



OVEC

OHIO VALLEY EDUCATIONAL COOPERATIVE

ANNUAL REPORT

2024-25

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CEO Message 2024-25

Celebrating a Year of Milestones

Each year, around 9,440 students graduate high school across the OVEC region—a milestone worth celebrating for students, families, and educators alike. In 2024–2025, OVEC also marked several “graduations” of our own.



Grant Program Completions

On September 30, we concluded two major grant programs that supported educators during and beyond the COVID-19 pandemic:

- **The CRRSA (Collective Response to Reimagine Schools for All)** program provided districts with support in curriculum development, high-quality instructional resources (HQIR), and multi-tiered systems of support (MTSS).
- **The Deeper Learning program** inspired innovation across our region, empowering educators to reimagine learning through engaging projects and district-wide learner portraits.

Head Start Expansion

This year, OVEC Head Start celebrated the grand opening of the Burnett Head Start/Early Head Start location. This marks the sixth new Louisville site completed as part of a five-year renovation effort—expanding access to quality early learning environments across our region.

Honoring Staff Success

We honored the retirements of two remarkable leaders: Dr. Carmen Coleman and Chrissy Jones, whose influence has shaped education across Kentucky. Their legacy will continue through the many lives they’ve touched. As we transition, new leaders are stepping forward:

- Courtney Murdock, Deputy CEO and Chief Human Resources Officer, is now also leading OVEC’s communications efforts.
- Christel Bogar has been named Chief of Learning Support Services, overseeing programs that enhance student outcomes.
- Michelle Kersting, as Chief Financial Officer, now also supports fundraising and school nutrition initiatives.
- Dr. Kathy House leads the new division of Educator Success, focused on supporting the growth and advancement of K–12 educators.

Investing in Our Team

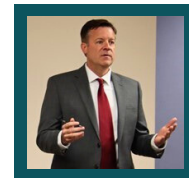
In 2024–2025, OVEC expanded its tuition assistance program beyond Head Start, making educational advancement possible for staff organization-wide. Each spring, we celebrate team members earning degrees—living out our vision of Empowering Educators so Students Thrive. Congratulations to Jessica, Alyssa, Heather, and Lisa on your incredible achievements, and thank you for letting OVEC be part of your journey.

2024-25 Board of Directors

Ms. Sharla Six
Superintendent,
Anchorage Ind. Schools



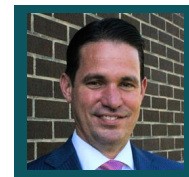
Dr. Jim Masters
Superintendent, Henry
County Schools



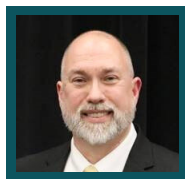
Dr. Jesse Bacon, Chair
Superintendent, Bullitt
County Schools



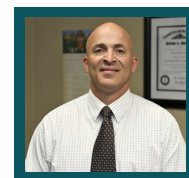
Dr. Marty Pollio
Superintendent, Jefferson
County Schools



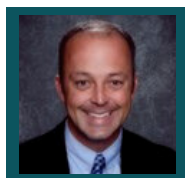
Mr. Casey Jaynes
Superintendent, Carroll
County Schools



**Dr. Jason Radford,
Vice-Chair**
Superintendent, Oldham
County Schools



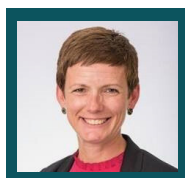
Dr. Buddy Berry
Superintendent, Eminence
Ind. Schools



Dr. Reggie Taylor
Superintendent, Owen
County Schools



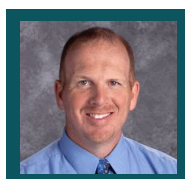
Dr. Sheri Satterly
Superintendent, Frankfort
Ind. Schools



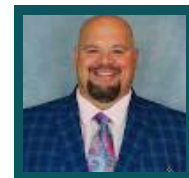
Dr. Joshua Matthews
Superintendent, Shelby
County Schools



Mr. David Arvin
Superintendent, Gallatin
County Schools



Dr. Willie Foster
Superintendent, Spencer
County Schools



Mr. Todd Moody
Superintendent, Grant
County Schools



Mr. Todd Neace
Superintendent, Trimble
County Schools



Staff Directory

Administration & Support

Jason Adkins

Chief Executive Officer

Chrissy Jones

Chief Academic Officer/
Deputy CEO

Finance

Michelle Kersting

Director of Finance

Alex Russ

Staff Accountant

Lacey Adkins

Accounting Coordinator

Lauren Tindle

Accounting Coordinator

Lindsay Patterson

Administrative Coordinator

Human Resources

Courtney Murdock

Chief Human Resources Officer

Amber Gibson

Human Resources Coordinator

Jane Napper

Human Resources Coordinator

Michelle Breckenridge

Human Resources Coordinator

Resource Development

Elgie McFayden

Grant Writer

Kasey Wilmsmeyer

Communications Specialist

Mark Ryles

District Facilities Consultant

Renee Spalding

Development Associate

SBMH

Santina Plottner

Project Director for School-Based
Mental Health Services

Holli Blevins

Certified School Counseling Coach

School Nutrition

Lori Williams

School Nutrition Consultant

Technology

Neal Anderson

Director of Technology

Samuel McIver

Technology Specialist

Executive Assistance

Liz French

Executive Assistant/Office
Manager

Briana Antonelli

Bid Coordinator

Megan Gibbs

Guest and Staff Services
Coordinator (Central)

Mallory Roby

Guest and Staff Services
Coordinator (Middletown)

ElevatED Studios

Dr. Carmen Coleman

Chief of Transformational
Learning & Leading

Lacey Eckels

Transformative Learning
Design Specialist

Rachel Albright

Transformative Learning
Design Specialist

Adam Watson

Digital Learning Specialist

Educator Success

Dr. Kathy House

Director of Educator Success

Amy James

Educator Success Consultant

Jennifer Roederer

Educator Success Consultant

Exceptional Children Services

Christel Bogar

ECS Director

Mallory Vice

Low Incidence Consultant

Dr. Chris Sweigart

ECS Special Education
Consultant

Tricia Kitzmiller

ECS Strategies Consultant

Dr. Debbie Mays

ECS Strategies Consultant

Lynn Schwallie

ECS Literacy Consultant

Kricket McClure

ECS Math Consultant

Carrie Stith-Webster

ECS College & Career
Readiness Consultant

Darrin Vice

Pre-ETS Specialist

Chaney New

Administrative Coordinator

District Support Services

Susan Robertson

Director of Professional
Learning & Support

Dr. Alexandra Hughes

Climate & Culture Consultant

Dr. Bethanie Opell

Crisis Response Consultant

Dr. Rachelle Bramlage-Schomburg

Leadership Success
Consultant

Edward Oakley

Leadership Success
Consultant

Head Start

Dr. Erika Nygard

Director of Head Start Programs

Mary Fleece

Programmatic Training
Coordinator

Amy Glass

Administrative Assistant

Toni Huff

Executive Assistant

Heather Hood

ERSEA and Family Engagement
Manager

Patty Wireman

ERSEA Specialist

Carla Robinson

ERSEA Specialist

Deanna New

Data Coordinator

Tiffany Hughes

ERSEA Clerk

Shronda Powers

ERSEA Clerk

Tara Truckor

Family Engagement Specialist

Rachael Noyes

Family Engagement Specialist

Tamara Hoover

Family Engagement Specialist

Jasmine Exum

Family Engagement Specialist

Tre'Sean Durham

Family Engagement Specialist

Kim Luna

Program Services Coordinator

Debra Sierakowski

Program Services Coordinator

Jessica Garrett

Facilities Manager

Gil Jones

Facilities Technician

Christian Smith

Facilities Technician

Keith Meriwether

Facilities Technician

Samantha Behmke

Education Manager

Gabrielle Kemper

Lead Behavior Support
Specialist

Jude Peckinpaugh

Behavior Support
Specialist

Tia Smith

Developmental
Intervention Specialist

Kasey Goss

Lead Education Specialist

Jessica Carlson

Education Specialist

Tomi Scriber

Education Specialist

Kate Hill

Education Specialist

Jennifer Goodlett

Health & Nutrition Services
Manager

Sarah Adams

Health Specialist

Cindy Monroe

Health Specialist

Gentry Gash

Health Specialist

Jessie Masticola

Health Specialist

Amanda Wright

Education Specialist

Amber McClendon-

Hampton

Behavior Support
Specialist

Felicia Wheeler

Compliance Coordinator

Kimberly Damron

Lead Developmental
Intervention Specialist

Kristin Bryant

Education Specialist

Sally Eads

Education Specialist
Holly Burns- Developmental
Intervention/Behavior
Support Specialist

