



North Dakota Department of Public Instruction  
Kirsten Baesler, State Superintendent

# TEAM NEWS

Together Everyone Achieves More

Federal Title Programs and Special Education

May 2014

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## District SES Application

Schools in year two and beyond of the program improvement cycle are required to implement the supplemental educational services (SES) provision. This provision requires districts to set aside up to 20% of their Title I funds if the need exists for SES.

The North Dakota Department of Public Instruction (ND DPI) applied for and received approval on a waiver to allow schools and districts identified for improvement to apply to be an SES provider. Although parents still get to select the provider of choice, this waiver will allow parents and districts more options. This will be particularly helpful to small, rural districts with few providers in the area.

Districts interested in being on the state-approved list of SES providers need to complete an application, which can be accessed at [www.dpi.state.nd.us/title1/targeted/general/SESapp.pdf](http://www.dpi.state.nd.us/title1/targeted/general/SESapp.pdf) or [www.dpi.state.nd.us/title1/targeted/general/SESapp.doc](http://www.dpi.state.nd.us/title1/targeted/general/SESapp.doc). Please note there have been some minor revisions to the application that was disseminated at the Program Improvement Workshop. In addition, a sample completed SES application will soon be available at [www.dpi.state.nd.us/title1/targeted/general/supsvcs.shtm](http://www.dpi.state.nd.us/title1/targeted/general/supsvcs.shtm) on the Federal Title Programs website. The sample outlines the level of detail needed for a school or district to be approved. Applicants are strongly encouraged to review the sample application that is coming soon.

The due date for schools or districts to submit an SES application has been extended to June 17, 2014. The applications will be reviewed, and schools and districts will receive correspondence regarding their approval status. In early July, the Federal Title Programs office will disseminate the final state-approved SES provider list for the 2014-2015 school year, so that districts can begin disseminating SES information to parents.

If you have questions on this process, please contact Lauri Nord at [lnord@nd.gov](mailto:lnord@nd.gov) or (701) 328-2282, or Laurie Matzke at [lmatzke@nd.gov](mailto:lmatzke@nd.gov) or (701) 328-2284.



# Federal Title Programs Director's Report

By Laurie Matzke

## Reallocated Federal Funds

The federal Title programs each have carryover requirements unique to each federal program that must be adhered to. Consequently, if districts don't utilize all of their federal Title funds, they lose them and the funds get redistributed to other districts. Listed below is information regarding the reallocated processes for Title I and Title II.

### **Title I Reallocated Funds**

Once all of the Final Financial Reports for Title I have been processed, the Federal Title Programs office will be able to calculate the amount of reallocated funds available. Typically, this occurs in September. The Title I reallocated funds process is then opened with the applications due in mid October. If you are interested in applying for Title I reallocated funds, look for this information to be disseminated in September 2014. This coming year, districts will have additional flexibility on the use of Title I reallocated funds.

### **Title II Reallocated Funds**

The ND DPI, Federal Title Programs office, recently announced the reallocation of unspent 2012-2013 Title II, Part A funds to support professional development or other initiatives covered under the Title II law. This is an opportunity to offer high-quality professional development for teachers and principals in North Dakota school districts on topics such as standards, leadership training, or mentoring.

If you would like to apply for reallocated funds, please complete the Budget Application (SFN 52929), and attach a detailed description of how these funds will be utilized. The Budget Application can be accessed at [www.dpi.state.nd.us/forms/sfn52929.pdf](http://www.dpi.state.nd.us/forms/sfn52929.pdf). Submit your Budget Application and narrative to Jane Gratz, Title II Fiscal Officer, at [jmgratz@nd.gov](mailto:jmgratz@nd.gov).

School districts have the following two options for using the reallocated Title II funds:

- ◆ Provide high-quality professional development between June 1 and August 31, 2014.
- ◆ Districts that utilized the REAP process during the 2013-2014 school year may also apply for reallocated Title II funds and use them for allowable REAP Title I expenditures between June 1 and August 31, 2014. For example, the funds could be used for a Title I summer school program or for supplies for the Title I program.

These funds are available from **June 1, 2014 through August 31, 2014**. The grant will be administered on a reimbursement basis, which requires the submission of the standard Request for Funds (SFN 14660) located on the ND DPI website. The **funds must be obligated and spent by August 31, 2014, and requested reimbursement from the Federal Title Programs office by September 15, 2014**. Funds can be requested monthly or in one lump sum following the expenditure, whichever is preferable. These Title II reallocated funds must be tracked and requested separately.

Based on the overwhelming response we have received, **the deadline to apply for Title II reallocated funds has been extended to Monday, May 19, 2014, at noon**. If your district would like to be considered for funding, we must receive your application by noon on May 19. We ask that districts limit reallocated funds requests to not exceed \$5,000, so we can assist as many districts as possible, as there are only a limited amount of funds available.

If you have any questions, please contact me at [lmatzke@nd.gov](mailto:lmatzke@nd.gov) or at (701) 328-2284.

# Special Education Director's Report

By Gerry Teevens

## DLM-AAS Improves Accessibility of Test for Students with Sensory Impairments

North Dakota is one of the member states of the Dynamic Learning Maps Alternate Assessment System Consortium (DLM-AAS). The Consortium is committed to developing a computer-based assessment for K-12 public school students with significant cognitive disabilities. DLM member states are involved during every phase of the assessment development. Several districts in North Dakota have been participating in field testing of the DLM Assessment System. Currently, Field Test 3 is occurring and will continue throughout the remainder of the school year.

