



ESUCC

Executive Committee Meeting

Tuesday, May 6, 2014, 8:00 AM

Educational Service Unit No. 10 76 Plaza Blvd Kearney, NE 68845, 6949 South 110th Street,
LaVista, NE 68128

Attendance Taken at 8:04 AM.

Beatty ESU 16: Present

David Ludwig: Present

Jeff West (NE): Present

Radford ESU 17: Present

1. Call to Order

2. Roll Call

3. Information Item

3.1. Draft ESUCC 2014-2015 Meetings

3.2. ESU Committee Structure

3.3. 2014-2015 Admin Roster

3.4. Budget Protocol

3.5. ESUCC Calendar - 2014-2015

3.6. Master Services Agreement (DRAFT)

3.7. Policy Review Process

3.8. ESUCC Vision

4. Recommended Actions Items

4.1. ESUCC Meetings - 2014-2015

4.2. ESU Committee Structure

5. Next Meeting Agenda Items

6. Adjournment

ESUCC Lines of Communication

Procedures for Submitting Statewide Proposals

Creation of a written proposal (see *** below)

Written proposal and supporting documents presented to affiliate group

Proposal voted upon and supported by an affiliate group with a recommendation to ESUCC CEO

ESUCC-CEO assigns the proposal to a standing committee of ESUCC

ESUCC CEO and affiliate group completes a written proposal to the chairperson of the assigned standing committee

ESU CEO assigns the proposal and gives all supporting documentation to The assigned Standing Committee of ESUCC

ESUCC CEO and affiliate group present the concept with supporting documents to the assigned standing committee

Standing Committee of ESUCC considers the proposal and recommends to ESUCC

ESUCC considers proposal a minimum of two meetings, one for the purpose of discussion and the second for the purpose of action.

If there is a declared emergency ESUCC may waive the rights to a second hearing on the proposal.

*****Written proposal includes:**

Name of Affiliate Group

Proposal

Indication of Statewide Impact

Plan for Statewide implementation

Funding for the proposal

Address Sustainability

**2014-15 Master Services Agreement Between the
Educational Service Unit Coordinating Council and
Educational Service Unit ___**

THIS MASTER SERVICES AGREEMENT (“Agreement”) is entered into this ____ day of _____, 2014 (“effective date”) by and between THE EDUCATIONAL SERVICE UNIT COORDINATING COUNCIL, a political subdivision of the State of Nebraska, hereinafter referred to as “the Council” or “the ESUCC,” and EDUCATIONAL SERVICE UNIT NO. ____, a political subdivision of the State of Nebraska referred to as “the ESU.”

Recitals

Whereas, ESUCC is charged by NEB. REV. STAT. § 79-1245 with the administration of statewide education initiatives and provision of statewide education services;

Whereas, the ESU wishes to receive certain services and participate in certain Projects that are conducted by the ESUCC; and

Whereas, the ESU wishes to have certain services and initiatives made available to its member school districts.

Now, therefore, the ESUCC and the ESU agree as follows:

I General Provisions

1 Purpose. The purpose of this Agreement is to establish the general terms and conditions applicable to the education initiatives, services and projects (collectively “Projects”) which ESUCC supplies to the ESU for the 2014-15 school year. This Agreement is intended to serve as a framework for the provision of services under one or more of the ESUCC’s Projects.

2 Participation in Individual Projects. This Agreement outlines several Projects, which ESUCC has undertaken for the statewide benefit of Nebraska educational service units and their member school districts. The ESU may choose to participate in some, but not all of the Projects referenced by this Agreement. The ESU shall indicate its intention to participate in a particular Project by marking, where indicated, each Project in which it wishes to participate or make available to its member school districts. ESUCC is only obligated to provide services to the ESU for the Projects, which the ESU has marked as provided herein.

3 Term. The term of this Agreement shall be one (1) year, commencing on August 1, 2014 and ending on July 31, 2015.

4 Provision of Services by ESUCC's Agents. The ESUCC may contract with third parties to provide some or all of the services described in this Agreement. The ESU hereby expressly agrees to the provision of those services by said third-party agents and agrees to cooperate with all agents of ESUCC in the implementation of such Projects including, but not limited to, invoicing, payment and administration necessary for the delivery of Project services in the name of ESUCC.

5 Compliance with State Law. Each Party will comply with applicable laws in its performance hereunder and will advise the other of changes in laws that concern the conduct of the Projects and services contemplated by this Agreement. Each Party shall obtain and maintain all approvals required to perform its obligations under this Agreement.

