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## HOLD OFF Disseminating Your Parental Involvement Documents!

Most Title I programs notify their parents of the school's parental involvement policy and compact in the beginning of the school year. Schools are asked to hold off on the dissemination of this policy and compact.



After our recent U.S. Department of Education (USDE) monitoring, it was noted that there are a few *No Child Left Behind* (NCLB) issues that the department will have to address and correct. There was only one compliance issue that fell within Title I programming, which pertained to parental involvement requirements. When the USDE staff visited Title I schools, all school personnel had parental involvement policies and compacts available. However, the Title I requirements for parental involvement are quite specific and extensive. The documents reviewed by USDE staff did not meet the requirements as outlined in the NCLB Act.

Schools and districts will be receiving guidance on how to revise their current district parental involvement policy, school parental involvement policy, and parent compact. This information will be sent to Title I personnel and authorized representatives as part of the 2005 fall mailing that is scheduled to be mailed out within the next week.

## Release of AYP Data for Schools and Districts

On Tuesday, August 3, 2005, the Department of Public Instruction announced the release of the statewide Adequate Yearly Progress (AYP) results for all public schools in North Dakota. On this date, the department also distributed a news release statewide to disseminate information regarding program improvement designations for the 2005-2006 school year.



After the 2004-2005 school AYP reports were finalized, the department generated the district level AYP reports based on the 2004-2005 State Assessment Data. The results of the district level AYP reports were released on August 22, 2005.

Listed on the following page is the State's program improvement status to date.

**Release of AYP Data for Schools and Districts – continued on page 2.**

## Release of AYP Data for Schools and Districts – continued

### Schools Identified for Program Improvement

■ When <i>No Child Left Behind</i> was enacted	29
■ 2004-2005 school year	21
■ Number of schools that did not make adequate yearly progress on the 2004-2005 State Assessment Data	43
■ New schools identified for program improvement for 2005-2006	1
■ Number of schools removed from program improvement status for 2005-2006	4
■ 2005-2006 school year	18

### Districts Identified for Program Improvement

■ When <i>No Child Left Behind</i> was enacted	0
■ 2004-2005 school year	13
■ Number of districts that did not make adequate yearly progress on the 2004-2005 State Assessment Data	21
■ New districts identified for program improvement for 2005-2006	0
■ Number of districts removed from program improvement status for 2005-2006	0
■ 2005-2006 school year	13

Both school and district AYP reports, as well as copies of the news releases that were disseminated, can be accessed at [www.dpi.state.nd.us/dpi/reports/profile/index.shtm](http://www.dpi.state.nd.us/dpi/reports/profile/index.shtm) on the department's website.

## Summary of the Title I Fall Mailing

Within the next week or so, Title I personnel and authorized representatives will be receiving the annual Title I fall mailing. This mailing will contain a wealth of information on issues concerning Title I. A few items we would like to highlight are addressed below.



- Information Regarding Reallocated Funds
- Registration for Fiscal IVN Session
- National Title I Distinguished Schools Information
- Federal Programs Dissemination Requirements for Parents
- 2005-2006 Title I Monitoring List
- 2005-2006 Title I School Support Team
- Title I Outstanding Educator Information
- Action Regarding Title I Parental Involvement
- Fall Regional Workshop Information
- National Title I Conference Information

## Outstanding Title I Educator Nominations



In the upcoming fall mailing, Title I personnel can expect to receive information regarding the 2005-2006 North Dakota Outstanding Title I Educator Award. Please consider nominating an Outstanding Title I Educator in your school or district for this award. Please keep in mind, this individual can be an authorized representative, coordinator, teacher, paraprofessional, or anyone who works in a Title I program. The individual chosen for this award will receive recognition at the 2005 Title I Fall Regional Workshops in October 2005. You can find more information regarding the Outstanding Title I Educator online at [www.dpi.state.nd.us/title1/index.shtm](http://www.dpi.state.nd.us/title1/index.shtm).

## Upcoming Schoolwide Planning Meeting



The State Title I office is offering a Schoolwide Planning Workshop in Bismarck on Friday, September 9, 2005. The workshop is being held at the Comfort Inn and will run from 9:00 am to 4:00 pm. Registration will begin at 8:30 am.

This workshop is intended for schools that are interested in operating a schoolwide Title I program. (Please note: This meeting is not intended for schools that are currently schoolwide, unless the school is interested in refreshing their knowledge regarding schoolwide programming.)

