Indicator Number: 1.1a	Name: Performance Index			
Dimension: Student Achievement, Studen	t Progress, Closing Performance Gap, Postse	econdary Readiness		Reporting Year: 2014-2015
Indicator Type: OP Unit Typ	pe: N Decimals: 0	Lag/Lead:	Lag	Frequency: Annual
Goal: Assist the educational community in	ensuring educational excellence for all stude	ents.		
Objective: Develop and/or design products	and services to increase student performanc	e in the Region.		
Indicator Description: The Regional Performance Achievement, Studies	ormance Index is based on the TEA Performa ent Progress, Closing the Gap and Postsecon	ance Index Report.	The report includes	a performance index for the following: Student
Purpose: To track increase in student perf	ormance longitudinally.			
Formula: Maximum points per index divides	led by the total points earned for each index.	The scoring uses	ΓEA methodology a	and formulas.
Data Source: TEA Performance Index Re	port Summary available on the TEA web sit	e		
Notes:				
Target:				
Polarity: >= Prior Year	Data Collector: ESC Program Managers			
Target Rationale: Continuous Improvement	ent			

Indicator Number: 1.1b	Name:	Performance Index- Th	e "How" Description	on	
Dimension: District Training and	l Support				Reporting Year: 2014-2015
Indicator Type: D	Unit Type: T	Decimals: N	Lag/Lead:	Lag	Frequency: Annual
Goal: Assist the educational comm	nunity in ensuring educati	onal excellence for all stude	ents.		
Objective: Develop and/or design	products and services to i	ncrease student performanc	ee in the Region.		
Indicator Description: Training a the Gap a	and support provided to so nd Postsecondary Readine	hools in each of the indices ss.	included in the per	formance index.	These are Student Achievement, Student Progress, Closing
Purpose: To track increase in stu	ident performance longitud	linally.			
Formula: Select assistance and/o by the Commissioner's	r activities from a pre-pop Cabinet for Regional Serv	ulated drop down menu. Th	ne assistance and act	tivities are develo	oped by the Balanced Scorecard Committee and approved
Data Source: Drop down list cre	eated by ESCs				
Notes:					
Target:					
Polarity: None	Data Collector:	ESC Program Managers			
Target Rationale:					

Indicator Number: 1.2	Name:	List of assistance and a	ectivities provided the	nat support opportun	ities for all students to earn postsecondary credit
Dimension: Assistance and/or Ac	etivities				Reporting Year: 2015-2016
Indicator Type: D	Unit Type: T	Decimals:	Lag/Lead:	Lag	Frequency: Annual
Goal: Assist the educational comm	nunity in ensuring education	onal excellence for all stude	ents.		
Objective: Develop and/or design	products and services to i	ncrease student performanc	ce in the Region.		
Indicator Description: Listing of while in h	assistance and activities p igh school	rovided to districts and cha	rter schools in the I	egion that support op	oportunities for all students to earn postsecondary credit
Purpose: To track major activities	es and assistance provided	by ESCs for students to ear	rn postsecondary cr	edit.	
Formula: Select assistance and/or by the Commissioner's	r activities from a pre-pop Cabinet for Regional Serv	ulated drop down menu. Th	ne assistance and ac	tivities are developed	by the Balanced Scorecard Committee and approved
Data Source: Drop down list cre	ated by ESCs				
Notes:					
Target:					
Polarity: None	Data Collector:	ESC Program Managers			
Target Rationale:					

Indicato	or Number:	1.4		Name:	Training Ev	aluation R	Lating								
Dimension	n: Rating	Average	'								Reportin	ıg Yea	ar: 201	15-2016	
Indicator	Type:	ОС	Unit Type:	%	Decimals:	1	Lag/I	Lead:	Lead		Frequen	cy:	Semi-An	nually	
Goal: En	hance and si	ustain sta	keholder relation	nships by incr	easing service do	elivery and	d increasing	public a	wareness o	of ESCs.					
Objective	: Develop a	ınd imple	ement strategies	to demonstrat	e ESC value in t	erms of co	ost-effective,	high qu	ality progra	ams and serv	rices to custome	rs and	monitor s	ervice levels.	
Indicator	Description	: The a	verage training e	valuation rati	ng for profession	nal develo	pment and w	orkshop	os designed	to impact str	udent performar	nce.			
Purpose:	To increas	e client s	atisfaction												
Formula:	The mean in this wor performan	evaluatic kshop or ce.	on score. Use 5 professional de	point scale. 5 velopment tra	Strongly Agree ining. Use the la	- 1 Strong anguage as	gly Disagree a s stated. Onl	and NA y includ	. Evaluatic les professi	on Item: I am ional develop	likely to imple oment and work	ment the	he knowle designed (edge and skills gaing to impact student	ed
Data Sour	rce: Work	shop eva	luation forms												
Notes:	Language food service	to remain es person	n consistent amo nnel, bus drivers	ng all ESCs. , etc.	Each ESC shoul	ld leave thi	is stem item	off work	kshop evalu	uations that a	are non-instruction	onal.	For Exam	ple: Training for	
Target:															
Polarity:	Baseline Y	ear	Dat	a Collector:	ESC Program	Managers									
Target Ra	ntionale: C	ontinuou	is Improvement												