6 Right to Make Changes. ESUCC reserves the right in its sole discretion, to make changes to the operation of each of the individual Projects referred to herein, including, but not limited to, an increase in the fees charged for particular Projects, if the ESUCC determines that such fee increase is necessary for the continued operation of the particular Project, provided, however, that no such change shall have a material adverse impact on the ESU.

7 New Projects. In the event ESUCC determines to offer a new Project during the term of this Agreement and the ESU wishes to participate in said new Project, the parties may describe the new Project in writing and incorporate that writing as a formal addendum to this Agreement.

8 Amendments in Writing. Notwithstanding any provision of this Agreement to the contrary, any amendment to this Agreement must be in writing and signed by an authorized representative of each Party. No oral understanding or agreement not incorporated in this Agreement is binding on any of the Parties.

9 Indemnification. Each Party shall indemnify, defend and hold the other and its officers, members, employees and agents, harmless from any and all claims, causes of action, fines, penalties, damages, liabilities, judgments and expenses (including reasonable legal and other professional fees) incurred in connection with or arising from (1) the operation of any of the Projects referred to herein, (2) any violation or failure to comply with any federal, state or local law, ordinance or

regulation by one of the parties, its employees or other agents or (3) any breach, violation or nonperformance of any provision of this Agreement.

10 Assignment. The ESU shall not assign any right or delegate any obligation arising hereunder without the prior written consent of ESUCC. This provision does not prevent the ESU from allowing its member school districts to participate in some or all of the Projects described herein.

11 Third Party Beneficiaries. This Agreement shall be binding upon and inure solely to the benefit of and be enforceable by each Party hereto and their respective successors and permitted assigns. Nothing in this Agreement, express or implied, is intended to or shall confer upon any third party any right, benefit or remedy of any nature whatsoever under or by reason of this Agreement

12 Entire Agreement. This Agreement supersedes and replaces all prior agreements or understandings and constitutes the entire agreement between the Parties concerning the subject matter hereof; there are no other agreements, understandings, or representations, whether written or oral, between the ESU and ESUCC concerning the subject matter addressed herein.

13 Governing Law. This Agreement shall be governed and construed in accordance with the laws of the State of Nebraska

II Professional Development Projects

1 Purpose of Professional Development Projects. One of the core services provided to school districts is professional development of their staff.

2 Professional Development Advisory Committee. The ESUCC shall appoint educators and other experts to a Professional Development Advisory Committee. The initial committee shall consist of up to 20 members who possess expertise in professional development and specific curriculum areas. The Professional Development Advisory Committee shall provide the ESUCC's Executive Director with suggestions and input on technical and other matters related to professional development and specific special projects involving educators' professional development, within the State of Nebraska. The ESUCC Executive Director may also form ad hoc committees from time to time to address matters relevant to the various Professional Development Initiatives.

3 Annual Professional Development Program. The ESUCC will develop an annual program of professional development offerings that will assist the ESU and its member districts in providing professional development to educators state-wide. The ESUCC will assist the ESU in meeting its obligations pursuant to Rule 84 of the Nebraska Department of Education in collaborating to create opportunities for educational training and staff development for the staff of educational service units, the Nebraska Department of Education, and school districts statewide.

4 ESUPDO Project. The ESU Professional Development Organization serves as a collaborative effort to provide statewide training for all ESU employees. The ESUPDO Project consists of five (5) affiliate groups comprised of ESU employees across the seventeen ESU's. These groups are:

- a Staff Development Affiliate (SDA): Members are generally responsible for providing staff development to their school districts and have assisted the Nebraska Department of Education efforts on statewide and local assessment as well as school improvement.
- b Technology Assistance Group (TAG): Members provide assistance to school districts in the dissemination and integration of new educational technologies deployed by school districts
- c Network Operations Committee (NOC): NOC supports the extensive communications network within and among the ESU's and school districts. NOC provides network security and protocols for their districts and ESU's and ensures the communications network for distance education, internet, email, and phones are functioning and secure.
- d Instructional Materials Affiliate (I-Mat): I-Mat consists of media professionals from across the state. It serves the dual role of providing for and assisting school districts make use of statewide I-mat media as well as the integration of media materials in school districts.
- e ESU Special Populations Directors (ESPD): This group consists of Special Education Directors and staff from across the state. This group was included in the ESUPDO as the need for special education professional development grew in the age of standards and assessment, and the need to develop and

share professional development efforts for special education teachers and classroom teachers alike arose. ESPD is involved with the Nebraska Department of Education in providing leadership for special education training and support as well as programs such as Response To Intervention (RTI).

