

The title is centered within a white rectangular area. This area is surrounded by a thick blue border. The background of the white area features a green arrow pointing upwards and to the right, overlaid on several overlapping circles, some of which are dashed lines.

**BCIU Long-Range  
Organizational  
Development Plan**

*Helping  
schools  
excel.  
Helping  
children  
learn.*



Berks County Intermediate Unit  
An Educational Service Agency

**BCIU Long-range Organizational Development Planning Committee**  
**December 2004 – June 2005**

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## President's Statement

July 1, 2005

Dear Colleague:

On behalf of the entire Berks County Intermediate Unit community, I am pleased to present the BCIU Long-range Organizational Development Plan. This document is guided by the agency's mission to provide quality resources, innovative programs, and responsible leadership to meet the educational and social service needs of our children, schools, and community. My heartfelt thanks to the 20-member Long-range Organizational Development Planning Committee, coordinated by Executive Director Dr. Nancy Allmon, and the many others who provided input during the planning process through interviews, focus groups, and survey responses. The input received from school board members, superintendents, school administrators, teachers, parents, civic and business leaders, and BCIU staff was invaluable.

In reviewing the plan, I believe it is important to reflect on core values discussed by the committee that should guide future implementation: trust, responsibility, flexibility, and commitment to the highest standards of public education. These values are reflected in BCIU's core principles and were used as a foundation during discussion about the key goals and objectives you will find contained within the plan. The recommended goals and initiatives challenge us to be rigorous and objective in the evaluation of our programs, to be responsive to the needs of our clients, to be unwavering in our commitment to excellence in all that we do, and, above all, to be able to make the hard decisions necessary to achieve the vision we share for our institution.

Pending acceptance of this Long-range Organizational Development Plan by the BCIU Board of Directors, I also now charge BCIU's executive director and cabinet to lead their staff in developing or refining strategies for implementation of the plan's goals and objectives. Both organizational and division-specific strategies should complement and advance the plan's goals, and should include measurable outcomes that will enable us to assess our progress. Indeed, each division's annual budget request will be reviewed in the context of such plans and such outcomes.

Again, my deep thanks to the Long-range Organizational Development Planning Committee and to all who participated in this institution-wide process. I look forward to continuing to work with you to further develop and refine this plan in pursuit of our shared mission and commitment.

Sincerely,



C. Wilbur Love  
*President*  
*BCIU Board of Directors*

## Executive Summary

In September 2004, the Berks County Intermediate Unit (BCIU) embarked on a long-range planning effort to assess its current situation and devise an organizational development plan for the next three to five years. Consultants from the Nonprofit Center at LaSalle University conducted the project and facilitated the work of a committee composed of 20 members of the BCIU board and staff.

The planning process began with an organizational assessment, the primary goal of which was to discover and evaluate the agency's strengths, challenges, and opportunities. Focus groups involving internal and external stakeholders and surveys completed by BCIU personnel and school administrators produced insights into perceptions of how well the BCIU is fulfilling its mission today and how it might improve or change in the future. Other elements of the assessment included a review of BCIU documents, policies, and budgets, an examination of accreditation standards, and a brief environmental scan of educational trends. In January 2005, the consultants submitted an assessment report that presented findings in the areas of organizational structure and culture, governance, management systems, planning and evaluation, programs and services, technology, public relations, and external partnerships.

BCIU's major strengths, as identified during the assessment, include effective leadership, high-quality programs and services, the ability to respond to governmental mandates, and employees who are sincerely committed to serving the needs of Berks County schools and families. Primary challenges include establishing more realistic client expectations for BCIU's programs and services and the cost of delivering them, better utilizing technology to achieve operational and educational advances, and developing and implementing a comprehensive plan for communications and public relations. The BCIU faces the additional challenges of strengthening its ability to forecast and plan for changes in educational policy, increasing customer satisfaction with its billing, budgeting, and accounting services, and developing a systematic approach to program planning, budgeting, and evaluation. New opportunities include providing more active leadership in countywide education initiatives and community partnerships, energetically embracing the utilization of technology, providing legal services regarding legislation and governmental mandates to local school districts, and filling unmet needs for low-incidence special education services.

