

# NOTES: Nebraska ESUCC

May 7-8, 2018

Kearney NE

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## Plan...or be planned for. -Ackoff

### Purposes of the Meeting:

- finalize the design of the Coordinating Council and
- establish the first set of bold action steps for implementation

Start Time both days      8:00 a.m.  
End Time May 7              4:00 p.m.  
End Time May 8              No later than 4:00, and perhaps earlier

### Preparation:

- Team members who collected stakeholder information, be ready to describe your process, number of participants, and any significant observations (5-minute report out to the full team before we review the stakeholder data).
- All design team members, come with an open mind and be ready for a working session in small and large group as we have done before. You will be reviewing a lot of information and making collective decisions about your path forward.

### May 7 Day One PowerPoint Slides

**Present:** 1 (Bill Heimann), 2 (Ted Deturk), 3 (Dan Schnoes), 5 (Brenda McNiff), 6 (Dan Shoemake), 7 (Larriane Polk), 8 (Bill Mowinkel), 9 (Kraig Lofquist), 10 (Dr. Bell, Jordan Clark), 11 (Greg Barnes), 13 (Jeff West), BJ Peters, Laura Barrett), 15 (Paul Calvert) 16 (Deb Paulman), 17 (Geraldine Erickson), Jeff McQuistan, 18 (Liz Standish), 19 (Connie Wickham)

(exact times for each item will vary; breaks and lunch will be scheduled as usual during the day)

- Welcome, agenda review, review of ground rules, quick review of work completed in session 1
  - The Design Process and Mindset
  - From February: context, challenges, specifications
  - Three Stages of Design: Engage...approximations, Envision...designed intentional solutions to the challenges we face, Enact with context, challenges, people.
  - Review historical context - Current: accountability, risk management, federal policy, etc.
  - ESUCC Interacting Challenges: value proposition - value add (State, CC, ESUs, LEAS, Staff, Legislation), system advocacy, recognition, confusion between coordination and control, degree of engagement in state education system, and now to include funding.
  - ESUCC suffers confusion between coordination and control? How are they confused in practice?
    - Coordination - the organization of the different elements of a complex body or activity so as to enable them to work together effectively
      - structure
      - mission
    - Control - the power to influence or direct people's behavior or the course of events
      - NDE has more power
      - We do want some control
      - power over - power to do things
      - primary lever - how do we influence
      - manage ourselves or someone will come do it to you
      - control to keep ourselves a well organized machine
      - if not a part of value add - legislature can use it against us

- tension between to the two
    - the confusion comes from NDE wants to coordinate
    - NDE creates and we struggle to produce - strapped resources
      - if NDE wants to coordinate it devalues the purpose of the ESUCC/ESUs
    - Create Value - ESUCC has this part down
    - Capture Value
    - Deliver Value - need to partner with stakeholders
- Short reports from those who collected stakeholder information as described above
  - ESPD - 11 ESUs present, part person/part zoom, spent time on the organization of ESUCC, lack of understanding of what the ESUCC is, varied amounts of functions, communication between the CC and affiliates
  - TLT - frustrating process, the disconnect between CC and affiliates, the TLT Leadership Group. The connection is PDO and they don't see beyond. Sent to affiliate group, and only added 3
  - NDE - 8 people invited, commissioners cabinet was also invited. 14 total received invitation and only 7 were available. What is the perfect design, empower CC more control to coordinate, they sent out to rest invited and received one more item.
  - NOC - went through it at their NOC, about 24 people, missing one ESU. Did ESUCC want to hear from them? Conversations control or coordinate - they want to be heard. A lot of communication - need for. Funding and staff to be ability to do the work.
  - SDA - pulled information together to make it as meaningful as possibly. Communicated with Strategists - this is what I needed to do and landed on doing it prior to an SDA training. Jeff sent out information to group so they would know what needed to be done. 38 members were either in person/via Zoom. SDA sees the ESUCC through their lens and does not go much beyond the PDO. They used Padlet, allows to capture everyone input and not have to replicate it. SDA had lots of ideas on how to enhance the process.
- Break into three (possibly four) working groups to begin the review and synthesis of stakeholder information
  - The sorting process
    - Functions
    - Process
    - Structure
  - Synthesis
    - individually read
    - mark repeating and interesting ideas
    - name a facilitator and recorder
    - identifying 3-5 common themes
    - write a sentence for each
    - record and be ready to report
- Synthesize themes from stakeholder information in small groups, then pool for full group selection of the 7-10 specifications that will guide the design conversation (*what we would collectively have if we could have what we want in the next generation of the ESU Coordinating Council*)
  - [Complete Specs Worksheet](#)
  - [Functions 1](#)
    - Identify Key Functions related to core Services, deliver them, and do them well.
    - Have a clear and consistent understanding of ESUCC's processes and purpose.
    - Coordinate the delivery of high quality core services to positively impact student achievement.
  - [Function 2](#)
    - ESUCC will create efficiencies, leverage expertise and provide economies of scale.
    - ESUCC will develop clearer message regarding what we do (value proposition).
    - ESUCC will support development of innovative products and services, to address (solve?) identified statewide/local issues and support solutions.
  - [Process](#)

