



North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent

TEAM NEWS

Together Everyone Achieves More

Federal Title Programs and Special Education

September 2014

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North Dakota Called "Legendary"

The results of a Gallup poll were released on Monday, August 25, 2014. It was conducted from June to December 2013. A Gallup article titled "North Dakota: Legendary Among States" accompanied the poll's release on www.gallup.com.

North Dakota respondents had the nation's highest level of satisfaction on 17 of the 49 questions, including standard of living, ability to find a quality job, schools, and air quality.

Governor Dalrymple highlighted North Dakota's nation-leading results when it came to satisfaction with the education system. Nationwide, North Dakotans are the most likely to rate their K-12 education as excellent or good, to agree that their schools prepare students to get a good job, and to be satisfied with the education system or schools overall.

Kudos to ALL North Dakota schools and educators!



Federal Title Programs Director's Report

By Laurie Matzke

Applying for Reallocated Funds

Each year in the fall, many districts anxiously await the release of correspondence announcing the availability of reallocated funding. The fact is that in recent years, there has been a decline in federal education funding. Therefore, many districts have an interest in applying for reallocated funds to supplement, or add to, their federal Title programming.

The Federal Title Programs disseminated the annual fall mailing via email on Tuesday, September 9, 2014. Within this mailing, the Federal Title Programs office announced the availability of Title I and Title II reallocated funds. Documents outlining the details and process to apply for reallocated funds are available on the North Dakota Department of Public Instruction (ND DPI) website at:

- ◆ Title I—www.dpi.state.nd.us/title1/index.shtm
- ◆ Title II—www.dpi.state.nd.us/titleII/partA.shtm

Please note the following details regarding reallocated funds:

- ◆ The deadline to apply for both Title I and Title II reallocated funds is Wednesday, October 22, 2014.
- ◆ The grant period to spend the reallocated funds is November 3, 2014 to June 30, 2015.
- ◆ The district must have the corresponding Title I and Title II sections of the consolidated application approved before being eligible for reallocated funds.
- ◆ The district must have all of their Title I and/or Title II funds obligated. If you have any unobligated funds, you must use those dollars first before requesting additional funds.

End of Year Addendum

All reallocated funds must be expended during the 2014-2015 school year. **If these funds are not expended when you submit your Title I and Title II final financial reports, they will be deducted from the amount you are allowed to carry over for the 2015-2016 school year.** An addendum attached to the final financial report will be required to be completed in June 2015 by all districts receiving reallocated funds. This addendum will indicate whether the district has expended all of the additional reallocated funds received. In addition, school districts that received reallocated funds must attach to the final financial report a detailed accounting ledger for all expenditures.

Instructions

To apply for reallocated funds, you must submit an application via the STARS Consolidated Budget Revision. Hard copy applications will not be accepted. The budget revision section has not yet been opened up on STARS. Districts can begin the planning process and submit their reallocated budget revision request once the system is available at the end of September 2014. We hope to have all applications for reallocated funds awarded by October 31, 2014. **Activities requested with reallocated funds cannot begin until Monday, November 3, 2014.**

When completing the application, you will need to provide details on how you arrived at the figures you are requesting. Please refer to the samples provided on the websites above.

We are fortunate to have funding available to help North Dakota schools supplement their federal Title programming. If you have any questions or need assistance, please contact me at lmatzke@nd.gov or (701) 328-2284.

Special Education Director's Report

By Gerry Teevens

Federal Office of Special Education Visits North Dakota

For many years, both the federal and state offices of special education programs have focused their general supervision/monitoring efforts on procedural compliance. With the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004, policy makers changed the focus of federal and state monitoring activities to the improvement of results and functional outcomes for students with disabilities, as well as ensuring that special education programs meet the procedural compliance requirements, but with an emphasis on those most related to improving results. States were required to submit State Performance Plans (SPP) that outlined their efforts for the improvement of outcomes for children and youth with disabilities and an Annual Performance Report (APR) to show how the state is progressing toward targets established in their SPP for twenty different indicators. Some indicators were student performance indicators and others were procedural compliance indicators. These performance reports have demonstrated that the efforts of states to improve so many indicators have resulted in most of the student performance indicators leveling out or declining in the last several years. For this reason, the Office of Special Education Programs (OSEP) is moving to a Results-Driven Accountability (RDA) process through which OSEP will target its work and investments to best support states in improving results for infants, toddlers, children and youth with disabilities. Therefore, the OSEP is reducing the number of indicators and emphasizing a planning process for states to undergo in order to direct their limited resources on the improvement of student performance in one particular area, with the understanding that improving this performance area will have a positive effect on the improvement of student performance in other areas, and ultimately, students' post school employment, social, and independent living outcomes. This is the State Systemic Improvement Plan (SSIP) and indicator seventeen of the SPP.

The new plan to identify that focus area, as well as to identify the capacity of the state office to assist local special education programs to improve it, is required to be developed in three phases.

- ◆ Phase 1- a. Data Analysis, b. Identification of the focus for improvement (State Identified Measurable Result), c. Infrastructure to support improvement and build capacity, d. Theory of Action. (Due by April 2015)
- ◆ Phase 2- a. Infrastructure development, b. Support for LEA and local program implementation of evidence-based practices, c. Evaluation plan. (Due by February 2016)
- ◆ Phase 3- a. Multi-year plan must include the results of its ongoing evaluation of the strategies included in the SSIP, including the extent to which the state has implemented them, the extent to which the state has made progress toward or met the established goals, and any revision the state has made in the SSIP in response to its evaluation. (Due by February 2017)

The North Dakota Special Education office is currently working through Phase 1 of the SSIP. In the Phase 1 process, the SEA is conducting an in-depth data and infrastructure analyses with the participation of a variety of our stakeholders. **General Education and Special Education administrators and teachers are currently being invited to participate as stakeholders in the process.** The process of Phase 1 of the SSIP is going very well, and we will be completing both the broad data and broad infrastructure analyses at the beginning of September. **OSEP sent three representatives of the ND DPI to meet with the department staff on August 26-27.** This meeting was a discussion around North Dakota's plans for the SSIP as well as to gain more information from OSEP. At the conclusion of this two-day meeting, the Special Education office was provided with a summary of strengths, challenges, and opportunities for the state as North Dakota begins the work of the SSIP. A discussion on the technical assistance that may be needed from OSEP in the future concluded the meeting. *(continued on next page)*

