



North Dakota Department of Public Instruction  
Title I and Special Education

# TEAM NEWS

(Together Everyone Achieves More)

## March 2012

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

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### New Date for the Title I Program Improvement Workshop

The state Title I office is required to provide a workshop for all schools and districts that are identified each year for program improvement. The date for this year's Program Improvement Workshop has been rescheduled for Wednesday, April 11, 2012. We needed a bigger facility and the Bismarck Civic Center has April 11<sup>th</sup> available. Registration is scheduled to begin at 8:15 a.m. and the meeting will run from approximately 8:45 am to 3:00 pm CDT.

This workshop is open to any individual who has an interest in the program improvement requirements or process. However, due to the many requirements mandated by the *No Child Left Behind Act*, **schools and districts identified for program improvement are encouraged to send representation to attend the workshop**. It is suggested that at least one staff member should attend to represent each school and district identified for program improvement for the 2012-2013 school year.

Online registration for this workshop can be found at [www.surveymonkey.com/s/M8RQCLZ](http://www.surveymonkey.com/s/M8RQCLZ). Registration will close on April 5, 2012.

### Preliminary AYP Report Update

All North Dakota school districts should have received their 2011-2012 North Dakota Assessment data from CTB. The department is working to create an official Adequate Yearly Progress (AYP) report for every school and district in the state based upon the 2011-2012 state assessment data. School personnel will be able to access their building level preliminary AYP reports confidentially during April 2012 on the State Automated Reporting System (STARS). It is imperative that schools take the opportunity to review and provide input on their AYP reports prior to their official dissemination to the public and posting on the department's website. At the completion of the review period, the department will release the preliminary district AYP reports for review.

Be on the lookout for an email from the department informing schools once the preliminary AYP reports are posted on STARS. The department anticipates posting preliminary AYP reports in early April 2012.

## **Director's Report**

### **2012-2013 Title I Allocations**

By: Laurie Matzke, North Dakota Director of Title I

In December 2011, Congress approved a funding package which includes Title I appropriations for the 2012-2013 school year. Many had predicted severe cuts in funding; however, Title I actually received a miniscule increase from last year.

Typically the North Dakota Department of Public Instruction (NDDPI) publishes estimated federal Title I program allocations in early March of each fiscal year. However, the NDDPI has not received an estimated state allocation yet.

In visiting with U.S. Department of Education (USDE) staff, they are aiming for the first week in April to provide states with an estimated state Title I allocation. Stephanie Gullickson, the department's grants manager, will then generate school district estimated Title I allocations for the 2012-2013 school year. We anticipate that estimated federal Title I allocations will be posted mid to late April. School personnel will receive an email notification once the estimated allocations have been posted on the department's website.

Further updates will be provided as more details become available. If you have any questions please communicate with your Title I contact person or me at [lmatzke@nd.gov](mailto:lmatzke@nd.gov) or (701) 328-2284. You can find your district's assigned Title I contact person at [www.dpi.state.nd.us/title1/require/list.pdf](http://www.dpi.state.nd.us/title1/require/list.pdf).




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### **ESEA Flexibility Waiver Update**

As announced last month, the NDDPI did not apply for an ESEA Flexibility Waiver on February 28, 2012. As stated in a news release issued on February 17, 2012, the department will continue to develop and refine a potential waiver request to the USDE for the third application deadline of September 6, 2012.

There were 26 states and District of Columbia that submitted applications for the February 2012 deadline. The Center on Education Policy has an informative waiver watch website that shows the nationwide status for all states in applying for a waiver. It can be accessed at [www.cep-dc.org/index.cfm?DocumentSubTopicID=48](http://www.cep-dc.org/index.cfm?DocumentSubTopicID=48).

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### **Relocation of the Title III Program**

Effective March 1, 2012, the NDDPI has relocated the Title III program, English Language Acquisition, into the Title I unit.

We welcome Kerri Whipple, the Title III Administrator, to the Title I unit.

The Title III program resides within the Title I office at the USDE. It is believed that this change will have positive effects for both the Title I and Title III programs in North Dakota.

School personnel can expect to see more collaboration between the two programs such as joint trainings, collaboration on program improvement issues, and sharing ELL information in the monthly TEAM newsletter.

## Title I Targeted Assistance WebEx Q&A

Below is a summary of the questions and answers received after the Title I WebEx training on targeted assistance programming.