Researchers for the DLM-AAS Consortium have continued to expand and improve test accessibility. Member states have been reviewing and providing input and questions on the draft Accessibility Manual which will be available this fall to school district personnel who will receive training from the ND DPI Special Education office on the overview and administration of the DLM assessment. **Watch for dates and locations for these trainings in September.**

Most recently, the DLM-AAS Consortium has been creating new testing methods to address the needs of students with significant cognitive disabilities who also have significant sensory impairment. Many challenges with a computer-delivered assessment environment are faced by students with significant disabilities and significant sensory impairments. For example, even though sign language translations can be offered with video, few students with significant cognitive disabilities can understand sign language and use it fluently.

The content developers for the DLM-AAS have employed many methods to ensure it is accessible to the widest range of students, as demonstrated in the following examples:

- ◆ The DLM-AAS Consortium sought specific input from state deaf-blind projects and the National Consortium on Deaf Blindness. In the fall, DLM staff members observed students at the Kansas School for the Deaf and the Kansas School for the Blind as they took the DLM pilot test. Dr. Meagan Karvonen, DLM associate director, indicated in their spring newsletter that they “learned a lot about how teachers adapt the assessment experience for these students and were able to provide better guidance for the field tests as a result”.
- ◆ Earlier this spring, the DLM staff met in Denver with a team of experts in visual impairments and blindness, with particular expertise with students who also have significant disabilities. The team made important recommendations to increase the accessibility of the assessment for this population of students. The DLM-AAS Consortium has already developed and implemented alternate methods and items to use during testing. Supports include:
  - Allowing teachers to record student responses in the system,
  - Allowing teachers to provide sign-language translations of items, and
  - Allowing teachers to substitute objects referenced in test items to best meet the specific needs of the student.

Another change that has been made to increase accessibility and fairness is the assurance that texts used for English language arts can be understood without viewing the included pictures and that the pictures do not provide students without vision impairment an unfair advantage.

For more information on the DLM-AAS, please go to [www.dynamiclearningmaps.org](http://www.dynamiclearningmaps.org) or contact the ND DPI Special Education office at (701) 328-2277.

## 2014-2015 Consolidated Application Status

The Federal Title Programs office anticipates the electronic consolidated application in the State Automated Reporting System (STARS) will be opened on May 19, 2014, for data entry for the 2014-2015 school year. The estimated allocations will be pre-populated into the applications to allow school districts to start preparing for the 2014-2015 school year. Since the allocation amounts are estimates, ***please do not submit your application***. Once you have been notified that the final allocations have replaced these estimated amounts in the consolidated application, you may make necessary adjustments for any changes in funding and submit.

All consolidated applications must be submitted in STARS by **Friday, August 29, 2014**. No applications will be accepted after that date. The Electronic Consolidated Application Help Screen document is posted on the ND DPI website at [www.dpi.state.nd.us/grants/NCLB.shtm](http://www.dpi.state.nd.us/grants/NCLB.shtm) under Resources and Forms.

### **New Sections Added**

Three new sections have been added to the Consolidated Application for Federal Title Funding on STARS for the 2014-2015 school year.

1. **Title I AYP Plan**: Districts will complete an additional page of the application for each of their Title I schools and district identified for program improvement. Meeting all of the Title I program improvement requirements is a prerequisite to receiving Title I funding. Therefore, districts will need to document timely compliance with all program improvement requirements on the consolidated application. A series of check boxes are provided in this section so the district's authorized representative can assure that the requirements have been met in a timely manner. These check boxes will need to be completed before submitting the consolidated application by August 29, 2014. They can only be selected once all program improvement documents are received at the state level.
2. **Title II Required Needs Assessment**: Title II law requires that each district have a needs assessment that determines how the district's federal Title II funds are utilized. The Federal Title Programs staff must access and review the district's needs assessment to determine whether the Title II activities presented in the consolidated application are allowable and are supported by the district's needs assessment. Therefore, new for the 2014-2015 school year, districts will upload their needs assessment into STARS. Two available options for completing the required needs assessment are as follows:
  - a. A template for this requirement can be found on the Title II website at [www.dpi.state.nd.us/titleII/needs\\_assessment.shtm](http://www.dpi.state.nd.us/titleII/needs_assessment.shtm). This could be completed and uploaded into STARS.
  - b. Completion of the AdvancED student diagnostics and stakeholder reports and submission through STARS can also illustrate the district's needs to satisfy this requirement.

Districts will upload their needs assessment in the Allocations section of the consolidated application under "General Information." Under the question titled "Title II Part A Funding Priorities", there is a designated area to upload the district's needs assessment.

3. **Homeless**: Due to the increase of homeless students throughout the state, each district must complete information relating to how Title I funds are utilized to support homeless students, or the district's plan to utilize this funding source should the district have homeless students throughout the school year.

If you have any questions on allocations or the application process, please communicate with your Federal Title Programs contact person ([www.dpi.state.nd.us/title1/progress/picontacts.pdf](http://www.dpi.state.nd.us/title1/progress/picontacts.pdf)).

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## AYP Final Release

The ND DPI will soon be posting the final AYP reports for the 2013-2014 school year at [www.dpi.state.nd.us/dpi/reports/profile/](http://www.dpi.state.nd.us/dpi/reports/profile/) on the department's website.

