



# TEAM NEWS

(Together Everyone Achieves More)

Dr. Wayne G. Sanstead, State Superintendent, 600 E. Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440

April 2009

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## 2009 Program Improvement Workshop

The 2009 Title I Program Improvement Workshop will be held on Monday, April 27, 2009 at the Seven Seas in Mandan. This meeting is specifically for schools and districts that did not make Adequate Yearly Progress (AYP) and have been identified for program improvement. Registration information is available at <http://www.dpi.state.nd.us/title1/progress/index.shtm> on the Title I website.

## Title I Estimated Allocations for 2009–2010

The 2009-2010 school year's estimated federal Title I allocations and the final Title I ARRA funding amounts for school districts are posted on the department's website at [http://www.dpi.state.nd.us/grants/Public09\\_10.pdf](http://www.dpi.state.nd.us/grants/Public09_10.pdf). An email will be sent to school districts when the final federal Title I allocations have been calculated and posted. School personnel will not receive a formal letter advising them of their allocations.

## May IVN Meeting

The state Title I office has scheduled an IVN meeting on Monday, May 4, 2009, from 10 am – 12 pm (CDT). The meeting will disseminate and review guidance on completing the Title I stimulus application and other administrative issues for Title I authorized representatives and coordinators. This IVN meeting can be used as a credit for renewing the Title I coordinator credential. Registration information was sent to districts in the Title I spring mailing this week, and is available on our website [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

## Audio Conference on Private School Requirements

On May 12, 2009, the North Dakota Title I office will host an audio conference for public school districts and private schools that participate in their Title I program. A registration form will be available soon on the Title I website [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

## 2008 – 2009 AYP Reports

The preliminary 2008-2009 school AYP reports have been generated and posted on the department's secure State Automated Reporting System (STARS) under the 2008-2009 AYP Report at <https://secure.apps.state.nd.us/dpi/stars/Login.aspx>, under "Other". If you do not have authority to access this report, contact your district administrator. It is imperative that school personnel review the preliminary school AYP reports and verify their accuracy prior to the department's release of the final AYP reports in May.

Currently, the department is in the process of generating the 2008-2009 district AYP reports. We anticipate that the preliminary 2008-2009 district AYP reports will be completed and posted on STARS for review within the next few weeks.

Once the school and district AYP information has been posted to the department's website, the Title I office sends individual letters to all schools and districts identified for program improvement. This letter informs schools and districts of their status and responsibilities while in program improvement. In addition, schools and districts that have not been identified for program improvement but failed to make AYP for one year will receive a letter. Title I then will issue a statewide news release to inform the public about the program improvement status of schools and districts for the 2009-2010 school year.

Federal law requires all public schools and districts to disseminate AYP information to parents. **After both the school and the district AYP reports have been finalized, districts can decide whether to disseminate the AYP information to parents in the spring or wait until school resumes in the fall.**

If you have any questions on your AYP reports, please contact Heidi Bergland at (701) 328-2317 or [hbergland@nd.gov](mailto:hbergland@nd.gov).

If you have any questions on program improvement or dissemination issues, contact Laurie Matzke at (701) 328-2284 or [lmatzke@nd.gov](mailto:lmatzke@nd.gov).

## Title I Spring Mailing

The Title I spring mailing was mailed this week. The packet included the following information:

- ✓ Title I Personnel Report Flyer
- ✓ Veteran Title I Teachers Information
- ✓ May Title I IVN Meeting Registration Form
- ✓ 2009 Title I/Special Education Fall Conference
- ✓ Title I Final Financial Report
- ✓ Outstanding Title I Educator Award Information

*"Your mind knows only some things. Your inner voice, your instinct, knows everything. If you listen to what you know instinctively, it will always lead you down the right path."*

--[Henry Winkler](#)  
American Actor

## **Title I Director's Report**

Most would agree that this spring is busier and more hectic than most. For my Director's Report this month I'd like to briefly review the Title I administrative responsibilities that must be completed over the next few months. This review will serve as a reminder of required reports, meetings and due dates.