Laura Marksberry

Regional Area Manager-8
County

Savannah Sherman

Regional Area Manager-
Jefferson County

Lottie Renea Griffin

Education Specialist

Stacey Holmes

CDA Coach

Tia Roberts

Developmental
Intervention/Behavior
Support Specialist

iLEAD Academy

Katie Ashcraft

iLEAD Director

John Ashcraft

Engineering Teacher

Rebecca Platt

Math Teacher

Kris Hubbuch

English Teacher

Mollie Shirley

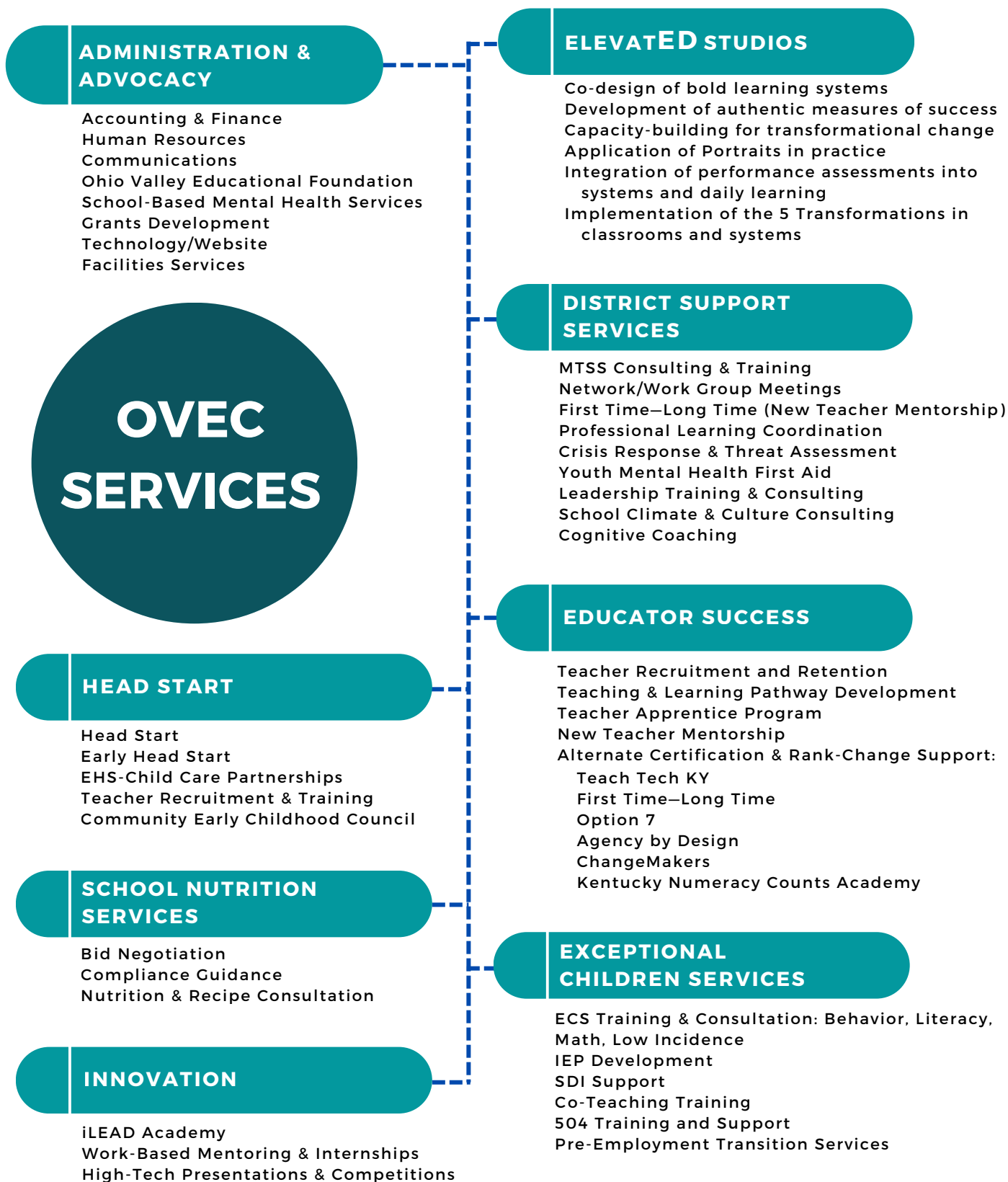
Science Teacher/College &
Career Coach

Mercedes Bourne

Student Success
Coordinator

Anna Rose

Substitute Teacher



OVEC MISSION

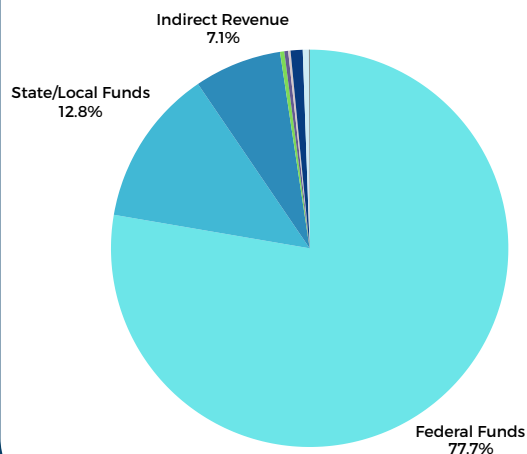
Making educators' work more fulfilling and sustainable through intentional opportunities, resources, and relationships.

Financial Report 2024-25

Total Agency Budget

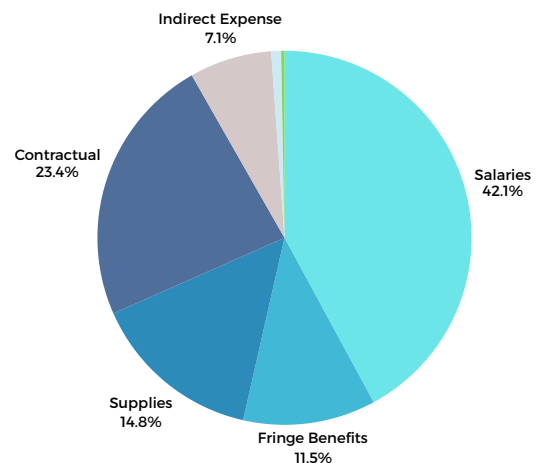
REVENUE

Federal Funds	\$36,164,924
State/Local Funds	5,955,823
Indirect Revenue	3,311,007
Membership Fees	162,771
Interest	144,754
Ky/CTL/KASC/KSHA/UL/KWP	90,300
KEDC/GRREC	456,364
Other Sources	231,124
General Fund Contribution	27,628
TOTAL	\$46,544,694



EXPENSES

Salaries	\$19,589,927
Fringe Benefits	5,336,766
Contractual	10,878,123
Indirect Expense	3,311,007
Supplies	6,899,102
Travel	398,350
Equipment	131,420
TOTAL	\$46,544,694



2024-25 Big Wins!

.....
New LOGO!
.....



30

Head Start Programs

This year, we opened a new HS site and began a new EHS-CCP, bringing our total to 22 HS/EHS and 8 EHS-CCP programs. Our programs served 949 students in 2024-25.

\$22,613,959

in new and ongoing grants

11

mental health counselors placed in 11 high-need schools in 9 districts with the guidance of our Director of School-Based Mental Health Services

New Wheelchair-Accessible Van

Through generous donations and grants, OVEC Pre-ETS purchased a new van to support students with the most significant needs.

.....
2,034

teachers completed coaching, professional learning (PL), and rank-change or degree-earning programs with the guidance of Educator Success staff
.....

21

iLEAD students qualified for the National Technology Student Association Conference, with the Structural Design and Engineering team earning 2nd place

10,747

participants in 2,500 hours of ECS consulting, coaching, and PL

.....
7 million+ meals

procured with OVEC's help
.....

261

new OVEC employees from a pool of 3,710 job applicants

\$70,000
in OVEF funds touched the lives of
1,161 students

\$7 million

OVEC Facility Services aided 5 OVEC districts in construction projects, including roofs, bleachers, and safety vestibules

2,117

educators and leaders impacted by the ElevatED team

125

OVEC Head Start employees are enrolled in our in-house Child Development Associate (CDA) certification. Additionally, OVEC will have its own certified Cognitive Coach to expand access to training.

District Support Services 2024-25

In Our “You’ve-Got-This” Era

This year, OVEC’s District Support Services (DSS) team provided a wide range of consulting and support to district leaders, teachers, and staff. Highlights include nearly 20 active networks, the successful “Because I Read” adolescent literacy partnership with KDE and JCPS, expanded crisis response and cognitive coaching capacity, and 115 adults advancing toward teacher certification or rank changes through First-Time Long-Time. As we close the fiscal year, we bid a heartfelt farewell to Chrissy Jones, whose 8 years at OVEC and 43 in education across Kentucky have been instrumental in building these vital supports. Chrissy, your impact on districts and students has been profound—you will be greatly missed.

First-Time Long-Time and Teacher Recruitment

First-Time Long-Time (FTLT) is a teacher certification initiative designed for individuals pursuing initial certification, additional certification, or a rank change. The program supports participants navigating Kentucky’s Option 6 and Option 9 pathways or a continuing education option. The program is coordinated in partnership with DSS and Educator Success, offering ongoing support through monthly Zoom meetings, a summer conference focused on current classroom topics, and tuition reimbursement.

FTLT is tailored to meet the unique needs of both school districts and participants. OVEC allocates \$20,353 in scholarship funding annually to each participating district. Districts have the flexibility to distribute these funds based on local priorities, while participants are encouraged to design a program structure that suits their individual circumstances.

The past year marked a highly successful cycle, with 115 participants from 13 districts. Participants built on their understanding of topics like student engagement, classroom management, special education, and student motivation with video sessions from Dr. Bethanie Tucker.

This year’s FTLT summer conference, hosted in partnership with the University of Louisville (UofL), was headlined by Jennifer Montgomery—Kentucky Teacher of the Year and an educator at OVEC-member Eminence Independent Schools. Montgomery led both the opening and closing sessions and focused on “Teaching Is an Act of Hope.” The conference offered 9 breakout sessions, one led by Jennifer and others by leaders in education from UofL and OVEC.



Professional learning (PL) for FTLT participants is co-coordinated by Susan Robertson, Director of Professional Learning and Support, and Dr. Kathy House, Director of Educator Success (now Chief of Educator Success). Together, they provide guidance, mentorship, and oversight to ensure high-quality development experiences for all program members.

The DSS team continues its work in the region to recruit and support those new to the teaching profession. They helped to host a recruitment fair in April at the Shelbyville Conference & Welcome Center, as well as an online fair for December 2024 graduates.

Networks

More than 20 network role groups were active across OVEC districts in 2024-25. Many are led by their respective areas, but DSS has been supportive in promotion and communication. Participation reached an all-time high, as educators increasingly rely on these networks for collaboration and sharing ideas to meet the challenges of today's school environment. DSS added two new networks for the 2024-25 school year, Title 1 and Crisis Response. OVEC will expand network offerings for the 2025-26 school year, adding Cognitive Coaches, Math, Science, New Teacher Mentor, Social Studies, and more.