- f ESUPDO Fees. Each ESU that participates in the ESUPDO Project will contribute **\$4,500** to partially fund the activities of the Professional Development Annual Program.

5 Professional Development Special Projects. The ESUCC may also facilitate special projects, organize and facilitate programs, or serve as a fiscal agent for activities to enhance professional development opportunities. These special projects may include but are not limited to special education grant programs, math grant professional development programs, NDE career education grant programs, and other grant or collaborative efforts that enhance statewide professional development.

6 Fees for Participation in Specific Professional Development Activities. Professional Development activities may include a registration, material, and other fees. Such fees will be set at no more than \$20 per person per day. Material and other fees will be actually incurred costs beyond normal registration. Any fees billed through an agent of ESUCC must identify the specific core activity provided on behalf of the ESUCC and be appropriately allocated by such agent in accordance with agreed upon billing practices. ESUCC will provide to each ESU that participates in the Professional Development Project invoices that detail the expenditures for each event or meeting. Participation fees shall be billed annually by ESUCC at the conclusion of the 2014-15 academic year.

7 Northwest Evaluation Association Certified Trainer Consortium Project (NWEA Consortium Project)

- a Purpose of the NWEA Consortium Project. The ESUCC is facilitating a Northwest Evaluation Association Certified Trainer Consortium. Participation in the NWEA Consortium includes the opportunity to train ESU staff or sponsor the training of school district staff or local consultants.
- b Term of Consortium Participation. Participating ESUs must commit to a three year term, beginning with the 2012-13 year and for each of the two subsequent school years.

- c Annual Fees. The annual fee will be \$3,200 per ESU for the 2014-15 and 2014-15 years. Training fees are \$5000 per person for two trainings to be conducted between June, 2012 and September, 2014.
- d Training Fees. In addition to the annual fee set out above, NWEA will charge \$2,500 per person per training session pursuant to the terms of the NWEA agreement referenced in paragraph (f) below.
- e Additional Fees. Additional fees, if any, will be charged based on additional services requested by participating ESUs.
- f Agreement with NWEA. In addition to being bound by this agreement, each participating ESU agrees to comply with and be fully bound by any additional agreements between ESUCC and NWEA.

The ESU wishes to participate in the 2014-15 NWEA Certified Trainer Consortium.

III BlendEd Initiative and Projects: Encompassing Distance Education, Instructional Materials, and Learning Management Systems (my eLearning/ANGEL) Projects

1 Purpose of BlendEd Initiative and Projects. The ESUCC shall provide distance education services including brokering and facilitating the exchange of distance education courses, the administration of learning management systems, and the assessment of distance education needs and evaluation of distance education services as provided for in NEB. REV. STAT. § 79-1248 and other state statutes and regulations. Additionally, the ESUCC is charged with the administration of statewide initiatives and provision of statewide services among other duties in NEB. REV. STAT. § 79-1246. The ESUCC also has managed statewide services in “core services” as that term is defined in statute, including instructional materials services. The purpose of the BlendEd Initiative is to assure cost-efficient and equitable delivery of digital education opportunities in partnership with educational service units, school districts, and other potential partners. The BlendEd Initiative will unify ESUCC projects and seeks to collaborate to provide students and school districts across the state with access to a mix of different learning environments to best support the combination of traditional face-to-face classroom methods with more technology-mediated activities.

2 BlendEd Advisory Committee. The ESUCC shall appoint educators and other experts to a BlendEd Advisory Committee. The initial committee shall consist of up to 20 members representing distance education, instructional materials, learning management systems, and general knowledge about professional development relevant to the initiative. The Advisory Committee shall provide the ESUCC's Executive Director and Distance Education Director with suggestions and input on technical and other matters related to distance education, learning management systems, or instructional materials, within the State of Nebraska. The ESUCC Executive Director and Distance Education Director may also form ad hoc committees from time to time to address matters relevant to the BlendEd Initiative.

3 Conditions of Participation.

- a Intellectual Property. The ESU and each of its participating school districts agrees to comply with all relevant laws governing copyright and other intellectual property. The ESU agrees to hold ESUCC harmless for any violation of this provision by the ESU or one of its member school districts.
- b No Assignment. No Party shall assign any of its rights or obligations under this Project without the prior written consent of the ESUCC's Executive Director or the ESUCC board.

