

ESUCC Redesign Work with Susan Leddick
February 7, 2018
LPS Admin Building

Design Team Session 1 will be characterized by small group work, reporting out to full group, dialogue, and development of consensus among the group. Susan Leddick will provide templates and protocols to guide the activities. She will also provide written documentation of the work in progress.

Working Agenda:

Welcome members and issue the charter to the Design Team

- Plan or be planned for!
- If we could have what we want, what would it be?

Process

- Help organization **communicate** progress to and **involve** the stakeholder groups.
- Help the organization **organize** the information gathered from the stakeholders and from the Design Team, itself.
- **Develop** the design of ESUCC based on stakeholder information and context.
- Helps the organization plan for **implementation** of the new design.
- Serve as **ambassadors** for the process design.

A Critical Choice

- Improve
 - Start with what is
 - Try to predict the future
 - Look for opportunities and threats in the present
 - Accept incremental change
- Design
 - Start with what you would have right now if you could have what you want
 - Try to create the future you want
 - Understand how the present locks you in
 - Produce order of magnitude change

Thinking together

- Why Design?
 - Improve – locked in; Design process we have access to everything
 - Create our own future – get a say in process

- Improve – reacting; Design – look at what we do and do the design a whole lot better.
- Improve – thinking inside the box; Design – step outside the box and work toward the future.

Why is this important work for the ESUCC right now?

- The aha moment – we are not ESU, we are ESUCC – we used to be a rubber stamp, now we communicate through a process
- Find the data sources that define the ESUCC – how do we check progress?

Too often the case – we do our best but we stay the same.

The job ahead in ESUCC

Design the Next Generation of ESUCC

Make it the best and most exciting set...

Interactive Design Phase

- **Engage**
- **Envision**
- **Enact**

Solution

Interconnect challenge; No right answer

Formulate the Set of Interacting Challenges

Participation – exciting limit constrained

Design the preferred solution

Short term wins; remove obstacles for long term wins; leadership is critical

Plan and execute Implementation (Successive approximations)

Working Together....Getting Organized

- ESUCC Context
- Working with stakeholders – how to work with them and seek their voice
- Interacting problems – working proactively
- Design demands leadership for action

Building our Team

- North Action – Just do it!
 - Get stuff done
 - Take time to listen to all ideas
- East – Vision – What are the possibilities?
 - Explain what is important
 - Need to provide opportunity for forgiveness
 - Vision can't help without details, caring
- South – Caring – What do you think?

- If we care we will step up as good leaders and take care of everyone. For those that don't care – help them find a place where they do care. Take action and do things.
- West – Details – Who? What? When? Where? Why?
 - Harmful – analysis paralysis
 - Need time to provide reason/process

Compass Point:

- Strengths: Our contributions to a group
- Limitations – what should we watch out for
- Requests: what we need to do our best work
- Friction: Others annoy us when they....

Ground Rules – How we want to work together?

1. Treat each other with respect
2. Keep an open mind
3. Listen to understand
4. Balance advocacy and inquiry
5. Maintain confidentiality
6. Take risks
7. Tell the truth
8. Be present
9. Have fun

ESUCC History and Context

2007 – ESUCC created

Master Timeline (whiteboard)

Group 1 - picture of chart paper

Group 2 - picture of chart paper

Group 3 - picture of chart paper

Group 4 - picture of chart paper

1965-1980

1980-2007

2007-Present

What happened repeatedly –

- Several things that fit both accomplishments and challenges
 - Stars
 - State Formula
 - Consolidation – ESU 12 and ESU 14

- Funding
- Being questioned on the role of ESUCC – reaffirming the value to schools (Value Proposition – if we provide these services it provides; financial proposition)
- Helping to define the worth collectively
 - What data do we have to demonstrate our value?
- If we didn't have the ESUs – how does this affect students, teachers?
- Coop – we get vendor price line – the vendor offers the prices outside of that to schools
- In the beginning the group was more social. Important but how to do legally.
- Equity plan – making equitable across the state. Created the Cores Service Formula to make things more equitable. The formula has ebbed and flowed over time.
- Lots of free standing agreements among ESUs, by bringing under one umbrella we have one MSA Agreement. There was no accounting that structure all projects.
- What needs to be a part of ESUCC and what needs to stay at ESU level?
- When it was a loose organization it was dangerous – now there is more structure.

