PSLF) Program; and complete all required compliance and implementation steps on a client’s behalf; and

WHEREAS, AESAs and ISLS agree that the PSLF Program is severely underutilized due to lack of awareness and misconceptions about the Program; and

WHEREAS, the AESAs and ISLS desire to work together with Secondary Partner Organizations (“SPO”) to make full-time administrators, teachers, staff and other eligible program participants on a national level aware of the PSLF Program; and

WHEREAS, AESAs has established a referral fee / commission agreement with ISLS; and

WHEREAS, AESAs wishes to form a Secondary Partnership with the SPO named herein to promote AESAs’s Student Loan Forgiveness Program among SPO’s representative school districts and other eligible entities; and

WHEREAS, the SPO desires to aid AESAs’s promotion of AESAs’s Student Loan Forgiveness Program among its representative school districts and other eligible entities.

NOW THEREFORE, the Parties hereby agree as follows:

SECTION 1 SCOPE AND SCALE OF THE AGREEMENT

- 1.1 Secondary Partner Organizations will provide the SLF Program to its own employees and actively promote the SLF Program to eligible Pre-K through 12 public educational institutions, Head Start Programs, any non-profit entities that ESAs serve, or other qualified entities as agreed to in writing, within the SPO's service area.
- 1.2 The SPO's service area shall be determined through the SPO providing AESA with a written listing of eligible entities within its service area in accordance with definitions provided herein. The listing shall include the name, address and mailing address (if different from location address) of each proposed eligible entity. The listing shall be reviewed and approved by AESA; upon which, the listing shall be attached to this Agreement as Exhibit A.
- 1.3 The SPO may request modifications to its listing of eligible entities at any time by submitting such requests in writing to AESA. Any and all approved modifications shall be attached to this Agreement as subsequent Exhibits.
- 1.4 AESA and ISLS will work with the Secondary Partner to determine benchmarks, timelines and a marketing plan for reaching employees of eligible and approved entities affiliated with the Secondary Partner.

Section 2 AESA RESPONSIBILITIES

- 2.1 AESA shall develop strategic business and market plans with ISLS in the best interest of all partners and clients.
- 2.2 AESA, in partnership with ISLS, will develop, maintain and provide all appropriately branded materials and communications to SPOs.
- 2.3 AESA shall provide a Point of Contact with Hamilton County Educational Service Center ("HCESC"), which has been contracted to operate the SLF Program on behalf of AESA. The Point of Contact shall be:
 - Name: Deborah L. Myers
 - Address: Hamilton County Educational Service Center
11083 Hamilton Avenue, Cincinnati, OH 45231
 - Phone: 513-674-4226
 - Email: deb.myers@hcesc.org
- 2.4 AESA shall provide an ISLS Point of Contact for all SPOs, to administer the SLF Program with the SPO. The Point of Contact shall be:
 - Name: Jay Bauer
 - Address: Innovative Student Loan Solutions
11310 Montgomery Road, Suite 216, Cincinnati, OH 45249
 - Phone: 513-645-1190
 - Email: jay.bauer@isloansolutions.com

Section 3 HCESC RESPONSIBILITIES

- 3.1 HCESC shall, at the direction and on behalf of AESA, provide leadership in the development of business and marketing plans for the SLF Program, including but not limited to the development of Secondary Partnership Agreements with educational service agencies within the NEM.
- 3.2 HCESC shall provide consultation and support to the SPO during initial contact, initiation and implementation of the SLF Program. HCESC shall facilitate the relationship between the SPO and ISLS.
- 3.3 HCESC shall periodically provide the SPO with a summary of client activity among the SPO's representative school districts and other eligible entities. Such reports shall be provided at least semi-annually in conjunction with the semi-annual commission payments in accordance with the schedule in Section 6 of this Agreement, and as determined by client activity as maintained and reported by ISLS.
- 3.4 HCESC shall serve as fiscal agent for the SLF Program for AESA and as such, shall receipt all commission payments due to AESA from ISLS, including those due to SPOs. HCESC shall distribute and pay commissions to SPOs in accordance with the schedule in Section 6 of this Agreement, and as determined by client activity as maintained and reported by ISLS.