During the second phase of the planning effort, the Long-range Organizational Development Planning Committee worked to synthesize the findings of the assessment process into a set of priorities for the agency for the next three to five years. The committee expressed those priorities in terms of the three key themes and four goals listed below.

### *Key Themes*

- ◆ The BCIU should strive to be the premier educational services provider in Berks County. It should focus on delivering a select range of high-quality programs and services that greatly benefit districts, schools, children, and families.
- ◆ The BCIU should continue to be a leader in public education in Berks County by fostering communication and collaboration on educational issues that affect children, schools, and communities.
- ◆ The BCIU should cultivate "champions" of the organization to help promote and carry out the goals and objectives identified in the long-range plan. These champions should include BCIU board members, staff, clients, supporters, and community leaders.

## *Goals*

- ◆ **One: Embrace a new vision of technology**

In order for stakeholders of the Berks County Intermediate Unit to benefit from rapidly evolving information and communication technologies, the BCIU is committed to promoting technological advances in Berks County, especially among members of the educational community.

- ◆ **Two: Implement a formal public relations and communications plan**

Pursuit of this goal will address BCIU's desire to strengthen relationships with existing clients and other stakeholders, build new collaborations and partnerships, increase the visibility of the organization in the community, and celebrate the accomplishments of the agency's many programs and services.

- ◆ **Three: Enhance client perceptions of business services**

The BCIU will work to ensure the satisfaction of its internal and external clients with billing, budgeting, and accounting services. By increasing accountability, transparency, and efficiency, the BCIU will augment its reputation and improve its relationships with clients, partners, and employees.

- ◆ **Four: Strengthen program planning and evaluation efforts**

The BCIU will implement a planning and evaluation process to ensure that all programs satisfy clients' needs and are mission-driven and effective. Furthermore, the process will help guide the agency to make informed, proactive management decisions, improve service delivery, effectively allocate resources, and plan for future growth and change.

In July 2005, the consultants and members of the committee completed the final draft of the Long-range Organizational Development Plan, which was then scheduled for review and approval by the board in August.

The third phase of the long-range planning process will involve ongoing efforts throughout the organization to implement the plan and monitor and evaluate progress. Success of the plan will require broad-based support and commitment from members of the entire BCIU community. During the first year of implementation and during periods of rapid or unexpected change, progress toward the plan's goals and objectives will be monitored on a quarterly basis. Otherwise, the board of directors will review the status of implementation semi-annually.

Effective communication of the plan and its implementation will be essential to the plan's success. The plan will be distributed to stakeholder groups via conventional and electronic means. The BCIU will utilize its public Web site and private intranet to publicize the plan, disseminate news regarding implementation activities, and solicit feedback on progress from the community.

Since 1971, the Berks County Intermediate Unit has served a vital role in the public education and social services arena. By fulfilling its mission to provide resources, programs, and leadership, the BCIU has remained a thriving, vibrant organization. Successful implementation of the Long-range Organizational Development Plan will ensure its future viability and will enable the BCIU to continue its legacy of service to the children, schools, and communities of Berks County.

# **Berks County Intermediate Unit Long-range Organizational Development Plan**

Prepared by  
Jason D. Alexander and Patti Campbell  
The Nonprofit Center at LaSalle University  
July 2005

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## **Introduction**

Berks County Intermediate Unit's Long-range Organizational Development Plan builds on many of the organization's core competencies as identified by key stakeholders, including BCIU board and staff, district and school administrators, teachers, parents, and other educational organizations in Berks County. These core competencies include the following:

1. BCIU's current administration has strengthened the organization's internal culture and fostered greater trust among districts and schools in Berks County.
2. The BCIU provides high-quality services and programs that meet the current needs of districts and schools in Berks County. The organization is proactively working to address deficiencies in the delivery of technology and billing services to clients.
3. BCIU employees are proud of their work and believe the organization is successfully fulfilling its mission and core principles.
4. The BCIU excels at responding to abrupt changes in educational policy and mandates, helping schools prepare for these changes, and acting as a liaison between districts and the Pennsylvania Department of Education (PDE).
5. BCIU employees are sincerely committed to serving the needs of schools, teachers, parents, and students in Berks County, resulting in an approach to service and program delivery that is flexible, creative, and responsive to change.