Indicator Number: 2.1a	Name:	Number Of Individuals	s Trained/Training (Contact Hours D	elivered
Dimension: Number Of Individua	ls, Training Contact Hour	rs Delivered			Reporting Year: 2014-2015
Indicator Type: OP U	Jnit Type: N	Decimals: 0	Lag/Lead:	Lead	Frequency: Monthly
Goal: Enhance and sustain stakeho	lder relationships by incre	easing service delivery and	l increasing public a	wareness of ESC	Cs.
Objective: Develop and implement	strategies to demonstrate	e ESC value in terms of cos	st-effective, high qu	ality programs a	nd services to customers and monitor service levels.
Indicator Description: The total n	umber of individuals bein	ng trained and training cont	act hours delivered.	Includes only s	ign-in training hours delivered.
Purpose: To track the capacity and	d effectiveness of the regi	ional workshop delivery sy	vstems.		
Formula: Sum of of the total numl contact hours. Total fro sessions. Does not include	oer of individuals trained m ESC Workshop Regist de Early Childhood Interv	and total workshop contac ration System. Includes or vention and Head Start.	t hours delivered. Enly sessions where to	Example: Contac raining is the pri	t Hour Count - 1 person attending 6 hour workshop= 6 mary purpose. May include ESC staff attending training
Data Source: ESC workshop reco	rds (ESC registration sys	tem). The total number of	contact training hou	urs delivered and	l individuals trained.
Notes:					
Target:					
Polarity: Higher than target	Data Collector:	ESC Program Managers			
Target Rationale: Increase Partici	pation				

Indicator Number: 2.1b	Name	e: Consulting Assistance	Contacts And Cons	ulting Assistanc	e of a Quarter Hour or Grea	ter
Dimension: Contacts, Hours					Reporting Yo	ear: 2014-2015
Indicator Type: OP	Unit Type: N	Decimals: 0	Lag/Lead:	Lead	Frequency:	Quarterly
Goal: Enhance and sustain sta	keholder relationships by inc	creasing service delivery and	d increasing public a	wareness of ESC	Cs.	
Objective: Develop and imple	ement strategies to demonstra	ate ESC value in terms of co	st-effective, high qu	ality programs a	and services to customers an	d monitor service levels.
Indicator Description: The nindivisions messa	umber of consulting contacts duals who require technical of ge/chat, through telephone of	and consulting assistance c expertise to provide service, r email. Includes only conta	ontact hours delivered i.e., data processing acts one-quarter hour	ed to constituent. Contacts must r or greater.	ts performed by specialist. It be face to face, video confe	Includes professional and erence, web meeting, instant
Purpose: To increase program	m efficiencies.					
Formula: Aggregate consultat consultant meeting together for 30 min one ESC to anothe nature rather than 1	tive contacts and consulting with 2 teachers for 30 minut outes = 2 Consulting Assistant can be counted. Does not it ong term. Includes time required.	assistance contact hours. Inc es = 2 Consulting Assistance ce Contacts for each consul- nclude Listsery contacts or a aired for research. Does not	cludes only contacts e Contacts and 1/2 h tant and 1/2 hour of a contact of less thar include Early Child	one-quarter hou lour of consulting consulting assis a 15 minutes. To hood Intervention	nr or greater. Does not including assistance. Two consultant ance for each consultant. The echnical Assistance is consion and Head Start.	de travel time. Example: One nts meeting with 2 teachers echnical assistance provided by dered temporary or ad hoc in
Data Source: ESC activity re	eports					
Notes:						
Target:						
Polarity: >= Prior Year	Data Collector	: ESC Program Managers				
Target Rationale: Increase F	Hours Delivered					