Section 4 ISLS RESPONSIBILITIES

- 4.1 ISLS shall provide the following services at no cost:
 - 4.1.1 Develop strategic business and market plans with AESA in the best interest of all partners and clients.
 - 4.1.2 In partnership with AESA, will administer all activities associated with presentation(s) including introductory and marketing materials explaining the SLF Program and the details of ISLS service offerings.
 - 4.1.3 Work with interested districts, following initial introductions provided by the SPO, and/or SPO direct contact to facilitate appropriate communications to employees of eligible entities.
 - 4.1.4 Provide and host Secondary Partner URL's through which all initial consultation appointments and meetings are scheduled.
 - 4.1.5 Provide access to an automated scheduling system that allows participants to schedule a loan forgiveness consultation with an ISLS Advisor.
 - 4.1.6 Provide an initial, no-obligation consultation with participants to determine if they can qualify for the PSLF Program.
 - 4.1.7 Develop customized strategies, including a 10-year projection of the PSLF Program, for participants.

- 4.1.8 Provide personalized loan forgiveness strategies to participants, thus enabling them to continue and/or advance their education by reducing out-of-pocket costs associated with additional education and/or certifications.
- 4.1.9 Provide AESA with records of all purchase activities and relevant financial details.
- 4.2 For any person who retains ISLS services, ISLS will:
 - 4.2.1 Complete all of the paperwork required by the PSLF Program and ensure the accuracy of applications.
 - 4.2.2 Conduct an annual review to determine if adjustments or changes are needed in the strategy.

Section 5 SPO RESPONSIBILITIES

- 5.1 The SPO Chief Executive Officer (“CEO”) or similarly titled individual shall be directly engaged with AESA, HCESC and ISLS in the promotion of the SLF Program to eligible entities within the SPO’s service area.
- 5.2 The SPO may designate a point of contact other than the CEO to administer day-to-day responsibilities associated with the SLF Program.
- 5.3 Provide introductions of ISLS / HCESC representatives to key administrators and decision makers in school districts and other eligible entities, as approved by AESA.
- 5.4 Provide contact information of key administrators, including Superintendents, Financial Officers, Human Resource Directors, and/or others as deemed appropriate to ISLS / HCESC for administration and operational purposes.
- 5.5 Provide HCESC, as AESA’s fiscal agent for the SLF Program, with all financial documentation and forms required to establish the SPO in HCESC’s financial system in preparation for referral fee / commission payments. HCESC will communicate all such requirements to the SPO. SPO agrees that failure to submit required documentation shall result in HCESC’s inability to process referral fee / commission payments to the SPO.
- 5.6 Convene meetings at which ISLS / HCESC will present the ISLS service offerings to the school district or other eligible entity’s decision makers. Meeting logistics and participants shall be mutually determined by ISLS, HCESC and the SPO.
- 5.7 Communicate the value of client renewals to key administrators in participating school districts and other entities.
- 5.8 Facilitate awareness among other potential SPOs, as approved AESA, as appropriate.

Section 6 REFERRAL FEE / COMMISSION PAYMENTS

- 6.1 Referral Fees / Commission will be paid at three percent (3%) of Initial Fees collected by ISLS for all Customer Agreements generated through the SPO’s efforts within the SPO’s Service

Area. Initial Fees are defined as those charges levied for the initial work done by ISLS to put an SPO client into the Public Service Loan Forgiveness (PSLF) Program and implement their strategy.

- 6.2 ISLS will pay AESA, through its fiscal agent of HCESC, all commissions due within 30 days of the end of each semi-annual period, herein defined as April 1 through September 30 and October 1 through March 30.
- 6.3 HCESC will facilitate commission payment to SPO to be paid semi-annually, within 30 days of receipt of payment from ISLS.
- 6.4 Disbursement of referrals fees / commissions paid by ISLS to HCESC and consequent commission payments from HCESC to the SPO is based solely on the Initial Fees as received by ISLS, the total of which may be paid in whole or over time up to twelve months. Subsequently, referral fees / commissions may be paid in whole or over time up to twelve months.

