



Title I News

January 2004

- “Certificate of Completion” for Title I Aides Now Available
- Review Your Title I Reading Credentials
- Mid-Year Reports and Budget Revisions
- 21st Century Learning Program Update
- Math Initiatives Website Updated
- Government Accounting Office Visit to North Dakota
- Reading First Announcement
- Random Monitoring of NCLB Regulations
- Update on the Teacher Quality Provision
- Final Title I Regulations Regarding Alternative Achievement Standards
- Director’s Report
- Title I Staff
- Upcoming Events
- Winter Websites for Kids and Teachers

“Certificate of Completion” for Title I Aides Now Available

As part of the *No Child Left Behind* (NCLB) Act, Title I aides/paraprofessionals must now meet additional requirements to be employed in a Title I program. With the implementation of these new requirements, Title I aides/paraprofessionals will need to document their compliance with this regulation. The Department of Public Instruction (DPI) has designed a “certificate of completion,” which will be issued to aides/paraprofessionals who meet the new requirements.

All aides/paraprofessionals working in a program supported with Title I funds who were hired **after** the date that NCLB was enacted, January 8, 2002, must have already met the new requirements. All aides/paraprofessionals who were employed in a school or district **before** January 8, 2002 have until July 1, 2005 to meet the new requirements.

For those aides/paraprofessionals who have already met the requirements and wish to apply for the certificate, the process is now ready and free of charge through DPI. Log on to www.dpi.state.nd.us/title1/aides.shtm to access the “certificate of completion” application and further information regarding this requirement.

If you have further questions regarding the Title I aide/paraprofessional regulations, please contact Nita Wirtz in the Title I office by e-mail at nwirtz@state.nd.us or by phone at (701) 328-1876.



Review Your Title I Reading Credentials!

The K-12 reading credentials will no longer be in existence as of July 1, 2006. At that time, the State Title I office will **delete all K-12 reading credentials** and re-issue new credentials to reflect the area in which you are qualified to teach. We would like to hear from all Title I teachers who hold K-12 reading credentials but are **only teaching in an elementary setting**.

If you are currently holding a K-12 (RE01) or a K-12 (RERC) reading credential, please contact Sandy Peterson by e-mail at smpeterson@state.nd.us, by telephone at (701) 328-2170, or by fax at (701) 328-4770. Please let her know if it would be okay to change your K-12 (RE01) or your K-12 (RERC) reading credentials to a (RE06) K-6 reading credential.

Your assistance is greatly appreciated!

If you have any questions regarding this change; please feel free to contact Sandy Peterson.

Mid-Year Reports and Budget Revisions



The 2003-2004 Title I Mid-Year Report Form (SFN 7822) and the Budget Revision for 5% Set Aside Funding Form (SFN 53674) were mailed to school districts on Tuesday, December 16, 2003.

If you have not done so already, please complete the Mid-Year Report Form and return it to the Department of Public Instruction Title I office. The Mid-Year Report Form was due on Friday, January 9, 2004. If you are planning to spend a portion or all of the 5% Teacher Quality Set Aside Funds, please complete SFN 53674 and return it to the Title I office.

Both of these forms are available online. The Title I Mid-Year Report Form (SFN 7822) is available at www.dpi.state.nd.us/forms/sfn7822.pdf. The Budget Revision for 5% Set Aside Funding Form (SFN 53674) is available at www.dpi.state.nd.us/forms/sfn53674.pdf.

If you have questions or need assistance with either of the forms, please contact Mary Neigum, Title I fiscal officer, by e-mail at mneigum@state.nd.us or by phone at (701) 328-2281.

21st Century Learning Program Update

For those of you who read last month's issue, the 21st Century Learning Program now has a new administrative home within the Department of Public Instruction. Nita Wirtz has taken over the administration of this program as of December 1, 2003.

The 21st Century Community Learning Centers Program establishes or expands community-learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Centers – which can be located in public elementary or secondary schools or other similarly accessible facilities – provide a range of high-quality services to support student learning and development including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. Centers must provide academic enrichment activities to students who attend high-poverty or Title I schoolwide schools to help them meet state and local standards in core subjects, especially reading and mathematics. At the same time, centers help working parents by providing a safe environment for students when school is not in session.



The Title I office has received many inquiries within the past few weeks regarding the request for proposals (RFP) for the 21st Century Program. At this time, the 21st Century Program is not accepting grant applications. It is currently uncertain whether a grant round will be held for the 2004-2005 school year. As soon as the Department of Public Instruction has received final allocation information for the 21st Century Program, the determination will be made regarding holding another round of grant applications. It is anticipated that this information will be available sometime in February 2004. If you have any other questions regarding the 21st Century Learning Centers Program, please visit the Title I website at www.dpi.state.nd.us/21stCent/index.shtm or call Nita Wirtz at (701) 328-1876.

Math Initiatives Website Updated

The Title I Math Initiatives website has been updated and is full of great math resources for Title I teachers. On this website you will find math assessments, math student selection samples, math progress report samples, math professional development opportunities and more! This is also the link where the April 2004 Math Month packet will be displayed! Check it out at www.dpi.state.nd.us/title1/resource/mathinit.shtm.