- Title I Program Improvement Workshop – April 27, 2009  
This annual mandatory workshop has been designed specifically for schools and districts identified for Program Improvement. It is open to anyone who would like to attend; but is required for schools and districts identified for Program Improvement.
- Title I IVN Meeting – May 4, 2009  
The state Title I office will sponsor an IVN training session to provide updates on pertinent Title I issues. Guidance on completing the Title I Stimulus Application will be disseminated and reviewed.
- Annual Title I Review  
Title I administrators need to take part in the annual review of the Title I program for the 2008-2009 school year conducted by Title I staff. Minutes from this meeting should be kept on file.
- Title I Stimulus Application  
The department has created a separate application for school districts to apply for the Title I stimulus funds. Districts can access this application on the State Automated Reporting System (STARS) beginning May 5, 2009.
- Adequate Yearly Progress Parent Dissemination Letters  
Once the school and district AYP reports have been finalized and published on the department's website, schools and districts need to disseminate their AYP reports and any additional correspondence needed to clarify their reports to all parents and the community.
- Title I Personnel Report  
The Title I Personnel Report is due in the state Title I office by June 1, 2009. It is extremely important to have Title I teachers complete this information before they leave for summer break. You cannot close out your 2008-2009 program without this information. The final Title I payment will not be processed until the Personnel Report is submitted.
- Title I Final Financial Report  
The Title I Final Financial Report is due when all expenditures have been finalized for the 2008-2009 school year. Keep in mind that if teachers attend the Summer Symposium or teach summer school or other summer programs, the Final Financial Report and Request for Funds may not be submitted until these activities have been completed. Teachers cannot be paid for travel expenses or summer school salaries until after these activities have been completed.

## **Special Education Director's Report**

### *The Positive Power of Parent Involvement*

In the first few editions of this cooperative newsletter, I've attempted to identify the benefits of collaboration between Title I and special education. The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) present a significant opportunity to align general and special education by focusing on the shared challenge of increasing parent involvement, a positive indicator of student success. By emphasizing similar federal expectations for accountability, performance measurement, and public reporting required by both laws, I've

tried to illustrate that greater integration of general and special education can help unify schools for the benefit of all students.

In large part due to the importance given to high school completion in both NCLB and IDEA, schools are increasing efforts to keep students in school until graduation. *The National Dropout Prevention Center* identified effective strategies to reduce school dropout rates. One of its key strategies is family engagement. Although authors Franklin Schargel and Jay Smink identified family engagement as a proven means of addressing the school dropout problem, the benefits of working more closely with parents extend far beyond dropout prevention.

Supportive research published by the Council of Chief State School Officers “found overwhelming evidence” of the positive effects that improved parent involvement had on student achievement. “These effects are heightened the earlier in the child’s life that parent involvement begins, with more active involvement reaping greater achievement benefits. Many studies have identified the positive effects of parent involvement on student achievement in minority and low-income communities, but parents in these communities are less likely than wealthier parents to be involved in their children’s schools. Research also shows that low-income children and those at risk of educational failure benefit more than their higher-income peers from parent involvement programs focused on school readiness.” (*Parent Involvement at Selected Ready Schools*, Council of Chief States School Officers, November, 2006).

How committed is your school to improving parent involvement? Is there a conscious effort to eliminate barriers that keep parents from actively participating in their children’s education? If you are looking for evidenced based methods of improving student achievement, one place to start is by answering these two questions as frankly as possible. If your answers suggest that your school would benefit from a thoughtful and purposeful plan for increasing opportunities for parental involvement, there is much you can do. If you actively seek to strengthen the partnership between parents and educators, it’s the students you serve who will benefit the most.

## **Title I End of the Year Reminders**

As this school year comes to an end, there are several items that Title I personnel must complete and submit. A more detailed explanation of each form or process has been outlined below.