Once the school and district AYP information has been posted to the department's website, the Federal Title Programs office emails individual letters to all schools and districts identified for program improvement. This letter informs schools and districts of their status and responsibilities while in program improvement. Districts will also receive, in this email, a letter from State Superintendent Baesler which needs to be included in the AYP dissemination process. The Federal Title Programs office will then issue a statewide news release to inform the public about the program improvement status of schools and districts for the 2013-2014 school year.

### **Dissemination Requirements**

Federal law requires all public schools and districts to disseminate AYP information to parents. **Districts can decide whether to disseminate the AYP information to parents in the spring or wait until school resumes in the fall (see specific details below).**

Under the Title I regulations, districts and schools are required to provide timely notification regarding AYP results. This notification falls into one of three categories:

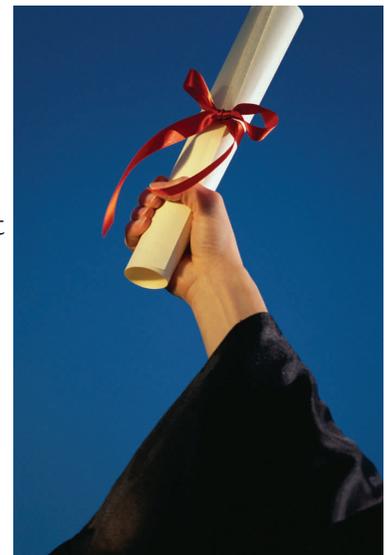
- ◆ Timely notification is defined as no later than 14 days prior to the first day of school for schools identified for program improvement that need to offer school choice.
- ◆ Schools and districts identified for improvement, but not offering school choice, need to disseminate the AYP information before the first day of school.
- ◆ Schools and districts not identified for improvement are required to disseminate this information by the beginning of the school year.

### **Samples**

There are various samples of parent notification letters for districts and schools available at [www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm). The Federal Title Programs office has also created communication toolkits for both schools and districts.

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

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



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## Funding for Research to Increase School Safety

The National Institute of Justice (NIJ) is accepting applications for its fiscal year 2014 Developing Knowledge About What Works to Make Schools Safe funding opportunity. Under its Comprehensive School Safety Initiative, NIJ will provide funding to successful applicants to learn more about how personnel, programs, and activities contribute to school safety. NIJ anticipates making awards to local education agencies (LEAs), public charter schools recognized as LEAs, and state education agencies. Applications are due by 11:59 p.m. ET on July 10, 2014. Additional information and the grant application can be found at <https://ncjrs.gov/pdffiles1/nij/sl001122.pdf>.

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## FFY2012 Annual Performance Review

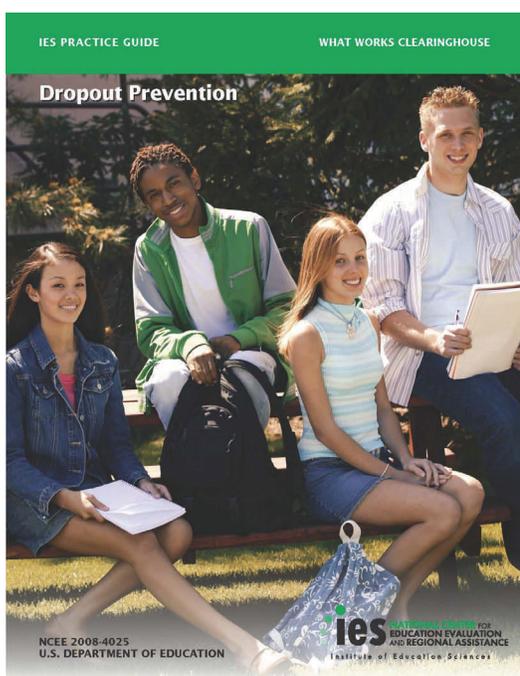
The FFY2012 Annual Performance Review (APR) submission marked the final submission under the current SPP/APR cycle. Moving forward, the proposed new SPP/APR cycle will begin with FFY2013 to be submitted February 2015. There is much more to come and to be determined, but under the major changes proposed, the SPP (State Performance Plan) and the APR would be combined into a single document. Changes to certain indicators including elimination of the indicator, consolidation, and the implementation of a new indicator would occur, as well as an overall push towards OSEP's RDA focus.

What does RDA stand for? RDA is the acronym for results driven accountability and represents a “shift in the balance from a system focused primarily on compliance to one that puts more emphasis on results.” Further stated, it is believed that “OSEP's resources are to be aligned to support improved educational results and functional outcomes for children with disabilities and to that end, are designing a system that maximizes all of our resources.” (<http://www2.ed.gov>)

In the wake of those beliefs and/or realignment of thinking, the APR will be reporting on a new indicator – the State Systemic Improvement Plan (SSIP) or Indicator 17. The purpose of the SSIP will be to identify systemic approaches that will lead to improved results for students with disabilities across key measures: performance on assessment, graduation with regular diploma, and post-school outcomes...”. There is definitely more to come on all of the information referred to in the article, but the use of data to make informed decisions and plans for student's educational futures is here and it is exciting!

More on OSEP's RDA can be found at [www2.ed.gov/about/offices/list/osers/osep/rda/index.html](http://www2.ed.gov/about/offices/list/osers/osep/rda/index.html).

