



Title I News

January 2005

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Review Your Title I Reading and Math Credentials!

Just a reminder, the K-12 reading and math 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 and math credentials** and re-issue new credentials reflecting the area in which you are qualified to teach. We would like to hear from all Title I teachers who hold K-12 reading or math credentials.

If you are currently holding a K-12 (RE01) reading credential, a K-12 (RERC) reading credential, or a K-12 (MA02) math credential, please contact Sandy Peterson by e-mail at smpeterson@state.nd.us or by telephone at (701) 328-2170.

Your assistance is greatly appreciated!

Title I Mid-Year Reports Due

The 2004-2005 Title I Mid-Year Financial Report form (SFN 7822) was mailed to school districts in late December. If you have not done so already, please complete the Mid-Year Financial Report and return it to the Department of Public Instruction Title I office. The Mid-Year Report was due on Tuesday, January 18, 2005. This form is available online at www.dpi.state.nd.us/forms/sfn7822.pdf.

If you have questions or need assistance with this form, please contact Mary Neigum, Title I Fiscal Officer, by e-mail at mneigum@state.nd.us or by phone at (701) 328-2281.

Reading Month Packet is Available Online

By now, all schools in North Dakota should have received the 2005 Reading Month Packet entitled *Around North Dakota in 28 Days: Discover the Spirit*. Envelopes containing the printed Reading Month Packet were sent via postal mail on Thursday, December 16, 2004. In addition to mailing this document, the State Title I office has posted the packet on the Title I website at www.dpi.state.nd.us/title1/resource/read/index.shtm. If you have not received a print copy of the Reading Month Packet, please take a moment and download the information from our website.

Public Meetings Held on Educational Needs in North Dakota

Educators, school board members, parents, and other individuals involved in

education in North Dakota are invited to participate in public meetings on the educational needs in the state regarding issues pertaining to the *No Child Left Behind* Act. These meetings, sponsored by the Mid Continent Regional Assistance Center for Educational Needs Assessment (RAC), will be broadcast through web-based technology on Thursday, February 10, 2005 from 2:00 pm – 4:00 pm CST and Thursday, March 10, 2005 from 2:00 pm – 4:00 pm CST. More information on the RAC and public meetings is available on our website at www.dpi.state.nd.us/resource/RAC.shtm.

Teacher Quality Update

Please note the following updates pertaining to the Teacher Quality Provision in the *No Child Left Behind Act* (NCLB).

- **Education Standards and Practice Board**

The Education Standards and Practice Board (ESPB) held their January board meeting on Wednesday, January 12, 2005.

Janet Welk, executive director, sent an electronic letter to all North Dakota certified teachers late last week to update personnel on issues the board is working to resolve regarding the teacher quality provision.

- **Elementary Issue for Experienced Teachers**

On December 1-2, 2004, the North Dakota Department of Public Instruction had a site visit from the US Department of Education (USDE) to monitor the Title II program under NCLB. It was during this visit that our definition for ensuring that all teachers are highly qualified was reviewed.

After describing our process, the department was informed that we were out of compliance in several areas. North Dakota's plan states that we will test new elementary, middle, and high school teachers as of July 1, 2006 and new Title I teachers as of January 1, 2005. Our plan further states that current teachers are considered highly qualified with a major in elementary education. The USDE informed us that all elementary teachers had to demonstrate their competency and skills by (a) passing a rigorous state academic subject matter test or (b) using the high, objective uniform state standard of evaluation (HOUSSE). A major in elementary education alone was not sufficient.

We were informed that our report from the USDE visit would list this issue as a finding and that we would need to respond back to the USDE as to how North Dakota plans to come into compliance with this regulation.

North Dakota's ESPB and congressional delegates are currently communicating with the USDE and requesting that North Dakota be permitted to grandfather all current elementary teachers until July 1, 2006. However, the ESPB is also researching and preparing options for our state in the event that this request is denied and we are required to implement additional steps to ensure that our state complies with the highly qualified staff provisions. We are still researching the possibility of declaring North Dakota elementary Title I teachers highly qualified by using our credentialing system.

During the week of January 24, 2005, two key meetings will take place to discuss this issue. On Tuesday, January 25, 2005, a team of USDE officials will visit the state. The team will meet with Janet Welk, ESPB director, William Goetz, Governor Hoeven's Chief of Staff, and Department of Public Instruction officials and hopefully come to some agreement on how to resolve this issue.

On Wednesday, January 26, 2005, North Dakota congressional delegates will meet with Education Assistant, Raymond Simon in Washington, DC to further discuss this issue. We will keep you posted as to the outcome of these two important meetings.

- **Testing for New Title I Personnel**

The NCLB Act requires all **new** teachers working in a program supported with Title I funds, to have taken and passed a rigorous test before they are eligible for hire. There is a one-page handout on the Title I website that provides additional information on this requirement. Log on to www.dpi.state.nd.us/title1/targeted/general/reauthoriz/quality.shtm to access the document.