- Title I Final Financial Report (SFN 7822) – The state Title I office will begin processing Title I Final Financial Reports soon. In order to expedite this process, please keep the following items in mind when completing the Financial Final Report and Request for Funds forms.
  - The Title I office cannot make payments to school districts on unpaid obligations. Therefore, funds requested on line B (Cumulative Expenditures) of the Request for Funds form must be paid before the request is made.
  - All expenses (outstanding invoices) for the 2008-2009 school year must be paid before the Final Financial Report and Request for Funds forms are submitted.
  - If teachers plan to attend the Summer Symposium (June 18-25,2009), reimbursement claim forms cannot be submitted until after teachers have returned from these workshops and the expenses have been paid. These expenses cannot be claimed during the 2009-2010 school year. Since these workshops are taking place prior to June 20, 2009, reimbursement for all expenses related

to these workshops must be included in the 2008-2009 Final Financial Report. Travel expenses cannot be paid in advance, they need to be reimbursed after travel has been completed.

- Keep in mind that if a Request for Funds form is submitted prior to the end of the reporting period, June 30, 2009, the Title I office cannot process the payment before that date.
- On the Final Financial Report, the total expenditures for fiscal year to date (column 2) must match the ledger at the school, and the total of this column must match line B on the Request for Funds. This is a huge audit concern. Estimated expenditure amounts submitted to state Title I office must match the school's ledger figures when audited.
- Any unobligated set-aside funds must be reported on a Budget Revision form prior to submitting your Final Financial Report. Failure to submit necessary budget revisions prior to the end of the school year may delay the processing of the Final Financial Report and final payments.
- The Title I office would prefer not to make Title I payments to school districts in June unless it is a final payment for the 2008-2009 school year. This practice will reduce the incidents of overpaying school districts and the need for them to submit a refund check to the Department of Public Instruction.
- If a school district is required to submit an addendum to the Final Financial Report, the addendum forms were included in the spring mailing to the Title I authorized representative for the school district.
- Any payments requested on or after June 30 must include the Final Financial Report.

If you have any questions or need assistance in completing the Final Financial Report, Request for Funds or a Budget Revision, please contact Mary Neigum, Title I fiscal officer, at [mneigum@nd.gov](mailto:mneigum@nd.gov) or (701) 328-2281.

- Title I Personnel Report (SFN 7357) – Title I personnel are reminded to complete the Title I Personnel Report prior to the end of the school year. Title I personnel received a copy of the Title I Personnel Report in the Title I Spring Mailing. This report can also be found online at [www.dpi.state.nd.us/forms/sfn7357.pdf](http://www.dpi.state.nd.us/forms/sfn7357.pdf) or [www.dpi.state.nd.us/forms/word/sfn7357.doc](http://www.dpi.state.nd.us/forms/word/sfn7357.doc). This report should reflect cumulative Title I data from the entire 2008-2009 school year. This information is then compiled and submitted to the U.S. Department of Education for review.
- Schoolwide End of Year Report – Revision to the Schoolwide Plan (SFN 52806) – All schoolwide programs **must** submit the *Title I Schoolwide Program End of Year Report/Revisions to the Schoolwide Plan* by **June 15, 2009**. The school report must include data results from the annual schoolwide review meeting for the 2008-2009 school year, as well as a narrative description of any specific changes made to the schoolwide plan for the 2009-2010 school year. This form is available on the Title I at [www.dpi.state.nd.us/forms/sfn52806.pdf](http://www.dpi.state.nd.us/forms/sfn52806.pdf) and [www.dpi.state.nd.us/forms/word/sfn52806.doc](http://www.dpi.state.nd.us/forms/word/sfn52806.doc). Schools also have the option of making the revisions directly to their schoolwide plan rather than through this form. The state Title I office will accept either method.

- Title I Annual Assessment of Parental Involvement – At the end of each school year, Title I programs must evaluate their parental involvement plan and activities. The assessment tool must be documented and available for review. Often, Title I programs choose to meet this requirement by administering a survey. Targeted assistance schools only survey their Title I parents while schoolwide schools survey all parents. The survey should ask parents to evaluate the school's parental involvement plan, its effectiveness and the appropriateness of activities held throughout the school year. The school will also want to solicit programmatic input from the parents on the school's Title I program and/or the schoolwide plan. For further information or sample survey forms, visit [www.dpi.state.nd.us/title1/targeted/require/parent/assess.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/assess.shtm) on the Title I website.

