



Title I News

October 2004

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Save The Date – 2005 Spring Regionals Scheduled

The State Title I office has set the dates for the 2005 Spring Regional Workshops. The first meeting will be in Mandan, North Dakota on Monday, April 25, 2005 at the Best Western Seven Seas Inn. The second meeting will be in Fargo, North Dakota on Wednesday, April 27, 2005 at the Ramada Plaza Suites.

It is our intention to update Title I personnel on key issues at these workshops. This year, we will also be bringing in outside presenters to share their expertise with you. It has not been decided whether the two workshops will be strictly for Title I or for all federal Title programs.

More information on these meetings will be posted online at www.dpi.state.nd.us/title1/events.shtm and published in future issues of this newsletter. We look forward to seeing you there.

Title I Funding for 2005-2006

The Bush Administration, the House, and the Senate have begun the process of determining appropriations for the 2005-2006 school year. All three entities are proposing approximately a billion-dollar increase in Title I funding. A continuing resolution has been passed until the end of November due to the Presidential election process. Hopefully after elections, an appropriation will be passed so that we can provide school districts with estimated allocations early next year. It is a very good sign that the proposed amount by all three entities is relatively the same amount.

North Dakota was one of seven states that received less Title I funding for the 2004-2005 school year. It has also been proposed to create a supplemental appropriation just for the seven states that lost funding this year. The supplemental appropriation is only a proposal and has not been agreed upon by all, so it is questionable whether it will actually be a part of the final appropriation package.

We will keep you posted on the federal appropriation process as we receive information.



Monthly Featured Articles

As stated in the August issue of the *Title I News*, due to the positive feedback of the monthly newsletter, the State Title I office has decided to expand the information provided in the *Title I News*. Besides providing information to school administration, we want to better serve the teachers that are serving our state's students. This month we are proud to publish our new monthly featured articles addressing reading, math, research and Reading First. You will find these articles on the following pages of this newsletter.

Reading Corner

By: Nita Wirtz

Topic: Boys and Reading

This month's hot topic features research regarding boys and reading. Is it true that boys do not prefer books and reading as much as girls do? According to an August/September 2004 article by the International Reading Association, "young male readers lag behind their female counterparts" in reading. The article further states that reading studies by "PIRLS – Progress in International Reading Literacy Study and NAEP – National Assessment of Educational Progress, as well as studies in several other countries, show that girls overall score higher in reading than boys."

To get a true and accurate conclusion, one would need to look at a wealth of research. However, if the statistics are indeed true than the question remains, "how do we get boys to read?" My research shows that in order to get boys to read, we need to select text they will be interested in reading. Below are just a few of the tips that I found to assist in the selection of reading materials for boys on a whole:

- Boys enjoy books that place action over emotion.
- Boys are more inclined to read informational texts, magazines, and newspaper articles.
- Boys tend to like books that match their image of themselves.
- Boys are more inclined to read graphic novels and comic books.
- Since boys like to have fun, they want books that are fun, that make them laugh, appeal to their sense of humor, and poke fun at others.
- Boys like to read about hobbies, sports, and things they might do or might be interested in doing.
- Boys generally like the ghoulish, the gross, and the disgusting. These books might not be well rated at the library but they may very well be interesting to boys.

As a final thought regarding boys and reading, several articles noted that an invaluable piece in getting boys to read is having strong male role models that show reading is fun and important. Sports figures, idols, and especially fathers involved in reading can provide such an invaluable demonstration to a boy's impressionable, growing mind.

For those of you interested in further research on this topic, searching on the web under the topic of 'boys and reading' will display a wealth of articles and information. Happy researching!

Math Corner

By: Ann Ellefson

Topic: Free Online Math Assessment

Title I teachers may be interested in a free online assessment for their Title I students. This assessment is available through Brainchild and is accessible online at www.brainchild.com/gen/usmap.asp.

When accessing the above website, North Dakota teachers will want to:

1. click on the state of North Dakota,
2. choose the appropriate grade level math assessment,
3. enter the student's name (optional), and
4. begin assessing!