Section 7 TERM AND TERMINATION

- 7.1 The Term of this Agreement shall begin on the day of execution of this Agreement or the initial date of implementation of the Student Loan Forgiveness Program, whichever is earlier, and remain in full force and effect through June 30, 2016. Thereafter, this Agreement shall automatically renew on the 1st day of July each year unless either party provides written notice of termination at least thirty (30) days prior to the expiration of the then current term.
- 7.2 Either Party may terminate this Agreement at any time and for any reason by giving thirty (30) days written notice to the other Party.
- 7.3 In the event of a termination of or failure to renew this Agreement, AESA remains liable for commission payments as agreed upon pursuant to this Agreement that is due to the SPO for the term during which the Agreement was in effect and commissions are paid by ISLS.

Section 8 NON-COMPETITION

- 8.1 During the Term of this Agreement, SPO shall not enter into any agreement to provide assistance to such third party to reach and work with NEM for services and products similar to those provided by AESA's SLF Program, unless approved in writing by AESA.

{SPACE INTENTIONALLY LEFT BLANK}

IN WITNESS WHEREOF, the Parties have set their hand hereunder to signify their intent to be bound by the foregoing:

**ASSOCIATION OF EDUCATIONAL
SERVICE AGENCIES**

**EDUCATIONAL SERVICE
UNIT 13**

Peter C Young

Authorized Representative Signature

Authorized Representative Signature

Peter C. Young
Printed Name

Printed Name

Chief Financial Officer
Title

Title

August 1, 2015
Date

Date



SECONDARY PARTNER ORGANIZATION CHECKLIST

**This Checklist will help you complete all the required items to become a Secondary Partner with AESA Student Loan Forgiveness Program.
Thank you!**

Agency Name: Educational Service Unit 13

Agency ID #: 150

DONE?


THINGS TO DO


	<p>SPO Agreement <i>Requires Signature of Authorized Agency Representative</i></p>
	<p>Agency W9 Form <i>Required by HCESC, as fiscal agent, in order to pay your Agency commission</i></p>
	<p>Agency Logo <i>We need your Agency's logo in PNG, JPG or GIF image format to be used on your Agency's customized Awareness Campaign materials</i></p>
	<p>Service Area List and SPO Contact List <i>AESA requires a list of districts, schools, and/or other eligible entities to which your Agency will disseminate the Program information. This list aids in the data collection and reporting functions for your Agency and schools. An Excel spreadsheet is provided for your convenience.</i></p> <p><i>Please provide the name(s) of the person(s) who will serve as the primary contacts for your Agency, as indicated on Sheet 2 of the provided Excel spreadsheet.</i></p> <p><i>If you prefer to provide this information in another format, please feel free to do so. The information is more important than the format.</i></p>

Please send all of the above items, either separately or together to Deb Myers, AESA Program Administrator, using one of the following methods:

Email to: deb.myers@hcesc.org

Mail to: Deb Myers
 HCESC
 11083 Hamilton Avenue
 Cincinnati, OH 45231

	A	B	C	D
1	 SECONDARY PARTNER ORGANIZATION SERVICE AREA LIST OF ELIGIBLE ENTITIES			
2				
3	SPO Information			
4	SPO Name: Educational Service Unit 13		SPO ID #: 150	
5				
6	Service Area List			
7				
8	District / Organization Name	City	State	Approximate Staff FTE

	A	B	C	D	E
1		SECONDARY PARTNER ORGANIZATION CONTACT LIST			
2					
3	SPO Information				
4	SPO Name:	Educational Service Unit 13	SPO #:	150	
5					
6					
7	Agency Lead Contact				
8	<i>Who should AESA contact regarding the Partnership?</i>				
9					
10	Name:				
11	Title:				
12	Phone:				
13	Email:				
14					
15	Campaign Contact				
16	<i>Who will work with ISLS to help launch campaigns?</i>				
17					
18	Name:				
19	Title:				
20	Phone:				
21	Email:				
22					
23	Commission Payment Contact				
24	<i>To whom should semi-annual reports and commission checks be sent?</i>				
25					
26	Name:				
27	Title:				
28	Phone:				
29	Email:				



NEBRASKA

DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

ESEA Reauthorization 2015 NEBRASKA POSITION STATEMENT UPDATED

Nebraska Department of Education and Nebraska Education Policy Partners

The people of Nebraska — through their Constitution, the Nebraska Legislature, the State Board of Education, the Commissioner of Education, and state policymakers — are responsible for designing Nebraska’s education system, including providing opportunities for all students to graduate ready for college and career. Local boards of education, administrators, teachers, parents, communities, and students proudly lead the education system’s implementation. The Nebraska Department of Education and local school districts also work hard to cultivate a balanced working relationship among federal, state, and local education entities — a relationship built on a support system that benefits all students across Nebraska.

