



North Dakota Department of Public Instruction  
Kirsten Baesler, State Superintendent

# TEAM NEWS

Together Everyone Achieves More

Federal Title Programs and Special Education

April 2014

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## Have You Registered for the Program Improvement Workshop?



Each year, the North Dakota Department of Public Instruction (ND DPI) Federal Title Programs office sponsors a workshop for schools and districts identified for program improvement. The purpose of the training is to review the many requirements that must be adhered to when a school or district is identified for improvement. Due to reaching the 100% proficiency mark on the 12-year timeline outlined in NCLB, we are anticipating a large crowd and, therefore, holding the workshop at the Bismarck Civic Center. The 2014 Title I Program Improvement Workshop will be held on Monday, April 28, 2014.

This year, the ND DPI decided to revise the format of the workshop by having a featured speaker, as well as various breakout sessions to offer schools and districts additional choices and technical assistance on ways to increase academic achievement, assess student progress, and use data to drive instruction.

We are pleased to announce that Mr. Richard Gerver, who works closely with Sir Ken Robinson, will be our featured opening speaker. Mr. Gerver is described as one of the most inspirational leaders of his generation and will address the group regarding the new education age we live in as it relates to school improvement. This presentation will focus on the “change” that needs to occur in schools across the nation.

The ND DPI is happy to announce this workshop is a collaborative event co-sponsored by the following partners:

- ND DPI Federal Title Programs Office
- ND LEAD Center
- McREL International
- NWEA
- ND United
- AdvancED
- NSC Pearson
- CTB

Workshop registration information can be accessed at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm) on the ND DPI website. Schools and districts identified for program improvement need to send representation to this workshop as there are numerous requirements that must be adhered to when identified for improvement. If you have already registered, confirmation emails will be disseminated next week.

# Federal Title Programs Director's Report

By Laurie Matzke

## Review of Federal Title Program Responsibilities

For my Director's Report this month, I'd like to briefly review the Federal Title Programs responsibilities that must be completed over the next few months. This review will serve as a reminder of required reports, meetings, and due dates.

- Annual Title I Review  
Title I administrators and teachers must work together in the annual review of their Title I program for the 2013-2014 school year (for both targeted and schoolwide). Minutes from this meeting must be kept on file and results must be shared with Title I parents.
  - Federal Title Programs WebEx Trainings  
The Federal Title Programs office is sponsoring numerous WebEx trainings for teachers and administrators this spring to provide information and updates on pertinent Federal Title Programs issues. A chart of all trainings is included on page seven of this newsletter. All trainings are recorded so that school personnel can review them at their convenience.
  - Title I Personnel Report  
There are significant changes to the process for collecting Title I student data, which historically has been collected in paper form on the Personnel Report. For additional information, please reference the *Changes to the Title I Personnel Report* article on page four of this newsletter.
  - Final Financial Report for Titles I, II, and III  
A Final Financial Report for all federal Title programs is due when all expenditures have been finalized for the 2013-2014 school year. Mailings will be disseminated to authorized representatives the first week in May.
  - Program Improvement  
Districts and schools identified for improvement have additional reports and responsibilities that must be addressed. A handout outlining all of these requirements can be accessed at [www.dpi.state.nd.us/title1/progress/requirements.pdf](http://www.dpi.state.nd.us/title1/progress/requirements.pdf) on the website.
  - Adequate Yearly Progress Parent Dissemination Letters  
Once the school and district AYP reports have been finalized and published on the department's website, schools and districts need to disseminate their AYP reports and any additional correspondence needed to clarify their reports to all parents and the community. If the school has been identified for improvement, it is important to note that the letter must be approved by your Federal Title Programs contact person before dissemination.
  - Consolidated Application for Federal Title Funding  
Districts need to complete and submit the Consolidated Application for Federal Title Funding. The final due date to submit is August 29, 2014.
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# Special Education Director's Report

By Gerry Teevens

## 2011-2012 Civil Rights Data Collection

On Friday, March 21, 2014, Attorney General Eric Holder, Assistant Secretary for Civil Rights Catherine Lhamon, and Secretary of Education Arne Duncan released the [2011-2012 Civil Rights Data Collection \(CRDC\)](#) at J.O. Wilson Elementary School in Washington, DC.

The CRDC is a vital resource that provides the public an opportunity to search for how our nation and individual states, districts, and schools serve all students, including our students of color, English learners, and students with disabilities. The troubling disparities these data reveal should remind us all of the importance of ensuring all students have equal access to educational opportunities.

For the first time in more than a decade, the CRDC contains information on approximately 16,500 school districts, 97,000 schools, and 49 million students—shining a spotlight on educational equity in areas such as discipline, access to preschool, teacher equity, and access to college- and career-ready courses.