Indicator Number: 2.2a		Name: Percent of Districts ar Integrity Rating Syste	nd Charter Schools Receiving am of Texas (FIRST)	Standard Achievement and Above Rating on the Finan	ncial
Dimension: Percent Districts	, Percent of Charter Sc	hools		Reporting Year: 2014-2015	
Indicator Type: OC	Unit Type: %	Decimals: 1	Lag/Lead: Lag	Frequency: Annually	
Goal: Assist the educational c	ommunity in ensuring	educational excellence for all stu	dents.		
Objective: To assist in increase	sing the number of dist	ricts and charter schools that mee	t or exceed the state financial	accountability standard.	
Indicator Description: The p	ercent of districts and o	charter schools receiving Standard	d Achievement and above ration	ng on the Financial Integrity Rating System of Texas (FIRST).
Purpose: To analyze district	and charter school fina	ncial performance to ensure finar	ncial success.		
Formula: 1. The total number number of charter s	of districts receiving schools receiving Stand	Standard Achievement and above lard Achievement and above ratir	rating on the FIRST divided by the	by the total number of districts receiving a rating. 2. The total number of charter schools receiving a rating.	he total
Data Source: Records from	he TEA Audit division	Financial Web site			
Notes:					
Target:					
Polarity: >= Prior Year	Data Coll	ector: ESC CFO or Business M	lanager		
Target Rationale: Continuou	s Improvement				

Indicator Number: 2.2b	Nam	Technical assistar Rating System of	ice provided to districts and charter school Texas (FIRST)	ols that do not meet Standard on the Financial Integrity
Dimension: Technical Assistance	ce			Reporting Year: 2014-2015
Indicator Type: D	Unit Type: T	Decimals:	Lag/Lead: Lag	Frequency: Annually
Goal: Assist in increasing the nu	mber of districts that me	et or exceed state financi	al accountability standards.	
Objective: Assist in increasing the	ne number of districts and	d charter schools that me	et or exceed state financial accountability	y standards.
Indicator Description: A listing	of technical assistance p	provided to districts and c	charter schools that do not meet receive a	Standard Achievement rating on the FIRST.
Purpose: To analyze district and region.	d charter school financial	performance to ensure f	inancial success and identify successful	strategies in assisting districts and charter schools in the
Formula: Select technical assist. Commissioner's Cabin	ance activities from a pre net for Regional Services	e-populated drop down n	nenu. The activities are developed by the	Balanced Scorecard Committee and approved by the
Data Source: ESC Records				
Notes: Drop down list created	by ESCs			
Target:				
Polarity: None	Data Collecto	r: ESC CFO or Busines	ss Manager	

Indicator Number: 2.3a	Name:	Products and Services	s related to school fir	nance provided to	Districts and Charter Schools
Dimension: Products and Servi	ces				Reporting Year: 2014-2015
Indicator Type: D	Unit Type: T	Decimals:	Lag/Lead:	Lag	Frequency: Annually
Goal: Assist in increasing the nu	mber of districts that meet of	or exceed state financial a	ccountability standar	ds.	
Objective: Ensure districts and c	harter schools have access t	to quality products and se	rvices related to scho	ool finance.	
Indicator Description: A listing	of products and services re	lated to school finance pr	ovided to district and	charter schools.	
Purpose: To analyze school fin districts and charter so	ance products and services perhools in the region.	provided to district and ch	arter schools to ensu	re their financial	success and identify successful strategies in assisting
Formula: Select products and/o approved by the Com	r services from a pre-popula missioner's Cabinet for Reg	nted drop down menu. The ional Services.	e listing of products	and/or services is	s developed by the Balanced Scorecard Committee and
Data Source: ESC Records					
Notes: Drop down list created	l by ESCs				
Target:					
Polarity: None	Data Collector:	ESC Program Managers			
Target Rationale:	·				