Government Accounting Office Visit to North Dakota

Senator Conrad, as a member of the Rural State Study Commission, requested that the Government Accounting Office (GAO) conduct a study on NCLB in several rural states, including North Dakota. A team visited the state the week of January 12 – 16, 2004. The study will examine the challenges, particularly financial, that rural communities face as they attempt to comply with the requirements under the *No Child Left Behind* Act.

The team met with DPI personnel, NDEA representatives, and Legislative Council representatives in separate meetings on Tuesday, January 13, 2004. The GAO also visited two rural North Dakota school districts during the week. We will provide additional information to you as it becomes available.



Reading First Announcement

Reading is undeniably one of the foundations for success in our society. In the long term, students who cannot read well are much more likely to drop out of school and be limited to lower-paying jobs throughout their lifetimes. In the first three years of school, children learn to read; after that, children learn by reading. Reading First is an ambitious national initiative to ensure that all students know how to read well by the end of third grade.

There are currently eight school buildings in North Dakota with Reading First grants. These include:

- ✿ Flasher Elementary School
- ✿ LaMoure Elementary School
- ✿ Lincoln Elementary School in Fargo
- ✿ Madison Elementary School in Fargo
- ✿ Minnie H Elementary School in Devils Lake
- ✿ North Central Elementary School in Rock Lake
- ✿ Park River Elementary School in Fargo
- ✿ Roosevelt Elementary School in Fargo

The second round of competition was held this fall. The State Reading First office received 25 applications from 14 school districts. The State Reading First office will be funding nine more school buildings contingent on the schools making necessary changes to their grant application. These schools include:

- ✿ Edmore Elementary School
- ✿ Fort Lincoln Elementary School in Mandan
- ✿ Jeanette Myhre Elementary School in Bismarck
- ✿ Lake Agassiz Elementary School in Grand Forks
- ✿ New Town Elementary School
- ✿ Prairie View Elementary School in Devils Lake
- ✿ Riverside Elementary School in Bismarck
- ✿ Sweetwater Elementary School in Devils Lake
- ✿ Will Moore Elementary School in Bismarck

It is anticipated that the next round of competitions for Reading First will be in the spring of 2005. For more information on Reading First, check out the Reading First website at www.dpi.state.nd.us/title1/reading/index.shtm.

Random Monitoring of NCLB Regulations

Staff in the State Title I office will be randomly monitoring schools for compliance with the “Parents’ Right to Know” clause and the dissemination requirements pertaining to the Adequate Yearly Progress reports in January 2004.

We are feeling increased pressure to monitor and to ensure that the NCLB requirements are being implemented. You will be notified by letter if you are selected for the random monitoring.

Update on the Teacher Quality Provision

North Dakota continues to make progress in our efforts to define what it means for our teachers to be highly qualified. The Education Standards and Practices Board (ESPB) has recently released a toolkit for North Dakota's major equivalency teacher requirements under the NCLB Act.

The toolkit can be accessed at www.state.nd.us/espb on the ESPB website. The toolkit provides definitions of highly qualified for the various subjects, has a self-assessment for teachers to see if they meet the highly qualified definition, outlines the portfolio option that will be available shortly, and provides the passing cut scores for the elementary Praxis II test which includes the PLT.

The toolkit provides a lot of valuable information. Please inform all school personnel that it is now available on the web.

Final Title I Regulations Regarding Alternative Achievement Standards

In December 2003, the U.S. Department of Education issued final regulations on the alternate achievement standards and alternate assessments for students with significant cognitive disabilities. These final regulations supercede any previously issued regulations.

A new link has been created on the Title I website, under the NCLB guidance, to share information regarding these final regulations. You can log on to www.dpi.state.nd.us/title1/targeted/general/reauthoriz/assessment.shtm to access this information including the summary of key provisions, the federal register, as well as questions and answers.

Director's Report

Resistance Fades but Frustration Remains Regarding the *No Child Left Behind Act*

North Dakota continues to move forward in our efforts to understand and implement the provisions in the *No Child Left Behind* (NCLB) Act. Our state has an approved accountability plan, has recently released a tool kit which outlines the options for teachers to become highly qualified, and has published Adequate Yearly Progress reports based on the NCLB provisions.

However, most school personnel I talk to are still feeling frustration with this huge federal legislation. There is one issue, in particular, that continues to frustrate many people. Although NCLB is so encompassing and mandates, largely in Title I law, new requirements for all schools, all teachers, and all students, the rules regarding the use of Title I funds have not changed. The guidelines are still governed by stringent rules. It seems very unfair to many that there is not more flexibility in using Title I funds. Most Title I schools in North Dakota operate targeted assistance programs. As unfair as it may seem, the rules regarding the use of Title I funds did not change under NCLB. Title I funds are, by and large, strictly for Title I programs. The following are examples of issues that have been problematic regarding the limited flexibility in using Title I funds especially in a targeted assistance program.