Please note that this requirement does not require that a survey be conducted; surveys tend to be the most common method. Other ideas for this requirement could be to have an end-of-the-year parent meeting to evaluate the program or phoning parents at the end of the year to gather their responses to the assessment questions. Whatever method used to solicit parent input, **please remember that documentation of how parent input was solicited must be on file.**

- Title I Annual Review – Each year, schools are required to hold an annual review meeting to evaluate all the components of the school's Title I program and/or schoolwide plan. This is also an opportune time to review the data collected through the annual assessment of parental involvement (see previous section). Title I personnel, an administrator, and several classroom teachers, as well as any other interested/involved staff members attend the annual review meeting. This meeting must be documented with an agenda and/or minutes of the meeting. A sample format for a targeted assistance annual review is available at [www.dpi.state.nd.us/title1/require/entire\\_packet.pdf](http://www.dpi.state.nd.us/title1/require/entire_packet.pdf). Information on a schoolwide annual review is available at [www.dpi.state.nd.us/title1/springwkshp/swreview.pdf](http://www.dpi.state.nd.us/title1/springwkshp/swreview.pdf). Schools are required to inform parents of the results of this annual review meeting. This can be done in a variety of ways; however, the manner of dissemination must be documented. Some ideas for informing parents on the results of the meeting include: summarizing it in an article in the final school newsletter, writing an end of the year memo to parents, or placing this item on the agenda for the required Fall Title I Parent Meeting.

## **Title I Consultants Needed!!**

The state Title I office is compiling a list of consultants who can assist districts and schools with planning and implementing school improvement activities. This group of consultants will be known as the Statewide System of Support (SSOS) Consultant Team. Team members must have expertise in a variety of program improvement areas to provide individualized assistance to schools.

The state Title I office has completed the first round of successful proposals. In order to further expand our list, we have decided to solicit a second round of proposals.

Individuals interested in providing consulting services to North Dakota schools must submit a completed Informal Request for Proposal (IRFP). The IRFP will be posted on the State Procurement website at <https://secure.apps.state.nd.us/csd/spo/services/bidder/main.htm>. Those interested in applying should review the proposal on the state procurement website or contact Candy Tollefson at (701) 328-2272 or by email at [ctollefson@nd.gov](mailto:ctollefson@nd.gov). The initial SSOS Consultant Team list will be distributed to schools at the Title I Program Improvement Workshop on April 27, 2009.

## Monthly Featured Articles

### **The ND Early Childhood Outcomes Process**

The Individuals with Disabilities Education Act 2004 requires states to develop and submit a six year State Performance Plan (SPP) and an Annual Performance Report (APR) on twenty Indicators to the federal Office of Special Education Programs (OSEP) for review and approval. According to IDEA '04, the NDDPI Office of Special Education has responsibility for assuring that young children with disabilities receive high-quality services and supports. In order to achieve this goal and meet the federal and state requirements, NDDPI formed a collaborative working group that included personnel from the National Early Childhood Technical Assistance Center and North Dakota early childhood special education professionals to develop the ND Early Childhood Outcomes (ND ECO) Process. The development of the ND ECO Process incorporated input from the working group and a wide range of professionals providing direct service to early childhood special education students.

#### **Why did NDDPI develop the ND ECO Process?**

Indicator 7 of the SPP requires states to annually report data on the skills of preschool children with IEPs when they enter and exit early childhood special education services in the state APR. The ND ECO Process measures the communication and pre-literacy skills, knowledge, social-emotional skills and behavior of preschool children with IEPs when they enter and exit early childhood special education services. OSEP uses each state's data to determine whether local school district programs have made a positive difference in the lives of young children and their families.

**Indicator 7:** Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

#### **What is the ND ECO Process?**

The ND ECO Process provides an entry and exit score for every preschool child who qualifies for an IEP when they enter and exit early childhood special education services. Each child receives entry and exit scores for each of the following outcome areas: positive social-emotional skills; acquisition and use of knowledge and skills; and use of appropriate behavior to meet needs.

