



TEAM NEWS

Together Everyone Achieves More

Federal Title Programs and Special Education

July 2013

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ND Selects Smarter Balanced to Develop State Assessments

On July 10, 2013, Superintendent Baesler announced that a decision had been made to use Smarter Balanced for our next generation of State Assessments. The State-led consortium is charged with developing student leaning assessments that will become effective for the 2014-2015 school year. These assessments will be given annually to gauge student progress as it relates to statewide learning standards established for each grade level. Standards provide clear expectations for student learning, and assessments evaluate learning and help guide teachers in determining an appropriate course of instruction.

Superintendent Baesler believes Smarter Balanced is a good fit for North Dakota, as the consortium includes a number of neighboring states with similar educational ideals and also offers opportunities for future regional cooperation. Smarter Balanced includes 26 member states and territories. A full list of members is available online at www.smarterbalanced.org/about/member-states/.

Smarter Balanced is developing a comprehensive assessment system for English language arts/literacy and mathematics aligned to the Common Core State Standards. This balanced system of assessments—with formative, interim, and summative components—will measure achievement and growth toward college and career readiness. The work of Smarter Balanced is guided by the belief that a high-quality assessment system can provide information and tools for teachers and schools to improve instruction and help students succeed—regardless of disability, language, or background.

The Smarter Balanced Assessment Consortium (Smarter Balanced) announced that North Dakota changed its membership status in the Consortium to a Governing State. Since 2010, North Dakota has been an Advisory State. As a Governing State, North Dakota will help shape the design of the assessment system and vote on fiscal and policy decisions. North Dakota teachers will also have the opportunity to participate in the development of assessment items and formative assessment resources.

The contact person for State Assessment questions is Rob Bauer. Rob's contact information is (701) 328-2224 or rgbauer@nd.gov.

Federal Title Programs Director's Report

By Laurie Matzke, State Federal Title Programs Director

There is a national organization established to allow State Title I directors an opportunity to discuss educational issues amongst themselves, as well as with the U.S. Department of Education (USDE) personnel. This organization is called NASTID – National Association of State Title I Directors – and meets twice a year. It convenes at the National Title I Convention in January or February and again in the summer. These meetings provide an excellent opportunity for state directors to get updated information on issues pertaining to Title I and No Child Left Behind (NCLB). The Annual Title I Summer Meeting with USDE staff is being held at the end of this month. We anticipate receiving updates on the following issues:

- Federal Funding for 2013-2014
In a typical year, the appropriation for the subsequent school year is passed in December. Congress has already started working on the 2014-2015 appropriation. Therefore, we hope to receive information on potential funding levels for federal programming for the 2014-2015 school year. We are anticipating further cuts to federal funding.
- State Monitoring of NCLB
Updates will be provided on the USDE monitoring of states of compliance with NCLB regulations. We usually receive a report on the past year's monitoring visits, which includes a summary of common items found out of compliance across the nation. North Dakota is overdue for a monitoring visit and may be scheduled to be monitored during the 2013-2014 school year.
- 2014 National Title I Conference
The 2014 National Title I Conference is being held in San Diego, CA on February 2-5, 2014. We will receive updates on conference events. Information regarding the conference can be accessed at www.titlei.org/conference.
- School Improvement (SIG)
North Dakota received approval on our 2012 School Improvement Grant in March 2013. We hope to receive updates on the process for applying for our 2014 SIG funds.
- President Obama's New Preschool Initiative
The President's 2014 budget proposes \$75 billion to provide high-quality preschool for all four-year olds.

The President's proposed funding would be provided to states and distributed to local school districts in partnership with other early learning providers, to offer high-quality preschool programs. We hope to learn more about this preschool initiative at the National Title I Conference.

- New Schoolwide Guidance
The USDE has created updated guidance for schools implementing a Title I Schoolwide program. We will receive an overview of this new guidance and we will then summarize the updates and changes and share this information with school personnel in North Dakota.

Special Education Director's Report

By Gerry Teevens, State Special Education Director

North Dakota Meets Requirements!