Some of the takeaways from the 2011-2012 CRDC include:

- Access to preschool is not a reality for much of the country. About 40% of public school districts do not offer preschool, and where it is available, it is mostly part-day only. Of the school districts that operate public preschool programs, barely half are available to all students within the district.
- Regarding the suspension of preschool children, black students represent 18% of preschool enrollment but also represent 42% of preschool students suspended once, and 48% of the preschool students suspended more than once.
- Access to courses necessary for college is inequitably distributed. Eighty-one percent of Asian-American high school students and 71% of white high school students attend high schools where the full range of math and science courses is offered (algebra I, geometry, algebra II, calculus, biology, chemistry, physics). However, less than half of American Indian and Native Alaskan high school students have access to the full range of math and science courses in their high school. Black students (57%), Latino students (67%), students with disabilities (63%), and English learners (65%) also have diminished access to the full range of courses.
- Access to school counselors is also limited. Nationwide, one in five high schools lacks a school counselor.
- Disparities in high school retention are also present. Twelve percent of black students are retained in grade 9, about double the rate that all students are retained (6%). Additionally, students with disabilities served by IDEA and English learners make up 12% and 5% of high school enrollment, respectively, but 19% and 11% of students held back or retained a year, respectively.

Office of Civil Rights Assistant Secretary Catherine Lhamon's blog on five new facts from the 2011-2012 CRDC can be found at [www.ed.gov/blog/2014/03/five-new-facts-from-the-civil-rights-data-collection/](http://www.ed.gov/blog/2014/03/five-new-facts-from-the-civil-rights-data-collection/).

Secretary Duncan's remarks can be found at [www.ed.gov/news/speeches/new-spotlight-americas-opportunity-gaps](http://www.ed.gov/news/speeches/new-spotlight-americas-opportunity-gaps).

## Preliminary 2013-2014 AYP Reports to be Released Next Week

The preliminary 2013-2014 school and district Annual Yearly Progress (AYP) reports will be posted on the department's secure State Automated Reporting System (STARS) next week. If you do not have authority to access this report, contact your district administrator. It is imperative school personnel review the preliminary school and district AYP reports and verify their accuracy prior to the department's release of the final AYP reports in May.

The department has prepared the 2013-2014 AYP guidance, which presents an overview of the AYP determination process. This guidance specifies any changes that have occurred in this year's AYP reports.

Once the final school and district AYP information has been posted to the department's website in early May, the Federal Title Programs office will send letters to all schools and districts officially identified for program improvement. This letter will inform schools and districts of their status and responsibilities while in program improvement. In addition, schools and districts identified for program improvement, but failed to make AYP for one year, will also receive a letter. The department will also issue a statewide news release to inform the public about the program improvement status of schools and districts for the 2014-2015 school year.

Federal law requires all public schools and districts to disseminate AYP information to parents. **After both the school and the district AYP reports have been finalized, districts can decide whether to disseminate the AYP information to parents in the spring or wait until August.** The department requests schools *not* publish any preliminary school AYP results publicly until the official release of the final AYP reports in May 2014.

If you have any questions on your school's or district's AYP reports, contact Paula Gabel at [pgabel@nd.gov](mailto:pgabel@nd.gov) or (701) 328-2296.

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

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## Changes to the Title I Personnel Report

In past years, the format for the Title I Personnel Report was a two-page report to collect data on Title I programming which was disseminated to all Title I personnel in the spring of each year. This year there will be major changes regarding how the data will be collected for the Title I Personnel Report.

This year, all Title I Personnel Report data will be collected electronically through STARS. The department has been working on transitioning from a paper collection process to an electronic collection process for several years. We believe the systems are in place to comfortably roll out this process of data collection this spring. Districts using PowerSchool have the ability to upload their data to STARS; therefore, district's must ensure their PowerSchool data is accurate.