The math assessments are available for grades 3-8 as well as an exit level assessment. Each assessment contains 24 electronic mathematic questions for the students to answer. At the end of the assessment, a detailed report is generated. The report shows the student name (if entered), date the assessment was completed, overall score, and the time it took to complete the assessment.

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Math Corner (continued)

The student's score is also broken down into the following categories:

- Data Analysis and Probability
- Measurement
- Operations
- Geometry and Spatial Sense
- Number Sense and Concepts
- Patterns and Algebra

The report also details each test question and provides feedback on how the student did on each particular item. Students are also able to review the mistakes they made on the assessment and make corrections (if necessary). Another option the students have is to study problems in any of the six mathematics categories outlined above.

Title I teachers may consider using this assessment as one for student selection or as one of the three assessments required for Title I students.

Brainchild also has a similar assessment in reading for grades 3-8 as well as an exit level assessment.

Research Corner

By: Tanya Lunde Neumiller

Topic: What is research saying about helping at-risk students in the regular classroom?

One of the hardest aspects of teaching in a regular education classroom is that a teacher is expected to meet the wide variety of academic needs of every single student in his/her classroom. The *No Child Left Behind Act* (NCLB) has brought that challenge to the forefront of educational improvement work today, but certainly this has always been the quest of public education—finding a way to meet the needs of all students, regardless of their learning levels, their abilities, their varying backgrounds, etc., in every classroom.

Even further, “No Child Left Behind” requires that schools and teachers use only “scientifically based research” to identify and implement effective instructional strategies aimed at raising academic achievement. Of course, the problem facing educators is, “what are the scientifically-based instructional strategies for raising student achievement?” Unfortunately, there has not been a lot of information available on research-based strategies—what they are and how to implement them in the classroom. The Mid-continent Research for Education and Learning (McREL) has tried to address that issue with many of its recent publications, including the popular *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* by Robert Marzano, Debra J. Pickering and Jane E. Pollock, a favorite in many North Dakota schools and districts as a piece for teacher study groups. (By the way, if your school has not already purchased this book for study group purposes, I highly recommend that you do).

Recently, to continue their work in providing educators with research-based strategies for raising academic achievement, researchers at McREL conducted a synthesis of available research on classroom instructional strategies for meeting the needs of low achieving or academically disadvantaged students. This analysis of effective strategies utilized the work of 188 research studies including both qualitative and quantitative research in order to try to identify research-based strategies for raising the achievement of at-risk students. The publication summarizing this work is called *Noteworthy Perspectives: Classroom Strategies for Helping At-Risk Students* by David Snow, and it is available for download at McREL's website at www.mcrel.org/topics/noteworthy.asp.

The results of this study were summarized in an easy to read format in the publication *Noteworthy Perspectives: Classroom Strategies for Helping At-Risk Students*. Although the results of the research might not be as definitive as most educators who are struggling to meet the needs of at-risk students in their classrooms every day might hope, the results are interesting and easily applicable in most classrooms. The research results were divided into six categories of instruction, and the implications are summarized below*:

* Please note: The results have been summarized for a quick overview. It is highly recommended that educators who want to apply the research to their own classroom download a copy of the study from the McREL website and review the research for themselves.

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Research Corner (continued)

1. Whole Class Instruction: When teaching the whole class together (usually thought of as traditional instruction), instructional strategies under analysis were divided into two types:

- Constructivist- students come to their own understanding.
- Behaviorist- knowledge is a deliverable quantity; the teacher is the expert.

The research found that neither method was superior to the other, but instead, the instructional type chosen by the teacher should be dependent upon its match to the type of learning expected. For example, a behavioral outcome such as spelling would best be taught with a behaviorist approach, while a more constructivist outcome such as writing should be taught with constructivist instruction.

2. Cognitively Oriented Instruction: The research here strongly supports the use of Cognitively Oriented Instruction in teaching reading comprehension.

