



North Dakota Department of Public Instruction  
Kirsten Baesler, State Superintendent

# TEAM NEWS

Together Everyone Achieves More

Federal Title Programs and Special Education

October 2014

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## 2014-2015 Literacy Grants Available from Prairie Public

# Family Literacy



Each year, Prairie Public partners with educators in North Dakota and NW Minnesota to host free community-wide Family Literacy events. Prairie Public is now offering grants to communities that would like to build early literacy awareness. Teachers, principals, librarians, school staff, and community organizations serving young children are encouraged to apply for this grant opportunity which assists community teams with planning, funding, and hosting Family Literacy events. This project strives to meet the state and local needs in the Prairie Public viewing area through an opportunity to expose children and parents to the benefits of early literacy while engaging in a fun and interactive experience.

Parental involvement is a key component of the federal Title I programs. There has been compelling evidence that parents are an important influence in helping their children achieve high academic standards. Title I programs are required to provide opportunities to train parents and host an annual parent meeting. Prairie Public's Literacy Grant event could be an opportunity for Title I programs to support a Title I parent involvement event at their school.

The Prairie Public's Literacy Grant application can be found at [www.prairiepublic.org/wp-content/uploads/2015-Grant-Application2.pdf](http://www.prairiepublic.org/wp-content/uploads/2015-Grant-Application2.pdf).

For more information on Prairie Public's Literacy Grant program go to [www.prairiepublic.org/education/teachers/literacy-grant#sthash.FrMGSGgB.dpuf](http://www.prairiepublic.org/education/teachers/literacy-grant#sthash.FrMGSGgB.dpuf).

The grant application submission deadline is **December 15, 2014**.

# Federal Title Programs Director's Report

By Laurie Matzke

## Update on Federal Funding

Earlier this fall, a Continuing Resolution (CR) was passed to fund the U.S. Government which secured federal finances from the beginning of the 2015 federal fiscal year, which begins on October 1 through December 11, 2014.

The CR has an across-the-board-reduction in funding for federal programs of 0.0554 percent. This cut to federal programs occurred in order to conform to spending levels agreed upon by Congress earlier. Unfortunately, this means that the federal Title I and Title II allocation for this current school year, 2014-2015, have once again changed midyear with a slight decrease in funding. North Dakota's Title I allocation decreased by approximately \$11,000 and the Title II allocation decreased by \$4,000.

Fortunately, for North Dakota school districts, the North Dakota Department of Public Instruction (ND DPI) is going to use some of our Title I and Title II reallocated funds to make up for the loss in funding. Therefore, districts will not notice the change or be required to go into STARS and revise or decrease their budget.

As we move forward, most likely a series of CRs will occur until late spring. We are being told to expect cuts in federal funding for the 2015-2016 school year. Please note, while no cut is desirable, if the cut remains the same percent as in the current CR, it is an extremely small percentage cut, a little over one-twentieth of one percent. Keep in mind that North Dakota may see additional decreases in funding if our poverty rates continue to decrease across the state.

The Federal Title Programs office plans to begin the Title I eligibility process in January 2015. We do not need to know funding amounts for this process. The outcome of the eligibility process determines which districts are eligible to receive Title I funding for the 2015-2016 school year.

As always, we will keep school personnel apprised and up-to-date in future issues of this newsletter on all federal funding issues that may impact our North Dakota schools and districts.



# Special Education Director's Report

By Gerry Teevens

## Improving Results for Students with Disabilities

Dr. Melody Musgrove, Director of the Office of Special Education Programs (OSEP) of the U.S. Department of Education (USDE), recently visited North Dakota and presented at the ND DPI Fall Conference. Dr. Musgrove discussed the Results Driven Accountability (RDA) Program the USDE is undertaking. The RDA is intended to put more emphasis on the performance and improved results of students with disabilities. Dr. Musgrove said, "We've got to raise our expectations of special education students."

Following the reauthorization of the Individuals with Disabilities Education Act (IDEA, 2004), states were required to develop a State Performance Plan (SPP) addressing 20 accountability indicators for students with disabilities. Recently approved changes to the SPP include a new indicator, referred to as the State Systemic Improvement Plan (SSIP). This required new plan shifts the emphasis from compliance to performance and results. Dr. Musgrove indicated that North Dakota has already begun to make the shift where other states have not. The ND DPI Office of Special Education began using a "Focused Monitoring" approach two years ago. Districts and special education units are identified for a focus monitoring through state review of district performance data for students with disabilities.