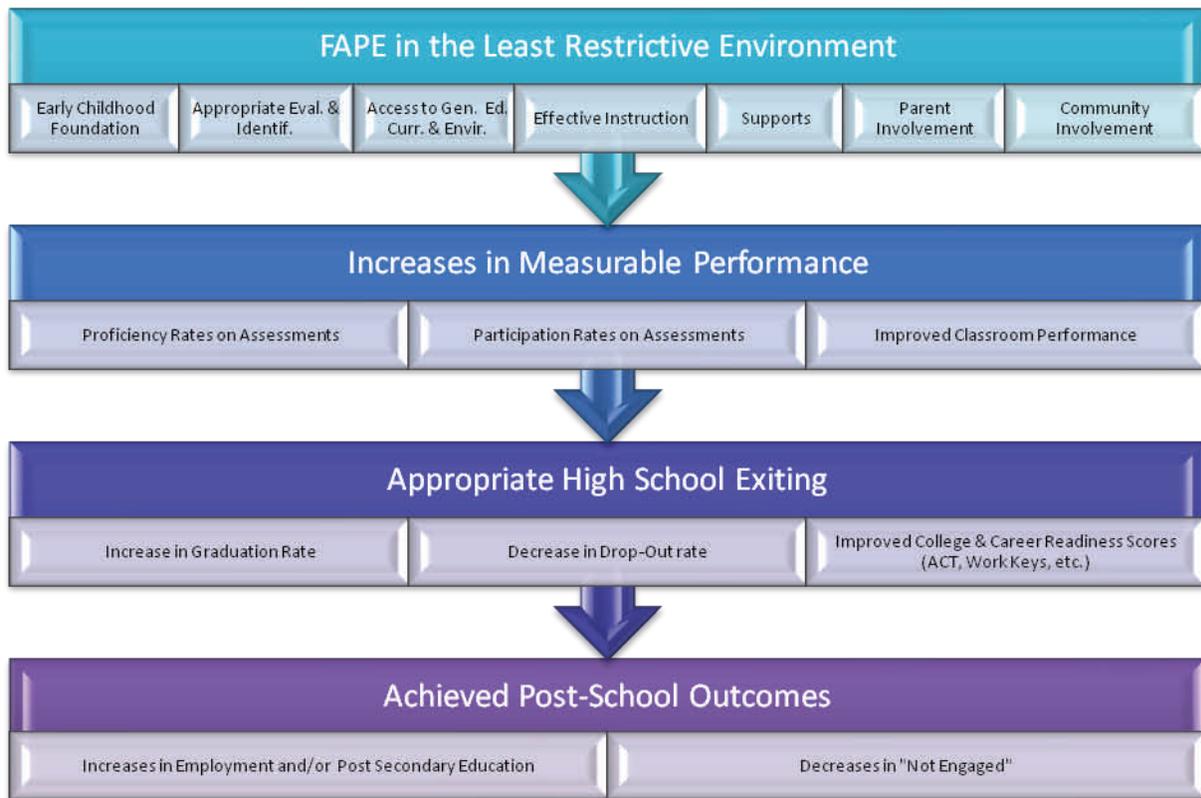
To assist with this transition, the Federal Title Programs office will be hosting a WebEx training to provide guidance on how this data is collected so districts can ensure accuracy when the data is pulled from STARS at the end of the school year. ***It is extremely important that a representative from each district attend this training.*** The WebEx is scheduled for Tuesday, May 6, 2014, from 3:00-4:00 pm CDT. Registration information can be found online at [www.dpi.state.nd.us/events.shtm](http://www.dpi.state.nd.us/events.shtm).

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# Improved Outcomes for Students with Disabilities

The ND DPI Special Education office has begun a process of improvement planning that will result in improved outcomes for students with disabilities. The statewide trend data regarding the performance of students with disabilities on many of the indicators that measure growth needed for positive post-school outcomes has begun to plateau, and the gap that exists between the performance of students with disabilities and their non-disabled peers has widened. This is, of course, cause for concern within the professional field, as well as with families and communities.

The Office of Special Education Programs (OSEP) has published the process of statewide planning for improvement in the federal register and the ND DPI considers it to be much like the processes used in our schools (NDMILE & AdvancED), with its first phase being an analysis of need and a prioritization of evidenced-based activities to meet that need. To drive that analysis and prioritization, the Special Education unit has developed the following framework. The framework will be used as both a Logic Model explaining what is involved to improve post-school outcomes for students, as well as a Theory of Action, to explain the actions that will need to be taken to improve outcomes for students with disabilities.



The ND DPI Special Education office will be asking for participation in this process from many members of the North Dakota education profession, parents, agencies, advocacy groups, and community providers so as to engage them in meaningful activities that will provide sound advice regarding the need and the activities for the unit to dedicate its resources. Please consider participating. For more information, contact the ND DPI Special Education office at (701) 328-2277.

## Federal Title Programs Administrative Issues WebEx Training

The Federal Title Programs office has scheduled a WebEx training for May 13, 2014 from 2:30 – 4:00 pm (CDT). The training is to address administrative issues for the authorized representatives and coordinators of the various Title programs. The update includes:

- ◆ Updated Consolidated Application Guidance
- ◆ Summary of Adequate Yearly Progress (AYP) Release
- ◆ Federal Title Program Allocations
- ◆ Federal Title Program Monitoring Issues

Registration information will be emailed to districts in the Federal Title Programs spring mailing and posted at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm) on our website. If you are the authorized representative who is responsible for the Title I or Title II programs in your school district, you are **strongly encouraged to participate in this training**.