Special Education Director's Report (continued)

By Gerry Teevens

Federal Office of Special Education Visits North Dakota

The state Special Education office is now following up by inviting representatives from around the state to participate in in-depth data analysis and infrastructure meetings scheduled for October 15, 2014, and November 12, 2014. After these meetings, recommendations will be provided to the ND DPI administration regarding the state's focus area for improvement, the State Identified Measurable Result (SIMR), the evaluation measure that we will use to track it, the strategies that we will use or develop to assist LEAs to implement activities to improve it, and to develop a refined theory of action that will explain what and how we are going to do all of this. The ND DPI administration will make the final decisions as to the inclusion of these recommendations in our SSIP.

For more information on how to get involved in the stakeholder process for the planning of the SSIP, please contact Gerry Teevens or Kevin McDonough at the ND DPI Special Education office.

Also, to learn more about the Results Driven Accountability Process and North Dakota's process for determining a SIMR for improvement planning throughout districts in the state, you may participate in a session on this topic that will be provided by Dr. Melody Musgrove, U.S. Department of Education Director of the Office of Special Education Programs at the ND DPI Fall Conference October 8-10 in Bismarck.

New Parent Resources to Share

The Center for Appropriate Dispute Resolution in Special Education (CADRE) is funded by the Office of Special Education Programs at the U.S. Department of Education (USDE) to serve as the National Center on Dispute Resolution in Special Education. The CADRE along with parent leaders from across the country developed a set of companion resources for parents and families which provide guidance on Dispute Resolution procedures. These booklets are available to view, print, or download at the CADRE website www.directionservice.org/cadre/.

IDEA Dispute Resolution Guides:

www.directionservice.org/cadre/DRparentguides2014.cfm



Have You Registered for the 2014 ND DPI Fall Conference?

The Power of Education

Plans are coming along nicely for the 2014 ND DPI Fall Conference to be held on October 8–10, 2014 at the Civic Center in Bismarck. The conference will feature four phenomenal keynote speakers and numerous breakout sessions.



Please note the following important fall conference details:

- ◆ Shortly after completing the registration process, participants should receive a confirmation via email from Eventbrite. If you do not receive a confirmation email, please contact Patty Carmichael at pcarmichael@nd.gov or (701) 328-3264.
- ◆ The department has dedicated a website to display information related to the Fall Conference. All conference information can be accessed at www.dpi.state.nd.us/title1/fallconf2014/fallconf2014.shtm.
- ◆ The fall conference is relevant for administrators and teachers. There is literally something for everyone!
- ◆ The Federal Title Program office is trying something new this year. All registered participants will soon receive correspondence outlining all of the scheduled breakout sessions. Participants will be asked to select those sessions they will attend. Therefore, we can better determine the size of room to place presenters in to avoid overcrowding.
- ◆ A new question and answer document has also recently been posted to the conference website.
- ◆ For any participant that would like to take the conference for credit, please review key information regarding the credit process and details at www.dpi.state.nd.us/title1/fallconf2014/fallconf2014.shtm on the website.

Outstanding Title I Educator Nominations

In the recently disseminated fall mailing, Title I personnel received information regarding the 2014-2015 North Dakota Outstanding Title I Educator Award. Please consider nominating an Outstanding Title I Educator in your school or district.

This individual can be an authorized representative, coordinator, teacher, paraprofessional, or anyone who works in a Title I program. The individual chosen for this award will receive recognition at the 2014 ND DPI Fall Conference.

You can find more information regarding the Outstanding Title I Educator online at www.dpi.state.nd.us/title1/awards/educator.shtm.

State Testing Reminders for Title I Students

As we near the dates for North Dakota State Assessment (NDSA) in science, it is an opportune time to provide school personnel with some reminders regarding the testing circumstances for all students, with special emphasis on Title I students.

The Test Coordinator's Manual provides those practices that should be followed throughout the administration of the NDSA. Please thoroughly review these instructions to ensure all students, including Title I students, are offered the most appropriate setting and supports for a beneficial test experience. The Test Coordinator's Manual is posted at www.dpi.state.nd.us/testing/assess/index.shtm.

As you prepare for your test administration, please note the following:

1. Accommodations are specific, privileged practices currently allowed for students on an Individual Education Plan (IEP), those students who have a Section 504 Accommodation Plan, and those students with Limited English Proficiency, as prescribed in the Test Coordinator's Manual. Most students, including Title I students, are not entitled to accommodations, unless they hold a documented accommodation plan as outlined above.
2. Some students, including some Title I students, have a better understanding of the written word if the student reads the material aloud. The NDSA may be administered individually to any student, including a Title I student, in a private room where the student may read the assessment passages aloud. Only one student is allowed in each testing room at one time. The supervisor in the room may NOT communicate with the student outside of the standard directions provided to all students.
3. In addition, if any student, including a Title I student, displays behavior that may be distracting to others in a testing situation, then this student may also be assigned a private room for testing, if staffing and rooms are available.

Questions concerning the NDSA should be addressed to Robert Bauer at rbauer@nd.gov or (701) 328-2224. Questions specific to Title I should be addressed to Laurie Matzke at lmatzke@nd.gov or (701) 328-2284.

Traineeship Scholarship Program

The ND DPI Special Education office receives federal funds from the USDE on an annual basis for personnel preparation. These funds support the traineeship scholarships to increase and retain the number of personnel in North Dakota who provide educational services to students with disabilities.

Three times a year (fall, spring, and summer), the Special Education office awards a limited number of traineeships in priority areas of disabilities to North Dakota teachers who wish to pursue *graduate* level retraining in the field of special education. Scholarship amounts are based on the credit hours of coursework taken during a semester. The ND DPI will begin taking applications for the spring semester on **October 13, 2014**. Applications must be postmarked no later than **November 7, 2014**. Late applicants will not be considered. Award recipients will be notified of their awards by **November 26, 2014**. The application and instructions for new and repeat applicants can be found at www.dpi.state.nd.us/speced1/educators/traineeship.shtm.