The Berks County Intermediate Unit was established in 1971 as Intermediate Unit #14 to serve as an "intermediary" between the PDE and local school districts in Berks County. The original purpose of all 29 intermediate units in Pennsylvania was to offer centralized programs and services to schools in an effort to conserve resources through economies of scale. The BCIU assumed ownership of a number of programs previously offered by the Berks County Schools Office, including Special Education, Special Education Transportation, and Instructional Materials Services, but quickly grew to accommodate other district needs, setting a precedent that remains in effect today, whereby the BCIU serves at the request of both the PDE and local school districts in Berks County.

Today, the BCIU serves all 18 public school districts in Berks County, as well as 30 nonpublic schools, preschool programs, and adult learners and functions as a liaison between schools and the PDE. The BCIU employs approximately 950 staff members. BCIU's current fiscal year budget is approximately \$75 million.

For over three decades, the Berks County Intermediate Unit has played a critical role in public education in Berks County. Throughout this period, the organization has remained one of the most enduring and successful intermediate units in Pennsylvania, due in no small part to both successive generations of effective leadership and the unflinching dedication and talent of its employees. The BCIU has weathered innumerable changes in federal and state educational policy, most notably the abrupt transfer of special education programs to local school districts in 1991, which left many intermediate units throughout the state lacking in both direction and funding, and the broad and sweeping mandates dictated by the *No Child Left Behind Act of 2002 (NCLB)*, whose full impact has yet to be felt by schools across the country.

Since 2001, the BCIU has pursued a new vision under the leadership of Dr. Nancy Allmon. The organization is driven not only by its mission and core principles, but also by a commitment to become the uncontested leader in delivering educational programs and services to schools, parents, and children in Berks County. This initiative has led to several positive outcomes, including:

- ◆ A more open and responsive work environment for BCIU employees.
- ◆ Improved flexibility and responsiveness to constant changes in state and federal education policy.
- ◆ New and innovative services and programs in special education, curriculum and staff development, and technology that meet the current needs of administrators, teachers, parents, and children.
- ◆ Greater trust among districts and schools in Berks County.
- ◆ Stronger partnerships with business and civic organizations throughout the county.

The BCIU also faces many challenges still to be overcome, even in areas where there has been measurable growth and change in recent years. The BCIU is in need of organizational development efforts that will strengthen its approach to technology, public relations, legislative mandates, billing services, program budgeting, and program evaluation. Furthermore, new opportunities exist to provide schools with additional programs.

The BCIU Long-range Organizational Development Plan addresses these structural and operational areas. Successful implementation of the plan's recommended goals and objectives will allow the BCIU to emerge as a stronger organization better able to fulfill its mission, vision, and core principles now and in the future.

## Methodology

### *Phase I: The Assessment Process*

The primary goal of the organizational assessment was to evaluate BCIU's organizational strengths, challenges, and opportunities for future growth and development. Beginning in September 2004, the consultants:

1. Collected and reviewed documents from the BCIU, including:
  - a. Annual reports
  - b. Budgets
  - c. Personnel policies
  - d. Marketing materials
  - e. Planning documents (development, strategic, technology, program)
  - f. *A Legacy of Service to Education*, by K. Robert Hohl, Ed.D.
2. Met or communicated with the executive director on a regular basis.
3. Facilitated 10 two-hour focus groups with BCIU personnel and key external stakeholders on their perceptions of the state of organizational development in key areas. Forty-three BCIU personnel and 79 external stakeholders participated in the focus groups to discuss these issues in greater detail. Focus groups included:
  - ◆ BCIU directors, division administrators, and public relations staff
  - ◆ BCIU program administrators
  - ◆ BCIU staff and parents
  - ◆ BCIU middle managers
  - ◆ Berks County educators and business leaders
  - ◆ School district superintendents
  - ◆ School district curriculum coordinators
  - ◆ School district special education and pupil personnel administrators
  - ◆ School district information technology managers
  - ◆ School district business managers
4. Drafted and distributed a 33-question survey containing both multiple choice and free form response questions to all BCIU personnel. Online and hard copy versions of the survey were made available. The survey received 260 responses, a 29% response rate. The response rate is statistically significant enough to allow for extrapolation of the survey results as representative of the BCIU staff as a whole. Furthermore, the distribution of survey respondents by job category (i.e., administrator/professional/paraprofessional/administrative support) is proportionally representative of the overall staff distribution in the organization.