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## IDEA Update

The national Council for Exceptional Children (CEC) conference this year offered its usual array of sessions on many of the issues surrounding special education. Dr. Doug Fuchs and Dr. Mitchell Yell led a thought-provoking discussion on the topic “Why We Should Expect More from Special Education.” Dr. Yell provided a historical context for the shift in IDEA from guaranteeing access to education to quality of instruction and student achievement. He offered an important observation that the original legislation, the Education for Handicapped Children Act of 1975, omitted an important word, appropriate, out of the Least Restrictive Environment principle established in the law. The appropriate least restrictive environment should be determined individually according to the student’s needs. He posed some questions and concerns many special educators have encountered in trying to provide students receiving special education services with a Free and Appropriate Public Education (FAPE) in a standards-based educational environment. Following Dr. Yell’s discussion, Dr. Fuchs discussed his belief that research findings in a study by Ysseldyke and Algozzine led special education to change its focus from providing individualized intensive instruction to placing greater trust in General Education instructional pedagogy. According to Fuchs, this trust has resulted in the loss of special education’s ability to provide the intensive individualized instruction students in special education need. Fuchs believes that the low academic achievement and poor post-school outcomes of many students receiving special education services can be attributed to their not receiving the necessary individualized intensive instruction in areas that qualified them for special education services. This session certainly offered special educators food for thought on two topics that have proven difficult to reconcile in the current educational policy environment.

The conference had many sessions addressing the new assessments and the higher expectations contained in the new Common Core State Standards. A particularly useful session was presented by Cynthia Okolo from Michigan State on using digital tools to assist students with content literacy skills. This session provided attendees with a significant number of free online literacy tools that can be used in all content areas. Many of the tools contain multiple components that can be used to annotate text; the most interesting component was highlighting. A couple of the programs had a feature which allowed highlighted text to be exported to note cards for studying or to a Word document. The exported text in the Word document could become an outline for a writing assignment or the topic sentences for a multi-paragraph essay or a summary. This tool also can be an effective scaffold for teaching students how to put information from sources into their own words. Teachers interested in any of these tools can email Dr. Okolo at [Okolo@msu.edu](mailto:Okolo@msu.edu).

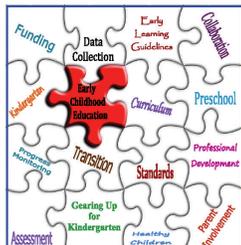
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## 2014 Federal Title Programs Office – WebEx Trainings

The Federal Title Programs office started a series of WebEx trainings for spring 2014. These trainings have been a great opportunity for North Dakota educators to stay current on related issues. Due to the popularity of these trainings, 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 information online at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm) as it becomes available.

Training Topic	Presenter	Type	Date
21 <sup>st</sup> CCLC Request for Proposal WebEx	Josh Sharp	Live and Recording	Thursday, March 13, 2014
Annual Targeting Training WebEx	Laurie Matzke	Live and Recording	Tuesday, March 25, 2014
Federal Title Programs and Private Schools WebEx	Ann Ellefson	Live and Recorded	Thursday, March 27, 2014
Title I Cooperative Agreements	Ann Ellefson	Live and Recording	Wednesday, April 23, 2014 10:30 – 11:30 AM
Homeless Requirements and Reporting WebEx	Jacki Harasym	Recording	Wednesday, April 23, 2014 1:00-2:30 PM
Corrective Action and Alternative Governance Requirements WebEx	Stefanie Two Crow	Recording	Thursday, April 24, 2014 1:00 – 3:00 PM
Title III – English Language Learners (ELL) WebEx	Laurie Matzke	Live and Recording	Tuesday, May 6, 2014 10:30 AM – 12:30 PM
Title I Personnel Report WebEx	Ann Ellefson	Live and Recording	Tuesday, May 6, 2014 3:00 – 4:00 PM
AdvancED and Title I Schoolwide Requirements WebEx	Lodee Arnold	Live and Recording	Wednesday, May 7, 2014 3:00 – 4:30 PM
Requirements for Districts Operating a Pre-Kindergarten Program WebEx	Tara Bitz	Live and Recording	Monday, May 12, 2014 10:00 – 11:00 AM
Federal Title Program Administrative Issues WebEx	Laurie Matzke	Live and Recording	Tuesday, May 13, 2014 2:30 – 4:30 PM
Managing Federal Title Funding WebEx	Laurie Matzke	Recording	TBD
Needs Assessment WebEx	Laurie Matzke	Recording	TBD

## Annual ND DPI Pre-kindergarten Approval Process



School districts operating a pre-kindergarten program must request approval from the Superintendent of Public Instruction under the North Dakota Century Code (NDCC) 15.1-37-01. The ND DPI is currently reviewing organizational plans to ensure those districts operating a pre-kindergarten program have the correct configuration and are meeting the NDCC requirements yearly.

