



Title I News

July 2005

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Preliminary School AYP Reports Released

The Department of Public Instruction has issued preliminary adequate yearly progress (AYP) reports for all public **schools** for the 2004-05 school year. These preliminary AYP reports have been posted on the department's secure Online Reporting System (ORS) under the 2004-05 AYP Report at the following address: www.dpi.state.nd.us/ors, under "Other Reports/AYP Reports".

Please note the following key points regarding these school AYP reports:

- The Department of Public Instruction has prepared a guide that outlines the procedures used to generate these AYP reports. You may access this guide at the following web address: www.dpi.state.nd.us/testing/account/AYP0405.pdf.
- School personnel need to verify the accuracy of these reports.
- The department requested three amendments to our accountability plan in June. Although we have not received written approval, we have received verbal approval to amend how AYP calculations are determined per our requested amendments. Therefore, these preliminary school reports do reflect the increased flexibility and safeguards requested in our amendments.
- The department anticipates publicly releasing all school AYP reports on our website by August 1, 2005.
- Once the school AYP process is complete, the department will release the district AYP information.

Aides/Paraprofessionals Update

As many of you may know, the USDE has been offering more flexibility within the NCLB act in the past few months. As part of this new flexibility and as indicated in the June issue of *Title I News*, aides/paraprofessionals have been given an extension to meet the qualifications of the NCLB act. This flexibility is only applicable to aides/paraprofessionals hired before January 8, 2002 and working in a school district receiving Title I funds.

Under the North Dakota administrative rules, all aides/paraprofessionals working in a program supported with Title I funds need to meet the requirements of NCLB by a Paraprofessional Certificate of Completion or have a waiver, issued by the State Title I office by July 1, 2005, in order to be eligible for hire by their school district. The new flexibility now offers aides/paraprofessionals hired before January 8, 2002 until July 1, 2006 to meet the requirements.

Aides/Paraprofessionals Update – Continued on Page 2



Aides/Paraprofessionals Update – Continued

With this new flexibility, the State Title I office originally thought we would need to take the aide/paraprofessional rules through the emergency administrative rules process before being able to offer the new flexibility. We have recently learned that this will not be necessary and we can now offer this flexibility through the regular administrative rules process. Therefore, we will allow eligible aides/paraprofessionals to access this new flexibility.

In order for eligible aides/paraprofessionals to take advantage of this new flexibility, if they wish to receive the extension to meet the requirements by July 1, 2006, they will need to submit a written request to the State Title I office.

All requests and questions should be directed to the State Title I office at the following address: Nita Wirtz, Assistant Director, Title I; 600 E. Boulevard Avenue, Dept. 201; Bismarck, ND 58505-0440; Email: nwirtz@state.nd.us; Phone: (701) 328-1876; or Fax: (701) 328-4770.

Director's Report

On July 26-29, 2005, I will attend the annual Title I State Directors Meeting in Washington, D.C. The meetings are always very beneficial because we get to hear direct presentations from the US Department of Education (USDE) staff, as well as visit with Title I directors from other states. I anticipate receiving updates on the following issues:

- Updates on Key No Child Left Behind Issues
USDE personnel will attend our meeting and provide updated information on key issues pertaining to *No Child Left Behind* (NCLB).
- Recent USDE Flexibility
Once again, in recent months we have seen the USDE announce changes in NCLB requirements to offer schools and districts greater flexibility. For example, the timeline for Title I aides/paraprofessionals, hired before January 8, 2002, to become highly qualified, has been extended until July 2006. In addition, the number of students allowed to take an alternative assessment has been increased from one percent to three percent. There is even talk that Secretary Margaret Spellings is reconsidering allowing the use of growth models to track student's progress from year-to-year.
- Reauthorization of IDEA
We will probably receive an update from a USDE staff member who works with Special Education since the Individuals with Disabilities Act (IDEA) was reauthorized in December 2004. There is a new provision in the recently reauthorized law called the "Response-to-Intervention" model (RTI). Under this provision, districts can use up to 15% of IDEA funds to provide services to students before they are identified with a disability. The emphasis of RTI is to focus on providing instruction that is more effective by encouraging earlier intervention for students experiencing difficulty learning to read. I am hoping to receive additional information on this new provision.
- Federal Funding for 2006-2007
At this time, it appears as though Title I and Special Education will receive very modest increases. Most federal programs will be level funded. There are a few programs that are slated to be eliminated, including: Even Start, CSR, Title IV, and Title II D programs.
- State Monitoring of NCLB
The State of North Dakota and many other states were monitored for Title I this past school year. I anticipate receiving a report on these monitoring visits, which includes a summary of common items found out of compliance across the nation.
- Future Initiatives
There is a national focus right now on helping high school students achieve to high standards. President Bush is proposing to fund a number of new high school initiatives. I hope to receive more specifics on these new initiatives.