4 Projects and Services. The BlendEd Initiative will strive to create an integrated approach for both instructors and learners. ESUs may choose to participate in all or none of the projects and services and many of the services are made available to school districts directly. The BlendEd Initiative will also seek to organize professional development through existing ESUPDO and other ESU staff as appropriate.

The ESU wishes to participate in BlendEd (*Specific participation may be indicated below*)

5 Distance Education ~~Scheduling &~~ Brokering. The ESUCC will provide the NVIS course clearinghouse for use in finding and exchanging distance education courses between participating ESUs and school districts.

- a ~~BlendEd will schedule and broker statewide distance education course offerings using the Renovo software.~~

~~b Fees: Beginning in 2014-15, the hosting fees previously charged to participating ESUs will be absorbed as part of the ESUCC Distance Education Budget.~~

c Additional Fees: If additional fees for distance education scheduling or brokering become necessary, they will be approved by the ESUCC with at least one month's prior notice to participating ESUs.

☐ The ESU wishes to participate in Distance Education

6 Learning Management System (LMS) Administration (ANGEL/Blackboard and parallel services; Formerly myElearning).

a BlendEd provides hosting and paralleled services for learning management systems including but not limited to ANGEL and Blackboard.

b Fees: Each ESU will determine whether the ESU contracts with the ESUCC for individual services under the BlendEd initiative or whether the ESU's participating member school districts will contract directly with the ESUCC.

c Additional Fees: If additional fees for LMS become necessary, they will be approved by the ESUCC with at least one month's prior notice to participants.

☐ The ESU wishes to participate in Learning Management System Administration (ANGEL/Blackboard and parallel services)

7 Instructional Materials. The Instructional Materials portion of the BlendEd Project consists of four separate initiatives. ESUs that participate in the BlendEd Project may participate in none, some or all of the Instructional Materials initiatives. All participating ESUs will pay a fee of **\$3,500** for project administration.

a. Media on Demand Subscription Service: Currently Learn360. This is a statewide digital media subscription service. Participating ESUs will be charged a fee based on the actual contract cost. Each ESU will pay a fee based on a schedule equivalent to fifty percent of the Learn360 contract divided equally among the participating ESUs and the remainder fifty percent of the contract divided based on participating public

school enrollment. The media on Demand/Learn360 may be made available to school districts in non-participating ESUs. The ESUCC will establish fees and invoice any such participating districts in coordination with the non-participating ESU. The ESUCC will provide an estimate for budget purposes for each participating ESU. Invoices will be sent in April, 2015 for the 2015-16 subscription.

The ESU wishes to participate in Media on Demand/Learn360

- b. Learning Object Repository (LOR): Through this service, ESUCC will coordinate a digital library that will enable educators from within participating ESUS to share, manage and use educational resources with a common metadata standard. The ESUCC's learning object repository will also include access to previous media acquisitions (Nebraska Titles), subscription media, National Repository of Online Courses, and other content as it becomes available. Fees for hardware updates, training, software licensing, and other associated project costs will be based on the vendor-provided schedule of fees. The base amount for ongoing licensing & support of the LOR is **\$_____ per ESU plus \$50 per participating school site**. Participating ESUs will be invoiced for their share of the costs as they occur.

The ESU wishes to participate in Learning Object Repository

- c. Instructional Materials - Media Acquisition. Working in conjunction with ESU staff (Instructional Materials Affiliate), this project will identify media titles or other instructional materials to complement the existing Nebraska Titles collection (also known as the "Spring Buy" process). Fee for Media Acquisitions is \$5,000. Fees will not exceed this amount and will be based on actual costs incurred.

The ESU wishes to participate in I-Mat Media Acquisition

- d. Instructional Materials - Special Projects. Special projects funds will help enhance content for the LOR including but not limited to videos, e-books, course content, learning objects,

and professional development content. Working in conjunction with ESU staff (Instructional Materials Affiliate), this project will identify media titles or other instructional materials to complement the existing content of the Learning Object Repository. It is recommended that all ESUs participating in the Learning Object Repository elect to participate in Special Projects. Fee for Special Projects is \$4,500. Fees will not exceed this amount and will be based on actual costs incurred.

The ESU wishes to participate in I-Mat Special Projects

- 8 Federated Identity and Access Management: Through this service ESUCC will provide a framework for authentication into digital services.