- Q.** Where can the handouts and recordings of the WebEx Trainings be found?
- A.** This information is posted online at [www.dpi.state.nd.us/title1/present.shtm](http://www.dpi.state.nd.us/title1/present.shtm).
- Q.** Do Title I aides/paraprofessionals that work in a Title I targeted assistance program have to work under the direct supervision of a Title I teacher?
- A.** Yes, Title I aides/paraprofessionals must work under the direct supervision of a Title I teacher. More information on this topic can be found online at [www.dpi.state.nd.us/title1/targeted/general/facts/policy.pdf](http://www.dpi.state.nd.us/title1/targeted/general/facts/policy.pdf).
- Q.** Should schools focus on serving grades 1-5 or K-3 in a Title I targeted assistance program?
- A.** The grade levels served by a Title I targeted assistance program is determined locally by the school/district. There is no requirement at the federal or state level specifying the grade levels that must be served by Title I. The state Title I office encourages schools/districts to conduct a thorough needs assessment to identify the school's areas of need and then determine how a Title I targeted assistance program can assist in addressing those needs.
- Q.** Please clarify the requirement of students eligible for Title I by virtue of status (e.g., Title I preschool, Head Start, Early Reading First, migrant, neglected and delinquent, and homeless,).
- A.** Section 1115(b)(2) of the federal law addresses the issue ([www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1115](http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1115)) of student eligibility by virtue of status. There are some categories of children recognized in the NCLB Act as having a continuing high need for services due to the families' long-standing economic status or situation in life that have contributed to severe educational disruptions, placing them academically behind or failing. These are: Head Start, Even Start, or Early Reading First children, Title I preschool, migrant children, neglected or delinquent children, and homeless children.

In North Dakota we do not see it as a blanket approach where all students who attended Head Start, Even Start, Early Reading First, or Title I preschool automatically fill Title I caseload slots. Rather, when doing the selection process, these students receive priority during the selection process. So let's say that there are two kindergarten students being considered for Title I services. Both have been identified as academically at risk through the student selection process; however, one child participated in Head Start for a period of time during the prior two years and the other child did not. The child who participated in Head Start would receive priority over the non-Head Start child.

Please keep in mind not **ALL** Head Start, Even Start, or Early Reading First children, Title I preschool, migrant children, neglected or delinquent children, and homeless children are going to need Title I services. Only if the services are needed and the child is identified as academically at risk, should they be given priority. Also, this regulation only applies to targeted assistance settings. In schoolwide settings, students are not identified as eligible or ineligible for Title I services.

**HAPPY ST. PATRICK'S DAY**

## Title I WebEx Trainings

The state Title I office started its next series of Title I WebEx trainings in January 2012. These trainings have been a great opportunity for North Dakota educators to stay current on Title I related issues. Due to the popularity of these trainings, we have decided to take a slightly different approach to the Title I WebEx training delivery. We will be offering a mix of live and pre-recorded WebEx trainings. As the pre-recorded WebEx trainings are available, they will be posted for education personnel to review. You can find this modified information online at [www.dpi.state.nd.us/title1/ccoverview.shtm](http://www.dpi.state.nd.us/title1/ccoverview.shtm).



Title I coordinators wanting to use recorded WebEx events or trainings for their credential renewal can complete and submit a copy of the Title I Coordinator WebEx Evaluation document to obtain a certificate. This document is also available on the above website.

## **GUSHING WITH GREAT IDEAS**

# **Discovering Literacy on the Western Edge**



NDRA Spring Conference

April 19-21, 2012

Dickinson, North Dakota

Additional information and online registration is available at [www.ndreadon.com](http://www.ndreadon.com)

## 2012 Parent Involvement and Technology Conference

The 2012 Parent Involvement and Technology conference will be held April 26-28, 2012 in Fargo, North Dakota. Registration information can be found online at <http://pathfinder-nd.org/conference> or at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

