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Jamie Kinmon, left, history specialist, assisted Grant County fifth-grade teacher Pam Hutchinson with unit on Native Americans.

## ***OVEC specialists help schools make American history come alive***

Jamie Kinmon and Glenn Manns are helping teachers make history come alive.

The Ohio Valley Educational Cooperative (OVEC) recently hired the two teachers as specialists to help teachers implement a curriculum called History Alive! that focuses largely on hands-on learning, or student engagement.

OVEC recently received a three-year \$972,500 grant to facilitate the project, which, in addition to the two teachers, has drawn in as mentors history professors from the University of Kentucky, University of Louisville, Centre College, Georgetown College and Transylvania University. Michael Franken, OVEC's executive director for instruction.

"The basic gist is that we need to improve the teaching of history," Manns said. "As a history teacher, I'm excited that money is being spent to facilitate that."

The focus of the grant is to provide professional development and classroom support to 55 teachers in 25 elementary, middle and high schools in eight OVEC-member districts. One of the teachers, Pam Hutchinson from Dry Ridge Elementary School in Grant County, was well underway in implementing the program with her fifth grade students.

Having participated in a summer institute, as did the other teachers, and Kinmon modeling a class for her, Hutchinson, a fifth-grade teacher, took off with lightening speed soon after the start of the year to engage her students in experiencing through the learning process the customs and culture of Native Americans. The unit culminated in early October as students presented what they learned: colorful and inventive productions, from pottery and jewelry to huts, tepees and totem poles.

The study was not a broad sweep of Indian life, but a pinpoint understanding of Native American traditions and their adaptation to different geographical areas. The Indians of the eastern woodland were surrounded by water, so they made canoes to traverse through the region. Since a canoe would take up too much space, the fifth-graders danced pretending to be a canoe, swaying sideways to illustrate a boat rocking to the waves. The Northwest tribes erected totem poles in front of their dwellings, with students illustrating that.

One of the major features of History Alive! is for students to bring to life what it felt like to be a Native American through a strategy called visual discovery.

**HISTORY ALIVE!**, see page 2

## ***Rosati to retire as CEO at end of school year***

John Rosati, CEO of the Ohio Valley Educational Cooperative, announced he will retire June 30, 2004.

Dr. Rosati, starting with the agency 1984, has been its head since 1988, having been named acting executive director in December of that year. He was named executive director in July 1989, when the agency had a mere 19 employees.

In 1989, a major shift was undertaken when OVEC began to concentrate on attracting federal funds to support instruction. To help in that effort, Rosati hired Sandy Powell as OVEC's full-time grant writer. The first four applications awarded were Project EQUIP (drug and alcohol), Project TEAMS (middle school math), Even Start (family literacy) and Head Start.

More than \$50 million in federal funds have been awarded over the past 14 years.

As a result, OVEC has leaped from 19 employees then to over 200 employees today. OVEC's Head Start/Early Head Start alone employs about 100 people.

Dr. Rosati began his career in 1968 as a classroom teacher in the Louisville Public Schools. In 1981, he joined the Kentucky Department

of Education's program of special education cooperatives and three years later was named OVEC's assistant director.

Dr. Rosati holds a bachelor's degree in political science from Western Kentucky University. He earned his master's and specialist degrees from Eastern Kentucky University and his doctorate from Virginia Tech. He is board chairman of Seven Counties Services and president of the Kentucky Association of Educational Cooperatives.

OVEC's board of directors is conducting a search for a new CEO and is scheduled to name a replacement by April.

David Baird, board president and superintendent of Eminence Independence Schools, said the board has decided to look within Kentucky for a replacement, but has not ruled out a national search.

"We felt we needed someone who completely understood Kentucky's education reform and the changes undertaken to improve student achievement," Baird said.

"We are sorry to see Dr. Rosati leave," Baird said. "He has done an outstanding job, forging an organization that is well prepared to meet the challenges of the 21st Century. We wish him well."



John Rosati turned OVEC into a powerful tool for improving instruction.

**CEO Message**

**Your order (online) Please!**

This spring OVEC offered member districts to purchase supplies online from eSchoolmall's web site.



Unfortunately, over the summer the state tightened its internet security measures, resulting in many district staff experiencing significant difficulties in using the eSchoolmall web site. In mid-July, I contacted the KETS office about the problems schools were encountering.

While I appreciate the efforts of the KETS staff to resolve the security issues, the frustrations that occurred were real. Many folks wanted to blame eSchoolmall or OVEC or both for the problems they encountered.

In reality, eSchoolmall staff worked diligently to pinpoint the source of the problems. It was clear as early as late July that only Kentucky schools were reporting the problems with the website.