Additional Fees/Costs (if any): The ESUCC and participating ESUs may amend this agreement to expand services based on planning efforts for content hosting, identity management infrastructure and related services. Any such fees/costs will be presented by the ESUCC Technology Committee as part of plans for approval by the ESUCC board.

The ESU wishes to participate in LDAP Planning

IV Cooperative Purchasing Project

1 Purpose of Cooperative Purchasing. The Cooperative Purchasing Project aggregates demand for certain items commonly purchased by school districts to get lower prices from selected suppliers.

2 Duties of ESUCC. In connection with the Cooperative Purchasing Program, the ESUCC shall:

- a Combine statewide data relevant to cooperative purchasing in order to promulgate a valid basis upon which to solicit bids.
- b Coordinate activities which are commensurate with updating and perpetuating proper specifications inherent within the bidding process.

- c Prepare official bid documents and invite suppliers to bid via Internet, in connection with supplies to be purchased by ESUCC.
- d Prepare and cause to be published the official legal notices of the bid opening in connection with supplies to be purchased by ESUCC.
- e Conduct the public bid opening and resulting bid reviews in accordance with applicable Nebraska statutory “public lettings” provisions, if any, or ESUCC policy and practice, and be responsible for selecting bids based upon such provisions.
- f Compile price lists and order sheets for each participating educational service unit and make such order lists and price sheets available through the Nebraska ESU Cooperative Purchasing Web Site.
- ~~g Provide technical support for ESUs and school districts in placing orders with suppliers through the Web Site. Merchandise will be shipped as directed by the participating ESU or school district.~~
- ~~h Through the Web Site, provide participating ESUs and school districts the capabilities to track items ordered, confirm receipt, check invoices and detect and report shortages.~~
- ~~i Invoice each educational service unit for the merchandise received.~~
- ~~j Check invoices against orders and pay all outstanding bills.~~
- k Assist any participating educational service unit with problems related to the processing and delivery of orders from the suppliers.
- l Participate in an annual audit of cooperative purchasing accounts and records conducted by a Certified Public Accountant.

~~3 Invoicing and Payment for Annual and Paper Buy. The ESU shall remit payments for merchandise ordered through the Cooperative Purchasing Project to ESUCC's Coop according to the following schedule:~~

a ~~50% of the total cost of merchandise purchased in the annual buy shall be paid on or before August 1 with the remaining 50% paid on or before September 15.~~

b ~~The cost of all merchandise received after August 1 shall be paid within 45 days from the date the merchandise is received.~~

c ~~Payment for the paper buy shall be paid by June 1.~~

d ~~The ESU also agrees to pay ESUCC a 1.5% per-month penalty on all amounts not paid according to the above schedule.~~

4 Administrative Fee. ESUCC will charge a **4%** administrative fee on all items purchased through the annual and paper buy of the Cooperative Purchasing Project.

~~5 Reimbursement of Certain Administrative Costs. ESUCC will reimburse each participating ESU for certain unit-based administrative costs based on a formula to be determined by the ESUCC during the 2014-15 school year.~~

The ESU wishes to participate in Coop Purchasing.

V Special Education Project

1 Description of Components of Project:

a Student Records System (SRS): SRS is an online special education record keeping system. It creates all special education documents required by Rule 51, including IEP, MDT, IFSP and all required notices. The SRS is a highly secured system that organizes and stores documents and provides easy access to files from anywhere via the internet. SRS training is provided across the state for district staff and college and university staff.

b Improving Learning for Children with Disabilities (ILCD): ILCD is a state self-assessment project that gathers information for federal reporting requirements. The ILCD Project utilizes parent, teacher and administration survey assessments. The survey results can be accessed via the ILCD Website. The ESU's technology role includes purchasing, distributing and

scanning surveys. ESU staff offer technical assistance for the ILCD website and survey design.

- c Project PARA: Project PARA is a web-based method for school districts to provide introductory training for their paraeducators. The Project assists schools in meeting the paraeducator training requirements of No Child Left Behind, Rule 11 and IDEA. Project PARA is a collaborative effort between the University of Nebraska, the Nebraska Department of Education and Nebraska educational service units.