#### **How was the ND ECO Process Developed?**

The ND ECO Process Pilot Project began in May 2006 and continued until June 2007. Members from four special education units gathered valuable information to determine which assessment instruments (Anchor Tools) would be appropriate to incorporate into the process; the design of the ND Child Outcomes Summary Form; and the steps that would become the ND ECO Process. On July 1, 2007, three additional special education units joined the ND ECO Pilot Project as "Phase I" sites. These units finalized the list of ND ECO Anchor Tools and fine-tuned the ND ECO Process forms and procedures. Piloting the ND ECO Process in this manner ensured that the Office of Special Education developed forms and procedures that assured a successful statewide implementation of the process on July 1, 2008.

The NDDPI looks forward to continuing to provide guidance to facilitate statewide implementation of the ND ECO Process. Successful state-wide implementation of this process will assure that young children with disabilities receive high-quality services and supports. For additional information related to the ND ECO Process, go to [www.dpi.state.nd.us/speced/early/index.shtm](http://www.dpi.state.nd.us/speced/early/index.shtm) on the department's website.

## **Legislative After School Funding Update**

Representative RaeAnn Kelsch, along with cosponsors Representatives Delmore, Kingsbury, Vigesaa and Senators Bakke and Flakoll, introduced HB 1276 to provide \$2.5 million for after school programs in schools that currently do not qualify for federally funded after school programs. The House reduced the funding to \$1 million and passed the bill with a 2-1 majority. When the bill moved to the full Senate on April 9, 2009, a tie vote, 23-23, ended hopes that the state would fund after school programs.

The lawmakers who supported this bill worked diligently to obtain its passage and should be congratulated on the successes they had in moving this important bill through the legislative process. They spent a great deal of time and effort connecting with fellow legislators which made a difference. Please take the time to thank the legislators, especially the sponsors of this bill, for their hard work in promoting this important piece of legislation.

Funding after school programs is an appropriate use of stimulus funding; however, most administrators approach this use with caution because local funding may not be available to continue this programming when the federal funding ends in two years. Most administrators favor using stimulus funds for immediate infrastructure needs, like renovations. Advocates for using stimulus funds to support after school programming should take time to visit with their administrators to urge them to invest some of the stimulus money in after school programming.

## **Homeless Guidance Released**

The U.S. Department of Education recently released guidance on the use of the McKinney-Vento Homeless Children and Youth Program funds included in the American Recovery and Reinvestment Act of 2009. This guidance can be found at [www.dpi.state.nd.us/title1/homeless/act/mcKinneyARRA09\\_%20guidance.pdf](http://www.dpi.state.nd.us/title1/homeless/act/mcKinneyARRA09_%20guidance.pdf) on the Title I website. Guidance for LEAs on local uses of funds and the transparency, accountability, and reporting requirements can be found on pages seven and eight. LEAs will be notified when the competitive grant process will open. Districts and schools can review the application process at [www.dpi.state.nd.us/title1/homeless/grant/index.shtm](http://www.dpi.state.nd.us/title1/homeless/grant/index.shtm) on the Title I website. For further information, please contact Tara Bitz at [tbitz@nd.gov](mailto:tbitz@nd.gov) or (701)328-4646.

## **Technology Ideas**

Looking to decide how to spend your stimulus money? Check out eschoolnews and their Product Face-off on Interactive Whiteboards. The judges for this report include: industry-leading companies, school systems, and independent research firms. This article contains questions you might want to ask prior to purchasing a product and a chart comparing features of a number of Interactive whiteboards. Click on this hyperlink and enter page 10-11

<http://eschoolnews.p2ionline.com/Flip/sitebase/index.aspx?adgroupid=129620&view=double&pageno=1&webstoryid=14830873>.

## **Summer Symposium Updates**

Registration for the Summer Symposium has begun. Participants **must register** for the trainings and credit **separately**. Please visit [www.dpi.state.nd.us/events.shtm](http://www.dpi.state.nd.us/events.shtm) or [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm) to locate the link for registration information. Reading offerings this summer include:

### *Teaching the Struggling Reader While Maintaining Sensitivity to Culture*

Participants will increase their understanding of the cultural factors within their classrooms that influence reading, especially within the Native American population. This training emphasizes the importance of team meetings and data-based decision making with this population. This training provides participants with a set of effective culturally responsive strategies to help all students, including Native American students, who struggle with reading.