The focus of the SSIP must be a measurable change in a state-identified priority area related to students' performance on assessments, graduation with a regular diploma, and/or post school outcomes. Through continuous engagement of stakeholders in a data analysis and an infrastructure analysis, North Dakota will identify its focus area for improvement. The stakeholders will also recommend to the state the strategies which are needed to improve infrastructure and to support district implementation of evidence-based practices in order to improve the state identified result for students with disabilities. Upon finalization, the state's SSIP and the State Identified Measureable Result (SiMR) will be submitted to OSEP by April 1, 2015. Phase II, the Implementation Stage of the SSIP, will begin after the SiMR is approved by the OSEP.

To support states as they work to improve results for infants, toddlers, children, and youth with disabilities, OSEP has funded a new center called the Center for Systemic Improvement (CSI). The CSI is composed of the following partners: WestED, the American Institutes for Research, the National Association of State Directors of Special Education, the Council of Chief State School Officers, SRI International, and the National Parent Technical Assistance Centers. Specifically, their focus is to provide technical assistance to states implementing both Parts B and C of IDEA to help build their capacity to support local educational agencies and early intervention services (EIS) programs and providers in improving educational results and functional outcomes for children with disabilities. Over the next several months, OSEP will be working closely with the CSI to ensure that it is up-and-running to provide states with high-quality support in developing and implementing their SSIPs. Additional information on the CSI can be found at [www.wested.org/wested-awarded-national-center-for-systemic-improvement-center-helps-states-improve-outcomes-for-children-with-disabilities/](http://www.wested.org/wested-awarded-national-center-for-systemic-improvement-center-helps-states-improve-outcomes-for-children-with-disabilities/).

Please contact Kevin McDonough or Gerry Teevens at the ND DPI Office of Special Education for more information.

# 2014 ND DPI Fall Conference Highlights

## Keynote Speakers



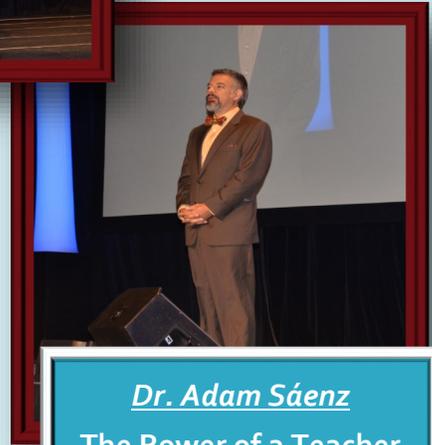
Angela Maiers  
Choose2Matter



Dr. Melody Musgrove  
Leadership Needs for  
Better Outcomes  
for ALL Students



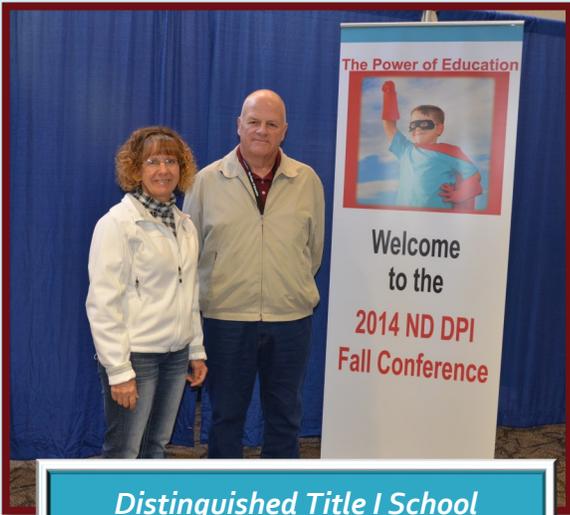
Dr. Doug Clements  
Integrating Math in the Classroom:  
Myths and Misconceptions



Dr. Adam Sáenz  
The Power of a Teacher

## Breakout Sessions





*Distinguished Title I School*  
 Elgin-New Leipzig Elementary  
 Roxann Tietz, Principal  
 Martin Schock, Superintendent

**Award Recipients**



*Outstanding Title I Educator*  
 Elizabeth Dominguez  
 Enderlin Public School District

*Veteran Special Education Teachers*  
 Jeanine Peyerl  
 Jill Van Winkle  
 Sheri Wanzek  
 (photo not available)

*Veteran Title I Teachers*  
 Jason Heinz  
 Wanda Mehlhoff  
 (photo not available)



*Special Education Director of the Year*  
 John Porter  
 South Valley Special Ed Unit



*Council of Exceptional Children  
 Teacher of the Year*  
 Deb Labrensz  
 Wachter Middle School

## 2014 ND DPI Fall Conference Summary

Once again we have completed another fall conference. The ND DPI staff are very pleased with this year's event. Our final count for attendance was just under 1,000 participants. Thank you to all of those who participated in the fall conference. We received numerous positive comments on our evaluations.