The breakdown of survey respondents by employee classification was:

- ◆ 47% professional or paraprofessional
- ◆ 14% administrative support
- ◆ 14% technology
- ◆ 13% administrators
- ◆ 12% other

Of those who responded, 57% had been BCIU employees for more than five years (30% longer than 10 years). Only 11% had been employed by the BCIU for less than one year. The remaining 32% were employed by the BCIU for one to five years.

5. Drafted and distributed a 24-question survey, containing both multiple choice and free form response questions, to district and school administrators.
6. Reviewed accreditation standards of the Middle States Association of Colleges and Schools.
7. Conducted a brief environmental scan of educational trends at the state and national level.
8. Produced a written assessment report detailing the findings and providing recommendations for a long-range organizational development plan.

The assessment was completed and presented to the committee in January 2005.

### *Phase II: The Planning Process*

BCIU's board of directors appointed a 20-member Long-range Organizational Development Planning Committee composed of BCIU board and staff members from all levels of the organization. The committee was tasked with identifying a set of organizational development priorities for the next three to five years and generating goals and objectives to guide the organization in pursuit of these priority areas for growth and change.

The committee met six times between December 2004 and May 2005. Consultants from the Nonprofit Center at LaSalle University facilitated the sessions. In between sessions, a number of ad hoc workgroups met on a regular basis in person and by e-mail to complete tasks and assignments on behalf of the committee. In August 2005, the committee presented the plan to the BCIU Board of Directors for review and approval. The plan was then shared with the BCIU community.

## **Key Findings of the Assessment Report**

In 2004, the BCIU undertook an organizational assessment conducted by consultants from the Nonprofit Center at LaSalle University. The assessment resulted in the identification of BCIU's major strengths, challenges, and new opportunities as an organization. Key findings in each of these areas are presented below. The full assessment report was presented to the BCIU Long-range Organizational Development Planning Committee in January 2005.

### ***BCIU's Primary Strengths***

1. BCIU's current administration has strengthened the organization's internal culture and fostered greater trust among districts and schools in Berks County.
2. The BCIU provides high-quality services and programs that meet the current needs of districts and schools in Berks County. The organization is proactively working to address deficiencies in the delivery of technology and billing services to clients.
3. BCIU employees are proud of their work and believe the organization is successfully fulfilling its mission and core principles.
4. The BCIU excels at responding to abrupt changes in educational policy and mandates, helping schools prepare for these changes, and acting as a liaison between districts and the Pennsylvania Department of Education.
5. BCIU employees are sincerely committed to serving the needs of schools, teachers, parents, and students in Berks County, resulting in an approach to service and program delivery that is flexible, creative, and responsive to change.

### ***BCIU's Primary Challenges***

1. The BCIU is perceived by many of its employees and clients as having the responsibility to be "what ever schools want, whenever they want it, for as little cost as possible." While this role has contributed to the organization's flexibility and responsiveness, it is an unsustainable approach to service and program delivery, places undue pressure upon employees, and may be linked to many of the other challenges facing the organization today.
2. The BCIU does not utilize technology to its full capacity, either internally or externally in terms of information technology (IT) programs, services, and technical support for schools. New leadership and reform in the administration of the IT division is imperative. Furthermore, the potential role for technology in both the delivery and content of educational services and programs must be embraced and supported at all levels of the organization.
3. The BCIU needs to develop organizational capacity and a comprehensive plan for public relations in order to position itself as the leader in public education services and support in Berks County. BCIU's public relations efforts are essential to building trust in the community, celebrating accomplishments, brokering collaborative partnerships, raising awareness of services and programs, and advancing the mission of the organization.

