

**ESUCC/NDE Collaboration Meeting**  
**Lincoln, Nebraska**  
**Country Inn and Suites**  
**October 4, 2017**  
**10 a.m. - 1 p.m.**

**Goals:**

- Review the ESUCC/NDE relationship
- Review progress of State Board Strategic Vision and Plan implementation plan work
- Collectively develop priorities for ESUCC/NDE for 2017-19.

**Agenda**

**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 (Deb Paulman), 17 (Geraldine Erickson), 18 (Liz Standish/Steve Joel), 19 (Connie Wickham)

**NDE Leaders:** Matt Blomstedt, Deb Frison, Brian Halstead, Dean Folkers, Cory Epler, Ryan Foor, Matt Hastings, Dorann Avey, Atwell Mukusha, Diane Stuehmer, Bryce Wilson, Freida Lange, Russ Masco, Lane Carr, David Jespersion, Janine Theiler, Sharon Katt, Gale Hamilton, Valorie Foy, Brad Conner, Mark Schultz

**ESUCC Staff:** David Ludwig, Deb Hericks, Craig Peterson, Beth Kabes, Priscilla Quintana

**ESUPDO & Initiative Representatives:**

SDA (Suzanne Whisler, Julie Downing)

TLT (Chris Good)

ESPD (Jean Anderson)

NOC

PD Planning (Ellen Stokebrand, Marilou Jasnoch, Eileen Barks)

BlendED (Beth Kabes)

Data (Russ Masco/Marilou Jasnoch)

Teacher/Principal (Janine Theiler)

Learning Community - Dave Patton

**Welcome and Introductions**

[Ludwig Presentation](#)

**Overview (15 minutes)**

[Open Meetings Act](#)

Strategic Value and Purpose of the meeting

Dave Ludwig

Enhance Leadership, Enhanced Communication, Alignment of priorities and establishment of roles and responsibilities

Alignment with PDO

ESUCC/ESU Planning Process (six steps)

AESA Redesign, NDE State Board of Education Strategic Plan, ESU Redesign, Rule 84, Core Services Definition, Statewide Program of Services.

[NDE and ESUCC MOU](#)

This is a scope of work between NDE and ESUCC.

[ESUCC/ESU MSA](#)

The Master Service Agreement between the ESUCC and ESUs - this includes Professional Development, NWEA, BlendEd Learning, Coop, Special Education, Legislative and Governmental Relations.

[Innovative Grant](#) - talking points are linked

Technology Infrastructure/[Governing Policies](#)

[SRS/AAP](#)

[BlendEd](#)

[BlendEd Co-hort 1 Final Report](#)

[NROC/EdReady](#)

[SIMPL](#)

[Grant Evaluation](#)

### [Strategic Vision and Direction ... the Implementation plan](#)

Matt Blomstedt

(three bucket priorities) - (30 Min)

Process Initiated

January 2016

Adopted [State Board Strategic Vision and Direction](#)

December 2016

Implementation Plan: Discussion and Development

January 2017

ESUCC/NDE Meeting: Strategies for implementation

April 2017

Refinement of Strategies and Priorities

August 2017

### [Implementation Plan Architecture](#)

- State Board strategic plan efforts
- Implementation plan architecture/structure
- Identification of key work from NDE point of view
- Identification of our work together
- Process and planning efforts
  - Rule 84
  - Legislation
  - ESSA

- Key roles of ESUs

Three bucket priority areas:

**Students Success (Deputy Mark Shultz)** - increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

**Schools (Deputy Deborah Frison)** - Ensure all Nebraskans regardless of background or circumstances, have equitable access to opportunities for success

**Leadership (Deputy Brian Halstead)** - Ensure the Education System, including the Dept. of NDE are taking charge of roles and responsibilities to provide leadership and enhance school support systems in NE.

Our work overlaps and is interdependent. (Student/Clients; Schools; Agency)  
Strategies developed from Team Leaders work also cross cut but begin help add to the specifications of the work.

NDE Board Tasks/Activities - broke out by buckets and have included dates to their work. BlendEd, Teacher/Principal, Data doesn't go away - include and we continue to build on those tasks/activities.

