



North Dakota Department of Public Instruction
Title I and Special Education

TEAM NEWS

(Together Everyone Achieves More)

July 2012

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

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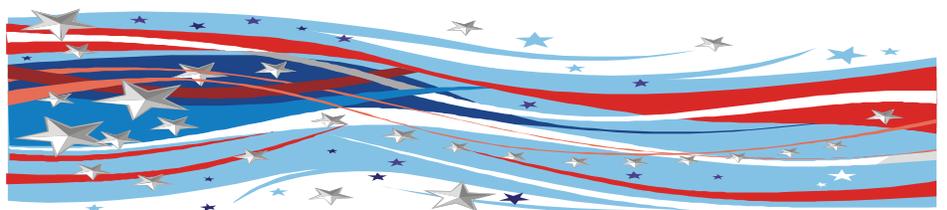
Sequestration Delayed!

As a result of the Budget Control Act, there is the possibility that sequestration will occur in January 2013. The cuts would impact a portion of the 2012-2013 school year allocations, as well as the allocations for the 2013-2014 school year. On July 23, 2012, the U.S. Department of Education (USDE) announced their plans on how they will handle the potential sequestration if it does occur on January 2, 2013.

In an effort to spare states and districts the difficulty of losing funding in the middle of a school year, the USDE's correspondence stated that they would take any sequestered funds from the 2012-2013 school year out of the allocation amounts for the 2013-2014 school year. This decision will allow states and districts to keep their allocation amounts intact for the 2012-2013 school year and then cut the funding levels for the 2013-2014 school year.

While a large sequestration of education appropriations would decrease funding for schools and students across the country, the USDE doesn't want the potential for sequestration to upset planning and hiring decisions for the upcoming 2012-2013 school year.

Therefore, there is no need for any district to set aside funds in the unobligated category to prepare for sequestration in the 2012-2013 school year. If there are districts that need the department to un-submit their consolidated application so that changes can be made based on this announcement, please communicate with your Title I contact person.



Director's Report

By: Laurie Matzke, North Dakota Director of Title I

Consolidated Application for Federal Title I Funding

The electronic consolidated application is available on STARS at <https://secure.apps.state.nd.us/dpi/stars/Login.aspx>.

Please note the following important details regarding the completion of your consolidated application:

- The STARS consolidated application report is due on **August 31, 2012**. The report must be completed and submitted by this date. Applications not completed will forfeit their federal Title funding.
- The final Title I carryover amounts to be entered on the allocation page can be found on your final financial report.
- Districts are reminded that board approval must be documented in board minutes prior to the consolidated application submission date.
- The state Title I office has assigned a Title I contact person to each school district in the state. This listing is available at www.dpi.state.nd.us/title1/conapp.shtm. Please ensure that your district has communicated with your Title I contact person to conduct an initial review of your application.
- The state Title I office has prepared a guidance document to assist school personnel in completing the Title I portions of the consolidated application. This document is available at www.dpi.state.nd.us/title1/conapp.shtm.

If you have specific questions regarding the consolidated application process, please contact Juliann Vetter at (701) 328-3265 or Stephanie Gullickson at (701) 328-2176. If you have questions specific to Title I, contact Laurie Matzke at (701) 328-2284 or your assigned Title I contact person.

When the Title I portion has been approved, districts will receive an email notification from Mary Neigum with an attachment of your approved budget.

Once the application is approved, an electronic grant award will be generated and disseminated by Stephanie Gullickson. This grant award will display the district's final allocation amount, official carryover amount, and the amount available to spend for the 2012-2013 school year.

Final Allocations Posted

The Department of Public Instruction has received final Title I allocation amounts from the U.S. Department of Education for the 2012-2013 school year. School district allocations have been recalculated for all of the Title I programs. Final allocations are posted on the department's website at www.dpi.state.nd.us/grants/NCLB.shtm. Stephanie Gullickson, grants manager, distributed an email to administrators announcing that final allocations were posted on July 10, 2012.

The consolidated application on the STARS has been automatically updated to reflect the final allocation amounts. Districts **must** review their consolidated application and ensure that their budgets **do not** exceed the district's final allocation.