4. The BCIU should find ways to strengthen its ability to forecast and plan for changes in educational policy, both for itself and for local school districts. The ever-increasing complexity and frequency of legislative mandates, many of which are unfunded or underfunded, have forced both the BCIU and public schools to be more reactive and less proactive in terms of program planning, implementation, and budgeting.
5. BCIU's financial management systems, especially billing and budgeting, are perceived as inefficient and/or bewildering to both clients and employees. Internal billing procedures are a source of conflict between BCIU programs and divisions. Client billing services are the source of frustration and mistrust among school district board members and administrators.
6. BCIU employees would like to have greater communications and networking opportunities with colleagues in other divisions, programs, and site locations in order to enhance inter-program collaboration, make appropriate client referrals, and foster a more collegial workplace environment.
7. The BCIU lacks a systemic program evaluation model necessary to achieve organizational accountability, measure client satisfaction, and strengthen program planning and budgeting efforts.

### *New Opportunities*

1. BCIU employees, clients, and local civic and business leaders would like BCIU to assume a more active leadership role in identifying future trends, cultivating best practices, and championing countywide initiatives related to public education.
2. The BCIU can embrace educational and information technology to enhance program and service delivery, communications, management decision making, curriculum and staff development, management services, and compliance with legislative mandates.
3. The BCIU may elect to serve the increasing demand for legal services from local school districts.
4. The BCIU is well positioned to broker new partnerships with public schools, institutions of higher education, and local civic and business leaders to address a number of countywide issues in public education. These partnerships might also help the BCIU leverage new resources for schools, teachers, and parents.
5. The BCIU may fill unmet needs in the delivery of low-incidence special education services, including transportation, assistive technology, and research and curriculum development, that are costly for individual schools and would benefit from the economies of scale of a centrally administered program.

## **Goal One: Embrace a New Vision of Technology**

In order for the stakeholders of the Berks County Intermediate Unit service area to benefit from rapidly evolving information and communication technologies, the BCIU is committed to a new vision of technology. The following goals are intended to promote technological advances at all levels of the BCIU and its stakeholder organizations.

### *Objectives*

- 1.1. BCIU technology programs will be supported by a high level of staff expertise and will be delivered with flexibility and creativity to meet the needs of the client in a cost-effective manner.
- 1.2. Develop leaders who recognize the importance of integrating technology and education.
- 1.3. BCIU administrative technology programs will provide training and support in decision-making areas to promote appropriate, effective, and dynamic organizational change.
- 1.4. Develop partnerships among the BCIU, schools, higher education, and the community to promote technological advances.
- 1.5. All BCIU staff members, as well as their educational organization colleagues, will embrace and use technology to enhance their quality of work and level of productivity.
- 1.6. Technological advances will be used to promote quality communication systems, networking, and a repository of data for internal and external BCIU stakeholders.
- 1.7. As technologies emerge, BCIU's leadership will promote the use of proven advances in daily operations.
- 1.8. The BCIU Information Technology program will position itself to be the primary resource to address the technology needs of its stakeholders.

## **Goal Two: Implement a Formal Public Relations and Communications Plan**

Public relations and communications are critical to the success of any organization. For the BCIU, the implementation of a formal public relations and communications plan will address the organization's desire to strengthen relationships with existing clients and other stakeholders, build new collaborations and partnerships, increase the visibility of the organization in the community, and celebrate the accomplishments of the organization's many programs and services. Successful implementation of a public relations and communications plan will require support from the board, management, and staff of the organization, including the appropriate allocation of resources, personnel, and time. Pursuit of these objectives is not simply the work of public relations and communications staff. Instead, this goal requires all BCIU personnel to become public champions of their organization.

### *Objectives*

- 2.1. Develop and implement a comprehensive communications and public relations plan for the purpose of enhancing the agency's visibility and reputation.
- 2.2. Build support for the BCIU by nurturing respectful, positive relationships with specific, targeted constituencies, including:
  - ◆ Clients
  - ◆ Educational community members
  - ◆ Employees
  - ◆ Civic and business leaders
  - ◆ Media
  - ◆ Supporters and the general public
- 2.3. Provide BCIU staff with the information, tools, and training they need to be champions for the organization.
- 2.4. Celebrate and publicize BCIU's successes and accomplishments.
- 2.5. Generate favorable media coverage of BCIU's personnel, programs, and services.
- 2.6. Foster positive community relations by serving as a change agent for public education to promote effective programs for Berks County students.