- When teaching reading, a metacognitive strategy should be used first (e.g., introducing or previewing the text) followed by a cognitive strategy (e.g., summarizing or interpreting).
- The metacognitive (e.g., identify patterns in problem solving) then cognitive (e.g., test the patterns) also seems to be a better model for mathematics instruction.
- However, it appears that when teaching writing, it is better to begin with a cognitive strategy (e.g., drafting) and then follow with a metacognitive (e.g., feedback).

3. Small Group Instruction:

- Mixed-ability groups can be an effective way to meet the needs of at-risk students if used effectively. This means that:
 1. Teachers need to follow the basic tenets of cooperative learning.
 2. Teachers need to pay careful attentive to activity preparation, design, and focus efforts on encouraging deep student discussion.
 3. The role of the teacher should be well defined.
- Like-ability groups may be an effective way to meet the needs of at-risk students. However, although the research under analysis here suggested positive results from like-ability grouping, the research was too limited to draw any real conclusions.

4. Tutoring (One-on-One):

- Research showed that this is an effective strategy for improving learning for low performing students.
- Successful programs produced academic gains that helped all but the very lowest achieving students to raise their academic achievement to average.

Characteristics common to successful tutoring programs:

1. There was no evidence that the age, profession, or education level of the tutors influence effectiveness. However, extensive training of the tutors was necessary.
2. The tutor and the tutee sessions must include diagnosis of learning problems and then appropriately designed instruction.
3. There should be a guiding purpose or theoretical framework for the session.
4. There must be ongoing training and evaluation for improvement of the tutoring sessions.
5. Logistics of the sessions, including materials, instructional space, and session scheduling, did seem to have some effect on the success of the tutoring programs.

5. Peer Tutoring:

- The studies of different peer tutoring models produced overwhelmingly positive results in meeting the needs of at-risk or low performing students, particularly in helping them with basic skills instruction.
- For peer tutoring to succeed, students need close monitoring and careful instruction in their roles.
- The sessions need to be highly structured.

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Research Corner (continued)

6. Computer Assisted Instruction:

- The research definitely showed that computer assisted instruction can be an effective way to address the needs of at-risk or low performing students.
- At-risk students learning mathematics are more likely to realize academic growth than those studying reading.
- The role of the teacher in facilitating the program and the teacher's attitude played a significant role in its success.

Of course, there is still a lot to learn about effective methods for teaching at-risk or low performing students. Analyzing teaching to identify research-based strategies of raising academic achievement is a difficult task. It will take much time and effort to continue learning about what works for low achieving students, and, teaching being what it is, there will probably never be a prescriptive, fail-safe method of meeting all students' needs. But as educators, it is our responsibility to learn about and implement practices that will help all students reach high academic standards. The information from the above McREL research surely provides us with some specifics that we can use to improve our teaching for at-risk students in the regular classroom.

Reading First Corner

By: Gail Schauer

Topic: Reading Assessments

A high-quality, effective reading program must include rigorous assessments with proven validity and reliability. These assessments must measure progress in the five essential components of reading instruction and identify students who may be at-risk for reading failure or who are already experiencing reading difficulty. There are four types of assessment.

1. Screening Assessments – are administered to all students. Screening assessments are administered to determine which children are at-risk for reading difficulty and who will need additional intervention.
2. Diagnostic Assessments – are administered to those students that are determined to be at-risk because of the results of a screening assessment, a progress monitoring assessment, or a teacher's observations. These assessments inform teachers of specific student strengths and weaknesses in major reading components to help teachers plan instruction that meets the needs of individual students.
3. Progress Monitoring Assessments – are administered to all students at least three times a year, in the fall, winter, and spring and more often for struggling students. These assessments determine if students are making adequate progress in reading growth.
4. Outcome Assessments – are administered for the purpose of classifying students in terms of whether they achieved grade-level performance or have improved. In the Reading First schools, the state outcome assessments include the CAT/Terra Nova Plus and the DIBELS.