- **Rural Flexibility Endorsement**

In March 2004, the U.S. Department of Education 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.

Teacher Quality Update continued on page 3.

Teacher Quality Update (continued)

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 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.

The most common misunderstanding that we keep hearing is that the rural flexibility automatically applies to all teachers in the rural school districts. This is not accurate. In actuality, teachers working in a school district that meet the definitions of rural who are highly qualified in one subject they teach will be able to **apply** for the rural flexibility endorsement which gives them additional time to become highly qualified in all subjects taught. This endorsement probably will not be available until the spring of 2006 because it has to go through the administrative rules process which is very time consuming.

- **Substitute Teachers**

At this time, substitute teachers do not have to meet the teacher quality provisions in the NCLB Act. However, in a school that receives Title I funds, the school must notify parents if students are taught for four consecutive weeks by a teacher who is not "highly qualified".

In a targeted assistance school, this provision will apply to all teachers of core subjects after July 1, 2006. Title I personnel must currently meet the "highly qualified" provision.

In a schoolwide program, this provision applies immediately to all teachers of core subjects.

- **Highly Qualified Special Education Teachers**

On December 3, 2004, President Bush signed into law and passed the reauthorization of the Individuals with Disability in Education Act (IDEA). Most of the sections of the law become effective July 1, 2005.

North Dakota's Special Education staff in the department are currently waiting for guidelines from the USDE so that they can specify in greater detail what this will mean for Special Education teachers in North Dakota. All issues pertaining to highly qualified Special Education teachers can be accessed on their website at www.dpi.state.nd.us/speced/qualified.shtm. Bob Rutten, Special Education Director, will be presenting at the NDCEC conference next week. The issue of highly qualified Special Education teachers will be addressed and his PowerPoint presentation will then be available on their website.

- **Praxis II Test**

The State Title I office has compiled an informational document on the Praxis II test. This document can be accessed on the Title I website at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/quality.shtm. It shares information such as the cut scores that North Dakota has established for passing the Praxis II test, when the test is being offered, and information on study guides, etc.

- **5% Set Aside of Title I Funds**

Districts must use 5% of their Title I funds to ensure that all teachers teaching in core subjects are "highly qualified".

Teacher Quality Update continued on page 4.

Teacher Quality Update (continued)

North Dakota has permission to use the 5% set aside funds for staff other than Title I personnel. However, the following three stipulations are a condition of this approval.

- Title I personnel are to have first priority in utilizing the funds.
- The funds can only be used to help those teachers teaching core subjects.
- The funds can only be used for teachers in buildings that receive Title I funds

If you have elementary teachers who would like to begin taking the Praxis II test, you can use the Title I set aside funds to pay for the expenses if they teach in a Title I building. However, you will need to submit an electronic budget revision on the ORS system to get approval for these expenditures before they are incurred.

Director's Report

There is a national organization established to allow State Title I directors an opportunity to discuss educational issues amongst themselves as well as with United States Department of Education (USDE) personnel. This organization is called NASTID – National Association of State Title I Directors. This organization meets twice a year. It convenes at the National Title I Convention in January or February of each year and again in the summer. These meetings provide an excellent opportunity for state directors to get updated information on issues pertaining to Title I and NCLB issues. I will be attending the National Title I Conference in Atlanta, Georgia on January 28-31, 2005. The directors meeting is scheduled for January 28-29. I anticipate receiving updates on the following issues:

■ Federal Funding for 2005-2006

The federal appropriations have been passed for the 2005-2006 school year. We usually receive our state allocation at the National Title I Conference. Beverly Fischer, our grants manager, will then begin the process of calculating estimated district allocations for the federal Title programs.

■ Updates on Key NCLB Issues

USDE personnel will attend our meeting and provide updated information on key issues pertaining to NCLB. Specifically, I anticipate receiving information on the teacher quality provision and district program improvement requirements since these are two issues in the forefront at this time.

■ Reauthorization of IDEA

We will probably receive an update from a USDE staff member who works with Special Education since the Individuals with Disabilities Education Act (IDEA) was reauthorized this past December 2004. Specifically, the requirements for Special Education teachers to be highly qualified and the requirements for Special Education aides/paraprofessionals in a schoolwide program will hopefully be addressed.

■ Future Initiatives

There is a national focus right now on helping high school students achieve to high standards. The president is proposing to fund a number of new high school initiatives. I hope to get more specifics on these new initiatives.

■ State Monitoring of NCLB

The State of North Dakota is being monitored for Title I the first week of May 2005. Hopefully, we will get information that is more specific on what to expect when we are visited this spring.

I will provide a summary of the information shared at the National Title I Conference in the February issue of *Title I News*.

