

Regional Education Associations (REA's)

"Finding Opportunities in an Era of Obstacles"

Historical North Dakota Public School Change in Enrollment by Frontier Status of Counties

| | 1994-95 | 2006-07 | Difference 1995-2007 | Percent Change |
|-------------------------------|---------|---------|-------------------------|-------------------|
| Statewide (53) | 118,649 | 95,600 | -23,049 | -19% |
| Frontier Counties (36) | 28,439 | 19,250 | -9,189 | -32% |
| Non-Frontier Counties (17) | 90,210 | 76,350 | -13,860 | -15% |

NDOPF 10/2007

REA Vision

By 2012, the North Dakota REA system will have an operational structure that will support each REA and school district to provide world class, comprehensive education services for all P-12 students.

REA Mission

The REAs work together on a statewide basis to support local REAs in meeting their missions to help school districts improve student achievement.

Core Principle's for REA's:

- Provide a venue to communicate and develop trust between and among school districts.
- Assist teachers throughout the state to develop the same effective methodologies at the same time for the benefit of all students.
- Were committed to assisting all students, teachers, families and communities in ND to thrive.

Goal I:

To facilitate the collaboration of all schools in providing a "world-class" education for all students, no matter where they reside

Goal 1: Strategies

- Identify key characteristics of a "world-class" education that will prepare students to compete in a global economy.
- Determine and address the diverse needs of large and small school districts.
- Share strategies among REAs to help school districts provide "world class" educational opportunities for students.
- Review REA educational service models from other states. Use their research and strategies as a beginning point for NDREA's in developing and helping school districts develop "world-class" education.

Goal 1: Strategies Continued

- Identify inequities in education thru a needs assessment process that identifies missing courses, roadblocks to course offerings by district size and a plan for non-traditional formats.
- Develop statewide models for specific programs such as a teacher mentor program, special education and virtual CTE centers.
- Attend and be available to provide input to the Education Improvement Commission (EIC) Meetings regularly as they define "adequacy" and determine the REA's role in the process.

Goal 2:

To collaborate with North Dakota education related entities, state and local agencies, communities and the private sector.

Strategies:

- Seek continued support from educational organizations by collaborating on opportunities and initiatives that benefit students and educators in North Dakota.
- Continue to build relationships with community, regional and state groups for the purpose of collaboration on common issues.
- Identify possibilities to streamline services from various agencies through the REAs.

Goal 3:

To encourage REAs to collaborate, as appropriate, to improve efficiency and to enable them to focus and develop special expertise in providing services for students and school districts, such as:

- Technology and technical assistance
- Professional development
- Career and Technical Education
- Special education
- Student assessment and a fully integrated statewide data system

Goal 3: Strategies

- Identify methods, benefits and incentives that encourage collaboration among REAs.
- Examine and realign REA services based on demographics, needs, and other identified factors.
- Research and communicate with other states' REAs regarding successful models, activities and initiatives.

Goal 4:

To develop a unified, consistent message and image about REAs and convey it continuously to all stakeholders.

Strategies:

- Identify, create and utilize various mediums as a means for communicating a clear mission and message for the NDREA on a consistent basis.
- Identify key talking points to communicate to legislators, state and local boards, administrators, and other stakeholders.
- Develop a process to continuously engage Legislative entities, such as the Legislative Interim Education Committee, to gain their vision for REAs in the future and to communicate our vision.

Legislative Issues Committee (LIC)

Purpose:

The Legislative Issues Committee will be tasked to develop a legislative platform to present for input and support from local school boards and approval by REA Governing Boards

Goal 4: Strategies

Strategies:

- The REAs will reinstitute/continue the Legislative Issues Committee (LIC) to prepare for the 2009 legislative session
- A simple majority of the local REA governing boards will grant authority to LIC members to develop a 2009 legislative agenda with a fiscal note
- The LIC will operate by a simple majority
- The LIC will present its proposed legislative agenda to REAs for their input and approval on a simple majority basis by October 2008
- The LIC will review options for movement of the REAs to develop and fund a non-profit governed by a board representing all REAs that wish to belong to a statewide organization

LIC Recommended Priorities

- **Autonomy** – The ability to select services which meets individual school district needs. In addition, we support the hiring of staffs through local schools and/or recognized organizations.
- **Accountability** – The current services as outlined in REA century code. This would be (5) Administrative and (5) Student Services.
- **Funding** – The REA's support 3 million over the 2009-2011 biennium to establish and deliver administrative and student services. This money would come directly to REA's on the same cycle as foundation aid payments.

