

Leading Educational Excellence!



STRATEGIC PLAN IMPLEMENTATION GUIDE

Ohio Valley Educational Cooperative Strategic Plan

November 1, 2018 through October 31, 2021

Vision, Mission, and Belief Statements

Vision:	Leading Educational Excellence!
Mission:	Support, lead, and inspire through professional learning, advocacy, and services.
Beliefs:	All Students: <ul style="list-style-type: none"> • Can achieve at high levels • Deserve excellent and equitable services at every age and achievement level
	All Districts: <ul style="list-style-type: none"> • Can improve outcomes for all learners • Embody a vision that is important • Achieve better collectively
	OVEC: <ul style="list-style-type: none"> • Values our relationships with districts • Leads, supports, and inspires our districts • Models excellence • Empowers professionals to be lifelong learners • Fosters progress and innovation • Considers the needs of individual districts

Educator Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal 1: Leverage OVEC’s resources to enhance educators’ capacity to improve students’ outcomes.

Objective A: By improving and refining OVEC’s staff knowledge, expertise, skills, understanding, etc., OVEC will better meet the needs of the member districts served. (OVEC applicable internal staff include individuals who provide training, consultation, technical assistance to districts and schools.).

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	Actions Taken
<p>1-A. 1:</p> <p>If OVEC internal staff develop a comprehensive understanding of all OVEC initiatives and programs, then OVEC internal staff will increase their knowledge and understanding, which will lead to more opportunities for collaboration and offer more cohesive services.</p>	<p>OVEC staff will report via a survey collaborative efforts with other OVEC programs, including sharing of information.</p> <p>Feedback will be solicited from member districts to determine if OVEC programs are</p>	PLC Leaders	11/2018	11/2021		<p>Presentation of each OVEC program at PLC meetings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Head Start <input type="checkbox"/> ECS <input type="checkbox"/> Technology <input type="checkbox"/> District Support Services <input type="checkbox"/> Resource Development <input type="checkbox"/> Innovation <input type="checkbox"/> Sharing of annual report and PowerPoint <input type="checkbox"/> Develop onboarding for new staff so they can develop an understanding of the various OVEC programs and divisions <input type="checkbox"/> Other

	<p>presented in a collaborative and cohesive manner.</p> <p>Onboarding activities developed and implemented with new staff.</p>	Chief Academic Officer (CAO)				
<p>1-A. 2:</p> <p>If OVEC internal staff continuously utilizes Implementation Science as a part of the OVEC work with member districts, then there will be inclusion of more practices based on research along with long-term sustainable programs and initiatives.</p>	<p>OVEC directors will share occurrences of consideration of use of Implementation Science tools</p> <p>OVEC directors will report an increase of practices based on research practices within OVEC programs.</p>	<p>CAO</p> <p>Director of ECS</p>	8/2019	11/2021	OVEC personnel to provide training and support	<ul style="list-style-type: none"> <input type="checkbox"/> Provide training to OVEC internal staff focused Implementation Science by 6/2020 <input type="checkbox"/> Work with individual program directors to assist with incorporating Implementation Science in their work <input type="checkbox"/> Identification of more practices based on research within the OVEC programs

<p>1-A. 3:</p> <p>If OVEC internal staff implements Design Thinking, the OVEC staff will be more responsive to OVEC districts and school needs and we will become more efficient and effective in our work.</p>	<p>Feedback will be solicited from member districts to determine if OVEC internal staff are more responsive to districts' needs.</p>	<p>CAO</p>	<p>1/2019</p>	<p>11/2021</p>	<p>OVEC personnel to provide training and support</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide Design Thinking training to OVEC internal staff by 6/2019 <input type="checkbox"/> Work with individual program directors to assist with incorporating Design Thinking in their work
<p>1-A. 4:</p> <p>If OVEC internal staff routinely defines, identifies, utilizes and collects information around practices based on research, then districts will be provided with successful and efficient practices and/or knowledge that are most likely to produce the outcomes desired.</p>	<p>Identification and sharing of practices based on research within OVEC and among districts.</p>	<p>CAO</p>	<p>8/2019</p>	<p>11/2021</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Support OVEC directors in working with division personnel.
<p>1-A. 5:</p> <p>If applicable OVEC internal staff incorporate Learning Forward professional standards in workshops and various professional learning activities, then professional learning will be more likely to result in effective changes in educators' practices.</p>	<p>Review of professional learning opportunities include Learning Forward professional standards</p>	<p>Director of Professional Learning and Support</p>	<p>1/2019</p>	<p>11/2021</p>	<p>Learning Forward membership</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Share Learning Forward professional standards with applicable OVEC staff by 6/2019 <input type="checkbox"/> Provide peer feedback on professional learning activities provided by OVEC internal staff. <input type="checkbox"/> OVEC internal staff routinely report on incorporation of professional standards in professional learning opportunities.