More Than One Million Homeless Students in SY 2010-2011

(Education for Homeless Children and Youths Program Data Collection Summary from the School Year 2010-11 Federally Required State Data Collection for the McKinney-Vento Education Assistance Improvements Act of 2001 and Comparison of the SY 2008-09, SY 2009-10 and SY 2010-11 Data Collections)

The number of homeless children and youth enrolled in U.S. public schools has surpassed one million, according to new data released June 26, 2012 by the [Education Department](#), highlighting a historical mark on the country's education timeline. The 1,065,794 homeless students enrolled by preschools and K-12 schools during SY 2010-2011 is the highest number on record and reflects a 57 percent increase in the number of homeless students since the beginning of the recession in SY 2006-2007, sources say.

The number also represents a 13 percent increase over SY 2009-2010 and an 11 percent increase over the three-year period from SY 2008-2009 to SY 2010-2011, according to the [Data Collection Summary](#) published by the [National Center for Homeless Education](#), ED's technical assistance provider in the area of homeless education. At the same time, the majority of subpopulations of homeless students -- categorized by ED as unaccompanied youth, migratory children and youth, children with disabilities, and those with limited English proficiency -- "showed increases in the number served in SY 2010-2011 except unaccompanied homeless youths, which decreased 16 percent between SY 2009-2010 and SY 2010-2011." All categories showed increases in the number served over the three-year period from SY 2008-2009 to SY 2010-2011, according to the data. "These high numbers reinforce the urgent need to increase targeted funding to public schools through the [Education for Homeless Children and Youth](#) program," Dr. Ellen L. Bassuk, president of the [National Center on Family Homelessness](#), said in a statement.

The Education of Homeless Children and Youth (EHCY) program within ED's [Office of Elementary and Secondary Education](#) requires all SEAs and LEAs to submit information on child and youth homelessness in order to ensure that states are making sure that these students have access to Free and Appropriate Public Education (FAPE) under the McKinney-Vento Homeless Assistance Act. ED requires all states to report data on EHCY program performance and states obtain that data from LEAs with McKinney-Vento subgrants and some information from LEAs without subgrants. According to the newly released data, LEAs with McKinney-Vento subgrants reported 71 percent-- 761,603 homeless students -- of the total number of homeless students enrolled. That's significant because it also makes clear that school districts without a federal subgrant still supported well over 300,000 homeless students. According to ED's data, 44 states reported school year-to-year increases in the number of homeless students. The largest increases were reported in states such as Kentucky (47 percent), Michigan (38 percent), Mississippi (35 percent), Utah (47 percent), and West Virginia (38 percent). "Schools are struggling to meet the many needs of increasing numbers of homeless children and youth," Barbara Duffield, policy director of the National Association for the Education of Homeless Children and Youth, told *Education Daily*®.

Considering the omissions

The impact of more than a million homeless students on schools, districts, and Title 1 program administrators means that "it has become more difficult to provide the same level of attention, personal contact, and services," Duffield said. And the problem is larger than what ED's data shows, sources say. Bruce Lesley, president of the nonprofit [First Focus Campaign for Children](#), says ED's total number of homeless students actually underestimates the real number because it doesn't include homeless infants and toddlers, who are not enrolled in public preschool programs. ED's total also doesn't count the homeless children and youth who were not identified by school officials, he says. At the same time, not all of the homeless children included in ED's new data are recognized as homeless by the [U.S. Department of Housing and Urban Development](#), resulting in misaligned definitions, as well as homeless children who are eligible for educational assistance through local schools, but not necessarily from HUD.

Congress is considering the [Homeless Children and Youth Act](#), H.R. 32, sponsored by Rep. Judy Biggert, R-Ill., which would make all homeless children identified by public schools eligible for HUD homeless assistance. The bill has been rolled into larger proposed legislation to revamp the ESEA, an unlikely outcome due to this year's presidential election. And that delay, say advocates, also impacts how schools and districts are able to support the country's rising number of homeless students. "In the many years since the last ESEA reauthorization, schools have learned important lessons about how to serve homeless students -- weaknesses in the law, and where it must be strengthened," Duffield said. "These changes must be incorporated into ESEA reauthorization if we are to best identify and assist homeless students."

Training for New Title I Administrators/Coordinators

It appears as though there are numerous new superintendents, principals, and Title I coordinators being hired in schools and districts across the state for the 2012-2013 school year.

The Department of Public Instruction is holding their annual New Administrators' Conference on August 1-3, 2012. At this conference, the state Title I office will be conducting a breakout session specifically for superintendents, principals, and coordinators who have new responsibilities which include working with Title I issues. The breakout session will be held on Friday, August 3, 2012 from 10:00 am to 11:00 am in the Sakakawea Room at the State Capitol.