Challenges for REA Leaders Directors/Coordinators

- Strong cultural value of local control
- Fragmented structure of our current education system in ND
- Help REA stakeholders understand we are an infrastructure for education service delivery
- Funding doesn't meet high expectations

Issue #1: How many REA's?

- REA's or Education Service Agencies (ESA's) are merging in many states, but they are voluntary
- Why not student numbers?
- SEEC & SCEC based on needs

Issue #2 Must School Districts in REA's be Contiguous?

- Is the goal to create more pro-active competitive environment?
- So what if Grand Forks wanted to join the South East Education Cooperative? (Fargo-West Fargo area)

Issue #3:

Should REA Governing Boards be limited in size?

- Many larger REA's are looking at this currently
- Has there been a problem with the current makeup?
- SCEC & SEEC currently uses model

Issue # 4:

Should REA boards consist of solely school board members or should they include Superintendents?

- Does this create continuity or conflict?
- Superintendents currently meet at least 4-8 times a year in all REA's
- Superintendents are on majority of the REA Executive Committee's
- Why appoint members by outside organizations or offices?

Issue #5:

Should REA boards include ex officio members?

- All REA's currently have active University staff involved with REA's.
- Would the president be the right official?

Issue #6:

Should the terms of REA Governing Board members be limited?

- Do term limits hurt REA's who have strong active members?

Issue #7:

Should REA board members be compensated?

- Does the current law allow for this now?
- Giving REA's flexibility to reimburse Board members would be positive, based on smaller boards

Issue #8:

Should REA's be required to employ full-time Executive Directors?

- How would this be funded?
- REA's have already begun the process of identifying these positions as Directors
- REA's need people with technical skills
- REA's are an infrastructure to provide collaborative services, this appears to create another silo of education

What do schools need from REA's moving forward?

- Curriculum & Instruction Specialist
- School Improvement Specialist (Data & Assessment)
- Math and Literacy Coaches & Mentors
- Expanded communication tools
- More money for after-school programs
- Coordination and expansion of professional development

Issue #9:

The ability to grow by hiring personnel?

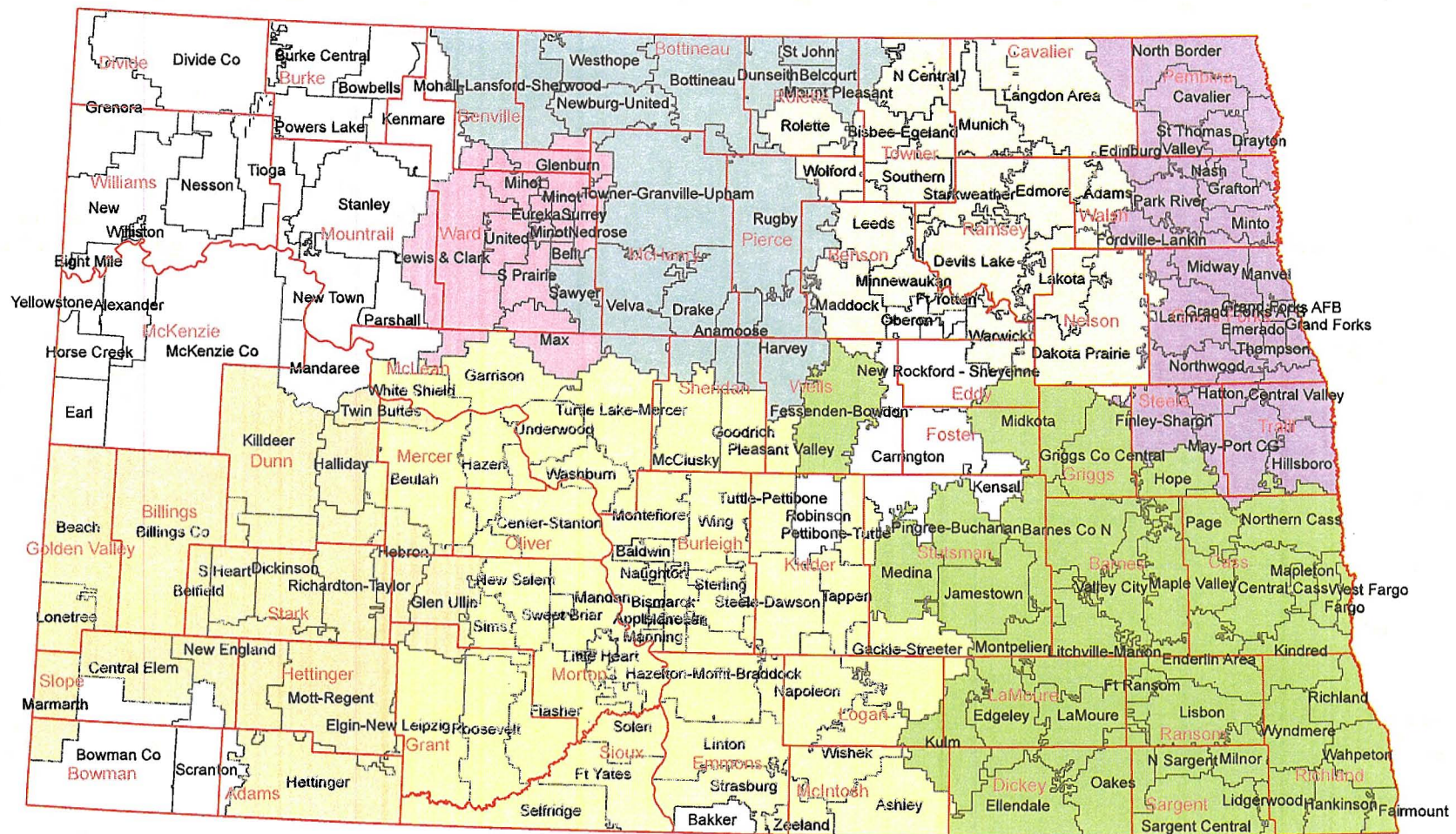
- Hiring personnel through fiscal agents is cumbersome at best?
- Does South Dakota have a good model?
(Creating 501 C(3) organizations)