Each of the four types of assessments mentioned above can be administered in each of the five essential components. To help schools develop a framework within a school's reading program, an action plan for assessments can be found on the Reading First website at www.dpi.state.nd.us/title1/reading/index.shtm. This framework covers grades K-3, the four types of assessments, and the five essential reading components. Using this action plan will enable schools to make sure they are covering all the elements necessary in assessing their students.

One question that is often asked is "With all these assessments, how can this be made more manageable?" There are a couple of ways to mainstream your assessment plan.

Some assessments cover more than one component. You may find one assessment that covers both phonemic awareness and phonics. There are also some assessments that can be used for more than one type of assessment, such as screening and progress monitoring. When developing an assessment plan, the best thing to do is to become familiar with the different assessments that are available.

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Reading First Corner (continued)

- The progress monitoring assessments within a core reading program may also be used. This can make the assessment plan a little more manageable. Just make sure that the necessary essential components are covered throughout the school year.
- When making an assessment plan, check the time necessary for administering each assessment. There are some that require less time than others. The screening assessments, in particular, should be quick assessments.
- Remember that the diagnostic assessments need only be given to those students determined at-risk. If a student is considered at-risk in fluency, they need to be given a diagnostic fluency assessment, but do not necessarily have to be administered the other assessments such as for phonemic awareness and phonics.

The Institute for the Development of Educational Achievement (IDEA) has an excellent website (<http://idea.uoregon.edu/assessment/index.html>) that provides information on assessments and their uses. The assessments listed on this website have been reviewed by a committee of experts at the University of Oregon and been categorized into: 1) grade level, 2) essential reading component, and 3) assessment type. If you are looking at an assessment not reviewed on the IDEA website, the Assessment Analysis Coding Form can help in determining the use of an assessment. Someone familiar with assessments will need to fill out this form.

For more information on assessments, feel free to contact Gail Schauer at the State Reading First office at (701) 328-2285 or gschauer@state.nd.us.

31st Plains Regional IRA Conference Summary

Congratulations goes out to the planning committee for an outstanding 31st Plains Regional IRA Conference on October 6-9, 2004 in Bismarck North Dakota. We know that many dedicated ND teachers volunteered many hours to prepare for the conference. The State Title I office has received many wonderful comments from those who attended.

The State Title I office held a two-hour session on Thursday, October 7 from 10:00 a.m. – 12:00 p.m. to update Title I personnel on *No Child Left Behind* and specific Title I issues. If you were unable to attend the session, you can access the packet of information that was distributed and discussed at www.dpi.state.nd.us/title1/present.shtm. The State Title I office is also sponsoring our annual Title I Idea Exchange. All teachers who submitted an idea at the update session or sent one to the State Title I office following the conference will receive a bound booklet of all the ideas submitted.

At the update session, we also presented our yearly “Caught in the Act” and “Outstanding Educator” awards. Listed below is further information regarding these two awards.

Outstanding Title I Educator

The Department of Public Instruction, Title I office is pleased to announce that Debra Zavada is the recipient of the 2004 Outstanding Title I Educator Award. Debra is a Title I teacher at the Wolford Public School District. Ms. Zavada has been a Title I teacher for over 20 years, is an active member of the NDRA and local reading council, a committee member for the school improvement process, and a mentor for new teachers.

Nominees for the award were Title I educators who have the respect and admiration of students, parents, and colleagues and play an active and vital role in their school’s Title I program. The North Dakota Department of Public Instruction solicited nominations in September. The Title I Committee of Practitioners selected the award winner from the nominations received.

Debra was described by those who nominated her as a hardworking, and respected teacher with a positive and cheerful attitude who is always caring and compassionate toward students. We are so pleased to have Debra represent North Dakota as our 2004-2005 Outstanding Title I Educator.