- ◆ **Handouts:** The handouts and other information distributed at the conference are available online at [www.dpi.state.nd.us/title1/dpi-fall-conference/dpi-fall-conf.shtm](http://www.dpi.state.nd.us/title1/dpi-fall-conference/dpi-fall-conf.shtm). This website is updated as the information becomes available as we are still collecting handouts from some of the presenters.
- ◆ **Credit:** If you took the conference for credit, assignments were due October 16, 2014. The grades will be released shortly.
- ◆ **Evaluation Summary:** The following is a brief list of findings from the evaluations. Thank you to all who filled out an evaluation form. Conference attendees particularly liked:
  - Keynote speakers (especially Dr. Adam Sáenz)
  - Opportunity for credit and new assignment
  - Early dismissal on Friday
  - Increased variety of breakout sessions



Thank you for helping make this year's conference a success!

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## Updates on Reallocated Funds

Please note the following two important updates regarding reallocated federal Title funding:

- ◆ **Reallocated Due Date Extended**

The Federal Title Programs office is extending the due date to apply for Title I and Title II reallocated funds to Wednesday, October 29, 2014.

A district's consolidated application must be approved in order for a district to apply for reallocated funds. There are still numerous consolidated applications that need to be approved. Therefore, we are extending the deadline in order to allow all districts that want to apply for reallocated funds the opportunity to do so.

Approving the remaining consolidated applications is currently our top priority in the Federal Title Programs office.

- ◆ **Title II Reallocated Funds Cap**

A record number of districts indicated on the survey we conducted that they would like to apply for Title II reallocated funds. Since there are only a limited amount of Title II funds available, we are placing a cap on reallocated Title II funds. Districts can apply for up to \$4,000 in reallocated Title II funds. This will ensure the ND DPI can assist all districts that indicated they wanted to apply for Title II reallocated funds.

If you have already submitted your Title II reallocated budget revision and need the department to re-open the STARS so you can make revisions, please inform your Federal Title Programs contact person.

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## Consolidated Applications

Staff in the Federal Title Programs office are in the process of reviewing consolidated applications. Now that the fall conference is over, reviewing consolidated applications is a top priority.

- ◆ 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
    - 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 total 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](http://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](mailto:lmatzke@nd.gov) with any questions you may have.

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## 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. Federal Title Programs staff will monitor 39 Title I and Title II programs during the 2014-2015 school year.

Twenty-seven districts will participate in the self-monitoring process for the 2014-2015 school year. In addition, 10 districts and two large districts will be monitored on-site by a team of staff from the Federal Title Programs office. To view the list of 39 districts being monitored this year, along with the ND DPI contact person who is assigned to review each district, go to [www.dpi.state.nd.us/title1/targeted/resources/monitor/index.shtm](http://www.dpi.state.nd.us/title1/targeted/resources/monitor/index.shtm).

***For those districts participating in the self-monitoring, please do not submit your monitoring information at this time.*** These districts received detailed correspondence from the Federal Title Programs office this past week 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 self-monitoring information. Site visit districts can expect correspondence from the Federal Title Programs office in the near future.

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

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## State Systemic Improvement Plan (SSIP)

As many of you know, the ND DPI has been engaged in a special education program improvement planning process as part of the federal move to Results Driven Accountability (RDA). Dr. Melody Musgrove, Director of the Office of Special Education Programs (OSEP), recently spoke about RDA at the ND DPI Fall Conference and explained the requirement of state level improvement planning to those in attendance. She said that focusing on the results of our efforts to improve the outcomes of students with disabilities instead of just the procedural compliance of the regulations, will undoubtedly bring about the needed increase in numbers of students with disabilities who are engaged in employment and post-secondary education and training opportunities.

Towards this planning effort, we recently brought a wide variety of stakeholders together to develop a recommendation for an area of focus and a measurement that could be used to evaluate it. The stakeholders used state level performance data to narrow the possibilities to an area that would be most meaningful and most manageable to local practitioners. The recommendation for this focus area and its measurement are currently being presented to the state Superintendent for final approval. Once approved, it will be used by another group of stakeholders who are meeting in November to consider the ND DPI resources that will be identified to assist local practitioners in their efforts to improve it.