2 Fees. Each participating ESU will pay a fee of \$5,000 to fund the Special Education Project.

3 Additional SRS Fee. School Districts that are members of one of the participating Parties to the SPED SRS Project must pay an additional fee to receive access to SRS. Fees will be assessed in accordance with the following table:

*Tier	(School Membership)	2014-2015 Rate
3	50 - 99 students	\$
4	100 - 249 students	\$
5	250 – 499 students	\$
6	500 – 999 students	\$
7	1,000 – 1,999 students	\$
8	2,000 – 3,999 students	\$
9	4,000 – 17,999 students	\$
10	>18,000 students	\$

The ESU wishes to participate in the Special Education Project.

[THE NEXT PAGE IS THE SIGNATURE PAGE]

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized officers.

FOR EDUCATIONAL SERVICE UNIT # ____:

I certify that I have checked the relevant boxes above indicate the Projects in which the Service Unit wishes to participate.

OR

I certify that the Service Unit Wishes to Participate in ALL of the above projects.

(signature)

(printed name)

Administrator, Educational Service Unit No. ____

FOR THE EDUCATIONAL SERVICE COORDINATING COUNCIL:

(signature)

David Ludwig, Executive Director

Vision Session Worksheet - Red Group I

April 3, 2014

Discuss these questions in your working group and record responses:

What do we envision the Nebraska system of support for our schools and students to look like in 5 years?

- Consistency of message, delivery, services, opportunities
- All major policy makers have the same vision and goals for public education in our state
- A streamlined/simplified assessment system that supports and enhances student growth
- Nebraska system of support would include ESUs, Governor's office, school systems, legislature, State Board, NDE, etc. are aligned, understanding and support while having the same vision, common goals, same language.....A coordinated system of support
- We have the resources/training necessary to complete our vision
- Information/Technology system that will support all the standardized initiatives statewide for the purpose of enhancing a learning centric environment
 - Use of data to guide instruction
 - Full implementation of a BlendED learning environment

What do we need to invest in now to move in that direction?

- Completion of our major technology initiatives and improvement of our infrastructure
- Following our national data and technology standards as associated with education
- A seamless evaluative system that complements a continuous improvement process
- A common language on all educational initiatives
- Support of training and staff development for educators on a regular basis
- A repository of evidence based practices and resources to meet the needs of diverse populations

What does ESUPDO need to know and hear from ESUCC that will provide direction to help ESU's effectively support schools and districts across Nebraska in this age of accountability?

- Enabling the 21st Century Learner...Improving student achievement; ensuring teachers, administrators, students are technology literate; providing strong infrastructure; providing resources for improving learning and equal access
- Uniform/focused System with common language—use “one-pagers” for state-level initiatives and their components

Vision Session Worksheet - Green Group II

April 3, 2014

Discuss these questions in your working group and record responses:

What do we envision the Nebraska system of support for our schools and students to look like in 5 years?

- **Student growth under accountability**
- **Accountability for dollars - data that shows value for investment**
- **New model - breaking with tradition - past traditional brick and mortar learning - accessibility - rural issues**
- **Meeting needs of student in each sub-group across the state**
- **Support of teachers - both pre-service and in-service - personalized learning for teachers - blended learning and/or flipped learning**
- **Ownership of learning**
- **Personalized learning for each student in NE**
- **Define quality for teacher instruction**
- **Systemic approach to work as a whole unit - leaning on each ESU, collaboration, shared services**
- **Specialized teaching within content areas - Modeling by teachers of blended learning**
- **Focus on student (all learners: P-16 and adult learners) learning in all situations**
- **Evidence based practice to meet student needs**

What do we need to invest in now to move in that direction?

- **Well-focused system**
- **Fidelity of instruction**
- **Visible learning - data-driven learning for students - transparency**
- **Systemic within state**
- **One voice with all stakeholders**
- **Systems and initiatives drive budgetary decisions**
- **Equitable access to resources, 24-7 learning opportunities - Statewide initiatives**
- **Internet access anywhere, anytime (across city)**

What does ESUPDO need to know and hear from ESUCC that will provide direction to help ESU's effectively support schools and districts across Nebraska in this age of accountability?

Other Thought-provoking questions to consider:

What do our constituents -- school districts, administrators, principals, teachers, students and the public -- most need, want or expect from us?
What are our constituents saying about us?
How do we balance innovation, promoting new ideas, methods, and technologies and "giving them what they want"?
Keep equal weight on both sides of the scale.
What challenges are most important for us to address?
Creating greater equity and opportunities for all students to experience personalized learning.
Among the challenges before us, what feels impossible?
Getting schools to take data collection and data driven decision making seriously seems impossible. Getting legislative funding seems impossible.
What other questions should we be asking?
How can we be the change we want to see?