The Nebraska Department of Education, the Nebraska Legislature, and education policy partners worked hand-in-hand over the last several years to build essential systems for supporting school district improvement. Policymakers and practitioners collaborated to develop college and career ready standards, valid and reliable assessments to measure student progress against the standards, and, more recently, developed a balanced state accountability system relying on test scores and graduation rates as well as other valid indicators to monitor school and district performance and to prescribe interventions for persistently low-performing schools.

The State Board of Education believes that further integrating components of accountability, assessment, accreditation, career education, and data use into an aligned system of continuous school improvement and support is imperative for Nebraska’s students and to close persistent achievement gaps. The educational success of every Nebraska student is critical to the state’s plans for building a vibrant and economically successful future. Given this work, we appreciate Congress’ work to date on ESEA Reauthorization in view of our unique circumstances and the context in other states. We appreciate Congress promoting educational equity by moving beyond No Child Left Behind’s one-size-fits-all model and instead helping states and districts establish more meaningful and nuanced supports for students served by the nation’s lowest performing schools.

In going forward, the House and Senate conferees, along with the Administration, should set high expectations for state and local education systems, but allow Nebraska and other states to define strategies for meeting those goals, such as using more sophisticated accountability systems and tailoring interventions to address unique local needs. Currently, states, intermediate agencies, and schools spend an

immense amount of time, effort, and money addressing federal regulatory measures that do not fit local circumstances and discourage educational innovation. This problem can be addressed by continuing to hold states and districts accountable for effectively serving all students while also empowering state and local leaders to design and implement innovative strategies for closing or eliminating achievement gaps. Punitive federal accountability measures should be replaced by state and local systems for examining persistent school and district underperformance. The conferees should promote problem solving and the targeting of resources and interventions based on locally identified needs, rather than relying on rigid federal intervention strategies. This state and its locally-led approach will promote genuine and significant school and district improvement and would be better understood and embraced by local communities.

To be effective, a reauthorized ESEA must help states, regional agencies, and local districts by supporting school improvement systems, investing in best practices, and removing fear and blame. In Nebraska, where resources are scarce, we believe in leveraging our assets by inspiring intrinsic motivation to improve and by “showing up to help before we show up to criticize.”

Major Position Topics

1. Standards: Content and performance standards are best designed -- as Nebraska has done for 17 years --at the state level with local stakeholder input. The new ESEA should call on states to develop and adopt college and career ready standards, but must not require the adoption of specific standards or related curriculum. Nebraska recently adopted revised English Language Arts and Mathematics Standards that all state postsecondary education systems declared college and career ready. All state standards should address the career-ready expectations of Nebraska employers.

Nebraska supports S. 1177's and H.R. 5's explicit deference to state leadership and authority over standards setting and urge the conferees to maintain this approach in the conference report. We also urge the conferees to adopt S. 1177's high-level requirement that states provide an assurance that standards are aligned with entrance requirements, without the need for remediation, for entrance into a state institution of higher education; the state's career and technical education standards; and the state's early learning guidelines. Finally, we encourage the conferees to ensure the final bill explicitly recognizes the importance of ensuring students graduate with both knowledge and skills by strengthening and maintaining references to these closely related graduation goals. This approach will help ensure that federal law and related resources are aligned with Nebraska's efforts to prepare all students for postsecondary success and careers.

2. Accountability and Assessment: State accountability systems, as well as educators, should use the assessment results — national, state, and classroom-based — and other appropriate indicators to monitor school performance and to measure student achievement on college and career ready standards. Assessment and accountability systems must be balanced and appropriate for students. Therefore, the new ESEA must enable states to use multiple measures as well as statewide summative assessments as part of their accountability systems.