<p>1-A. 6:</p> <p>If OVEC provides ongoing professional learning and continuous communication to the various stakeholders via alternative modes, then districts and schools will have greater accessibility, increased participation and improved accessible communication.</p>	<p>Increased participation in OVEC networks, professional learning opportunities, etc.</p> <p>Feedback from survey will indicate greater opportunities for participation and communication.</p>	<p>Director of Technology</p> <p>Director of Professional Learning and Support</p>	<p>11/2018</p>	<p>11/2021</p>	<p>Possible funding for alternate modes (e.g. Zoom)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify possible options <input type="checkbox"/> Acquire and/or purchase alternative modes (e.g. Google classroom, Zoom) <input type="checkbox"/> Provide accompanying professional learning related to alternative modes <input type="checkbox"/> Deliver professional learning and communications via alternative modes <input type="checkbox"/> Define and collect data to determine increased participation
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Educator Development

Mission: Support, lead, and inspire through professional learning, advocacy, and services.

Goal: Leverage OVEC's resources to enhance educators' capacity to improve students' outcomes.

Objective: OVEC staff will build capacity for districts and schools and to improve and increase the recruitment and retention of staff throughout the OVEC districts.

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	Actions Taken
<p>1-B. 1:</p> <p>If OVEC explores and supports micro-credentialing as an alternative pathway for certification, stipends, professional learning, then district and school educators will have greater accessibility to identified personalized learning needs, which will lead to increased retention and recruitment of teachers.</p>	<p>Identification and implementation of alternative pathways to certification/credentialing based on personalized needs, which will lead to greater recruitment and retention of teachers.</p> <p>OVEC regional recognized and compensated credentials</p>	<p>CAO</p> <p>Director of Innovation</p>	12/2018	11/2021	Possible funding for design and implementation of pathways	<ul style="list-style-type: none"> <input type="checkbox"/> Research and explore relevant research and implementation <input type="checkbox"/> Explore partnerships with credentialing organizations <input type="checkbox"/> Partner with state credentialing agency to establish pathways <input type="checkbox"/> Share findings with districts and determine next steps for the OVEC districts <input type="checkbox"/> Develop a regional OVEC micro-credentialing system which includes compensations for staff (professional learning credit, stipends, post-secondary credits, etc.)