It is only mandatory for you to attend this workshop if you plan to begin operating a schoolwide Title I program in the 2006-2007 school year. In addition, if you have any questions about Title I schoolwide planning or are considering becoming a schoolwide school, you are more than welcome to attend this workshop. Please note: Attendance at the workshop does not commit your school to becoming a schoolwide program.

If you are interested in attending the workshop, please contact the State Title I office by **September 2, 2005**. Registration forms and more information are available online at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

## Title I Credentialing Reminders

### Applying for a Credential?

To apply for a Title I math or reading credential or a Title I initial math or reading credential, please note the following:

1. For a Title I reading or math credential, the applicant must complete and submit SFN 53776 – New Application for a Credential to Teach Reading and/or Math. This form can be found at [www.dpi.state.nd.us/forms/sfn53776.pdf](http://www.dpi.state.nd.us/forms/sfn53776.pdf).
2. The applicant does not need to submit an official transcript; however, a copy of an official transcript must be submitted.
3. The State Title I office will review the submission and issue a credential as appropriate.

### Applying for your Middle School Endorsement?

A Title I teacher at the middle school level who is licensed at the elementary level (1-8 or 1-6) or the secondary level (7-12) who submits a plan on file to the Education Standards and Practices Board (ESPB) can be granted up to two years to complete the middle level endorsement requirements. Please be advised before the State Title I office can issue an initial middle school credential, our office must receive a copy of the SFN 50106 form to document that the ESPB has approved a plan of study to obtain a middle school endorsement. This plan of study must be signed by Janet Welk, Executive Director for ESPB prior to the State Title I office's approval.

### Completing the MIS03?

For your convenience, the Title I office has listed the MIS03 codes on all of the Title I math and reading credentials. This will be very useful when completing your Title I teachers' MIS03 reports.

Please check with your Title I teachers when you are completing your 2005-2006 Approval and Accreditation reports to ensure that you are using the correct MIS03 codes.

### What grade levels will you be qualified to teach after July 1, 2006?

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 to reflect the area in which you are qualified to teach. The Title I office would like to hear from all Title I teachers who hold K-12 reading and math credentials.

When reviewing your math and/or reading credential and you find that it reflects that you can teach K-12 reading and/or math, you are highly encouraged to contact Sandy Peterson to see what grade levels you will be qualified to teach in the 2006-2007 school year. You can reach Sandy by e-mail at [smpeterson@state.nd.us](mailto:smpeterson@state.nd.us), by telephone at (701) 328-2170, or by fax at (701) 328-4770.

## Director's Report

On July 26-29, 2005, I attended the annual Title I State Directors Meeting in Washington, D.C. The meetings were very beneficial because I heard direct presentations from the U.S. Department of Education (USDE) staff, as well as visit with Title I directors from other states. I received updates on the following issues:

### ■ Recent USDE Flexibility

Several USDE staff members provided updates on recent flexibility released by the USDE. For example, the timeline for Title I aides/paraprofessionals, hired before January 8, 2002, to become highly qualified, has been extended to July 2006. In addition, the number of students allowed to take an alternative assessment has been increased from one percent to three percent.

Presenters spent a significant amount of time discussing the fact that states can request amendments to their accountability plans as needed. The most common requests made nation-wide include increasing the N size for the subgroups and requesting a different N size for LEP and/or Special Education students.

Requests submitted that have consistently been denied by the USDE include:

- ✓ Asking permission not to test in every grade level.
- ✓ Asking permission not to identify a school for program improvement unless they did not make AYP for two years in the same subgroup.
- ✓ Asking permission to use a growth model to track student progress.

### ■ Reauthorization of IDEA Update

A special education attorney addressed the group to provide updates on new provisions identified in the IDEA reauthorization. In particular, there are two new provisions in the law that are particularly interesting.

- ✓ Under a new provision called the "Response-to-Intervention" model (RTI), 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.
- ✓ Another provision in the new IDEA law allows state agencies to use a portion of their administrative funds to address the issue of schools not making adequate yearly progress due to the IEP subgroup.

Bob Rutten, Director of Special Education in the Department of Public Instruction, will be presenting at one of the breakout sessions at our fall regional workshops to address these two issues and provide other updates on the IDEA reauthorization.

### ■ Federal Funding for 2006-2007

In a typical year, the appropriation for the subsequent school year is passed in November. Therefore, hopefully later this fall, we will have more information on the funding levels for federal programming for the 2006-2007 school year.

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 or receive a cut in funding including Even Start, CSR, Title IV, and Title II D programs.