Beginning in the 2014-2015 school year, districts operating a pre-kindergarten program will now submit the approval form on an annual basis. If a district would like to keep the pre-kindergarten configuration, please complete the Program Approval Requirement document provided on the link below and submit it by September 15 of each year.

If a district is seeking approval for the first time, the Program Approval Requirement form may be submitted upon completion of all requirements.

**All approval information is also located at [www.dpi.state.nd.us/EarlyChildhoodEduc/preschool.shtm](http://www.dpi.state.nd.us/EarlyChildhoodEduc/preschool.shtm) on the department's early childhood website.**

Please keep in mind there are two state grants to help defray some of the costs in developing your program: a \$5,000 environment grant and a \$1,200 continuing education grant. Information is located at [www.dpi.state.nd.us/EarlyChildhoodEduc/grants.shtm](http://www.dpi.state.nd.us/EarlyChildhoodEduc/grants.shtm) on the department's early childhood website.

For further information on the Pre-kindergarten Approval or the early childhood grants, please contact Tara Bitz, Early Childhood Administrator at [tbitz@nd.gov](mailto:tbitz@nd.gov) or (701) 328-4646.



## Homeless Update NCHE Coffee Break: Understanding Doubled-Up Webinar

### NCHE Coffee Break:

**Understanding Doubled-Up Webinar: April 30, 2014, 11:00-11:30 AM CDT**

In this 30-minute coffee break, participants will join presenters from the National Center for Homeless Education (NCHE) in an exploration of the issue of doubling-up. Doubled-up is the informal wording used to describe a concept included in the McKinney-Vento Act's definition of homeless. It refers to shared living arrangements, some of which may be considered homeless, while others may not, depending on various factors. In this session, designed to provide professional development in a convenient and interactive online format, participants will explore some of these factors in greater detail and have the opportunity to ask questions about concepts covered throughout the session.

To register for this webinar, go to [www2.gotomeeting.com/register/401264794](http://www2.gotomeeting.com/register/401264794).

## Final Financial Report Mailing

### ***Title I***

All Title I Final Financial Report forms will be mailed during the month of May 2014. The forms will be sent by regular mail, as we are personalizing each mailing to match each district's unique situation. In addition to the Final Financial Report guidance, this mailing will also include the specific addendums that each individual school district is required to complete and the Request for Funds form.

- ◆ Cooperative Agreement Addendum
- ◆ Neglected Funds Addendum
- ◆ Parent Involvement Addendum
- ◆ Private School Addendum
- ◆ Reallocated Funds Addendum
- ◆ Supplemental Services Addendum

If your packet includes any of these addendums, please be sure to complete and submit them along with your Final Financial Report and Request for Funds. Submitting all of the required forms in the same envelope will expedite the process when the Federal Title Programs office receives them. Submitting the forms separately slows the review process as we need to have all of the forms submitted for the school district before we can complete our final review.

If you have any questions regarding this information, please contact Mary Neigum, Fiscal Officer, at (701) 328-2281 or [mneigum@nd.gov](mailto:mneigum@nd.gov), or Laurie Matzke, Director, at (701) 328-2284 or [lmatzke@nd.gov](mailto:lmatzke@nd.gov).

### ***Title II/Title III***

New for the 2013-2014 school year, districts receiving Title II and Title III funding will need to submit a Final Financial Report to close out these programs. An electronic mailing will be sent to all authorized representatives and contacts in May 2014. The Title II and Title III Final Financial Report is tentatively due in the Federal Title Programs office by Friday, July 11, 2014. However, this report should not be submitted until districts have completed all of their activities for the 2013-2014 school year, and all invoices have been processed and paid. The forms can be accessed at the following links.

- ◆ Final Financial Report: [www.dpi.state.nd.us/forms/sfn60449.pdf](http://www.dpi.state.nd.us/forms/sfn60449.pdf)
- ◆ Final Financial Report Guidance: [www.dpi.state.nd.us/forms/instruct/instruct60449.pdf](http://www.dpi.state.nd.us/forms/instruct/instruct60449.pdf)
- ◆ Request for Funds: [www.dpi.state.nd.us/forms/sfn14660.pdf](http://www.dpi.state.nd.us/forms/sfn14660.pdf)

It is imperative that you work with your business manager on the completion of the Title II/Title III Final Financial Report and other related forms. Please remember, your local accounting ledger must match the figures reported on the Final Financial Report.

If you have any questions regarding the Title II, please contact the Title II Fiscal Officer, Jane Gratz, at (701) 328-2292 or [jmgratz@nd.gov](mailto:jmgratz@nd.gov), or Laurie Matzke, Director, at (701) 328-2284 or [lmatzke@nd.gov](mailto:lmatzke@nd.gov).