Meanwhile, eSchoolmall officials were also in contact with KETS. By late September, and after the President and the CEO of eSchoolmall paid a visit to the KETS Office, the state was able to isolate the cause of the problem and make necessary changes to its internet security to allow full access and functionality of the eSchoolmall web site.

But there were other issues at work. First, eSchoolmall entered into an agreement with Somerset Foods, OVEC's prime vendor for

school food service supplies. The agreement has or will result in integration between eSchoolmall's online ordering application and Somerset's online ordering program. By November 1 it is expected that SFS directors or managers would be able to place their orders on eSchoolmall and have them entered directly into Somerset ordering system.

To resolve other concerns, eSchoolmall unveiled in October improvements to their purchasing application, including an improved search engine and new functions on the approval screens, and issued a new updated, user-friendly guide containing clearer directions and more screen shots of the application. Throughout this summer and fall, eSchoolmall officials have been very responsive to the needs and problems of OVEC districts and schools.

OVEC has asked eSchoolmall for two catalog bids to be added to OVEC's suite of bids. We expect this fall to introduce a catalog bid on office and athletic supplies. These additions will give districts and schools additional purchasing options beyond the bids already awarded.

Now that internet problems are behind us and other concerns have been addressed, eSchoolmall is ready to present the districts with an integration solution that will connect online ordering with districts' MUNIS accounting package. This is an important step to increase efficiency by eliminating double entry work.

**John Rosati, Ed.D.**  
**CEO, OVEC**



**Zach Wright, left, and Michael Haubner studied the tribes of the Northwest, who placed totem poles near their dwellings as shown here.**



**Other artifacts made by students illustrate the customs and culture of different tribes.**



**Students pretend they're in a canoe, swaying with the waves.**

**HISTORY ALIVE!, from page 1**

"Based on what they have read, the students look at a photograph and analyze what they see in the image," Kinmon explained. "The students role play that scene in the photo and are asked follow-up questions: How do you exist in the environment? What are some of the things you eat? How do you provide clothing and shelter? These activities give teachers a chance to see instruction in action. They all have the teaching material. It's a matter of just seeing what's done with it."

The curriculum on Native Americans is part of "History Alive! America's Past" and correlates with the requirements of the Kentucky Core Content for Social Studies Assessment for the elementary level. "It's an excellent curriculum,"

Hutchinson said. "The kids really get into it."

Over the summer the 55 teachers received training in the curriculum with each receiving approximately \$3,000 worth of History Alive! material for their grade levels.

"A big component of the grant is that the teachers implement the curriculum using the material," Manns said.

Manns and Kinmon's role are to model lessons, mentor the teachers assigned to them and observe instruction, help them with specific questions regarding unit design lessons. They are also responsible for organizing six network meetings among grade level teachers and bring into these discussions the history professors to provide their expertise.

Manns taught American history in Owen County and has been a member of the state's content advisory committee. Kinmon taught for eight years in Grant County. Both used History Alive! and can attest to its effectiveness.

"There's no one set curriculum to teach history," Manns said. "You have to integrate a variety of things.

The positive thing about History Alive! is that it's research-based."

It covers three significant areas, Manns explained, which are multiple intelligence of students, the idea that all things in history are integrated, and student engagement.

Referring to the students' projects, Hutchinson said, "These tell us as much as test grades."

Students made pottery, jewelry and dolls to illustrate Native American culture.



## West Point teachers go for 'highly qualified' designation

West Point Independent School in Hardin County is making sure that no child is indeed left behind as it moves forward to ensure that all teachers are "highly qualified" by the end of the 2005-2006 school year.

The federal No Child Left Behind Act, which places major emphasis on the importance of teacher quality in improving student achievement, has set that date as the deadline for the nation's public school districts receiving federal funds to comply to that challenge.

West Point is one of the first schools in Kentucky to capitalize on using federal Title II, Part A funds as an incentive to recruit and retain teachers, offering them the opportunity to go to college to further their teaching career and receive tuition reimbursement.

Sam Melloy, superintendent of West Point, said that the principal, six teachers and two instructional assistants enrolled in the program, requesting a total of \$16,000 in tuition reimbursement. The nine staff members were offered three options for tuition reimbursement:

1. A recruitment program offering \$1,000 for each academic year successfully completed. Under this plan, teachers are not asked to



**Taking advantage of tuition reimbursement to obtain 'highly qualified' status are Renee Cusick, left, Michelle Clark, Susan Lesson, Angela Meanor, Angela Corum, Traci Mayfield and Joan Jackson-Cooke.**

commit to teach the following year. Five teachers opted for this plan and would be reimbursed at the end of the school year.

2. A retention plan offering \$2,000 a year provided the teachers remain an additional year following reimbursement. Reimbursement would not occur until that teacher reports to work the next school year. One applicant applied for this option.

3. A program incorporating the above two options whereby a new teacher to the district would receive \$3,000 a year, and stay in the district each of the years following reimbursement. Three faculty members are in this program.

