

NDE / ESUCC Joint Planning Meeting

April 4, 2018

ESU 3

Objectives of the meeting:

- Provide clarity on the progress toward the priorities of NDE / ESUCC work
- Create understanding on the progress of the ESU Redesign Process
- Discuss and determine the integration points for the PDO work Groups
- Prepare for SIMPL use in future planning/coordination efforts

Attendance:

ESU Administrators: 1 (Bill Heimann), 2 (Ted Deturk), 3 (Dan Schnoes), 4 (Gregg Robke), 5 (Brenda McNiff), 6 (Dan Shoemake), 7 (Larianne Polk), 8 (Bill Mowinkel), 9 (Kraig Lofquist), 10 (Erica Johnson), 11 (Greg Barnes), 13 (Jeff West), 15 (Paul Calvert) 16 (??), 17 (Geraldine Erickson), 18 (Liz Standish), 19 (Kelly Means) Learning community (Dave Patton)

NDE Leaders: Deb Frison, Mark Schultz, Dean Folkers, Shane Rhian, Katie Bieber, Kim Snyder, Brad Conner, Cory Epler, Dorann Avey, Valerie Foy, Matt Hastings, Lane Carr, Russ Masco, Atwell Mukusha, Steve Milliken, Diane Stuehmer, Becky Keilig, Rassmussen, Gregg Christiansen

ESUCC Staff: David Ludwig, Deb Hericks, Scott Isaacson, Beth Kabes, Priscilla Quintana, Rhonda Eis, Nancy Movall

ESUPDO & Initiative Representatives:

PD Planning (Stokebrand/Jasnoch) , SDA (Julie Downing/Suzanne Whisler), TLT (Patty Finney), ESPD (Jean Anderson, Ellen Stokebrand), NOC (Gary Needham), BlendED (Beth Kabes), Data (Russ Masco, Marilou Jasnoch, Melissa Engel), Teacher/Principal ()

10:00 Arrive, coffee and conversation

10:15 Welcome - Commissioner Blomstedt (Dean Folkers)

- [NDE Update](#)
- Strategic Plan adopted in 2016
- Key Roles: Champion, Regulator, Capacity Building, Connector, Change Agent
- Teams leaders and agency staff worked to identify
- Implementation Plan Commissioner's Priorities (January 30, 2018)
 - Ensuring Nebraskans are College, Career and Civic Ready (Learning, Earning, Living)
 - Measuring and tracking academic progress
 - Leading and supporting the educator effectiveness
 - Supporting Quality Instructional Materials
 - Leverage the NDE REgulatory Role: Rules that Support the Vision and Direction
 - Engaging Nebraskans

- Organizing for Quality Improvement
- Aligning Resources with Priorities (Budget/Processes)
- Investing in our People and Programs (Personnel/Programs)
- Measuring our Progress: Strategic Plan/Baseline
- Organization Overview
 - Creating an aligned organization
 - NDE Accountability
 - Service Accountability
 - School and District Accountability
 - Organizational Structure
 - Internal Policies and Procedures
 - Student and Client Success and Services Division
 - School Improvement Support and Services
 - Operations and Division Support
 - Core Process and Priority Projects
 - Information Systems
 - Budget and Operations
 - Offices
 - Commissioner
 - Public Information
 - Office Staff
 - General Council
 - State Board of Education
 - NE State Board
 - Policies

- 10:25 Reminder of the “priorities” from the Fall ESUCC/NDE Meeting (Dean Folkers/David Ludwig)
- Building Capacity of ESU’s and NDE
 - Using Data for Teaching and Learning
 - Instructional Leadership Development

ESUPDO Themes --From September 2017	NDE/ESUCC Collaboration Day Themes --From October 2017
Purpose/Vision: Definition of Roles	Building Capacity of ESU's and NDE
Data to Support Teaching and Learning	Data Analysis: schools, districts, regions, ESU's, State
Collaboration: Cross Affiliate Work with Outcomes Clearly Defined Purpose of PDO	Instructional Leadership Development

- 10:40 [ESUCC Redesign Discussion](#) (David, Kraig, Jeff/Larriane)
- Process led by Dr. Susan Leddick

- If you could have what you want, what would you have?
- ESUCC History - statewide coordination, cost-effective, cost efficient, equitable delivery
- Power for what you do today and discover tomorrow - Apple Quote
- Plan or be planned for
- Outcomes
 - What is - if you could have what you want what would you have
 - Create the outcome you want
 - Improvement - design and create a path
 - Accept incremental changes
 - Why redesign.....Create our own future
 - Proactive Process in thinking about what we do and are able to do better
 - Process of stepping outside the box and looking to the future
 - Design the Next Generation of ESUCC
- Timelines