If you have any questions regarding the Title III, please contact one of the following Federal Title Programs office staff:

- ◆ Laurie Matzke, Director, at (701) 328-2284 or [lmatzke@nd.gov](mailto:lmatzke@nd.gov)
- ◆ Jill Frohlich, Administrative Assistant, at (701) 328-2254 or [jmfrohlich@nd.gov](mailto:jmfrohlich@nd.gov)
- ◆ Patty Carmichael, Fiscal Officer, at (701) 328-3264 or [pcarmichael@nd.gov](mailto:pcarmichael@nd.gov)

## Resources for Afterschool Programs

There are many resources available for North Dakota afterschool programs. Each site provides many resources for afterschool professionals. Below each link you will find a description of each of the organization's role in afterschool programming.

### **North Dakota 21<sup>st</sup> CCLC Website** [www.dpi.state.nd.us/21stCent/index.shtm](http://www.dpi.state.nd.us/21stCent/index.shtm)

This site is designed to provide guidance for North Dakota afterschool professionals. The site is useful for both 21<sup>st</sup> CCLC sub-grantees as well as non-grantees operating afterschool programs. For sub-grantees, the site provides required forms, guidance on 21<sup>st</sup> CCLC law, state level correspondence, statewide evaluations, and private school guidance. The following information on the site is for both sub-grantees and non sub-grantees.

- ◆ Technical Assistance WebEx
- ◆ Outside Resource Links
- ◆ Afterschool Guidance
- ◆ Quarterly Newsletter
- ◆ List of 21<sup>st</sup> CCLC Sub-grantees
- ◆ Grant Announcements

### **Foundations** [www.foundationsinc.org/expanded-learning](http://www.foundationsinc.org/expanded-learning)

The Center for Afterschool and Expanded Learning at Foundations, Inc. provides professional development, technical assistance, tools, and publications tailored to the unique world of afterschool, summer, and expanded day and year programs.

Working with inschool and afterschool leaders, educators, directors, and organizations, the Center helps build the high quality programs all children deserve. Field-wide, the Center provides technical assistance for sustainable system-building to make effective, accessible, high quality programming the norm across the country.

Each year, thousands of leaders and practitioners benefit from the Center's trainings that show how to make out-of-school time a dynamic place for learning and healthy development for children K-12.

Their publications address real needs, core strategies, and use-it-now techniques for effective staff and programming that makes a difference.

- ◆ Staff Development
- ◆ English Language Learning
- ◆ Global Learning
- ◆ Homework Time
- ◆ Project-Based Learning

The Center will work with districts to:

- ◆ Inspire staff with use-it-now professional development that works
  - ◆ Energize learning with great program design & content
  - ◆ Build quality and keep it growing
-

## Resources for Afterschool Programs (continued)

### **National Afterschool Association (NAA)** <http://naaweb.org/>

The mission of the National AfterSchool Association is to foster development, provide education, and encourage advocacy for the out-of-school-time community.

NAA is the membership association for professionals who work with children and youth in diverse school and community-based settings to provide a wide variety of extended learning opportunities and care during out-of-school hours. Their members include afterschool program directors, coordinators, sponsors, front-line staff, school leaders, principals, teachers, paraprofessionals, board of education members, non-profit leaders, advocates, community leaders, policymakers, researchers, and more. They respect and celebrate diversity. NAA is working to assure that the vision of high-quality learning experiences for all children and youth, both in and out of school, becomes a reality through the application of the NAA core competencies in afterschool programs. NAA recognizes that quality afterschool programs provide positive child and youth development and meet a critical need for keeping kids safe and families productively employed. NAA understands that families need a wide range of interesting and age-appropriate programming choices to be available and accessible when their children are not in school.

NAA provides:

- ◆ Publications, resources, and services that reflect best-practice thinking of the profession
- ◆ Dissemination of ideas and information that support the professional development needs of members in the field
- ◆ The only national convention in the field for afterschool professionals
- ◆ A user-friendly, informational website and regular electronic communications for members
- ◆ Access to affordable training, technical assistance, and professional development for afterschool program staff
- ◆ Access to a members-only professional resources and consultation services

NAA advocates:

- ◆ That equitable, adequate, and accessible afterschool program opportunities be created universally and that investments in afterschool programming come from school, local community, state, and federal for-profit and non-profit sources
- ◆ That efforts to create public awareness about the importance, benefits, and return on investment of afterschool programming be increased

### **Y4Y** <http://y4y.ed.gov/>

This site is designed to support the important work — and play — that happens in an afterschool program. It embraces positive youth development and resilient principles and practices: (1) caring relationships, (2) messages with high expectations, and (3) meaningful opportunities to participate in and contribute. Together, these principles and practices help create environments that nurture and support the healthy development of the whole child. This promotes healthy youth who grow and succeed in school and life. The focus of this site is on learning and professional development, for every staff member at every level of the program. The learning experiences, tools, resources and contacts on this website come from afterschool experts, education researchers and people at real afterschool programs. The examples found here have not been invented. Rather, they have been put into settings that can help you progress work in new ways — and find new ways to make it better.