## Impacting Education with Family Engagement Strategies

A data-driven national model for family/school/community collaboration, the Georgia Parent Mentor Partnership encourages families of students with disabilities and/or other academic risks to be critical players in the school improvement process. The Georgia Department of Education launched this determined and energetic partnership to engage families of students with disabilities in the education process. Today, the state and local partnership boasts nearly 90 trained parent leaders partnering with school systems in family engagement initiatives. Together with educators and a cadre of family partners, the Parent Mentor Partnership (PMP) reaches more than 75 percent of the state's students with Individualized Education Programs (IEPs), and thousands of other students considered at-risk because of factors such as English as a Second Language, poverty, and/or family social issues. The PMP is a springboard for change with the combined goals of increasing the graduation rate for students with disabilities and engaging families in the education of their own children. The Georgia Department of Education initiated the PMP in 2002 as a response to the national dialogue on the importance of family engagement to student learning. Research supports a positive link between family engagement and improved academic achievement. Further research examines the connection across socioeconomic, racial/ethnic, and educational backgrounds for students of all ages. It is as simple and profound as this mission statement for the Georgia Parent Mentor Partnership: ***“Building collaboration and communication between families and educators ultimately leads to greater success for children with disabilities.”*** The Georgia Parent Mentor Partnership promotes family training and engagement as an integral strategy in almost every state performance goal in Georgia. The common purpose is to provide training, support, and leadership opportunities to the parents of students being targeted for improvement.

The PMP is focused on activating family engagement practices to improve achievement. The foundation is built upon parent/family involvement with parent mentors to promote effective communication, parenting, student learning, volunteering, decision-making, and collaboration. These are the key elements for parental involvement addressed by the National Network of Partnerships Schools. The parent mentors and administrators believe that to impact at risk students, they must work across departments, divisions, and communities to meet many needs. “If a school is working on a comprehensive school-family-community partnership,” explains Joyce Epstein, Director of the National Network of Partnerships at Johns Hopkins University, “the work of the parent mentor would be added to the school’s action plan for partnership” ([www.partnershipschoools.org](http://www.partnershipschoools.org)). Parent mentors encourage a school system to promote and support family leadership, tearing down the silos to increase services and impact student achievement.

The unique aspect of the PMP is that these parent mentors are parents of children with disabilities paid to enhance family engagement in local school systems. As partners with the local special education director, their attention is focused on students with disabilities and their families; yet their job description can look different in every local school system. A parent mentor may work with individual families, work toward systemic change or both. Parent mentors are listeners, negotiators, problem solvers, and creators, yet the key to their effectiveness is that they live with many of the same challenges as the families they are seeking to support and encourage.



The Parent Mentor Toolkit was funded by the Southeast Regional Resource Center and is available at [http://archives.gadoe.org/DMGetDocument.aspx/Ga\\_Parent\\_Mentor\\_Partnership\\_Toolkit.pdf?p=6CC6799F8C1371F61644459880B40C298399B0F7A0AD2D95ED002C0D534D2853&Type=D](http://archives.gadoe.org/DMGetDocument.aspx/Ga_Parent_Mentor_Partnership_Toolkit.pdf?p=6CC6799F8C1371F61644459880B40C298399B0F7A0AD2D95ED002C0D534D2853&Type=D). To learn more about starting a parent mentor program, please refer to the Parent Mentor Partnership’s first Toolkit at [www.parentmentors.org](http://www.parentmentors.org) or [www.gadoe.org](http://www.gadoe.org) (Division for Special Education).

To learn more about the Mentor Program Recruitment in North Dakota, visit the Pathfinder Parent Center at <http://pathfinder-nd.org/>. Pathfinder Parent Center is beginning to recruit parent mentors from all over North Dakota!

## IDEA Update

The theme of this month's Education Leadership is Reading: The Core Skill. The first three articles of this issue have resonated with me because they have caused me to reflect on last summer's updates related to reading. In this update, I will review the major points of these articles. Next month I will review articles I find particularly noteworthy.

The opening article by Richard Allington and Rachel Gabriel offers six elements of effective reading instruction that all students should receive daily, especially struggling readers. Their research based recommendations don't require extensive time or money. The six elements of reading children should experience at sometime during the day include: choice, text they can read with accuracy, text they can understand, writing that is personally relevant and meaningful, having conversations with peers about reading, and finally, listening to a fluent adult reader reading aloud. To accomplish this, these authors suggest spending money to create extensive classroom libraries instead of purchasing consumable reading materials. Test preparation activities and materials have no research base to support their effectiveness, and likewise, should be eliminated.