Dimension: Contacts, Hours Reporting Year: 2014-2015 Indicator Type: OP Unit Type: N Decimals: 0 Lag/Lead: Lead Frequency: Quarterly Goal: Enhance and sustain stakeholder relationships by increasing service delivery and increasing public awareness of ESCs.	
Goal: Enhance and sustain stakeholder relationships by increasing service delivery and increasing public awareness of ESCs.	
Objective: Develop and implement strategies to demonstrate ESC value in terms of cost-effective, high quality programs and services to customers and monitor service levels.	els.
Indicator Description: The number of consulting assistance contact hours delivered to constituents performed by consultants related to school finance. Includes profession individuals who require technical expertise to provide service, i.e., data processing. Contacts must be face to face, or through telephone or email. In contacts one-quarter hour or greater.	nal and ncludes only
Purpose: To increase program efficiencies.	
Formula: Aggregate consulting assistance contact hours related to school finance. Includes only contacts one-quarter hour or greater. Does not include travel time. Examp consultant meeting with 2 business office staff for 30 minutes = 1/2 hour of consulting assistance. Two consultants meeting with 2 business office staff together minutes = 1/2 hour of consulting assistance for each consultant. Technical assistance provided by one ESC to another can be counted. Does not include Listsers or a contact of less than 15 minutes. Technical Assistance is considered temporary or ad hoc in nature rather than long term. Includes time required for research	le: One for 30 v contacts
Data Source: ESC activity reports.	
Notes:	
Target:	
Polarity: >= Prior Year Data Collector: ESC Program Managers	
Target Rationale: Increase Hours Delivered	

Dimension: Number of Educators, Number of Contact Hours Indicator Type: OP	Reporting Year: 2015-2016 Frequency: Quarterly
Goal: Enhance and sustain stakeholder relationships by increasing service delivery and increasing public awareness of ESCs. Objective: Develop and implement strategies to demonstrate ESC value in terms of cost-effective, high quality programs and service Indicator Description: The total number of educators involved in extended professional development activities and the total number teaching, professional learning communities, instructional coaching, book studies and action research cohorts. Formula: Sum of of the total number of educators involved in extended professional development activities and the total number of person involved in one extended professional development activities and the total number of person involved in one extended professional development activities and the total number of person involved in one extended professional development activity (EPA) for six hours = 6 contact hours. May include I limited to classroom observations and feedback, co-teaching/demonstration teaching, professional learning communities.	Frequency: Quarterly
Objective: Develop and implement strategies to demonstrate ESC value in terms of cost-effective, high quality programs and service Indicator Description: The total number of educators involved in extended professional development activities and the total number teaching, professional learning communities, instructional coaching, book studies and action research cohorts. Formula: Sum of of the total number of educators involved in extended professional development activities and the total number of person involved in one extended professional development activity (EPA) for six hours = 6 contact hours. May include Elimited to classroom observations and feedback, co-teaching/demonstration teaching, professional learning communities, instructions are constant to the contact hours.	
Indicator Description: The total number of educators involved in extended professional development activities and the total number Purpose: To track the capacity and effectiveness of providing extended professional development activities such as classroom obserteaching, professional learning communities, instructional coaching, book studies and action research cohorts. Formula: Sum of of the total number of educators involved in extended professional development activities and the total number of person involved in one extended professional development activity (EPA) for six hours = 6 contact hours. May include Elimited to classroom observations and feedback, co-teaching/demonstration teaching, professional learning communities, in the content of the content	
Purpose: To track the capacity and effectiveness of providing extended professional development activities such as classroom obserteaching, professional learning communities, instructional coaching, book studies and action research cohorts. Formula: Sum of of the total number of educators involved in extended professional development activities and the total number of person involved in one extended professional development activity (EPA) for six hours = 6 contact hours. May include E limited to classroom observations and feedback, co-teaching/demonstration teaching, professional learning communities, in the contact hours in the total number of person involved in one extended professional development activity (EPA) for six hours = 6 contact hours.	s to customers and monitor service levels.
Formula: Sum of of the total number of educators involved in extended professional development activities and the total number of person involved in one extended professional development activity (EPA) for six hours = 6 contact hours. May include E limited to classroom observations and feedback, co-teaching/demonstration teaching, professional learning communities, instructional coaching, book studies and action research cohorts.	of contact hours.
Formula: Sum of of the total number of educators involved in extended professional development activities and the total number of person involved in one extended professional development activity (EPA) for six hours = 6 contact hours. May include I limited to classroom observations and feedback, co-teaching/demonstration teaching, professional learning communities, research cohorts.	vations and feedback, co-teaching/demonstration
	contact hours Example: Contact Hour Count - 1 SC staff attending sessions. Includes but is not nstructional coaching, book studies and action
Data Source: Time and effort, travel log, other written documentation	
Notes: There may be instances where an extended professional development activity is recorded in the workshop registration system in Indicator 2.2. Example: includes but is not limited to classroom observations and feedback, co-teaching/demonstration to instructional coaching, book studies and action research cohorts.	em. In these instances, they may also be counted eaching, professional learning communities,
Target:	
Polarity: Baseline Year Data Collector: ESC Program Managers	
Target Rationale: Increase Participation	