REA Thoughts

- Use REA's as a key infrastructure in delivering new ND education model
- Increase funding to REA's as a critical infrastructure element within ND Public School system
- Support REA's as a core comprehensive state-wide education service delivery system (21st After-school Grant)


Regional Education Associations (2008-2009)

10/20/2008



 Northeast Ed Services Cooperative (NESC)

 Roughrider Ed Services Program (RESP)


 Mid-Dakota Ed Cooperative (MDEC)

 Missouri River Ed Cooperative (MREC)

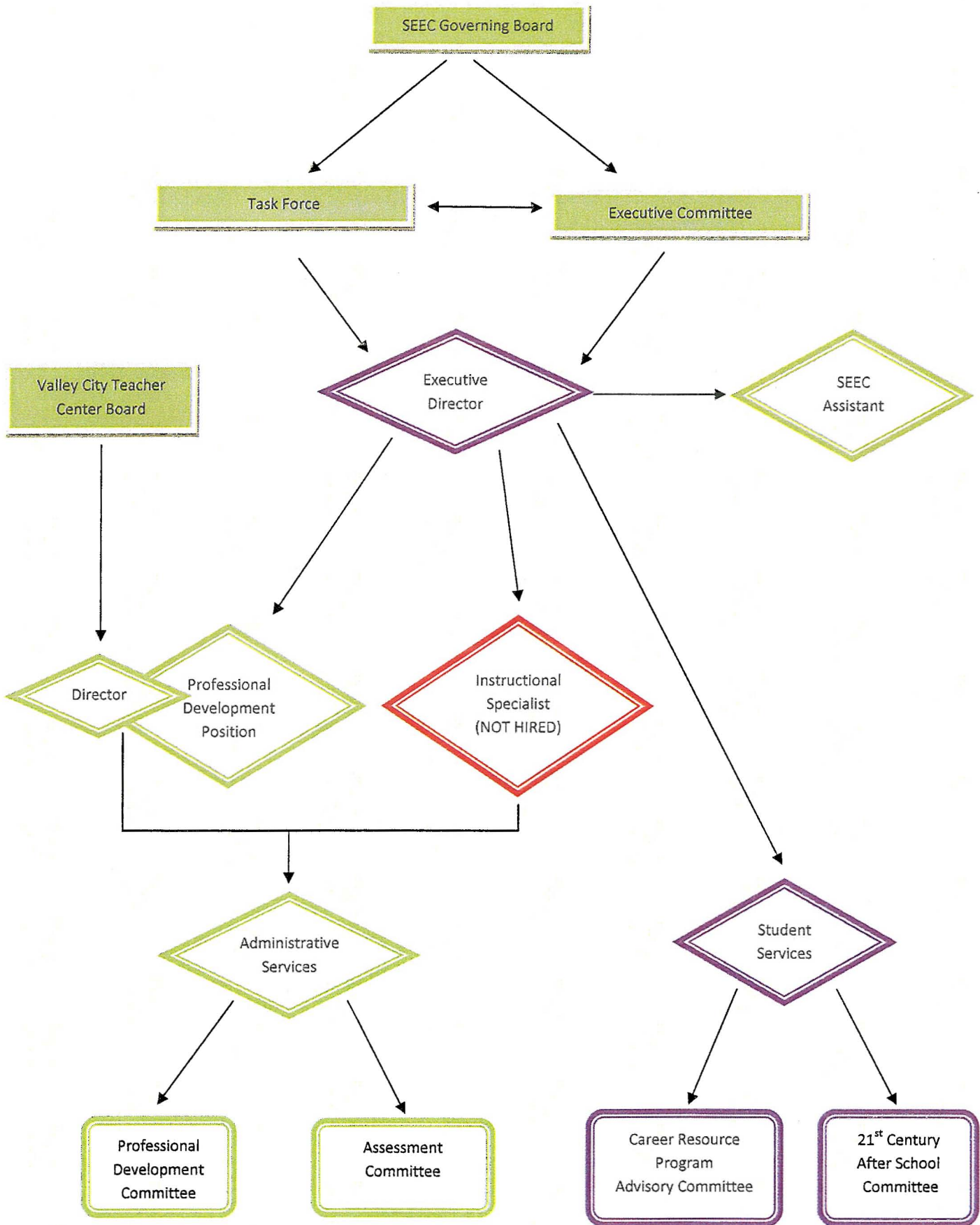
 South East Ed Cooperative (SEEC)