The next article by Pam Allyn focuses on her work with struggling readers who live in a residential school for children in foster care. She feels her success in working with these students is a result of her ability to create a reading culture. She offers ten suggestions for helping students with reading: help students find reading materials that work best for them – don't judge what they read, provide a range of materials, time to talk, a range of tools to access print materials, dive deep-highlighting purpose, and broadened audiences, value browsing and rereading, build stamina, keep track of what they read and help students find joy in reading.

In her article on "Adolescent Literacy: More than Remediation," Gina Biancarosa feels the goal of adolescent literacy reform should be "ensuring that students leave high school with the reading and writing skills they need" for 21<sup>st</sup> century living (22). Despite excellent instruction in the primary grades, many students have difficulty with the transition to the higher level literacy demands that will be needed for success in the future. To help students successfully accomplish this transition, research indicates three skills must be developed. Explicit instruction in how to read content area texts as the complexity of its sentence structure, vocabulary, and concept increases must be provided to ensure that students master this critical skill. Failure to master this skill will limit the student's ability to learn from text. Students must also develop the ability to adjust their reading to match the text; reading text is different from a novel or a historical document. Finally students must learn to read digital text and the non-linear methods of reading texts. It is important that struggling readers to receive continued support with mastering basic reading skills and adolescent literacy skills.

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## Notice of Intent to Adopt Administrative Rules: Response to Intervention

To review the rules, go to [www.dpi.state.nd.us/index.shtm](http://www.dpi.state.nd.us/index.shtm) on the department's web page:

Click on **Administrative Rules** in the menu on the left side of the web page and select "Proposed Administrative Rules." Once you have read the draft rules in *Chapter 67-23-06, Response to Intervention*, you may submit comments. Follow the directions in the *Notice of Intent to Adopt Administrative Rules* to submit your comments by letter or email. Comments must be received by April 9, 2012, to be fully considered.



# 2012 Title I Summer Reading Training



## *A Focus on Literacy Success: Effective Reading Strategies for Struggling Readers*

By Denise Gudwin, PH.D

June 13-14, 2012

Located at the Best Western Ramkota Hotel  
in Bismarck, ND

Literacy success is critical in the achievement of students, yet it's the largest stumbling block for many. Background knowledge, oral language, fluency, vocabulary, comprehension, motivation, and interest are building blocks that can truly increase the reading achievement of our students who struggle. A variety of practical reading strategies will be explored through active participation that will make a difference in our teaching practices. Instructional practices alone are not enough.

It is critical to modify instruction to the needs of our students and establish and maintain access to high quality teaching and learning. Connecting best practices and research to how students learn will ensure success. Registration information will be posted at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm) when it becomes available.

### **Additional Training Information**

Recently, the department conducted a survey ascertaining the interest in the annual math and reading summer training opportunities. Due to a declining interest, the department will not be offering a math training this summer. Listed below you will find additional options to obtain the math credits required for renewing a math credential.

- TNT Conference on June 5-6, 2012. Information can be found at <http://info.bismarckstate.edu/ceti/tnt/>
- 2012 NDCTM Conference on March 30-31, 2012. Registration information can be found at [www2.edutech.nodak.edu/ndctm/assets/2012/registration form 2012-1.pdf](http://www2.edutech.nodak.edu/ndctm/assets/2012/registration%20form%202012-1.pdf)
- Title I, Special Education, and 21<sup>st</sup> CCLC Fall Conference on October 10-12, 2012. Information can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)



## **Paraprofessional Improvement Grant**

Dakota College at Bottineau (DCB) was recently awarded a USDE grant to improve the knowledge and skills of paraprofessionals serving children with disabilities. The “Advancing Paraprofessional Leadership in Education” (APPLE) grant will allow DCB to align its curriculum with state and national standards, improve the quality of instruction, and better equip graduates for work as paraeducators.

Although paraprofessionals play critical roles in the lives of children with disabilities, there is no assurance that they are adequately prepared to work with children with disabilities and their families. *“The education of paraprofessionals is essential in making improvements in the education of students with special needs. Many Special Education teachers have 40 or more students on their caseload and depend on paraprofessionals to follow through with the direct accommodations set forth; this may be in the regular education classroom or in a self-contained room. Lack of experience or education in working with students with disabilities at times seems to contribute to behavior problems or other problems. There are great paraprofessionals who have a natural ability; however, there are also many who lack the ability.”* (North Dakota Survey Respondent, 2011)

**Curriculum:** The program is an associate degree program which prepares North Dakota students for employment as paraeducators for K-12 schools. The current paraeducation curriculum includes special education coursework; however, the APPLE project requires curriculum alignment with state and national standards. The process will guarantee competency-based learning across the curriculum, and the evaluation of outcomes will confirm that students understand all of the necessary competencies.