State Education Agencies are required under section 616(d) of the Individuals with Disabilities Education Act (IDEA), to report annually to the U.S. Department of Education (USDE) on the performance of the state under the targets established in the State's Performance Plan (SPP) under Part B of the IDEA. Each state's seventh Annual Performance Report (APR) was due February 15, 2013. North Dakota conducted a timely submission of its APR and SPP amendments.

The North Dakota SPP is a six-year plan for improving the educational results for all children with disabilities. There are 20 indicators and each indicator detailed in the SPP contains information such as details of baseline data, the measurable and rigorous annual targets, and improvement activities. North Dakota collects data from all of the school districts and solicits input from parent surveys, statewide or regional standing committees, and workgroups. This information is used to continuously improve both state and school district activities thus improving results for all children with disabilities. After collecting the data for each of these indicators, the special education staff at the North Dakota Department of Public Instruction (ND DPI) reviews the information. School districts that are identified as needing assistance are contacted and a letter is sent describing the concern found. They are also given specific corrective actions based on the indicator that must be completed within a specific time-frame. Once the school district has completed the corrective actions, ND DPI staff is notified to review the actions completed. Through this process, issues of concern will decrease and positive results for students with disabilities will increase. This information is given to school districts, publicly available on the ND DPI website, and reported to the USDE, Office of Special Education Programs in our APR.

The IDEA further requires that the USDE make an annual determination as to whether each state is meeting the requirements of the statute, based on the data submitted in the APR and other available information. The USDE has determined that, under IDEA section 616(d)(2)(A)(i), **North Dakota meets the requirements** of Part B of the IDEA. The USDE's determination is based on the totality of the state's data and information, including the State's Federal Fiscal Year (FFY) 2011 APR and revised SPP, other state-reported data, and other publicly available information. The following state-specific documents can be found on the ND DPI's website at www.dpi.state.nd.us/speced1/requirements.shtm – the USDE's 2013 determination letter, FFY 2011 APR response table, 2013 Compliance Matrix, and Data Display.

For additional information, please contact the Office of Special Education at (701) 328-2277.

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.

New Title I Teacher Training

It appears as though there are numerous new Title I teachers being hired in schools and districts across the state for the 2013-2014 school year.

The Federal Title Programs office is holding their annual New Title I Teacher Training. The training will be held on Monday, August 12, 2013, 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 new Title I teachers might have. This training focuses on new Title I teachers in **targeted assistance** programs. 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 is available at www.dpi.state.nd.us/news/index.shtm on the Title I website.

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

NDPC-SD Update

April 2013 Big IDEAS: Dropout Prevention Strategies Newsletter

The Big IDEAs is a NDPC-SD's quarterly newsletter which addresses current issues in dropout prevention and school completion. The newsletter features evidence-based drop-out prevention and recovery programs from around the nation as well as information about past and upcoming NDPC-SD events. The Big Idea is available via electronic subscription and can be accessed at www.ndpc-sd.org/dissemination/newsletter.html. The April 2013 newsletter focuses on reentry with tips on reengaging students, creative ways to insure successful reentry, and one state's effort to reengage youth with disabilities and can be found at www.ndpc-sd.org/documents/Big_Ideas/BigIDEAs-2013-04.pdf.

New Intellectual Disability Guidelines

New guidelines for the special education category of Intellectual Disability (ID) will soon be available on the ND DPI, Special Education website. There have been considerable changes in the education field regarding terminology, evaluation practices, service delivery models, expectations for learning, career development, and independent living opportunities for this population of students. This new document, titled ***Guidelines: Intellectual Disabilities in Educational Settings***, provides updated guidelines which will clarify the special education processes used by educational practitioners for evaluation, identification, eligibility, development and provision of services, and placement in the least restrictive environment. Updating these processes will improve instruction and placement for these students and result in improved opportunity in their adult lives.

The ND DPI wishes to acknowledge the hard work of the ID Guidelines work group with a big, THANK YOU, to all of them. They include Gerry Teevens, Brenda Van Gorder, Michelle Griffin, Beth Jones, Danica Nelson, Kurt Weinberg, Melodee Nowatzki, Deb L. Monger, Rebecca Salveson, Karrie Rage, Kim Marman, Pam Aman, Rhoda Young, Lynn Dodge, and Kevin McDonough.

