2016-2017 Annual Report
Leading Educational Excellence

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During 2016-2017, we celebrated multiple accomplishments in a variety of OVEC initiatives carried out in partnership with our member districts. As the four-year, $41 million Race to the Top-District grant OVEC shared with the Green River Regional Educational Cooperative drew to a close, personalized learning has taken root in classrooms across the six participating districts. Districts chose to make full-time College and Career Readiness Counselors funded by the grant a permanent part of their teams. Several hundred Teacher Leaders continue to lead and model transformation in their schools.

In the second year of OVEC Head Start’s Early Childhood Partnership Grant, physical learning spaces are renovated, a significant number of teachers have earned Child Development Associate certification, and providers now focus on school readiness with new curriculum and instructional strategies.

Our reputation for excellence in Early Childhood earned OVEC the honor of creating and implementing Kentucky’s first Leadership Academy for Early Childhood professionals. The Governor’s Office of Early Childhood tapped OVEC to develop the program, and by the end of 2017 more than 250 leaders from public and private childcare centers, preschools, Kindergartens, Early Head Start and Head Start, and child advocacy organizations will be trained in the Kentucky Super Stars Leadership Academy.

iLEAD Academy—operated by OVEC for five of its member districts—guided its first class to College Readiness. Of 39 students in the first cohort, 37 met college enrollment benchmarks.

Programs and Services
OVEC programs and services to member districts include:

- A wide variety of projects through federal, state, and foundation grants in such areas as early childhood education, reading, math, science, social studies, physical education, library media services, parent resources, and special education
- Professional development and consulting services in content areas, strategic planning, special requests for audits/reviews, project-based learning, and Thinking Strategies
- Technical support in partnership with UofL to improve teacher quality (National Board Certification, Alternative Certification, and KTIP/TPA training)
- Facilitation of networking groups
- School Nutrition Analysis Program
- Professional development for administrators
- Teacher recruitment fair
- OVEC website
- A wide array of District Support Services

Budget Objective

It has been a goal for the OVEC General Fund Budget to increase the Contingency Fund to enhance stability, allow for revenue decreases when grants end, and accumulate funds for expansion purposes. The cooperative maintained sound financial footing this year through $704,472 in reserve funds.

District Support Services

- Ongoing work with network role groups
- Assessment/data analysis support and training
- PEBC’s Thinking Strategies Institutes
- Training/support for Instructional Leadership Teams
- Training/support in Science and Social Studies
- Training for Programs Review, Technology Reviews
- Cognitive Coaching training
- Connections with kid-FRIENDLy and all districts
- Training for PGES
- Facilitation for Strategic Planning
- Training/support for Project Based Learning, Blended Learning
- Facilitation of OVEC/KDE HiQ Math grant
Head Start provided a training for the Preschool Pals.

Baylee plays with chain links in one of the Head Start centers.

OVEC School Nutrition Committee members taste test ice cream at national conference.

More than 250 participants in KSSLA represent 67% of Kentucky counties.

School psychologists collaborate during a network meeting.

Trimble County, one of four visiting teams, shares observations of Summit schools in CA.

Baylee plays with chain links in one of the Head Start centers.

Spencer County student leaders help recruit at the UofL Recruitment Fair!

Educators visiting Shelby County Schools’ Big Picture Academy saw presentations that featured student conversations and exhibitions.
The OVEC Board of Directors is made up of the superintendents of the thirteen member school districts. This year Chrissy Jones served as Board Chair and Charles Adams as Vice-Chair.

Ms. Kelley Ransdell, Anchorage Independent
Mr. Keith Davis, Bullitt County
Mr. Bill Hogan, Carroll County
Dr. Buddy Berry, Eminence Independent
Ms. Chrissy Jones, Franklin County
Mr. Travis Huber, Gallatin County
Dr. Ron Livingood/Mr. Matt Morgan, Grant County

Mr. Tim Abrams, Henry County
Mr. Greg Schultz, Oldham County
Dr. Robert Stafford, Owen County
Dr. James Neihof, Shelby County
Mr. Charles Adams, Spencer County
Mr. Steve Miracle, Trimble County

OVEC Services Chart
OVEC Office Staff in 2016-17

Administration/Support

Dr. Leon Mooneyhan
Chief Executive Officer

Tina Tipton
Chief Academic Officer/Deputy CEO

Tina Pacey
Executive Assistant/Office Manager

Mark Elmore
Chief Financial Officer

Greg Murphy
Grant Writer

Mary Wagoner
Grant Writer

Dr. Angie White
Director-Technology

Ken Byrdwell
Technology Associate

Tracey Harris
Dir. of District Support

Sara Kelley
Administrative Assistant

Kindoll Romans
Accounting/Human Resources Coordinator

Kristen Wilcoxson
Accounting/Human Resources Specialist

Instructional Support

Head Start/Early Head Start
Kim Fithian
Director

Pamela Hayden
Health Specialist

Jennifer Goodlett
Health Specialist

Nikki Oliver
Child Development Specialist

Monica Tharp
Preschool Disabilities Consultant

Debbie Ramsay
Disabilities Consultant

Patty Wireman
Program Services Coordinator

Heather Hood
Data Analyst

Kelsey Turley
Data Coordinator

Kathy Wimberley
Quality Mentor

Stephanie Goebel
Staff Development Specialist

Jennie Pate
Executive Assistant

Nikki Phelps
Secretary

Exceptional Children Services

Christel Bogar
ECS Director

Ginger Meade
ECS Consultant

Dr. Chris Swiegart
ECS Consultant

Norma Thurman
ECS Consultant

Carla Jordan
Low Incidence Consultant

Sheryl Block
ECS Strategies Consultant

Carol Beth Mooneyhan
ECS Strategies Consultant

Carrie Stith-Webster
College and Career Readiness Cons.

Debbie Thompson
Math Consultant

Lynn Schwallie
Literacy Consultant

Lauren Tindle
ECS Administrative Assistant

Race to the Top - District

Dennis Horn
Project Manager

Karen Larimore
Cognitive Coach

Jerona White
Cognitive Coach

Freda Klotter
Cognitive Coach

Dr. Molly Sullivan
Leadership Mentor

SHAPE Network

Sara Monarch
SHAPE Network Dir.

HiQ2 Math

Kricket McClure
HiQ2 Math Coach Facilitator

Innovation/Communication/Marketing

Alicia Sells
Dir. of Innovation/Communication/Marketing

Management Support

Kim Mosser
School Nutrition Analyst

Gentry Cash
HR/Accounting Asst./Receptionist

Andrea Skaggs
Procurement Spec./iLEAD Academy Administrative Assistant

Doug Boston
Facilities Manager

Mark Ryles
District Facilities Consultant
The Birth and Growth of OVEC

Formation of OVEC followed action by the State Board of Education and the State Superintendent of Schools to abolish the 18 regional offices of the Kentucky Department of Education (KDE). The Region VI Office was located in Shelbyville and served Bullitt, Eminence, Henry, Shelby, Spencer and Trimble school districts.