Multi-Tiered Systems of Support (MTSS)

This year, OVEC DSS continued consulting with districts on improving their MTSS framework. Through direct consultation, staff supported District Leadership Teams in monthly meetings, provided PL opportunities, and assisted in developing district-level MTSS manuals to help strengthen implementation and ensure alignment across schools.

In partnership with the Kentucky Department of Education (KDE) and Jefferson County Public Schools (JCPS), OVEC hosted a three-day "Because I Read" adolescent literacy institute. The event, spearheaded by Dr. Sandra Hogue from JCPS, brought together middle and high school educators from JCPS. The focus was on strengthening Tier 1 reading instruction and intervention strategies. Susan Robertson and KDE staff trained interventionists and general education teachers how to integrate their instructional efforts to accelerate learning and close achievement gaps using the district's High Quality Instructional Resource (HQIR).

In support of mathematics instruction, DSS collaborated with the Kentucky Center for Mathematics to offer cognitive coaching sessions for more than 100 math coaches from across the state. These sessions were held during both the fall and spring semesters.

Additionally, DSS partnered with OVEC Exceptional Child Services (ECS) to provide one-day trainings aimed at equipping educators with effective Tier 2 strategies for accelerating learning and improving behavior.

The many avenues offered by DSS provide district leaders and educators with meaningful opportunities to grow professionally and make impactful improvements. To learn more about any of these areas of support, please contact Susan Robertson at srobertson@ovec.org.



Leadership Consulting

Dr. Rachele Bramlage-Schomburg and Eddie Oakley, Leadership Success Consultants, support district leaders, school administrators, and educators as they prepare for leadership roles across the region. In partnership with Educator Success, they've launched the Aspiring Leaders Academy to build a leadership pipeline in the OVEC region. See “A New Era in Educational Leadership” for more.

Cognitive Coaching

To meet growing demand, Dr. Alexandra Hughes is becoming a certified cognitive coach, expanding OVEC's in-house capacity to support schools in collaboration, planning, and communication. Learn more in “Transforming Schools with Cognitive Coaching.”

Crisis and Threat Response

In 2024–25, DSS staff continued Comprehensive School Threat Assessment Guidelines (CSTAG) training and consultation in partnership with ECS. Dr. Bethanie Opell joined OVEC as Crisis Response Consultant, aiming to expand Youth Mental Health First Aid training and strengthen school-based crisis response across Kentucky. See “Supporting Students Through Crisis” for more.



2024-25 Network & Role Work Groups

- 504 Coordinators
- Behavior Network
- Crisis Response
- Director of Special Education (DoSE)
- Finance Coordinators
- Gifted & Talented Network (GTN)
- Human Resources (HR) Directors
- Kentucky Principals Network (KPN)
- Library/Media Specialists Network
- Multi-Lingual Learners Work Group
- Multi-Tiered Systems of Support (MTSS) Coordinators
- Occupational Therapist and Physical Therapists (OT/PT)
- Ohio Valley Instructional Coaches Network (OVICN)
- Ohio Valley Supervisors Organization (OVSO)
- Preschool Coordinators/Directors
- School Counselor Network (SCN)
- School Nutrition Directors
- School Psychologists (School Psychs)
- School-Based Mental Health (SBMH)
- Speech Language Pathologists (SLP)
- Title 1

A New Era in Educational Leadership

In July 2024, OVEC created the Leadership Consultant role to proactively address the projected shortage of school and district leaders. With a clear mission, Dr. Rachelle Bramlage-Schomburg and Eddie Oakley quickly built coaching systems to support current administrators and develop future leaders. They began by mentoring principals across eight districts and identifying groups needing targeted support.

“Our goal is simple—we’re growth partners, not evaluators,” says Rachelle. “That opens doors for honest conversations, and the results have been powerful. We’ve seen incredible personal and school gains through this added support.” To expand this impact, they have launched the Aspiring Leaders Academy to offer three leadership development pathways:

- **Supporting Leaders** Prepares educators not yet in principal roles (e.g., APs, instructional coaches, MTSS coordinators). Ten participants completed the inaugural January–June cohort, with three already hired as principals and receiving continued coaching.
- **Developing Leaders** A mentoring program for classroom teachers exploring leadership opportunities. This summer (2025), participants heard from education leaders from across the state—including KDE and JCPS—to enhance classroom effectiveness and learn pathways to leadership.
- **Empowering Leaders** Designed for current administrators seeking to improve school climate and outcomes while advancing their careers. Participants can earn one free graduate credit from UofL, applicable toward superintendent certification or rank change.

“In a time when public perception often makes educators feel undervalued, watching so many leaving the profession has been heartbreaking. OVEC’s success in helping educators stay and thrive is deeply meaningful. Several participants told us they wouldn’t have pursued new roles in education without this program. That’s a major win in just one year,” says Rachelle. For more information about Aspiring Leaders Academy, contact Rachelle at rbramlage@ovec.org.



Transforming Schools with Cognitive Coaching

When a teacher or district struggles to engage learners or reach other goals, where do they turn for support? Dr. Alexandra Hughes, Climate & Culture Consultant, believes part of the answer lies in cognitive coaching, a model OVEC has championed for years. More than a method, cognitive coaching is a mindset—a framework that empowers educators by asking meaningful questions, actively listening, and giving feedback. “Cognitive coaching is a proven approach. It can lead administrators and teachers to answer their own challenges,” she explains. “An attentive coach can ask questions like ‘What is influencing this student behavior? What messages are students receiving from us? What changes can we make to solve this problem?’ This leads educators to uncover strengths and solve problems for their context,” Alex says.

To broaden the reach of this work, Alex began training as a cognitive coaching facilitator—a two-year process involving coursework and co-leading sessions. In 2024–25, she co-lead sessions with Dr. Maggie McGatha, Training Associate at Thinking Collaborative. She’s also ready to launch the Cognitive Thinking network. “It will be a space for idea-sharing and constructive problem-solving for those who have finished the foundations course,” Alex says.

Alex continues school and district consultations, helping administrators understand how they can demonstrate care and ask the right questions to create a culture of creativity, joy, and engagement. She presented to the OVEC board about how members can contribute to improving climate and culture in their work.

A highlight this year has been offering PL to Head Start managers. She used Gallup’s Employee Engagement Survey to design trainings that built upon existing strengths and supported desired areas of growth. “It’s rewarding to see leaders return energized. When leadership listens, schools are transformed,” she says. “With cognitive coaching and targeted climate and culture work, we’re seeing real, measurable change.”

If your district or school wants help with school climate and culture growth, contact Alex at ahughes@ovec.org.



Supporting Students Through Crisis

What happens when a teacher or student of influence is lost to cancer or in a tragic car accident? When violence shakes a community? Or when natural disasters displace families overnight? Recognizing the profound impact such events have on students, OVEC hired Dr. Bethanie Opell as its first-ever Crisis Response Consultant.

Building a Crisis Response Network

Bethanie brings nearly 25 years of experience as a school psychologist to the role, including over a decade co-leading Jefferson County Public Schools' crisis response team. Since joining OVEC in July 2024, her mission has been clear: establishing a network of trained and certified crisis responders across all OVEC member districts, by providing quality training and support.

"We want every district to be prepared," Bethanie explains. "Most schools don't have experience with major crises. They do their best, but sometimes even well-meaning responses can unintentionally cause more harm. Our goal is to provide practical guidance and compassionate support to help school communities heal, while doing no harm."

She has already begun meeting with designated contacts from each district, training them in best-practice protocols. Her long-term vision? A statewide network of crisis responders who can support one another in times of need. "I hope we can build our collective ability and aptitude in addressing trauma," Bethanie says. "Everyone deserves someone trained to listen and respond. Imagine if every district across Kentucky had just one certified responder—we could truly show up for each other."

Prioritizing Mental Health Training for All School Staff

Bethanie is also passionate about equipping classified staff—such as bus drivers, cafeteria workers, and instructional assistants—with the tools to support student mental health. "These staff members interact with students every day, yet we sometimes forget important PL they may benefit from," she notes. "We want to empower them with the knowledge and confidence to make a difference."

One way she's doing that is through Youth Mental Health First Aid training. Bethanie has already conducted sessions in Trimble County, with more scheduled for the coming school year. The training covers how to recognize signs of depression and anxiety, how to engage students in meaningful conversation, and what steps to take to connect them with help. The impact is already being felt. Staff share they are more confident in helping students; they know exactly what to do to act swiftly and effectively when difficult conversations arise.

If you need help with crisis response or would like to schedule Youth Mental Health First Aid training for your district, reach Bethanie at bopell@ovec.org.

Educator Success 2024-25

In Our Inspiration Era

Post-pandemic, both student and teacher engagement are under strain. “All across Kentucky, districts are facing challenges with teacher morale and retention,” says Kathy House, Chief of Educator Success. “Teachers want to support their students but deeply need to feel valued themselves. Our goal at OVEC is to help make that happen. We are creating a pipeline of teachers and leaders—many new to education—who are prepared to impact young lives. Our aim is to motivate them to inspire the next generation by reducing barriers to achieving degrees or rank changes that make their careers rewarding.” Educator Success saw a record number of certification and rank-change pathways get off the ground this year, thanks to Kathy and her teammates Jen Roederer and Amy James. Also, more than 1,780 educators were directly impacted by their work, either at regional or in-school trainings/coaching. For information about any of the programs listed below, contact Kathy at khhouse@ovec.org.

TeachTech KY

TeachTech KY, in partnership with BloomBoard and funded through an Education Innovation and Research grant from the US Department of Education, offers bite-sized, self-paced computer science and computational thinking (CS/CT) training online. It is focused on 3rd-8th grade math teachers but others can apply.