### ■ State Monitoring of NCLB

Updates were provided on the USDE monitoring of states for compliance with *No Child Left Behind* regulations. North Dakota is fortunate in that we only have a few compliance issues that will need to be addressed. Some states had five times as many compliance issues and will be re-monitored due to the amount or severity of the issues.

**Director's Report – Continued on page 5**

## Director's Report – Continued

### ■ Future Initiatives

Looking into the future as far as changes that may transpire or new initiatives, the following updates were provided:

- 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.  
These initiatives include more testing at the high school level and some possible funding to implement high school reform strategies.
- President Bush has recently added a proposal in the Higher Education Act Reauthorization called the “Teacher Incentive Fund.” This is a formula program to reward teachers.
- There are three key aspects still being pondered at the national level with regard to *No Child Left Behind* and changes that may occur. These include:
  - ✓ Growth Models – Specifically, whether to allow states to use the growth model to track student progress.
  - ✓ LEP Students – How long recent immigrants should have before being expected to take a regular assessment.
  - ✓ Special Education Students – What should we do with students in this category who do not qualify for the alternate assessment but cannot take a regular assessment?

The USDE is drawing on the wisdom and experience of school personnel across the nation to discuss these issues and make a decision on whether or not to implement further changes or not.

### ■ 2006 National Title I Conference

This year's National Title I Conference is being held on January 28-31, 2006, in Dallas, Texas. The theme is “A Galaxy of Stars.” Some of the new features include:

- ✓ Staggering the start-stop times of sessions and breaks to accommodate growing numbers of participants.
- ✓ Food will be available all day long and each participant will get break bucks that they can spend at any time.
- ✓ Each session will distribute paper copies of handouts or participants can buy a flash drive with all of the handouts.

Additional information and registration forms can be accessed at [www.titlei.org](http://www.titlei.org).

### ■ Forthcoming Resources

USDE staff announced that the following resources are currently being developed and should be available to disseminate shortly:

- Special Education “Toolkit” – A resource that will provide support materials including strategies for students on an IEP and information on what the research shows on this topic.
- Best Practices for Math Packet – This packet for schools will provide suggestions and ideas for teaching math, as well as analysis of math professional development strategies.
- Parental Involvement Initiative – A nationwide listserv is being created to share best practices involving parents. Other ideas including a parent calendar of activities and a parent friendly version of the USDE guidance on parental involvement are also underway.

## Monthly Featured Articles

**Research Corner**

**By: Ann Ellefson**

**Topic: After School Programs**

With the start of school, many districts are determining what programs to offer to best meet their students' needs.

A recent study published in the July/August issue of *Child Development* found that, over time, children from low-income families who were enrolled in after-school programs were reading at a higher level than their peers in any other type of out of school care.

A few highlights from this study include:

- Children who participated in the after school program *and* were highly engaged in the group had significantly higher reading achievement than did those in other alternative after school settings.
- The level in which children expected to succeed or fail on a new task was significantly higher for highly engaged participants in the after school program compared with children in other alternative after school settings.
- The intrinsic pleasures recorded by children in the after school program, which were derived from solving difficult problems, or taking on a new task, was highest for those students that were highly-engaged participants in the after school program; the same was not true of after school participants with low levels of program participation.



Listed below are several resources that will be of assistance when developing an after school program:

- [www.afterschool.gov](http://www.afterschool.gov) – This website provides connections to federal resources that are available to support children and youth during out-of-school hours.
- [www.ncrel.org/after](http://www.ncrel.org/after) - NCREL's website provides many resources to help a program from every stage of development: from the "This sounds like a good idea" stage through to an established program looking for creative ways to improve their programming or find new funding sources.
- [www.afterschoolalliance.org](http://www.afterschoolalliance.org) – The After School Alliance is a nonprofit organization dedicated to raising awareness of the importance of after school programs and advocating for quality, affordable programs for all children. Their website provides resources and research on after school programs.
- [www.naesp.org](http://www.naesp.org) – This website provides articles and resources you will want to reference in designing your after school program including research, resources, and strategies regarding after school implementation.

This article has been adapted from the following websites and resources:

- Fortune, Ayeola. Council of Chief State School Officers. [Online] Available e-mail [Ayeolaf@ccsso.org](mailto:Ayeolaf@ccsso.org) from [www.ccsso.org](http://www.ccsso.org). July 29, 2005.
- Afterschool.gov – [www.afterschool.gov](http://www.afterschool.gov)
- After School Programs – [www.ncrel.org/after](http://www.ncrel.org/after)
- Afterschool Alliance – [www.afterschoolalliance.org](http://www.afterschoolalliance.org)
- National Association of Elementary School Principals – [www.naesp.org](http://www.naesp.org)

It is that time of the year once again; school days are now here! Frankly, I am wondering myself where exactly the summer went; maybe you are feeling this way too! Ready or not, we are now embarking on another year.