The Region VI superintendents decided to create their own organization. On November 17, 1976, they established the Ohio Valley Educational Cooperative. Anchorage, Carroll, Gallatin, and Owen joined the new agency. Superintendents of the member districts composed the Board of Directors of OVEC and continue to do so to this day.

Mr. Tony Harvey was the first Executive Director and served until 1981. Among the early services OVEC provided were bidding and professional development for administrators, and Title II and VI grant programs. In 1978 OVEC moved to offices at the University of Louisville, and Exceptional Children Services (ECS) began under the leadership of Linda Hargan.

In 1981 Dr. Tom Jefferies, Associate Dean at the UofL School of Education, became the second Executive Director. That same year, West Point and Elizabethtown school districts joined OVEC.

In 1984, the OVEC Board appointed Linda Hargan as the new Executive Director, and OVEC dramatically increased professional development offerings for teachers. In 1987, with state funding, OVEC used computers to electronically collect bid information from districts computers and register teachers for workshops and has expanded its bidding services throughout its existence.

In 1988, OVEC moved from UofL to an office building in Louisville. In December, Linda Hargan took a position at KDE and the Board appointed Dr. John Rosati as acting Executive Director. In July 1989 Dr. Rosati was officially appointed to the position.

In 1989, the OVEC Board hired a full-time grant writer to see if OVEC could attract federal funds to support instruction. The first four applications were funded and thus began a long history of successful grants development and the growth of OVEC.

In 1993 OVEC moved to LaGrange to its first owned facility. In 1995 Elizabethtown left OVEC but was replaced that year by Grant County. In 1998, having outgrown its office space again, OVEC moved back to Shelbyville to a building designed to meet its needs.

In 2001, Franklin County Schools joined OVEC. In the summer of 2003, OVEC initiated online bidding and purchasing.

Upon Dr. Rosati’s retirement from OVEC in October of 2004, Dr. Leon Mooneyhan, former Superintendent of Shelby County Schools, became OVEC’s new CEO. Dr. Mooneyhan has built a strong contingency fund, diversified OVEC’s individualized services to districts, and expanded opportunities for students and families in the 13 member districts.

OVEC is recognized as a national and state leader in Head Start and operates programs in 8 of 13 OVEC districts. OVEC Head Start became the delegate agency for Oldham County Head Start and was awarded the Oldham County Head Start grant to begin in July of 2016. Also, OVEC has made application to operate the Head Start program in Trimble County beginning in 2016. Since 2014, OVEC has doubled the children served in our birth to five Head Start programs.

In 2010, OVEC created Kentucky Leads the Nation. The project now involves the eight Educational Cooperatives in Kentucky and has drawn hundreds of policy makers, educators, and public education advocates to study innovative practices in school districts across the Commonwealth.

Six OVEC districts began leading the nation in approaches to Personalized Learning as part of the largest Race to the Top-District grant in the nation.

In 2012 OVEC secured a state appropriation for development of Kentucky’s first Regional Career Academy, which serves students in Carroll, Gallatin, Henry, Owen, and Trimble. iLEAD Academy opened in August 2012. It is hailed as a model for regional collaboration and preparing students for the highest-demand, highest-wage jobs critical to Kentucky’s economy.

Dr. Mooneyhan is recognized as a statewide leader in public policy. He coordinates the work of 3KT, a consortium of education advocacy organizations designed to unify work for public schools and students.

The current OVEC Office Building in Shelbyville, Kentucky, is a 12,000 square foot facility on five acres.
2016-17 OVEC Financial Report

OVEC General Fund Budget

During the past fiscal year, the OVEC General Fund Budget totaled $1,955,222 in revenue and expenses as outlined below. Please note these figures are un-audited totals.

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal, State &amp; Local Indirect</td>
<td>Salaries</td>
</tr>
<tr>
<td>Interest</td>
<td>$651,788</td>
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<tr>
<td>Membership Fees</td>
<td>Fringe Benefits</td>
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<tr>
<td>$161,960</td>
<td>$67,423</td>
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<tr>
<td>Other Income</td>
<td>Operational Expenses</td>
</tr>
<tr>
<td>$117,754</td>
<td>$501,539</td>
</tr>
<tr>
<td>Bid Fees</td>
<td>Escrow</td>
</tr>
<tr>
<td>$156,321</td>
<td>$30,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Reserve</strong></td>
</tr>
<tr>
<td><strong>$1,955,222</strong></td>
<td><strong>$704,472</strong></td>
</tr>
</tbody>
</table>

The Membership Fees paid by OVEC districts account for 8.28% of the General Fund revenues in 2016-17, whereas federal, state and local indirect costs account for 77.25% of all revenues received.  More on next page>>
OVEC Financial Report (Continued)

Total OVEC Agency Budget

The budget for all OVEC programs and services, including flow-through funds, totaled $18,277,971. Again, the figures shown below are un-audited totals.

### Revenue

| District         | 2015     | Fee       | Fee          | Fee           | Fee           |
|------------------|----------|-----------|--------------|---------------|
| Anchorage        | 380      | $6,229    | $1,4507      | $551          | $6,781        |
| Bullitt          | 13,162   | $6,229    | $1,4507      | $19,094       | $25,323       |
| Carroll          | 1,977    | $6,229    | $1,4507      | $2,868        | $9,097        |
| Eminence         | 864      | $6,229    | $1,4507      | $1,253        | $7,483        |
| Franklin         | 6,337    | $6,229    | $1,4507      | $9,193        | $15,422       |
| Gallatin         | 1,721    | $6,229    | $1,4507      | $2,497        | $8,726        |
| Grant            | 3,926    | $6,229    | $1,4507      | $5,695        | $11,925       |
| Henry            | 2,091    | $6,229    | $1,4507      | $3,033        | $9,263        |
| Oldham           | 12,192   | $6,229    | $1,4507      | $17,687       | $23,916       |
| Owen             | 1,878    | $6,229    | $1,4507      | $2,724        | $8,954        |
| Shelby           | 7,469    | $6,229    | $1,4507      | $10,101       | $16,331       |
| Spencer          | 2,866    | $6,229    | $1,4507      | $4,158        | $10,387       |
| Trimble          | 1,464    | $6,229    | $1,4507      | $2,124        | $8,353        |
| Totals           | 55,821   | $80,980   |              | $161,960      |

### Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
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</thead>
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<tr>
<td>Salaries</td>
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<td>Fringe Benefits</td>
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<tr>
<td>Contractual</td>
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<td>Travel</td>
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<td>Equipment</td>
<td>$53,773</td>
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<tr>
<td>Supplies/Other</td>
<td>$2,544,600</td>
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<tr>
<td>Total</td>
<td>$18,277,971</td>
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</table>

### Fiscal Year 2017 OVEC Membership Fee Schedule

The membership fee paid by districts is based on a formula that takes into consideration both the district’s student attendance and the number of districts.