These groups will also outline a process of local level planning which special education units will use to develop a goal and activities they believe will result in an improvement in local level performance data that is indicative of overall improvement of the post-school outcomes of their students with disabilities.

The ND DPI appreciates the commitment of these stakeholders and believes their hard work and rich conversations will result in extremely positive outcomes for students with disabilities in all North Dakota schools.

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## Several ND DPI Offices Relocated to 11<sup>th</sup> Floor



In early October, several offices that had been previously housed on 9<sup>th</sup> floor of the State Capitol were relocated to the 11<sup>th</sup> floor.

The Federal Title Programs, Teacher and School Effectiveness, Assessment, and Indian Education are now permanently located on the 11<sup>th</sup> floor, joining the State Superintendent, executive assistant, deputy superintendent, assistant superintendent, public information specialist, School Finance, and Human Resources.

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# North Dakota Alternate Assessment Updates

## 1. **North Dakota Department of Public Instruction and Dynamic Learning Maps North Dakota Website**

On the ND DPI website, [www.dpi.state.nd.us/speced1/index.shtm](http://www.dpi.state.nd.us/speced1/index.shtm), you will find updates under the North Dakota Alternate Assessment (NDAA) section as well as a new section labeled Dynamic Learning Maps Alternate Assessment. Within this section, there is a link labeled ND DLM, <http://dynamiclearningmaps.org/northdakota>. Once you click on this link, you will be taken straight to the DLM website and it will bring you to the North Dakota-specific page. Please take some time to refer to this page and explore around in it. Most documents, manuals, etc., will be posted on this page. It will be updated regularly as new information arrives. New to the webpage are some helpful links in the **Educator Resources** tab. There you will find information regarding materials you will need to complete some of the testlets during the testing period.

If you have not already done so, all individuals that will be using the Dynamic Learning Maps/Alternate Assessment may find it beneficial to “*subscribe to test updates.*” To sign up, you will find a link on the right side of the ND DLM page labeled, “*subscribe to test updates.*” By doing this, the system will automatically send out emails on all updates in the DLM system. All users are encouraged to subscribe to the updates to stay current on all the changes that occur within the system.

## 2. **Educator Portal**

Educator Portal is an administrative application where staff and educators manage student data; access professional development modules, required test administration training, and practice activities; and retrieve reports.

In order to access Educator Portal accounts, users need to be set up through the ND DPI Office of Special Education. Currently, we have 470 educators enrolled in the system. If you have not been set up for an account or have questions regarding your account, please contact Tammy Henke or MacKenzie Dutchuk at (701) 328-2277.

Click on <http://educator.cete.us> to access Educator Portal.

## 3. **Required Training Modules**

Prior to field and operational testing, there are seven training modules you will be required to take. Teachers will NOT be given access to complete any part of the assessment until ALL required training modules are completed. To complete the required modules, log in to the Educator Portal and click on the Professional Development tab. You may begin by selecting a module and completing the module and its quiz. You MUST complete the quiz; if you only watch the video it will not record that you completed that module. The quiz is REQUIRED.

## 4. **NDAA: Science**

The NDAA Science will be the same as previous years. The window for NDAA Science is November 3-December 20. All information regarding NDAA Science and necessary materials can be found at [www.dpi.state.nd.us/speced1/educators/alternate/index.shtm](http://www.dpi.state.nd.us/speced1/educators/alternate/index.shtm), listed under the NDAA tab. Remember that NDAA Science and NDSA Science are only taken by students in grades 4, 8, and 11.

For further information or questions regarding NDAA, please contact Tammy Henke at (701) 328-2277 or [thenke@nd.gov](mailto:thenke@nd.gov).

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## IDEA Update



The standards movement has shifted learning expectations from rote knowledge to developing skills needed for life-long learning. Universal Design for Learning (UDL) provides an instructional framework for designing barrier free learning opportunities **from the outset**. Instruction incorporating the three UDL principles creates a flexible learning environment that allows each student to customize their learning. UDL designed instruction benefits all learners because it recognizes the diversity that exists within each classroom. The guiding principles of UDL emphasize that instruction provide students with multiple means of engagement, representation, action, and expression. UDL is not synonymous with technology and its availability; it is a structured framework for providing flexible learning opportunities and environments to address the learning needs of all students.