We all know that the involvement of parents in the education and daily lives of children is important. Having active, caring parents involved with their child can make the difference in the child making adequate progress in school and growing into a productive adult.

This month's reading corner article will provide some teacher tips on how to get off to a good start this school year by offering teacher assistance tips for making a connection with your parents. This article is part one of a two part series which is entitled *Tips for Starting the School Year Off on the Right Foot*. Part two of the series will be published in September issue of *Title I News*. This will feature parent tips on how to help their child.

### **Teacher Tips for Making a Great Impression with Parents**

- Get to know the parents. Make it a point to get to know your children's parents by more than just their name and where they work. Knowing the parents goals and rules for their child will give you better insight on what the child's limits are at home, what responsibilities he/she has, and what expectations the parents hold. It also helps parents see a bright smiling face greet and approach them in a friendly manner that is interested in all aspects of their child's life. Laying good groundwork will make parents feel better at approaching the teacher if there is an issue or problem with their child.
- Parent communication on their terms. When talking about classroom issues, homework, and classroom practices speak in terms parents can understand. As an educator, you may know what all the new educational jargon means but to parents it may be very confusing. There are parents however, that may keep on top of educational issues, be prepared to talk to them and answer their questions, too.
- Know your job and be ready to explain it. Be familiar with the school/district environment, policies, and procedures, the overall mission of your school, and overall education community. Be a resource for parents and be ready to explain things when asked. Parents will appreciate having a knowledgeable professional to answer questions. Since there will sometimes be questions you do not know, have contacts ready that can explain or offer solutions to things not of your expertise.
- Regularly share progress with parents. Parents will appreciate knowing how their child is performing in school and what type of things are taking place during the day. Be prepared to share and make it a regular point to do so. Also, do not only share the negative. Send a note home stating, "Ask Johnny about his outstanding day in music or his great job reading out loud today." This will certainly create a positive way for a child to share his/her day with his/her parent.
- Ask families to be involved. As a teacher, share your expectations and goals with the parents and ask them to be involved by tracking progress on their own. This will make for better joint communication during conferences and other times when you get an opportunity to speak with parents.
- Let the parents know about available resources. Many parents sometimes do not know what type of things their child needs assistance with and by communicating these needs with parents you can set up a better support system for the child. Also, share the availability of parent packs, lending library materials, and other resources and how they can use these resources at home. Parents of children with special needs may need additional assistance in finding appropriate materials and identifying the exact need and ways to assist their child.

## Reading Corner – Tips for Starting the School Year Off on the Right Foot – Continued

- Share and listen. At the times of conversation with parents, be ready to share information about their child, but be ready to listen as well. Encourage the parents to share information about what is going on at home and how they feel about their child's schoolwork and behavior. Work together with parents to find solutions to problems and difficulties so that a common ground for handling the problem in both settings can be established.
- Put your best foot forward. Show the parents you are a top-notch educator by maintaining a professional classroom. Some tips for an orderly classroom include: continual learning and involvement under orderly but open conditions, keep your class moving with constant activities to keep kids on task, take smaller groups for more individualized instruction, decorate an inviting and creative classroom, involve children in projects, not just worksheets, and provide fun time along with learning time.
- Provide a safe, secure environment. Parents and students will want to attend a classroom that is a safe and secure environment. These aspects provide a security and make the school environment more inviting.

Working with parents to create a great team atmosphere, being open to suggestions, asking for input, making sharing time important, and keeping an approachable attitude will certainly start you off to a successful school year. A successful program in cooperation with several entities all working together will provide the best opportunities for success. Remember it is all about the children!

Be sure to check the September issue of *Title I News*. The reading corner section will have part two of the back to school series featuring parent tips. Until then, enjoy the fall and welcome back to school!