Reminder of Important Due Dates



**Important
Due
Dates!**

As the new school year begins, there are several due dates coming up districts should be mindful of:

ND DPI Fall Conference

Educators can now register for the 2014 Fall Conference, which will highlight evidence-based instructional strategies, provide updates on federal and state issues, and feature nationally known speakers. The 2014 conference will be held at the Bismarck Civic Center, 315 South 5th Street, in Bismarck, ND on October 8-10, 2014.

The registration fee is \$150 per person. Expenses for the conference, such as the registration fee and travel-related expenses should have been included as part of your district's

2014-2015 consolidated application. If it was not included, a budget revision may be necessary. The registration deadline is **Friday, October 3, 2014**.

Reallocated Funds

The Federal Title Programs office has announced the process for Title I and Title II reallocated funds. If you are planning to apply for reallocated funds, please review the information posted on the websites below. The deadline to apply for reallocated funds is **Wednesday, October 22, 2014**.

- ◆ Title I—www.dpi.state.nd.us/title1/index.shtm
- ◆ Title II—www.dpi.state.nd.us/titleII/partA.shtm

Distinguished Schools

The National Title I Association has been selecting examples of superior Title I programs for national recognition through the National Title I Distinguished Schools program since 1996. Through this program, North Dakota will select a Title I school (targeted assistance or schoolwide) to receive the National Title I Distinguished Schools award.

Selected schools must qualify for one of the following categories:

- ◆ Category 1: Exceptional student performance for two or more consecutive years
- ◆ Category 2: Closing the achievement gap between student groups

If you are interested in applying for this state and national award, please contact Shauna Greff to receive the application packet. Shauna can be reached at sgreff@nd.gov or (701) 328-2958. Application packets are due to the Federal Title Programs office by **Monday, September 29, 2014**.

Outstanding Title I Educator

Each year, the Federal Title Programs office recognizes an outstanding educator in the Title I program. There are so many dedicated, hardworking individuals in the Title I program and we want to acknowledge their efforts. This individual will be recognized at the 2014 ND DPI Fall Conference. The application for the 2014 North Dakota Outstanding Title I Educator must be submitted to the Federal Title Programs office by **Monday, September 29, 2014**.

ND Alternate Assessment

Introduction

Things are changing in the world of education and assessment. The nation has moved to a new set of standards, the Common Core, with new assessments based on the North Dakota State Standards aligned to the Common Core. As part of the roll-out of the North Dakota State Standards that are aligned to the Common Core, North Dakota has become a part of two different consortiums. The Smarter Balanced consortium, which will assist in the implementation of the NDSA, and the Dynamic Learning Maps (DLM) consortium, which will assist in the implementation of the ND Alternate Assessment.

The DLM consortium correlates to our understanding of who students with significant cognitive disabilities are. The DLM also operates on the premise that students learn in different ways and do not follow the same path to get where they are going. The DLM will provide comprehensive professional development to educators along with an assessment system that is based on specific individualized student needs.

Where is the ND Alternate 2% Test?

The ND Alternate Assessment (NDAA) II is no longer available to students with disabilities. Students who took the NDAA II in previous years will be taking the new NDSA. Students will have access to universal tools, designated supports, and/or accommodations that are embedded and non-embedded in the NDSA.

What Should You Be Doing Right Now?

It would be beneficial, if you have not already done so, to take a look at the DLM website at www.dynamiclearningmaps.com to become familiar with what the DLM has to offer and to become familiar with the types of supports your school may need as we prepare for the operational testing window in the spring of 2015.

What Else Can You Do?

If you plan on administering the NDAA to students whom have significant cognitive disabilities, you are encouraged to attend one of three trainings being provided on September 17, 18, or 23. Please contact your unit director for details.

WORDS TO KNOW?

Essential Elements (EE) are specific statements of knowledge and skills linked to grade-level expectations identified ND State Standards aligned to the Common Core. The DLM essential elements build a bridge from the content in the ND State Standards to academic expectations for students with the most significant disabilities.

First Contact is a survey used to collect background information about students who are eligible for the NDAA-DLM Assessment. The questions from this survey are used to determine a student's entry point into the assessment. *(continued on next page)*



ND Alternate Assessment (continued)

Upcoming Events

State-wide trainings have been planned for three locations in September. Teachers who will be administering the NDAA should plan to attend one of the three trainings. Registration forms have been given to unit directors. Please contact your unit director regarding further details. Registration forms are also located at www.dpi.state.nd.us/speced1/DLM_training.pdf.

The following are the training sites and dates:

- ◆ September 17: Dickinson (DSU/-Henry Biesiot Activities Center)
- ◆ September 18: Fargo (Kelly Inn)
- ◆ September 23: Bismarck (BPS Career Academy)

Field Testing

There is a DLM field test opportunity October 13-31, 2014. It is highly recommended to take part in this field testing event so once the operational testing window opens, teachers and students will have some experiences with the NDAA system. The information needed to participate in the field test will be offered at all three of the NDAA-DLM trainings.

If you have any questions regarding the NDAA, please contact Tammy Henke, ND DPI Special Education Assessment Coordinator, at thenke@nd.gov or (701) 328-3330.



PowerSchool Student Data to STARS

As the new school year begins, so does the automated file transfer of student data from PowerSchool to STARS. Every night, the uploading of student data from PowerSchool to STARS occurs. When your district makes the selection in STARS to turn on the automated file transfer for Pupil Membership, the student data will also be updated in STARS. In order to have your district's Title I targeted assistance or ELL information upload into STARS, the process must be turned on for each of these programs.

A refresher on how to turn on the automated file transfer can be found at www.dpi.state.nd.us/resource/STARS/PowerSchool.pdf (starting on page 10). This process will need to be turned on in order to correct any issues before the fall Pupil Membership report is due. This will also keep your student data in PowerSchool and STARS identical.