Introduction to Title I Schoolwide Planning Workshop

The Federal Title Programs office will be offering the annual Introduction to Title I Schoolwide Planning Workshop on **Wednesday, August 7, 2013**. Schools that are interested in becoming Title I schoolwide for 2014-2015 are **required** to attend this workshop. The workshop is being held in the Brynhild Haugland Room, North Dakota State Capitol Building in Bismarck. Schools have the option to choose either the NDMILE tool or the ASSIST tool through AdvancED to document Title I schoolwide plan requirements.

The Introduction to Title I Schoolwide Planning Workshop is intended for schools that are **interested** in operating a schoolwide Title I program. 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.**

Please note: Attendance at the training does not commit your school to become a Title I schoolwide school. It is only mandatory for schools to attend this workshop if the school plans to operate as a Title I schoolwide program in the 2014-2015 school year. It is not intended for schools that are currently schoolwide, unless the school is interested in refreshing their knowledge regarding schoolwide programming or changing from the paper process to one of the electronic tools.

At the workshop you will work together in teams, to learn about starting the year-long planning process of schoolwide programming and how to use the NDMILE or ASSIST tools to assess, plan, implement, and monitor the activities of the school. Therefore, a team of educators from your school will need to attend this workshop. The team could consist of a principal, a Title I teacher, one or two classroom teachers, a parent, a board member, and any other combination of interested or appropriate persons.

Online registration for this workshop can be found at https://www.surveymonkey.com/s/2013_NDMILE_TitleI_Schoolwide_Workshop. Registrations will close on July 31, 2013.

IDEA Update by Lynn Dodge

For me, summer time reading always included reading some professionally related books and articles, even though beach reading was a higher priority. When I received the email announcing the arrival of the July/August issue of *Teaching Exceptional Children*, two articles immediately got my attention because of their topics- one article dealt with the Common Core and the other with Transition. The first article by Dawn Fraser, “5 Tips for Creating Independent Activities Aligned with the Common Core Standards,” focused on developing Common Core aligned activities for students with significant cognitive delays. The activities described in the article use instructional materials commonly found in the classrooms for this group of students: math manipulatives, Unifix cubes, clothespins, as well as craft and grocery store items. These materials do not sound new, nor is Fraser’s emphasis on developing independent completion of activities using a structured approach to teaching. What is thought provoking is Fraser’s emphasis on the independent completion of the activities and their relationship to the standards. Developing this group’s independent use of these skills will be a significant instructional challenge for teachers, but the Common Core standards expect that instruction will move all students to greater independence. Fraser’s article outlines a framework for analyzing how the grade level standards outlined in the Common Core State Standards can apply to this group of students.

The second article, “Triangulated IEP Transition Goals”, by Lori Y. Peterson, Jon Paul Burden, Jennifer Sedaghat, June E. Gothberg, Paula D. Kohler and Jennifer Coyle provides a succinct framework for writing relevant transition goals. Triangulated goals are developed from transition assessment information, state educational standards, and industry standards. According to the authors, triangulated transition goals are written to foster the development of the skills and knowledge that allow the student to make progress in the general education curriculum as well as the skills and knowledge needed by a particular industry. Triangulated goals have the potential to improve the post-school outcomes for students with disabilities. The examples of triangulated goals and resources to locate industry standards included in this article will be helpful to teachers of transition age students. In many ways this article offers a nice review of the transition process for secondary teachers and a nice introduction and rationale for the transition process to those who are new to special education or who have an occasional secondary special education student.

Final Allocations Posted

The 2013-2014 Final Federal Title Program Allocations have been calculated and posted on the ND DPI website at www.dpi.state.nd.us/grants/final1314allocations.pdf. These final allocations have also been populated in the consolidated applications on STARS.