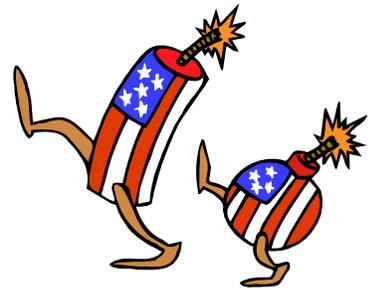
New Title I Teacher Training

The Title I office is once again planning a New Title I Teacher Training. The training will be held on Friday, August 24, 2012, in the Pioneer Room at the State Capitol in Bismarck.

This training will go over the rules, regulations, policies, forms, etc., pertaining to the Title I program and answer any questions your new Title I teachers might have. Paula Rogers, a Title I teacher from the Langdon Area School District, has graciously agreed to facilitate this session.

There is no fee to attend this training and travel expenses can be reimbursed using your local Title I funds. A registration form will soon be available at www.dpi.state.nd.us/news/index.shtm on the Title I website.

If you would like more information regarding this training, contact Patty Carmichael at pcarmichael@nd.gov or (701) 328-3264.



AYP Dissemination Requirements

Under the *No Child Left Behind* (NCLB) Act, all districts and schools are required to send correspondence to the parents of each child enrolled in the district and/or school regarding its Adequate Yearly Progress (AYP) status. It is imperative that correspondence be included with the AYP reports to explain them to parents.

Federal law mandates that this notification take place in a timely manner. For schools and districts identified for program improvement, this notice must take place prior to the first day of school. For schools that are required to offer school choice, the notice must be sent 14 calendar days before the first day of school. For schools and districts NOT identified for program improvement, this notice must take place at the start of the school year (i.e., as part of welcome back letter or August newsletter).

There are various samples of parent notification letters for schools and districts available on our website at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm.

IDEA Update

The cycle begins again. As July brings the beginning of the new school year closer, teachers start to focus on preparing for the coming year. The task of identifying new ideas and strategies to improve their practice during the coming year begins in earnest. This update provides an annotated list of articles that might be helpful in preparing for the coming year. This list is arranged by topic.

RTI Implementation

Coffey, J. & Horner, R. (2012) The Sustainability of Schoolwide Positive Behavior Interventions and Supports. *Exceptional Children*, 78, No.4, pp.407-22. Readers should not let the phrase, Schoolwide Positive Behavior Interventions and Supports, in this article's title give them cause to put this article aside. The findings in this article have important implications for sustaining initiatives like RTI interventions and school reform efforts.

Marinak, B.A. & Mazzoni, S. (2012). Implementing RTI: A Coaching Perspective on Tier Management. *Reading Today*. June/July. pp. 14-15. A brief look at key elements of implementation.

RTI-A

Adolescent Literacy – A Position Statement of the International Reading Association

(www.reading.org/Libraries/Resources/ps1079_adolescentliteracy_rev2012.pdf)

This document provides a guide on the type of support that adolescents need to develop 21st century literacy skills. The Appendix contains a list of topical resources: Access to Text, Assessment, Civic Engagement, Content Area Instruction, Differentiation of Instruction, Leadership, Multimodality and Oral Language.

Measure for Measure: A Critical Consumer's Guide to Reading Comprehension Assessments for Adolescents – (hyperlink in the Appendix of above document). For secondary schools investigating universal screening for reading, this document provides a wealth of information on group and individual reading comprehension assessments. It analyzes the types of reading and skills assessed in each assessment. Unfortunately, none of the reviewed assessments provides an encompassing picture of the skills needed for literacy in each content discipline.

RTI- B

Chafouleas, S., Sanetti, L., Kilgus, S., & Maggin, D. (2012) Evaluating Sensitivity to Behavioral Change Using Direct Behavior Rating Single-Item Scales. *Exceptional Children*, 78, No.4, pp. 491-505. The best part of this is the rating scale data collection document and its sensitivity to behavior change.

Waasdorp, T., Bradshaw, C., Leaf, P. (2012). The Impact of Schoolwide Positive Behavior Interventions and Supports on Bullying and Peer Rejection: A Randomized Controlled Effectiveness Trial. *Pediatric Adolescent Medicine*. 166. No.2. February. pp. 149-156. <http://archpedi.jamanetwork.com/article.aspx?articleid=1107694>. This compelling study of the effectiveness of Schoolwide PBIS in reducing bullying and improving school climate demonstrates the importance of early exposure to PBIS. Students who had early exposure to settings implementing Schoolwide PBIS reported significant reductions in peer rejection.