Indicator Number: 2.5		Name:	Number of Number of	District/Ch Distance I	narter Personnel Par Learning Events.	ticipatin	g in Learning Thro	ugh Regional Dis	stance Learning And the
Dimension: # of Individuals.	, Number of Eve	nts						Reporting Y	'ear: 2015-2016
Indicator Type: OP	Unit Type:	N	Decimals:	0	Lag/Lead:	Lead		Frequency:	Quarterly
Goal: Assist the educational of	community in en	suring educatio	nal excellence	for all stud	dents.				
Objective: Assist in increasing	g the number of	districts/campu	ses that meet o	or exceed st	tate standards for a	cademic	performance.		
Indicator Description: The tractivity	otal number of inties in which the	ndividuals parti participant is i	cipating in learning	rning throug process.	gh Regional Distar	ce Learr	ning and the number	of Distance Lea	arning Events. Includes all
Purpose: To increase interac	etive learning op	portunities deliv	vered through	Regional D	Distance Learning.				
Formula: A documented couevents. 20 teachers 3 events. ESC mu duplicate counts. ESC 3 would coundocumented, the expression of the expressi	ant of the number stattending a wor st have documen Example: ESC 3 t all the participa vent would be co	of district and kshop via your tation to demon broadcasts a p ants. Each region bunted not the p	charter school network or att nstrate webinan rogram throug on would coun articipants. Do	personnel ending an c r provided. h their netv t participan o not includ	utilizing Regional on-line workshop. Video streaming a work from NASA t nts viewing through de Students in this I	Distance Docume nd record o all the their ne ndicator.	e Learning. A docur entation could be att ded sessions may co other ESC which is etworks. In cases w	mented count of endance sheets. bunt if a registration broadcast to all there the number	the number of distance learning Number of events: 3 webinars = ion list is provided. May include the schools in their networks. of participants can not be
Data Source: ESC records.	Use registration	list for docume	entation						
Notes: This is a specific co	ount of district ar	d charter school	ol personnel on	ıly.					
Target:									
Polarity: Baseline Year	Da	ta Collector:	ESC Technolo	gy Directo	ors				
Target Rationale:	1								

Indicator Number: 2.6 Name: Number of Students Enrolled in Regional Distance Learning for High School Credit								
Dimension: # of students	'				Reporting Year: 2015-2016			
Indicator Type: OP U	Jnit Type: N	Decimals: 0	Lag/Lead:	Lead	Frequency: 3 Times a Yr.			
Goal: Assist the educational comm	Goal: Assist the educational community in ensuring educational excellence for all students.							
Objective: Assist in increasing the number of districts/campuses that meet or exceed state standards for student performance.								
Indicator Description: The total number of students enrolled in Regional Distance Learning for high school credit.								
Purpose: To increase interactive learning opportunities delivered through Regional Distance Learning for students to earn high school credit.								
Formula: A documented count of the number of students enrolled in Regional Distance Learning for high school credit. Examples: Number of Students - 30 students participating in a dual enrollment course = 30 Individuals. e.g. foreign language or behavioral science courses not available at the school campus but offered by the ESC through distance learning. Includes virtual school credit.								
Data Source: ESC records. Reported the first Monday after Labor Day, Mid-February and End of August.								
Notes:								
Target:								
Polarity: Baseline Year	Data Collector:	ESC Technology Directors	s					
Target Rationale:								

Indicator Number: 3.2a Name: Percent Participation in Documented Coop Arrangements Including SSAs								
Dimension: District, Charter	School				Reporting Year: 2014-2015			
Indicator Type: OC	Unit Type: %	Decimals: 0	Lag/Lead:	Lag	Frequency: Annually			
Goal: Enhance and sustain sta	Goal: Enhance and sustain stakeholder relationships by increasing service delivery and increasing public awareness of ESCs.							
Objective: Develop and implement strategies to demonstrate ESC value in terms of cost-effective, high quality programs and services to customers and monitor service levels.								
Indicator Description: The percent of districts and charter schools in the region participating in Cooperative Arrangements.								
Purpose: To increase the efficiency of districts by participating in programs through cost sharing.								
Formula: The number of distregion participating participating in a Po	ricts <i>in region</i> participati in a documented Coope archasing Coop. Docum	ng in a documented Cooper trative Arrangement divided entation examples: a letter	rative Arrangement divid I by the number of charte of agreement, an MOU o	ed by the number er schools in the re or interlocal agree	of districts in the region. The number of charter schools <i>in</i> gion. Example: A school district in the region ment.			
Data Source: ESC participation records. The number of districts and the number of charter schools <i>in region</i> participating in at least one Cooperative Arrangement (includes Shared Services Arrangements)								
Notes: The indicator is specific to schools in the region								
Target:								
Polarity: >= Prior Year	Data Collec	etor: ESC Program manag	gers					
Target Rationale: Use Available Staff Development Dollars Efficiently and Effectively								