## NDPC-SD Update A Literature Map of Dropout Prevention Interventions for Students with Disabilities



This research synthesis represents the most up-to-date review of dropout interventions for students with disabilities. The authors conducted an extensive search of the literature to find articles that described school completion interventions that yielded positive outcomes for students with disabilities. Of 544 potential studies, 19 studies met the inclusion criteria: 3 experimental, 1 quasi-experimental, 5 qualitative, 5 mixed methods, 4 correlation, and 1 descriptive. The most commonly implemented interventions involved multiple components including mentoring, family outreach, academic support, attendance monitoring, additional support services, and students' participation in school-related activities. Several studies also targeted students' specific disability-related needs, such as self-determination skills, social skills, and vocational skills. Overall, the interventions were aligned with recommendations made by the Institute of Education Sciences as effective interventions for general education students. This guide may be found at [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dp\\_pg\\_090308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf).

# Individuals with Disabilities Education Act and Extended School Year Services

As defined by the Individuals with Disabilities Education Act (IDEA), a free appropriate public education (FAPE) is special education and related services that are provided at public expense and are provided in conformity with an individualized education plan (IEP). The process utilized in the development of an IEP ensures that individuals with disabilities have appropriate education planning to accommodate their unique instructional needs, and that these needs are met in an appropriate learning environment.

Some children with disabilities may not receive a free appropriate public education unless they receive needed services during time periods when other children, whether they have a disability or not, normally would not be served. As part of the IEP process, a multidisciplinary team must determine if a child needs a program of special education and related services extending beyond the normal school year. For such a child, restricting services to a standard number of school days per year does not allow development of an education program that is truly individualized. A child may require extended school year (ESY) services in order to receive FAPE.

Reasons why ESY services may be needed vary from child to child, but the end result is that some children may suffer severe losses of social, behavioral, communication, academic, or self-sufficiency skills during interruptions in instruction. This is particularly true during long breaks such as summer vacations. Losses suffered by a child may be so extensive that when school resumes, unreasonable amounts of time are needed to recover (recoup) lost skills. Other children may experience losses because they reach critical learning stages at the end of a school year and need ESY services to avoid irreparable loss of learning opportunity. For some children, skills that support continued placement in the least restrictive environment (LRE) can be maintained only by ESY services.

The determination of whether a child with a disability needs ESY services must be made on an individual basis following the IEP process. The critical question that each IEP team must ask regarding ESY services is *whether the learning that occurred during the regular school year will be significantly jeopardized if ESY services are not provided.*

The ND DPI Special Education office has developed a comprehensive guidance document related to ESY services. This document can be found as Appendix F in the *Guidelines: Individualized Education Program Planning Process* at [www.dpi.state.nd.us/speced1/laws/iep/IEP\\_Guide.pdf](http://www.dpi.state.nd.us/speced1/laws/iep/IEP_Guide.pdf). The ESY document addresses questions related to the following areas: 1) Determining the Need for ESY; 2) Determining Services for ESY; 3) Related Services and ESY; 4) Summer School and ESY; 5) Procedural Safeguards; 6) Special Circumstances; and 7) Funding.

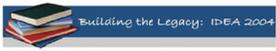
SPECIAL EDUCATION IN NORTH DAKOTA  
North Dakota Department of Public Instruction  
Kristen Baesler, State Superintendent  
Office of Special Education  
803 E. Boulevard Ave., Dept. 201  
Bismarck ND 58505-0440

701-328-2277 (voice)  
701-328-4620 (TDD)  
701-328-4148 (Fax)

**Guidelines:  
Individualized Education Program  
Planning Process**



Last FargoBismarckcity images

  
United States Department of Education, Office of Special Education Programs (OSEP)

**Comprehensive guidance document  
related to Extended School Year  
Services can be found as Appendix F  
in the *Guidelines: Individualized  
Education Program Planning Process***

## IDEA Update

The first North Dakota Autism Conference will be held October 20-22, 2014 at the Ramada (formerly the Doublewood) Hotel in Bismarck. The conference will have five tracks: Providers, First Responders, Educators, Parent, and Medical. All track sessions will be open to conference participants. In addition, this conference has secured an impressive set of keynote speakers: Dr. Amy Wetherby on Monday October 20, Dr. Brenda Smith Myles on October 21, and Dr. Ross Greene on October 22. Each of the keynote speakers has an extensive background in working with individuals having an Autism Spectrum Disorder (ASD).

Dr. Wetherby is a Professor in the Department of Clinical Sciences and Director of the Autism Institute in the College of Medicine and the Laurel Schendel Professor of Communication Disorders at Florida State University. She has thirty years of clinical experience and is a Fellow of the American Speech-Language-Hearing Association. Dr. Wetherby has published extensively and presents regularly at national conventions on early detection of children with autism spectrum disorders and intervention for children with autism spectrum disorders using the **SCERTS® model**.

Dr. Brenda Smith Myles is an internationally known author and speaker on autism related topics. She will be presenting on Behavior Interventions for Individuals with High Functioning Autism and Tantrums, Rage, and Meltdowns in Individuals with ASD. She will do a breakout session on CAPS as well. Dr. Smith Myles is on the executive boards of the Organization for Autism Research, Asperger Syndrome Coalition of the United States, Maap Services Inc., Aspen, the International Council for Learning Disabilities, and Advocates for Individuals with High Functioning Autism, Asperger's Syndrome, and Other Pervasive Developmental Disorders.