31st Plains Regional IRA Conference Summary continued on page 7



31st Plains Regional IRA Conference Summary (continued)

Caught in the Act Recipients

The State Title I office has established an award entitled, “Caught-in-the Act”. This award recognizes Title I staff who have been “caught in the act” of performing exceptional Title I services and are being honored for these outstanding acts. Four Title I personnel were recognized for this award: Dianne Becker from North Central of Barnes Public School District, Jean Hall from Edwin Loe Elementary in Newtown, Tara Steiner from Oakes Public School District, and Sara Storkson from South Prairie Public School District. These awards were also announced at the 2004 31st Plains Regional IRA Conference.

Dianne Becker was recognized for her initiative and willingness to get involved through the Reading First team and the committee to develop the Reading Month packet. In addition, she is recognized for helping to create one of the few Title I preschool programs in the state.

Jean Hall was recognized for being an invaluable resource to the State Title I office by serving on our Title I School Support Team. Jean helps review schoolwide plans, program improvement plans and provides technical assistance to other schoolwide programs. She is truly an asset to the State Title I office as well as the New Town Public School District and their Title I program.

Tara Steiner was recognized for being extremely organized and well prepared when monitored last spring. Tara has created materials to send home to parents, organized a wonderful Title I “Parent Night,” contacted area college students to provide free child care and games for the children while the parents attended the meeting, and also created a Title I handbook containing a wealth of information on the Title I program. She is truly an asset to the Oakes Public School District and their Title I program.

Sara Storkson was recognized for taking a very active part with meeting the requirements set out by *No Child Left Behind* (NCLB), initiating the meeting of the teacher quality provision, creating an outstanding website with parent information, information on the Title I program, and links to several resources. Sara has also put together a wealth of resources and activities to be used within her Title I classroom. She does a great job meeting all of the Title I requirements.

As a recipient of this award, these four educators each received a framed certificate and a grant award for \$2,500. These funds can be used for any allowable Title I expenditure for the Title I program in their school district.

Monitoring for 2004-2005

- The U.S. Department of Education will monitor North Dakota’s implementation of NCLB on May 2-5, 2005.
- The State Title I office will randomly monitor schools on the Parents’ Right to Know Clause dissemination requirements this winter.
- The State Title I office will randomly monitor schools on the Adequate Yearly Progress dissemination requirements this winter.
- Until the department has established a coordinated process for monitoring schools in North Dakota, program staff in the State Title I office will continue to monitor Title I programs. We have created a self-monitoring guide for both Title I schoolwide schools and targeted assistance schools. The State Title I office has selected 45 schools to participate in a self-monitoring process for the 2004-2005 school year.

After the completed self-monitoring guide and supporting documentation has been reviewed by Title I program staff, a decision will be made as to whether an on-site visit is needed. This process will help narrow the number of schools that actually need an on-site monitoring review, yet still allowing more schools to be reviewed each year. The self-monitoring guides can be accessed at www.dpi.state.nd.us/title1/targeted/resource/monitor/index.shtm on the department’s website.

The Title I authorized representative, in the 45 schools selected to be monitored, will receive written correspondence from the State Title I office regarding the directions for the submission process.

Director's Report

Where does the time go? I can't believe it is almost November. I want to share some Title I unit projects being addressed over the next several months and some NCLB issues that will be addressed by the department in the coming months.

■ Upcoming Title I Unit Projects

- Reading Month / Math Month – The State Title I office has again contracted with North Dakota teachers to develop the annual Reading and Math Month packets. Reference the articles on page 11 of the newsletter for additional information on the themes and when the packets will be distributed to school personnel.
- Applications – The department is close to having all consolidated applications approved. As indicated on page 9, the State Title I office still has reallocated funds available and will be accepting round two applications due on December 1, 2004. In addition, schools identified for program improvement have access to additional funds by completing an application. Program Improvement applications will be reviewed in November and December of 2004.
- Monitoring – There are additional monitoring responsibilities that must be addressed due to all of the new requirements in the NCLB Act. Page 7 of this newsletter provides more specific information on the various monitoring that will be conducted over the next several months.
- Title I Fiscal IVN Training – The State Title I office still plans to sponsor a Title I IVN training session to provide guidance and clarification on Title I fiscal issues. Additional information will be provided when a date has been determined for the IVN session.
- Spring Regional Workshops – As indicated on the cover page of this newsletter, we have scheduled dates for our Title I Spring Regional Workshops. Since issues often change under the NCLB Act and 2005 is a legislative year in North Dakota, there will definitely be new information to share with school personnel next spring.