Nebraska encourages the conferees to adopt S. 1177's Innovative Assessment and Accountability Authority and H.R. 5's Local Assessment Authority. The next ESEA must support state and local efforts to develop and use new approaches to assessment, including new competency based, performance based, and other models that will support student success. Furthermore, S. 1177's and H.R. 5's provisions permitting a much greater range of state accountability indicators, offer much needed freedom and incentives to create better accountability and school improvement systems focused more squarely on supporting effective instruction. The conference report should continue this more sophisticated systems building approach and move beyond the more rigid approaches to accountability embedded in NCLB and the NCLB Waiver framework. We also strongly support conferees promoting full transparency regarding schools' performance, including continuing the law's focus on subgroup level accountability and reporting.

3. Effective Educators and Leaders: All students must be supported by effective teachers, and educator leaders. Educational Service Units, schools, and districts should develop effective teachers and education leaders who establish a culture of success. With broad input from stakeholders, the Nebraska State Board of Education established a Teacher/Principal Evaluation framework. The State Board is committed to partnering with postsecondary institutions, intermediate agencies, school districts, local teachers and leaders to increase capacity for educator professional development and effective support systems that institute effective instructional practices in all buildings and classrooms. The new ESEA should provide adequate resources and flexibility to enable states and school districts to invest in their educators and school leaders. Furthermore, the new law must not mandate a one-size-fits-all educator evaluation system.

Nebraska encourages the conferees to maintain S. 1177's and H.R. 5's language permitting – but not mandating – the use of Title II professional development resources for educator evaluation systems. We also urge the conferees to encourage the final bill provides significant flexibility for states and school districts to use Title II resources to support teachers, principals, and other educators, and we urge you to adopt S. 1177's language permitting such funds to be used for high quality induction programs for new teacher and recruiting new educators to the profession. Finally, we encourage you to adopt S. 1177's Innovative Technology Expands Children's Horizon's program to provide additional professional development focused on effectively using technology, protecting student privacy, and better using data to support instruction and decision making. This program is an important complement to the Federal Communications Commission's recent update to the E-rate program.

4. School Improvement: Rather than requiring compliance with rigid school turnaround models that mandate staffing and other changes without reflecting on local circumstances and needs, the new ESEA should include support designed to ensure that our most vulnerable students have stable education environments as well as effective and supportive teachers and school building leaders. The new ESEA should call on states to have effective intervention strategies for persistently low-performing schools, but not mandate specific interventions.

Nebraska encourages the conferees to maintain S.1177's and H.R. 5's prohibitions on federal prescriptions about the specific steps or models school districts and states must take to improve their lowest performing schools. We also urge the conferees to adopt S. 1177's initiative to provide federal grants to states and school districts to help improve low-performing schools that are identified by the state accountability systems, while allowing districts to design evidence-based interventions for these schools. This approach reflects the ESEAs historic commitment to promoting educational equity by targeted additional federal resources to the schools and communities in greatest need of assistance.

5. General Funding and Flexibility: To truly build a strong education system nationwide, the new ESEA must allow states — based on their own state plans — to consolidate and transfer select federal funds to support state, regional, and local practices that enhance capacity for improvement rather than depleting capacity to meet regulatory demands. The new ESEA must be aligned to support high quality early learning systems that Nebraska is expanding.

Nebraska supports S. 1177's language permitting transfer of 100% of state level funding between Title II and Title V and urges the conferees to maintain this approach in the final conference report. This model will enable Nebraska to better address unique state needs in these areas. We strongly support S. 1177's language making early learning a clear allowable use across ESEA programs, and urge the conferees to include the bipartisan Early Learning Alignment and Improvement Grant program in the conference report. Promoting greater alignment between high quality early learning programs and elementary schools – including S. 1177's provisions focused on building elementary principals' capacity to support children along the Pre-K to Third Grade continuum - must be a top priority and S. 1177's early learning provisions take a strong step in the right direction.

The following policy partners support this statement:



Nebraska ESU Planning

April 7, 2011

Mission

Opportunities:

- Rethink education through virtual education
- Using our knowledge to assist with PLA schools
- More collaboration to help districts be more efficient
- Assist with stabilization/continuity/not subject to ups and downs..... re: school needs
- On-line prof. Dev.
- Increased demand for ESU svcs due to decline in school resources
- Accountability.....help schools use statewide tests to be a tool for teacher evaluation.....standards to bring about excellence
- Ability to focus and partner on statewide efforts with schools and with ourselves as ESUs
- P-20 environment....dual credit....career/college readiness, early intervention
- Better products due to forced partnerships
- Our ability and capability to create projects to supplement school needs, i.e. website programming, grant writing, para training, curriculum

enhancement, strategic planning for schools, audits: finance, tech, communication, etc.