If student data is only entered into STARS, then PowerSchool will not be updated. When you do not turn on the automated file transfer, student data will be overwritten with what is in PowerSchool. If student data is only entered into PowerSchool, then STARS will not be updated. If you have any questions regarding PowerSchool, please submit a ticket to the EduTech Help Desk at sendit.helpdesk@sendit.nodak.edu or www.edutech.nodak.edu/help/. You may also call 1-800-774-1091.

If you have any questions regarding Title I or ELL student data in STARS, please feel free to contact Jill Frohlich at jmfrohlich@nd.gov or (701) 328-2254.

IDEA Update

The adoption of the new North Dakota Standards in English Language Arts and Mathematics offers general and special education teachers an opportunity to collaborate and create more effective content area instruction for all students. The IDEA's requirements for a student's IEP reflect its core principle: **all** children, no matter the severity or type of disability, can learn, and be taught. The Supreme Court has ruled that the IEP must provide the student with educational benefit. Therefore, the IEP must state how the student will be involved and make progress in the general education curriculum. This provision and the required participation in the state assessment system ensures all students receiving special education services receive high quality, individualized instruction in the general education curriculum. The 1997 and 2004 reauthorizations of IDEA requiring mandatory participation in the state assessment system means students with disabilities must receive instruction in the general education curriculum regardless of instructional setting.

The IEP represents the plan for how “to implement the general education curriculum with an individual student” (Nolet &McLaughlin, 2005, p. 13). Standards-based IEPs should be focused on teaching students strategies they will need to learn in order to access the general education curriculum. Providing “access” to a standards-based general education curriculum requires analyzing the standard to determine the skill demands needed to achieve the standard. Instructional planning incorporating the principles of Universal Design for Learning (UDL) has the capacity to meet the instructional needs of all students, not just those in special education. Over the next three months, the IDEA Update will discuss each principle of UDL in detail.

Careful review of the skills needed to meet the standard and the student's learning profile should guide the identification and prioritization of strategies to be taught during the IEP year. Often, one strategy a student might need to learn involves teaching the students how to use a supplementary aid like Assistive Technology (AT). A common accommodation might be providing the student with text in an alternate format-typically a book or text in an audio format. Students using an audio format of a text might benefit from listening to the audio and following along with a hard copy. The student using an audio format of a text should be taught to stop the text periodically (at the end of a paragraph or chapter) and perform a quick comprehension check to insure that he/she understands the material (answering questions; identifying 3-5 important points made in the text; writing a summary statement/paragraph. Another accommodation might be assisting the student with note-taking skills. A couple of options might be having the student learn to ask for a note taker in class or teaching the student to use an AT tool like Livescribe™ (a pen with recording capability and specially designed paper notebooks). This tool allows students to replay lectures or classroom instruction multiple times to accommodate a weak short-term memory or issues with attention. Another strategy might be teaching a student to use a screen reader with text found on the Internet. Students could be taught how to use the screen reader to apportion the text into multiple chunks that will accommodate their attention span. The possibilities in this digital age are endless. Teachers need to harness the power of high-tech and low-tech AT to benefit their students. Providing access is not just about providing accommodations; it is ensuring that students have access to and the opportunity to learn the same information as their same age peers.

Focus on Mathematics and Science



In the next year, the ND DPI will be collaborating and working with other entities to provide professional development opportunities for educators in the areas of mathematics and science.

Cross State CCSS Mathematics Teacher Leader Project

The ND DPI and educational representatives from North Dakota will be taking part in a Cross State Common Core State Standards Mathematics Teacher Leader Project. North Dakota along with South Dakota, Montana, and Iowa will be working towards developing, strengthening, and supporting professional community of secondary educators of mathematics. The project desires to increase the capacity of state, district and school leaders to lead, support, and monitor teaching and learning aligned with the CCSS in mathematics. Currently, the ND DPI is looking for representatives to participate in this project. Representatives should be 6-12 grade mathematics educators who have experience with the implementation of the Common Core. The first meeting of the group will occur in November in South Dakota. The project will continue through the summer of 2015. Participants will meet regularly in person and online. Costs are covered for those educators involved.

Science and Mathematics Teacher Conference

The North Dakota Science Teacher Association (NDSTA) and the North Dakota Council of Teachers of Mathematics (NDCTM) will be holding the first joint science and math conference in March 2015. Generally, NDSTA and NDCTM are held independently of each other. This is the first year that they will be held in conjunction with each other. The ND DPI is excited to be involved with the planning and implementation of this conference. The conference will be held on March 20-21, 2015 in Bismarck. As the event gets closer, you will find information at the following websites:

www.ndsta.k12.nd.us/

www2.edutech.nodak.edu/ndctm/

www.dpi.state.nd.us/titleII/partB.shtm

Mathematics Summer Institute

The ND DPI will be working with the North Dakota University System to sponsor a mathematics conference in the summer of 2015. The conference will be focused on the vertical alignment of mathematics standards.

Mathematics and Science Partnerships (MSP) Newsletter

The ND DPI publishes a quarterly newsletter that focuses on science, technology, engineering, and mathematics. The newsletter's primary focus was to provide updates on the various MSP grants which offered professional development in mathematics and science. The newsletter, however, has grown including information on resources as well as grant opportunities. The newsletter also focuses on innovative practices being implemented in North Dakota by North Dakota educators as well innovative practices nation-wide. The newsletter also highlights professional development opportunities in North Dakota as well as nationally. In the future, the newsletter will also include lesson plans which have been developed through the MSP sites. Ideas for articles are welcomed and appreciated. If you are interested in submitting an article, please contact Beth Larson-Steckler at esteckler@nd.gov. The newsletter can be accessed at www.dpi.state.nd.us/titleII/quarterly_newsletter.shtm.



Federal Title Programs Monitoring

The ND DPI is required by federal law to monitor local Title I and Title II programs to ensure compliance with procedures and regulations. As previously reported, the ND DPI underwent some restructuring and reorganizing in July 2013. One of these changes was streamlining the administration of the federal Title programs under ESEA (e.g., Title I, Title II, Title III, Title IV, etc.) under one joint unit, the Federal Title Programs office. Program staff in the Federal Title Programs office will monitor Title I and Title II programs in the 2014-2015 school year.