The teachers would have to provide the district with

documentation of their expenditures, as well as their grade reports before receiving tuition reimbursement.

The district has had difficulty recruiting teachers because of its size and salary differential compared to other districts. "The idea behind the reimbursement program is to offset" that gap, Melloy explained.

Compared to the average wages in the OVEC member school districts, West Point is \$1,700 below at Rank 3; \$2,200 below at Rank 2, and \$3,000 below at Rank 1. The reimbursements would narrow these salary differences, said Melloy.

"Most of those in the reimbursement plan are first-year teachers who need to go on with

their education anyway," said Melloy. "This will allow them to be reimbursed, and hopefully stay with us."

Renee Cusick, math and science teacher at the middle school, recently received her master's degree in the two subjects from Spalding University, using the district's reimbursement plan, which was implemented last spring.

"This helped me maintain my employment with a small district, still have small class size and an incentive to want to stay in this district," said Cusick.

Susan Lesson, special education teacher, had come to West Point from a large school district that provides a \$3,000 a year stipend for teachers pursuing that specialty. The West Point plan, she said, "made my decision a lot easier" to come to the tiny pre-school to eighth-grade school district with 11 teachers and an enrollment of 162 students. "I'm a lot happier," said Lesson, who is studying for her master's in learning differences.

The other teachers are also seeking master's degrees, and the principal, Joan Jackson-Cooke, is going for a Level 2 certification in administration.

The two instructional assistants are seeking associate degrees as para-educators, even though they had passed an examination to certify them for that position, a requirement under the No Child Left Behind Act.

*By Fred Gross*

## OVEC has successful year despite government deficits

Despite federal and state deficits, the Ohio Valley Educational Cooperative managed to be awarded \$6.9 million in grants, according to its 2002-2003 annual report.

The federal funds were used to launch the Parent Information and Resource Centers (PIRC) and Project USA, the American history professional development program for 5<sup>th</sup> to 12<sup>th</sup> grade teachers.

OVEC received a state grant to launch at Head Start Migrant program in Shelby County, participated in the University of Louisville's new federal Transition to Teaching program and implemented the Continuing Education Option for teachers in the region, as well as support teachers seeking National Board Certification.

OVEC also supported the Future Educators Club, received new grants to begin Head Start programs in Shelby and Gallatin counties, in addition to expanding existing programs in Bullitt and Henry counties.

OVEC's total revenues for the year were \$8,928,156. More than 60

percent came from federal funds, and the rest from state and local funds and membership fees from the cooperative's 14 school districts.

Here are the highlights of OVEC's programs and services for last school year:

### Faculty

- Nearly 2,500 educators participated in 125 professional development workshops.
- 100 teachers received teachers assistance from Early Literacy Resource specialists.
- 55 teachers participated in the American history project.
- More than 100 teachers and teachers' candidates attended the Teacher Recruitment Fairs.
- OVEC assisted five schools in the scholastic review process.
- OVEC assisted 10 high schools in establishing Future Educators of America clubs.
- 18 teachers participated in OVEC's Continuing Education Option program.
- 47 teachers received assistance in seeking National Board Certification.

### Children and Adults

- Nearly 300 children served by



**PIRC grandparent taking part in activities in Trimble County.**

OVEC's Head Start and Early Head Start.

- Nearly 1,000 adults took OVEC sponsored GED exams.
- 500 community volunteers recruited by VISTA logged 4,000 hours of service.
- Six Community Learning Centers served about 2,650 youngsters and 1,325 adults.

Technology also took a step forward as 13 member districts joined the online world of bidding and purchasing. Online courses developed by the agency's

Kentucky Migrant Technology Project became available on a subscription basis. Our staff created a new website, [www.iclasses.org](http://www.iclasses.org), to host an array of middle and high school courses. Our Exceptional Children Services program developed online PD courses for special education and regular classroom teachers. Our adult education and family literacy program expanded its services and began a free refurbished computer distribution program to individuals who met their goals for the year.

## Grant County names local educator superintendent

Donald W. Martin, associated with the Grant County Schools for 31 years, was recently named its superintendent.

Martin began his career in 1972 as a middle and high school teacher, from 1972 to 1988, and was elementary principal from 1988 to 1992. He has been a central office administrator since 1992, serving in various capacities, including deputy superintendent for operations, transportation and food services director, instructional supervisor, as well as facilities, technology and assessment coordinator.

One of the major issues facing Martin is the district's demand for more school space as it feels the effects of the expanding metropolitan areas of Cincinnati and Lexington.

"The district has passed the nickel growth levy available to growing districts in order to meet space demands," Martin said, noting that property will soon be purchased to address this issue.

Asked about the state deficit, Martin pointed out that the district had been "well managed in the area of finance. Conservative spending has resulted in no loss of certified or classified positions."