These allocations incorporate the 5.2% across the board reductions required under the Budget Control Act of 2011 (Budget Sequestration). However, the reduction to North Dakota for Title I, Part A was closer to 8.7% because of the state’s strong economy as these allocations are heavily based on poverty factors. The state-wide reduction for Title II, Part A was around 5.5%. *Please note that each school district’s allocation may not have decreased by the state-wide amount as the formula works differently for each district and includes some hold harmless provisions.*

Districts are required to enter their carryover amounts once finalized. The final carryover amount for Title I can be found on your final financial report. The final carryover amounts for Title IIA and REAP can be found in the comment section of your final request for funds.

If you have any questions, please contact your Federal Title Contact Person. The listing can be found on the Department’s website at www.dpi.state.nd.us/title1/progress/picontacts.pdf.

Consolidated Application for Federal Title Funding Due Soon!

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 30, 2013**. The report must be completed and submitted by this date. Applications not completed will forfeit their federal Title funding for the 2013-2014 school year.
- Districts are required to enter their carryover amounts once finalized. The final carryover amount for Title I can be found on your final financial report. The final carryover amounts for Title IIA and REAP can be found in the comment section of your final request for funds.
- Districts are reminded that board approval must be documented in board minutes prior to the application submission date.
- The Federal Title Programs office has assigned a 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 contact person to conduct an initial review of your application.
- The department 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.



Approval Process

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

When the Title IIA portion has been approved by the Federal Title Programs Director, districts will receive an email from Jane Gratz, Title II Fiscal Officer, with an attachment of your approved Title IIA budget.

Once the Title I, Title II and Title III sections of the application have all been approved, an electronic grant award will be generated and disseminated by Stephanie Gullickson, Director of Fiscal Management. This grant award will display the district's final allocation amounts, official carryover amounts, and the amount available to spend for the 2013-2014 school year.

Early Childhood Education News

Kindergarten Entry Assessment Consortium

In May 2013, the U.S. Department of Education published a notice inviting applications under the Enhanced Assessment Grants program (EAG) to support the development or enhancement of a kindergarten entry assessment (KEA) that is aligned with state early learning and development standards and that covers all essential domains of school readiness. Priority will be given to applications that include more than three states that agree to work as part of a collaborative effort to develop or enhance a KEA.

North Carolina, serving as the lead state and fiscal agent, invited North Dakota and other interested states to jointly apply for funding under this competition. This consortium will agree to engage in work to collaborate on the development of a KEA within a larger K-3 formative assessment. The primary purpose of the assessment will be to guide instruction, and give teachers and students a meaningful tool to adjust teaching and learning to meet or exceed standards across multiple domains of development. The assessment will gather a variety of data (e.g., observations, conversations, work samples, tasks) from multiple sources (e.g., teachers, support staff, families, and community members). The first administration of the K-3 assessment will be at kindergarten entry, with the resulting data generating a Child Profile that provides a more complete picture of the whole child and making information available to both teachers and students that will be used to guide teaching and learning.

The North Dakota Department of Public Instruction and the North Dakota Department of Human Services have been engaged in joint planning and conference calls to aid in the application completion to submit by July 8, 2013. Kirsten Baesler, State Superintendent of Public Instruction, has signed the Memorandum of Understanding between North Dakota and North Carolina. Notification of grant awards is expected this fall.

Early Childhood Care and Education Study

During the 63rd Legislative Assembly, Senate Bill 2229 was passed and states the Superintendent of Public Instruction shall study the development, delivery, and administration of comprehensive early childhood care and early childhood education in this state. The study must include an examination of the availability, quality, and cost of service offered by existing public and private sector providers, the projected need for services during the coming ten to twenty years, and the ability of public and private sector providers to address the expansion of facilities or the creation of additional facilities.

Numerous state departments and local agencies statewide have voiced their support of early care and education programs, projects, and initiatives. A balanced 30 member committee representing child care, Head Start, higher education, public and private education, special education, advocacy groups, and North Dakota state departments is currently being developed.

As information regarding the study is created, it will be posted and updated at www.dpi.state.nd.us/EarlyChildhoodEduc/index.shtm on the department website.

Early Childhood Education News (continued)

Early Childhood Grants Available

Early Childhood Continuing Education Grants

During the 63rd Legislative Assembly, House Bill 1013 passed making North Dakota residents eligible for up to a \$1,200 grant.