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## N&D Update

### Educational Experiences of Children and Youth in the Child Welfare System Webinar



On any given day in the US, more than 400,000 children and youth are involved in the child welfare system. And while the goals of this system are to find safe, permanent homes and to reunify families, many children and youth spend years in the system, moving from placement to placement and school to school. Compared to peers who are not system-involved, these young people are less likely to have a high school diploma, less likely to earn a living wage, and more likely to become involved in the juvenile or criminal justice systems. Research has shown, however, that success in school can be a positive counterweight to the abuse, neglect, separation, and impermanence experienced by these children and youth.

The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who are Neglected, Delinquent, or At Risk (NDTAC) held the first event in the N&D InFocus series, [Educational Experiences of Children and Youth in the Child Welfare System](#) (Video), which examined the educational experiences of children and youth involved with the child welfare system and highlights the work of systems around the country striving to foster better educational outcomes for these young people. From Hawaii to Rhode Island, NDTAC took a closer look at those making a difference in the lives of this vulnerable population. To view this recorded webinar, go to [www.neglected-delinquent.org/events/educational-experiences-children-and-youth-child-welfare-system](http://www.neglected-delinquent.org/events/educational-experiences-children-and-youth-child-welfare-system).

## Title I Schoolwide Reminders

### **PLANNING YEAR SCHOOLWIDE SCHOOLS:**

- ◆ Update Comprehensive Needs Assessment as current data is available
- ◆ Update schoolwide goals for the 2014-2015 school year
- ◆ Make final adjustments on schoolwide plan(s)—Final plan due May 30, 2014

### **CURRENT SCHOOLWIDE SCHOOLS:**

- ◆ Conduct TEAM meetings to work on schoolwide plan
  - NDMILE
    - Review ten active indicators and update tasks/objectives according to the Crosswalk of NCLB Schoolwide Plan Components and NDMILE Key Indicators
    - Finalize the Title I Schoolwide Supplemental Report and SMART Goals for the end of the year submission due May 30, 2014
  - Non-NDMILE (paper plan on file with the Federal Title Programs office)
    - Work toward establishing schoolwide goals through activities listed in the schoolwide plan and documented by agendas and minutes
    - Begin documenting changes to schoolwide plan on SFN 52806 (Revisions to the Schoolwide Plan) including:
      - Change of grade level configuration (INCLUDING large districts)
      - Addition or discontinuation of a preschool
- ◆ Continue documentation of the Title I schoolwide components
  - Conduct the Annual Assessment of Parent Involvement—be sure the results have measured the areas the school is looking for feedback on
  - Schedule the Annual Review to evaluate the effectiveness of the schoolwide plan

## ELL Reminders: April/May



### **Continuous Activities**

- ◆ **Progress Monitoring** (ongoing for all ELL students)
  - Meet with teachers and paraprofessionals on students' progress and students' or teachers' needs
- ◆ **New Student Registration** (new students)
  - Include the Home Language Survey in registration
- ◆ **Monitored Student Data Review (1 or 2 yr. exited students)**
  - Review monitored student files with team
  - Copy to parents and in cumulative folder

### **ACCESS Results**

- ◆ Review Student Results
- ◆ Exiting Students (students meeting exit requirements)
  - Send out parent notification
  - Prepare folder for monitor (two years)
- ◆ Non-Exiting Students
  - Gather list of students for ILPs
  - Communicate parent and teacher report

### **Plan for ELL Professional Development**

- ◆ Title III – English Language Learners (ELL) WebEx – May 6, 2014
- ◆ ELL Data Team Training (WIDA) – September 23-24, 2014
- ◆ ND DPI Fall Conference/TESOL – October 8-10, 2014

### **Title III Allocations—2014-2015 School Year**

- ◆ Submit Letter of Intent to access funding
- ◆ Submit Letter of Intent to Join Consortium (if applicable)

### **Questions on ELL Issues**

- ◆ School personnel can contact one of the following individuals for questions on Title III programming:
  - Laurie Matzke, Director, Federal Title Programs  
[lmatzke@nd.gov](mailto:lmatzke@nd.gov) or (701) 328-2284
  - Patty Carmichael, Fiscal Officer, Federal Title Programs  
[pcarmichael@nd.gov](mailto:pcarmichael@nd.gov) or (701) 328-3264
  - Jill Frohlich, Administrative Assistant, ELL/Bilingual  
[jmfrohlich@nd.gov](mailto:jmfrohlich@nd.gov) or (701) 328-2254
  - In addition, Kerri Whipple is working part-time for the SEEC office, providing technical assistance and professional development regarding Title III ELL/Bilingual issues. School personnel can still contact Kerri for technical assistance and professional development; however, Kerri will not be available to work with the administrative functions of the Title III/Bilingual program. Kerri's contact information: [whiplk1@ndseec.com](mailto:whiplk1@ndseec.com), (701) 361-1392 (c), or (701) 446-3192 (vm).