<p>1-B. 2:</p> <p>If OVEC designs and implements various avenues (i.e. online/ digital courses, micro-credentials, etc.) to develop master teachers, then district and school educators will have greater accessibility to personalized learning needs, which will lead to increased retention and recruitment of staff. Additionally, districts will have the capacity to develop and utilize teacher leaders to ultimately impact teaching and learning all classrooms.</p>	<p>Identification of a common understanding/ definition of a master teacher and a teacher leader</p> <p>Development and implementation of partnerships</p> <p>Implementation of alternative avenues to develop master teachers and teacher leaders</p> <p>Districts recognize and compensate (monetarily, providing time to work with others, etc.) identified master teacher or teacher leader</p>	<p>CAO</p> <p>Director of Professional Learning and Support</p> <p>Director of Innovation</p>	<p>11/2018</p>	<p>11/2021</p>	<p>Possible funding for design and implementation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Research and explore relevant research and implementation <input type="checkbox"/> Explore partnerships with providers of online/digital courses including micro-credentialing <input type="checkbox"/> Partner with state credentialing agency to define and establish master teacher and teacher leader designation <input type="checkbox"/> Share findings with districts and determine next steps for the OVEC districts
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<p>1-B. 3:</p> <p>If OVEC facilitates practitioner-led cross-district PLCs based on interest and/or need (e.g. PBL, middle school science, EL, PBIS), then districts and schools will have a greater capacity to meet the diverse needs of the students and adults.</p>	<p>Feedback will be solicited from participants and member districts to determine if PLCs positively impacted meeting the needs of students and adults</p> <p>Continuation of PLCs</p> <p>Initiation and facilitation of PLCs by participants</p>	<p>CAO</p> <p>Director of Professional Learning and Support</p> <p>Director of ECS</p>	<p>1/2019</p>	<p>11/2021</p>	<p>OVEC personnel to provide training and support</p> <p>Possible funding for communication modes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identification of areas of interest and needs among districts and schools by 6/2019 <input type="checkbox"/> Facilitation of cross-district PLCs in identified areas of needs by applicable OVEC staff by 10/2019 <input type="checkbox"/> Refinement of process based on feedback from participants
<p>1-B. 4:</p> <p>If OVEC develops, implements, and provides support to districts for a multi-year new teacher development program, specifically with year one focused on first-year teachers, then beginning teachers will experience greater success through the implementation of effective practices and increased support of district personnel. Additionally, the recruitment and retention of beginning teachers will increase throughout the OVEC region.</p>	<p>Implementation of new teacher development program</p> <p>Feedback will be solicited from participants and member districts to determine if new teacher development program positively impacted</p>	<p>CAO</p> <p>Director of Professional Learning and Support</p> <p>Director of ECS</p>	<p>11/2018</p>	<p>11/2021</p>	<p>OVEC personnel to provide training and support</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify district needs for new teachers (e.g. classroom management, formative assessment) by May 2019 <input type="checkbox"/> Design new teacher program and share with districts for feedback by 7/2019 <input type="checkbox"/> Implement multi-year new teacher development program <input type="checkbox"/> Refine program based on feedback and needs

	<p>meeting the needs of districts and schools</p> <p>Increased retention of new teachers within districts and OVEC</p>					
<p>1-B. 5:</p> <p>If OVEC develops, implements, and provides support to districts for a multi-year new principals and assistant principals’ development, specifically with year one focused on first-year principals, then beginning principals will experience greater success through the implementation of effective leadership practices. Additionally, the recruitment and retention of beginning principals will increase throughout the OVEC region.</p>	<p>Implementation of new principal development program</p> <p>Feedback will be solicited from participants and member districts to determine if new principal development program positively impacted meeting the needs of districts and schools</p> <p>Increased retention of new principals within districts and OVEC</p>	<p>CAO</p> <p>Director of Professional Learning and Support</p> <p>Director of ECS</p>	11/2018	11/2021	OVEC personnel to provide training and support	<ul style="list-style-type: none"> <input type="checkbox"/> Identify district needs for new principals (e.g. policies/ procedures, finance, ECS) by May 2019 <input type="checkbox"/> Design new principal program and share with districts for feedback by July 2019 <input type="checkbox"/> Implement multi-year new principal development program <input type="checkbox"/> Refine program based on feedback and needs

Educator Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal: Leverage OVEC’s resources to enhance educators’ capacity to improve students’ outcomes.

Objective: OVEC staff will utilize and implement best practices throughout their work with educators within the OVEC member districts.

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	Actions Taken
<p>1-C. 1:</p> <p>If OVEC provides requested support to address the needs of the OVEC districts by ensuring opportunities for educators to learn, implement, and refine evidence-based practices (e.g., MTSS, student voice, explicit instruction, personalization, project-based learning, competency-based systems, content-specific, environmental rating scales) then the core instruction for all students (birth to grade 14) will be strengthened and student successes will increase.</p>	<p>Feedback will be solicited from districts to determine if support provided positively impacted meeting the needs of districts and schools.</p>	<p>CAO</p> <p>Director of Professional Learning and Support</p> <p>Director of ECS</p> <p>Director of Technology</p>	<p>11/2018</p>	<p>11/2021</p>	<p>Funding for regional identified initiatives</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work with districts to identify needs to strengthen core instruction <input type="checkbox"/> Provide needed support requested <input type="checkbox"/> Follow-up with districts to determine next steps to meet the identified needs