The Center for Applied Special Technology (CAST) developed the UDL framework to address the instructional barriers its researchers found that limited the inclusion of students with disabilities. *Teaching Every Student in the Digital Age* (their first book) outlined this new approach to instruction. *Universal Design for Learning: Theory and Practice* updates their earlier research because of the advances in neuroscience and educational research as well as digital technology.

UDL recognizes diversity as an asset and, as a result, it provides more diverse pathways for students to develop expertise as learners. The flexible instructional framework of UDL creates learning context that highlight abilities rather than creating disabilities. This framework for designing instruction provides benefits for all students, not just those identified as having a disability. UDL provides a pedagogical framework for providing students with sufficient challenge and support to sustain engagement with the learning task. UDL recognizes the social nature of learning and its multiple ways to engage with the learning event ensures every student can participate.

A student's emotions and perception of his/her ability to master a skill heavily influence his/her motivation to learn it. Students need learning opportunities that are highly engaging. High levels of engagement help students sustain their motivation and persistence needed to master it. High levels of engagement leads to higher levels of proficiency and a deep understanding of the skill or topic.

UDL and its guidelines integrate the elements of cognition and emotion—the key elements needed to foster strong engagement in the learning task. Providing students with options of how they will engage with the learning task allows each student to personalize the learning experience. Personalizing the learning activity allows students to adjust the level of challenge and the supports they use as their skills develop.

Expert learners believe they can learn. These students develop extensive expertise and knowledge that allows them to create new knowledge and multiple strategies to solve problems. These students develop mental flexibility that allows them to fine-tune their knowledge and develop new strategies to improve their performance.

## Early Childhood Grant Awards Increased!

### Early Childhood Continuing Education Grant:

During the 63rd Legislative Assembly, House Bill 1013 passed making North Dakota residents eligible for an early childhood continuing education grant. The ND DPI recently increased the grant amount from \$1,200 to \$3,000 for the biennium.

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

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

Students that have already received a \$1,200 grant may apply for an amended grant up to \$3,000. If deemed eligible, new recipients will receive a \$3,000 grant award from July 1, 2013 through June 30, 2015.

### Early Childhood Environment Grant:

Under provisions of House Bill 1013, passed by the 63rd Legislative Assembly, North Dakota public school districts may receive up to a \$10,000 grant award to support, enhance, or establish a new or expanded early childhood learning environment. Previously, districts were allowed to apply for \$5,000 grants. As of October 1, 2014, districts that have already received a \$5,000 grant may apply for an amended grant up to \$10,000.

To qualify for the grant award, the applicant must have:

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

If deemed eligible, recipients will receive up to a \$10,000 grant award, or an amended grant award, from July 1, 2013 through June 30, 2015. The actual amount of expenditures incurred will be reimbursed. Any remaining grant funds will be returned to the ND DPI. Districts will use the Request for Funds form (SFN 14660) to claim reimbursement.

The application forms for both grants can be found on the ND DPI website at [www.dpi.state.nd.us/EarlyChildhoodEduc/grants.shtm](http://www.dpi.state.nd.us/EarlyChildhoodEduc/grants.shtm). Completed application forms should be submitted to:

Department of Public Instruction  
Tara Bitz, Early Childhood Administrator  
600 E. Boulevard Avenue, Dept. 201 Bismarck, ND 58505-0440  
Fax: (701) 328-0203

If you have questions, please contact Tara Bitz at [tbitz@nd.gov](mailto:tbitz@nd.gov) or (701) 328-4646.

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# 2015 Spring 21<sup>st</sup> Century Community Learning Centers Competition

The ND DPI 21<sup>st</sup> Century Community Learning Center's (21<sup>st</sup> CCLC) program will be holding a competitive grant competition in the spring of 2015. This competition will be open to entities that currently do not have a 21<sup>st</sup> CCLC grant and meet the minimum requirements to apply. The requirements to apply are:

1. Free/reduced lunch count of 40% or greater or operating a Title I schoolwide program.
2. Grantees can justify a program of sufficient size and scope, as there is a \$50,000 minimum grant requirement.