Key conversation is working to tie work/activities back to budget. Most activities are requirements from Feds. Get efficient on the "have to's" so we can work on "want to's"

Closing the achievement gap is foremost in the minds of the State Board.

Focus in on priority areas:

**Student Success**

increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Connect and champion efforts to ensure graduation means college and career & civic ready.

**Schools**

Ensure all Nebraskans regardless of background or circumstances, have equitable access to opportunities for success

Champion equity, build capacity, and improve all schools (climate, teachers, etc)

**Leadership**

Ensure the Education System, including the Dept. of NDE are taking charge of roles and responsibilities to provide leadership and enhance school support systems in NE.

Take charge of NDE's five roles: champion, change agent, connector, capacity builder, regulator

Key questions:

- Where do ESUs fit into the plan?

- What roles do we play collectively and separately?

What areas do we believe are going to provide the most impact to support schools?  
How do we best begin this work?

Defining the roles (NDE, ESUCC, ESU)

The WORK: Defining the priorities

### [Pictures of Questions 1 and 2](#)

#### **Where do ESUs fit into the plan?**

- Distribution/collection of information - Data systems (all three areas)
- Professional Development
- SIMPL - System of Services
- School improvement is no longer SIP it is an improvement plan for the state - switch in paradigm
- Who defines what schools need State? NDE? School?
- One plan for everything
- School support (schools)
- Student achievement - impact student success
- Bring all entities to the table to make sure work is not duplicated - streamline work
- Communicator, support, relator - responsive to the needs of schools, trust,
- Relationships - equitable access to programs, materials, network NE,
  
- Support with Resources and Programs
  - Designed with schools
  - Implementation plan
  - outcomes/data
- School/Supports
- Agency Supports
- IMPACT STUDENT SUCCESS
- Distribution/collection of information - Data systems (all three areas)
- Professional Development
- SIMPL - System of Services
- Who defines what schools need?
  - State
  - ESU
  - Schools
- Communicate NDE>Bridge (ESU)>Schools
- Support and respond to the unique needs of locals schools
- Relator - established relationships with our schools - Trust
- Connection to districts for deep, ongoing work
- ESU want to collaborate with NDE
- Support and Guide work

- ESUs are partners with districts
- Implementation
- Capitalize on regions to meet needs
- Educator Effectiveness
- Relationship with districts
- Trust
- Expertise in specifics - implementation
- Teamwork w/district's - support capacity
- Students:
  - Equitable Access for individual students
    - Support thru D-L opportunity
- Schools
  - Providing PD and instructional coaching
  - Lead and support integration of program/building/district CIP plans
    - Data analysis and “How tos”
      - NWEA results analysis
      - Data literacy
- Leadership
  - Provide infrastructure materials, training
    - E.g. Network NE, Canvas, Brightbytes, etc
    -

### **What roles do we play collectively and separately?**

- Collectively -
  - define support and work to be done at student, school, NDE
  - Build capacity - create programs
- Separately
  - NDE - compliance (in some)
  - ESU - partner/support
- Both
  - ESUs and NDE are supports to schools
  - NDE also has a regulatory role (the separate part)
- ESUs
  - Support, put like groups together (differentiate services)
- NDE -
  - Regulators the rule setter
- ESUS/NDE
  - Statewide initiatives collaborators
  - Partners
- Communication and connection to/from NDE
- ESUs are not regulatory, but serve to implement regulation
- ESUs work collectively (ESUCC) and affiliates
- NDE provides specifics on action...