 Red River Valley Ed Cooperative (RRVEC)

 North Central Ed Cooperative (NCEC)

 Great Northwest Ed Cooperative (GNWEC)

The State of North Dakota
Department of Public Instruction
Dr. Wayne G. Sanstead, Superintendent
Office of School District Finance and Organization
600 East Boulevard Avenue, Dept 201
Bismarck, ND 58505-0440



SEEC Governing Board Regions

| Group | Schools | # Students | Total Students | |
|----------|-------------------|------------|----------------|--|
| Region 1 | Fargo | 10493 | 10493 | |
| Region 2 | West Fargo | 6175 | 6175 | |
| Region 3 | Farimount | 123 | 2422 | |
| | Hankinson | 309 | | |
| | Lidgerwood | 190 | | |
| | Wahpeton | 1266 | | |
| | Richland | 314 | | |
| | Wyndmere | 220 | | |
| Region 4 | Edgeley | 215 | 1654 | |
| | LaMoure | 327 | | |
| | Montpelier | 108 | | |
| | Ellendale | 351 | | |
| | Oakes | 502 | | |
| | Litchville-Marion | 151 | | |
| Region 5 | Milnor | 275 | 1737 | |
| | Sargent Central | 255 | | |
| | North Sargent | 213 | | |
| | Lisbon | 651 | | |
| | Ft Ransom | 25 | | |
| | Enderlin | 318 | | |
| Region 6 | Mapleton | 64 | 2038 | |
| | Northern Cass | 513 | | |
| | Kindred | 668 | | |
| | Central Cass | 793 | | |
| Region 7 | Jamestown | 2192 | 2651 | |
| | Pingree-Buchanan | 151 | | |
| | Fessenden-Bowdon | 159 | | |
| | Medina | 149 | | |
| Region 8 | Maple Valley | 269 | 2249 | |
| | Valley City | 1058 | | |
| | Barnes County N. | 312 | | |
| | Griggs Co Central | 289 | | |
| | Midkota | 118 | | |
| | Hope | 116 | | |
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| | | | 29419 | |

The Executive Committee acts on behalf of the SEEC Board of Directors when the board is not in session.

Functions:

1. Oversees the administration and financial statements of the SEEC.
2. Provides direction and feedback to the Executive Director regarding policy priorities and strategic goals.
3. Ensures good governance of the SEEC.
4. Ensures timely preparation of the Annual Report and Audited Statements.
5. Oversees the work of the SEEC Task Force and Committees
6. Oversees the hiring and annual performance evaluation of the Executive Director

Members:

1. The President, 1st Vice-President and 2nd Vice-President of the SEEC Governing Board and the Chair and Vice-Chair of the SEEC Task Force.
2. The President acts as Chair of the committee.
3. The Executive Director is an ex-officio member of the Executive Committee.