<table>
<thead>
<tr>
<th>District</th>
<th>SAAR 2015</th>
<th>Base Fee</th>
<th>Per Pupil Fee</th>
<th>Total Pupil Fee</th>
<th>Total Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchorage</td>
<td>380</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$551</td>
<td>$6,781</td>
</tr>
<tr>
<td>Bullitt</td>
<td>13,162</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$19,094</td>
<td>$25,323</td>
</tr>
<tr>
<td>Carroll</td>
<td>1,977</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$2,868</td>
<td>$9,097</td>
</tr>
<tr>
<td>Eminence</td>
<td>864</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$1,253</td>
<td>$7,483</td>
</tr>
<tr>
<td>Franklin</td>
<td>6,337</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$9,193</td>
<td>$15,422</td>
</tr>
<tr>
<td>Gallatin</td>
<td>1,721</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$2,497</td>
<td>$8,726</td>
</tr>
<tr>
<td>Grant</td>
<td>3,926</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$5,695</td>
<td>$11,925</td>
</tr>
<tr>
<td>Henry</td>
<td>2,091</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$3,033</td>
<td>$9,263</td>
</tr>
<tr>
<td>Oldham</td>
<td>12,192</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$17,687</td>
<td>$23,916</td>
</tr>
<tr>
<td>Owen</td>
<td>1,878</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$2,724</td>
<td>$8,954</td>
</tr>
<tr>
<td>Shelby</td>
<td>6,963</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$10,101</td>
<td>$16,331</td>
</tr>
<tr>
<td>Spencer</td>
<td>2,866</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$4,158</td>
<td>$10,387</td>
</tr>
<tr>
<td>Trimble</td>
<td>1,464</td>
<td>$6,229</td>
<td>$1.4507</td>
<td>$2,124</td>
<td>$8,353</td>
</tr>
<tr>
<td>Totals</td>
<td>55,821</td>
<td>$80,980</td>
<td></td>
<td>$80,980</td>
<td>$161,960</td>
</tr>
</tbody>
</table>
2016-17 OVEC Program Highlights

- $10,799,502 in new and continuing grants awarded to OVEC
- 5 hours of school facility consulting services made available to OVEC member districts
- 296 children served by OVEC Head Start (HS), 73 served by OVEC Oldham Co. HS, and 36 served by OVEC Trimble Co. HS
- 118 children and pregnant women served by OVEC Early Head Start (EHS) and 255 children served by the EHS Child Care Partnership

- 10,098 hours of training provided by ECS staff
- 4,852 participants received training through ECS
- $563,294 total cost benefit to districts from ECS
- 6 teams (15 people) from the OVEC region attended Summit Learning in California on building a competency based system as follow up to local session
- Over 150 school and district leaders attended school tours on Personalized Learning at Columbus Signature Academy and Scott County’s Royal Springs Middle School

- 35 administrators and instructional coaches attended training on “supporting peer learning labs” with PEBC
- 18 vendors displayed food service bid items to 122 school nutrition directors and managers from 14 school districts at the annual OVEC Workshop and Food Show
- Over $9 million in purchases were made by OVEC districts for school nutrition through the OVEC prime vendor bid
- Almost 5,000 local recipes have been created and analyzed by the School Nutrition Analysis Program
- 1,100 educators have been trained in Thinking Strategies over the past 7 years

- 60 students in 5 OVEC school districts participated in iLEAD, Kentucky’s first regional career academy
- 118 preschool educators across the state were in Cohort 1 of the Kentucky Super Star Leadership Academy and 129 began Cohort 2
- 138 teachers and administrators were trained in PBL, Conceptual Building Blocks and coaching strategies through the HiQ projects

- 11 teachers and administrators each attended 8 days of Cognitive Coaching training
- 81 teachers and instructional coaches attended the Student Centered Coaching training
- 42 teachers and administrators attended Adaptive Schools training
- 175 teachers and administrators attended Thinking Strategies Institutes
- $704,472 in reserve funds contributes to OVEC’s sound financial footing

- More than 27,400 students received college and career readiness opportunities through the Race to the Top-District kid-FRIENDLy program
- 3 kid-FRIENDLy schools achieved the esteemed Lighthouse status with Franklin/Covey
- 22 school and district leaders attended the professional learning on the “Life Cycle of the Career Principal” with Dr. Michael Chirichello
- 12 EILA hours were awarded to principals attending all 6 OVOP sessions
- 32 guidance counselors attended a total of 12 hours during the Guidance Counselor Networks
Because of OVEC’s strong history of success with both preschool and professional development, the Governor’s Office of Early Childhood (GOEC) awarded to OVEC the contract to provide a leadership academy for preschool educators across the state. The academy is one of several initiatives of the GOEC’s Race-to-the-Top grant. In fall 2016, Dr. Mooneyhan named Alicia Sells project director and they put together a staff to design and implement the Kentucky Super Star Leadership Academy (KSSLA).

KSSLA staff, in conjunction with GOEC staff, created a guiding Theory of Action for the program:

**If** we provide experiences for participants to develop personal leadership, organizational leadership, community leadership, and skills with STAR Domains/Early Childhood Education Standards and if participants develop and implement a personalized action plan then early childhood leaders will improve their ability to provide high quality programs and improve kindergarten readiness results.

The first cohort (January 2017-June 2017) had 118 participants from across the state – administrators and teachers from public and private preschools, childcare centers, and kindergartens. Four Regional Leadership Mentors (RLMs) met with them individually to assess their needs and help them develop a personalized leadership plan.

Staff provided four nearly identical regional forums in March that aligned with the Kentucky Early Childhood Regional Training Centers (Ashland & Berea, Anderson, Simpson, Calloway). Each one-day forum focused on personal leadership and the STAR Domains/Early Childhood Education Standards and included True Colors temperament assessment and breakout sessions on conflict management, NAEYC ethics, hands-on science learning and more. Childcare Aware, KDE, and GOEC provided presenters.

Following the forum, the RLMs again visited participants, this time encouraging team visits where appropriate as a way to encourage networking. They continued to coach participants on their personalized leadership plan.

The next forum (April-May) was for combined regions (Ashland-Berea-Anderson and Simpson-Calloway), to expand networking opportunities. This one-day forum focused on organizational leadership and STAR Domains/Early Childhood Education Standards and included book study sessions with guest leaders, and a screening of the movie Resilience.

Alicia Sells welcomes members of the first KSSLA cohort.

Cohort 1 members attended Forum 1 in Eddyville.

More on next page>>
KSSLA (Continued)

Following the forum, the RLMs visited with participants, helping them finalize and extend their personalized leadership plan and encouraging them to prepare a poster session for the statewide forum in June.

In late March 129 participants were accepted for cohort 2 (June 2017-December 2017). The RLMs contacted each participant prior to their first gathering in late June to introduce themselves, the program, and the personalized leadership plan.

The KSSLA statewide forum was June 27, as a preconference session to the Kentucky Early Childhood Institute. It was the last (and optional) forum for cohort 1 participants and the first (and required) forum for cohort 2 participants. Two hundred plus cohort members participated. The forum focused on community leadership (advocacy), and included a luncheon panel of local advocates, an EdCamp session, the poster sessions provided by thirty-eight cohort 1 members, and Mr. Geoffrey Canada as the guest speaker.