- Teachers earn 6 micro-credentials by completing virtual instruction and participating in weekly coaching.
- Teachers learn to integrate CS/CT into existing math or other subject curriculum—enhancing, not interrupting, their current responsibilities.
- Teachers are rewarded with a \$4,050 stipend upon completion.
- Teachers can keep the stipend or use it to enroll in an Education Professional Standards Board (EPSB)-approved continuing education pathway to earn a state-recognized rank change. This requires 15 additional micro-credentials.
- Teachers can receive a micro-grant of up to \$600 to host a Family Engagement Night (FEN), featuring job and learning opportunities in CS/CT. This year, 24 participants hosted a FEN, garnering raving reviews from parents.
- Teachers can earn technical tools they get to keep when the program is done. Seven participants have received drones or robotics kits valued at \$3,000 each.
- The 2024-25 cohort of 25 TeachTech KY participants touch thousands of students in our region. One teacher alone instructs 815 students in her district. The 2025-26 cohort of 27 participants has already begun!



First-Time Long-Time

First-Time Long-Time (FTLT), co-administered with District Support Services (DSS), is a teacher certification initiative designed for individuals pursuing initial certification, additional certification, or a rank change through Kentucky's Option 6 and Option 9 pathways or a continuing education option.

- Teachers can receive tuition reimbursement, up to \$20,353 per district. (Each district chooses how to administrate this funding.)
- Teachers receive virtual coaching and support through monthly Zoom meetings.
- Teachers can participate in a summer conference co-sponsored by the University of Louisville (UofL).
- The 2024-25 cohort had 115 participants.

Option 7

The OVEC Option 7 is a 15-month certification-only (no rank change) program in partnership with UofL, who provides the necessary coursework.

- OVEC Educator Success provides coaching, observation, feedback, and in-school mentorship coordination to new teachers.
- OVEC provides districts \$12,000 towards Option 7 candidates, who can receive up to half of their tuition costs. In addition, some candidates qualify for financial aid.
- Teachers begin their career with a temporary provisional certificate and receive their full license upon completion.
- This year, six candidates participated and will finish in Fall 2025. Six have begun a new cohort.

Agency by Design

Led by Spalding University and 2Revolutions and approved by EPSB, this versatile 18-month Masters-degree and rank-change program emphasizes four pillars to prepare educational leaders to transform schools—equity focus, iterative design, reflective coaching, and blended perspectives.

- This year, OVEC coached 9 Agency by Design candidates.
- Educators focus on creating a learner-centered environment.
- Training is delivered via 8 synchronous sessions per term paired with asynchronous personalized learning modules embedded in each course. Additionally, there are individualized coaching sessions.

ChangeMakers

Led by the University of Kentucky Center for Next Generation Leadership, this one-year, job-embedded, EPSB-approved PL program enables Rank III teachers to attain Rank II (or Rank II to Rank I) through applied practice and artifacts—no additional coursework required.

- This year, OVEC coached 43 ChangeMakers.
- Educators focus on competency-based, deeper learning-focused modules—six content modules and four action-research segments—earning competency by demonstrating changed classroom practices, guided by robust rubrics and final capstone defense panels.

- Educators participate in the “crew” coaching model, working in small support teams to complete virtual modules.
- Participants enjoy the immediate classroom impact, mentor support and feedback, and personal achievement.

Kentucky Numeracy Counts Academy

Designed this year and formally launching in Fall 2025, the Kentucky Numeracy Counts Academy is an EPSB-approved, 24-month rank-change program designed to strengthen K–5 math proficiency through structured professional learning for educators.

- OVEC is coaching up to 30 participants in its first cohort.
- HQIR grants provide instructional resources and training for participants.
- Educators enjoy the skills they learn to provide effective math instruction, resulting in improved student outcomes.



Teacher Apprentice Program

Kathy is passionate about inspiring high school students who feel called to education. She has worked with Kentucky Education Workforce Development to initiate a program that supports the teacher pipeline. OVEC is now the first educational co-op in Kentucky to launch a Teacher Apprentice Program for 12th graders. Students in grades 9–11 on the education pathway can join as pre-apprentices. Seniors may apply after their junior year, earn pay, and receive dual credits from UofL toward an education degree. These credits are covered in part by Kentucky’s Work-Ready Scholarship, eliminating financial barriers for all students. Students from 5 districts will have the opportunity to become teacher apprentices.

New Teacher Mentor Support

In 2024-25, Educator Success piloted new teacher mentoring, training, and in-school coaching, wrapping support around teachers to keep them plugged into education as a career. The first year of this effort was well-received and will expand in coming years.

Aspiring Leaders Academy

Under the leadership of Dr. Rachelle Bramlage-Schomburg and Eddie Oakley, the OVEC region is strengthening its leadership development efforts. Three focus groups support educators transitioning into district, administrative, or teaching roles, with some trainings eligible for class credit. The Aspiring Leaders Academy will move to Educator Success in 2025–26 to help leaders and aspiring leaders navigate the everchanging landscape of education.

School-Based Mental Health 2024-25

In Our Connecting Era

Jarius*, a junior at Oldham County High School, comes from a rough home life. In school, he gets in trouble. He hadn't been able to connect well with any adults at school—until Jenna Ruth became his school counselor. After several ups and downs in his education this year, he wrote Ms. Ruth a note: “Thank you for caring when no one else did.”

School counselors are tasked less with creating student schedules and learning plans; they spend more time face-to-face with students in large and small groups and one-on-one. A federal grant allowed OVEC to place 11 school counselors in 9 high-need schools in 9 districts through the end of 2025. Together with Santina Plottner, Director of School-Based Mental Health Services, and School Counselor Coach Holli Blevins, they worked to change the trajectory of the school experience and increase personal joy for students like Jarius.



Santina reports that personal contact with a school-based counselor touched the lives of more than 7,700 students. These counselors interact with large groups, such as whole classrooms; lead small-group interest or need groups; and meet with individuals, meeting district goals of providing multi-tiered systems of support (MTSS).

Some schools have adopted the social-emotional learning (SEL) curriculum called CharacterStrong. “Most districts using

CharacterStrong have seen an amazing change in the climate of their schools,” Santina shares. Grant funds could partially purchase that resource, with school districts making up the remainder of the funds. One OVEC school, Marnel C. Moorman, a K-8 school in Shelby County, experienced success in implementing Character Strong even through the middle school ages. “I think teachers were skeptical initially, but then they thanked us. They saw improvement in kids saying thank you, listening better, and having fewer crisis moments,” Santina reports.

Conferences, Trainings, Network, and Consulting

The School-Based Mental Health Services Team hosted a professional development conference with CharacterStrong titled “Regional Brain and Behavior Training: Creating a Culture of Academic Engagement and Effective Classroom Management,” which drew nearly 200 educators. The team is also planning a two-day MTSS certification training with CharacterStrong. Santina continues to support community-based mental health clinicians by helping them better understand the school environment, and she is now partnering with new Crisis Response Consultant Bethanie Opell to offer Youth Mental Health First Aid training to classified staff in OVEC districts. This training equips staff to recognize common signs of mental health issues, listen effectively, and connect students with the help they need. The School-Based Mental Health Network also continues to meet quarterly to support ongoing collaboration. you need guidance about providing mental health support to your students, please contact Santina Plottner at splottner@ovec.org.

School Nutrition Services 2024-25

Promoting a Healthy Lifestyle with Style!

Students—and staff—light up when Mealton the Meerkat enters a Bullitt County Public Schools (BCPS) cafeteria. Mealton was originally conceived as a way to promote BCPS' "Food for Thought" community fund drive, which benefits students who can't afford school lunches, but he is quickly becoming a friend to students, too.

"Not all of our schools are on the federal Community Eligibility Provision (CEP) so students must pay for their meals. We want all our students to have access to the meals we offer every day, so we established a courtesy fund. Mealton was initially our way to market the campaign, but the kids love him. We are trying to get him into every school 3 or 4 times a year to talk with students about nutrition and to support student engagement," says Nutrition Director Todd Crumbacker. Todd, who serves as Vice President of the Kentucky School Nutrition Association (KSNA), was inspired to bring Mealton to life when he met Warren County's nutrition mascot at a KSNA conference. "We want our students to remember positive aspects of school. and we also want to make sure no kid feels shame around paying for their meals. Mealton helps with all these aspects of a happy school experience." Mealton will connect with the community at KidzFest and back-to-school open houses. Todd also hopes marketing or education pathway students will help lead activities and campaigns with Mealton.

Lori Williams, OVEC School Nutrition Consultant, shares that school nutrition teams do more than serve meals—they support students' overall well-being. From food trucks to award-winning trays, OVEC kitchens deliver life-changing initiatives every day. Highlights include:

- OVEC schools served over 2.5 million breakfasts and 4.5 million lunches this year (excluding JCPS and Head Start).
- Land-O-Lakes® chefs visited to share new recipes with nutrition directors.
- Lori Williams supports the Head Start meal program and has expanded PL opportunities, including both culinary and personal development topics.
- Carroll County earned KDE's Tray of the Month for a locally sourced meal featuring Double H Farms beef sliders.
- Henry County won a Healthy Meals Incentives Recognition Award; Grant, Frankfort Independent, and Spencer County earned incentive grants.
- OVEC welcomed Briana Antonelli as Bid Coordinator to support school nutrition procurement.



ElevatED Studios 2024-25

Designing for Impact: The Shift to Learner-Centered Systems

Morning light filters through classroom windows as a third grader practices an oral defense, explaining the science behind the ecosystem she built for a performance task. Down the hall, a group of teachers huddles over laptops, fine-tuning criteria for Tier 1 instruction to ensure lessons are inquiry-based and inclusive. In the office next door, district leaders review a draft of an accountability plan that celebrates student portfolios and exhibitions instead of only standardized tests. In every hallway, conversation, and collaborative planning session, the focus is clear: design learning experiences that honor student voice and reimagine old systems to support deeper, more meaningful engagement.