*Optimizing Vocabulary and Comprehension Instruction*

This training emphasizes the critical role vocabulary plays in learning to read and developing comprehension skills. This training addresses the differences between real world and academic vocabulary. Participants will be introduced to assessment and instructional strategies.

*Literacy Centers: The Guided Reading Solution*

This training provides an answer to the question “What are your other students doing when you are working with your Guided Reading group?” Participants create literacy centers and a management system to provide meaningful independent learning opportunities within the K-3 classroom.

*Every Child a Reader: Using the DIBELS to Drive Instruction and Comprehensive Strategies for the Classroom*

The first day of training provides teachers with practice in analyzing DIBELS data and identifying appropriate interventions based on that data. The second day of training reviews the comprehension strategies identified by the National Reading Panel and provides teachers with guided practice in each of the strategies.

*The Kindergarten, First Grade and Second Grade Reading Academies*

The four-day trainings introduce teachers to scientifically-based reading instructional strategies, instructional grouping, and monitoring student progress to inform instruction. Participants learn to identify interventions to address student needs.

**Summer Symposium Training Offerings**

June 18-19	June 22-23	June 24-25
Teaching the Struggling Reader While Maintaining a Sensitivity to Culture	RTI: Elements of Successful Implementation	Optimizing Vocabulary and Comprehension Instruction
Tier 2 ½ : Catching Beginning Readers Before they Fall	Literacy Centers: The Guided Reading Solution	Elementary Math Institute
Literacy Centers: The Guided Reading Solution	Kindergarten Reading Academy	
Every Child a Reader: Using the DIBELS to Drive Instruction and Comprehensive Strategies for the Classroom	First Grade Reading Academy	
Addressing Accessibility in Mathematics: Improving Math Learning for Students with Disabilities	Second Grade Reading Academy	

## Upcoming Events

### Seminar on School Improvement Initiatives and Technology

- April 27 in Bismarck, 8:15-11:30 am (CDT) at the Radisson
  - April 27 in Mandan, 4-6:00 pm (CDT) at the Seven Seas
- Registration Information for either seminar can be found at <http://www.edtechpartners.com/events.html>.

### 2009 Title I Program Improvement Workshop

- April 27 at the Seven Seas in Mandan, ND
- Information is available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

### Title I IVN Meeting

- May 4 from 10 am-12 pm (CDT)
- Information will soon be available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

### Title I Schoolwide Planning Workshop #1

- May 7 in Bismarck, ND
- Information is available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

### 2009 International Reading Association Conference

- May 3-7 in Minneapolis, MN
- Information is available at [www.reading.org](http://www.reading.org)

### Private School Audio Conference

- May 12 from 3:00-5:00 (CDT)
- Information will soon be available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

### 2009 Title I and Special Education Summer Symposium

- June 18-25 in Bismarck, ND
- Information is available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

### 2009 Title I and Special Education Fall Conference

- October 7-9 in Bismarck, ND
- Information will be available in August 2009 at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)



**Title I Staff**

**Laurie Matzke, Director**  
Email: [lmatzke@nd.gov](mailto:lmatzke@nd.gov)  
Phone: (701) 328-2284

**Gail Shauer**  
Assistant Director  
Reading First  
Early Reading First  
Email: [gschauer@nd.gov](mailto:gschauer@nd.gov)  
Phone: (701) 328-2285

**Jacki Harasym**  
Assistant Director  
Neglected and Delinquent  
Email: [jharasym@nd.gov](mailto:jharasym@nd.gov)  
Phone: (701) 328-1876

**Stefanie Two Crow**  
Assistant Director  
Schoolwide Programs  
Email: [sttwocrow@nd.gov](mailto:sttwocrow@nd.gov)  
Phone: (701) 328-2292

**Dale Patrick**  
Assistant Director  
Even Start and 21<sup>st</sup> Century  
Learning Communities  
Email: [dpatrick@nd.gov](mailto:dpatrick@nd.gov)  
Phone: (701) 328-1644

**Lynn Dodge**  
Assistant Director  
Title I / Special Education  
Email: [ldodge@nd.gov](mailto:ldodge@nd.gov)  
Phone: (701) 328-2488