For the 2014-2015 school year, 27 districts have been pre-selected to participate in the self-monitoring process. An additional ten districts will receive an on-site visit. Two large districts will also be monitored on-site by a team of staff from the Federal Title Programs office. The list of 39 districts being monitored this year along with the contact person who is assigned to review each district can be accessed at www.dpi.state.nd.us/title1/targeted/resource/monitor/index.shtm on the Federal Title Programs website.

Please do not submit your monitoring information at this time as information in the monitoring guides changes from year to year and the guides are currently being updated.

The selected districts can expect to receive detailed correspondence from the Federal Title Programs office by the end of October outlining monitoring directions, the review process, etc. It is important for you to review the correspondence from the Federal Title Programs office prior to submitting your monitoring information.

If you have any questions regarding this monitoring process, please feel free to contact Laurie Matzke at lmatzke@nd.gov or (701) 328-2284 or your Federal Title Programs contact person.

Homeless Update

Fraser, Ltd. to Offer “Band-Aids or Solutions” Training

For 120 years Fraser, Ltd. has been endorsing their mission of Supporting Children, Youth, and Adults on Their Life's Journey Towards Independence. Serving as the region's only drop-in center for youth experiencing homelessness, over 800 youth and their children access Stepping Stones Resource Center (SSRC) each year. Many of these youth (ages 16-26) come to SSRC facing hardships while navigating the adult world alone. While participating at SSRC, youth have access to basic needs items (food, clothing, laundry, showers, winter gear, and children's items), mental health and case management support, independent living skill curriculum, as well as education and employment support services. Fraser, Ltd. provides homeless prevention and intervention services, which in addition to services offered at SSRC includes shelter. Fraser, Ltd's Transitional Living Program houses youth ages 18-26 in a residential neighborhood. While in the program, youth receive daily case management and support while working towards independent living goals.

Fraser, Ltd. is scheduled to offer a training titled “Band-Aids or Solutions”. Participants will learn about the social and economic challenges transition-age youth face in today's world. Participants will also learn how to assist, motivate, and engage students in managing and changing behaviors that hinder progress toward productive, pro-social, and crime-free lifestyles in the future.

More information, including the training brochure, can be found at <http://fraserltd.org/TYSSeminar#>.

N & D Update Resources Available



Below is a round-up of resources for September 2014.

Restorative Justice: A Working Guide for Our Schools

<http://acschoolhealth.org/Docs/Restorative-Justice-Paper.pdf>

“Restorative practices take incidents that might otherwise result in punishment and create opportunities for students to: become aware of the impact of their behavior, understand the obligation to take responsibility for their actions, and take steps toward making things right. Through this process, students learn how to interact and manage their relationships with adults and peers. They become better equipped to understand how their actions impact others and how to monitor future behavior. Restorative practices encourage accountability, improve school safety, help strengthen relationships, and create more positive outcomes for students and the school community.” *Note: This resource offers practical information on implementing restorative justice practices and programs in educational settings.*

NDTAC Practice Guide: Early Learning is Essential: Addressing the Needs of Young Children Potentially at Risk for System Involvement

www.neglected-delinquent.org/sites/default/files/NDTAC_Practice_Guide_2014_508.pdf

The four practices and twelve strategies discussed in this guide focus on the principle that early learning is essential for children, with the goal of helping them avoid what is commonly known as the “school to prison” and “cradle to prison” pipelines. *Note: The purpose of this guide is to provide the field with concrete strategies for adopting practices that promote the development of strong foundations and supports for children which have the potential to help children before they become vulnerable to system involvement.*

If there is an issue related to the education of neglected, delinquent, or at-risk children that you would like to see additional resources on in the future, please contact Margaret Baune, N & D coordinator, at mbaune@nd.gov or (701) 328-2317.

Federal Title Programs Fall Mailing

Title personnel, administrators, and coordinators recently received the annual Federal Title Programs fall mailing via email. This mailing contained a wealth of information on issues concerning the Federal Title programs. A few items are highlighted below:

- ◆ Registration information for the 2014 Fall Conference
- ◆ Dissemination requirements for Title I
- ◆ Process for monitoring the federal Title programs for the 2014-2015 school year
- ◆ Information on the Title I Distinguished Schools Recognition Program
- ◆ Information on applying for Title I and Title II reallocated funds

The mailing was disseminated electronically using our distribution list. The distribution list may not yet include all the federal title personnel for the 2014-2015 school year and, therefore, it is also posted on the Federal Title Programs website at www.dpi.state.nd.us/title1/correspondence.shtm.

Pre-K Standards Professional Development



Calling all Early Childhood Educators Continuing Education Opportunity

Pre-kindergarten Standards Professional Development
North Dakota Department of Public Instruction
Monday, October 27, 2014
Fargo Ramada Plaza & Suites and Conference Center

Pre-kindergarten Standards: A Resource for Differentiated Instruction and Leveled Learners 8:30 a.m. – 3:30 p.m. (Light Breakfast and Lunch Included)

Description- This session focuses on using the Standards to support assessment, differentiated activities, and teaching practices with leveled learners. Participants will practice several strategies to guide development for children with varying learning needs.

Please sign up at the link provided

[Pre-Kindergarten Standards: A Resource for Differentiated Instruction and Leveled Learners- Eventbrite](#)

We look forward to seeing you there!

Consolidated Applications

Now that the deadline to submit the consolidated applications has passed, staff in the Federal Title Programs office are in the process of reviewing consolidated applications. Please note the following reminders and resources available to you.

◆ Review Process

- The Federal Title Programs office has set a goal to get all consolidated applications approved in a timely manner. During the month of September, reviewing applications will be a top priority. After our 2014 ND DPI Fall Conference in October, staff will once again prioritize the review of applications. School personnel can help with this process by responding in a timely manner to requests by your Federal Title Programs contact person to make revisions in STARS.

◆ Reallocated Title Funds

- If your district is planning on applying for Title I or Title II reallocated funds, please communicate with your Federal Title Programs contact person and let them know so they can make reviewing your consolidated application a top priority. You will need to get the corresponding Title I and/or Title II portions of your application approved before you can log on to the STARS to apply for reallocated funds.