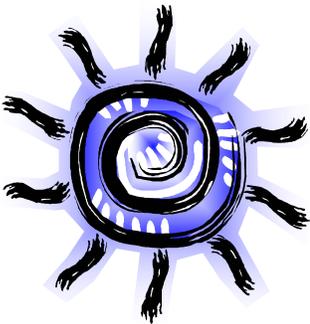
I will provide a summary of information shared at the annual Title I directors meeting in the August issue of *Title I News*.

Update on Consolidated Applications for Federal Title Funding

The State Title I staff members are working hard to review and approve your Title I portion of the consolidated application for Federal Title funding. Some of you have already been contacted by a Title I staff member, and many of you will be hearing from us in the near future.

To date, the department has received most of the applications. A few school districts have not submitted their consolidated application because they are waiting to receive confirmation of the Title I carryover amount or are waiting for the 2004-2005 Adequate Yearly Progress (AYP) information to be released. School districts have approximately another month before the applications must be submitted. All applications must be received by **August 27, 2005** in order to receive Federal Title funding for the 2005-2006 school year.

All schools were required to submit their consolidated application electronically. In the past, when errors were found in a school's budget, we would contact you and often make changes to the paper version of the application from our office. However, we can no longer make changes to your electronic application. Rather than requiring you to "unsubmit" and then "resubmit" your electronic application, when an error is found or a change needs to be made, we will be discussing these changes with you and then approving the electronic version of the application with the understanding that you will make the approved changes using an electronic budget revision.



When the application is approved based on a revised budget from the original, you will receive a copy of the revised budget from the State Title I staff person that you have been working with during the review process. This form will have two columns; the first being the budget you submitted on the electronic application, and the second column showing the revised budget that has been approved. **If you receive a revised budget form during the approval process, you will not be able to access your Title I funds until you complete an electronic budget revision.** Copy the second column exactly when you submit this revision.

Listed below are some of the common problems that we are encountering while reviewing applications this year:

- ✓ Districts that want to use the REAP or transferability option must first use all of their Title I funds. Since most districts received an increase when we calculated the final Title I allocations, we have to adjust some budgets.
- ✓ Similar to the last few years, we are having issues with the 5% set aside funds for teacher quality. Many districts obligated the funds on their budget, but do not know at this time how they will be used. We cannot approve expenditures that cannot be defined.
- ✓ Bev Fischer reported that many districts utilizing Title II D funds forgot that they must utilize 25% of those funds for technology related professional development.
- ✓ If districts request equipment for any of the federal Title programs, they must specify what exactly is being requested.

Once all of the federal Title program directors have approved the individual programs, Beverly Fischer, the department's grants manager, will be sending electronic correspondence to all districts informing them of their approval status.

If you have questions on your application, feel free to contact the State Title I office at (888) 605-1951 and we will do our best to update you on your application's process.



Amendments to the North Dakota State Plan

The department submitted written correspondence to the U.S. Department of Education (USDE) on June 1, 2005, to make amendments to the North Dakota Consolidated State Application Accountability Workbook. You can access a copy of our written correspondence requesting these amendments at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/plan.shtm on the department's website. Although the department has not received written approval, we have received verbal approval to amend how AYP calculations are determined per our requested amendments. Therefore, the preliminary school reports do reflect the increased flexibility and safeguards due to these amendments.

North Dakota's amended plan addresses the following three specific issues:

- **The incorporation of an alternate assessment provision identified in federal guidance, dated May 10, 2005, affecting students with persistent cognitive disabilities, beginning with the 2004-2005 school year.**
The U.S. Department of Education announced that two percent of all students being tested could take a modified test and have their scores count toward adequate yearly progress. This two percent is in addition to the current one percent flexibility policy covering students with the most significant cognitive disabilities. However, when new flexibility such as this is released, it cannot just automatically be implemented across the nation. States that wish to access the new provision must revise their accountability plan and detail how they would utilize the new flexibility in their state.
- **The incorporation of a safe harbor provision for the state's secondary academic indicators, graduation, and attendance, beginning with the 2004-2005 school year.**
The Department of Public Instruction proposed to adopt a safe harbor provision for determining adequate yearly progress for the secondary academic indicators, graduation, and attendance. This safe harbor provision would reward districts that reported improvements in attendance rates for elementary and middle schools and graduation rates for high schools.
- **The one-year extension of the current graduation formula for the 2004-2005 school year and a resulting one-year delay of the previously approved graduation formula, beginning with the 2005-2006 school year.**
The Department of Public Instruction seeks permission to extend the previously approved secondary academic indicators formula for one additional year, to apply for 2004-2005 determinations, in order to transition into previous-year data determinations during the spring of the 2005-2006 school year. Effective during the 2005-2006 school year, the determination of graduation and attendance AYP indicators will be referenced to graduation and attendance rates of the preceding year. This will allow the department to test in the fall and generate AYP reports for all schools and districts by early spring. This request is a result of our recent Title I monitoring visit by the U.S. Department of Education. The team recommended that we ask for a revision to our current plan in order to generate AYP reports in a timely manner.