To qualify for the grant award, the eligible recipient must:

- a. Be a preschool teacher or teacher assistant for whom a baccalaureate degree will be required in the future;
- b. Be an individual working in the childcare industry and/or Head Start program who wishes to obtain a Child Development Associate Degree, Associate of Arts Degree, or Bachelor's Degree in Early Childhood Education;
- c. Be enrolled in a North Dakota State college or university.

Environment Grants

During the 63rd Legislative Assembly, House Bill 1013 passed making North Dakota public school districts eligible to receive up to a \$5,000 grant award to support, enhance, or establish a new or expanded early childhood learning environment.

To qualify for the grant award, the applicant must complete the Early Childhood Environment Grant Application and have either:

- a. Created new space for the district's early childhood education services or;
- b. Recently expanded the space of the district's Early Childhood Education program.

What are allowable uses of these funds? Allowable use of funds includes costs incurred to get the physical learning space ready for the early childhood programs. This includes such items as child-sized tables and chairs, low shelving, flooring, lighting, wall and window coverings, and lowering existing or installing new child-sized sinks and toilets. Please keep in mind this list is not inclusive and other items may be considered as allowable if they meet the purpose of the grant.

What are non-allowable uses of these funds? Funds may not be used for staff, technology, daily supplies, or materials for providing the educational program. The funds may only be used to support, enhance, or establish a new or expanded early childhood learning environment.

Additional information on both of these grants is available at www.dpi.state.nd.us/EarlyChildhoodEduc/grants.shtm on the department's early childhood website!



21st CCLC Program Administrator Updates

Grant Competition and Training

North Dakota has finalized its grant competition for 2013-2014. The North Dakota 21st Century Community Learning Centers (21st CCLC) office announced the competition on February 26, 2013, and grant applications were due April 19, 2013. On June 27, 2013, the North Dakota 21st CCLC office held a WebEx meeting to formally announce the applicants who will be receiving a 21st CCLC grant. The following applicants will be receiving a 21st CCLC grant beginning September 1, 2013:

- Southeast Education Cooperative
- Grand Forks Public School District
- North Central Education Cooperative
- Minot Public Schools
- Northeast Education Service Cooperative
- North Valley Career and Technical Center

Due to the number of new sites that will be in their first year of 21st CCLC programming, the North Dakota 21st CCLC office will be sending two people from each new site to the North Dakota 21st CCLC summer conference in Fargo, ND.

Sequester

As with all federal programs, 21st CCLC grantees will be affected by sequestration. The North Dakota 21st CCLC office is still waiting for its final allocation, but the preliminary communication estimates the cut to be around \$300,000. We hope to be provided with more information in the near future.

Things to Watch For

- The state 21st CCLC office can now move forward with the IRFP process for the 21st CCLC resource center. All current sub-grantees will be notified of this process.
- Official announcement regarding the options available to applicants that did not receive funds from the previous competition.
- Announcement of ITRFP bid winner for the required data system.

ND DPI 21st CCLC Evaluator

The ND DPI 21st CCLC contracts with an independent evaluator. The evaluator is tasked with monitoring each sub-grant on an annual basis and is independent from the 21st CCLC state office. The evaluator combines each individual sub-grantee evaluation to create one state-wide evaluation. This year's report has been published on the 21st CCLC state website. You can access the report at www.dpi.state.nd.us/21stCent/evaluations.shtm.

2012-2013 Grant Extension

The state 21st CCLC office offered all current sub-grantees the opportunity to apply for a grant extension. This opportunity was offered because the new 21st CCLC grant cycle will run September 1, 2013-August 31, 2014. The requests were due on June 24, 2013. We are pleased to announce that all sub-grantees applied for this extension and all extensions were approved.