Over the past three years, Carmen Coleman, Chief of Transformational Learning and Leading, and her team have pioneered this kind of learning in the OVEC region, thanks to a Deeper Learning grant. As the grant neared its end, Carmen recognized a growing need for transformative classroom experiences and broader views on assessment. To continue their work, she proposed ElevatED Studios—a service free to OVEC districts and available by contract to others.

ElevatED works closely with teachers and administrators to reimagine the student experience and create the systems needed to support it. “For 100 years, schools ran on a one-size-fits-all approach,” says Transformational Learning Design Consultant Rachel Albright. “We help schools adopt a human-centered approach. However, changing the industrial model of education isn’t something that happens overnight. Our work focuses on supporting districts in envisioning what a reimagined learning system looks like and designing manageable but impactful shifts to learning and assessment that get us there sustainably.”

ElevatED Studios provides comprehensive professional learning (PL) and system-level support designed to drive transformational learning in schools. Their services follow two interconnected paths: Classroom-Level Transformation and System-Level Enabling Conditions.

Classroom-Level Transformation

Classroom Performance Assessments: Supports designing and integrating performance tasks aligned to standards and durable skills, focusing on learning over grading.



Portrait of a Learner: Collaborates with schools to co-create and apply a unique learner portrait into curriculum and school culture.

Elevating Tier 1 Instruction: Empowers educators with tools like high-quality instructional resources, universal design for learning, artificial intelligence, and student discourse strategies to foster vibrant, inquiry-based learning experiences.

System-Level Enabling Conditions

System-Level Performance Assessments: Assists in building systems to authentically track and reflect student learning through defenses, exhibitions, and evidence collection.

Local Accountability: In partnership with KDE and UK's Next Generation Leadership Academy, ElevatED supports districts in planning for, developing, and implementing local accountability systems rooted in what matters most to the local community.

Elevating Systems & Structures: Guides leadership development and systemic redesign to align resources and structures with transformational learning goals.

These services are designed to be customized to each district's unique needs, offering both on-the-ground and strategic support to cultivate impactful, learner-centered education systems.

Conferences

The team presents its work at regional, state, and national conferences, including upcoming sessions at the now combined Association for Supervision and Curriculum Development (ASCD) and International Society for Technology in Education (ISTE) annual conference.

What excites the ElevatED team most is helping districts design systems and supporting teachers in day-to-day implementation. "We love seeing administrators and teachers united in bringing joy back to the classroom and to the profession, creating meaningful learning experiences that lead to achieving the promises we've made through our graduate profiles," says Carmen. If you want to schedule a consultation with ElevatED, please contact the ElevatED Studios team through their [website](https://www.elevatedstudios.org): www.elevatedstudios.org, or email leckels@ovec.org or ralbright@ovec.org.



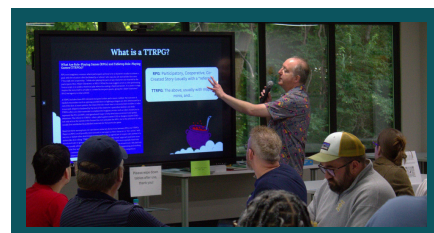
Digital Learning 2024-25

Authentic Learning in an AI Era

Is it cheating when kids start brainstorming for a project with the help of ChatGPT? What's the difference between teachers getting ideas from other teachers and an artificial intelligence (AI) program? How can AI be leveraged without leaning on it too much?

While Adam Watson is not new to coaching teachers in the OVEC region, his official role as Digital Learning Consultant was new in the 2024-25 school year. Previously, Adam served schools as part of the Deeper Learning team, but districts expressed a growing need for consultation regarding AI.

“Schools are starting to write out their expectations and policies about AI as it becomes increasingly a part of daily life. I am excited to help schools understand how AI can be a collaborative partner in the classroom and how to watch for pitfalls,” Adam says. “AI has challenges—it can lower cognitive abilities in students who abuse it. And all of us need to have a healthy skepticism of anything we see on the Internet.” These are concerns Adam helps districts navigate.



Adam wants districts to know that AI can be used in the classroom as a tool, such as providing feedback to students on their work, but it should never be the author of that work—or the robot that assigns the work. “AI can’t know local standards. Or the lives of your students. It isn’t relational. I always think of a Bullitt County principal who shared before I led the school’s staff through an AI PD: ‘If it can save educators time, we coach them to use that time to make connections that AI can’t, such as calling a parent to give a positive report about a student.’ Think of how that could build a school environment,” he says. The best AI usage is when learners—both teachers and students—use it with a discerning eye as a productive collaborator.

In addition to offering multi-session PD and consultations on blended learning and AI, Adam also helps teachers unplug from Chromebooks and engage students through tabletop roleplaying games (TTRPGs). He explains that TTRPGs offer a flexible framework for lesson planning aligned to Kentucky Academic Standards. Students might create character sheets, explore historical settings, or use algebra to cast spells—demonstrating mastery through creative decision-making. Roleplaying promotes collaboration, communication, and social-emotional growth, which many students crave after years of tech-heavy learning. While Adam values face-to-face interaction, he notes that digital tools can also support TTRPGs when blended with strong pedagogy.

If you need help implementing AI, blending digital and live instruction, or game-based learning in the classroom, contact Adam at awatson@ovec.org.

Exceptional Children Services 2024-25

In Our Future-Ready Era

Heritage Elementary (Shelby County) partnered with OVEC to support the development of their ECS co-teaching teams. Their situation was unique: one team had a strong foundation and met co-teaching expectations early on, while the other was composed of new educators unfamiliar with the co-teaching model.

According to Principal J.J. Black, the OVEC team effectively addressed the distinct needs of both groups, meeting each team where they were and guiding their development with intention and expertise. The growth experienced by Heritage teachers transformed teaching and learning, resulting in measurable outcomes. The partnership also created a ripple effect that will continue to benefit the school well into the future.

“This collaboration also contributed to my own professional growth,” Black said. “I gained leadership insights and strategies tailored to each team’s context. As a result, I was better equipped to support our staff and began coaching additional co-teaching teams independently. I’m deeply grateful for the opportunity and strongly encourage others to take full advantage of this impactful learning experience.”



At a time when many are leaving special education due to emotional demands and paperwork burdens, OVEC is stepping in to support those called to the field. Thanks to grant funding and generous community gifts through Ohio Valley Educational Foundation (OVEF), this guidance and support will continue.

More Participants Than Ever

- ECS staff provided training and consultation in behavior, literacy, math, low incidence instruction, IEP development, co-teaching training, and SDI and 504 support.
- ECS staff met with more than 10,700 teachers to provide more than 2,500 hours of consultation and training in 754 sessions.
- Thirteen of our fourteen OVEC districts participated in University of Florida Literacy Institute (UFLI) professional learning (PL) on literacy instruction.
- Seven districts participated in UFLI PL on students with complex needs.
- Seven schools received follow-up coaching after UFLI training.

Co-Teaching Coaching

- Six schools in two districts participated in a co-teaching cohort that provided coaching, curriculum ideas, and support.

Phenomenal Feedback

- Participants in the UFLI Literacy PL said the training improved their instruction: “This was so beneficial and will help me meet my students’ needs.” “I loved the examples for all age ranges—secondary is often left out.”
- Co-teaching cohort members shared that the partnership boosted their confidence: “We received practical tips to improve our classroom.” “I’m feeling more confident, and the debrief helped me plan for next year.”

Pre-Employment Transition Services

Hello, New Friend

In 2024-25, longtime ECS College & Career Readiness Consultant Carrie Stith-Webster welcomed Darrin Vice to OVEC as a new Pre-Employment Transition Services (Pre-ETS) Specialist. With growing district needs and limited staff, Carrie says added support is crucial: “Families need services, but schools need staff to make that happen. OVEC Pre-ETS helps fill that gap, and Darrin’s arrival allows us to expand.”

Carrie is passionate about preparing students for life after high school. This year, her team made two big moves—purchasing a fully accessible van and expanding services to new schools and programs. “We’re helping students take that next step,” she says. Check out the new people and programs Pre-ETS welcomed this year below!

Fully Accessible Van

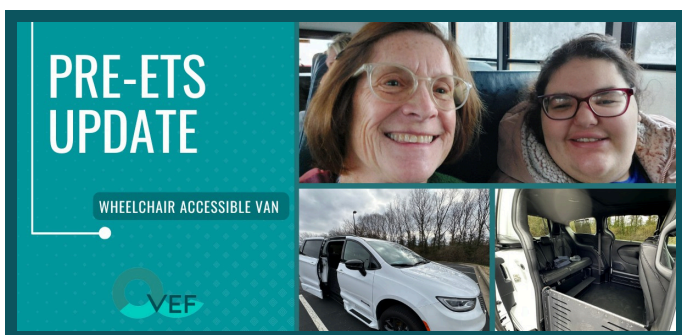
- Thanks to OVEF, KY Colonels, Crusade for Children, and community support, OVEC Pre-ETS purchased a fully accessible van for job exploration and field trips.
- A student previously unable to attend trips due to transportation barriers can now fully participate.

Expansion into New Schools & Districts

- Pre-ETS now serves 7 districts: Bullitt, Carroll, Gallatin, Grant, Henry, Oldham, and Shelby—with Grant and Shelby added in 2024-25.
- Began serving Oldham’s Young Adult Transition Program (Y.A.T.P.), a unique facility focused on life and work-readiness skills.
- Total reach: 80 students across 12 high schools.