Dr. Ross Greene will be presenting on Collaborative and Proactive Solutions: The Next Generation of Solving Problems Collaboratively. Dr. Greene is an Associate Clinical Professor in the Department of Psychiatry at Harvard Medical School and originator of the Collaborative Problem Solving (CPS) approach, which was first articulated in his acclaimed book, *The Explosive Child*. He has authored numerous articles, chapters, and scientific papers on kids with social, emotional, and behavioral challenges and the effectiveness of this model in helping them and their caregivers. His research has been funded by, among others, the Stanley Research Institute, the National Institute on Drug Abuse/National Institutes of Mental Health, the U.S. Department of Education, and the Maine Juvenile Justice Advisory Group. Dr. Greene will conduct two breakout sessions as well on Wednesday, October 22.

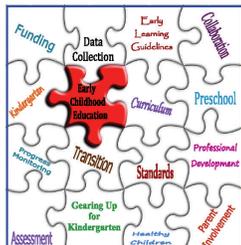
To promote the Autism Conference, an art contest is being conducted. For information on the contest, visit the ND Autism Conference website at [www.dce.ndsu.nodak.edu/conferences/ndautism/](http://www.dce.ndsu.nodak.edu/conferences/ndautism/).

## 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 view. You can find this information online at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

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 WebEx	Ann Ellefson	Live and Recording	Thursday, April 23, 2014
Corrective Action and Alternative Governance Requirements WebEx	Stefanie Two Crow	Recording	Thursday, April 24, 2014
Title III – English Language Learners (ELL) WebEx	Laurie Matzke	Live and Recording	Tuesday, May 6, 2014
Title I Personnel Report WebEx	Ann Ellefson	Live and Recording	Tuesday, May 6, 2014
Federal Title Program Administrative Issues WebEx	Laurie Matzke	Live and Recording	Tuesday, May 13, 2014
AdvancED and Title I Schoolwide Requirements WebEx	Lodee Arnold	Live and Recording	Thursday, May 15, 2014 3:30 – 4:30 PM
Homeless Requirements and Reporting WebEx	Jacki Harasym	Recording	TBD
Requirements for Districts Operating a Pre-Kindergarten Program WebEx	Tara Bitz	Recording	TBD
Needs Assessment WebEx	Laurie Matzke	Recording	TBD
Managing Federal Title Funding 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).

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## May WebEx Training for School Administrators

The Federal Title Programs office held a WebEx training on May 13, 2014. The training addressed administrative issues for authorized representatives and coordinators. The update included key information on the revised guidance for completing the 2014-2015 Consolidated Application for Federal Title Funding. There are three new sections required for the 2014-2015 school year.

The WebEx recording and handouts are posted at [www.dpi.state.nd.us/title1/present.shtm](http://www.dpi.state.nd.us/title1/present.shtm) on the Federal Title Programs website. If you are the authorized representative who is responsible for the program in your district, you are strongly encouraged to review the WebEx materials.

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## Federal Title Programs Spring Mailing

The 2014 spring mailing was disseminated **electronically** on May 9, 2014. This packet included the following information:

- ◆ Title I Personnel Report Information (now through STARS)
- ◆ 2014 ND DPI Fall Conference Flyer
- ◆ Summer Institute Registration Information

The above information can be found at [www.dpi.state.nd.us/title1/correspondence.shtm](http://www.dpi.state.nd.us/title1/correspondence.shtm).

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North Dakota Department of Public Instruction  
Kirsten Baesler, State Superintendent

# North Dakota Department of Public Instruction 2014 Fall Conference

**SAVE THE DATE**  
**OCTOBER 8-10, 2014**

## The Power of Education



### Featured Speaker:

Adam L. Saenz “The Power of a Teacher”

Adam’s message is “Teachers have tremendous power to make a difference” and he will inspire all educators to strive for educational excellence.

The purpose of this conference is to share and disseminate information about effective instructional practices, provide updates on federal and state issues, as well as host a variety of presenters, sessions, and activities designed to meet the needs of all educators.

### Breakout Sessions include:

- |                                  |                                  |                           |
|----------------------------------|----------------------------------|---------------------------|
| ADD/ADHD                         | Make and Take Home Activity Bags | Response to Intervention  |
| LEP/ELL                          | State Assessment                 | Special Education         |
| Bullying                         | Math Sessions                    | Teaching Using Technology |
| Federal Title Monitoring Process | Early Childhood Education        | After School Programming  |
| Reading Sessions                 | Parental Involvement             | Safe & Healthy Schools    |

### 2014 Awards and Recognitions to be Presented:

- |  |   |                                  |
|--|---|----------------------------------|
| Veteran Title I/Special Education Teachers | Outstanding Title I Educator                | North Dakota Teacher of the Year |
| Title I Distinguished School Award         | Special Education Administrator of the Year |                                  |

Sponsored by the Federal Title Programs office and a committee of representatives from the offices of Special Education, Safe & Healthy Schools, State Assessment, Teacher and School Effectiveness, Management Information Systems, and Indian Education.

## Title III/ELL Allocation for the 2014-2015 School Year

The ND DPI has invited eligible districts to submit their Intent to Apply for Title III English Language Learners Program Acquisition funds for the 2014-2015 school year. Title III of the *No Child Left Behind (NCLB)* Act provides supplementary funding for school districts or groups of school districts with students who qualify as Limited English Proficient (LEP) or English Language Learners (ELLs). Entities eligible to apply for Title III funds include single school districts and multiple district consortia. Grantees that have experienced a significant increase of new immigrants (at least 13% compared to the average of the previous two years) will receive an additional immigrant education grant.