**Practicum Experience:** In North Dakota, paraprofessionals who work with children and youth with disabilities in normal classes or in special education settings. By adding a practicum to its associate’s degree program, this will provide aspiring paraeducators with experiences for honing their skills in K-12 settings before they begin employment.

**Faculty:** In the paraeducation program, core courses are taught by qualified instructors with master’s degrees with varying professional experiences. Through the APPLE project, DCB faculty will receive rigorous training to ensure their capability of providing quality instruction to students who enroll in the program. Topics fundamental to integrating evidence-based practices into the curriculum, teaching content, utilizing relevant activities, and monitoring student outcomes will improve the quality of the program. The North Dakota Center for Persons with Disabilities (NDCPD) will lead professional development activities.

**Partners:** APPLE will collaborate with several partners to assure the success of this project. First, NDCPD will provide technical assistance for the project. Other critical partners are K-12 schools and special education service units that have expressed the need for more qualified paraprofessionals. They will provide an opportunity for participant recruitment, locations for delivery of distance education, and sites for student practicum. Their collaboration will be crucial for students in allowing opportunities to develop both content knowledge and skill development. Finally, the state NDDPI will collaborate with APPLE to assure that the revised curriculum meets state guidelines for certification of paraprofessionals.



**Capacity Building:** A key feature of the APPLE project is to increase the numbers of paraeducators in North Dakota who are experienced in special education methods and practices. To attract more students into the program, APPLE staff will develop a marketing strategy to expose the program. APPLE staff will also be present at events attended by employees from state agencies, schools, and special education districts to share information about the program and to answer questions.

DCB is currently in the process of hiring a program manager to oversee APPLE grant activities. Information about the position is available at [www.dakotacollege.edu/employment.php](http://www.dakotacollege.edu/employment.php) on the campus website or call 1-888-918-5623.

Individuals wishing to obtain an Aide/Paraprofessional Certificate of Completion must meet the requirements outlined in the North Dakota Administrative Rules. For more information on the requirements for Title I can be found online at [www.dpi.state.nd.us/title1/aides.shtm](http://www.dpi.state.nd.us/title1/aides.shtm). For more information on the requirements for special education can be found online at [www.dpi.state.nd.us/speced/teacher/paraprof.shtm](http://www.dpi.state.nd.us/speced/teacher/paraprof.shtm).

### **Upcoming ELL Trainings**

#### **ELL WIDA Standards Training I & II** - (2 locations)

- April 16-17, 2012 – 8:00 am to 4:30 pm in Fargo, North Dakota at Hilton Garden Inn  
A block of rooms has been reserved under ELL-DPI at the Expressway Suites, which is located next door to the Hilton Garden Inn.
- April 19-20, 2012 – 8:00 am to 4:30 pm in Bismarck, North Dakota at the State Capitol in the Brynhild Haugland Room. A block of rooms has been reserved under ELL-DPI at the Kelly Inn.

#### **Teaching English Language Learners in the K-12 Classroom** - (3 location options)

- June 11-12, 2012 – 8:00 am to 4:30 pm in Grand Forks, North Dakota at Red River High School Media Center
- OR**
- June 13-14, 2012 – 8:00 am to 4:30 pm in Grand Forks, North Dakota at Red River High School Media Center

Register at UND's Professional Development for Educators website at:

<http://educators.und.edu/workshops/http://educators.und.edu/workshops/>. **Grand Forks Public School staff must register online between March 15 and March 25. After March 25, 2012, there is open registration for all educators in the region on a first come, first served basis.**

- June 4-5, 2012 – 8:00 am to 4:30 pm in Williston, North Dakota at Williston State College
- June 7-8, 2012 – 8:00 am to 4:30 pm in Stanley, North Dakota at Stanley High School

Register at UND's Professional Development for Educators website at: <http://educators.und.edu/workshops/> after April 1, 2012.