- rethink school day and year
- ESUs as a regional and statewide voice for education
- Community outreach
- Provide continuity of learning for kids statewide
- Provide personalized learning
- Need to define ownership of joint products/services
- Control our own destiny
- Reduce travel costs through use of technology for collaboration
- Provide long term support to LEAs, the student/s, each other, etc.
- Utilize two largest districts as a resource
- Opportunity to benchmark services provided to large districts.....look around the US.
- Knowledge transfer.....mentoring.....leadership transition.

Threats:

- Private entities replicating our services
- Finance....schools will cut back on services and limit travel
- Term limited senators and their knowledge of ESUs

- Charter school & vouchers
- Fear of committing to technology.....could be outdated.
- Schools wanting dollars directly and wanting to work less collaboratively.
- Increased regulations due to increased accountability
- Ever changing and mobile population base
- Difficulty in creating statewide plans that will match individual needs of ESUs
- People's time too thin
- Competition inside and outside
- Flow of money based on state tests...punishes success
- Not realizing passing opportunities when they arise
- Societal norms.....acceptance of 20th century model.....the curators are in control
- Urban/rural divide.....legislature, finance, resources
- Forget to focus on kids
- Lost of local influence
- School finance formula looks like it was done on an etch a sketch
- Gotten by in recent years without being the best

Strengths:

- Statewide programs: coop purchasing, SRS,

distance learning, Mye learning, insruc. Mtls, PDO affiliates,

- Great network of communication
- Established in statute
- Statewide connectivity, protocol and bandwidth
- Opportunity to be mediary between NDE and districts, i.e. data analysis
- Collective knowledge and expertise across ESUs
- We blanket the state....serving all districts
- Leadership and mentoring
- Efficiency and scale at several levels local, intermediate and statewide
- Statewide appropriations w/property tax base
- Flexibility to meet needs
- Solid relationship with our districts
- Our people! Knowledgeable

Weaknesses:

- Not nimble
- Variation in district size
- Members come in with different perceptions and needs....ESU leaders
- ESU CC is a very young organization
- Hard to reach consensus....strong personalities

- Limited resources included tax base and human resources
- Affiliate group missed perception of their roles – they are not governance, they are advisory
- Difficult in initiating change in a timely fashion
- Too project rather than big picture oriented
- Silo mentality units, affiliates, special projects
- Lack definitive focus to direct Ccs actions
- Geography and state population impacts needs and communication

PR/marketing

- At times, lack of communication/interaction with NDE and other organizations
- Lack of sustainability planning
- Innovation can be difficult locally and statewide
- Lack of formal research & development
- A lot of energy being spent on duplicated services
- Struggle with ways of sharing resources & responsibilities
- Come from different places re: resources, efficiency.....
- ESU CC may not have shifted to the 08 paradigm requirement
- Clearcut direction on how the single district ESUs function or go away.

Elements of Our Vision:

1. More clearly defined role and relationship with DE
2. What are our core services in the future the the potential partners.
3. Centers of Excellence
4. Technology/ & tech planning
 - consolidating to more efficient mgmt units
 - ESUcc tech team for hardware, software, helpdesk, networking
 - Supporting multiple environments
 - Mirrored fail over site to the production – reliable back-up and disaster recovery.....full passover system.