The chart of estimated allocations is based on Immigrant and ELL data reported in STARS for students enrolled during the month of October 2013. The estimated allocation chart can be accessed at [www.dpi.state.nd.us/bilingul/nochild/index.shtm](http://www.dpi.state.nd.us/bilingul/nochild/index.shtm) on the Federal Title Programs website. Title III of the NCLB Act requires a minimum grant award of \$10,000. Districts that generate less than \$10,000 are encouraged to collaborate with other districts to form a consortium to meet the minimum requirement, thus accessing funds to provide supporting services to students.

All districts that have ELL students and generated Title III funding must complete and sign the Letter of Intent and submit it to Patty Carmichael, ELL Fiscal Officer in the Federal Title Programs office, at [pcarmichael@nd.gov](mailto:pcarmichael@nd.gov). If your allocation on the attached chart is under \$10,000, you must complete the Title III Consortium Participation Agreement. Districts electing to forego the funds must indicate as such.

Final allocations will be recalculated after we confirm the 2014-2015 Title III participants, districts, and consortia. Additional correspondence will also be forthcoming on the Final Financial Report process, and completing the Consolidated Application for the 2014-2015 school year.

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## Homeless Update

### McKinney-Vento 101: Knowing and Applying the Law Webinar



In this webinar, National Center for Homeless Education (NCHE) staff presenters discuss the educational rights and protections provided to eligible students under the McKinney-Vento Act. Topics covered include:

- Determining Eligibility
- Immediate Enrollment
- School Selection
- Transportation
- Unaccompanied Youth
- Coordination with Title I, Part A

**Register**  
for an NCHE webinar

Participants are invited to discuss scenarios to apply the knowledge presented during the webinar.

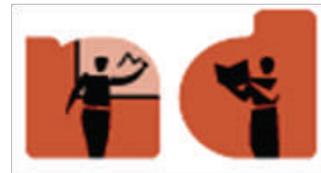
To view this webinar go to [www2.gotomeeting.com/register/289086554](http://www2.gotomeeting.com/register/289086554).

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## N&D Update

### Tip Sheet: Teacher Loan Forgiveness in Schools Serving Youth Who Are Neglected, Delinquent, or At-Risk

Facilities and schools within the juvenile justice (JJ) or child welfare systems sometimes face unique challenges in hiring and recruiting new teachers. Teachers-in-training may not be aware that opportunities exist in JJ or child welfare settings. During recruitment, neglected or delinquent schools may also be able to provide teachers with information on school loan forgiveness opportunities. Many schools that are run in or through juvenile detention, corrections, or neglect programs may be considered “low-income” schools, and teachers working at the schools may qualify to have portions or all of their school loans waived.



The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who are Neglected, Delinquent, or At Risk (NDTAC) has compiled a tip sheet that provides information on how schools serving students who are neglected or delinquent can determine eligibility for inclusion in the Teacher Cancellation Low-Income Directory, as well as links to resources for teachers to access information on loan forgiveness. You can review this tip sheet at [hwww.neglected-delinquent.org/sites/default/files/NDTAC\\_LoanForgiveness\\_508.pdf](http://hwww.neglected-delinquent.org/sites/default/files/NDTAC_LoanForgiveness_508.pdf).

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## Reminder of Requirements for Hiring a Title I Teacher

It is imperative for administrators and Title I coordinators to review the Title I requirements to make sure that teachers hired are highly qualified to teach in a Title I classroom.

Please note a teacher cannot receive an initial credential for the Title I K-6 reading or math credentials if the teacher only holds an early childhood B-3 major. The teacher must have a major in elementary education or has completed an endorsement in elementary education.

An initial credential is valid until the end of the second full school term following the date the credential is issued to the teacher.

To obtain an initial credential a teacher must:

- ◆ Provide the ND DPI Federal Title Programs office with a written offer of employment as a Title I teacher from a North Dakota school district.
- ◆ Provide the ND DPI Federal Title Programs office with a written plan of study, issued through a university, which will qualify the teacher for a credential within two calendar years after the date the initial credential is issued. The plan of study must include coursework that in addition to courses previously taken will complete the requirements for a credential.

Application for a Title I credential can be made through [NDTeach](#), an online application process, or through submitting a paper Application for a Title I Credential (SFN 53776).

If you have any additional questions, please feel free to contact Sandy Peterson at [smpeterson@nd.gov](mailto:smpeterson@nd.gov) or (701) 328-2170.

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## Engage Students in Thinking and Talking About Math

Does this picture



frighten you?

That was the question asked by Antoine de Saint Exupery's little prince (*The Little Prince* by Antoine de Saint Exupery) as he shared his drawing with adults. But all of the adults he asked couldn't understand why anyone would be afraid of a hat. What they didn't know was that it was not a picture of a hat at all. It was a picture of an elephant that had been eaten by a boa constrictor. And if the adults had asked the little prince questions about his drawing, they would have known about the elephant.