Final Federal Title Allocations

In June 2005, the Department of Public Instruction received the final Federal Title allocation amounts from the U.S. Department of Education. These figures can be found online at www.dpi.state.nd.us/grants/allocap.shtm.

If you submitted your consolidated application based on estimated amounts, chances are that your allocation has changed somewhat. You will be able to incorporate these budgetary changes into your consolidated application through the budget revision process.

Monthly Featured Articles

Research Corner

By: Ann Ellefson

**Topic: Parent Involvement –
Enhancing the Title I
Requirements**

Title I has various parent involvement requirements for schools that apply to both targeted assistance and schoolwide settings. These requirements include: an annual parent meeting, a parent involvement policy, a parent-school compact, training opportunities for parents, and an evaluation of the parent involvement components.

Many schools use a typical parent meeting, classroom newsletter, or parent volunteer as methods to provide outreach to these parents. Below are suggestions that a school may consider as alternative methods to encourage parent involvement.

Newsletter

Many schools provide newsletters to keep parents posted on what is happening at the school. This is also a great opportunity to provide parents with updates on educational issues, including strategies they may use to help their child.

- The Education Trust produces a newsletter for parents and community members to help keep parents informed and engaged in their child's education. This newsletter is available at www2.edtrust.org/EdTrust/Parents+and+Community
- Teachers may want to visit www.teachnet.com, which provides guidelines for producing newsletters for the classroom, school, or district level.
- This website provides guidance on how teachers can create newsletters in a variety of software programs - http://edweb.sdsu.edu/Courses/EDTEC470/sections/F02-10/clsrn_newsltrs.htm.

E-mail/Web Pages

Technology has become a part of the educational system and is becoming a part of many home environments.

- Schools can consider sending newsletters and important message through e-mail distribution lists rather than postal mail or the ever-reliable student delivery.
- E-mail communication can also open the lines for easy, quick, and private ways for parents to present questions to teachers.
- Teachers can also reference personal or classroom web pages where student homework and announcements are posted for parents to review.
- Schools can be sure to include tips for parents, resources, school calendars, newsletters, etc. on the school's or district's website.
- Staff e-mail links can also be provided on the school's/district's home page as a method to simplify the way in which a parent can contact a teacher or staff member at the school.

Personal Phone Calls

As educators and adults, we understand how difficult it is to fit an entire day into 24 hours. The parents of our students feel our pain. Schools may want to consider if personal phone calls are effective methods for keeping in touch with parents.

- Teachers could make regular monthly phone calls, on the weekend for instance, to each of their students' homes. The teacher could summarize what is happening in the classroom and open discussion for any questions the parent may have. Problems or concerns do not need to be the only reason to contact parents.

Parent Involvement – Enhancing the Title I Requirements – Continued on page 6

Parent Involvement – Enhancing the Title I Requirements – Continued

Home Visits

Teachers visiting the homes of their students can have a great impact on teacher-student, child-parent, and parent-school relationships.

- Teachers may want to consider starting with informal visits where students and parents can be comfortable in their home environment. This is a wonderful way to open the lines of communication for all.
- This article provides a motivating story regarding how increased parent involvement can greatly impact a school setting – www.edutopia.org/php/article.php?id=Art_1006&key=225

Meetings

Parents are invited to various school meetings and events throughout the school year. It is the responsibility of the school to ensure these gatherings are meeting the needs of the parents. Below are ideas of additional items you may consider sharing with parents during the traditional conference/meeting:

- If there are a variety of languages spoken at the school, it is imperative that handouts and resources be available in a language and text the parents can understand.
- Schools may consider ESL courses for parents of different ethnic backgrounds to acquaint them with writing absence notes, completing school forms, and the uniqueness of the American education system. The Education Trust has several resources available online for parents of various backgrounds to help improve their child’s education – www2.edtrust.org/EdTrust/Parents+and+Community
- It is recommended that childcare be provided to help parents become more involved and focused on the meeting.
- It is also recommended that meetings be held more than once, so that if a parent has a conflict with a particular time/date, they are given another option to attend.