Job Exploration & Workplace Experience

- Carroll County students toured General Butler State Park and practiced life skills by dining at the on-site restaurant.
- Henry County students met a veteran drone business owner; efforts are underway to fund a drone curriculum for students with special needs.
- Bullitt County students participated in job training at Valu-Mart, Subway, Hometown Pizza, and the Paroquet Conference Center.
- Oldham and Grant Counties plan to introduce greenhouse work experiences; Pre-ETS has secured curriculum to support this.



iLEAD Academy 2024-25

In Our Epic Era

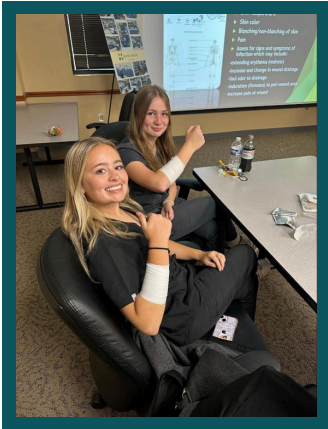
As Kentucky's first regional public high school, iLEAD Academy continues to lead the way in innovative, career-focused education for students from Carroll, Gallatin, Henry, Owen, and Trimble counties. Under the leadership of new director Katie Ashcraft, iLEAD upheld its tradition of excellence while reaching new heights in student achievement, industry partnerships, and program expansion, including a second-place win at the 2025 National Technology Student Association (TSA) Conference. This achievement showcases our students' talent and determination, iLEAD's commitment to expanding access to quality STEM opportunities, and our drive to help more students succeed nationally. The bar is set—and we're just getting started.



Key Highlights from 2024–25

- **Enrollment & Certification**
 - 2024–25 enrollment reached 132 students.
 - Eleven students passed the Automation Engineering EOP; ten passed the Computer Programming EOP.
 - Thirty-one ninth and tenth graders earned Autodesk Fusion 360 Certifications.
- **Dual Credit Achievement:** Of the 28 graduates in the Class of 2025, 15 also earned associate degrees from Jefferson Community & Technical College (JCTC).
- **Record-Setting TSA Performance:** iLEAD students earned more awards than ever before at the Kentucky TSA competition.
- **Historic National Recognition:** iLEAD Academy students reached a major milestone at the 2025 TSA National Conference in Nashville in June 2025, earning iLEAD's first-ever Top 3 national finish. Congratulations to Harrison Slaven (Gallatin Co.) and Asriel Aguazul-Mendoza (Carroll Co.), who placed 2nd in the nation in Structural Design & Engineering—only the second Top 10 finish iLEAD has achieved at the national level. Twenty-two iLEAD students were able to attend the conference, thanks to the unwavering support from our community and partners who helped make this journey possible, including donations through Ohio Valley Educational Foundation (OVEF).
- **Card Quest Game Garners Top Award at State:** A student-designed board game, Card Quest, outperformed 55 other entries to take first place at the state TSA competition. The team is working with a patent lawyer to copyright their game.

- **Top Academic Achievement:** One student earned admission to both Gatton and Craft Academies—Kentucky’s elite STEM programs—and chose to become a Gatton scholar for her junior and senior years.



- **Expanded Mentorships:** Future 42 & FutureCare: iLEAD continues its partnership with Future 42, placing 27 students at major industry sites including DOW, KU, PMC, Nucor, and NAS. A new healthcare-focused mentorship, FutureCare, launched this year with five community partners including a hospital, health department, and assisted living center. Ten students participated in its inaugural cohort.
- **Scholarship Success:** Five students earned significant scholarships through Future 42.
- **2025 College Road Tour:** Thirty-eight sophomores and juniors explored six colleges over three days during iLEAD’s biannual college road trip, continuing a tradition of helping students make informed decisions about their futures. This experience was made possible through grant funding, which covered transportation. Students engaged directly with academic programs, admissions teams, and scholarship opportunities—and returned with newfound clarity on their college and career goals and decisions.
- **HOSA State Success:** A student team placed at the state-level competition for Future Health Professionals (HOSA).
- **Computer Science Expansion:** iLEAD computer science classes are now offered through WeLeadCS, Kentucky’s virtual computer science academy led by former iLEAD/OVEC Director of Innovation Alicia Sells. This partnership expands course offerings and connects students to a broader statewide community.
- **Entrepreneurship Through iMAKE:** A grant from DOW Chemical funded a new laser engraver, further supporting the work of iLEAD’s student-run business, iMAKE. Students produce custom signage, keychains, and more. Proceeds support competition fees and dual-credit coursework.
- **Capstone & Student Showcase:** All seniors presented their Capstone projects at the annual Student Showcase, with industry mentors and community stakeholders in attendance. Underclassmen also shared their work, engaging visitors in hands-on demonstrations and project explanations throughout the day.



Head Start 2024-25

Little Minds, Big Futures

OVEC Head Start (HS) celebrates more than 30 years of service to the region's youngest residents. In the 2024-25 school year, we added more capacity to meet the needs of families and grew our community of learners. Our big wins this year include the following:

Opening of Burnett Head Start Center

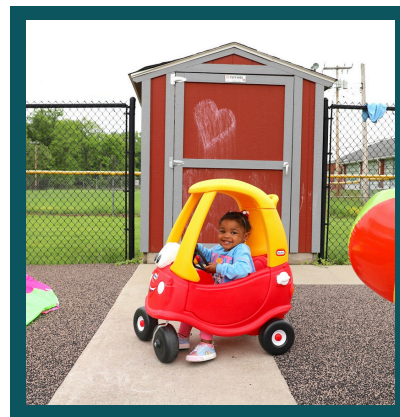
- In December 2024, we opened the doors to our sixth and final location in Jefferson County—Burnett Avenue HS/Early Head Start (EHS), located at 1016 East Burnett Avenue in the Germantown neighborhood—bringing our total number of HS/EHS sites to 22. This full-day, full-year site features two HS classrooms and one EHS classroom, all fully furnished with brand-new toys and furniture from Lakeshore Learning Company. It also offers an accessible kitchen, elevator, and sensory room. The building was complete in December 2024, and we welcomed our first class of learners in January 2025. We celebrated with a formal grand opening in April. We are currently serving 28 HS students. We are thrilled to welcome children and families from the Burnett Avenue neighborhood and look forward to many years of learning together.

Expanded CCP Capacity

- Additionally, we serve 8 EHS Child Care Partnership (EHS-CCP) sites. Our newest EHS-CCP is Young Kids Academy in Louisville, which plans to add a second location. Our CCPs improve program quality by lowering teacher/child ratios, providing classroom materials, and creating systems of support for our teachers and children, alike.

Addition of Facilities Manager

- In 2024, OVEC welcomed Jessica Garrett as the new Facilities Manager, supported by a team of three technicians, including a dual-role security technician. Jessica provides facilities services to all 30 HS, EHS, and EHS-CCP sites, including managing repairs, tracking expenses, and planning for renovations and upgrades.
- Jessica introduced a real-time maintenance tracking system and partnered with DeBra-Kuempel for HVAC maintenance, improving safety and minimizing school closures.
- Jessica inspected playgrounds across 8 districts, planned upgrades, and worked with OVEF and local partners to fund improvements not covered by federal grants, including a collapsed shade structure replacement.



Addressing Critical Staffing Needs

- OVEC continues to actively recruit and train early childhood professionals, now offering in-house Child Development Associate (CDA) certification through a dedicated full-time CDA coach. In 2024-25, we developed a flexible, multi-modal online training program that features video lessons, interactive classroom applications, quizzes, and personalized coaching. One hundred twenty-six staff are currently enrolled in our CDA program. We plan to expand the local educator pipeline through high school apprenticeship pathways. We also offer benefits like tuition assistance and parental leave.

Comprehensive Care for Families

- OVEC Head Start continues to support children and families through core priorities like positive behavior guidance and creative curriculum—such as Newburg students hosting a Fashion Show in paper outfits they designed themselves!
- We offer wraparound services, including support for disabilities and inclusion, health screenings, and referrals to community resources for career, financial, and mental health assistance.

More Fun Through OVEF: Playgrounds, Coats, and More!

- Through the Ohio Valley Educational Foundation (OVEF), we've raised more than \$12,000 for local HS needs not covered by grants, such as playground upgrades, classroom tools and supplies, and warm coats for students. These funds were raised through Dart for Head Start 5K Run, Give for Good Louisville, the Bundled Up for Head Start Coat Drive, and more events and campaigns.



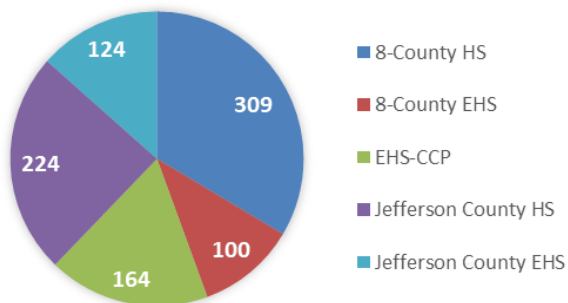
Steady Federal Funding

- OVEC continues to manage annual federal HS/EHS grants for Jefferson County, alongside grants for HS/EHS programs in 8 additional districts and EHS-CCP programs. We remain optimistic about maintaining strong bipartisan support.
- OVEC HS/EHS is our original HS grant which serves 8 counties—Bullitt, Gallatin, Henry, Oldham, Owen, Shelby, Spencer and Trimble. The annual grant for the 8-County OVEC HS/EHS is \$5,666,634.