- Both collaborate in the definition and process
- ESUs support local implementation evaluation of plan
- Both advocate for resources collaboration
- Relationships
- Communication
- Connectors
- Capacity builders

**What areas do we believe are going to provide the most impact to support schools?  
(priorities of our work)**

- 87 needs improvement schools - goal/initiative
- Shared understanding of work - goals/engagement
- Generate buy in to DO/accomplish the work
- NDE identify the what - ESU/Schools define the how - provide autonomy
- Focus on the strengths of the students -
- Personalized learning plan - is it a task or goal - it needs to be more than a checklist
- Compliance vs authentic change
- Learning to change for all - changing to learn
- Relationships - capacity
- Data dive into data of student achievement - to meet the needs of students
- CIP -
  - Data analysis - school district, region, esu, state
  - EBP - strategies, resources, building capacity - leadership, student driven
- Educator Effectiveness - teachers/leaders
- Support - priority and needs improvement
- Build capacity in NE
- Engage more in Higher Ed folks to make decisions
- IMPACT!
- Support at classroom level/effective practice - experience of learner (energize, engage)
- Avenues of Learning
- Data driven
- Quality resources available for teachers
- Equitable access to resources
- Instructional Leadership - coaching teachers and administrators
- BlendEd Learning - clarification - engaging students
- Focus on needs improvement schools
- Use of Data to focus on CIP - build capacity/data retreats
- Capacity Building - identify what we are already doing well.
- Instructional leadership development - esp. At principal level
- Partnership - high ed, esu focus
- Be intentional/data driven in our work
- Communicate what we are doing and what we need
- Eliminate duplication

- Share resources
- Fluid boundaries
- Effective personnel - leaders, teachers, boards, support staff
- Things are already in place for effective leaders - ie: Learning Forward
- Equity and access -
- Support - coaching
- Work smarter not harder
- Effective teachers/quality educators
- Attack achievement gaps - equity of access for teachers and student
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How do we best begin this work?

- How do we recruit, incentivize,
- conversation/collaboration to build leadership

**\*\*\*\*Next Steps: TALLIES\*\*\*\*** [Pictures of sheets](#)

Instructional Leader Development (principals) - 17 marks

Partnerships with higher ed

ESU focus

NDE focus

Be intentional and data driven in our work (4 marks)

Communicate what we are doing and what we need

Eliminate duplication

Share resources

Fluid boundaries (1 mark)

Quality teachers (4 marks)

Development and retention (4 marks)

Address achievement gaps

Equitable access (6 marks)

Teacher

Resources (1 mark)

Continuous Improvement Process (5 marks)

Working it all day every day

Effective Personnel

Leaders - boards (1 Mark)

Teachers (Nat. Board)(personalized PD) - support (counselors SPED

ELP

Equity of Resources and programs (3 marks)

Access - digital - standards - curriculum

Support - NDE - Higher Ed - ESU

Training and coaching

For lack of a better word - some sort of standardization, unity, common - whatever is chosen - evidence based

Share understanding of the work (2 marks)

Buy in and DO the work

Compliance vs Authentic change (4 marks)

More than a checklist

Learning to change

Relationships

Instructional Leadership (5 marks)

Coaching of administrators as well as teachers (one mark)

BlendEd Learning (one mark)

Engagement focus

Emphasis on "Needs Improvement" Schools

Use of Data to focus CIP work (one Mark)

Build capacity to support "Data Retreats"/CIP

Build capacity of ESUs and NDE (25 marks)

Staff to support all schools (with focus on "Needs Improvement" schools)

Collaboration

Higher Ed

NDE

ESUs

Districts

Community

Educator Effectiveness - teachers and leaders (13 Marks)

Resources

Coaching

Support

Support priority and Needs Improvement Schools

Build capacity from NE thru CIP

Engage more with Higher Ed Prep

Coordinate Initiatives to carry out action (2 marks)

Recruit/protect/incentivize profession (3 Marks)

CIP

Data Analysis - school , district, region, ESU, state (21 marks)

EBPs

Strategies

Resources

Building Capacity

Leadership

Classroom

Student Driven (1 mark)

Career Education (4 marks)

Effective Instruction and "Avenues of Learning" for support (14 Marks)



Data Driven

ESUs fit in each bucket/priority

Communicate the plan/priorities

Implement the plan priorities

District level

Programs/Services at the local/regional and state levels

(Most) ESU impact will be at the local/district level.

Adjourn: 12:44 PM

Resources:

[Nebraska Strategic Plan](#)

[AQuESTT](#)

[Future Ready](#)

[ESSA Plan](#)