



Spring

NEWSBYTES 4

Publication of the Ohio Valley Educational Cooperative

Common trends found in OVEC'S school reviews

The OVEC staff and district teams of educators serving on scholastic review teams have discovered common trends among schools choosing to volunteer for the scholastic review process.

The scholastic review process involves an intensive three-to-four-day school visit entailing classroom observations, analysis of data and documents, interviews with staff and administrators, and, finally, an analysis and rating of the schools on 88 standards contained in the document *Standards and Indicators of School Improvement*.

Michael Franken, OVEC's Executive Director for Instruction, Carol Wright, Director of Special Initiatives, and Carrie Beardon, Director of Exceptional Children Services, and other OVEC staff members participated in school reviews for Henry County's elementary and secondary schools, Carroll County Middle School and Grant County High School. From the data collected, interviews, and classroom observations, they have noted areas reflecting common needs readily seen in schools searching for better ways of doing business.

Based on the standards, the team has found that there are a number of common recommendations being made to support the school's effort toward improving academic achievement. These recommendations are as follows:

- Develop measurable strategies to ensure that high expectations are set for all students regardless of race, disability, or socio-economic level.
- Focus the CSIP on clearly stated goals and a limited number of measurable objectives and activities that align with the goals.
- Develop SBDM policies in the areas of curriculum, instruction, and assessment that support increasing student achievement.
- Engage all stakeholders in the development of a mission and belief statement.
- Improve instructional practices with an emphasis on

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Photo by Fred Gross

John Rosati, seated left, and Leon Mooneyhan are joined in celebrating the upcoming transfer of leadership by these superintendents and OVEC board members, from left, Tim Abrams, Henry County; Blake Haselton, Oldham County; Sam Melloy, West Point Independent Schools; Garry Jackson, Trimble County; Mark Cleveland, Owen County; Dot Perkins, Gallatin County; Don Martin, Grant County; David Baird, Eminence Independent Schools; and Monte Chance, Franklin County.

Shelby County superintendent named OVEC'S new CEO

Dr. Leon Mooneyhan, superintendent of Shelby County Public Schools, has been named the new Chief Executive Officer of the Ohio Valley Educational Cooperative (OVEC). He will replace Dr. John Rosati, who will retire Sept. 30, ending a 20-year relationship with the agency, the last 16 years as its CEO.

Mooneyhan is no stranger to OVEC, having served as a district member of the Board of Directors since 1988 and intermittently as board chair. The directors appointed Mooneyhan to head the cooperative at its board meeting March 17. He did not take part in that meeting.

"I appreciate the vote of confidence from my colleagues and I really look forward to being the CEO of OVEC," said Mooneyhan, who will assume his new duties Oct. 1. "I've been a member of this board 16 years. I feel very passionate about the work of OVEC, and I welcome this opportunity to continue the high

quality work that OVEC does. I'm excited to be associated with such a quality staff."

Rosati was scheduled to retire June 30, but he accepted the board's request to stay for another three months and assist Mooneyhan in making the transition as seamless as possible.

David Baird, OVEC's board chair and superintendent of Eminence Independent Schools, said the board was looking for someone with a statewide reputation as an outstanding educator, and one who has served as superintendent and has had a well-established rapport with the Kentucky Department of Education and the Commonwealth's legislature.

"We could not have found anyone better than Dr. Mooneyhan," Baird said. "He is certainly known statewide, and the integrity he brings will add instant credibility to the transition from Dr. Rosati to him."

"I wholeheartedly welcome the selection of Dr. Mooneyhan, whose track record as a leader in public education brings to the position of CEO unparalleled skills and abilities and the highest respect of the public education community in Kentucky," said Rosati. (See CEO Message, page 2.)

Mooneyhan's selection caps the board's nine-month search process to find the most capable candidate to lead OVEC into the future.

Mooneyhan served on the Commissioner of Education's Superintendents Advisory Committee and was one of three selected as mentor in the state's Minority Superintendents Intern Program. His involvement with legislative issues is "critical to the future of OVEC," Baird said. "Times have changed. Our organization has been supported by state and federal grants. We will continue that but we also want to

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CEO Message**Congratulations to Dr. Mooneyhan**

The selection of Dr. Leon Mooneyhan, superintendent of Shelby County



Public Schools, as the new Chief Executive Officer for OVEC caps a nine-month search process by the Board of Directors to find the most capable candidate to lead OVEC into the future.