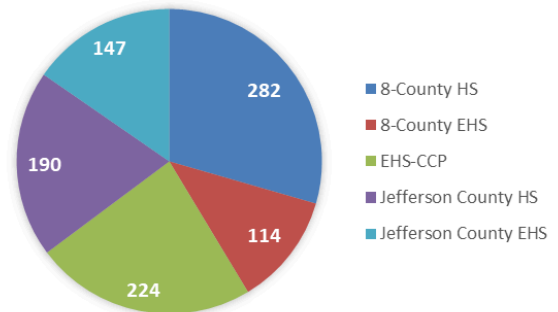
Steady Federal Funding (continued)

- During the 2014-15 school year, OVEC Head Start was chosen as one of the four Kentucky EHS-CCP grant recipients. The annual grant for EHS-CCP is \$3,644,669. Two components of that grant are to focus on school readiness for children ages zero to three and improve quality in the childcare facilities with whom we have chosen to work. We currently have childcare partners in Bullitt, Franklin, Jefferson, and Owen counties.
- In September of 2019, the Office of Head Start (OHS) notified OVEC of a grant to serve children in Jefferson County through HS and EHS programs. The annual grant for Jefferson County HS/EHS is \$10,611,741. In addition, OVEC received \$7,562,540 in one-time start-up funding to provide classroom furniture and supplies and to support facility renovations at several sites—including our final site, Burnett HS/EHS.
- In 2024-25, OVEC managed nearly \$11 million in annual federal HS/EHS grants for Jefferson County, alongside an additional \$6.3 million for eight other districts and an additional \$5.4 million for EHS-CCPs. We remain optimistic about maintaining strong bipartisan support.

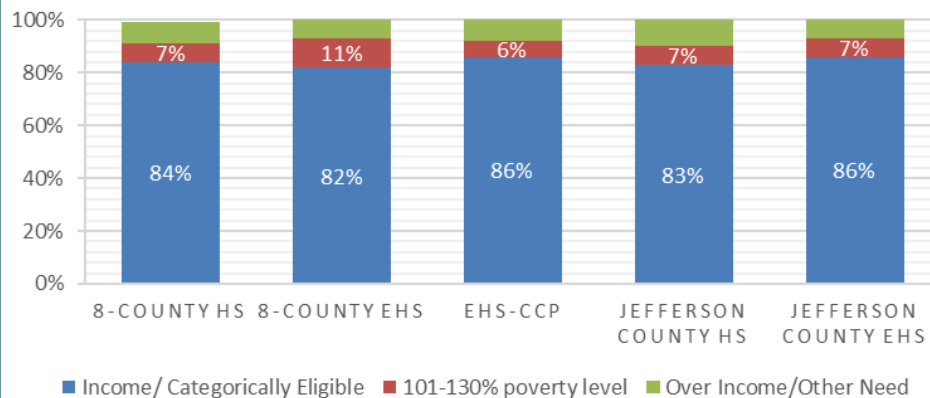
FUNDED ENROLLMENT



CUMULATIVE ENROLLMENT

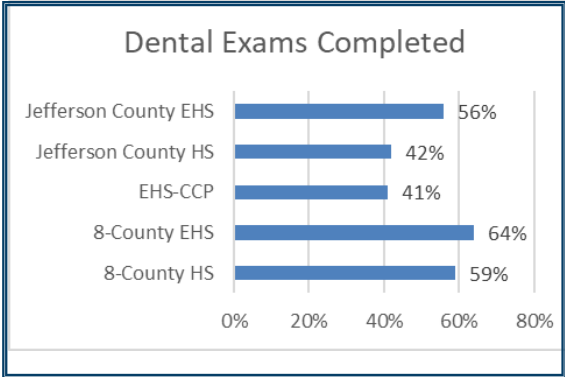
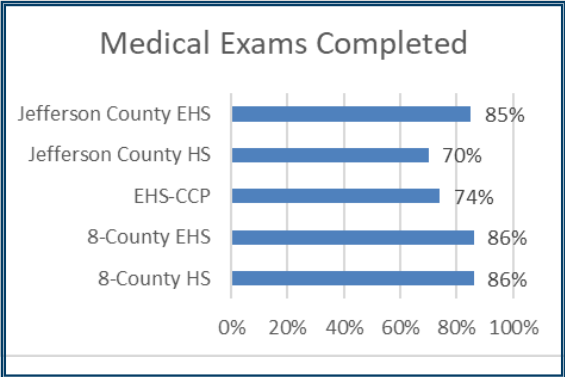
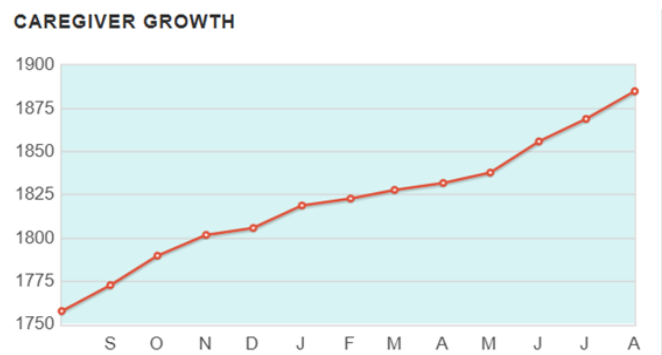


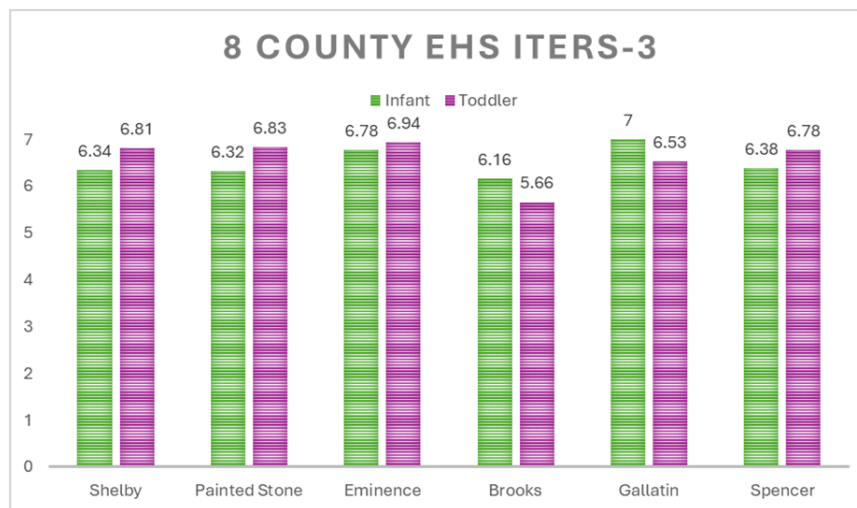
ENROLLMENT ELIGIBILITY



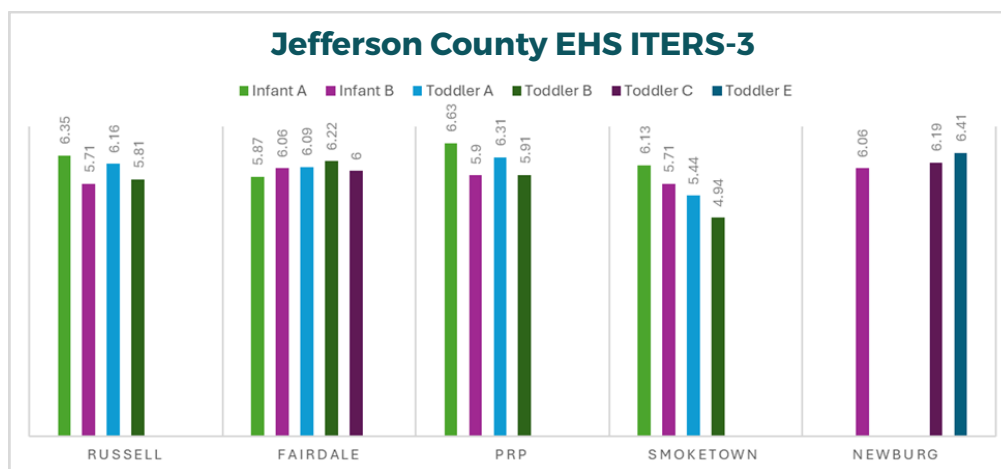
School Readiness

- Since 2007, Head Start has placed increasing emphasis on school readiness for children from birth to age five. At OVEC, this focus is intentional, with a greater need for data to show student progress.
- In 2012, OVEC Head Start established a School Readiness Leadership Team—comprised of administrators, teaching staff, and parents—to develop school readiness goals and identify key data sources for measuring success.
- Now known as the Program Planning Committee, the team met three times to review 2024–2025 data, including attendance, family engagement outcomes, self-assessment findings, In-Kind parent involvement hours, and parent surveys.
- While some data showed limited growth toward long-term goals, action plans have been implemented to address these areas. The committee also explored professional learning (PL) opportunities to support both new and experienced staff. The Program Planning Leadership Team reviewed Teaching Strategies GOLD child outcomes data and determined that progress had been made, leading to the establishment of new school readiness goals for 2025–2026.
- Parent involvement remains a key focus and is essential to school readiness. Teachers send home activities to reinforce classroom learning and promote the role of parents as primary educators. At least three family involvement events are held annually, and feedback is collected to improve program quality.
- To further support school readiness, OVEC introduced ReadyRosie, an online family engagement tool that provides fun, easy-to-use learning activities aligned with classroom lessons. This tool has helped families extend learning at home, contributing to one of our long-term goals: increasing families' understanding of the importance of school readiness. The graph below shows a significant rise in parent engagement with ReadyRosie over the past year.