The ND DPI 21<sup>st</sup> CCLC office realizes a number of smaller districts and community-based organizations may not meet the \$50,000 grant minimum. If an entity cannot meet the \$50,000 grant minimum, there is the option for entities to form a cooperative to apply for the grant. Currently, all but one 21<sup>st</sup> CCLC sub-grantee is a cooperative. There are many ways to apply as a cooperative:

1. REA's – The REA applies for all qualifying schools that are members.
2. Large Entity Cooperative – A large entity will apply and ask smaller entities if they would like to join.
3. Small Entities – A group of small districts can apply together for the grant.

## Things You Need to Know

- ◆ There will be upcoming bidder's workshops with details on the grant application.
- ◆ Cooperatives need to secure and identify a fiscal agent for the grant. The fiscal agent needs to have the ability to distribute funds to consortium members without being reimbursed for several months as this federal program operates on a reimbursement basis.

## Available Resources

- ◆ ND 21<sup>st</sup> CCLC website at [www.dpi.state.nd.us/21stCent/index.shtm](http://www.dpi.state.nd.us/21stCent/index.shtm)



## N & D Update Annual Child Count



It is that time of year again when the state must conduct the Annual Child Count of student enrollment in programs providing services to neglected, delinquent, or at-risk students. The Annual Count is important, as the information is used by the USDE to accurately calculate North Dakota's Title I, Part D and Title I, Part A neglected or delinquent set-aside funding allocations for the 2015-2016 school year. Submitting accurate numbers to the USDE is of great importance, as it helps ensure adequate funding to meet the unique needs of this population.

Please be on the lookout for more information within the upcoming week, including guidance on counting eligible students and the reporting worksheet. This information will be sent electronically to the applicable district authorized representatives. For more information, please contact Margaret Baune, N & D coordinator, at [mbaune@nd.gov](mailto:mbaune@nd.gov) or (701) 328-2317.

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## Homeless Update McKinney-Vento Homeless Training Available to All Districts

In November of 2013, North Dakota was named the #1 worst state in the nation for student homelessness. North Dakota has seen the largest growth of homeless students in the nation, with a staggering 212%. That equates to 2,712 homeless students (additional information can be found at [www.takepart.com/photos/poverty-in-the-us-homeless-students-by-state/1-north-dakota](http://www.takepart.com/photos/poverty-in-the-us-homeless-students-by-state/1-north-dakota)). It was also revealed at the 2014 State Homeless Coordinator's meeting, after completing an analysis of the federally reported free and reduced lunch count data, North Dakota has additional homeless students that are not being reported.

The *McKinney-Vento Homeless Assistance Improvements Act of 2001* (known as the McKinney-Vento Act) was a reauthorization of the McKinney Homeless Assistance Act, originally passed in 1987. McKinney-Vento introduced a number of core changes and additional requirements that went into effect at the beginning of the 2002-2003 school year including the mandate that every school district must name a district homeless liaison to serve as an advocate for families experiencing homelessness. Each district liaison has a specific role and set of responsibilities that must be completed during each school year. Our homeless coordinator was informed at a recent training that the liaison needs to be someone other than the superintendent of the district.

Because the McKinney-Vento Act is so comprehensive in its approach to providing educational services and support to children and youth experiencing homelessness, *it is imperative for every district's administrators to have a thorough working knowledge of the McKinney-Vento Act*. It is important that all school personnel, including administrators, teachers, counselors, secretaries, enrollment clerks, cafeteria workers, custodians, and bus drivers understand the requirements of the McKinney-Vento Act and how these requirements are linked to Title I, Part A funds.

Because of the recent staggering statistics and the unreported homeless student population, Jacki Harasym, Federal Title Programs Homeless Coordinator, is offering homeless professional development training to any district interested in learning more about the McKinney-Vento Homeless Act as well as services that are available to students experiencing homelessness. If your district is interested in scheduling a McKinney-Vento Professional Development training, please contact Jacki at [jharasym@nd.gov](mailto:jharasym@nd.gov) or (701) 857-7770. Training accommodations are flexible and can address a small group or provide a district-wide professional development training. There is no cost to local schools or districts to request this training.

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# English Language Learner Workshop

## Listening and Speaking:

### Oral Language and Vocabulary Development for English Language Learners

#### November 19-20, 2014 (limited to 35 participants)

Using real-world examples, research-based principles of instruction, a teacher-oriented practical workbook, and new authentic classroom videos, this professional development workshop is designed for classroom teachers in elementary and middle schools (grades K-8). It is also appropriate for ESL and bilingual teachers. Collaborative teaching teams are especially encouraged to attend. Other educators (including ESL and other specialists and school, district, and state administrators) will also find value in this professional development opportunity.