### **The Refugee Journey**

- 2012 Building Bridges Conference - April 3-4, 2012 in Fargo, North Dakota at the Holiday Inn
- 2012 Dakota TESL Annual Conference - October 29-30, 2012 in Fargo, North Dakota at the Holiday Inn
- ACCESS Test Administrator Training - October 31, 2012 in Fargo, North Dakota

## Monthly Featured Articles

### Middle School Reading Resources

One of the most compelling findings from reading research is that children who get off to a poor start in reading rarely catch up. As several studies have now documented, the poor first-grade reader almost invariably continues to be a poor reader. And the consequences of a slow start in reading become monumental as they accumulate exponentially over time.

With this in mind, it makes sense that at-risk children in grades K-3 will be the group of children that will benefit most from instructional interventions. Most of the Title I districts in North Dakota offer Title I services at their elementary buildings. Once these children pass beyond the fifth or sixth grade to the junior high, their Title I services in many schools are absent.

Luckily, a growing number of intervention initiatives aimed at struggling adolescent readers have emerged in the past several years. It is now becoming more obvious that these children, in absence of these services, are falling short of proficiency on assessments.

The state Title I office has now updated the Title I webpage to include a focus on middle school reading. If you have resources to share with other professionals, please send them to [laarnold@nd.gov](mailto:laarnold@nd.gov).

The new webpage can be viewed online at [www.dpi.state.nd.us/title1/resource/msideas.shtm](http://www.dpi.state.nd.us/title1/resource/msideas.shtm).

### Speech-Language Pathology Professional Development Opportunity

The NDDPI, Special Education office will be offering a two-day seminar in Bismarck at the Best Western Ramkota to licensed Speech-Language Pathologists (SLP) working in North Dakota public schools.

The seminar is titled “Supervision for the School-Based Speech-Language Pathologist.” This course will provide the school-based SLP with the necessary skills and tools to appropriately supervise speech-language pathology assistants, SLP graduate students or SLPs in their first year of work, and SLPs in their clinical fellowship year. If you are interested in attending, please contact Mary McCarvel-O’Connor at [moconnor@nd.gov](mailto:moconnor@nd.gov).

## N&D Update

### 2012 N&D Monitoring

The following districts are currently up for N&D monitoring:

- Beach: Home on the Range
- Bismarck: Charles Hall
- Devils Lake: Harmony



Please submit your completed self-monitoring guide and proper documentation on or before **March 29, 2012** to:

Jacki Harasym  
N&D Administrator  
Department of Public Instruction – Title I Office  
600 E Boulevard Ave., Dept. 201  
Bismarck, ND 58505-0440

## Upcoming Events

### × Program Improvement Workshop

April 11, 2012 at the Bismarck Civic Center

This meeting is specifically for those schools and districts that have been identified for program improvement through not making Adequate Yearly Progress (AYP).

More information is posted at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

### × NDRA Spring Reading Conference

April 19–21, 2012 in Dickinson, ND

Discovering Literacy on the Western Edge hosted by the Badlands Reading Council

For more information, go to [www.ndreadon.com](http://www.ndreadon.com).

### × NCTM 2012 Annual Meeting

April 25–28, 2012 in Philadelphia, PA

More information is posted at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

### × 2012 Parent Involvement Conference

April 26–28, 2012 in Fargo, ND

For more information, please visit <http://pathfinder-nd-org/conference>.

### × IRA 57th Annual Convention

April 29–May 2, 2012 in Chicago, IL

For more information, go to [www.reading.org](http://www.reading.org).

## Title I To Do List

### Administrators

- Monitor expenditures and submit a budget revision to allow for changes that arise during the school year
- Participate in the annual Title I review meeting
- Submit (if applicable) Title I ARRA Quarterly Report due March 29, 2012

### 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.

### Schoolwide Teams

- Schoolwide planning year teams must view the *NDMILE Schoolwide Implementation WebEx*, information coming soon to participating schools.
- Conduct an annual assessment of parental involvement.
- Schedule the Title I schoolwide annual review to evaluate effectiveness of schoolwide plan.
- NDMILE – Assess, Plan, and Monitor School Plan according to "Crosswalk of NCLB Schoolwide Plan Components and NDMILE KEY Indicators".
- NDMILE – Finalize Title I Schoolwide Supplemental Report.
- NDMILE – Next submission due date is May 31, 2012.

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