Statewide Functions - Statute
Statewide coordination

State Statute [Section 79-1246](#)

The Educational Service Unit Coordinating Council shall work toward statewide coordination to provide the most cost-effective services for the students, teachers, and school districts in each educational service unit. The council's duties include, but are not limited to:

- Preparation of strategic plans to assure the cost-efficient and equitable delivery of services across the state
- Administration of statewide initiatives and provision of statewide services
- Coordination of Distance Education

Brief background on ESUCC, the history of ESUs in Nebraska, ESAs nationally, and the changing demands on the education system and the ESUs in Nebraska

Begin the work of understanding the current system and what holds it in place: What's the context in which ESUCC is operating today?

Success changes the game: How the definition of success is changing for ESUs.

Social System - parts made up of people

- Power - ability to influence decision of value and for others.
- Wealth - what's our worth
- Beauty - relating to each other - belonging
- Values - how we manage conflict - what do we value as a group
- Knowledge - what is our no-how - expertise - how do we measure

Getting Started...Always in the Middle of Something

Context - matters tremendously - what are we in the middle of

Context Map

- Trends
 - Positive
 - valued relationship with NDE - streamline POC
 - stronger solution agent
 - more trust and relationships amongst ESU - as opposed to individual work
 - increased input from affiliates
 - Negative
 - unknown of what we do - tying CC to schools district
 - funding -
 - diminishing revenue sources
 - what needs to be funded
 - what does equitable mean
 - working with NDE Board
 - distrust with NDE/BOE
 - little political clout
- Political
 - legislative term limits
 - institutional knowledge of esus and esucc due to limits
 - legislative assumptions/blinders - lack of awareness
 - lack of trust/respect for ESUCC
 - tax relief
 - charters and vouchers
 - efforts to demise public schools
 - unicameral vs party system
 - Governor wants to do away with NDE and appoint Commissioner - Legislative Resolution - LR285CA
 - National educational agenda
 - Education Chair - no need for ESUs
- Economical Climate
 - conservative/cut spending - legislative disposition
 - legislative - governance of conservatism to cut spending
 - reliance on property tax to funds education - cut schools, ESUS, ESUCC
 - local to fund schools in each ESUs and expectations - locals will support their schools.
 - eroding core service dollars
 - importance of contract services in our ESUs - started with provisioning of SPED services. Are we to be more entrepreneurial?
- Technology
 - having good management of tech at state level
 - who does what/who are main players
 - project completion
 - ease of communication

- are we looking at more statewide connections/growth
- transition of looking at 1:1 as tools not the instructions
- Uncertainty
 - unknown expectation/communications
 - who's responsible
 - roles in projects - who owns what
 - access, ability, time for development (limited)
 - technology plan
 - setting our own priorities - be on the cutting edge
- Customer Needs

Group - What are we in the middle of?

Look for:

How structured or organized

Interesting Services

Value proposition

- Communication at Unicameral level - knowing their role
- Uncertainty with great opportunity
 - not be seen as a resource to take up resource but provide solutions
- Use our organization more effectively and share best practices across the state
- Strengths in the number of people in this room - communicate as one voice

Problems

Technical

Adaptive

Take a field trip to...

- Iowa AEA System (<http://iowaaea.org/>)
 - nine aea's
 - members pay to make it run
 - they offer the same type of services -
 - learning online
 - purchasing
 - AEA online
 - bring tech together
 - build the collective and organizational capacity of AEA personnel to delivery quality service as co-owners of every student learner.
 - contract between dept/state for student achievement
 - no state funding
 - advocate for trainers - leadership
- Association of ESDs in Washington State (<https://www.waesd.org/>)
 - governed by exec board like us
 - board members are elected by local school board members

- state funded
- services are much like ours
- offer the accreditation process
- impressive website - data, return on investment, charts
- documents for legislature - executive summary
- Executive Director - one of the Board members become the director for two years - liaison for state department.
- Ohio ESC Association (<https://www.oesca.org/>)
 - governance structure similar as ours
 - superintendent of state on the board
 - business partners
 - individual memberships - benefits that they are entitled to
 - pay dues
 - retired member still get benefits
 - standing committees - directly related to goals
 - main goal to increase active membership
 - staff is executive director and executive assistant
 - elevator speech on who/what you are
 - summer school
 - extended school year plans
 - license foreign language
 - vendors vetted through agency for state
- PA Association of IUs (<https://www.paiu.org>)
 - entrepreneurial
 - similar organization
 - executive direct, program director, and executive assistant
 - high speed educational network
 - keystone catalog - online courses - most have fees
 - program of services
 - management of conflict

What does the virtual trip make you think about our role for the future - implications