Themes:

1. Technology/ 24/7 learning infrastructure
 - 24/7
 - Increased student opportunity
 - Virtual instruction delivery methods kids and adults
 - centralized server environment
 - enterprise planning
 - redundancy built in
 - disaster resistance
 - leading edge instructional strategies
 - bringing student voice to planning
 - fractional labor concept in staffing

- centralized source for digital media...repository
- self developed and managed programs
- honor individual ESU identity
- shared intellectual property – Open Educational Resources

2. Increase our collaboration with key stakeholders

- NDE.....create strong partnership, ESUccPDO, roles & respon., improve processes
- Pursue new and stronger partnerships: associations, business/industry, higher education, economic development, P-16, legislators

3. Accountability / Communication

- Statewide data collection and analysis & reporting – real time listening, market research.....customer/user feedback, ownership
- ESUcc branded website & Look.....
- Build relationship with key state officials
- Examine increased use of new methods/tools i.e. social media, etc.
- Target market.....new marketing approaches....website analytics

4. Improve our ESUCC processes

- Funding formula for statewide projects or multiple esu initiatives

- Steps for initiatives to become statewide projects
- How will we establish “Centers of Excellence”

Next steps:

1. Distribute notes from event for reflection
 2. Staff bring back recommendations for action re: priority, persons/committee responsible, timelines, measurement system.....
 3. Get draft copy out of proposed strategic priorities for reflection from members & stakeholders.....in powerpoint.....and/or digital video.
 4. Set date/event to finalize and get on with it.....
 5. Begin implementation with description of how it will be monitored.
- **Commit to carrying out this planning process....needs to be on all of our agendas!

Nebraska ESU Coordinating Council
Planning Event
April 7, 2011

D R A F T

Our Mission

The mission of the Council is to provide the most cost effective educational support for the students, teachers, and school districts in each Nebraska educational service unit by facilitating statewide coordination of educational services and strategic planning.

Our Vision

1. We will enjoy a productive partnership with the Nebraska Department of Education stemming from clearly defined roles and responsibilities for all.
2. We will operate from a clearly defined set of “core services” for Nebraska ESUs.
3. We will foster and support regional “Centers of Excellence” within the ESU system.
4. We will be the 24/7 technology “backbone”— to include technology adoption, application, & planning.
 - Consolidating to more efficient technology mgmt units
 - ESUCC tech team for hardware, software, helpdesk, networking
 - Supporting multiple environments
 - Mirrored fail-over site to the production – reliable back-up and disaster recovery.....full pass-over system.

Our Strategic Priorities

1. We will fully develop our ESU system 24/7 technology learning infrastructure to meet the present and emerging needs of Nebraska's schools.

- 24/7 capability
- Provide increased student opportunity
- Provide virtual instructional delivery methods for students and adults
- Pursue a centralized server environment
- Include "enterprise" planning
- Build in redundancy in the system
- Strengthen disaster resistance
- Provide leading edge instructional strategies
- Bring student voice to planning & implementation
- Explore a "fractional labor" concept in staffing
- Explore & implement a centralized source for digital media...a repository
- Provide for self developed and managed programs
- Will honor individual ESU identity/brand
- Will encourage and provide shared intellectual property – "open educational resources"

2. We will increase and improve our collaboration/working relationship with key stakeholders.

- NDE.....create strong partnership -- ESUCC PDO roles & responsibilities, improve processes
- Clearly define roles and responsibilities
- Define and improve processes
- New and stronger partnerships: associations, business/industry, higher education, economic development, P-16, legislators, etc.

3. We will improve our accountability and communication with and to each other and key stakeholders in the state.

- Implement statewide data collection, analysis, & reporting – real time listening, market research with customer/user feedback – look to create ownership with stakeholders.
- Develop an ESUCC "system" website/look or brand.
- Increase use of new methods/tools i.e. social media, etc.
- Apply contemporary "target" marketing approaches, i.e. website analytics, search engine optimization, etc.

4. Improve our ESUCC processes

- Develop a funding formula for statewide projects or multiple ESU initiatives
- Develop written procedures for initiatives to become statewide or multiple ESU projects
- Develop process, procedures, and criteria for the development of "Centers of Excellence."

Next Steps

1. Distribute “draft” notes from planning event for reflection.
2. ESUCC staff & executive committee bring back recommendations for action re: priorities, persons/committee responsible, timelines, measurement system, etc.
3. Get draft copy out of proposed strategic priorities for reflection from members & stakeholders....in PowerPoint....and/or digital video.
4. Set date/event to finalize and proceed to implementation.
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(Ron Fielder, April 2011 draft #1)



Serving Students and Schools for a Half Century.

50

Est. 1965

Educational Service Units

Cost Savings...