It's the same in the classroom. We need to be careful not to make assumptions about what we think our students are thinking. The best way to do this, of course, is by asking questions. That helps us gain insight into their thoughts. And, like the elephant, we might be surprised by the responses we get. Asking effective questions is important for two reasons: 1) It provides us with information so that we can tailor instruction, if needed, and 2) It stimulates student thinking in a way that leads them to a deeper understanding of the material...a biggie with the new Common Core Standards in mathematics. As you think about your direct or indirect role in the mathematics classroom, consider the following:

- ◆ Do you ask students to explain how they solved a problem without first telling them whether their approach is correct or incorrect?
- ◆ If a student gives an incorrect answer, do you ask a question to get them to re-examine their answer or do you begin to show them how to do it the correct way?
- ◆ Do you encourage students to question one another?
- ◆ Do you give enough think time before having students share their responses?
- ◆ When sharing results of a problem, do you ask if anyone solved it a different way?
- ◆ Do you ask students to justify their approach or solution?

Use the following questions as a guide as you engage students in thinking and talking about math:

Questions that help students make connections:

- ◆ How does this relate to...?
- ◆ Can you connect this to other ideas in math?
- ◆ How is this like other problems we have worked on?
- ◆ When would we use (multiplication) outside of the classroom?
- ◆ Why is it important to study fractions?

Questions that help students reason about the math they are doing:

- ◆ Is that true for all cases?
- ◆ What assumptions are you making?
- ◆ How can you prove that your solution is correct?

Questions that encourage students to discover different ways to solve problems, extend their thinking, and elicit creativity:

- ◆ What if...?
- ◆ What do you see?
- ◆ Predict...

## Engage Students in Thinking and Talking About Math (continued)

- ◆ What strategy did you use to solve the problem?
- ◆ How else could you solve the problem?
- ◆ Did your strategy work? If not, what could you do differently?
- ◆ Do you see a pattern? If so, can you extend it?
- ◆ Is it possible to generalize the pattern?

Questions to get students to reflect on their work:

- ◆ How did you arrive at your answer?
- ◆ Why did you decide to solve the problem that way?
- ◆ Does your answer make sense?
- ◆ Is there a more efficient way to solve the problem?

(Shared by Karen Hodgens, [www.familymathnight.com](http://www.familymathnight.com))

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## Summer Learning Programs

Many students attend learning programs over the summer. Summer learning programs come in a variety of formats, but all focus and support accelerated learning. Students, in particular from low-income families, can experience a regression over the summer months and have a learning loss. Participation in summer learning programs help to mitigate this loss of learning.

Child Trends has pulled together existing research on summer learning programs and offers five ways to make them successful. According to their research brief:

- ◆ *Invest in educators.* Programs that hire teachers who have a bachelor's degree and several years of teaching experience are more likely to improve academic outcomes than those that hire college students or do not hire instructors at all.
- ◆ *Connect with others in the field.* Strategic partnerships between school and community organizations can lead to more diversity in funding sources, sharing of facilities and other resources, less duplication of services, access to a larger and more diverse pool of teachers and students for recruitment, and access to data about students' year-round academic needs and improvement.
- ◆ *Involve families.* Research shows that children with parents who are involved in their academic lives are likely to outperform children without such parental involvement.
- ◆ *Make it fun.* Most programs include experiential education - such as project-based or community service learning, thematic curricula, or adventure education - which has been shown to engage children and help them improve their grades, understand new material as part of a conceptual framework, and develop leadership skills.
- ◆ *Plan, measure, and adjust.* Find out what has been shown to work in other programs, and replicate it.

<http://archive.constantcontact.com/fs177/1101701160827/archive/1113606068017.html>

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## Title I Schoolwide Reminders

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

- ◆ Complete the Comprehensive Needs Assessment
- ◆ Complete 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 complete schoolwide plan
  - **NDMILE**
    - Review 10 active indicators and update tasks/objectives according to the Crosswalk of NCLB Schoolwide Plan Components and NDMILE Key Indicators
    - Complete the Title I Schoolwide Supplemental Report and SMART Goals—Due May 30, 2014
  - **ASSIST** (schools that have been through a recent AdvancED monitoring visit)
    - Executive Summary, Self Assessment, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, Continuous Improvement Plan
    - Comprehensive Needs Assessment
      - Student Performance Diagnostic
      - Stakeholder Feedback Diagnostic
      - OR a narrative or uploaded attachment
    - Goals/Objectives
    - Schoolwide Ten Components (in the Assurances section)
  - **Non-NDMILE** (paper plan on file with the Federal Title Programs office)
    - Work toward established schoolwide goals through activities listed in the schoolwide plan and documented by agendas and minutes
    - Complete SFN 52806 (Revisions to the Schoolwide Plan) including:
      - Change of grade level configuration (INCLUDING large districts)
      - Addition or discontinuation of a preschool
- ◆ Complete documentation of the Title I schoolwide components
  - Complete the documentation of the Annual Assessment of Parent Involvement and make available for stakeholders to review if desired
  - Document the Annual Review Meeting through meeting minutes and changes to the schoolwide plan through NDMILE or SFN 52806
  - Provide written notification of the results of the Annual Review Meeting to ALL parents (this can be a newsletter received by all households), keeping documentation on file
- ◆ Document assurance of time and effort



## ELL Reminders: 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 (2 years)
- ◆ Non-Exiting Students
  - Gather list of students for ILPs
  - Communicate parent and teacher report

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

- ◆ 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 or decline 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
  - Lodee Arnold, Assistant Director, Federal Title Programs  
[laarnold@nd.gov](mailto:laarnold@nd.gov) or (701) 328-1876
  - 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. [whiplk1@ndseec.com](mailto:whiplk1@ndseec.com), (701) 361-1392 (c), or (701) 446-3192 (vm).