- focusing our needs on better or higher quality of the things that we do - websites, education, stuff we do for districts, don't chase things too far if we can do better
- communication with all education organizations in the state : NCSA, NASB, etc
- legislation - is what we doing effectively and timely. Can we communicate with our senators cause we aren't getting message there
- purposeful - coop, legislation - enhance to next level
- defining needs from the legislation - ie: summer school - joint plan
- sharing of PD resources - housing of content, train in other areas that needs that expertise
 - greater as a whole than individually
- more diverse than what our focus has been - initiatives should be based on school needs - face to face conversations meet the needs better than survey

- website, marketing, and accreditation piece
- leadership needed to enact

The Definition of Success is Changing for State Networks:

From This | To This

- [Group 1](#)
- [Group 2](#)
- [Group 3](#)
- [Group 4](#)

ESU Stakeholder Analysis (framework listed here; small groups will complete this table)

Stakeholder	Expects to Get	Can Give	Degree of Influence/Stake

Stakeholder Analysis: ESUCC

February 8, 2018 8:00 a.m. – 4:00 p.m.

Working Agenda:

- ✓ Draft the problem formulation: what is the set of interacting and dynamic challenges ESUCC designers face?
- ✓ Collect design specifications from the Design Team. (Answer the design question, “what would we have if we could have what we want in the next generation of ESUCC?”) This activity will serve as a model for subsequent data collection from stakeholder groups. The Design Team will decide which stakeholder groups to include and will use the protocol Leddick provides to conduct these data gathering sessions and document the comments.
- ✓ Establish next steps, including validation of insights from Session 1, communication plan, collection of specifications from selected stakeholder groups and any additional preparation for Session 2 (May 7-8).
- ✓ Set a date for a progress check call in late March.
- ✓ Evaluate the meeting and adjourn

Three things:

What struck you as you thought about your design team’s work in the first session?
Share with your partner?

- Many great minds in the room.
- Need to justify our existence through marketing ESUCC
- Like looking at other states
- Open and honest dialog - non-threatening
- Helpful to have the knowledge from peers

- How to we record the history and retain
- What can ESUCC do that can't ESUs can't do without us (system)
- Why have this level of bureaucracy if it is not needed?
- Impressed with how everyone was willing to share ideas that would not happened in our meetings
- Intriguing to hear all the parts...can we come out with one common story

A System is a set of highly differentiated parts that when working together can produce outcomes no one of them can produce alone. R.L. Ackoff

Summer School Discussion

[Summer School Criteria](#) - example

How to act as a model - whole

Parts

individual LEAs/school districts

parents

non-proficient students

AEAs (curriculum directors, tech, business managers, facilities, etc)

Who's responsible?

nine leaders of AEAs working together equivalent of ESUCC

What is the whole system doing?

Consistent message - uniform voice

Pool resources - coordinate resource

Can they do what they do when working together better than what they do in silos?

How would things be different at ESU and ESUCC levels (whole) if we took this approach with the ESUCC on big initiatives?

How to respond to State Initiative?

[Picture](#)

Initiative > Identify the Challenges LEAs (customers) will have > Identify how the ESUs can help > Identify the groups of decision makers (solutions provider) > Develop guidelines to coordinate resources; produce guidelines for consist decision at the local level > Deploy > Evaluate > Improve

Avoid "done to you"

Consistent message

**Influence ahead of Initiatives

Gives affiliates a place

When NDE sets an initiative we need to be at the table.

NDE needs to be better about communication initiatives and allow them to decide to how to proceed and who to involve.

Competitive Grants caused more issues...went to State Dept and said we will be the POC and every need met.

- Stakeholder Analysis - finish

ESU Stakeholder Analysis (framework listed here; small groups will complete this table)