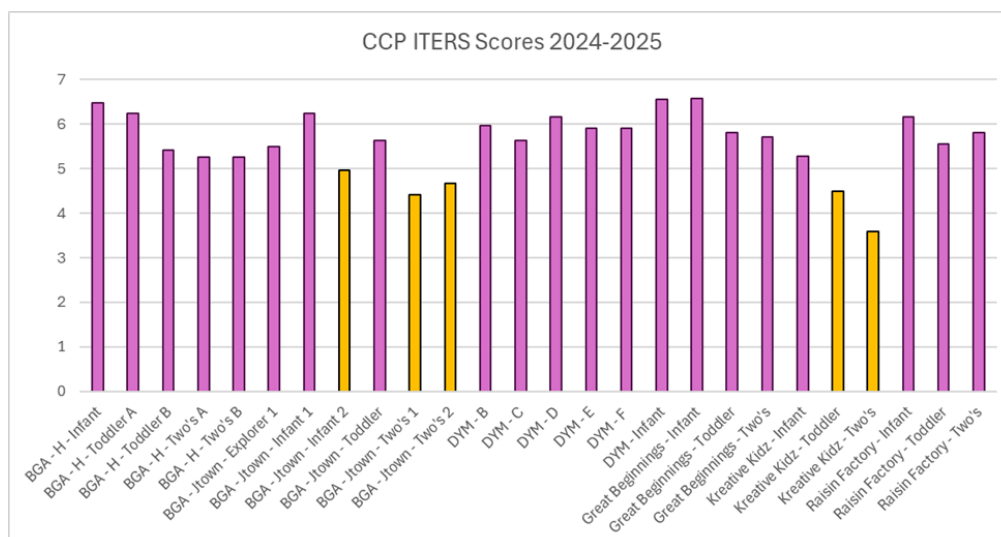




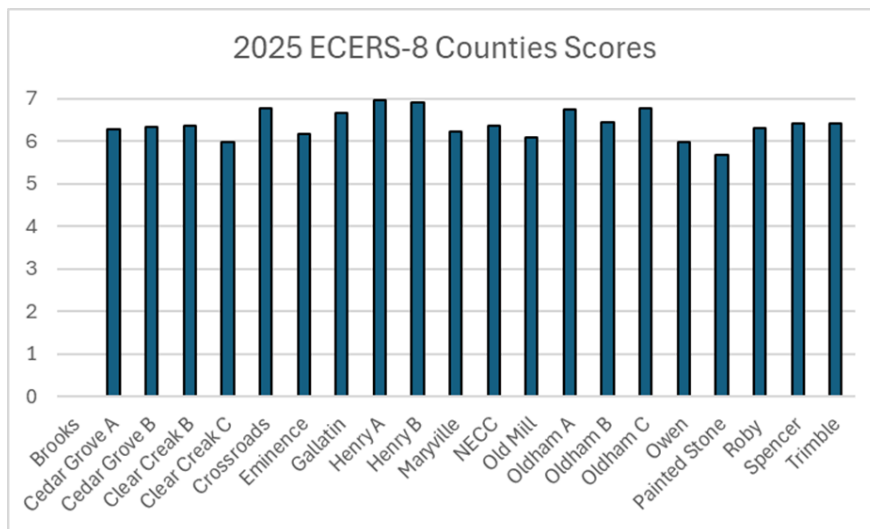
Using the ITERS-3 Observation Tools with a scale of 1-7 for evaluating classroom environments, our EHS classrooms all scored above the minimum threshold of 5 in all 6 areas. Child Development Specialists work to provide solutions for issues identified through our observations.



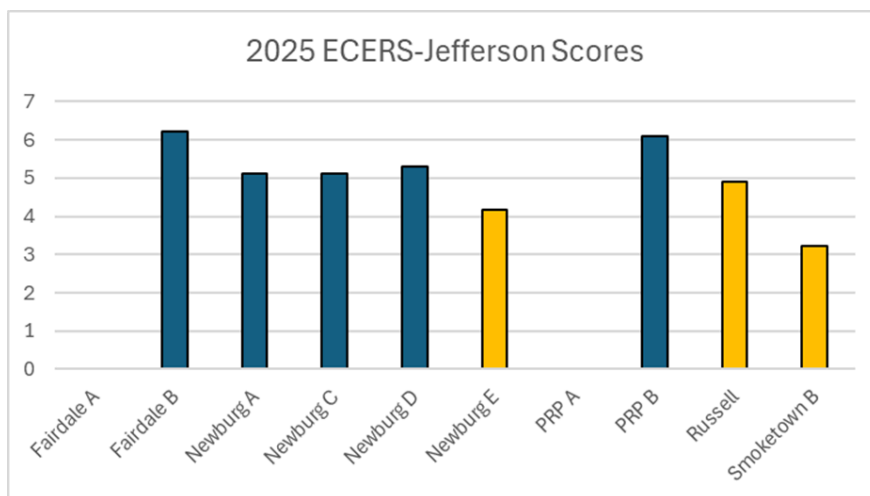
Using the ITERS-3 Observation Tools with a scale of 1-7 for evaluating classroom environments, all but one of our Jefferson County EHS classrooms scored above the minimum threshold of 5 in all 6 areas. Child Development Specialists work to provide solutions for issues identified through our observations.



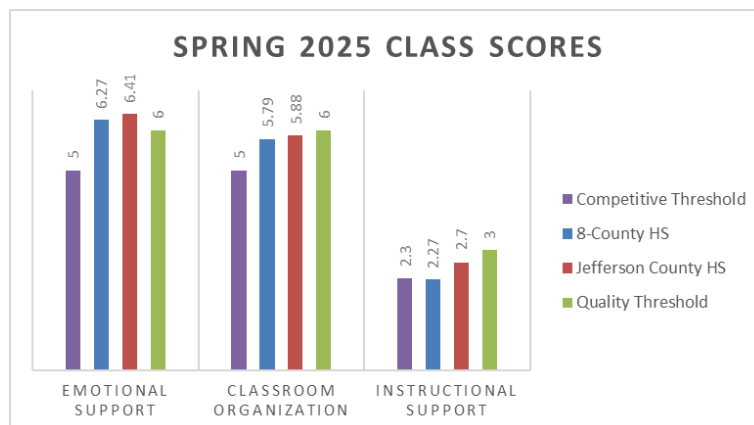
Using the ITERS-3 Observation Tools with a scale of 1-7 for evaluating classroom environments, all but 5 CCP classrooms had overall observation scores above the minimum threshold of 5. Quality Mentors work to provide solutions for issues identified through our observations.



The ECERS-3 was used to survey our 8-County HS Classrooms this year. ALL observed Head Start classrooms had overall observation scores above the minimum threshold of 5. Child Development Specialists work to provide solutions for issues identified through our observations.



The ECERS-3 was used to survey our Jefferson County HS Classrooms this year. Five of the eight observed Head Start classrooms had overall observation scores above the minimum threshold of 5. Child Development Specialists work to provide solutions for issues identified through our observations.



The classroom assessment scoring system (CLASS) is completed on ALL Head Start classrooms annually. The CLASS® tool has 10 dimensions of teacher-child interactions rated on a 7-point scale, from low to high. The 10 CLASS® dimensions are organized into three domains: Emotional Support, Classroom Organization, and Instructional Support.

Ohio Valley Educational Foundation



In Our Record-Breaking Era

OVEF has seen its most impactful year to date, with total contributions from donations, sponsorships, and grants exceeding **\$70,000**. These funds supported more than **1,150 students**, providing critical resources and opportunities across iLEAD Academy, Pre-Employment Transition Services (Pre-ETS), and Head Start. OVEF's momentum is powered by donors, volunteers, and passionate educators. Every dollar contributed helps build stronger foundations for students across the region.

Head Start Playgrounds & More

Through the efforts of 70 Dart for Head Start 5K runners and KY Gives donors, OVEF raised almost \$8,400 for Head Start playground upgrades, which are not covered by grant funds, as well as other Head Start needs, such as classroom supplies and student lunches.

- Dart for Head Start: \$6,000
- KY Gives Day: \$2,363

Tabletop Role-Playing Game Telethon

In collaboration with Nerd Louisville, OVEF hosted a YouTube Live Telethon, drawing nearly 200 viewers and raising \$3,567 for iLEAD Academy. Donations will provide students with cutting-edge technology.

iLEAD the Way Campaign

A digital campaign driven by iLEAD's community raised \$3,000+ to support student travel costs for the national TSA competition.

Bundled Up for Head Start

Through Giving Tuesday donations, private gifts, and a generous gift from the Buford Family Foundation, OVEF provided winter coats for every Head Start student in need.

- Giving Tuesday: \$1,000
- Buford Family Foundation: \$5,000

Wheelchair-Accessible Van

OVEF raised a total of \$44,575 to fund a wheelchair-accessible van for Pre-ETS students:

- Crusade for Children Grant: \$35,000
- Kentucky Colonels Grant: \$7,000
- Give for Good Louisville Donors: \$2,575

A Milestone in Leadership

In February 2025, OVEF launched its first Board of Directors, a strategic step to guide future initiatives, funding decisions, and community outreach.



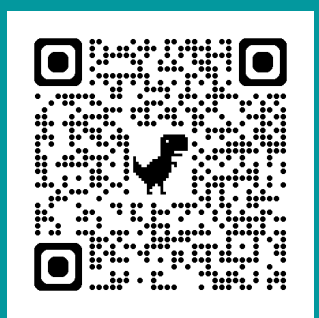
Grants Development

The chart below lists significant grants OVEC has received since the last Annual Report, totaling \$22,613,959. The year of implementation for the funds received is shown in parentheses. Additionally, OVEC administers the ongoing School-Based Mental Health (2023-25) and R.C. Durr Data Science Career (2023-25) grants.

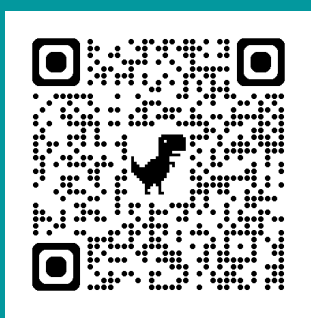
Project Title	Funding Source	Amount Rec'd
Jefferson County Head Start/Early Head Start (2025)	U.S. Department of Health and Human Services	\$10,804,368
Eight-County Head Start/Early Head Start (2025-26)	U.S. Department of Health and Human Services	\$6,413,742
Early Head Start - Child Care Partnerships (2025-26)	U.S. Department of Health and Human Services	\$4,326,946
Exceptional Children Services (2025-26)	Kentucky Department of Education	\$1,006,103
iLEAD Academy STEM Programming	Durr Foundation	\$50,000
iLEAD Academy Industry Certifications	DOW Company Foundation	\$7,800
Head Start Coat Drive	Buford Family Foundation	\$5,000

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