○ Engage	Design Team	- February 7 and 8, 2018
○ Stakeholder	April 2018	
○ Envision	Design Team	May 7 and 8, 2018
	Stakeholder Input	
○ Enact	ESUCC	May 2018 (Continuous)
○ Reviewed Annually	ESUCC and Stakeholders	
- Implementation
 - Create Bold Steps - Context Map
 - Next Generation
 - Supports
 - Challenges
 - Values
- Alignment to SBOE Strategic Plan and Vision?
- Discussion about experiences (ESU Administrators)

11:10 ESUPDO Process and Work Group Updates (Russ, Marilou, Ellen)

- Overview of process and workgroups
 - [Data Cadre Summary](#)
 - How does the ESUCC PD Committee envision the Data Cadre supporting ESUPDO
 - **Workgroups?**
 - Educator Effectiveness
 - MTSS
 - Behavior and Mental Health
 - Continuous Improvement
 - Leadership Capacity
 - Curricula/Materials
 - Customized Services
 - Effective Instruction
 - Instructional Models
 - [Infographic](#) (handout)

- ESUPDO Themes (Sept 2017)
 - NDE/ESUCC Collaboration Day Themes (Oct 2017)
 - Workgroups were created (Jan 2018)
 - ESUPDO/NDE workgroups begin action planning based on data (May 2018)
- [PDO Workgroup Alignment](#) (draft, handout)
 - Educator Effectiveness
 - MTSS
 - Behavior and Mental Health
 - Continuous Improvement
 - Leadership Capacity
 - Curricula/Materials
 - Customized Services
 - Effective Instruction
 - Instructional Models
- Data Process in the groups (See Data Cadre Summary)
- Discussions: (Dave facilitates)
 - What should be the core expectations and/or outcomes for these PDO Work Groups? (timeline, data use, roles and responsibilities, etc.)
 - How should NDE and ESUCC administrators be involved in the PDO Work Groups?
 - What should be the process approach (using data, determining priorities, communication and reporting)?
 - How can we improve upon the alignment document?

[Pictures from Group Work](#)

[Work Group Discussions](#) - from chart paper

One thing

Clearly defined purpose for each workgroup

Repository of resources that is access for all ESU and NDE

Consistent communication across stakeholders

Communicate results and personalized professional learning - podcasts, blogs, etc

ESUCC/NDE involvement - advisory/liaison work - NOC as assigned a liaison to each work group but they will be able to help if/when needed in network support

Clear definition on scope and purpose - outcome a deliverable

Aligned direction between NDE/ESUs/Schools - Relevance - to all

Administrator involvement/relevance "disulterate"

Administrator reporting back to work groups

11:45 Lunch

12:30 [SIMPL for NDE/ESUCC](#) (ESU Pilot Representatives - Marci Ostmeier/Loralyn O'kief)

Norms:

- Collective ownership
- All ideas are valid

- Focus on task at hand
- Avoid root-caused conversations

Outcomes

- Introduction of SIMPL
- Dig into Perceptual Data
 - Identify challenges
 - prioritize
- Determine potential actions to address the priorities
- Next Steps

SIMPL Stages

- Data Dig
 - Determine Data Resources
 - Identify Challenges & Opportunities
 - Prioritize
 - Generate Theory of Action
 - Hypothesize Impact on Education
- Services Planning
- Implementation

Celebrations

- Network of people - communication and relationship are better
- Work groups development - all affiliates and NDE are involved
- Communications tools have been beneficial
- ADVISER/DATA Dashboard work
- Relationship and contacts with people you know who you are talking to and who you are
- Talking points - great tool

Simon Sinek - Ted Talk on Why

Purpose for today

- Multiple perspectives
- Communicating our needs
-

Start with the end in mind - Stephen Covey

What are some challenges that you are facing in your agency, department and/or affiliate?

- Time - 1
- Resources - human and funding -2
- Staffing -1
- Funding -2
- Funding - 1
- Staffing -2
- Prioritizing - human financial - 1
- Communication of what's happening -2

- Mental and health issues - 1
- Building capacity and leadership -2
- Money, money, money - 1
- Continuous improvement processes -2