<p>1-C. 2:</p> <p>If OVEC provides training and coaching to interested districts on supporting students with adverse childhood experiences, then districts will develop and implement trauma-informed policies and practices.</p>	<p>Feedback will be solicited from districts to determine if support provided positively impacted meeting the needs of the districts and schools.</p>	<p>Director of ECS</p>	<p>11/2018</p>	<p>11/2021</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Provide training and coaching <input type="checkbox"/> Present and implement information campaigns to relevant parties <input type="checkbox"/> Support districts in developing and implementing policies and practices <input type="checkbox"/> Share and expand resources
<p>1-C. 3:</p> <p>If OVEC continually strengthens recruitment and retention efforts as well as professional learning opportunities, then schools will have a greater capacity to meet the diverse needs of the students and adults.</p>	<p>OVEC districts will report an increase in potential teacher candidates and increase in the retention of teachers.</p>	<p>CAO</p> <p>Director of Professional Learning and Support</p>	<p>11/2018</p>	<p>11/2021</p>	<p>Funding for visits and alternative modes of communication/ marketing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop, maintain, and enhance relationships with post-secondary universities and colleges <input type="checkbox"/> Solicit visits to post-secondary emerging teacher classes <input type="checkbox"/> Develop and maintain communication and relationships with emerging teachers throughout college career <input type="checkbox"/> Work with districts in sharing and soliciting teaching candidates <input type="checkbox"/> Explore alternative avenues to reach emerging teachers. <input type="checkbox"/> Work with OVEC high schools to ensure the teaching pathway is an option for students.

Resource Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal 1: **To secure the resources to provide for OVEC’s programs, services, and strategic plan initiatives.**

Objective A: **Develop a minimum of 6 major grant applications (i.e., requests greater than \$100,000) per year.**

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	Actions Taken
<p>1-A. 1:</p> <p>If the grant writing team maintains a record of applicable funding opportunities, then OVEC can assess the fidelity of its grant-seeking efforts.</p>	Record of funding opportunities will consist of a minimum of 24 grant competitions.	Director of Development	November 1, 2018 (repeated each year)	June 30, 2019 (repeated each year)	Grants.gov; Federal Register Electronic Public Inspection Desk; US Department of Education Forecast; Administration for Children and Families Funding Opportunities; Kentucky Department of Education competitive grants page; GuideStar	
<p>1-A. 2:</p> <p>If the grant writing team collaborates with OVEC’s Board of Directors, CEO, CAO, and other directors responsible for</p>	A minimum of 6 major grant applications per year will be recommended	Director of Development	November 1, 2018 (repeated each year)	June 30, 2019 (repeated each year)	Staff time.	

implementation, then grant-seeking efforts will align with OVEC’s mission, vision, strategic plan, existing programs, policies, and procedures.	to the leadership team (CEO, CAO, etc.) and the board.					
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Resource Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal 1: **To secure the resources to provide for OVEC’s programs, services, and strategic plan initiatives.**

Objective B: **Diversify the funding sources that OVEC and its member districts have access to.**

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	Actions Taken
<p>1-B. 1:</p> <p>If OVEC submits grant applications to 12 different funding sources each year, then OVEC will diversify its grant-seeking efforts and improve its chances for funding.</p>	<p>OVEC will track all grant submissions and categorize them by funding sources (e.g., federal agency, state agency, foundation, contractual partner on another organization’s grant application, appropriations).</p>	<p>Director of Development</p>	<p>November 1, 2018 (repeated each year)</p>	<p>June 30, 2019 (repeated each year)</p>	<p>Staff time.</p>	

<p>1-B. 2:</p> <p>If OVEC develops relationships with national, regional, and local foundations, as well as legislators, then OVEC will diversify its grant-seeking efforts and increase the funding available to support member districts.</p>	<p>OVEC staff will identify key points of contact with funders and networking events (e.g., Center for Nonprofit Excellence’s Aligning the Good).</p>	<p>Chief Executive Officer, Director of Innovation, Director of Development</p>	<p>November 1, 2018 (repeated each year)</p>	<p>June 30, 2019 (repeated each year)</p>	<p>Staff time, travel, registration costs.</p>	
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Resource Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal 1: **To secure the resources to provide for OVEC’s programs, services, and strategic plan initiatives.**