Loan Forgiveness

Math, science and special education teachers teaching in a Title I school for five years may be eligible for a new loan forgiveness limits recently signed into law by President Bush. The Taxpayer-Teacher Protection Act (P.L. 108-409) authorizes up to \$17,500 in loan forgiveness to eligible highly qualified math, science, and special education teachers.

For detailed information on this program and to find out if you qualify for the loan forgiveness, please call the Department of Education's Federal Student Aid Customer Service hotline at (800) 433-7327. Information is also available online at www.ifap.ed.gov/dpccletters/GEN0414.html.

Monthly Featured Articles

Reading Corner

By: Nita Wirtz

Topic: A Word for Middle School Reading

Research shows that at-risk children in grades K-3 will be the group of children that benefit most from supplemental services. This concept is based on the premonition that early intervention will direct these children on target for a successful education. Following this thought, many school districts in North Dakota offer supplemental Title I services at their elementary buildings. Once these children pass beyond the 5th or 6th grade to the junior high school level, their Title I services are absent. It is now becoming more evident that some of these children, in absence of these services, are left to struggle throughout their remaining school days. Many children in these levels are also falling short of attaining adequate scores on assessments. More school districts are now offering junior high Title I services within their district. With a rise in these programs, the staff of the Title I office are continually asked to supply ideas for programs with middle school students.

By popular demand, and to keep our New Year's resolution offered in last month's issue, the State Title I office is proud to feature a new Title I webpage focusing on middle school reading. Shared items will include:

- General information on why a supplemental reading program is needed.
- General information of reading characteristics.
- Summer school reading ideas.
- Reading selection for middle school students.
- Ideas and sources for middle school students.
- Assessments for middle school students.
- Parent involvement for middle school students.
- Websites of resources for middle school students.

The new webpage can be viewed online at www.dpi.state.nd.us/title1/resource/msideas.shtm. Happy searching!

Math Corner

By: Ann Ellefson

Topic: 100th Day of School

For most North Dakota schools, the 100th day of school falls in late January or early February. This is an event that can be fun for all ages to celebrate. The purpose of this article is to show various ways to incorporate the 100th day of school into your mathematics curriculum. Below are some clever ideas I found while researching the 100th day of school.

Grades K-2

Number

- Make a class list of the students' favorite 100 books, or 100 books they have read.
- Distribute a grid containing 100 boxes to each child in the class. Have each child bring in 100 items glued on the pre-made grid. Be sure to title the grid. The items are to be all the same thing and no bigger than two inches to fit inside grid boxes. Some ideas include mini marshmallows, cereal, stickers, beads, feathers, bread tags, etc. Display the grids around the classroom to show the various ways to make 100.

Measurement and Estimation

- Fill jars of different sizes with approximately 100 small objects, such as pennies, paper clips, pebbles, marbles, peanuts, etc. Put one type of item in each jar. One jar should have exactly 100 items. During the course of the day, invite students to study the jars and write down their estimate as to which jar holds exactly 100 items.
- Have the students estimate where a 100-step walk would take them from their house? From the classroom? From the gym? From their bedroom? Test out their guesses.

Math Corner continued on page 6.

Math Corner (continued)**Time and Money**

- Have the students write down what they think they can do in 100 seconds. Test to see how accurate their guess is. (How many times can you jump rope in 100 seconds? How many times can you write your name? Etc.)
- Incorporate how many dimes, quarters, pennies, 50-cent pieces make one dollar. What variations can your student use to generate one dollar?

Grades 3-6**Number and Operation**

- Have students come up with three different arithmetic problems that have 100 as the answer. Trade problems with the other students to check to see that the answer is exactly 100.
- Make number sentences that equal 100. (e.g., $5 \times 20 = 100$, $(3 \times 33) + 1 = 100$, $(300/6) \times 2 = 100$)
- Create a list of people whose ages total exactly 100. (e.g. Mom is 32, Dad is 35, sister is 9, brother is 3, friend is 11, cousin is 10, total = 100)
- Create word problems where the answer is 100. (e.g. Jonathan and Natalie walk 7 blocks to school every day and 7 blocks back home. They go to school 5 days of the week. On Monday, Wednesday and Friday they walk home, eat a snack and then walk to the park to play. The park is 5 blocks from home. They walk home again in time for dinner. How many blocks do they walk each week?) Trade problems with the other students to check to see that the answer is exactly 100.

Measurement and Estimation

- Have the students make a stack of 100 pennies and then predict what the height of the pennies would be. Then have the students build the stack to see how close their prediction was to the real thing. Have them measure the stack in inches and in centimeters.
- Divide students into teams of five, then have them investigate the following questions:
 - How tall is a tower of 100 Legos?
 - How long would a row of 100 Lincoln Logs be?
 - How long is a path made of 100 sheets of paper?
 - How far would a line of 100 students, stretched out from head to toe, reach?
 - What 100 objects could you fit in a 5 oz. cup?