■ 2004-2005 Key NCLB Issues to be Addressed

- Additional Grades Assessed as Required by NCLB – North Dakota will test all students in grades 3-8 and 11, beginning in the fall of the 2004-2005 school year. The North Dakota State Assessment (NDSA) will be administered during a three-week testing window beginning on October 25 and ending on November 12, 2004. However, the AYP reports for the 2004-2005 school year will only be based on grades 4, 8, and 11. Beginning with the 2005-2006 school year, the AYP reports will be based on testing in grades 3-8 and 11.
- Activation of NCLB Advisory Committee – The Department of Public Instruction is in the process of creating a Statewide Accountability Committee. This committee will advise the State Superintendent on the development and review of all state NCLB accountability policies and submit recommendations to the State Superintendent on North Dakota's implementation of the NCLB Act.
- Continued Revisions to North Dakota's NCLB Accountability Plan – Although we have an approved accountability plan on how North Dakota will implement NCLB in our state, revisions can certainly be made along the way. As clarification and guidance is provided by the USDE and possibly after our legislative session, North Dakota may need to submit revisions to our accountability plan.
- Re-determine cut scores in the Spring of 2005 – Cut scores were established in the summer of 2002 for both reading and math at grades 4, 8, and 12. During March 2005, North Dakota teachers will meet with CTB to help establish the cut scores in reading and math for grades 3-8 and 11.
- 2005 Legislative Session and Proposed NCLB Bills – The 2005 North Dakota legislative session officially begins in January. We anticipate that there will be much discussion on NCLB issues and probably several proposed bills drafted to address NCLB concerns. We will provide a weekly summary of legislative events. The summary will be posted on Friday afternoons on the Title I website.

Title I Reallocated Funds

The department has created an electronic budget revision for the federal Title programs. The application process for Title I reallocated funds has been incorporated into the electronic budget revision process. Please refer to the “Electronic Budget Revision Help Screens” document for guidance on how to apply for the Title I reallocated funds using this new system. The document can be accessed at www.dpi.state.nd.us/grants/NCLB.shtm on the department’s website. Look under the “Resources & Forms” heading.

The application due date for Title I reallocated funds was September 30, 2004. All reallocated applications that were submitted have been processed and approved. We still have a significant amount of Title I reallocated funds remaining. Therefore, we are going to offer a second opportunity to submit an application and apply for Title I reallocated funds. The due date is December 1, 2004. We anticipate having applications approved by the end of December 2004. Therefore, the funding period for any proposed activities is January 1, 2005 to June 30, 2005.

In order to apply for reallocated funds, you need to have all your regular Title I funds obligated. We will give priority to those districts who did not submit an application during round one. However, those who already submitted and were approved for reallocated funds may certainly apply for additional funding as well. We will follow the same process as indicated for round one.

Reallocated Title I funds are available to school districts that would like to add on to their Title I program but need additional funds to accomplish their plan. The funds must supplement their current Title I budget. Any expense that have already been obligated cannot be requested with reallocated funds. Therefore, you cannot request reallocated funds to pay salary for a Title I teacher if district or other federal funds have already been obligated to cover the expense. Examples of expenditures that would add on to an existing Title I program could include, but are not limited to:

- Increasing a half-time Title I teacher to a full-time Title I teacher.
- Adding a before/after-school program for Title I students.
- Offering a Title I summer school program, if you have not already budgeted for one.
- Hiring a Title I math teacher if you are only serving students in reading.
- Including costs for any professional development activity that has not already been included in your approved Title I budget.

First priority for reallocated funds will be given to school districts that can demonstrate that reallocated funds will be used to provide additional direct services to children. Due to the more restrictive changes in the use of Title I aides, only proposals to fund certified staff will qualify for first priority applications.