✿ Using Title I Funds For Professional Development

Generally speaking, Title I funds may be used to support professional development activities for Title I personnel in a targeted assistance school. Districts need to use Title II, Title V or local funds to support professional development activities for non-Title I staff. It is difficult for schools to understand why they can use the 5% set aside of Title I funds for teacher quality to help all teachers in core subject areas. Yet at the same time, if they reallocate those funds back into their Title I program and use those same funds for professional development, then they can only assist Title I paid staff. We have been given special permission to use the 5% set aside funds for all staff teaching in core subjects. However, if the funds are used for professional development, they follow the standard Title I expenditure rules for targeted assistance schools.

Resistance Fades but Frustration Remains Regarding the *No Child Left Behind Act* – continued on page 5

Resistance Fades but Frustration Remains Regarding the *No Child Left Behind Act* – continued**✿ Using Title I Funds For Materials and Equipment**

In an effort to meet the NCLB goals, many schools are purchasing supplemental reading programs and materials (i.e. Guided Reading). Obviously, it would be nice if we could purchase these resources for all students. However, if purchased with Title I funds, they must be supplemental materials primarily for Title I students. It is the local school's responsibility to ensure and document that materials and equipment purchased with Title I funds are for the Title I program. Materials purchased with Title I funds may be used by other non-Title I staff only on an incidental basis. They should be purchased based on Title I needs, stored in the Title I room, and labeled as purchased with Title I funds. Since equipment purchased with Title I funds must be located in Title I classrooms, there shouldn't be any question that they are being used by Title I staff and Title I students. After five years, equipment purchased is considered obsolete. Only after that time period are districts able to dispose of the equipment as they deem appropriate (e.g., placed in regular classrooms, used for after-school programs).

✿ Using Title I Funds For Summer School and After-School Programs

Again, in an effort to meet the NCLB goals, many schools are implementing summer school and after-school programs. However, if using Title I funds, the program must be for Title I students. Just as in a regular school year program, schools must select multiple, objective, and uniformly applied criteria that determine which students are eligible to participate in a Title I paid summer school or after-school program. Only students who are not performing at grade level, as determined by the eligibility criteria, may participate. Title I law requires schools to have all students proficient in reading and mathematics by 2014. Therefore some find it difficult to accept that the Title I funds can only assist a small population of students. Nevertheless, Title I funds are intended to provide additional assistance, specifically to identify students in a targeted assistance school.

✿ Using Title I Funds To Supplement, Not Supplant

As fewer state and local funds are available in our schools, it is tempting to use Title I funds to make up the difference. Regardless of whether schools are targeted assistance or schoolwide, all Title I funds must be used to supplement the funds that are available from non-federal sources (i.e., to supplement district and state funds). Title I funds may NOT be used toward expenditures that, in the past, have been paid for with state or local funds. Rather, Title I funds should be used in ways that will allow you to provide more instructional services to your students than are available without Title I funding. Schools are getting additional funds to provide more services.

✿ Using Local Funds To Select Title I Students

Many school personnel assume that since Title I law requires a student selection process in a targeted assistance school, they should be able to use Title I funds for that process. However, Title I law requires local school districts to assume the cost and responsibility of identifying students in need of Title I services. Schools cannot use Title I funds to test all students for the purpose of identifying Title I students. This is not a new regulation under the *No Child Left Behind Act*. This requirement has been in place since the inception of the Title I program. Therefore, schools that are testing all students with the CAT test, the NWEA or any other assessment must use state, local or other federal funds for this expenditure.

We have many challenges that lie ahead as we all work together to meet the ambitious goals in the *No Child Left Behind Act*. As we proceed down that path, we want to ensure that we do so by following the federal guidelines.

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Upcoming Events

National Title I Conference

■ February 7-10, 2004 New Orleans, LA

For more information, please visit www.aplusevents.com/T04/index.html.

NDCTM – Spring Math Conference

■ March 26-27, 2004 Grand Forks, ND

For more information, please visit www.sendit.nodak.edu/ndctm/spring2004.information.html

NDRA – Spring Conference

■ April 15-17, 2004 Minot, ND

For more information, please visit <http://ndreadon.utma.com/intro.htm>.

International Reading Association Conference

■ May 2-6, 2004 Reno, NV

For more information, please visit www.reading.org/2004.

Winter Websites for Kids and Teachers

- ❁ **Make Your Own Snowflake**
<http://snowflakes.lookandfeel.com>
- ❁ **Everything You Ever Wanted to Know About Snow**
<http://nsidc.org/snow>
- ❁ **The Winter Weather Glossary**
www.usatoday.com/weather/wwterms.htm
- ❁ **The Beautiful Science of Snow**
<http://csmweb2.emcweb.com/durable/2000/02/22/p22s1.htm>
- ❁ **A Snowy Unit**
www.teachingheart.net/snowyunit.html
- ❁ **The Ultimate Snow Website**
www.niksula.cs.hut.fi/~mnikkane/index.html
- ❁ **How to Build an Igloo**
www.benmeadows.com/refinfo/tips/Article1.htm
- ❁ **Snowflake Bentley Museum**
www.snowflakebentley.com/museum.htm