◆ Approval Process

- When specific portions of the consolidated application have been approved by the Federal Title Program director, districts will receive an email notification from:
 - Title I—Mary Neigum (Shauna Greff will be assisting while Mary is out of the office)
 - Title II/REAP—Jane Gratz
 - Title III—Jill Frohlich

Once the Title I, Title II, and Title III sections of the application have all been approved, an electronic grant award will be generated and districts will receive formal notification by the Federal Title Programs office. This grant award displays the district's final allocation amount, official carryover amount, and the amount available to spend for the 2014-2015 school year.

If you have any questions regarding the status of your consolidated application, please communicate with your assigned Federal Title Programs contact person. The chart listing each district's contact person can be accessed at www.dpi.state.nd.us/title1/progress/picontacts.pdf on our website. In addition, feel free to contact Laurie Matzke at (701) 328-2284 or lmatzke@nd.gov with any questions you may have.



Loan Forgiveness Programs

In order to help educators, there are various loan forgiveness programs available. Listed below is the name of each loan forgiveness program, a website to access information, and contact information if you have any questions.

The Federal Title Programs office has been assigned the responsibility for providing the USDE with a listing of Title I schools (not districts) who have 30.1% or more poverty. The loan forgiveness programs are only available in schools with a specific poverty percent. The USDE then publishes a directory of all states, compiling this information, and providing the directory to institutions of higher education.

To provide more flexibility and help more educators, the Federal Title Programs office is revising the way that the teacher cancellation loan forgiveness percentages will be reported to the USDE. Previously, we received the percentages from the Child Nutrition and Food Distribution office in January of each year. We uploaded the data to the Teacher Cancellation Low Income (TCLI) website in January of each year and these percentages identified the school buildings that had a high enough percentage of poverty (30.1%), which made the teachers at those buildings eligible for loan forgiveness for one year.

We have now revised our process and will make adjustments to the TCLI website three times during the year to add any new school buildings that become eligible. The revised data will now be uploaded in January, June, and October of each year.

If a school building is eligible when the data is entered in January, they will remain on the list for an entire year, even if their poverty percent drops below 30.1%. If a school building is not eligible in January when the process begins for the year, but gains eligibility in June, then that building would only be listed on the site for approximately six months. School buildings that do not gain eligibility until October (data collected from April to August), will only be listed on the website from October to December, until the process begins again in January.

Loan Forgiveness Program	Website Information	Contact Information
<u>Federal Student Aid</u>	http://studentaid.ed.gov	1-800-4-FED-AID (1-800-433-3243)
<u>Perkins Loan Forgiveness</u>	http://studentaid.ed.gov/repay-loans/forgiveness-cancellation/charts/teacher	1-800-4-FED-AID (1-800-433-3243)
<u>TEACH Grant</u>	http://studentaid.ed.gov/types/grants-scholarships/teach	1-800-4-FED-AID (1-800-433-3243)
<u>North Dakota STEM</u>	http://starthere4loans.nd.gov/college_and_beyond/loan_forgiveness/north_dakota_loan_forgiveness.html	<u>Brenda Zastoupil</u> (701) 224-2541

Contract Requirements Reminder

Many districts utilize their federal funds for contracted services. Contracted services are defined as services from entities outside the school district in which the district develops an agreement for a particular service. When budgeting for contracted services, all costs are recorded under object code 300—Purchased Professional and Technical Services.

With a new school year upon us, so should be a new set of agreements for contracted services. Nearly all North Dakota school districts utilize services from an outside entity. The Federal Title Programs office sees the high volumes of contracted services budgeted each year through our consolidated application process. Federal funds that are used in this nature **MUST** be supported by a tangible contract as this provides back up and justification for the purchased services at hand.

As previously stated, object code 300 in the fiscal accounting process is labeled as Purchased Professional and Technical Services. This object code is to be used any time funds will be used to purchase a service. The following are examples of a purchased service:

- ◆ Paying a consultant or speaker to do a presentation for staff development.
- ◆ Paying a company to receive technical assistance or other services.
- ◆ Paying a provider for tutoring services provided to at-risk students.
- ◆ Contracted license agreements and fees required to implement an educational program.

Agreement for Contracted Services	
_____ Public School District	
Contractor:	Address:
City:	State: Zip:
Telephone Number:	Contractor's Tax Identification No. (Soc. Sec. No.):
<p>1. SCOPE OF SERVICES</p> <p>CONTRACTOR, in exchange for the compensation paid by DISTRICT under this contract, agrees to provide the following services:</p>	
<p>2. TERM OF CONTRACT</p> <p>The term of this contract commences on the _____ day of _____, 20____, and terminates the _____ day of _____, 20____.</p> <ul style="list-style-type: none"> o Travel expenses are included within the contracted amount specified in the "Compensation" of this contract. o Travel expenses will be paid outside the contracted amount specified in the "Compensation" of this contract. Travel will be reimbursed for actual amounts as documented by receipts. 	
<p>3. COMPENSATION</p> <p>District will pay for the services provided by CONTRACTOR under this contract an amount not to exceed \$ _____ per _____, to be paid to _____.</p>	
<p>4. EXECUTION OF CONTRACT</p> <p>This contract is not effective until fully executed by both parties.</p> <p><small>By executing this contract, the contractor assures that it is not debarred, suspended, or is ineligible for participation in federal programs as indicated on the Excluded Parties List (EPLS) in the System for Award Management (SAM) at https://www.sams.gov.</small></p>	
Contractor Signature	Date
District's Authorized Representative Signature	Date

If you are paying a vendor with federal funds, a contract must be in place. It is crucial that the contract or agreement with that vendor indicates exactly how the funds will be used in order to demonstrate that the services are appropriate for the program. A document that sets forth the specific goods, services, or product being purchased with your federal funds proves to auditors and the USDE your intentions for spending federal funds.

The contract should include, at a minimum:

- ◆ Scope of services,
- ◆ Duration of the contract,
- ◆ Method and amount of payment, and
- ◆ Be executed by both parties (including signature by authorized representative).

The following **ARE NOT** adequate forms of documentation for a contract:

- ◆ Invoice
- ◆ Bill of Sale
- ◆ Handshake/Verbal Agreement

A contract template can be found at www.dpi.state.nd.us/title1/resource/sample.pdf on the department's website. School districts can use or modify this form to fit their needs.