Other applications submitted for reallocated funds for materials, travel, or other Title I-related expenses will be considered second priority requests and will be approved if funds are still available after approving all applications meeting the criteria for first priority.

After all applications have been received, we will separate them into categories of first and second priority or those ineligible for funding. Every attempt will be made to fund all applications that meet first priority criteria. Second priority applications will be approved if funds are available.

National Title I Conference – *Faces of Success*

The 2005 National Title I Conference is entitled *Faces of Success*. This conference will be held in Atlanta, Georgia on January 29 – February 1, 2005. The conference will focus on a wide variety of issues of importance to Title I practitioners at all levels. The conference will focus on three strands relevant to Title I: communication and coordination, policy and practice, as well as teaching and learning. This is the only national conference devoted solely to the Title I program. The registration deadline is December 20, 2004 and a limited number of registrations will be accepted, so register early!

For more information, please refer to the National Association of State Title I Directors website at www.titlei.org or www.aplusevents.com/T05/2005TitleI.htm.



Definition of Rural for the Teacher Quality Provision

In March 2004, the U.S. Department of Education (USDE) created a new policy that will allow existing teachers, in eligible rural districts, who are highly qualified in at least one subject to have three years, until the end of the 2006-2007 school year, to become highly qualified in the additional subjects they teach. This policy will also carry forward for new-to-the-profession teachers in eligible rural districts. Teachers who can demonstrate the highly qualified standard in at least one subject will be granted a three-year time period to become highly qualified in the additional subjects they teach.

Listed below are the school districts that **do not** meet the definition of rural, according to the USDE's definition.

Belcourt	Devils Lake	Grafton	Minot	Valley City
Beulah	Dickinson	Grand Forks	New 8	Wahpeton
Bismarck	Earl	Jamestown	Rugby	West Fargo
Bowline Butte	Emerado	Kindred	South Prairie	Williston
Central Cass	Fargo	Mandan		

The Education Standards and Practices Board (ESPB) is in the process of developing a plan to address the U.S. Department of Education policy to allow teachers in rural districts additional time to become highly qualified. The board is proposing to establish a Rural Flexibility Endorsement allowing new teachers who are highly qualified in a content area to have up to three years to complete all the requirements to become highly qualified in all areas of instruction. We will keep you informed as decisions are made by ESPB's board.

Title I After-School Programs

The State Title I office has noticed a surge in the number of Title I sponsored after school programs. In reviewing consolidated applications and applications for reallocated funds, it is estimated that close to 40% of all Title I programs are offering some form of extended day program in Title I.

Many schools are implementing summer school or after-school programs in an effort to meet the NCLB goals. Although the State Title I office highly encourages and commends schools that offer after-school programming, it is extremely important to note that there are a number of regulations that must be followed when using Title I funds. If using Title I funds, the program must be only 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.

We would highly recommend that any school offering a Title I after-school program, download and review the following two documents:

1. Guidance on Operating a Title I After-School Program in a Targeted Assistance School.
2. Question & Answer Sheet on Operating a Title I After-School Program.

These two documents, in addition to a number of other resources on after-school programming, are available at www.dpi.state.nd.us/title1/resource/aftschl/index.shtm on the Title I website.

There is a lot of research to support the effectiveness of after-school programming on student achievement. The State Title I office highly supports and encourages using Title I funds for any form of extended day programming for Title I students.



Reading Month 2004-2005

The State Title I office contracts with North Dakota teachers each year to create the Reading Month packet. This year's Reading Month organizers are Dianne Becker, Cindy Berger, and Diane Kracht from the North Central School District at Rogers. Each year, the month of February is designated as North Dakota's Reading Month. The theme for Reading Month 2005 is "Around North Dakota in 28 Days: Discover the Spirit".

Inspired by the recent movie involving traveling around the world, this year's Reading Month packet plans to explore all the wonderful sites and sounds of North Dakota. It is sure to provide a fun and educational packet of informational activities.