- Nebraska's ESUs support special education services through early childhood services, response to intervention teacher training, early identification, and encouraging more referrals of young children who might need support. These efforts result in substantial savings to school districts.
- Statewide cooperative purchasing saved local school districts approximately 4.5 million dollars on critical purchases such as teaching supplies, copier paper, copiers, building/maintenance projects, scoreboards, furniture, technology hardware, software, custodial supplies, and food.
- Through the ESU Coordinating Council, the 17 ESUs routinely collaborate for both regional and statewide projects that extend the efficiency and effectiveness of limited resources.

Public trust and efficiency...

**ESUs HAVE A POSITIVE IMPACT
ON STUDENT LEARNING FOR
307,000 STUDENTS IN
NEBRASKA**

- Nebraska stakeholders consistently voice support for maximum efficiency of government services and administrative functions. ESUs do just that!

ESUs support student achievement and leverage limited resources in six areas, many of which are mandated by federal and/or state law:

Teaching and Learning:

- ESUs facilitate trainings annually for educators; informing them of the latest research and teaching methods, and improving the opportunities for achievement of students in poverty and students with diverse backgrounds.

Technology Services:

- ESUs often manage the fiber network, purchase bandwidth, subsidize the cost and management tools, obtain lower costs for computer software, provide Internet protection filters, purchase digital collections, promote online and digital learning options, and provide technical support.

Specialized Student Services:

- ESUs provide services to meet the increased needs in special education, vocational education and transition, learning centers, alternative education programs, English Language Acquisition programs, systems-involved youth, and homeless education programs. Specialized regional supports for autism, assistive technology, and professional development for early childhood providers make it possible for local providers to meet the intense needs of their high needs students.

Early Childhood:

- ESUs provide leadership and support in early childhood education to help ensure every child is safe, healthy and prepared to succeed in school and in life.

Developing Partnerships:

- ESUs are often key partners in local economic development through their community ties with human service agencies, businesses, industries, municipalities, colleges and universities.

Administrative Services:

- ESUs assist school districts through cooperative efforts within the areas of teaching and learning, technology, transportation, business services, teacher training, and purchasing.

"I have served School Districts across Nebraska in small rural areas as well as large urban centers and the stewardship, service, outreach, and professionalism has always been outstanding. Our Nebraska students have greater hope and opportunity as a result of the service provided by the Nebraska Educational Service Units."

~Dr. Mark Adler, Superintendent Ralston Public School

Funding...

- Federal, State, and local tax dollars
- Federal and State grants
- Contracted services

In 1965, the Nebraska Legislature created ESUs to...

- Provide training for teachers, administrators, and support staff
- Encourage collaboration across district boundaries to enhance efficiency and equitable opportunities

"There are too many requirements, expectations, and competing demands on local districts to overlook the importance of ESUs to Nebraska's educational system."

~ Commissioner Matt Blomstedt



Educational Service Units Provide School Districts with...

- Cost effective resources
- Research-based instructional learning opportunities
- Opportunities to pilot innovative programs
- Enhanced learning through technology integration
- Facilitation of best practices
- Coordination of distance learning and other BlendEd learning opportunities
- Coordination of efficient and equitable services between local districts and the Nebraska Department of Education (NDE)

"ESUs: Collaborative efforts for efficient and equitable service delivery for Nebraska's 307,000 students."

~David Ludwig, ESUCC Executive Director

PLEASE CONTACT YOUR LOCAL ESU OR THE ESU COORDINATING COUNCIL FOR AN OPPORTUNITY TO LEARN MORE ABOUT NEBRASKA'S ESUs.



402-597-4843

NEBRASKA EDUCATIONAL SERVICE UNITS



ADDING VALUE TO EDUCATION

EXAMPLE RELEASE OF COPYRIGHT WITH PERMISSION TO USE
<http://bit.ly/ESUCopyright>

[Link to Google Presentation on Copyright](#)

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Sample Release

I am the owner of rights to 50 Ann. Banner / Logo [title of work] and I authorize its display and reproduction on the banners, brochures, etc. [name of media project] printed by Educational Service Unit #7. The media will be used for promotion + communication [insert purpose of media] to be used for a period of eternity [insert length of time].

Copyright Owner Signature: _____



Date: 9-10-15

Party using the media: _____

Date: _____