### **Goal Three: Enhance Client Perceptions of Business Services**

The BCIU views a broad range of stakeholders, including internal departments and staff, school administrators, teachers, parents, students, and taxpayers as their primary clients. Towards that end, the Business Services Division, Office of Management Services, and other BCIU departments directly engaged in business services must ensure and increase client satisfaction with billing, budgeting, and accounting services. The assessment process identified the need to foster stronger relationships with many of these groups by increasing accountability, transparency, and efficiency. There is also a need to introduce evaluation measures to solicit client feedback on a regular basis. By nurturing and enhancing both internal and external relationships with BCIU's customers, there will be a resulting improvement in the organization's overall effectiveness and reputation.

#### *Objectives*

- 3.1. Effectively communicate the decision-making process involved in resource allocation to promote increased trust and understanding.
- 3.2. Continually improve customer service.
- 3.3. Develop short- and long-term plans to sustain programs and develop necessary tools to decide which programs are of most benefit to the clients of the BCIU.
- 3.4. Provide opportunities for mutual input into fiscal management decisions related to program planning of the agency.

## **Goal Four: Strengthen Program Planning and Evaluation Efforts**

The purpose of program planning and evaluation is to carefully collect the right information about a program in order to make necessary decisions for that program. The BCIU should strengthen its program planning and evaluation efforts at all levels of the organization in order to:

- ◆ Meet institution-wide long-range and strategic goals
- ◆ Make management decisions that are legitimate, future-oriented, and proactive
- ◆ Improve service delivery
- ◆ Effectively allocate staff and resources
- ◆ Prepare budgets
- ◆ Plan for growth and change
- ◆ Avoid duplication
- ◆ Produce results for public relations
- ◆ Create new programs based on current organizational strengths
- ◆ Identify capacity-building needs
- ◆ Celebrate successes

### *Objectives*

- 4.1. Implement an institution-wide program planning and evaluation process to ensure that all programs are mission-driven, efficient, and satisfy the needs of BCIU's clients.
- 4.2. Introduce mechanisms to gather feedback from clients and other stakeholders on a regular basis.
- 4.3. Measure program participation levels, the costs of delivering programs and services, client satisfaction, and employee satisfaction in order to improve quality and maximize energy and talent within the organization.
- 4.4. Conduct ongoing research on best practices, national and regional trends, and competitors' performance in order to identify objective benchmarks for assessing the quality of BCIU's programs and services.

## Appendix A: Action Planning

BCIU's administration will be responsible for the coordination of an overall strategic plan and action plans to ensure the successful implementation of the goals and objectives of the Long-range Organizational Development Plan. These goals and objectives should serve as the basis for BCIU's next strategic plan. The following concepts are critical to successful strategic and action planning.

- ◆ Develop an overall, institution-wide strategic plan that describes how each long-range organizational development goal will be reached.
- ◆ Develop an action plan for each division or program that will have a leadership role in the implementation of one or more major goals or objectives. For example, leadership of the formal implementation of a public relations and communications plan will probably be assigned to the Public Relations team. In total, these action plans should depict how the overall strategic plan will be implemented.

The content for each action plan should include the following:

1. Identification of the long-range organizational development goal to be addressed
2. Identification of the specific objective(s) to be accomplished
3. Strategies for implementation
4. Measurable performance indicators
5. Assignment of the primary responsibility for implementation of the action plan (e.g., board committee, division, manager, program, team, etc.)
6. Timeline for implementation with benchmarks to assess progress
7. Evaluation plan

Remember that objectives, strategies, and benchmarks may change over time. Good planning is a process of *strategic thinking and acting*, not a static document. BCIU's strategic and action plans should be flexible and forward-thinking enough to incorporate potential shifts in the internal or external environment that will require plans to change.