Indicator Number: 3.2b	Indicator Number: 3.2b Name: Listing and Description of Cooperative Services Provided to Districts and Charter Schools						
Dimension: Listing and Desc	ription				Reporting Year: 2014-2015		
Indicator Type: D	Unit Type: T	Decimals: N	Lag/Lead:	Lag	Frequency: Annually		
Goal: Enhance and sustain stakeholder relationships by increasing service delivery and increasing public awareness of ESCs.							
Objective: Develop and implement strategies to demonstrate ESC value in terms of cost-effective, high quality programs and services to customers and monitor service levels.							
Indicator Description: A listing and description of Cooperative Arrangements in the Region provided for districts and charter schools.							
Purpose: To increase the efficiency of districts by participating in programs through cost sharing.							
Formula: 1. Select cooperative menu. The cooperative Services.	re arrangements from a pre-petive arrangements and descrip	opulated drop down menu. 2 otions are developed by the	2. Select a description Balanced Scorecard	on for each Coopera I Committee and ap	ntive Arrangements from a pre-populated drop down proved by the Commissioner's Cabinet for Regional		
Data Source: ESC participation records. The number of districts and the number of charter schools <i>in region</i> participating in at least one Cooperative Arrangement (includes Shared Services Arrangements)							
Notes: Drop down list created by ESCs							
Target:							
Polarity: None	Data Collector:	ESC Program managers					
Target Rationale:							

Indicator Number: 7.1	Name: Satisfactory or Above Survey Responses						
Dimension: Survey Response Percent Reporting Year: 2014-2015							
Indicator Type: OP	Unit Type: N	Decimals: 0	Lag/Lead:	Lag	Frequency: Annually		
Goal: Enhance and sustain stakeholder relationships by increasing service delivery and increasing public awareness of ESCs.							
Objective: Develop and imples	ment strategies to demonstrat	te ESC value in terms of cos	t-effective, high qu	ality programs and se	rvices to customers and monitor service levels.		
Indicator Description: Target for annual survey results is 4.5 on a 5.0 scale. Data from Client Satisfaction Survey.							
Purpose: To track customer s	atisfaction levels and identify	y any areas that require impr	ovement.				
Formula: Overall average con	npiled in the Client Satisfacti	on Survey by UT. Use nume	eric data from clien	t satisfaction survey f	or each region.		
Data Source: Third Party Eva	lluation Instrument						
Notes:							
Target:							
Polarity: >= 4.5	Data Collector:	ESC Program Managers					
Target Rationale: Continuous Improvement							

Indicator Number: 7.3 Name: Number of Partnerships Among ESCs And With External Entities							
Dimension: K-12 Non Public	School Governmental Entitie	s, Other External Partnersh	iips		Reporting Year: 2015-2016		
Indicator Type: OP	Unit Type: N	Decimals: 0	Lag/Lead:	Lag	Frequency: Annually		
Goal: Research and proactively address needs of the education community.							
Objective: Develop partnerships with external entities to expand and enhance services provided to customers.							
Indicator Description: The measurement of the number of partnerships with other ESCs and with external entities to expand and enhance product and service offerings to schools.							
Purpose: To measure the effort for outreach among ESCs and external entities to expand and enhance products and service offerings to schools.							
Number of partnerships with K-12 non public school entities (Includes ESCs), Number of partnerships with other external entities. Must have written documentation for each partnership (MOU, Interlocal Agreement, Other Written Documentation) Example: two projects with a university, each with a separate written agreement. This would count as two partnerships. Partnerships with a day care center or a health care provider for purposes that will positively impact schools. Documented agreement required. Vendors in a purchasing coop will not be counted. Consultants hired by the ESC to add value to services provided to schools by the ESC are included. Example: Outside presenters hired to conduct workshops, Early Childhood Intervention and Head Start.							
Data Source: Each ESC will report the number of partnerships							
Notes:							
Target:							
Polarity: >= Prior Year	Data Collector:	Program Managers					
Target Rationale: Increase Savings To Districts							