The State Title I office is planning to mail out the packets to schools in early December. All schools in the state will receive one packet to share with all staff members. The Reading Month packet, "Around North Dakota in 28 Days: Discover the Spirit", will also be on the Title I website at www.dpi.state.nd.us/title1/resource/read/index.shtm.

The organizers are integrating many of the suggestions and ideas that were submitted from the 2004 Reading Month feedback sheets. If anyone has any questions, comments, or ideas they would like to share, please contact Nita Wirtz, Title I Program Administrator in Title I at nwirtz@state.nd.us so that they can be passed on to our team members.

Math Month 2004-2005

The State Title I office is excited to announce its development of the April 2005 Math Month packet. The theme of this year's packet is *Embracing Mathematical Diversity*. This is also the theme of the National Council of Teachers of Mathematics (NCTM).

For the second consecutive year, the State Title I office has contracted with a group of North Dakota educators to develop the Math Month packet. The group of individuals organizing this year's packet include Emelia Braun, Jacki Gemar, Jason Gemar, and Mariya Wilson all of Minot, North Dakota.

This team of individuals is very excited about this creation. They have included very diverse activities for all children in grades K-12. They have placed a strong emphasis on building a strong mathematics vocabulary throughout the packet. The team has also highlighted parent involvement through weekend activities involving mathematics.

The State Title I office will be distributing the packet in late January to all school districts in North Dakota. The packet will also be available online at www.dpi.state.nd.us/title1/resource/month.shtm.

If you have any questions, comments or ideas that you would like to see in the Math Month packet, please contact Ann Ellefson, Title I Program Administrator, by e-mail at aellefson@state.nd.us or by telephone at (701) 328-2292.

Homeless Awareness Week

November 14-20, 2004 is Homeless Awareness Week in North Dakota. Many agencies and organizations across the state conduct special activities to increase public awareness of homelessness in North Dakota during this time.

This is also a great time for educators to address the issues of homelessness in your schools. The Department has many resources available to assist you in your efforts. Many of these resources can be found online on the Title I – McKinney Vento Education of Homeless Children and Youth website at www.dpi.state.nd.us/title1/homeless/index.shtm.

You can also get more information on how to serve homeless children and youth by contacting Ann Ellefson, Education of Homeless Children and Youth Program Administrator, at (701) 328-2292 or by e-mail at aellefson@state.nd.us.



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Mary Ann's Retirement

Effective October 15, Mary Ann Mousel is no longer the main receptionist for the State Title I office. After working for the department for nearly 36 years, Mary Ann felt it was time to enjoy some time of her own and pursued retirement. Mary Ann's welcoming voice and great personality will be missed by Title I schools throughout North Dakota as well as the State Title I office.

Mary Ann, thank you for your many years of service. You will be greatly missed!

Upcoming Events

National Title I Conference

The National Title I Conference focuses on a wide variety of issues of importance to Title I practitioners at all levels. This is the only national conference devoted solely to the Title I program.

- January 29 – February 1, 2005
- Atlanta, Georgia

Information is available online at www.titlei.org.

North Dakota Reading Association Spring Conference

- April 14-16, 2005
- Grand Forks, North Dakota

Information is available online at <http://ndreadon.utma.com/intro.htm>.

Title I Regional Workshops

The State Title I office is hosting two regional workshops for Title I personnel.

- April 25, 2005 in Bismarck, North Dakota
- April 27, 2005 in Fargo, North Dakota

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

International Reading Association

Come help the International Reading Association celebrate its 50th Annual Convention in San Antonio, Texas. The conference will be packed with sessions on the field's hottest topics, with presentations from leading educators, authors, and keynote speakers including Julie Andrews and Dave Barry.

- May 1-5, 2005
- San Antonio, Texas

Information is available online at www.reading.org/association/meetings/annual.html.

Winter is an etching, spring a watercolor, summer an oil painting
and autumn a mosaic of them all.

- Stanley Horowitz