Technology

Dobler, C. (2012). Professional Learning Networks: Driving Discussions through Twitter. *Reading Today*. June/July. pp.16-17. Read how one teacher decided not to retire because of her love of technology. For those of you who know about Twitter, but don't know how to use it, directions are provided.

Enjoy the rest of your summer. Nothing renews the teaching spirit like reading. Hope one of these articles piques your interest.



NDMILE and Schoolwide Planning Training Session

The Department of Public Instruction will be offering the NDMILE and Schoolwide Planning Training in Bismarck on **August 8 and 9, 2012**. Schoolwide planning schools **must** attend the NDMILE and Schoolwide Planning session. The training sessions will be held in Bismarck, ND at the State Capitol.

The Introduction to NDMILE session is primarily intended for schools or districts that would like to learn about research and resources available in the tool, requirements that can be met, and basic uses of the tool.

The Introduction to Schoolwide Planning session is intended for schools that are **interested** in operating a schoolwide Title I program. Also, if you have any questions concerning Title I schoolwide planning or are considering becoming a schoolwide school, you should attend this training. A minimum of one year of planning and a 40% poverty rate is required before schools are allowed to operate as a Title I schoolwide program.

Regardless of your purpose for attending, you will work together in teams at the training, learning about the yearlong planning process of schoolwide programming and using the NDMILE tool to assess, plan, implement, and monitor. Therefore, a team of educators from your school will need to attend this training. The team could consist of a principal, a Title I teacher, one or two classroom teachers, a parent, a board member, and any other interested or appropriate personnel.



Registration information is available at www.dpi.state.nd.us/title1/events.shtm on the Title I website.

1st Annual Learning Forward ND Affiliate Conference

What is Effective Professional Learning?

November 8-9, 2012
Best Western Seven Seas, Mandan, ND



Conference registration deadline October 25.

Register today for \$99! Join us for a networking mixer on November 8, 2012, from 7-10 pm. Conference will be held November 9, 2012 and will focus on learning standards through a keynote speaker, breakout interactive learning sessions, networking, and a Lunch 'N Learn panel session on Social Media. One graduate credit with follow up is available. To register, please visit www.edutech.nodak.edu/training/session/3898.

Monthly Featured Articles

U.S. Department of Education Announces Applications for New Awards: Innovative Approaches to Literacy Program Birth Through 12th Grade-With a Competitive Priority for Early Learning

Overview Information:

Innovative Approaches to Literacy (IAL) Program; Notice inviting applications for new awards for fiscal year (FY) 2012. Catalog of Federal Domestic Assistance (CFDA) Number: 84.215G

Dates:

Applications Available: July 11, 2012.

Deadline for Transmittal of Applications: August 10, 2012.

Deadline for Intergovernmental Review: October 9, 2012.

I. Funding Opportunity Description

Purpose of Program: The Innovative Approaches to Literacy (IAL) program supports high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade within the attendance boundaries of high-need local educational agencies (LEAs) and schools. The USDE intends to support innovative programs that promote early literacy for young children, motivate older children to read, and increase student achievement by using school libraries, distributing free books to children and their families, and offering high-quality literacy activities.

Proposed projects under the IAL program, based on those plans, may include, among other things, activities that:

- (a) Increase access to a wide range of literacy resources (either print or electronic) that prepare young children to read, and provide learning opportunities to all participating students;
- (b) Provide high-quality childhood literacy activities with meaningful opportunities for parental engagement, including encouraging parents to read books often with their children in their early years of school and of life, and teaching parents how to use literacy resources effectively;
- (c) Strengthen literacy development across academic content areas by providing a wide range of literacy resources, spanning a range of both complexity and content (including both literature and informational text) to effectively support reading and writing;
- (d) Offer appropriate educational interventions for all readers with support from school libraries or not-for-profit organizations;
- (e) Foster collaboration and joint professional development opportunities for teachers, school leaders, and school library personnel with a focus on using literacy resources effectively to support reading and writing and academic achievement. For example, an approach to professional development within the IAL program might be collaboration between library and school personnel to plan subject-specific pedagogy that is differentiated based on each student's developmental level and is supported by universal design for learning (as defined in this notice), technology, and other educational strategies; and
- (f) Provide resources to support literacy-rich academic and enrichment activities and services aligned with state college-and career-ready academic content standards and the comprehensive statewide literacy plan (SLP) (as defined in this notice).