RLMs will continue to visit cohort 2 participants and they will attend two additional forums, September/October 2017 and December 2017. The focus will be the same (personal leadership and organizational leadership) with adjustments made according to the needs of the participants.

Participants evaluated each forum and cohort 1 participants provided summary statements about their experiences in the KSSLA. Overwhelmingly, evaluations and comments have been positive and encouraging.

Here are sample summary statements from cohort 1 participants:

“
You arranged exceptional forums to allow networking to be done throughout the state of top professionals with great ideas.”

“Every single thing. Beautiful venues, generous accommodations, interesting and useful trainings. I wish all the trainings were this great.”

KSSL A Events

Over 200 cohort members participated in the statewide forum on June 27.

Cohort 1 members enjoyed the opportunity to get to know one another and network.

KSSLA is all about strengthening services to the children!

At the KSSLA Forum 1, the members participated in “Learning Our True Colors,” a temperament assessment.
Kentucky’s First Regional Career Academy: Preparing Students for Highest Demand Jobs

When the superintendents of the Carroll, Gallatin, Henry, Owen, and Trimble County Schools and iLEAD Director of Innovation Alicia Sells created iLEAD Academy, they decided to set the bar for success as high as possible. Not only did they want to help prepare students from the five districts for the highest-wage, highest-demand occupations in Kentucky’s Golden Triangle region, they wanted to make significant impact on college attainment rates in the five counties.

Their vision of iLEAD students enrolling as full-time college students as juniors and seniors to earn Associate of Science or Associate of Applied Science degrees becomes reality this fall as 97% of rising juniors – the first cohort of iLEAD students – enroll as college students at Jefferson Community College in Carrollton.

These students made astounding achievements:

- 62% are College Ready by Kentucky’s definition and will enroll as full-time college students taking 12+ credit hours per semester.
- Eighteen of these students have ACT scores above KCTCS minimums for admission.
- Six have ACT scores allowing them to attend JCTC full-time while taking a math lab class to further prepare for college algebra.

Sells and the team at iLEAD quickly discovered they were in uncharted territory as they planned how students could complete high school studies, earn work certification(s), and earn an Associate’s Degree. Sells, iLEAD Director Larisa McKinney, and the staff at JCTC spent a year mapping how to take the definition of College and Career Readiness to a far higher level in Kentucky.

Students know which courses they must take in each of the four semesters they will be full-time students at JCTC. The iLEAD Board decided to lease additional space to serve as a College Launch Pad in which juniors and seniors have a quiet place to study, utilize a library of college textbooks, connect to Work Based Learning opportunities, write resumes, learn job interview skills, and get information about financial aid if they plan to pursue a Bachelor’s Degree. A full-time Student Advocate to work with the juniors and seniors will begin work in fall 2017.

Juniors and seniors also can continue technical studies at the Carroll County Area Technical Center. Starting in a Career Pathway as freshmen at the ATC enables students to earn work certifications in welding, construction, electrical work key to industrial maintenance in Advanced Manufacturing, and information technology.

Industry leaders and public policy makers speak often about their desire for students to earn “stacked industry

With a grant from AT&T, iLEAD students attended World Maker Faire in New York.

More on next page>>
iLEAD (Continued)

credentials” in high school – in welding and engineering or construction and electrical. If students do not start technical studies until their junior years, however, then it is impossible to earn two credentials. iLEAD students will be the first group to demonstrate if it can be done on their pathways.

As iLEAD blazes a new path, the school is attracting attention across the Commonwealth and the nation. More than 20 different Kentucky school districts visited the school in 2016-2017, the Council of Chief State School Officers sent their College and Career Readiness Team, and KDE built their application for JP Morgan Chase’s New Skills for Youth grant competition around expanding the iLEAD model around Kentucky.

KDE asked OVEC to take the lead on staffing the work in their Phase I New Skills for Youth grant. Kentucky won one of 10 state grants, and OVEC will staff implementation of the program over the next three years.

McKinney and Sells often talk about “building the plane as they fly it” at iLEAD. Kentucky’s first regional Career Academy/High School is indeed an incubator for new ideas. The staff and superintendents will keep pushing the envelope as they move students to high school and college graduation and always are happy to share what they are learning along the way. To visit iLEAD, reach out to Sells at asells@ovec.org and follow the school’s progress at www.ileadacademy.org.
Race to the Top-District: kid-FRIENDLy
OVEC-Region Accomplishments - Year 4

The Race to the Top-District kid-FRIENDLy program is a partnership between the Ohio Valley Educational Cooperative and the Green River Regional Educational Cooperative and involves 22 districts, 111 schools and more than 60,000 PreK-12 students. The vision of this four-year $41 million grant is to enable at every level of the educational system a shift from teacher-led instruction to competency-based, kid-friendly learning. The kid-FRIENDLy project involves 30 schools in six OVEC school districts: Carroll, Henry, Owen, Shelby, Spencer and Trimble.

The four-year Race to the Top-District kid-FRIENDLy grant ended June 30, 2017. Following is a list of the Year 4 (2016-17) accomplishments in the six participating OVEC districts.

Professional Learning

- Staff in select OVEC schools participated in Leader in Me coaching support. Three OVEC-region schools achieved Lighthouse Status with Franklin/Covey: Owen County Elementary, Maurice Bowling Middle, and Winn Elementary.
- Additional learning occurred through the ongoing implementation of Project-Based Learning, College and Career Readiness, and other on-demand professional development to help schools personalize learning for all students.
- Teacher leaders participating in Communities of Practice continued their professional learning by integrating project-based learning, Google Classroom, self-paced learning, and other aspects of PL into their daily classroom practice.

College and Career Readiness

- College and Career Readiness (CCR) Centers were maintained in seven OVEC high schools and innovation work plans were developed to assist elementary, middle and high school students to become college and career ready. More than 27,400 students were directly counseled in CCR; more than 95% of this counseling was one-to-one.
- College and Career Readiness Counselors held special events aimed at providing resources, information and direct support to students and parents, including career planning, FAFSA completion, campus visits, scholarship and college applications, soft skills training, assistance with dual credit, internships and job shadowing, partnerships with FRYSCs to reduce barriers to CCR, and much more.
- An online software suite of products continued to be implemented in all seven districts to provide students with career readiness information and to assist the CCRC and other educators with tracking student progress toward college and career readiness.

More on next page>>
Kindergarten Readiness

- Preschool Pals served 23 childcare centers, providing individualized support based on each center’s personalized learning goals through a PL map and self-assessment process.
- Preschool Pals continued to assist centers in areas of dialogic reading, print-rich environment, implementing curriculum and instructional materials and next steps to responding to Brigance data.
- Preschool Pals were active on Community Early Childhood Councils (CECC) for each of the grant counties served. In this role, they served as a voice for community-based childcares and played an active role in designing and implementing CECC grants.