At the completion of the grant extension, sub-grantees will need to submit the end of the year reports. The following reports are required:

- Mid Year/Final Financial Report
 - Request for Funds
 - 21st CCLC Ledger
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Homeless Update: NAEHCY Service to Homeless Children Award

The annual National Association for the Education of Homeless Children and Youth (NAEHCY) awards are an important mechanism by which we can recognize our colleagues for the outstanding service they have provided to children and youth experiencing homelessness. Award recipients are selected through a screening and selection process overseen by a dedicated committee of state coordinators and other experts in the field. Award winners are recognized at a special ceremony held during the NAEHCY Annual Conference.

Award nominations may be submitted for exemplary programs and/or individuals that serve homeless children, youth, and/or families. Programs and/or individuals may be associated with schools, community agencies, volunteer organizations, shelters, or other entities or efforts that support the education of children and youth in homeless situations.

For 2013, the NAEHCY Annual Awards Committee is accepting award nominations online. Please visit <https://www.surveymonkey.com/s/2013-naehcy-award-nomination> to complete a nomination. Detailed nomination instructions are included on the first two pages of the online nomination form. Please read the instructions carefully and in their entirety before completing the online form. Paper nominations will not be accepted. All award nominations must be submitted by the close of business (COB) on **Friday, August 30, 2013**.

N&D Update: Planning and Implementing Institution-wide Projects

The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, and At-Risk has available a brief titled Planning and Implementing Institution-wide Projects. This brief is designed specifically for administrators of State Title I, Part D, programs, working within state education agencies (SEAs) and state agencies (SAs).

The purpose of the brief is to provide an overview of institution-wide projects (IWP) and their benefits for neglect and delinquent (N or D) programs, some important basic steps administrators need to consider when creating and running an IWP, and some common mistakes made in the implementation process. Additionally, examples and tools are provided that can be adapted by administrators to assist in the implementation effort. The information throughout this brief will help administrators who are interested in implementing IWPs for the first time, as well as those who are currently running IWPs. In addition, the processes involved in planning for, implementing, evaluating, and improving IWPs can benefit all Part D programs, regardless of IWP implementation. The emphasis within IWPs on implementing and revising curriculum and instruction based on student outcomes in order to improve program quality is an approach all Part D programs can strive for. Therefore, this brief also provides guidance for administrators looking to improve the quality of Part D services offered in facilities for N or D youth.



This brief can be found at www.neglected-delinquent.org/nd/docs/iwpBrief.pdf.

Direct Strategies Institute

Direct Strategies Institute
What's Different About Teaching Reading to Students Learning English?
August 5-6, 2013
9:00 am – 4:00 pm
Sleep Inn & Suites
2400 10th St SW, Minot, ND 58701
(701) 837-3100

Learn how to provide effective reading instruction to ELLs in grades K-8.

Please join us at an upcoming two-day Direct Strategies Institute using CAL's widely-used *What's Different?* professional development program. The training will provide participants with an understanding of the methodology and strategies for teaching English language learners (ELLs) how to read.

The two-day *What's Different?* Direct Strategies Institute is designed for elementary and middle school **classroom, ESL, reading** and **Title I** teachers as well as school **administrators** who want to ensure reading progress on the part of ELLs. CAL encourages teams of ESL, reading, and classroom teachers.

Register early, as space is limited to the first 30 registrations that are received online. After 30 registrations are submitted, the registration will provide a link to enter your information on a waiting list. Registrations and waiting list registrations will be taken in order of receipt. Register as soon as possible at <https://www.surveymonkey.com/s/H3F698Y>. For the full announcement and more information please go to www.dpi.state.nd.us/title1/events/ELLinvite.pdf.

July Featured WIDA Educator: Mae Lindenberg, Grafton

The ND DPI is proud to announce that Mae Lindenberg is the WIDA July featured educator. Mae has worked with statewide committees representing migrant and ELL students in Grafton and is retiring this month. Mae is going out with a bang!

Read more about her work at <http://wida.us/getInvolved/featuredEducator.aspx> on WIDA's website.

ACCESS for ELLs® Webinar

The ND DPI, along with WIDA held an ACCESS for ELLs® Score Report Interpretation webinar on May 29, 2013. The video of the webinar is now available online at www.wida.us/downloadLibrary.aspx under the Videos/Webinars tab. Click on North Dakota to locate the video. You will need to use your individual WIDA username and password (assigned after ACCESS training) to log in.