Objective C: **Monitor resource development efforts through annual analysis of attainment.**

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	Actions Taken
<p>1-C. 1:</p> <p>If OVEC leadership set a goal for the percentage of grant applications that receive funding, then OVEC will be able to evaluate grant-seeking efforts.</p>	<p>The Director of Development will develop an annual goal document that sets and justifies the goal.</p>	<p>Chief Executive Officer, Chief Financial Officer, Director of Development</p>	<p>November 1, 2018 (repeated each year)</p>	<p>June 30, 2019 (repeated each year)</p>	<p>Staff time.</p>	
<p>1-C. 2:</p> <p>If OVEC leadership evaluate progress toward this goal, then OVEC will be able to develop recommendations to improve grant-seeking.</p>	<p>The Director of Development will report the attainment percentage on the annual goal document.</p>	<p>Director of Development</p>	<p>July 1, 2019 (repeated each year)</p>	<p>October 15, 2019 (repeated each year)</p>	<p>Staff time</p>	

<p>1-C. 3:</p> <p>If OVEC leadership develops recommendations for improving grant-seeking efforts, then OVEC will improve its chances of receiving grants and will increase the funding available to support districts.</p>	<p>The Director of Development will develop recommendations and include them on the annual goal document.</p>	<p>Director of Development</p>	<p>July 1, 2019 (repeated each year)</p>	<p>October 15, 2019 (repeated each year)</p>	<p>Staff time</p>	
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Resource Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal 1: **To secure the resources to provide for OVEC’s programs, services, and strategic plan initiatives.**

Objective D: **Address resource needs identified throughout the strategic plan.**

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	Actions Taken
I-D. 1: If OVEC implements a multi-agency plan for multipurpose arts and conference space, then OVEC will have expanded capacity for large professional learning initiatives.	Completion of architectural plans, formalized financial agreements, and construction of facility.	Chief Executive Officer	November 1, 2018	June 30, 2021	Funding, multi-agency commitment, contractors, and staff time.	

<p>1-D. 2:</p> <p>If OVEC pursues funding for district-initiated multi-district non-traditional learning programs, then OVEC will increase equitable access and opportunity for students.</p>	<p>Funding prospects reports for identified programs (e.g., iLEAD2, regional complex needs school). Approval of grant applications by OVEC leadership and board.</p>	<p>Director of Development</p>	<p>November 1, 2018</p>	<p>June 30, 2021</p>	<p>Staff and district time; resources identified for strategy 1-A. 1.</p>	
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Resource Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal 2: **To increase grant-proficiency—the ability to find and apply for grants—of member districts and their educators.**

Objective A: **Increase regional awareness of grant opportunities.**

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	Actions Taken
<p>2-A. 1:</p> <p>If OVEC creates informational resources on grant opportunities, then schools and districts will become more aware of grant opportunities.</p>	Publication of four grant opportunity newsletters per year	Director of Development	November 1, 2018 (repeated each year)	June 30, 2019 (repeated each year)	Online sources, such as Get ED Funding.	
<p>2-A. 2:</p> <p>If OVEC hosts grant informational sessions throughout the</p>	Identification of a strategic grant opportunity (e.g., Fund for Teachers).	Director of Development	November 1, 2018	June 30, 2021	Staff time. Travel. District and school commitment of time and meeting space.	

region, then schools and teachers will become more aware of grant opportunities.	Development of marketing materials and session-presentation. Implementation of sessions in multiple districts.					
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Resource Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal 2: **To increase grant-proficiency—the ability to find and apply for grants—of member districts and their educators.**

Objective B: **To increase regional capacity for grant-writing.**

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	Actions Taken
<p>2-B. 1:</p> <p>If OVEC hosts grant writing workshops throughout the OVEC region, then educators will be prepared to apply for grants.</p>	<p>Development of training curriculum.</p> <p>Implementation of multiple workshops per year.</p>	Director of Development	<p>November 1, 2018</p> <p>(repeated each year)</p>	<p>June 30, 2019</p> <p>(repeated each year)</p>	<p>Staff time. Travel. District and school commitment of time and meeting space.</p>	
<p>2-B. 2:</p> <p>If OVEC creates online versions of grant writing workshops, then OVEC will increase the</p>	<p>Identification of appropriate online platform.</p>	Director of Development	<p>November 1, 2018</p>	<p>June 30, 2021</p>	<p>Staff time. Online platform for training videos.</p>	

number of educators participating in grant writing training.	Creation of video versions grant writing workshops. Distribution of online content to member districts.					
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Leading Educational Excellence!