#### Authentic Classroom Video



The workshop presents new classroom video including segments that demonstrate principles of instruction for ELLs, teacher scaffolding for oral language output, academic language in a math class; jokes for vocabulary, comprehension, and fun; six steps to vocabulary mastery; and interactive reading aloud with a focus on oral language and vocabulary development for young ELLs (kindergarten).

#### Workshop Topics

Topics covered include classroom conditions for oral language development; oral language proficiency levels; listening comprehension; strategies for promoting oral language development; Common Core State Standards for English Language Arts (listening and speaking); use of story books, songs, chants, and rap to promote oral language; academic vocabulary learning; and cooperative learning structures.

#### Objectives

- ◆ Describe classroom conditions that promote second language learning.
- ◆ Distinguish five levels of oral language proficiency and teacher and student behaviors appropriate for each level.
- ◆ Examine teaching strategies that scaffold learning while increasing classroom interaction, comprehensible input, language output, and academic language learning.
- ◆ Identify cooperative learning structures and explain how they promote interaction and develop oral language and vocabulary.
- ◆ Develop a list of teaching and learning strategies that enhance academic vocabulary development, with particular attention to the needs of second language learners.

All workshop participants receive a copy of CAL's new professional development workbook: *Listening and Speaking: Oral Language and Vocabulary Development for English Language Learners* and the companion video.

For registration information, visit the Federal Title Programs website at [www.dpi.state.nd.us/bilingul/index.shtm](http://www.dpi.state.nd.us/bilingul/index.shtm).

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## ELL Reminders: October

### Parent-Teacher Conferences

- ◆ Locate interpreters if necessary
- ◆ Provide transportation if necessary

### NDSA Accommodations – Science Field Test

- ◆ Prepare test administrators for any NDSA accommodations listed on the ILPs

### ACCESS Test Preparation

- ◆ Any test administrator must renew Speaking Training/ Certification online every two years
- ◆ Be sure ELL student information is correct in STARS and students are marked “ELL” for accurate test label creation

### Continuous

- ◆ Progress Monitoring (ongoing for all ELL students)
  - Meet with teachers and paraprofessionals on student’s progress and student or teacher needs
- ◆ New student registration: (new students)
  - Include the Home Language Survey in registration

### Eligibility and Parent Notification (Students who score “eligible” on screener)

- ◆ Notify the parents of their child’s eligibility to receive language support
  - Must be within 14 days after student begins school

### Individual Language Plan (ILP)

- ◆ Meet with Team to review/write annual ILP and update the date in STARS
  - ILP sample ND DPI

### Student File

- ◆ Store all documents in student cumulative file

### Questions on ELL Issues

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

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ELL Administrator  
[laarnold@nd.gov](mailto:laarnold@nd.gov)  
701) 328-1876

Jill Frohlich  
Administrative Assistant  
[jmfrohlich@nd.gov](mailto:jmfrohlich@nd.gov)  
(701) 328-2254



## Title I Schoolwide Reminders

The message we want to portray from the Federal Title Programs office when it comes to Title I schoolwide programming is “flexibility”. Eventually, when a reauthorization of the Elementary and Secondary Education Act (ESEA) occurs, there will be changes to the Title I schoolwide regulations. Until that time, we want to provide flexibility and options to North Dakota schools and districts in meeting the schoolwide requirements. With that said, schoolwide schools WILL continue to have three options for meeting schoolwide requirements:

1. Maintain a paper schoolwide plan with annual paper submissions using the Revision to the Schoolwide Plan form (SFN 52806)
2. Meeting schoolwide through NDMILE
3. Meeting schoolwide through the ASSIST tool in AdvancED

If your schoolwide program is switching to using the ASSIST, the school SHOULD NOW be using the ASSIST tool, and entering data so that in May 2015 you will be able to submit the schoolwide report.