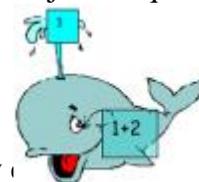
### Math Corner

By: Flo Hilzendeger

### Topic: Real Life Experiences in Math

Teachers often receive calls from concerned parents when a student struggles with math. Parents usually want to know how they can assist their overwhelmed child. Too often, the parent will become apprehensive with the process of assisting the child and the entire issue of completing the assignment becomes an even bigger issue. A few suggestions the teacher can make that may help quell the anxiety and actually develop a liking for math include:

- Help the student see that mathematics is very much a part of everyday life. By linking “school” math to daily events such as: statistics in sports, purchasing a clothing item, or determining the amount of gas a vehicle will need to travel from one city to another, a student will begin to make the correlation between “school” math and practical events.
- Inform parents that it is a good practice to check a child's homework to see if it has been completed. However, caution them not to do the homework for the child! Limit the assistance to seeing that the child knows the process to complete the assignment; then require the child to complete the work on his/her own. Too much parent involvement in homework can make the child dependent and takes away the value of the homework.
- Emphasize that many jobs require math skills. Scientists, doctors, accountants, bankers, carpenters, teachers, electricians, mechanics, and even salespeople need to know the basics in math to perform their job adequately.
- Encourage student's interest in technology. Teach them to use a calculator. Encourage the use of the computer. Extend what they know by participating in math activities and finding math related websites that will increase the student's interest in math.
- Set high standards for students in math achievement. Challenge them to succeed in math by activities that involve math skills, such as playing card games, shaking dice and adding or multiplying the numerals, or making a graph of the number of girls and boys in the classroom.



The activities are endless in assisting students to develop a better attitude towards math.

**Reading First Corner****By: Gail Schauer****Topic: Reading First Coaches**

Each Reading First school is required to hire a qualified Reading First coach who is an experienced teacher with proven ability to teach reading. The Reading First coach must also have a reading credential. The Reading First coach plays a role of liaison between the teachers, the administration, and the State Reading First office. The Reading First coach is a resource.

The duties of the coach include:

- Becoming knowledgeable and trained in scientifically based reading research and the Reading First requirements.
- Becoming knowledgeable in the core reading program and the assessments that were selected by the Reading First school.
- Training in areas that would help with the implementation of the Reading First program.
- Attending State Reading First coach meetings (scheduled four times a year).
- Providing daily support to teachers.
- Working with teachers in implementing the selected comprehensive reading program.
- Modeling lessons and effective instructional strategies and devising strategies for hard-to-reach students.
- Making sure the core reading program is implemented with fidelity.
- Assisting teachers in administering the selected assessments (screening, progress monitoring, diagnostic, and outcome assessments).
- Assisting teachers in analyzing the results of the assessments and using the results to make informed decisions on instruction for individual students.
- Providing ongoing professional development to teachers through individual meetings with teachers, grade level meetings, coaching services, and in-service workshops throughout the year.
- Holding monthly meetings with classroom teachers at each grade level (K-3) to discuss progress.
- Completing the State reporting requirements.

Because of the many responsibilities of a coach, a full-time coach is recommended. If a part-time coach is written into the Reading First grant, there must be justification as to how the part-time coach will be able to fulfill the responsibilities (i.e., small school with small number of teachers/students.)

Some of the resources that may be helpful for Reading First coaches are:

- *The Literacy Coach's Survival Guide: Essential Questions and Practical Answers* by Cathy A. Toll.
- *The Literacy Coach's Handbook: A Guide to Research-Based Practice* by Sharon Walpole and Michael C. McKenna.
- *The Reading Specialist: Leadership for the Classroom, School, and Community* by Rita M. Bean.
- *The Reading Coach: A How to Manual for Success* by Jan Hasbrouck and Carolyn Denton.

## **Striving Readers Grant Opportunity**

Striving Readers is a new discretionary grant program from the U.S. Department of Education. The purpose of the Striving Readers program is to raise the reading achievement levels of middle and high school-aged students in Title I-eligible schools with significant numbers of students reading below grade level. The program supports new comprehensive reading initiatives or expansion of existing initiatives that improve the quality of literacy instruction across the curriculum, provide intensive literacy interventions to struggling adolescent readers, and help to build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy skills.

More information on the Striving Readers program, including the grant application, is available online at [www.ed.gov/programs/strivingreaders/index.html](http://www.ed.gov/programs/strivingreaders/index.html).

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## 2005 Title I Fall Regional Workshops

The State Title I office has set dates for the 2005 Fall Title I Regional Workshops. The first workshop will be held at the Best Western Ramkota Hotel in Bismarck, ND on October 3, 2005. The second workshop will be held at the Ramada Plaza Suites in Fargo, ND on October 10, 2005.

Title I personnel can expect to receive information on key Title I updates, new requirements due to the U.S Department of Education and State monitoring, new resources, and much, much more at these workshops!