But if the state's fiscal woes continue, Martin said the "district will experience a possible reduction



**Donald Martin: 'CATS has served the Commonwealth well over the past several years, and significant progress has been made in the area of student achievement.'**

of services. He noted of particular concern the growing population of non-English speaking students, for which there is no SEEK add-on aid, and the "aging inventory of computers and other technology that needs replacing."

The superintendent is also worried about the impending clash between the testing provisions of the federal No Child Left Behind Act and the Commonwealth Accountability Testing System (CATS).

"It will become problematic in my mind," he asserted. "CATS has served the Commonwealth well over the past several years, and significant progress has been made in the area of student achievement."

Martin warned that the conflicting NCLB and CATS systems "will only confuse and alienate the public."

## Teacher Recruitment Fair set at OVEC offices for Nov. 17

OVEC's fall 2003 teacher recruitment fair will be held Monday, Nov. 17 from 2 p.m. to 5 p.m. at its office, 100 Alpine Drive, Shelbyville. No pre-registration is required.

OVEC districts are expecting critical shortages of teachers in most subjects, including special education, math and science, foreign language, English and language arts. Teachers in all grade levels are being sought, as well as administrators, occupational and physical therapists, school psychologists and speech language pathologists.

## Grant opportunities available

**Polaroid** is announcing a brand new grant program. This program will run from October 1, 2003 - May 1, 2004. Each month Polaroid will be giving cameras and film to teachers using visual learning concepts as part of their curriculum.

**Target** department stores and the **Tiger Woods Foundation** are sponsoring Start Something scholarships ranging from \$100 to \$5,000 each, to support students ages 8-17 in starting something positive for both their communities and themselves. Youths must complete the 10 two-hour guided sessions of the program in order to

compete for scholarships supporting any enrichment activity that would further their dreams or goals. The deadline for applications is January 1, 2004. For more information, contact Start Something, 3701 Wayzata Blvd., MS 2BF, Minneapolis, MN 55416; <http://startsomething.target.com/info/index.asp> (scholarship information can be found in session eight of the "Start Something" curriculum).

For more information these and other programs, please go to [www.ovec.org](http://www.ovec.org) and click "Grant Opportunities."

## Taking Education's Message 'On the Road'

By Gene Wilhoit  
Commissioner of Education

The past few months have been a dynamic time period for public K-12 education in Kentucky.



The 2003 General Assembly did shield public education from drastic budget cuts. In fact, the legislators provided "additional" funding for districts. However, in the process, they had to cut state services that provided continuing support for school improvement.

The federal government continues to push states to adopt one-size-fits-all changes that will affect the Commonwealth Accountability Testing (CATS). We will have a new governor in January who will wrestle with one of the most difficult financial situations in decades.

More than ever, public education needs advocates who will help the public understand what is really happening in our schools. To that end, I have dedicated the next few months to sharing current information about Kentucky education with business and civic groups throughout the state. At this writing, I have scheduled 20 meetings at locations from Paducah to Hazard. Audiences will include chamber of commerce representatives, Rotary and Kiwanis members, and their guests.

My mission: to heighten understanding of Kentucky education and enlist support in protecting the progress made over the past decade.

### My messages:

CATS was designed carefully and thoughtfully through a process involving thousands of Kentuckians. Our comprehensive and aggressive system is working. We have accurate measures of student performance and school progress, and those measures are showing that instruction and learning are

steadily improving in virtually every content area at every grade level. NAEP, SAT and ACT results show parallel progress.

Kentucky has succeeded in equalizing education funding but is not adequately funding our public schools. Because inflation has outpaced allocation, public education has lost financial ground. K-12 education spending has decreased as a percentage of the state's total budget, and the quest for excellence is in jeopardy.

I will present these realities to Kentucky's business and community leaders, and I will encourage open discussion. As I prepare for these meetings, I welcome your participation and support. What messages do the leaders in your area most need to hear? What perceptions continue, in spite of efforts to be open and forthright?

Please share your perspectives with me, and please help me spread the word that public education needs and deserves business and community support to continue its steady improvement. To assist you in that effort, the Department of Education offers "Proof of Progress," a new resource that makes accurate, data-supported information readily available online. Included is "Rapid Response Reality Check," designed to shine light on issues that make their way into the public forum. You'll find "Proof of Progress" on the department's Web site.

The months between now and the 2004 session of the General Assembly are crucial to the future of public education in our state. I urge you to discuss these issues in your communities. We cannot expect Kentuckians to support their leaders in making wise choices on tough issues unless they know and understand what is at stake.

*(To respond to the commissioner on this topic, phone him at (502) 564-3141 or send e-mail to: [gwilhoit@kde.state.ky.us](mailto:gwilhoit@kde.state.ky.us))*

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