Vision, direction statement, phrase:

We are a data-driven system focused on student learning outcomes executing purposeful communication, collaboration, and cooperation.

What do ESUPDO/NE Educators need to know and hear so they have a sense of direction?

- Common large data
- Common vocabulary
- Communication of vision
- Informing teachers about initiatives
- One place to find information (ie: web presence)
- How do ESU workshops/ meetings meet initiatives?
- How do staff responsibilities (within and between affiliates/ESUPDO and NDE) fulfill initiatives?

end of list

Statement of intent/tag line:

One state, one system, one direction.

Vision Session Worksheet - Yellow Group III

April 3, 2014

Discuss these questions in your working group and record responses:

What do we envision the Nebraska system of support for our schools and students to look like in 5 years?

- Transparent, knowledgeable about services available to districts, Transparency emerging in our culture, communication of services, ESU people may not have knowledge of our services and if that is the case then school definitely do not know, marketing and selling product, clients perception of needs and what they need, why, what, how.
- Create the compelling why? Our school to see ESUs, NDE and school district as partners.
- A vision that clarifies a partnership where we are all going in the same direction and aiming for the same outcomes, honoring the autonomy as school districts and uniqueness. Customizable education within a framework. Meet people where they are but spell out the vision for where we are going to create the alignment with the vision. Components working together and building and understanding of how that fits together. ESUs make a statement of these of statewide initiatives identified jointly by NDS and ESUs for the focus moving forward, you can feel confident we can support moving forward. More intentional direction.
- The vision of Nebraska systems of support for school and school children. One system. Need to integrate, collaborate and coordinate pieces of the puzzle together.
- Vision and Leadership
- NDE viewed as regulatory agency - partnership with ESUs can reshape to help and support in moving towards _____ (data driven).
- Shifting to partnership.
- School districts not know what they need, ESUs are partnering with school district based on data "what you need".
- Addition of the engagement of Higher Education
- Learning can be anytime anywhere... The opportunities for the systems of support to include and provide leadership around and about the possibilities creates a different paradigm to consider.
- The role of informing parents and other community leaders about the shift in

approaches to learning anytime anywhere. What types of things do we need to assist with the process to change?

- Thinking... It is a long term investment opportunity. Creating jobs and opportunities for the students to come back and embrace the notion of anytime, everywhere learning.
- Direct connection of ESU to the parents about Internet Safety as an example to demonstrate the value add for the constituents/ Tax Payers...
- CRITICAL communications... are essential to the work.
- Also important to engage the higher education/postsecondary community in the conversations.
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What do we need to invest in now to move in that direction?

Investing in the network and support mechanisms...

Supporting the engagement and professional development of educators to create the environment.

Creating the capacity and value of the coaching and integrating the coaching to self perpetuate the activities of PD.

The quickness of change sometimes is our own worst enemy as the consistent implementation cycle is not often in place. The need for being strategic and thoughtful through the decision making process of determining the "design thinking" as part of the process.

Creating systems that support the future while embracing the passion of the now.

Invest in the relationship... building

Legislature, State Board, Local Boards, etc.

Create an impression that the state vision provides the frame for the future and the ESU's provide an activity. for the future.

What does ESUPDO need to know and hear from ESUCC that will provide direction to help ESU's effectively support schools and districts across Nebraska in this age of accountability?

Educate Nebraskans, border to border, through highly effective and efficient systems of support, ensuring the economic viability and prosperous future of our state.

Tag Line: Educating Nebraskans: anytime, anywhere ,anyway.

Educating Nebraskans anytime, anywhere, anyway.

NEBRASKA EDUCATION: ESUCC/NDE Vision for the future

Building our capacity through integration, planning, partnership and development to achieve highly effective education for Nebraska.

Other Thought-provoking questions to consider:

What do our constituents -- school districts, administrators, principals, teachers, students and the public -- most need, want or expect from us?

What are our constituents saying about us?

How do we balance innovation, promoting new ideas, methods, and technologies and "giving them what they want"?

Vision Session Worksheet - Orange Group V

April 3, 2014

Recorder: Deb Hericks

Facilitator: Group Orange

Discuss these questions in your working group and record responses:

What do we envision the Nebraska system of support for our schools and students to look like in 5 years?