Value-Added

- School-based Personalized Learning Teams in each of the participating schools submitted a school innovation plan outlining their approach to personalizing learning for students.
- Cognitive Coaches provided on-site technical assistance and support to 90 teacher leaders participating in Communities of Practice focusing research and new learning in one of three areas: Digital Natives; Student Empowerment; and Real-world Application.
- More than $716,000 was allocated to participating districts to support Leader in Me, on-demand professional development, intervention software, increased use of technology, FRYSC support, salaries for College and Career Readiness Counselors, and support for their CCR Center development, teacher leaders, etc.
- Thirty school teams completed a self-assessment on the four standards of a Personalized Learning Continuum (Learning Process, Climate, Teachers, Students) and determined next steps.
- Sixteen school teams completed a self-assessment on the four standards of a Personalized Learning Continuum (Learning Process, Climate, Teachers, Students) and determined next steps for sustaining these practices beyond the grant.

Evaluation

- Thousands of data points, both qualitative and quantitative, were collected from students, school staff, District Assessment Coordinators, the Kentucky Department of Education, and other sources to serve as baseline data for the evaluation requirement of the RTT-D grant.
OVEC District Support Services: Meeting District Needs

During this school year, we have provided our 13 districts a wide variety of services and opportunities. The focus of OVEC continues to be on providing support for our districts in utilizing the resources necessary to meet district needs as they strive for increased academic achievement.

District Support Services:

- Provided training to 178 teachers and administrators on Thinking Strategies through PEBC in conjunction with Shelby and Franklin County Schools. Nine school districts participated in these trainings.
- Provided administrative support for Thinking Strategies to 22 leaders from seven districts through Scott Murphy with PEBC.
- Provided training to principals and other administrators through Dr. Chirichello’s sessions on “Professional Learning for the Life-Cycle of the Career Principal.” Twenty principals from four districts participated in six days of training plus two skype sessions.
- Organized four school visits to learn more about Personalized Learning. School visits included: Columbus Signature Academy (45 participants; 6 districts), Summit Academy at Frankfort Independent (49 participants; 7 districts), Edgewood Academy, and Royal Springs Middle Schools.
- Provided training on Student-Centered Coaching with Diane Sweeney. Eighty educators from six school districts were trained. In addition, follow-up sessions were provided through OVICN meetings.
- Provided training and support through the HiQ2 grant. This grant provides professional learning and coaching to administrators and instructional coaches in 13 schools across six OVEC districts. The purpose of the grant is to develop capacity at the school and district levels to support enhanced instructional practice in the teaching of mathematics at the middle school level as an extension of the HiQ Math Project for teachers.
- Continued to provide training through the HiQ grant to teachers from six districts.
- Organized training on Instructional Rounds. A total of 14 educators from three districts participated.
- Provided Blended Learning Training by Heather Staker. Educators from seven districts participated for a total of six hours.
- Provided training on How to Support and Build Internal Learning Labs. Eight districts participated.
- Provided Adaptive Schools Training to three districts.
- Worked with UofL to provide Cognitive Coaching Foundation Seminars.

More on next page>>

The OVEC/PEBC/Shelby County partnership hosted the Thinking Strategies Institute, which trained 73 educators.

Participants in the HiQ2 Math Project received Project Based Learning (PBL) training with Magnify Learning.
Worked with Dr. Debbie Powers and Dr. Chris Mueller to provide support for districts through NISL.

Worked with UofL and CTE at the P-16 Council on the identified areas of need for partnership support.

Provided numerous Literacy and Math Trainings and support for schools and districts.

Recruited UofL pre-service teachers for the OVEC region.

Assisted UofL with student teacher and field placements for the OVEC region and recruitment fair.

Worked with UofL on recruitment, screening, and placement of Alternative Certified Teachers.

Led the work of the regional network role groups (OVOP, OVSO, OVICN, OVGCN, Personnel Directors, Alternative Program Directors, DoSE and Gifted and Talented).

Held a successful Educator Recruitment Fair in April.

Provided training and networking opportunities for principals through OVOP to build skills and knowledge, as well as learn from the best practices being implemented across the region. Topics included: Personalized Learning, Supporting Thinking Strategies, and Legislative and Legal updates. A total of 52 principals from twelve OVEC districts attended for a total of 8 hours.

Provided a network for World Language Teachers. A total of 37 educators from twelve OVEC districts participated. The focus included: current trends in world languages, world languages instruction, practices, and assessment.

More on next page>>
Provided direction and support to guidance counselors through GCN regarding the specifics of College and Career Readiness at all three school levels. The district counselors themselves facilitated a variety of presentations, in addition to presentations by professionals from KDE and Sullivan University. This learning was conducted in six sessions for the 2016-17 school year, with 39 counselors from nine districts attending for a total of 10 hours.

Provided direction and support to instructional coaches through OVICN on a variety of topics determined to be relevant and timely by the coaches. Some of the topics included: Student-Centered Coaching, Principal-Coach Partnerships, Personalized Learning, Visible Thinking, and Internal Labs.

Provided support and training on assessment/data analysis.

Continued the Alternative Program Schools Network meetings and included representatives from CKEC and other regional cooperatives in the monthly meetings. Six OVEC districts participated in three school visits – Big Picture Academy in Shelbyville, Providence School in Jessamine County, and iLEAD Academy in Carroll County.

Provided support in the development of curriculum and implementation of best practices.

Provided leadership and support for the kid-FRIENDLy project staff and districts.

Provided connections to kid-FRIENDLy project work for all 13 member districts.

Provided monthly Board Reports to the Superintendents, OVSO, OVOP, and OVEC Personnel Directors.

The Henry County team is busy at work at the Next Generation Academy held at Elkhorn Crossing school.

OVEC’s KEDC colleagues visited our innovative iLEAD Academy in Carroll County.

Educators from OVEC districts visit the Summit program at Royal Springs Middle School in Scott County to see how they implement Personalized Learning.

Participants engage in thoughtful discussion during a PBL (Project Based Learning) professional development with Magnify Learning.
**Connections Among Networks**

OVEC continued its integrated and seamless approach to service delivery with a purposeful attention to serving all students regardless of classification. Collaboration is evident from the networks to the newsletter. The network structure at OVEC is critical to this systematic approach for communicating information and networking for learning.

Our mode of operation has been to meet as a District Support Services Team and monthly as a PLC to identify various needs based on student achievement and school data. As priorities emerge, we utilize appropriate staff and partnerships to leverage maximum capacity for supporting and implementing the professional development provided.

In the past year we have hosted quality professional learning for 22 school and district leaders with Dr. Michael Chirichello on the “Life Cycle of a Career Principal.” The focus was building effective teams. This work was connected to our role group networks for principals, instructional coaches and district leaders.

In addition, for the eighth year we hosted the Thinking Strategies Institute with PEBC (Denver) and visited lab classrooms in Shelby and Franklin County districts. The professional learning in the institute was shared within our networks for principals (OVOP) and instructional coaches (OVICN). OVEC also partnered with PEBC to provide training on building “peer learning labs”--one of our needs as requested by our OVSO and OVICN networks. In addition, both OVOP and OVSO wanted more support with how administrators build capacity for any initiative in their building. Again with PEBC and their consultants we provided that professional learning with Scott Murphy.