- The next generation of ESUCC will intentionally define/redefine its role and strategically communicate it to stakeholders
  - The next generation of ESUCC will enhance and expand the connection between ESUCC and NDE by creating an equal but separate entity with formal structure (79-1204) by amending legislation and Rule 84.
  - The next generation of ESUCC will recognize how critical our school districts are to ESUCC's accountability through creating an advisory group of superintendents representing an advisory group of superintendents representing each ESUs as part of the Executive Committee (elected ESUCC Officers and 17 Superintendents and one affiliate representative)
  - The next generation of ESUCC will have a robust ESUCC Committee structure to include affiliate leaders.
- Structure
  - Communication Process: Enhance and invigorate a standard process and protocols for communications and gathering feedback with key stakeholders (legislative, state board of education, ESUCC, ESU, Districts and staff as well as Higher Ed.)
  - Funding: Be agile in securing and allocating resources for statewide initiatives.
  - ESUCC Collaboration w/NDE and other entities: Have clear and consistent roles and work processes that support the ESUCC and affiliate operations.
  - Shared Expertise of Staff Across the State: Using Data for identified needs, establish guidelines and mechanisms for building, sharing and accessing expertise. (Using Best Practices to model Best Practices.)
- Using the question stem "How might we ...," small groups begin to flesh out design alternatives that reflect the 7-10 specifications synthesized from all stakeholder information. Small groups report their most exciting ideas to the full group.

The Next Generation of ESUCC will....

1. Communicate a well-defined and **value proposition** to the ESUCC's multiple stakeholders
2. **Optimize the collective resources and expertise** in the ESU system for the benefit of the state's education system.
3. Assure ESUCC process and outcome **accountability** by having an **oversight committee** comprised of its Executive committee, an affiliate representative, and a school district superintendent or designee from each ESU's region.
4. Strengthen the role of the ESUCC as a **separate but equal statutory entity** with formal authority for joint decision making with NDE.
5. Define and use **consistent and repeatable ESUCC work processes** to guide interactions among ESUs and with other entities. Specifically,
  - a. Develop and support processes for coordinating how ESUs define and deliver ESU Core Services statewide.
  - b. Develop and deploy clear and consistent roles and work processes to guide how member agencies share resources among themselves and with NDE.
6. Have a standard process and protocols for **two-way communications** between ESUCC and other members of the education system.

### **Purpose**

The purpose of the ESUCC is to assure that the whole ESU statewide system works together effectively.

NDE/ESUCC Collaboration day is NDE top heavy.

Getting Specific..Generating ALternatives

Table Groups - develop a design of the ESUCC that takes into account all the specifications we listed. Sketch Ideas. Considering functions (what the cc will do), structures (how to organize it), and processes (especially planning, coordination, and communication.)

[Picture 1](#) - Rainbow

[Picture 2](#) - Vision/Mission

[Picture 3](#) - Face

[Picture 4](#) - School Bus

Conversation Partners: Have we addressed the ESUCC interacting challenges?

1. Talked about the same things today as in February - challenges in Feb, solutions today
2. Could all possibly happening - intentional connection between ESUCC and NDE - get it solidly in place so at the PDO level it is communicated. SDA challenges the ESUCC to figure out the how!
3. Process of developing a rich dialog
4. It would have been easy to dwell on the negative but group was good about bringing back to positive
5. REcognition piece - other people knowing who we were as the ESUCC and maybe we didn't know or a common understanding.
6. New language - value proposition, system advocacy, etc

What happened today

1. Good start on goals
  2. Good communication
  3. Conversation on sticky issues
  4. Talked about the What
  5. Positive discussions
- Recess for the day at 3:44PM. Begin at 8:00 in AM.

### **May 8 - Day 2 Powerpoint Slides**

(exact times for each item will vary; breaks and lunch will be scheduled as usual during the day)

Re-adjourn meeting at 8:07AM

Celebrate Dr Bell retirement.