Stakeholder	Expects to Get	Can Give	Degree of Influence/Stake
ESUs	<p>Opportunity to bounce ideas off peers (Network of support)</p> <p>Coordination of efforts statewide</p> <p>Consist, coordinated vision</p> <p>Advocacy for all members</p> <p>Provide consistent guidance or parameters for special projects delivered through the ESUs</p> <p>Manage collaboration with NDE</p> <p>Provide Solution leadership</p>	<p>Expertise</p> <p>Development of Initiatives</p> <p>Think Tanks</p> <p>Identification of expressed and latent needs and help develop solutions</p> <p>Contractual support</p> <p>Collegiality</p> <p>Implementation Initiatives</p> <p>Leadership structure (ESU Superintendents and the affiliate leaders ARE the CC)Statewide Presence for distribution (communication pipeline between LEAs and CC) diversity</p> <p>Initiate best practices</p> <p>Learning from “best known” practice</p>	<p>High influence/Medium to high</p>
Affiliates	<p>Inclusion in identifying statewide initiative and project</p> <p>Autonomy to respond collaboratively - agility and nimbleness to accomplish outcomes</p> <p>Link to school districts</p> <p>Coordination across affiliates groups (coordinated vision and work)</p> <p>Understanding of purpose of their work together - more deliberate about purpose</p> <p>Training opportunities with the defined purpose</p> <p>Direction not directed</p> <p>Leadership, presence, engagement, support, and direction</p> <p>Respect for who they are and what they do</p> <p>Ability or platform for sharing models and practice</p>	<p>Staff expertise and time for implementation</p> <p>Connection point in the school district</p> <p>Market/client needs</p> <p>Information</p> <p>Problem identification</p> <p>Voice of the affiliate groups</p> <p>Diversity of viewpoints and perspectives</p> <p>Honest assessment of the system from their perspective</p>	<p>Medium to low influence at present; desire to raise</p> <p>Medium to low stake</p>
Dept of Ed	<p>Coordination of capacity - (skills, talents, expertise)</p> <p>Solution Leadership (assertive suggestions about mutual activities to address issues or</p>	<p>Respect/trust</p> <p>Awareness of the supports</p> <p>Seat at the table to be part of conversation</p> <p>Funding</p>	<p>High to Medium Influence</p> <p>High stake</p>

	challenges in the education system) Relationships with School Districts Stakeholder engagement Communication Mutual Trust	Insight into the world of the state and federal bureaucracies	
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Stakeholder Analysis: ESUCC

Purpose - Understand the set of interacting problems

- Problem Formulation

[Solution Group](#) Document - both pieces

The Solutions Group

- Take problem and figure out best possible solution.
- The solutions Group (TSG) is a full service education consulting firm
- Clients are the 50 school districts in a four-county area
- TSG offers professional development, technology, media, direct special education services, and a variety of other customized solutions.

Themes: (Don't forget feelings) Put each on a sticky note:

- Many areas of focus
- Poverty
- Self Doubt
- Peer to peer support
- Fragmented
- Time Limitations
- No strong knowledge base
- External Demands
- Discipline Issues
- Overwhelmed - no support
- Frustrated

Connect the themes: ie: External Demands - Leads to - Frustration

Create a [Mess Map](#)

[Group 1](#)

[Group 2](#)

[Group 3](#)

[Group 4](#)

Possible Outcomes:

- Work on Instructional Models
- Coaching for Principals
- Create a discipline model

Critique List of Recommendations

- Doesn't match list of themes
- being done to principals - without engaging them
- no emotional voting/response
- give them what has always been done

What's the set of interrelated problems facing ESUCC?

- Brainstorm the most important themes you believe to be at work as we begin the ESUCC design process.
- Draw and label arrows that show the dynamic interactions among the themes
- Be ready to post and explain your work

Another Example of [Mess Map](#) - more dynamic

[Work in Process](#)

ESUCC Mess Maps

[Group 1](#)

- Purpose
- Branding/Marketing for the CC
- Relevance
- NE Education Leaders

[Group 2](#)

- Defining Roles of the ESUCC
- ESUCC overall structure
- Relationships with outside stakeholders
- Advocacy

[Group 3](#)

- Well defined Marketing Process
- Structured Communications process within and across the infrastructure
- Response to LEA Needs

[Group 4](#) [Pic 2](#)

- Advocacy for the ESU System (all levels)
- Two-Way communication - statewide initiatives based on LEA needs
- Define the purpose and role of ESUCC

Collect [Design Specification](#)

Each group to enter into spreadsheet

Establish next steps

Gathering information from affiliates and NDE

Deb to set a meeting with Affiliates and Susan regarding their specs

Add items as you think of them to the spreadsheet until around the first of May.

Next dates May 7-8 in Kearney

Set a date for progress check call in late March - possible April ESUCC Meeting on April 4

Evaluate the meeting and adjourn

What happened here?

Honest conversations about where we are and where we hope to be

No restrictions on change - everything is on the table

Good involvement from all members of the Design Team

We focused on ESUCC not ESUs

Exciting opportunity to focus on change

Affiliate added good input

Took important step toward increased relevance in the NDE education system.

Promoting engaged leadership

Be ambassadors for this work and remain positive.

What did we do really well and what would we do different?

Made people feel comfortable.

All had similar issues

Fortunate to have affiliate members at the table

All voices were heard

Nice balance of inquiry and advocacy

Change

Brain Breaks

Power point available prior

Mix people up (work in three groups next time)

Adjourn meeting at 2:45 PM