## **Appendix B: Monitoring and Evaluation of the Plan**

BCIU's board of directors should assign responsibility for implementation of the plan, including monitoring and evaluation. This responsibility is likely to be given to a committee of the board in partnership with BCIU's executive management. The following guidelines should help ensure successful monitoring and evaluation efforts.

### ***Key Questions for Monitoring and Evaluating Implementation of the Plan***

Assess whether or not progress is being made to achieve the goals and objectives in the plan. If they are being achieved successfully, then acknowledge, reward, and communicate the progress being made. If not, then consider the following questions.

1. Will the goals be achieved according to the timelines specified in BCIU's strategic and action plans?  
If not, why not?
2. Should the deadlines for completion be changed?
3. Do the managers tasked with responsibility for implementation of the plan have adequate resources to achieve the goals and objectives?
4. Are the goals and objectives still realistic?
5. Should organizational or programmatic priorities be changed to put more focus on achieving the goals?
6. Should the organization seek additional or outside help in getting the plan back on track?

### ***Frequency of Monitoring and Evaluation***

During the first year of implementation and during periods of rapid or unexpected change either internally or in BCIU's operating environment, the organization may want to monitor implementation of the plan at least on a quarterly basis. Otherwise, BCIU's board of directors should review the status of implementation semi-annually.

### ***Reporting Results of Monitoring and Evaluation***

Written documentation of the progress made on the plan is essential, but should not become an administrative burden on key BCIU personnel. This documentation should be focused on the following elements:

1. Answers to the key questions stated above.
2. Trends regarding the progress (or lack thereof) toward each major goal and its objectives.
3. Recommendations for improving the quality or speed of progress being made.
4. Any board or executive management actions necessary to steer the process in the right direction.

## Appendix C: Communication of the Plan

Implementing the Long-range Organizational Development Plan is a collaborative process that requires the support and commitment of the entire BCIU community. For successful communication of the plan, including its contents and importance to the future growth and development of the organization, the BCIU should consider the following elements:

- ◆ Communicating the priorities established by the plan to all stakeholder groups, including educators, staff, clients, and the public.
- ◆ Fostering a respectful and supportive attitude for the plan and those individuals directly affected by its content.
- ◆ Integrating goals and objectives into decision making at all levels of the organization, including strategic and program planning, budgeting, public relations, and evaluation.
- ◆ Soliciting feedback on progress from the BCIU community on an ongoing basis.

The plan should be distributed to all of the following stakeholder groups:

1. Every member of the BCIU board and cabinet should get a copy of the plan.
2. Consider distributing the plan, or a condensed version containing just the goals and objectives, to all BCIU staff, as well as superintendents, other school administrators, teachers, and other clients.
3. Publish portions of the plan on BCIU's Web site and in newsletters on a regular basis.
4. Present the plan to new board and staff members as part of their orientation process.
5. Consider including portions of the plan in policies and procedures, including the employee manual.
6. Consider distributing copies of the plan to other major stakeholders, including civic and business leaders, local institutions of higher education, social service agencies, elected officials, and the Pennsylvania Department of Education.

Some stakeholders may receive full versions of the plan, including appendices, while others, primarily external groups, should receive only the body of the plan without its appendices or even just a summary of the goals and objectives.

## Mission Statement

To provide quality resources, innovative programs, and responsible leadership to meet the educational and social service needs of our children, schools, and community.

- ◆ Learning from the past
- ◆ Listening to the present
- ◆ Leading into the future

## Core Principles

*We strive to:*

- ◆ Serve as a resource to Berks County children, schools, and communities by developing expertise and sharing information.
- ◆ Provide leadership to promote effective educational practice, advance student performance, and respond to statewide initiatives.
- ◆ Communicate systematically with internal and external constituencies to exchange information about programs and services and build strong, trusting, and mutually beneficial relationships.
- ◆ Offer dependable, flexible, and cost-effective services to meet the needs of schools and other BCIU clients.
- ◆ Cultivate a respectful and collaborative environment that encourages teamwork, motivation to succeed, and institutional pride.
- ◆ Develop and deliver high-quality training and professional development programs for Berks County schools, the community-at-large, and BCIU employees.



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