Additional correspondence, a tentative agenda, and a registration form will be distributed to all Title I personnel through the fall mailing.

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## Migrant Recruitment

The Title I Migrant Education office has hired Lupe Castro, from Davenport, North Dakota, to conduct the fall identification and recruitment of eligible migrant students in North Dakota schools. Ms. Castro will be conducting her recruitment efforts during the months of October and November 2005.

The State Title I office will be sending a survey to all elementary, middle, and secondary school principals gathering information to let Ms. Castro know which schools throughout the State she will need to visit. Principals are asked to complete the survey and return it to the State Title I office by **September 26, 2005**. If your school's survey indicates that your school does have migrant students, Ms. Castro will be contacting you to schedule an appointment. Upon Ms. Castro's arrival at your school, you will need to provide the following information regarding the migrant family:

1. Parent's name(s)
2. Parent's address
3. Parent's phone number
4. Children's' names, ages, and grade level

Please use the following definition to help you report the numbers of migratory children in your school:

*"The term migratory child means a child who is, or whose parent or spouse is, a migratory agricultural worker, a bee keeper, or a migratory dairy worker, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agriculture has moved from one school district to another."*

Please survey your school and indicate an approximate number of migratory children ages 5 through 17 that are present in your school. Please list an approximate number of students that attended your school beginning with the first day of school for the 2005-06 school year. For instance, if you had a migrant student who was enrolled at the start of school, but has since left, they would be included in your numbers.

Please note that all principals in your district, elementary, middle school, and secondary, are receiving this survey. Each principal should provide statistics for only his/her area or scope of responsibility. This should help to avoid duplication.

If you have questions or concerns regarding the migrant survey, please contact Sandy Peterson, Title I Migrant Program, by telephone at (701) 328-2170 or by e-mail at [smpeterson@state.nd.us](mailto:smpeterson@state.nd.us).

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## National Title I Distinguished School Recognition Program

In the fall mailing, Title I personnel can expect to receive information regarding the National Title I Distinguished School Recognition program. The National Association of State Title I Directors sponsors an annual recognition of Title I distinguished schools throughout the nation. North Dakota can nominate a school for national recognition at the National Title I Convention. We encourage all schools who meet the criteria for the award to apply. The eligibility criteria and application information will available online at [www.dpi.state.nd.us/title1](http://www.dpi.state.nd.us/title1) or by contacting Flo Hilzendeger by telephone at (701) 328-4646 or by e-mail at [fhilzendeger@state.nd.us](mailto:fhilzendeger@state.nd.us).

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**Toll Free:** (888) 605-1951

## Upcoming Events

### Schoolwide Title I Planning 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 is available online at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

### Capacity Institute's Grant Writing Course

This course is uniquely designed for individuals and staff teams desiring to go through the process of exploring a real funding opportunity, and receiving immediate consultation and feedback on their ideas and proposal. Whether you are new to grant writing or desire an opportunity to refresh your skills this course is structured around your needs.

■ September 12-14, 2005 in Bismarck, North Dakota

Information is available online at [www.capacityinstitute.com](http://www.capacityinstitute.com).

### Title I Fiscal IVN Session

The State Title I office will conduct an IVN session on Title I fiscal issues. This IVN session will be a repeat of the session provided at the 2005 Spring Regional Workshops. The target audience for this meeting is business managers and new Title I authorized representatives.

■ September 22, 2005 at various IVN sites

Information will be available online at [www.dpi.state.nd.us/title1/events.shtm](http://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 3, 2005 in Bismarck, North Dakota

■ October 10, 2005 in Fargo, North Dakota

Information will be available online at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

### 32<sup>nd</sup> Plains Regional IRA Conference – Linking Literacies and Content

32<sup>nd</sup> Plains Regional IRA Conference – Linking Literacies and Content – is geared toward all educators, but in particular for educators with a special interest in reading.

■ November 9-12, 2005 in Minneapolis, Minnesota

Information is available online at

[www.reading.org/association/meetings/32nd\\_plains.html](http://www.reading.org/association/meetings/32nd_plains.html).

### National Title I Conference – A Galaxy of Stars

The National Title I Conference is the premiere event for individuals working within the Title I program. With nationally recognized speakers and more than 3,000 colleagues with whom to compare notes, this is the ideal place to further your knowledge about programs, policies, and great ideas.

■ January 28-31, 2006 in Dallas, Texas

Information is available online at [www.titlei.org](http://www.titlei.org).