### **Schoolwide Schools in Planning Year to Operate as Schoolwide in 2015-2016:**

- ◆ If not complete, submit forms to the Federal Title Programs office
  - *Statement of Intent and Documentation of Poverty*
  - *Commitment to Schoolwide Planning*
- ◆ Continue schoolwide planning team meetings
- ◆ Complete comprehensive needs assessment process
- ◆ Document evidence of required ten components of Title I schoolwide planning
- ◆ Continue work in selected online tool (NDMILE or ASSIST)

### **ALL SCHOOLWIDE SCHOOLS:**

- ◆ **PAST DUE**—Contact ND DPI if your school plans to transition to ASSIST - **Deadline was Oct. 17, 2014**
- ◆ Complete process to review/update comprehensive needs assessment, identify goals/objectives, and share with all stakeholders
- ◆ 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.
- ◆ Conduct team meetings to update plan information in selected online tool (NDMILE or ASSIST)
- ◆ Conduct 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](http://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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# Upcoming Events

|                                 |   |
|---------------------------------|---|
| <p><b>October<br/>2014</b></p>  | <p><b><u>Pre-kindergarten Standards: A Resource for Differentiated Instruction and Leveled Learners</u></b><br/> <b>October 27, 2014</b> in Fargo, ND<br/>         Information is available at <a href="http://www.dpi.state.nd.us/title1/events.shtm">www.dpi.state.nd.us/title1/events.shtm</a></p>   |
| <p><b>November<br/>2014</b></p> | <p><b><u>Listening and Speaking:<br/>Oral Language and Vocabulary Development for English Language Learners</u></b><br/> <b>November 19-20, 2014</b> in Bismarck, ND<br/>         Information is available at <a href="http://www.dpi.state.nd.us/bilingul/index.shtm">www.dpi.state.nd.us/bilingul/index.shtm</a></p>  |
| <p><b>January<br/>2015</b></p>  | <p><b><u>Alignment of Curriculum and Assessment to Pre-kindergarten Standards Registration</u></b><br/> <b>January 23, 2015</b> in Bismarck, ND<br/>         Information is available at <a href="http://www.dpi.state.nd.us/title1/events.shtm">www.dpi.state.nd.us/title1/events.shtm</a></p>   |
| <p><b>February<br/>2015</b></p> | <p><b><u>National Title I Conference</u></b><br/> <b>February 5-8, 2015</b> in Salt Lake City, UT<br/>         Information is available at <a href="http://www.titlei.org/conference">www.titlei.org/conference</a></p> <p><b><u>Purposeful Planning Utilizing Pre-k Standards</u></b><br/> <b>February 28, 2015</b> in Fargo, ND<br/>         Information is available at <a href="http://www.dpi.state.nd.us/title1/events.shtm">www.dpi.state.nd.us/title1/events.shtm</a></p>   |
| <p><b>March<br/>2015</b></p>    | <p><b><u>Incorporating North Dakota Pre-kindergarten Standards into your Program</u></b><br/> <b>March 12-13, 2015</b> in Bismarck, ND<br/>         Information will be posted at <a href="http://www.dpi.state.nd.us/title1/events.shtm">www.dpi.state.nd.us/title1/events.shtm</a></p> <p><b><u>2015 NDCTM/NDSTA</u></b><br/> <b>March 20-21, 2015</b> in Bismarck, ND<br/>         Information is available at <a href="http://www.dpi.state.nd.us/title1/events.shtm">www.dpi.state.nd.us/title1/events.shtm</a></p>  |
| <p><b>April<br/>2015</b></p>    | <p><b><u>2015 NCTM Conference</u></b><br/> <b>April 15-18, 2015</b> in Boston, MA<br/>         Information is available at <a href="http://www.nctm.org/boston">www.nctm.org/boston</a></p> <p><b><u>NDRA</u></b><br/> <b>April 23-25, 2015</b> in Minot, ND<br/>         Information is available at <a href="http://www.dpi.state.nd.us/title1/events.shtm">www.dpi.state.nd.us/title1/events.shtm</a></p> <p><b><u>Purposeful Planning Utilizing Pre-k Standards</u></b><br/> <b>April 25, 2015</b> in Minot, ND<br/>         Information is available at <a href="http://www.dpi.state.nd.us/title1/events.shtm">www.dpi.state.nd.us/title1/events.shtm</a></p> |
| <p><b>May<br/>2015</b></p>      | <p><b><u>Utilizing the Pre-kindergarten Standards to Build Classroom and Program Practices</u></b><br/> <b>May 16, 2015</b> in Dickinson, ND<br/>         Information is available <a href="http://www.dpi.state.nd.us/title1/events.shtm">www.dpi.state.nd.us/title1/events.shtm</a></p>   |
| <p><b>July<br/>2015</b></p>     | <p><b><u>2015 IRA Conference</u></b><br/> <b>July 17-20, 2015</b> in St. Louis, MO<br/>         Information is available at <a href="http://www.reading.org/">www.reading.org/</a></p>  |



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