Title I Schoolwide Reminders

PLANNING YEAR SCHOOLWIDE SCHOOLS

- ◆ Share information learned at the Introduction to Schoolwide Planning Training with all staff
- ◆ If not complete, view *Schoolwide Information WebEx* recording with ALL staff. Document with:
 - sign-in sheets
 - evaluation forms
- ◆ If not complete, submit forms to the Federal Title Programs office
 - *Statement of Intent and Documentation of Poverty*
 - *Commitment to Schoolwide Planning*
- ◆ Establish a schoolwide planning team
- ◆ Get school registered in selected online tool (NDMILE or ASSIST)
- ◆ Begin comprehensive needs assessment process
- ◆ Begin to document required components of Title I schoolwide planning
- ◆ View WebEx recordings as available and necessary

ALL SCHOOLWIDE SCHOOLS:

- ◆ Contact ND DPI if your school plans to transition to ASSIST - **DEADLINE Oct. 17, 2014**
 - ◆ Review/update comprehensive needs assessment
 - ◆ Provide written notification of the results of the Annual Review Meeting to ALL parents. This can be in a newsletter if received by all households. Documentation must also be kept on file.
 - ◆ Assess/revise schoolwide planning team
 - ◆ Register/update information in selected online tool (NDMILE or ASSIST)
 - ◆ Schedule TEAM time throughout the year to work on schoolwide plan and in selected online tool.
 - ◆ Create plans for documenting the required components of Title I schoolwide. Remember, many of the items also require **supporting documentation** for monitoring purposes.
 - Highly qualified teachers and paraprofessionals
 - Instruction is based on scientifically-based research
 - Increase amount and quality of learning time
 - Raise achievement of ALL students; can use other supplemental programs
 - High-quality, ongoing professional development
 - Increase parental involvement
 - Preschool transition
 - Effective transition
 - Strategies to attract and retain highly-qualified teachers
 - Coordination of programs
 - Opportunities to train parents
 - ◆ Schedule Annual Parent Meeting
 - Include all required items - they can be found on the Federal Title Programs website: www.dpi.state.nd.us/title1/schlwide/require/meeting.shtm
 - In collaboration with parents, review and update parental involvement policy and school-parent compact
 - Optional: Provide a parent training (be sure to document: Opportunities to Train Parents)
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ELL Trainings

◆ **WIDA Data Analysis Workshop - September 23-24**

Participants will be introduced to the data analysis process and will apply this process to a particular set of data. This workshop is designed for teams looking to gain a more in-depth understanding of their district- or school-level data. Participants will have time to analyze data, identify areas of possible strength and need, and **develop a plan** for further investigation and action.

- GOAL: To foster a collaborative environment for data-informed decision making around language proficiency and language development as it relates to the WIDA standards framework to support the academic success of ELLs.
- Must register a team: English Language Learners (ELL) professional, one mainstream/content teacher, and one administrator/principal.

Online registration can be found at www.surveymonkey.com/s/Y3KNJQR. Registrations will close on September 18, 2014. **The registration fee for this workshop is \$60 per person.**

◆ **WIDA MODEL/ACCESS for ELLs® Test Administrator Training - September 25**

This training is required to administer the WIDA MODEL/ACCESS assessments and will provide an overview of the Kindergarten and Grades 1-12 MODEL/ACCESS for ELL assessment. The goal is to prepare participants to become MODEL/ACCESS for ELLs® Test Administrators and familiarize them with available resources. This training, along with an online set of quizzes will also allow ELL-endorsed teachers to administer and score the English language proficiency screener assessments (MODEL and W-APT).

Online registration can be found at www.surveymonkey.com/s/288KH7D. Registrations will close on September 18, 2014. **The registration fee for this training is \$30 per person. Expenses for travel substitutes can be reimbursed.**

For more information check the following link on the Federal Title Programs' Website www.dpi.state.nd.us/bilingul/index.shtm.

◆ **North Dakota English Language Learner Program Boot Camp - September 30, 2014 – January 20, 2015**

This webinar workshop will cover 15 topics related to the education of ELLs in the state. Educators (teachers, administrators, and other school personnel) will learn about the ELL program and have opportunities to ask questions at each session to develop their local ELL programs and knowledge base. Sample documents will be presented and participants will be encouraged to update their local documents and paperwork related to the ELL program.

Each session will be one hour in length (2:00-3:00 PM CDT) and will be held online. Participants who cannot attend the live session will have an opportunity to view the recorded webinar online and will take a quiz regarding the topics covered in the webinar.

Please register at www.escweb.net/nd_seec/catalog/session.aspx?session_id=30615
For more information check the following link on the Federal Title Programs website www.dpi.state.nd.us/bilingul/1415bootcamp.pdf.

ELL Reminders: September



- ◆ **Complete ACCESS Non-Participation Report in STARS**
- ◆ **New Student Registration** (all pre-k and kindergarten students and new students, throughout the year)
 - **Include the Home Language Survey in Registration**
 - All students enrolling in the district should be administered a Home Language Survey (HLS) to determine if there is a significant influence of a language other than English
- ◆ **Identification and Screening** (Students whose HLS indicates “significant influence”)
 - **Administer a language screening test (MODEL)**
 - Must be administered before a student is placed in ELL classes or receives ELL services:
 - * within 30 days from the start of the school year **or**
 - * within 14 days if the student begins school after the first day of school
- ◆ **Eligibility and Parent Notification** (Students who score “eligible” on screener)
 - Notify the parents of their child’s eligibility to receive language support (for all students – new, continuing, or exiting).
 - within 30 days of the start of the school year **or**
 - within 14 days if the student begins school after the first day of school
- ◆ **Individual Language Plan (ILP) - written by ELL teacher with team**
 - Meet with team to review/write annual ILP and provide update ILP data in STARS.
 - ILP sample is available at www.dpi.state.nd.us/bilingul/tech/index.shtm
- ◆ **Communicate Proficiency Levels**
 - Communicate ACCESS proficiency levels (with the ACCESS Teacher Report) to general education teachers by the end of the first week of school. These reports came in May/June.
 - Review the ACCESS Teacher Reports for exited students, send home the Exit form and parent letter for ACCESS results, and begin monitoring process for exited students.
- ◆ **Student File**
 - Place HLS, ACCESS parent and teacher reports, and ILP in the cumulative file (including screener results, if applicable–MODEL).
- ◆ **Register Teachers for Trainings - view the schedule of trainings on the ELL website at www.dpi.state.nd.us/bilingul/index.shtm**
- ◆ **STEEP Final Financial Reports are Due with Final Request for Funds**
- ◆ **STEEP Narrative Report Due**