This webinar provides an overview of the ACCESS for ELLs score reports. Viewers will learn about the different score reports available for the ACCESS for ELLs test and uses of each report. Any educator who works with ACCESS test results is encouraged to watch this webinar.

ELL Reminders: August and September

- **Title III Intent to Apply and Consolidated Application:**
 - Review the final allocations and if your district's allocation is less than \$10,000, communicate with other districts to form a Title III Consortium
 - Respond to the *Intent to Apply* email on or before **August 9, 2013**
 - Complete the narrative, activities and budget in the Consolidated Application for your Title III or Title III Consortium
 - **New student registration:** (all Kindergarten students, new students and throughout the year)
 - **Include the Home Language Survey in registration**
 - All students enrolling in the district must be administered a Home Language Survey (HLS) to determine if there is a significant influence of a language other than English
 - **Identification and Screening** (Students whose HLS indicates "significant influence")
 - **Administer a language screening test (W-APT or MODEL)**
 - Must be administered before a student is placed in ELL classes or receives ELL services:
 - * within 30 days from the start of the school year **or**
 - * within 14 days if the student begins school after the first day of school
 - **Eligibility and Parent notification** (Students who score "eligible" on screener)
 - Notify the parents of their child's eligibility to receive language support (for all students – new, continuing or exiting)
 - within 30 days from the start of the school year **or**
 - within 14 days if the student begins school after the first day of school
 - **Individual Language Plan (ILP)**
 - Meet with team to review/write annual ILP and provide new date to school staff for STARS.
 - ILP sample is available at www.dpi.state.nd.us/bilingul/tech/index.shtm
 - **Communicate Proficiency Levels**
 - Review the ACCESS Teacher Reports for exited students.
 - Communicate ACCESS proficiency levels (with the ACCESS Teacher Report) to general education teachers by the end of the first week of school. These reports come in May/June.
 - Send home the Exit form and parent letter for ACCESS results.
 - Begin Monitor process for exited students.
 - **Student File**
 - Place HLS, ACCESS parent and teacher reports, and ILP in the cumulative file (including screener results, if applicable – W-APT or MODEL)
 - **Plan for Training**
 - Visit www.dpi.state.nd.us/bilingul/standards/2013-2014trainingschedule.pdf to review important training information for the 2013-14 school year including ACCESS and MODEL test administrator training, WIDA English language development standards training and data workshops.
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Schoolwide Reminders

Administrators

- Submit Title I Final Financial Report – due July 5, 2013
- Schoolwide Programs: Submit Revisions to Schoolwide Plan (SFN 52806) or NDMILE Schoolwide Annual Review in Meeting Agenda/Minutes

Enjoy the Rest of Your Summer!

Upcoming Events

Fall Administrators' Workshop

July 31-August 2, 2013 in Bismarck, ND

Information can be found at www.dpi.state.nd.us/events.shtm

2013 Autism Summer Trainings

August 1-2, 2013; and August 5-6, 2013 in Grand Forks

August 7-8, 2013 in Bismarck, ND

Information can be found at www.dpi.state.nd.us/speced1/index.shtm

Direct Strategies Institute: What's Different about Teaching Reading to Students Learning English

August 5-6, 2013 in Minot, ND

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

New Title I Teacher Training

August 12, 2013 in Bismarck, ND

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

Title I Schoolwide Planning Workshop

August 7, 2013 in Bismarck, ND

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

2013 Title I, Special Education, and 21st CCLC Fall Conference

October 9-11, 2013 in Bismarck, ND

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

NDEA Instructional Conference

October 17-18, 2013 in Bismarck, ND

Information can be found at www.ndea.org

National Title I Conference

February 2-5, 2014 in San Diego, CA

Information can be found at www.titlei.org/conference

National Council of Teachers of Mathematics (NCTM) Conference

April 9-12, 2014 in New Orleans, LA

Information can be found at www.nctm.org/neworleans/

International Reading Association (IRA) Conference

May 9-12, 2014 in New Orleans, LA

Information can be found at www.reading.org/

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