Certainly, I wholeheartedly welcome the selection of Dr. Mooneyhan, whose track record as a leader in public education brings to the position of CEO unparalleled skills and abilities and the highest respect of the public education community in Kentucky.

During his 16 years as superintendent of Shelby County Public Schools, he has repeatedly demonstrated those abilities and skills in effectively working with teachers, administrators, classified employees, the board of education, the press and the political leaders of our state.

The Board of Directors is to be commended on their selection of Dr. Mooneyhan, and I especially am appreciative and grateful to the leadership of David Baird, superintendent of Eminence Independent Public Schools, who, as Board Chair led the selection process.

It has been my honor to have Dr. Mooneyhan serve on the OVEC Board of Directors, including serving as Chair and Vice-Chair, during my entire term

as CEO. He has been an outstanding supporter of OVEC, always encouraging OVEC to develop new programs and services that would better serve our member districts.

Dr. Mooneyhan will take office on October 1, 2004, and the Board has asked, and I have agreed, to postpone my retirement plans and continue on the job through September 30, 2004. I agreed to this request primarily because it will provide a good transition that will be of benefit to OVEC, the Board of Directors and our employees. Certainly Dr. Mooneyhan has a good working knowledge of OVEC from his years of service on the Board. However, the transition will provide Dr. Mooneyhan an opportunity to become acquainted with OVEC from the "inside" with ample time to review and become familiar with staff and the array of OVEC programs and services.

Finally, the selection of a new CEO signals a major change for our organization. As a service agency, change is something we are used to and we know not to fear. Having served for the past 16 years in this capacity, I know that having the leadership of Dr. Mooneyhan as CEO will be a great advantage to OVEC as he will bring with him a new vision that will be open to exploring new directions for OVEC in the future. Welcome aboard Dr. Mooneyhan!

John Rosati, Ed.D.
OVEC CEO

OVEC Teacher Recruitment Fair to be held April 27

Participating districts include: Anchorage, Bullitt, Carroll, Eminence, Franklin, Gallatin, Grant, Henry, Oldham, Owen, Shelby, Spencer, Trimble and West Point.

When: April 27, 2004 Time: 2:00 PM - 5:00 PM

Where: OVEC Office Building, 100 Alpine Drive, Shelbyville, Kentucky. For driving directions, go to www.ovec.org, click on "Teacher Fair" and "For Directions."

No pre-registration required! Informal setting - plenty of time to visit with district representatives!

OVEC districts are expecting critical shortages of teachers in most subject areas and grade levels including, but not limited to:

- Special education (all levels, all areas),
- Math and science (including High School Chemistry, Biology, and Physics)
- Foreign Language (French, Spanish, etc.)
- Guidance Counselors
- English & Language Arts
- Middle School Teachers
- Primary Teachers
- Elementary Teachers
- High School Teachers
- Administrators
- Occupational & Physical Therapists
- School Psychologists
- Speech Language Pathologists

Interested teachers and teacher candidates are encouraged to bring their resume and portfolio.

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expand our role to become a player in statewide initiatives."

Baird referred to last year's elimination of regional service centers and the desire to have OVEC fill those gaps for educators through KDE's delivery of services.

Mooneyhan has served as Shelby County's superintendent since 1988 and will retire from that post effective July 1. He has been an educator for more than 34 years, beginning his career in 1969 as a sixth-grade teacher in Murfreesboro, Tenn. He spent seven years with the Simpson County Board of Education before being named Superintendent for Fulton County Board of Education in 1984.

Mooneyhan earned his Ph.D. from the George Peabody College For Teachers (now a part of Vanderbilt University) in 1975; his M.Ed. from Middle Tennessee State University in 1971; and his B.S. from Middle Tennessee State

University in 1969.

He has been recognized for his work in education, most recently receiving the Kids First Advocacy Award from the Kentucky School Boards Association.

In his statement, Baird said, "We have been blessed with the leadership of Dr. John Rosati. He has established the high standard of excellence over the past several years. Dr. Mooneyhan will be able to take us into the next phase of the organization and advance our agenda for student success in all school districts. We could not be more pleased with the seamless transition that we feel will occur over the next six months when OVEC will not miss a beat in providing services to children."

(DuAnne Puckett, Community Relations Coordinator, Shelby County Public Schools, contributed to this article.)

Grant opportunities available**Polaroid Education Grants**

Until May 1, 2004, Polaroid will be giving cameras and film to teachers using visual learning concepts as part of their curriculum. For more information, go to www.polaroid.com.