Questions on ELL Issues

School personnel can contact one of the following individuals for questions on Title III programming:

Lodee Arnold
ELL Administrator
laarnold@nd.gov
701) 328-1876

Jill Frohlich
Administrative Assistant
jmfrohlich@nd.gov
(701) 328-2254

Patty Carmichael
Fiscal Officer
pcarmichael@nd.gov
(701) 328-3264

Classroom Contest

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Announcing the Compass Learning® Classroom Refresh Contest™

Gather your students and create your very own music video. Show how your class envisions the use of technology to personalize the learning experience. Parody an existing song or create one yourself. Make it fun, creative, and focused on the benefits of digital learning.



Write your song



Roll camera



Submit your video

A panel of judges and public vote will determine the Grand-Prize winner in each of three categories;

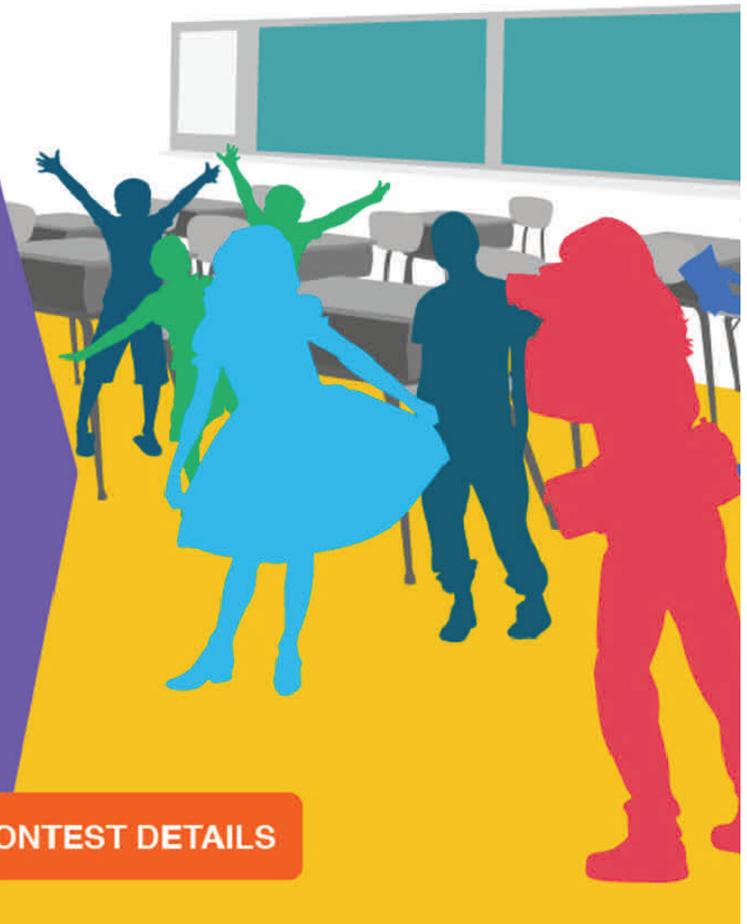
Grades K-5

Grades 6-8

Grades 9-12

Submissions will be accepted between **September 19, 2014** and **October 24, 2014**, so start creating today!

[SEE CONTEST DETAILS](#)



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Upcoming Events

WIDA Data Analysis Workshop

September 23-24, 2014 in Bismarck, ND

Information is available at www.dpi.state.nd.us/title1/events.shtm

Secondary Transition Indicator 13 Training

September 24, 2014 in Bismarck, ND

Information is available at www.dpi.state.nd.us/events.shtm

ELL MODEL/ACCESS for ELLs® Test Administrator Training

September 24-25, 2014 in Bismarck, ND

Information is available at www.dpi.state.nd.us/title1/events.shtm

Secondary Transition Indicator 13 Training

September 25, 2014 in Fargo, ND

Information is available at www.dpi.state.nd.us/events.shtm

North Dakota English Language Learner Program Boot Camp Webinar Workshop

September 30, 2014-January 20, 2015

Information is available at www.dpi.state.nd.us/bilingul/1415bootcamp.pdf

2014 ND DPI Fall Conference

October 8-10, 2014 in Bismarck, ND

Information is available at www.dpi.state.nd.us/title1/fallconf2014/fallconf2014.shtm

Pre-kindergarten Standards: A Resource for Differentiated Instruction and Leveled Learners

October 27, 2014 in Fargo, ND

Information is available at www.dpi.state.nd.us/title1/events.shtm

Alignment of Curriculum and Assessment to Pre-kindergarten Standards Registration

January 23, 2015 in Bismarck, ND

Information will be posted at www.dpi.state.nd.us/title1/events.shtm when available

National Title I Conference

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

Information is available at www.titlei.org/conference

Incorporating North Dakota Pre-kindergarten Standards into your Program

March 12-13, 2015 in Bismarck, ND

Information will be posted at www.dpi.state.nd.us/title1/events.shtm when available

2015 NDCTM/NDSTA

March 20-21, 2015 in Bismarck, ND

Information will be posted when available at www.dpi.state.nd.us/title1/events.shtm

2015 NCTM Conference

April 15-18, 2015 in Boston, MA

Information is available at www.nctm.org/boston

Utilizing the Pre-kindergarten Standards to Build Classroom and Program Practices

May 16, 2015 in Dickinson, ND

Information will be posted at www.dpi.state.nd.us/title1/events.shtm when available

2015 IRA Conference

July 17-20, 2015 in St. Louis, MO

Information is available at www.reading.org/



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