Dr. Michael Chirichello provides professional learning for principals and administrators on the topic “Build Your Culture Around Highly Effective Teams!”

A theme this year for our networks, and for making connections to those networks, was how to sustain the work and build capacity as we all move more toward a system of “personalized learning” for all students. Our partnership with Magnify Learning from Indiana supported our work in building a strong component of “personalized learning” with project based learning. We also worked with the UK Next Generation Leadership Academy to build on this learning and connected to our networks, OVOP, OVICN and OVSO.

Our networks truly allow OVEC to provide targeted services that meet the varying roles of individuals in school districts and support a focus on student achievement. Each network continues to grow and allow participants to gain knowledge through the professional relationships built through the ongoing sharing and communication.
During the 2017 fiscal year, OVEC Head Start served 118 children and pregnant women in Early Head Start (EHS) Programs and 296 in Head Start (HS) Programs. The percentage of eligible children served in EHS was 90% while HS had 80% of eligible children served. Of the over-income children served, 7% of the EHS children and 13% of the HS children were from the 101-130% poverty range.

Each year in March, the state collaboration office provides lists of potential enrollees for recruitment purposes. Ads are placed in the community news sections of local newspapers and brochures are distributed to local businesses. Additionally, Family Advocates participate in the LEA preschool screenings. Collaborative partnership agreements are also held between OVEC Head Start, First Steps, Seven Counties Services, North Key, local health departments and local FRYSC. Other services provided to families included medical exams (95% for EHS and 100% for HS). Ninety (90%) percent of OVEC Head Start children and 80% of EHS children (over the age of one) and pregnant women received dental exams.

In June 2016 and September 2016 respectively, OVEC Head Start was chosen to be the grantee for both the Oldham County Head Start and Trimble County Head Start programs. OVEC Oldham County Head Start served 73 children while 36 children were served in the OVEC Trimble County Head Start Program. The percentage of eligible children served in Oldham County was 73% while Trimble County had 78% of eligible children served. Of the over-income children served, 18% of the Oldham County HS children and 11% of the Trimble County HS children were from the 101-130% poverty range. Other services provided to families included medical exams (97% for Oldham County and 100% for Trimble County). Seventy-eight (78%) percent of OVEC Oldham County Head Start children and 67% of Trimble County children received dental exams.

The classroom assessment scoring system (CLASS) was completed on ALL Head Start classrooms including Oldham County and Trimble County Head Start classrooms. This assessment uses a 7-point scale. See the chart for OVEC scores versus the 2016 national average. Overall, we are pleased to have scored above the national average and as always will continue to increase our quality to children and families.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>OVEC HS</th>
<th>NATIONAL</th>
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<tbody>
<tr>
<td>Emotional Support</td>
<td>6.59</td>
<td>6.00</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>6.04</td>
<td>5.73</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>5.44</td>
<td>2.83</td>
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Since 2007, Head Start began to focus on school readiness issues for children ages birth to five. In recent years this focus has become much more intentional with the need for data to demonstrate progress being made by children enrolled in Head Start Programs.

In 2012, OVEC Head Start established a School Readiness Leadership Team comprised of administrators, teaching staff and parents to develop these goals and to identify the data sources to be used to determine what progress was achieved. This leadership team meets at least three times per year to review progress and to revise the plan when needed. One important component of the plan was to establish individual professional learning plans for each staff member based upon the data results for his/her classroom. Support services which included cross-classroom visitations, mentoring, and skill specific

More on next page>>
The 10 dimensions of CLASS include: Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, and Language Modeling.

Team met in June to review and analyze their most recent data results and to determine if their school readiness program goals were met for the year. In analyzing the data, they were able to determine that both the Head Start program (including Oldham and Trimble) and EHS-CCP programs were unable to meet their goal of decreasing the unexcused absences level established in the 2015-16 program year by 10%; however, the EHS program was successful in meeting that same goal. Overall OVEC exceeded the minimum standard score of 5 (using the ITERS and ECERS-3 Observation Tools with a scale of 1-7) for evaluating classroom environments with average scores in most classrooms above a 6, and CLASS observation scores continued to increase. ITERS results for our CCP sites were available both pre-renovation and post-renovation with the average for all 43 classrooms above the minimum standard of 5 as well.

Comparison of Average CLASS Scores

![Comparison of Average CLASS Scores graph]

The 10 dimensions of CLASS include: Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, Instructional Learning Formats, Concept Development, Quality of Feedback, and Language Modeling.

More on next page>>
OVEC Head Start (Continued)

The results of the parent survey indicate that an overwhelming majority of Head Start parents are aware of the program’s school readiness goals and have gained information on their importance through newsletters, home/school activities and parent training sessions. A Head Start data report specific to each school system was presented to school administrators at the beginning of the school year when staff from both programs met to review the previous instructional year and to prepare for the coming one.

Based upon this information, the School Readiness Plan was revised and new goals were established for the coming school year. The plan continues to focus on child outcomes, quality instruction, attendance and increasing families’ knowledge of school readiness issues. New federal guidelines require us to align our school readiness goals with the Head Start Early Learning Outcomes Framework: Birth to 5 (HSELOF). Using our 2016-17 Teaching Strategies GOLD child assessment data, goals were established in each of the domains for all children in the EHS/EHS-CCP and HS/OC/TC classrooms.

Data sources to be used this coming year are Teaching Strategies Gold, ITERS, ECERS-3, CLASS observation tool, Family Engagement Outcomes, Child Plus, Critical Incident Reports, Community Assessment, parent surveys/interviews, staff surveys and the results of parent engagement activities.

Below is a chart comparing performance in the CLASS domains. Head Start’s absolute minimum threshold for each domain is as follows: Emotional Support - 5; Classroom Organization - 4; and Instructional Support - 3.
OVEC Head Start (Continued)

During the 2014-15 school year, OVEC Head Start was chosen as one of the four Kentucky Early Head Start – Child Care Partnership grant recipients. Two components of that grant are to focus on school readiness for children ages zero to three and to improve quality in the childcare facilities with whom we have chosen to work. Two of the five counties we will be serving with this grant are new territory for the OVEC Head Start program – Franklin and Jefferson. The other three counties in which OVEC Head Start currently has a presence are Bullitt, Spencer and Owen.

The OVEC Early Head Start – Child Care Partnership served 255 children in Early Head Start (EHS) Programs during the 2017 fiscal year. The percentage of eligible children served in EHS was 86% and of the over-income children served, 7% of the EHS children were from the 101-130% poverty range. Other services provided to families included medical exams (99% for EHS-CCP). 100% of EHS children (over the age of one) received dental exams.

Baseline data was gathered during the 2015-16 and 2016-17 program years and school readiness goals were established for those partners’ sites this year to align with our OVEC EHS classrooms. Additionally, Community Early Childhood Councils have been established in all counties that are served by OVEC Head Start. These councils also focus on School Readiness issues for children ages birth to five.

All in a day at Head Start/Early Head Start!