Length of Term:

1. President and 2- Vice-Presidents shall be elected to 2 year terms.

Frequency of Meetings:

The committee will meet at the call of the chair by teleconference, IVN or in person as budget and agenda allow.

Reporting Responsibility:

1. The Executive Committee reports to the Board of Directors on a quarterly basis with additional information and updates as needed by e-mail, mail or fax when appropriate.
2. All meetings shall be documented, with minutes circulated and preserved.

The Task Force will function as the permanent operational arm of the SEEC.

Functions:

1. Identify specific short and long-term services including resources needed for SEEC schools.
2. Develop permanent or temporary working groups or committees to perform functions.
3. Increase opportunities for partnerships inside and outside the SEEC which align to goals.
4. Create key indicators which measure success of projects and goals.

Members:

1. The Task Force will have up to 16 members. There will be 2 members from each region, with one member being an administrator and the second member being an administrator or teacher. These members will be elected or appointed by each region for 2 year terms.
2. The Task Force will work by majority vote and elect a Chair and Vice-Chair.
3. The Task Force Chair will be the Lead Administrator for the SEEC.
4. The Chair and Vice-Chair will be part of the SEEC Executive Committee
5. The Executive Director is an ex-officio member of the Executive Committee.

Length of Term:

1. The Task Force will have a Chair and Vice-Chair which are elected for 2 year terms.

Reporting Responsibilities:

1. The Task Force will report to both the SEEC Executive Committee and the Governing Board.
2. All meetings shall be documented, with minutes circulated and preserved.

South Dakota Education Service Agency statutes – SDCL 13-3-76 to 13-3-79

13-3-76 Education service agencies to be organized by secretary--Nonprofit corporations or educational cooperatives. The secretary of the Department of Education shall establish seven education service agencies to provide services and leadership to school districts on a regional basis. Each education service agency shall serve the school districts in a particular region of the state as determined by the secretary of education, and the secretary shall ensure that every school district is served by an education service agency. Each education service agency may be incorporated in the State of South Dakota as a nonprofit corporation organized under chapters 47-22 to 47-28, inclusive, which is exempt from taxation pursuant to 501(a) of the Internal Revenue Code, 26 U.S.C. Section 501(a), and may be listed as an exempt organization in Section 501(c) of the Internal Revenue Code, 26 U.S.C. Section 501(c), or an education service agency may be directed by an educational cooperative.

13-3-77. Powers and duties of education service agencies. Education service agencies are hereby authorized and empowered to develop, manage, and provide support services and programs as determined by the needs of the local school districts and as approved by the secretary of education. An education service agency may:

- (1) Act primarily as a service agency in providing services and programs as identified and requested by the school districts it serves, including professional development, instructional materials, educational technology, curriculum development, and alternative educational programs;
- (2) Provide for economy, efficiency, and cost effectiveness in the cooperative delivery and purchase or lease of educational services, materials, and products; the services may include purchasing cooperatives, insurance cooperatives, business management services, auditing and accounting services, school safety and risk prevention training, data processing, and assistance with student records;
- (3) Provide administrative services such as communications and public relations services, employee background checks, grants management services, printing and publication services, and internship services;
- (4) Provide educational services through leadership and research and development in elementary and secondary education;
- (5) Work cooperatively with the Department of Education, institutions of higher education, local school districts, and other educational organizations to support, develop, and implement long-range plans and strategic goals for the enhancement of educational opportunities in elementary and secondary education; and
- (6) Serve, when appropriate and if funds are available, as a repository, clearinghouse, and administrator of federal, state, local, and private funds on behalf of school districts that may participate in special programs, projects, or grants in order to enhance the quality of education in South Dakota schools

13-3-78. Advisory board of education service agency. Each education service agency shall have an advisory board. The advisory board shall meet at least twice a year, and its membership shall include the superintendent or a designee of the superintendent from every school district served by the agency. The advisory board shall provide guidance to the agency relative to the needs of the school districts and how the education service agency might address those needs.

13-3-79. Oversight of daily operations by fiscal agent. Beginning in 2008, the advisory board for each education service agency shall, upon receiving the approval of the secretary of education, appoint a fiscal agent to oversee the daily operations of the education service agency. Once appointed, the fiscal agent shall serve at the pleasure of the board. However, a board's decision to rescind a fiscal agent's appointment shall be approved by the secretary of education.