- Review agenda, connecting it to yesterday's work
  - Enacting the Design - The next generation is marked by....
    - Actually doing something with a purpose
    - Clear consistent message
    - rich dialog, leadership
    - collaboration with agencies across the state
    - collegiality and innovation
    - collaborative thinking, out with the old and in with fresh ideas
    - greater respect from the state - unicameral, NDE, etc.
  - Agenda - bridge prior work, define bold steps, develop bold steps, identify values, agree on how to organize to accomplish the first iteration of the design, agree what happened here and communication plan.
  - Reminders - Iterative, phased, holistic, about the preferred future, both ENDS and MEANS planning.
    - redo in 3-5 years or as things change immensely
    - grab opportunity as we see them
    - we are an organization that knows what we are doing, who is doing,, and what is getting done.
    - form follows function
    - preferred future - if you can have what you want, what would you have; influence the future
    - don't control, encourage, create the future we want
    - planing ENDS and MEANS...what part of our process has been planning for?
      - the ENDS needs to justify the MEANS
      - we have been talking about the ENDS to get to the MEANS



## Bold Steps

- Full Group - Brainstorm
  - develop an ESU accreditation process
  - get on agenda of NDE and demand equal partnership!!
- Individual - Write three Bold Steps candidates on an index card and share with one other person
- Small Groups - agree on three candidates, form a group of 4 people and agree on three candidates and report to full group
  - identified and redefine Core Services with NDE and LEAs
  - Request to revise Rule 84
  - Build a comprehensive platform to communicate ESUCC value proposition
  - develop and articulate a set of standards that ESUCC can coordinate with ESUs for accreditation
  - develop and communicate the roles and responsibilities within and among ESUCC and NDE
  - Develop and ESU Accreditation process
  - Develop a statewide MAP of all ESU services and use that to identify statewide initiative to include services provided by NDE
  - REdesign the ESUCC structure model to include ESUs, superintendents, affiliates, reps
  - develop a catalog of services available in ESUs and ESUCC
  - develop and deploy a value add measurement tool and aggressively communicate its message
  - identify one major initiative, focus on it and roll it out.
  - develop a public relations campaign and to take our message and resources to all stakeholders
  - develop and promote a flow chart and action plan that shows ESUCC accountability to and among stakeholders
  
- Reach consensus on 5 bold steps for first iteration
  - **Complete SIMPL**
  - Develop and articulate a **set of standards** that ESUCC can coordinate with ESUs for accreditation
  - Establish jointly a set of **parameters for joint decision** making with NDE Leaders and the State Board.
  - Build a comprehensive platform to communicate ESUCC **value proposition**. (ESUCC provides a consistent way to deliver high value services statewide. ESU system represents statewide proximity and relationship.)
  - develop and test a statewide **value-add measurement** (metric)
- Groups
  - Standards - 5
    - i. Jeff West
    - ii. Deb Paulman
    - iii. **Dan Shoemake**
    - iv. Dan Schnoes
    - v. Melissa (ESU 10)
    - vi. Jeff McQuistan (SDA)
  - Parameters - 6
    - i. **Geraldine Erikson**
    - ii. Jeff West
    - iii. Melissa (ESU 10)
    - iv. Bill Heimann
    - v. Bill Mowinkel
    - vi. Brenda McNiff
  - Complete SIMPL - 9
    - i. Paul Calvert

- ii. Connie Wickham
  - iii. Larianne Polk
  - iv. Jean Anderson
  - v. Kraig Loquist
  - vi. Jordan Clark (NOC)
  - vii. Ted DeTurk
  - viii. Dan Schnoes
  - ix. Russ Masco (NDE)
  - x. Jeff McQuistan (SDA)
- Value add metric - 9
  - i. Paul Calvert
  - ii. Jean Anderson (ESPD)
  - iii. Russ Masco (NDE)
  - iv. Bill Mowinkel
  - v. BJ Peters (TLT)
  - vi. Geraldine Erikson
  - vii. Larianne Polk
  - viii. Greg Barnes
  - ix. Brenda McNiff
- Value proposition - 8
  - i. Connie Wickham
  - ii. BJ Peters (TLT)
  - iii. Bill Heimann
  - iv. Greg Barnes
  - v. Kraig Lofquist
  - vi. Deb Paulman
  - vii. Jordan Clark (NOC)
  - viii. Dan Shoemake
- Missing: Liz Standish and Gregg Robke
- Values
  - Deliberative Processes
  - Fiscal Responsibility
  - Relationships with educational entities
  - Rights of individuals to speak freely
  - Commitment to Action
  - Access to quality equitable student and adult learning
  - Data informed decisions
  - Honor opinions of others
  - High quality ESUs
  - Efficiency
  - Relevance of our work
  - Statewide collaboration
- Challenges
  - Bringing others along including staff and affiliates
  - Must commit to hard work
  - Leadership turnover
  - Willingness to change
  - Political climate
  - Perceptions at Board level and NDE
- Supports
  - Expertise and resources that reside in staff and affiliates
  - Strengths of the ESUCC members
  - SIMPL is underway