Sun Microsystems Academic Equipment Grant Program

Educational organizations that have developed creative projects that address Sun Microsystem's investment priorities and create successful partnerships may receive hardware donations through the company's Academic Equipment Grant Program. The deadline for requests is June 30, 2004. For more information, contact www.sun.com/edu/grants.

Civic Education Grants

The Dirksen Congressional Center is inviting applications for the

Robert H. Michel Civic Education Grants for projects designed to help teachers improve the quality of civics instruction, with priority on the role of Congress in our federal government. Areas of interest include designing lesson plans, creating student activities, and applying instructional technology in the classroom. Teachers in grades 6-12 may apply, with priority given to the disciplines of history, government, social studies, and political science. Grants range from \$100 to \$6,000. The deadline is May 1, 2004. For more information, contact Frank Mackaman, The Dirksen Congressional Center, 301 S. Fourth St., Suite A, Pekin, IL 61554-4219, (309) 347-7113; fax, (309) 347-6432; e-mail, fmackaman@dirksencenter.org; www.dirksencenter.org/grantmichelciviced.htm.

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identifying for students at the beginning of every lesson and in lesson plans the content, learning activities, connections to prior knowledge, and desired outcomes so that students will be focused and engaged in their learning.

- Develop, implement, and monitor a process to analyze student work to inform instruction.
- Provide time and resources for candidates seeking National Board Certification and the Continuing Ed Option.

- Provide a network of support for emergency certified teachers seeking temporary provisional certification.

- Provide training and support to districts on ways to use the scholastic audit as a tool for overall school improvement.

- Provide training for substitutes serving as non-certified emergency substitutes.

- Implement grants regarding Future Teachers organizations and teacher recruitment.

NBPTS candidates finalizing entries

Thirty-seven OVEC teachers are finalizing their entries to become National Board Certified Teachers in 2003-2004.

Entries must be mailed to the National Board of Professional

Teaching Standards center by April 16.

Thirty-two OVEC teachers were nationally certified last year. Kentucky ranked 10th in the nation with 189 teachers nationally certified.

Sandy Powell - Grant Writer Par Excellence

By Fred Gross
OVEC Writer

Sandy Powell is a self-taught grant writer, and in the past 14 years at the Ohio Valley Educational Cooperative has been instrumental in raising more than \$52 million in grants for OVEC's countless projects to help its members achieve their goals.

"Grant writing is a very competitive business, whether in the federal, state, or foundation and corporate arena, so a constant refining of skills is critical," said Powell.

Her career in this exacting field began when she attended a five-day grant writing workshop while working for the Henry County school district. Soon after, the district received a \$200,890 grant from the U.S. Environmental Protection Agency to remove asbestos in the schools.

"I began collecting books and articles on grant writing, and learned as I went along," Powell said.