Parent-Teacher Conferences

- In an effort to make Parent-Teacher Conferences more meaningful, teachers may consider reviewing effective practices for conferences. The New York State United Teachers has a list of eleven items to consider. This list is available at www.nysut.org/newmember/survival_conferences.html.
- Some parents are apprehensive about attending conferences as they may not be comfortable with the “formal” meeting. Schools may consider creating guidance to distribute to parents to ease their minds about the conference. Schools could refer to the National Education Association’s website at www.nea.org/parents/ptconf.html for assistance.

Incorporating Food with Parent Involvement

Schools often use food as ways to entice parents in participating in parent involvement activities, such as a meal being provided for family night or snacks provided at conferences. However, schools may consider using food in different ways, such as:

- Providing “care packages” of non-perishable food to parent volunteers after a set number of hours of service. The food items may be donated from an area business or from a school collection.
- Classrooms may take turns hosting family nights in which parents from the class will bring food to share as a potluck rather than the school providing the food.
- If there are a variety of ethnic backgrounds at the school, the school could provide supplies for parents to make traditional dishes to share during a multicultural event.

The resources and ideas listed above are not all encompassing. As we begin this new school year, we encourage schools to take a closer look at the parent involvement opportunities provided for parents. Please consider the above suggestions and websites as resources when incorporating new activities and initiatives throughout the school year.

Items in this article have been adapted from the following articles:

- Hamilton, Carolyn. *Beyond the Classroom Newsletter*. ENC Focus. Vol. 13, N. 19.
- Hamilton, Carolyn. *Many Ways to Reach and Engage Parents...and Many Reasons to Do So*. ENC Focus. Vol. 13, N. 7.
- Furger, Roberta. *Making Connections Between Home and School*. Edutopia.

Reading Corner**By: Nita Wirtz****Topic: Summer Reading Fun!!!**

We are definitely within the heart of summer and the heat and recent thunderstorms remind us of this! This month's reading corner article focuses on Summer Reading Fun and lists a wealth of information for teachers, parents, and kids to not forget about reading and education in these vacation months. Successful, summer learning means the difference in retention of skills in the fall when school begins.

- [America Reads, Summer Reading Fun](#): This incredible summer reading website, has a wealth of information on summer ideas for kids and parents, a very creative summer reading pledge, and a wealth of other resources. For more information see: www.ed.gov/inits/americanreads/summer.html
- [Family Matters, All About Reading, Summer Reading](#): A website containing booklists, interactives, articles, and activities for summer reading fun...definitely a must see! For more information see: www.scholastic.com/familymatters/read/all/summer
- [About Reading, Summer Reading](#): This article explains ideas for parents on summer reading and provides information and booklists for parents. For more information see: <http://childrensbooks.about.com/cs/forparents/a/summer.htm>
- [Reading is Fundamental, Summer Reading is Sweet](#): Another spectacular website of summer reading ideas, tips and advice, articles, and other fun ideas. For more information see: www.rif.org/summer
- [Family Education, Summer Reading](#): Once again, a creative website with a wealth of information for summer reading including: online books, quizzes, activities, bookmarks, journals, articles and advice. For more information see: www.familyeducation.com/topic/front/0,1156,1-6514,00.html

Just from my brief search, there is certainly a wealth of information available concerning the topic of summer reading. The websites above contain some excellent information to get started and as we wind down the summer, with school between five and six weeks away, it never hurts to brush up on skills. Have a great last few weeks of summer and enjoy a book!

Math Corner**By: Flo Hilzendeger****Topic: Math Tips**

Children learn best by doing, whether it is through investigation, inquiry, discussion, or cooperative learning. Math is a course many children find problematic and consequently, develop an aversion to it. Perhaps teaching them a few tips and tricks to solve basic concepts will help them develop a different attitude about math. Enclosed are a few tips taken from www.mathforum.org. They may allure even the most hesitant student struggling with mastering the processes in multiplication.

The following outlines two versions of multiplying by nine:

Diana Grinwis explains: When multiplying by nine, out stretch all eight fingers and the two thumbs. Begin with the left hand and count. If the problem is 9×7 pull down the seventh finger. Counting from left to right, the number of fingers to the left (of the pulled down finger) makes up the number in the tens place. The number of fingers to the right (of the pulled down finger) are in the ones place. Hence, the answer is 63. $9 \times 7 = 63$.

Tanzo provides this technique when multiplying by nine: Subtract one from the number being multiplied by 9 (Example 9×8 , therefore, $8 - 1 = 7$). That numeral is the number in the tens place. Now subtract that number from nine (Example $9 - 7 = 2$). The number two is placed in the ones place. The answer: $9 \times 8 = 72$.