Secondary Priorities - list of other stickies

Theory of Action

What can we do as agencies collectively to address priorities

NDE

ESUCC

BOTH

- Money - 1
 - Legislatives - lobbying - tell the story of why we need money - BOTH
 - Value add - explain how we are different/same - ESU
 - Market for profit (business Model) - BOTH
 - Philanthropic - grants, collaboration - BOTH
 - Alignment of Resources/productivity internally /externally (take money from each other/pool resources)- BOTH
 - Collective purchasing (LMS, ADVISER) - BOTH
 - Core Applications support - BOTH
 - Open Source supports rather than pard (BOTH)
- Alignment of continuous improvement process - 2
 - Restructure frameworks so more rigorous for school districts (BOTH)
 - Develop ESU accreditation Process (Revenue Source) - BOTH
- Funding - 1
 - Pooling resources - eliminate duplication - BOTH
 - School funding/formula - better solution - BOTH
- Staffing - 2
 - Strategies & incentives to attract/retain - ESU
 - Alternative path to teacher certification - BOTH
- Prioritization of resources to the important work - 1
 - Create a stop doing list - BOTH
 - Develop/implement needs assessment process (SIMPL) - BOTH
- Communication of what is happening and what are the priorities - 2
 - Identify and refine talking points (key priorities) - BOTH
 - Create a formal Communication Process (CCSI) - BOTH
- Mental/Behavioral Health - 1
 - Communicate need /build awareness - BOTH
 - Facilitate Stringer relationships between classroom teachers and students - BOTH
 - Proactively set agenda items - BOTH
 - Utilize MTSS structure for Tier 1 strategies - strategies w/behavior/mental health - BOTH
 - Build statewide resource map of services available - BOTH
- Build capacity in educational leadership - 2
 - Professional learning plans
 - Utilize/Expand use of technology to communicate - BOTH

- Statewide resource map w/NE in Leadership beyond colleges/universities, etc (LEadership NE) - BOTH
- Developing leadership by identifying promising candidates like AESA - mentorship programs - ESU
- Create a statewide school culture leadership program (superintendents, principals, and Ed LEaders) - ESU
- Staffing - 1
 - Recruitment of teachers - BOTH
 - Strong leadership - BOTH
 - Work with Higher Ed - BOTH
 - Retention of teachers - BOTH
 - Federal requirements for teachers/orgrasm - BOTH
 - Marketing - growing our own - BOTH
- Funding - 2
 - Reduce duplication of efforts - BOTH
 - Efficiency
 - Budgeting and use of Federal Resources (tips, suggestions) - BOTH
- Time - 1
 - Clearly defined goals - BOTH
 - More collaborative efforts - BOTH
- Resources - human/funding - 2
 - Different revenue sources - BOTH
 - Better professional feedback processes - BOTH

What hard data do we need to either support or contradict our thinking?

- Use Data and know the shortages on staffing candidates
- Data on the causes on educators shortages
- Knowledge of high ed programs in place
- Research on time management (in education)
- Growing demands on educators nationwide - stress,
- Offerings of higher ed
- Lack of programs
- Reimbursement rate
- Core service funding
- Teacher turn over
- Teacher Salary/ total Compensation
- Nde requirement and what schools provide above and beyond minimum
- Teacher washout rates
- Teacher/staffing shortage rates
- State budget and property tax funding
- Unfilled positions, retention and vacancy rates, turnover qualifications - staff
- Turn over rates
- Qualification
- Teacher training data - #teachers in vs out
- Salary comparison from other state
- Student performance to highly qualified teachers
- School classification data - needs improvement vs good etc
- Data on other state communication models

- Find NDE/ESU work alignment
- What are the duplicated services of work
- Alternative funding already accessing
- Human Capital - What are the Teacher/Education shortage
- Usage data from statewide projects - Learn360, EdReady
- State colleges to provide (Chadron, Wayne - SLP Programs - what would this take
- Grant spending ideas
- Preliminary value add data
- National models for ESA accreditation
- State Agency Training expenses/travel expenses ie: State Patrol, Game & Parks, HHS
- Economic Develop priorities by regions
- Staffing data from districts - geographical programs
- Data on staff turnover
- Student perceptual data
- Higher ed #of graduates in programs areas
- Offerings in higher ed eg: Library Science, Industrial Tech
- Reimbursement rate for SPED
- Core Service funding
- Review other state legislation that has been passed
- Other state for best practices for programs Mental/Behavioral Health, SSL,
- Standards SEL (social emotional learning)
- Overview of practices - promising in Behavioral Mental Health
- Teacher perception survey - share - statewide view
- Leadership snapshot
- % of retirees
- Teacher/Principal etc demographics
- #graduating for University/Colleges
- Positions open/retirements
- Graduating with advanced degrees
- Funding and what funding is used for
- What is funded but is not funded or reduced funded - unfunded mandates
- FBLA for teachers (Educators Rising - How many in state?) - Teach to your Power (CTE)
- Principal Qualitative data on teachers - T/P evaluation redaction - where quality needs to improve

What next???

What are the possibilities for integrating the SIMPL Process with NDE/ESUCC in preparation for updating the ESUCC/NDE MOU in 2019?

What alignments make sense?

Adjourn at 2:12 PM