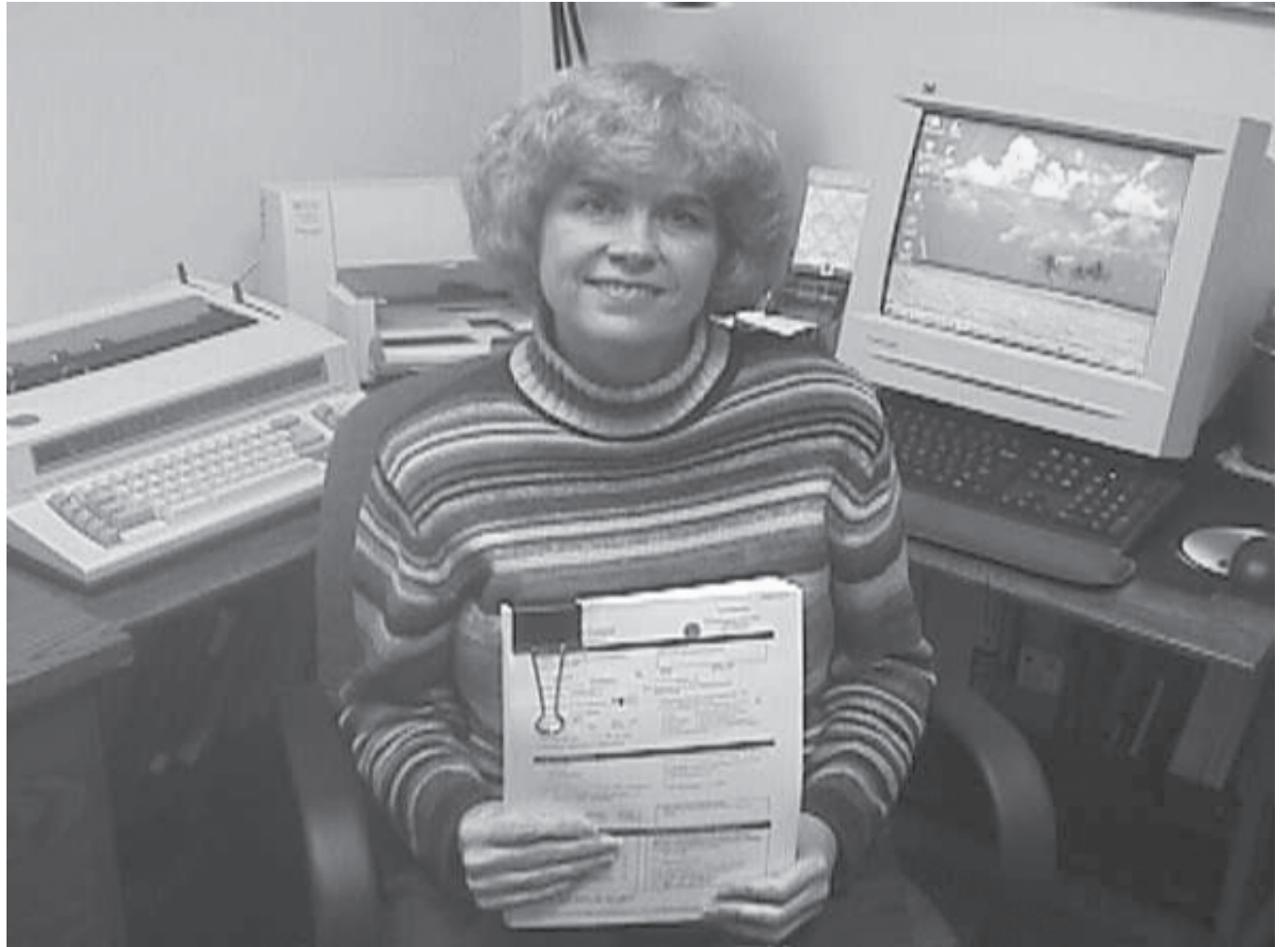
Her reputation grew fast and in the spring of 1989 she was asked to write a grant proposal for OVEC for a School Personnel Training Grant through the Drug-Free Schools Program at the U.S. Department of Education. That proposal was funded for \$190,599. In the fall of that year, OVEC hired her as a full-time grant writer.

Powell grew up in Henry County, and completed her elementary and secondary education at New Castle Elementary School and Henry County High School. She received a bachelor's degree in English from Eastern Kentucky University in 1968 and a bachelor's degree in religion from Southern Adventist University in 1979.

She taught high school English for four years, then joined her husband, Lin, in a family-owned business before she embarked on a venture far removed from any indication she would become a grant writer. She and her husband went into full-time public evangelism as part of a large evangelistic team, holding multi-media Bible programs in cities in the south and in key locations throughout the United States.

"After graduating from Southern Adventist University, we established our own evangelistic team and conducted multi-media Bible programs in many cities in multiple states," Powell said.

She and her husband returned in 1984 to New Castle where she served as instructional reports specialist for the Henry County Public Schools and launched her profession as a grant writer. But she has remained attached to her religious undertakings, writing more



Sandy Powell holding \$1 million three-year federal grant application for the Ohio Valley Educational Cooperative to improve instruction in American history. The U.S. Department of Education approved the grant.

than 20 gospel songs, collaborating with her father in developing web sites on spiritual themes, continuing her role as a Bible study teacher and being actively involved in women's ministry.

"While I came to the grant writing position with strong writing, research, and organizational skills, I have learned a great deal through 'on-the-job' experience about creating comprehensive needs assessments, developing solid budgets, and producing a compelling document that is convincing and easy to follow," Powell explained.

What does it take to be a successful grant writer, she was asked. "Grant writing is a process that takes time. It begins with a search for appropriate grant opportunities. I access key web sites on the Internet that contain information about grant availability, as well as newsletters that provide information about upcoming opportunities. We usually select the grants we will apply for based on the fit with district priorities, the deadline, the expected average size and number of awards, and the number of years for funding.