Competitive Preference Priority 3--Improving Early Learning Outcomes (5 Points)

Under this priority, we give competitive preference to projects that are designed to improve school readiness and success for high-need children (as defined in this notice) from birth through 3rd grade (or for any age group of high-need children within this range) through a focus on language and literacy development, including encouraging parents to read books often with their children in their early years of school and of life.

II. Award Information

Type of Award: Discretionary grants

Estimated Available Funds: \$28,599,844

Estimated Range of Awards to LEAs: \$150,000 to \$750,000

Estimated Average Size of Awards: \$500,000

Estimated Number of Awards: 30

Estimated Range of Awards to national not-for-profit organizations: \$3,000,000 to \$14,000,000

Estimated Average Size of Awards: \$4,500,000

Estimated Number of Awards: 1-4

Project Period: Up to 24 months



III. Eligibility Information

1. Eligible Applicants: Eligible applicants for IAL grants are (1) A high-need LEA (as defined in this notice); (2) a national not-for-profit organization (as defined in this notice) that serves children and students within the attendance boundaries of a high-need LEA; (3) a consortium of one or more national not-for-profit organizations that serve children and students within the attendance boundaries of one or more high-need LEAs; or (4) a consortium of high-need LEAs.

For the complete text of the notice, please see:

TEXT: <http://www.gpo.gov/fdsys/pkg/FR-2012-07-11/html/2012-16930.htm>

PDF: <http://www.gpo.gov/fdsys/pkg/FR-2012-07-11/pdf/2012-16930.pdf>

21st CCLC Program Administrator Update

All continuing 21st CCLC applications have been submitted and the grant reviewers have started the process of scoring them. The program administrator will be in touch with each sub-grantee if additional information is required.

In past issues, it has been communicated that North Dakota will not be applying for the ESEA flexibility waiver. This has now changed. It is very likely that North Dakota will be applying for the waiver. North Dakota will also elect to choose the flexibility option for the 21st CCLC grant. 21st CCLC state personnel are currently researching best practices and creating the verbiage for the waiver application. If the North Dakota waiver is approved, it will not affect the current grant. The 21st CCLC option is only available for new 21st CCLC sub-grantees.

Homework Time

Most afterschool programs have a large focus on homework time. The emphasis on homework can come from multiple sources. You can feel pressure from parents, teachers, administrators, and students. No matter where the emphasis comes from, homework time is a key component to afterschool programming. Here are a few tips to increase homework time productivity.

1. Focus on the students and their interests.
2. Focus on the needs of your students.
3. Break up homework time with games focused on homework topics.
4. Offer group study.

Upcoming Events

× **New Administrators' Conference**

August 1-3, 2012

Registration information is available at www.dpi.state.nd.us/events

× **NDMILE/Schoolwide Planning Training**

August 8-9, 2012 in Bismarck, ND

Additional information can be found at www.dpi.state.nd.us/title1/events.shtm

× **New Title I Teacher Training**

August 24, 2012 in the Pioneer Room at the State Capitol in Bismarck

A registration form will soon be available at www.dpi.state.nd.us/news/index.shtm

× **NDMILE Education Improvement Workshop September 12, 2012**

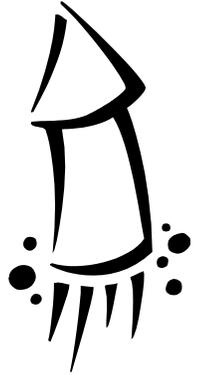
September 12, 2012 in Bismarck, ND

Information will be available at www.dpi.state.nd.us/events as it is available.

× **2012 Title I, Special Education, and 21st CCLC Fall Conference**

October 10-12, 2012 in Bismarck, ND

Registration information will be posted at www.dpi.state.nd.us/title1/events.shtm when it becomes available



Title I To Do List

Administrators

- Submit Title I Regular Final Financial Report and Final Request for Funds
- Submit Title I ARRA Final Financial Report and Final Request for Funds
- Submit the Title I Regular Consolidated Application
- Prepare AYP Dissemination Letter

Enjoy the Rest of Your Summer!

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