Math Tips – Continued on page 8

Math Tips – Continued

Bill Eldridge provides this strategy. When multiplying a two-digit number by 11: Add the two numerals being multiplied by 11 and place them between the original numbers. The example: 35×11 , $3 + 5 = 8$, original numbers are 3 and 5, place the 8 between the 3 and 5, the answer is 385.

Lonnie Dennis II has another method of multiplying any number by 11. $11 \times 4536 = 49,896$. He suggests adding the numerals as shown below:

Place the first numeral then add each of the other to one another. Place the last number for the final computation.
74536 **Work from right to left.**

Calculate:	$7 + 4$	$4 + 5$	$5 + 3$	$3 + 6$	6
	819896	?9896	???896	????96	?????6
(carry 1, add to 7)	81	9	8	9	6

($7 + 4 = 11$ place the one in the ones place and add the other to the tens numeral, equaling 8)

Entice your students with these tips and find others at <http://mathforum.org/k12/mathtips>.

Praxis II Testing Date

For personnel who need to take the Praxis II test, you can access updated information regarding the registration process for this test at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/praxis.pdf on the Title I website.

U.S. Department of Education (USDE) Monitoring Summary

The U.S. Department of Education (USDE) came to North Dakota on May 16-19, 2005 to monitor the Department of Public Instruction's implementation of the *No Child Left Behind* (NCLB) Act. The programs monitored included: Title I – Part A, Title I – Part D (Neglected and Delinquent), Title I – Part B (Even Start), and Title X – Part C (McKinney – Vento Education of Homeless Children and Youth). This monitoring visit provided a great experience for the state to review its practices and implementation of the NCLB act.

The USDE monitoring team generated an official report, outlining recommendations and compliance issues, and submitted it to the department in late June, 2005. This monitoring report is available online at www.dpi.state.nd.us/title1/index.shtm.

Generally, the monitoring visit indicated the state was in good order regarding its operation of the federal programs that were reviewed. There was only one compliance issue that fell within Title I programming; it was related to parent involvement. Title I personnel will receive information regarding our plans to rectify this issue in the fall mailing as well as at our upcoming Fall Title I Regional Workshop. The USDE noted other compliance issues in the report pertaining to the state's implementation of the NCLB requirements. Specifically, the department needs to address concerns pertaining to our report cards, LEP assessment and our state assessment.

The department is currently working on its response to each of the compliance issues outlined in the USDE's monitoring report. This response will indicate how the Department of Public Instruction plans to rectify each of the compliance issues. Once this response is complete, the State Title I office will post it on our website at www.dpi.state.nd.us/title1/index.shtm.



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Upcoming Events

Training Trainers in DIBELS

This three-day workshop will train trainers on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The DIBELS is one of the required outcome assessments for all North Dakota Reading First school districts. The DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one-minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

■ August 1-3, 2005 in Bismarck, North Dakota

More information is available online at www.dpi.state.nd.us/title1/reading/profdev/index.shtm.

Institute for Beginning Readers

Each Reading First school is encouraged to send a school team. Topics will include: What skills should students be able to demonstrate at specific grade levels?, How do I know what students know and whether they are learning enough?, How do I teach?, How should skills be sequenced?, What should I look for in materials and programs?, What effective, research-based programs can I use? Team participants learn about the components of early reading intervention--Curriculum Design Principles, Instruction, and Assessment--and how to apply them in the classroom. Dave Howe, the presenter, will share tools developed by the University of Oregon and the Western Regional Reading First Technical Assistance Center to help educators answer these questions.

■ August 8-9, 2005 in Bismarck, North Dakota

More information is available online at www.dpi.state.nd.us/title1/reading/profdev/index.shtm.

Schoolwide Title I Meeting – Introduction to Schoolwide Programming

The State Title I office is hosting its annual *Introduction to Schoolwide Programming* workshop. This workshop is applicable to all targeted assistance Title I schools who want to learn more about schoolwide programming. All schools interested in becoming schoolwide must have at least a 40% poverty rate to be eligible to be a schoolwide school.

■ September 9, 2005 in Bismarck, North Dakota

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

Title I Fall Regional Workshops

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

■ October 2-3, 2005 in Bismarck, North Dakota

■ October 9-10, 2005 in Fargo, North Dakota

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



One Hundred Years From Now

Author Unknown

One Hundred Years from now
it will not matter
what kind of car I drove,
what kind of house I lived in,
how much money was in my bank account
nor what my clothes looked like.
But the world may be a better place because
I was important in the life of a child.