- System set up where we are having success in all schools/all populations
 - Schools are struggling to meet the needs of individual students/schools - have resources available to meet those needs of all students (HAL, ELL, etc.)
 - Meet DL needs especially in rural areas
 - PLPs and where we are now vs. where we will be
 - Deliver quality education in communities vs wasting valuable time on buses - personalized learning. Use tools available to give them the best education we can including BlendEd environment.
 - Quality staff in buildings, work with high ed to include everyone (Schools/NDE/ESUs/Higher Ed)
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- Common understanding of what success is? Growth, multiple variables,
 - Approve schools that prepare teachers (higher ed) - Provide leadership in preparation.
 - Students that are career ready - leave college/high schools with skill sets
 - Building a staff system that gives us knowledge on teachers coming out of college
 - Learning environment for everyone (parents, students, teachers, community)
 - Visible learning - success for all
 - like learning experience so much they will stay in state and communities
 - data - real time data
 - education of all stakeholders
 - technology supporting the initiative

What do we need to invest in now to move in that direction?

- education of all stakeholders
- technology supporting the initiative

- standards - technology - P-20
- encourage creativity/experimentation
- technology needs for future - infrastructure to handle all needs - 24/7 learning
- total integration of data
- changes in traditional school day??
- flexibility in teaching/learning
- technology for every student

What does ESUPDO need to know and hear from ESUCC that will provide direction to help ESU's effectively support schools and districts across Nebraska in this age of accountability?

- importance of three initiatives (data, t/p, BlendEd)
- Every school/every student (accountability level, t/p, teacher prep, etc)
- "Be Different" (teach different, learn different, be different)
- all people need to be learners/at all times
- Professional Development dependent on ownership of process of reaching the students
- "It's personal", it's yours
- expand on learning to reach all students, all students don't learn at same pace/same time
- real time data
- do not offer enough opportunities for student learning - create flexibility
- create fully developed/effectively developed students
- **Building capacity to allow the learner to control their destiny.**

Other Thought-provoking questions to consider:

What do our constituents -- school districts, administrators, principals, teachers, students and the public -- most need, want or expect from us?

What are our constituents saying about us?

How do we balance innovation, promoting new ideas, methods, and technologies and "giving them what they want"?

What challenges are most important for us to address?

Among the challenges before us, what feels impossible?

What other questions should we be asking?

Vision Session Worksheet - Blue Group IV

April 3, 2014

Discuss these questions in your working group and record responses:

What do we envision the Nebraska system of support for our schools and students to look like in 5 years?

- Unified leadership to provide equitable access for personalized learning
- Equitable access to leadership and quality service
- Immediate use of big data for individualizing instruction
- Common information gathered from student information systems
- Within each district/ESU, people are defined to look at and interpret the data before interventions can be defined.
- 24/7 access for teachers, students, parents, community to digital resources
- Online PD in almost any category to support teachers in the classroom—align with principal evaluations (Equitable access to personalized learning)
 - personalized, goal-based, perpetual
- Do we need 249 school districts? Does 24/7 and online learning perpetuate small schools staying isolated?
- Support staff at ESU works as teams with curriculum, PD, DL, technology people all working together.
- All entities (NDE, ESUCC, Governor's office, teacher's unions, etc.) together using the same language, common goals

What do we need to invest in now to move in that direction?

- Systems to provide instant access to current information as opposed to past information. How do we know what is happening NOW?
- Complete technology initiatives
- Improve infrastructure
- adequate bandwidth to support multiple devices per learner/teacher
- Evaluation systems to determine when students get "where they need to be"

What does ESUPDO need to know and hear from ESUCC that will provide direction to help ESU's effectively support schools and districts across Nebraska in this age of accountability?

- Blended learning/individualized instruction using big data
- Timely access to current information
- Streamlined process to provide data

Statement of Intent:

"Unified service and leadership for personalized learning"

Other Thought-provoking questions to consider:

What do our constituents -- school districts, administrators, principals, teachers, students and the public -- most need, want or expect from us?

- Meeting regulatory requirements
- What is it going to cost us?
- How do we get the most service for our money?
- Need help with student engagement? Also teachers and community? How do you keep the community excited about the learning that is taking place?
 - Can parents and students learn together? Can parents sit in the class with student? Even DL classes?
 - Flipped classroom - sometimes parents can see what students are learning
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What are our constituents saying about us?

How do we balance innovation, promoting new ideas, methods, and technologies and “giving them what they want”?

What challenges are most important for us to address?

Among the challenges before us, what feels impossible?

What other questions should we be asking?