Don't delay – Register Today!!!

**4th Annual ND RTI Conference**  
**Effective Instruction: The Core of Response to Intervention**  
**Fargo, ND**

*Something for Everyone! Phenomenal presenters!*

**Monday, June 16th focuses on Building and Sustaining a Multi-Tier System of Supports with breakouts on Behavior/PBIS.**

**Tuesday, June 17th and Wednesday, June 18th focus on RTI for Academics.**

Below are some highlights. Please see attached documents for full details!

- ◆ The ND RTI Conference begins on **Monday, June 16<sup>th</sup>** with special **pre-conference keynotes** focused on **Implementing MTSS – Blending Behavior and Academics**, featuring **Steve Goodman**. Also many breakout sessions on Behavior Interventions.
- ◆ The **two-day RTI Conference** will be held **Tuesday, June 17<sup>th</sup> and Wednesday, June 18<sup>th</sup>**. Keynote speakers **Dr. Kevin Feldman, Dr. Matt Burns** and **Amanda VanDerHeyden** will focus on **Literacy, Math, RTI & PLCs, and Leadership** – for both **elementary and secondary levels**.
- ◆ Breakout sessions include a variety of focus areas including **coaching, implementation strategies, using data & technology**, and **supporting literacy and math instruction** in the general education, special education, and other classroom settings **as outlined by the Common Core State Standards (CCSS)**:
- ◆ **CEU Credit** from **Valley City State**. Registration Opens June 1- June 30. Information may be obtained at the conference.
- ◆ Numerous **breakout sessions** will provide opportunities to:
  - gain practical knowledge and skills,
  - ○ investigate new intervention strategies and processes for MATH, Literacy and Behavior,
  - ○ learn what schools around the state are doing,
  - ○ assist your team in creating an action plan that you can use to strengthen RTI efforts in your school!!
- ◆ Bring a team and attend all three days to maximize the impact!

**Registration is open. The registration is electronic and can be accessed via [www.ndrti.com](http://www.ndrti.com) or [www.ndseec.com](http://www.ndseec.com).**

**Please note that last year's conference sold out! Don't delay - register today!**

The **4<sup>th</sup> Annual ND RTI Conference** is co-sponsored by  
**Mid-Dakota Education Cooperative (MDEC) and**  
**South East Education Cooperative (SEEC),**

Conference will be held at the Fargo Holiday Inn, Fargo, ND.

## 2014 Reading and Math Summer Institutes

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.

### 2014 Reading Summer Institute

#### Strategies Aligned with the Common Core Standards You can Implement in Your Classroom

**Presenter:** Joanne Billingsley

**Date:** June 2-3, 2014

**Cost:** \$55

**Description:**

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!

**Location:**

Ramada Bismarck Hotel  
1400 E Interchange Ave—Bismarck  
(701) 258-7000

**Sleeping Rooms:** Reserved under ND DPI Reading Institute at the rate of \$85 per night.

**Online registration:**

[www.surveymonkey.com/s/ZCVCPVX](http://www.surveymonkey.com/s/ZCVCPVX)

***The Reading Institute is currently full. Please contact Patty Carmichael to be placed on a waiting list.***

### 2014 Math Summer Institute

#### Effective Common Core Based Mathematic Strategies to Improve the Arithmetic and Algebra Gap

**Presenter:** Brad Witzel

**Date:** June 23-24, 2014

**Cost:** \$55

**Description:**

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.

**Location:**

Ramkota Hotel Bismarck  
800 South 3<sup>rd</sup> Street—Bismarck  
(701) 355-4417

**Sleeping Rooms:** Reserved under ND DPI Math Institute at the rate of \$90 per night.

**Online registration:**

[www.surveymonkey.com/s/KLBMWB2](http://www.surveymonkey.com/s/KLBMWB2)

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 reading or math training 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

**2014 Reading Summer Institute—SESSION FULL**

**June 2-3, 2014** in Bismarck, ND

Contact Patty Carmichael at [pcarmichael@nd.gov](mailto:pcarmichael@nd.gov) to be placed on a waiting list.

**4th Annual ND RTI Conference**

**June 16-18, 2014** in Fargo, ND

Information can be found at <http://www.ndrti.com/>

**2014 Math Summer Institute**

**June 23-24, 2014** in Bismarck, ND

Information can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

**Annual School Administrators' Workshop**

**July 21-23, 2014** in Bismarck, ND

Information can be found at [www.dpi.state.nd.us/approve/admin.shtm](http://www.dpi.state.nd.us/approve/admin.shtm)

**1st Annual North Dakota Indian Education Summit**

**July 22, 2014** in Bismarck, ND

Information can be found at [www.dpi.state.nd.us/natived/index.shtm](http://www.dpi.state.nd.us/natived/index.shtm)

**1st Annual North Dakota Educational Academy**

**August 5-6, 2014** in Bismarck, ND

Information can be found at [www.dpi.state.nd.us/events.shtm](http://www.dpi.state.nd.us/events.shtm)

**New Title I Teacher Training**

**August 28, 2014** in Bismarck, ND

Information can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

**2014 ND DPI Fall Conference**

**October 8-10, 2014** in Bismarck, ND

Information will be posted at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm) as it becomes available

**National Title I Conference**

**February 5-8, 2015** in Salt Lake City, UT

Information will be posted at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm) as it becomes available



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