Maryville hosted a “Snow Day” event for children and parents.

Gustavo works with his family on a hat project for the Parent Day Derby.

Kindoll is ready for the next challenge!

Eminence Full Day Full Year classroom works on “Vroom Vroom” painting projects!

Jayveon, Kylie, and Briana wait on the “go signal” during the Family Day Derby.

More on next page>>
Below are two charts showing OVEC Head Start attendance rates, comparing five school years.
OVEC Head Start (Continued)

Below is a chart showing OVEC Early Head Start attendance rates, comparing five school years.

![Average Monthly ADA chart]

<table>
<thead>
<tr>
<th></th>
<th>12-13 ADA</th>
<th>13-14 ADA</th>
<th>14-15 ADA</th>
<th>15-16 ADA</th>
<th>16-17 ADA</th>
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<td>Brooks Infant</td>
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<td>85.21%</td>
<td>86.09%</td>
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<td>88.70%</td>
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<tr>
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<td>84.49%</td>
<td>86.17%</td>
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<td>90.68%</td>
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<td>Shelby EHS A</td>
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<tr>
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<td>85.93%</td>
<td>69.88%</td>
<td>75.97%</td>
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<td>OVEC</td>
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</tr>
</tbody>
</table>

Below is a copy of the ITERS Scores for all EHS classrooms with regard to overall results and staff interactions.

![OVEC Fall 2016 ITERS Scores chart]
OVEC Head Start (Continued)

All HS classrooms were surveyed this year using the ECERS-3. Below is the OVEC Head Start classroom average for each of the six categories.

OVEC Spring 2017 ECERS-3 Scores

Below is a chart of OVEC EHS Child Care Partnership attendance rates, comparing two program years.

EHS-CCP Average Monthly ADA
Below are two charts showing CCP pre- and post-renovation ITERS scores.
Exceptional Children Services: Providing Professional Learning and Supports

It has been a busy year for OVEC’s exceptional children staff. ECS consultants have collaborated with state agencies, universities, other regional cooperatives and OVEC districts to provide multiple professional learning opportunities and supports to district and school staff. Consultants strive to provide the most current information and evidence-based strategies to districts through network meetings, regional professional learning opportunities and individual district trainings and supports, including follow-through activities. ECS staff have continuously improved upon their support provided to districts through analysis of pre/post assessments and evaluations from trainings.

OVEC exceptional children consultants provided a variety of supports to our districts during the 2016-17 school year. These supports included assisting with the development and implementation of corrective action plans issued by findings of noncompliance through KDE; professional learning for instructional strategies and best practices in mathematics, literacy, and school-wide positive behavior supports; and training and technical assistance for college and career readiness for students receiving an alternate diploma. A new area of support added to OVEC’s services this school year included mental health and trauma awareness. OVEC partnered with KDE to provide Mental Health First Aid training to the region and with UK’s Trauma Center to provide training and resources to four district teams regarding Trauma Informed Care.

The OVEC Director of ECS serves as a liaison between KDE and the local district in providing the technical support to address compliance and outcome needs for students with disabilities. The most current legal updates from the state and federal level were provided to

More on next page>>

Educators have thoughtful discussions during an ECS professional learning activity.
The Kentucky State Systemic Improvement Plan (SSIP) is focused on improving outcomes in mathematics for students with disabilities.

As part of the SSIP, work around the Regional Systemic Improvement Plan (RSIP) at OVEC began in 2015 with identification of the members for the Regional Implementation Team (RIT). Over the past two years, the RIT has used principles of Implementation Science in assisting two OVEC districts, Carroll and Owen, in their implementation of a systems approach for improving student achievement in mathematics. Implementation teams in both districts developed and implemented a systems approach this past year, progressing into building level teams.

The OVEC RIT provided coaching and technical assistance as the district level implementation teams facilitated and coached building level teams in a systems approach to implementation of a new math innovation. Building Implementation Teams began to collect data around the selected mathematics innovation in the spring. As more achievement data becomes available in the fall, the district and building implementation teams will analyze whether the selected math innovation is affecting student achievement.

The RIT has supported the district implementation teams throughout the year, assisting them in identifying root causes, discussing possible solution paths, and applying implementation system frameworks.

Exceptional Children Services (Continued)

Primary teachers engage in a task at Mathematics Conceptual Understanding professional learning by ECS staff.
OVEC Facility Services provided the following services in 2016-17:

- Provided up to 5 hours of school facility consulting services by phone or e-mail to OVEC member districts as a basic service. Additional services were available on a daily or half day rate. Basic services were provided for Anchorage, Bullitt, Carroll, Gallatin, Spencer, and Trimble school systems.

- Worked in conjunction with KEDC (Kentucky Educational Development Corporation) providing basic facility services to KEDC member districts including Clark, Fleming, Garrard, Jackson, Johnson, Lee, Logan, Menifee, Owsley, Paintsville Independent, Powell, and Williamsburg Independent school systems.

- Provided basic facility services to non-member districts including Allen, Boone, Covington Independent, Kenton, Lincoln, Nelson, Newport Independent, Nicholas, and Warren County school systems.

- Made services available in person at all OVEC Board meetings and quarterly at finance officer meetings and in conjunction with our partner at KEDC at their board meetings.

- Established, marketed and executed price contract delivery services, in conjunction with KEDC, for fixed equipment including Guaranteed Energy Savings Projects, Gymnasium Bleachers, SBS Modified Bitumen Roofing systems, Sprayed Urethane Roofing systems, Architectural Casework, and Classroom technology. Revenue generated from price contract vendors to the Cooperatives exceeded $360,000 from approximately $18 million in capital construction projects, which fully funded Facility Services.

- Provided two half day Facility training cadre regarding Guaranteed Energy Savings in conjunction with partners from KEDC.

- Attended the AIA Legislative Breakfast at the Capital Annex during the 2017 session of the General Assembly to review proposed legislation, and helped track school facility legislation during the legislative session.

- Attended the Governor’s Energy and Environment Conference.

- Attended AESA (Association of Education Service Agencies) conference in Savannah, Georgia, and conducted presentation on Guaranteed Energy Savings Contracts.

- Presented at the Kentucky School Plant Management roundtable and KASBO regarding KEDC price contracts and best value contracting per KRS 45A, including Guaranteed Energy Savings Contracts.

- Attended KASS and KSBA conferences and supported KEDC/KPC and other KPC partner vendor booths.

- Attended the Kentucky ALE (Association of Learning Environments).
School Nutrition Analysis Program

The School Nutrition Analysis Program assists OVEC districts in adhering to the Healthy Hunger-Free Kids Act and other federal and state regulations requiring that school nutrition meals comply with dietary guidelines and specific calorie, grain and nutrient levels which are all grade-level specific. Bullitt County, which was the only OVEC district not participating in this program previously, joined at the start of the 2016-17 school year. Welcome Bullitt County!

A wide range of services and support was provided to participating districts. Monthly collaborative meetings were held for all school nutrition directors. Ongoing extensive product testing was conducted by the OVEC School Nutrition Committee to evaluate new and presently utilized products for their quality and nutritional value in order to offer acceptable and healthier menu choices to comply with updated meal pattern guidelines.