"When we find a grant that looks like a good opportunity for funding, I contact the superintendents and they communicate the information to appropriate people in their districts," Powell continued. "One or more planning meetings are generally held to get district and school input on the project design and to get needed information from the participating districts. While I

am the only grant writer, OVEC directors and other OVEC staff are often involved in the process when a proposed project is in their area of expertise. A team approach is essential to come up with the best ideas and draw from the rich knowledge and expertise of the staff.

"The actual writing and pulling together of all the information that needs to go into the application is generally a very intense time, as anyone involved in the process knows. Grant deadlines wait for no one, and high quality is key."

Since grant writing is highly competitive, Powell continues to learn more about it and to refine her skills. "I have attended numerous training sessions over the years and have continued to study books and articles on grant writing. In addition, reviewers' comments for funded and unfunded applications are another very helpful source of information, because they let you see your proposal from the reviewers' perspective. They point out the strengths and weaknesses of your proposal and give you suggestions for developing a better proposal next time."

The \$52 million in grants OVEC has received include projects for reading, mathematics, science, history, curriculum integration, professional development, national teachers' certification mentoring, early childhood (preschool, infants and toddlers), and family literacy. In addition, grants have been approved for family and child health, adult education and literacy, special education, gifted education,

technology integration, migrant education, school-to-work, alternative school, community learning centers, parent education and involvement, behavior skills development, life and social skills training, character education, drug and alcohol abuse prevention, volunteer and community service, and future educators recruitment.

By far the largest grant received is for the Head Start/Early Head Start program, with an annual award of more than \$3.55 million. The first Head Start award in 1990 was for \$485,500. Powell noted that the program has grown immensely over the years, from an initial staff of 26 to a current staff of 105.

She is most proud of the two originally-funded Early Head Start applications, each of which is a 250-page finely-crafted document that includes "charming color pictures" of infants and toddlers with their caregivers. "Generally, grant proposals don't include such things, but we learned that the Early Head Start reviewers would like them, and it was fun to dress the proposal up with irresistible pictures," Powell said.

Once a grant is submitted, there is usually a waiting period of from one to six months before awards are announced.

"When we receive a phone call or letter about a grant award, it's 'shoutin' time'—as in 'WHOOPEE!!!'"

(This is the first in a series of articles featuring OVEC staff members.)

OVEC receives 'clean' audit review

The audit of OVEC's financial records for the fiscal year that ended on June 30, 2003 was delivered to the Board of Directors on February 18, 2004. The auditors issued an "unqualified opinion," meaning they did not discover any problems in their review of OVEC. The auditors disclosed no instances of noncompliance with state or federal auditing requirements or any findings or questioned costs for federal projects operated by the cooperative. Further, the audit did not disclose any findings, which are required to be reported in accordance with the Governmental Auditing Standards.

The State Auditor's Office assigned the auditing firm to conduct the review. The State Auditor's Office will issue the final audit report later this spring. No major changes are expected in the final report.

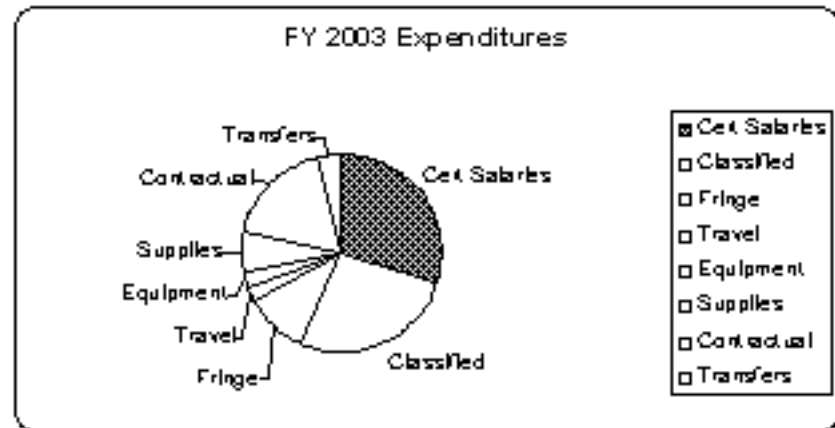
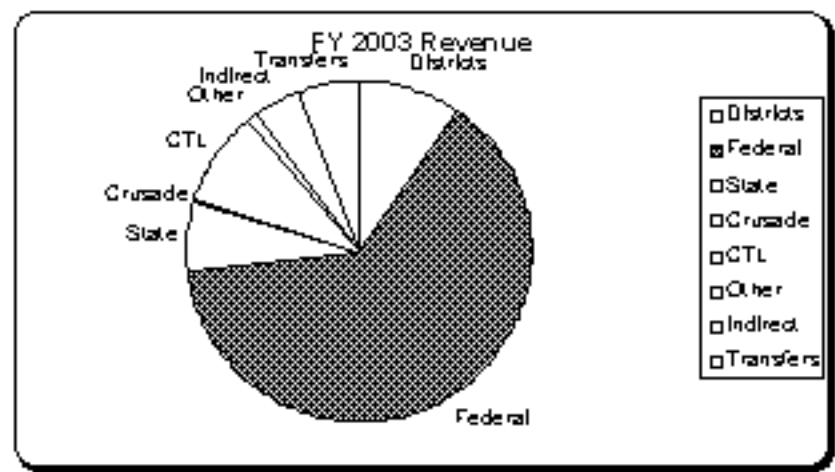
Financial highlights of the audit include the following:

Revenues: \$8,887,467

Expenditures: \$8,505,818

Cash Balance on June 30, 2003: \$479,335

The great majority of revenue OVEC receives is from federal and state grants. Of the \$8.5 million in expenditures, \$5,608,461 was in federal grant programs. Almost half of those expenditures were in the Head Start and Early Head Start programs. State and local grant expenditures totaled an additional \$1,133,722. The balances



of expenditures were in flow-through and operational costs of the cooperative.

In the last fiscal year OVEC districts paid a total of \$155,000 in membership fees to support OVEC.

Tips and Techniques to improve student learning

OVEC is electronically distributing a newsletter called *Better Teaching*, which provides tips and techniques to improve student learning. The twice a month newsletter is published by The Teacher Institute in Fairfax Station, Virginia. *Better Teaching* has been distributed to the districts, which in turn are to disseminate it to their teachers. OVEC has paid the subscription costs for a year of 20 issues, September to June. The following tips appeared in the March 5, 2004 issue.

Connecting with students academically

Connecting with students means getting to know them. But it also means making an academic connection – recognizing their efforts and encouraging them to work hard and to achieve.

Here are a few things you can do to make that important academic connection:

- **Take photos of students** as they work. Display them on the class bulletin board. Or make a class photo album.
- **Congratulate a few students** each day on something they have achieved. Comment on big and small accomplishments, and be sure to recognize all your students over time.
- **Ask open-ended questions** that all students can answer correctly. Then call on those quiet students who rarely volunteer to speak.
- **Use nonevaluative responses.** Rather than, "That's not what I was looking for," occasionally respond by saying, "Nice try."

Let music set the tone for good behavior

When students are working, play "silent working music," such as classical music. For other times, particularly times of transition, make a compilation CD. Record oldies songs that are appropriate for kids and send a timely message.

For example, before recess, play Elvis Presley's "Don't Be Cruel." At lunchtime, line up to leave to the tune of, "We are Family."

During clean-up time, play, "Yakety Yak," which starts with, "Take out the papers and trash!" Here are other possibilities: "**Don't Worry, Be Happy**" by Bobby McFerrin, "**Be True to Your School**" by The Beach Boys, "**Hit the Road, Jack**" by Ray Charles.

Ask students to describe themselves

If you want to motivate students to take a personal interest in studying famous writers and their works, have them make a presentation using the words of famous authors to describe themselves.

Students will hone their research and presentation skills. They'll engage in self-reflection. Plus they'll get to know and understand each other better.

Their first task is to figure out what makes them tick. They should consider their families, hobbies and talents. What makes them happy, angry, sad? Then over several weeks, have them find quotes that reflect these things. Their research should come from many genres and forms of literature – including plays, novels, short stories, poetry, and from fiction and nonfiction. The writers should be published.

Research can be done at the library or on the Internet. Reference books such as *Bartlett's Familiar Quotations* or *The Oxford Dictionary of Quotations* will be helpful.

For their presentations, tell students they should:

- **Plan and time** their presentations to be three to five minutes.
- **Avoid reading their report.** They can read quotes or passages that describe them, but they should explain "why" without just reading.
- **Be creative.** Draw or cut out pictures. Put them with the quotes to create a "slide show" of who they are, for example. Dress up to present a skit of their life through other's words.
- **Use technology,** including computer-generated visuals.
- **Plan ways to interact** with the class.

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