- The time is right: there's legitimate need
- Funding concerns provide focus
- Elevator Pitch
  - <https://bit.ly/2dfveC3> - Template
    - i. **Problem:** Start with a statement or question about the problem you solve and share eye-opening statistics. Answer the why.
    - ii. **Value Statement:** Share a very clear, concise statement of value. Be action-oriented and outcome focused. Avoid using jargon. Share benefits.
    - iii. **How We Do It:** Highlight unique differentiators and explain what you do.
    - iv. **Proof Points:** Provide clear reference examples and list out recognizable achievements. Share industry validation and awards.
    - v. **Customer Stories:** Share customer examples and successes. Tell emotional and personalized customer stories. Make it real and tangible.
    - vi. **Engaging Question:** Close the pitch with an open-ended question creating a space to have a conversation.

Your elevator pitch should be no more than two minutes. It's hard. That's why preparation and practice is important.

#### Elevator Pitch for Value Proposition

- [Group 1](#)

**Problem:**  
Education as a whole is under attack. There have been questions about the need for ESUCC and its value to the state's educational system. Working alone, schools do not have access to all of the services they need in an equitable, cost-efficient manner. Working alone, ESUs are not as effective as when they work together in a statewide coordinated effort. How can ESUCC fill this void?

**Value Statement:**  
We value working together effectively, efficiently, and equitably to accomplish common goals and deliver high value to the state's education system.

**How we do it:**  
We exist because there are gaps between what NDE can provide and what our districts can provide and we are the gap fillers for the 300,000 public learners and non-public schools. That's why ESUs exist – ESUCC exists to coordinate all of the efforts of our ESUs. To show value for our school districts and ESUs, ESUCC can help to provide a common platform to address the needs of the school districts and NDE.

**Proof Points:**  
Our affiliate members represent expertise in the services we provide. We provide equitable, cost-efficient, effective services to all public schools which range the very small (>100) to large (52,000+).

**Customer Example:**  
PDO events are scheduled for May 9 and 10 to focus on work groups and action planning to impact student achievement across the state of Nebraska. We have helped districts save \$12.9 million dollars in three years through Cooperative Purchasing alone.

**Engaging Question:**  
How does ESUCC gain significance in the Nebraska educational community?
- [Group 2](#)

We can coordinate 17 ESUs supporting 12,000 teachers in 245 districts educating 307,000 students. We collaborate statewide, exercise efficiency and equity by providing each ESU with access to high quality education opportunities. We are accredited for our best practice



decision making. For every \$1 invested we return \$67.00 in services. **Where would our schools and students be without us?**

- Group 3 [picture 1](#) and [picture 2](#)  
Resources for public schools and service agencies are at a premium. We provide ancillary services to our constituents at a cost savings with a level expertise that is unmatched. ESUCC leverages resources and expertise of 17 statewide agencies. School districts express appreciation due to significant cost saving through the Coop purchase program.  
The SSO has simplified our work and opened up limitless possibilities for learning. Are you doing more with less? How may we help you?  
#2  
Schools and services agencies need assistance with research and development. ESUCC coordinate the innovative efforts of the ESU 17 statewide service agencies to provide cutting edge services and products. We have impacted student learning through instructional coaching, blended learning and instructional frameworks. Got innovation? How may we help yo?
- [Group 4](#)  
Problem: Work together effectively, efficiently and equitable  
Value Statement: Collaborate and coordinate statewide services  
How we do it: Leverage our collective capacity through positive relationships  
Proof Points: Service Delivery, across the stae, ie: mental health discussions, BlendEd pilots, Coop, SIMPL, NWEA, SRS  
Customer examples: \$12.9 million saved the past 3 years via Coop, SRS Developed for ease of student transition at low cost, statewide and regional NWEA support  
Engaging Question: How has ESUCC benefited you?

Review any immediate action steps

- Meeting reflection and close
- What happened....
  - created a sense of direction
  - had honest necessary conversations
  - created a sense of urgency
  - identified and gathered input from multiple stakeholders
  - clarification of the purpose of the ESUCC
  - group opened itself to the process
- Who needs to know....
  - NDE needs to know we've done this work to coordinate the 17 ESUs and have a process and where is our seat at the table and decision making. We have our act together
  - Affiliates...overview the Five Bold Steps - elevator pitch tomorrow to highlight the 5 bold steps and the information you provided was the launchpad for the design..thank you to all stakeholders.
  - ESU Leadership Teams - Each ESU superintendents give brief overview from talking points
  - Commissioner/Executive Director and Exec Committee to meet with NDE Leadership
  - NCSA, NASB, NRCSA - formalize communication with those stakeholders
  - Legislature

Create a coordinated timeline.

[Complete 5 Bold Steps 050818](#)