OVEC’s annual workshop and bid showcase was held for approximately 125 school nutrition personnel at the start of the school year. Workshop topics included dealing with the health issues of our students, facing the challenge of change, production records, meal pattern updates, Smart Snack and Kentucky Nutrition Standards, federal review updates and instructions on procurement. The lunch and breakfast bid showcase featured products awarded on school nutrition bid contracts.

The OVEC school nutrition bid was issued under the KEDC umbrella. The prime vendor contract was awarded to Gordon Food Service during the 2016-17 school year. OVEC’s purchases for food service were in excess of $9 million. OVEC’s school nutrition prime vendor bid continued to be maintained internally at OVEC by Bid Coordinator Andrea Skaggs and Nutrition Analyst Kim Mosser. USDA commodities were further processed and purchased through the prime vendor bid with a net off invoice discount or through a commodity processing bid resulting in better pricing, utilizing products more effectively and improving delivery options in the area of commodities.

The local OVEC/Nutrikids database for products and ingredients continued to expand to include new food items added to the OVEC school nutrition bid. Close to 5,000 local recipes have been created and analyzed. The recipes and supporting data are networked among all OVEC districts. A list of OVEC bid items, along with their nutritional value, was posted on the OVEC website to comply with 702 KAR 6:090. Districts received allergy awareness updates and allergen information on bid products for their programs, in addition to carbohydrate information for diabetic students. Allergen and carbohydrate value lists were posted on the OVEC site, as well.

Goals for the upcoming year include the continuing progress by all OVEC districts in complying with and implementing current and new federal regulations. Three OVEC districts had very comprehensive federal reviews during 2016-17 (Gallatin, Henry and Oldham) and five others (Eminence, Erlanger-Elsmere*, Carroll, Shelby and Spencer) are preparing for reviews during the 2017-18 school year. Steps are continually underway to ensure compliance with all guidelines for all districts.

* Erlanger-Elsmere participates in this program on a contracted fee basis.

Grant County cafeteria staff members treat students with a Cincinnati Reds special event and menu.

Collins’ students love the variety that they can get at their high school’s yogurt bar.
The OVEC Technology Office worked diligently throughout the year to improve services and provide exceptional support for OVEC and its member districts.

Web Presence
The website design and user-friendly interface make accessing information, resources, and registration easier for our member districts. Additionally, OVEC programs are able to curate documents and resources for easy access by our districts.

Technical Support
The OVEC Technology Office provided technical support for the OVEC offices and staff, the eighteen Head Start locations, and the Community Child Care Specialists. Additionally, the Technology Office ordered, imaged and deployed devices for new staff hired during the 2016-2017 school year.

Professional Learning
Dr. Angie White led two networks to provide professional learning opportunities for technology staff in OVEC’s member districts.

The Instructional Technology Network focuses on the professional learning needs of Technology -Integration Specialists (TIS), 1-to-1 coaches, Assistive/Adaptive Technology staff, librarians, and instructional coaches. The format for the meetings included time for members to discuss “Hot Topics,” sharing of resources, and requesting information to assist members in their work in their home districts. This network meets four times per year.

The second network is the IT Network which focuses on the training needs of technical staff such as network managers and computer technicians. This network meets on an “as needed” basis. There were two trainings this year focusing on wireless networks and switch upgrades; both were provided by STEPc.

Additionally, training was provided to the OVEC staff, Head Start/Early Head Start, and Community Childcare Specialists throughout the year. Dr. White also supported professional learning in a variety of other venues. She provided workshops in districts, presented at the KySTE Spring Conference, managed showcase judging at STLP Regional competitions, and served as Awards lead at STLP State Competition.

Digital Learning Innovation Plan
OVEC is excited about and committed to assisting its member districts as they work to implement innovations such as Personalized Learning, Project Based Learning, Digital Conversion, Maker Spaces and more. To that end, OVEC formed a team to develop a three-year plan for a regional educational technology initiative. The goal of the initiative was to reimagine the role of educational technology and its importance in preparing students in our region to be “future ready!” This plan has been embedded into the OVEC Strategic Plan. Several events have resulted from this plan, including the Making Conversations series of virtual tours of regional makerspaces and interviews with leaders in the maker movement.

More on next page>>
Grants Development in 2016-17

The chart below lists the grants that OVEC has received since the last Annual Report, totaling $10,799,502. The year of implementation for the funds received is shown in parentheses.

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Funding Source</th>
<th>Amount Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHS Child Care Partnerships (2017-18)</td>
<td>U.S. Dept of Health and Human Services</td>
<td>$3,460,262</td>
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<tr>
<td>OVEC Head Start (2017-18)</td>
<td>U.S. Dept. of Health and Human Services</td>
<td>$2,716,588</td>
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<tr>
<td>OVEC Early Head Start (2017-18)</td>
<td>U.S. Dept. of Health and Human Services</td>
<td>$1,170,228</td>
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<tr>
<td>Exceptional Children Services (2017-18)</td>
<td>Ky. Dept. of Education</td>
<td>$981,500</td>
</tr>
<tr>
<td>Oldham County Head Start (2017-18)</td>
<td>U.S. Dept. of Health and Human Services</td>
<td>$865,402</td>
</tr>
<tr>
<td>Trimble County Head Start (2016-17)</td>
<td>U.S. Dept. of Health and Human Services</td>
<td>$686,735</td>
</tr>
<tr>
<td>Race to Top-Early Learning Challenge (2016-17)</td>
<td>U.S. Dept. of Education</td>
<td>$500,000</td>
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<tr>
<td>Mathematics and Science Partnership (2016-17)</td>
<td>Ky. Dept. of Education</td>
<td>$205,000</td>
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<tr>
<td>Pre-Employment Transition Services (2016-17)</td>
<td>Ky. Office of Vocational Rehabilitation</td>
<td>$77,787</td>
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<tr>
<td>Community Early Childhood Council (2016-17)</td>
<td>Ky. Governor’s Office of Early Childhood</td>
<td>$76,000</td>
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<tr>
<td>iLEAD Academy (2016-17)</td>
<td>R. C. Durr Foundation</td>
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<tr>
<td>iLEAD Academy (2016-17)</td>
<td>Verizon Foundation</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

TOTAL: $10,799,502

Technology Office (Continued)

At OVEC’s first MakerMania! event, teachers from 14 districts from across the state attended. The event was manned by a variety of volunteers which included the Maker Mobile, Kentucky Science Center, iLEAD (teachers and students), Owen County (teacher and students), Monoprice, Let’s Start Coding, and Henry County Network Administrator. Teachers spent time performing hands-on tasks at various stations, including Let’s Start Coding, Circuit Bugs, Little Bits, mBot, drones, 3D printers, Arduino, Tinkercad, VEX robots, Dash and Dot robots, 3D pens, Sphero, Maker Mobile (CNC Router, Laser Cutter, 3D printer, vinyl cutter, etc.) and Makey, Makey.