## 2014 Reading and Math Summer Institutes

The ND DPI is happy to announce two upcoming summer trainings. The ND DPI is committed to offering high quality professional development to school personnel as well as opportunities for staff to obtain graduate credit needed to renew credentials and teaching licenses.

<b>2014 Reading Summer Institute</b>
<p><b>Strategies Aligned with the Common Core Standards You can Implement in Your Classroom</b></p> <p><b>Presenter: Joanne Billingsley</b></p> <p><b>Date:</b> June 2-3, 2014</p> <p><b>Cost:</b> \$55.00</p> <p><b>Description:</b> During this training, teachers will learn and experience powerful NEW strategies that are proven to accelerate the acquisition of academic vocabulary, increase reading comprehension, and improve listening, speaking and writing skills. These student-centered, engaging strategies allow students to visualize text as they read. When reading evokes powerful images and brings to mind meaningful conversations, content comprehension increases dramatically and students learn to LOVE reading!</p> <p><b>Location:</b> Ramada Bismarck Hotel 1400 E Interchange Ave – Bismarck (701) 258-7000</p> <p><b>Sleeping Rooms:</b> Reserved under ND DPI Reading Institute at the rate of \$85 per night.</p> <p><b>Online registration:</b> <a href="http://www.surveymonkey.com/s/ZCVCPVX">www.surveymonkey.com/s/ZCVCPVX</a></p>

<b>2014 Math Summer Institute</b>
<p><b>Effective Common Core Based Mathematic Strategies to Improve the Arithmetic and Algebra Gap</b></p> <p><b>Presenter: Brad Witzel</b></p> <p><b>Date:</b> June 23-24, 2014</p> <p><b>Cost:</b> \$55.00</p> <p><b>Description:</b> This training will provide teachers specific strategies on how to facilitate learning, remembering, and applying critical Common Core mathematical concepts and skills in new situations. Strategies during the training include fluency and automaticity, instructional scaffolding strategies, concrete to representational to abstract instructional sequence, essential math vocabulary, organization of instruction, and study time.</p> <p><b>Location:</b> Ramkota Hotel Bismarck 800 South 3<sup>rd</sup> Street - Bismarck (701) 355-4417</p> <p><b>Sleeping Rooms:</b> Reserved under ND DPI Math Institute at the rate of \$90 per night.</p> <p><b>Online registration:</b> <a href="http://www.surveymonkey.com/s/KLBMWB2">www.surveymonkey.com/s/KLBMWB2</a></p>

Participants can earn one graduate or undergraduate credit through the University of Mary for attending one 15-hour training. Participants must attend BOTH days of training (two reading days or two math days) and participate in the working lunch to receive credit. The procedure to register for credit 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.

### **Questions**

If you have questions or need more specific details on these trainings, please contact Patty Carmichael at [pcarmichael@nd.gov](mailto:pcarmichael@nd.gov) or (701) 328-3264.

# Upcoming Events

**Title I Cooperative Agreements WebEx****April 23, 2014**Information can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)**2014 Title I Program Improvement Workshop****April 28, 2014** in Bismarck, NDInformation can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)**Utilizing the Pre-kindergarten Standards to Enhance Teaching Practices****May 2, 2014** in Minot, NDInformation can be found at [www.dpi.state.nd.us/EarlyChildhoodEduc/index.shtm](http://www.dpi.state.nd.us/EarlyChildhoodEduc/index.shtm)**Title III—English Language Learner WebEx****May 6, 2014**Information can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)**Title I—Personnel Report WebEx****May 6, 2014**Information can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)**AdvancED and Title I Schoolwide WebEx****May 7, 2014**Information can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)**Pre-kindergarten Standards: A Resource for Leveled Learners and Assessment****May 9, 2014** in Bismarck, ND*Session is Full—Registration is closed***International Reading Association (IRA) Conference****May 9-12, 2014** in New Orleans, LAInformation can be found at [www.reading.org/](http://www.reading.org/)**Requirements for Districts Operating a Pre-kindergarten Program WebEx****May 12, 2014**Information can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)**Federal Title Program Administrative Issues WebEx****May 13, 2014**Information can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)**2014 Reading Summer Institute****June 2-3, 2014** in Bismarck, NDInformation can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)**4th Annual ND RTI Conference****June 16-18, 2014** in Fargo, NDInformation can be found at <http://www.ndrti.com/>**2014 Math Summer Institute****June 23-24, 2014** in Bismarck, NDInformation can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)



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