**Sandy Peterson**  
Program Administrator  
Migrant Education and  
Title I Credentials  
Email: [smpeterson@nd.gov](mailto:smpeterson@nd.gov)  
Phone: (701) 328-2170

**Tara Bitz**  
Program Administrator  
Homeless Program  
Email: [tbitz@nd.gov](mailto:tbitz@nd.gov)  
Phone: (701) 328-4646

**Mary Neigum**  
Fiscal Officer  
Email: [mneigum@nd.gov](mailto:mneigum@nd.gov)  
Phone: (701) 328-2281

Office Fax (701) 328-4770  
Toll Free (888) 605-1951

**April Title I To Do List**

Administrators

- Work with Title I teacher to ensure that the Title I Personnel Report (SFN 7357) is submitted to the state Title I office by June 1, 2009.
- Identify spending priorities for Title I stimulus funds.
- Participate in the annual Title I review meeting.

Teachers

- Conduct the annual assessment of Parent Involvement, typically a survey.
- Conduct an annual Title I review meeting to evaluate Title I program effectiveness.
- Send home information to Title I parents on how they can support their child’s education at home and at school.
- Complete the Title I Personnel Report (SFN 7357) by June 1, 2009.

**Title I Staff (continued)**

**Missy Schiller**  
Administrative Assistant  
Email: [mschiller@nd.gov](mailto:mschiller@nd.gov)  
Phone: (701) 328-2254

**Patty Carmichael**  
Administrative Assistant  
Email: [pcarmichael@nd.gov](mailto:pcarmichael@nd.gov)  
Phone: (701) 328-3264

**Lauri Nord**  
Administrative Assistant  
Email: [lnord@nd.gov](mailto:lnord@nd.gov)  
Phone: (701) 328-2282

**Teresa Glass**  
Administrative Assistant  
Email: [teglass@nd.gov](mailto:teglass@nd.gov)  
Phone: (701) 328-1640

**Special Education Staff**

**Bob Rutten, Director**  
Email: [brutten@nd.gov](mailto:brutten@nd.gov)  
Phone: (701) 328- 2277

**Brenda Oas**  
Assistant Director  
Email: [boas@nd.gov](mailto:boas@nd.gov)  
Phone: (701) 328- 2277

**Dr. Alison Dollar**  
Special Education Coordinator  
Email: [adollar@nd.gov](mailto:adollar@nd.gov)  
Phone: (701) 328- 2277

**Dr. D. Guy McDonald**  
Special Education Coordinator  
Email: [dgmcdonald@nd.gov](mailto:dgmcdonald@nd.gov)  
Phone: (701) 328- 2277

**Teresa Monicken**  
Special Education Coordinator  
Email: [tmonicken@nd.gov](mailto:tmonicken@nd.gov)  
Phone: (701) 328- 2277

**Dr. Patrick Moran**  
Special Education Coordinator  
Email: [pmmoran@nd.gov](mailto:pmmoran@nd.gov)  
Phone: (701) 328- 2277

**Nancy Skorheim**  
Special Education Coordinator  
Email: [nskorheim@nd.gov](mailto:nskorheim@nd.gov)  
Phone: (701) 328- 2277

**Gerry Teevens**  
Special Education Coordinator  
Email: [gteevens@nd.gov](mailto:gteevens@nd.gov)  
Phone: (701) 328- 2277

**Kathy Smith**  
IDEA B Grants Manager  
Email: [kasmith@nd.gov](mailto:kasmith@nd.gov)  
Phone: (701) 328- 2615

**Michelle Souther**  
Office Manager  
Email: [msouther@nd.gov](mailto:msouther@nd.gov)  
Phone: (701) 328- 2652

**Colleen Schneider**  
Administrative Assistant  
Email: [cischneider@nd.gov](mailto:cischneider@nd.gov)  
Phone: (701) 328- 3217

**Darla Van Vleet**  
Administrative Assistant/  
Receptionist  
Email: [dvanvleet@nd.gov](mailto:dvanvleet@nd.gov)  
Phone: (701) 328- 2277