STRATEGIC PLAN IMPLEMENTATION GUIDE

Student Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal 1: **Students and families will have access and opportunity to quality educational experiences/programs.**

Objective A: **Students and families will have access to trauma-informed care and other mental health resources.**

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	Actions Taken
<p>1-A. 1:</p> <p>If OVEC Early Childhood staff provide research-based practices in mental health services, trauma-informed care, and conscious discipline, then children will exhibit a decrease in trauma-related symptoms in the classroom.</p>	Teaching Strategies Gold (TSG)-Head Start data	Head Start Staff	November 2018	June 2021	<p>Child Protection Unit Curriculum (Head Start/Early Childhood)</p> <p>Mental Health First Aid, Centerstone</p> <p>KY Center for Statistics</p> <p>Data Collection : Brigance Data</p>	

Student Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal 1: **Students and families will have access and opportunity to quality educational experiences/programs.**

Objective B: **Students will become engaged in their learning to develop ownership through collaboration.**

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	Actions Taken
<p>1-B. 1:</p> <p>If OVEC provides access to non-traditional learning settings, then students will develop skills to enable them to advocate for their specific learning needs.</p>	<p>iLEAD 2, Regional School Program for Complex Needs.</p> <p>Walkthrough tool/checklists</p> <p>Observations</p> <p>Student and Teacher Surveys</p>	<p>ECS Staff</p> <p>District Support Staff</p>	<p>November 2018</p>	<p>June 2021</p>	<p>Pre-ETS (OVR MOA)</p> <p>Community Partnerships (Outside Agencies, Businesses and other local resources)</p> <p>Funding sources</p>	

Student Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal 1: **Students and families will have access and opportunity to quality educational experiences/programs.**

Objective C: **Students will develop skills in the areas of self-advocacy, post-secondary readiness, job exploration/counseling, workplace readiness, and work-based learning.**

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	
<p>1-C 1:</p> <p>If OVEC staff provides students with disabilities (ages 14-21) with opportunities in the five Pre-Employment Transition Services (Pre-ETS) areas, then students will graduate with the skills needed to be successful in life.</p> <p>Pre-ETS areas:</p> <ul style="list-style-type: none"> - Job Exploration 	<p>Student impact data (OVR reports)</p> <p>Participant surveys</p> <p>Parent surveys</p>	ECS Pre-ETS staff	November 2018	June 30, 2020	<p>OVR funding for Pre-Employment Transition Services (Pre-ETS)</p> <p>Building partnerships between parents and community agencies/groups</p>	

<ul style="list-style-type: none">- Work-Based Learning Experiences- Post-Secondary Counseling- Workplace Readiness Training- Self-Advocacy						
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Student Development

Mission: *Support, lead, and inspire through professional learning, advocacy, and services.*

Goal 1: **Students and families will have access and opportunity to quality educational experiences/programs.**

Objective D: **Children will demonstrate age-appropriate school-readiness skills upon transitioning to preschool or Kindergarten.**

Strategy/Action Steps	Successful Completion (specific)	Person(s) Responsible	Starting Date	Completion Date	Resources Needed	
<p>1-D 1:</p> <p>If OVEC Early Childhood staff implements evidence- based curricula, then children will demonstrate improved growth in all areas of assessment.</p>	<p>Kindergarten school readiness/ Brigance</p> <p>TSG (Head Start data)</p>	<p>Head Start Staff</p>	<p>November 2018</p>	<p>June 30, 2021</p>	<p>Creative Curriculum</p> <p>KY Center for Statistics</p> <p>Teaching Strategies Gold data</p>	