Time and Money

- Have students work in groups to find the answer to these questions:
 - What time will it be in 100 seconds?
 - What time will it be in 100 hours?
 - What day will it be in 100 days?
 - What month will it be in 100 months?
 - What year will it be in 100 years?
 - What year was it 100 years ago?
- Give each student \$100 in play money to spend and several catalogs to browse through. Ask the students to spend their money as they wish by making a list of what they are planning to purchase from the catalogs. Keep a running balance. Don't forget about tax!

Probability

- Have students write down which number they think will come up most often when rolling dice. Roll a die 100 times and tally which number it lands on each time. Total the tally marks to see which number was rolled the most. Check their predictions versus their test results.
- Have students predict the number of times a coin will land on heads versus tails when tossing a coin 100 times. Toss a coin 100 times and graph the results... head and tails. Compare this with the predictions.

Reading First Corner**By: Gail Schauer****Topic: North Dakota Reading First Update**

The North Dakota Teacher Reading Academies are now scheduled for the upcoming summer.

Kindergarten and First Grade Teacher Reading Academies	Second and Third Grade Teacher Reading Academies
<ul style="list-style-type: none"> • July 11-14, 2005 • Bismarck State College • Bismarck, ND 	<ul style="list-style-type: none"> • July 18 – 21, 2005 • Bismarck State College • Bismarck, ND

Space is limited for participants. Staff in Reading First schools will get priority. However, we do anticipate being able to open the training up to staff in other schools across North Dakota. Registration forms will be available in April 2005 on the Title I Upcoming Events website.

The next round of competition for Reading First will be held this spring. A list of districts eligible to apply for Reading First funds during this round will soon be listed on the Reading First homepage at www.dpi.state.nd.us/title1/reading/index.shtm. A tentative schedule for timelines include:

End of January 2005	News release and e-mail to eligible school administrators will be sent.
End of February 2005	Pre-application workshop will be held for eligible LEAs to assist LEAs in preparing their applications. For more information, call Gail Schauer at (701) 328-2285 at the State Title I office.
April 28, 2005	Reading First grant applications are due.
April and May 2005	ND Reading First applications will be reviewed by an expert review panel and by the State Reading First office.
June 2005	Awards will be announced.
July 1, 2005	Funds will be available to approved LEAs.
July 11 – 14, 2005	Kindergarten and First Grade North Dakota Teacher Reading Academies will be held at Bismarck State College in Bismarck.
July 18 – 21, 2005	Second Grade and Third Grade North Dakota Teacher Reading Academies will be held at Bismarck State College in Bismarck. Staff from all schools are invited to register; however, staff from NDRF schools will be given first priority.

Feel free to contact Gail Schauer with any questions or to request more information about the North Dakota Reading First program by telephone at (701) 328-2285 or by e-mail at gschauer@state.nd.us.

Math Month Packets...Coming Soon!

April 2005 has been designated as Math Month. The theme of this year's Math Month Packet is *Embracing Mathematical Diversity*. The State Title I office will be mailing these packets the first week of February and addressing the envelope generically to each school district in North Dakota. The Math Month packet envelope will have a red **MATH MONTH** stamp on the front to make it easily identifiable. Please watch for this packet and feel free to distribute it to others in your school!

2005 Legislative Session

In an effort to keep school personnel up-to-date on legislative issues, we have created a link on the Title I homepage to summarize legislative happenings. School personnel can access a copy of the proposed education-related bills, obtain information on how to contact legislators, link to other sources of information, and access a weekly narrative summary of what is happening during the Legislative Session. Log onto www.dpi.state.nd.us/title1/legislate/index.shtm for more information.

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Farewell to Tanya

The State Title I office is sad to say goodbye to one of its Assistant Directors. Tanya Lunde-Neumiller has begun working for the Missouri River Education Cooperative, a joint powers agreement between several school districts. Tanya will be finishing up several Title I projects in the next few weeks.

Tanya's fun-loving attitude and great personality will be missed by Title I schools throughout North Dakota as well as the State Title I office. Tanya, thank you for your service with the State Title I office. 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.

2005 Schoolwide Institute: HOW to Make the Grade with Schoolwide Programs

This schoolwide conference will focus on how to involve parents and the community in closing the achievement gap, how to improve math and science instruction, how to maximize your resources under NCLB, and how to write your school improvement plan.

■ March 22 – 24, 2005

■ San Antonio, Texas

Information is available online at <http://swp.ou.edu>.

North Dakota Council of Teachers of Mathematics (NDCTM) Spring Conference

■ April 1-2, 2005

■ Jamestown, North Dakota

Information is available online at www.edutech.nodak.edu/ndctm.

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 Mandan, 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 at www.reading.org/association/meetings/annual.html.