



## North Dakota Department of Public Instruction

# Title I News

March 2006

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### Title I Funding for 2006-2007

In December 2005, Congress passed the appropriations for the 2006-2007 school year. North Dakota received an approximate two million dollar appropriation decrease in Title I funding.

Beverly Fischer, Grants Manager, has calculated preliminary allocations for all of the federal Title programs for the 2006-2007 school year. **These estimated federal Title allocations will be put on the department's website this week.** This information will be posted at [www.dpi.state.nd.us/grants/NCLB.shtm](http://www.dpi.state.nd.us/grants/NCLB.shtm).

The *No Child Left Behind* (NCLB) Act authorizes Title I funds to LEAs that meet the requirements for four separate funding formulas, which include:

- |                |                        |                   |                                      |
|----------------|------------------------|-------------------|--------------------------------------|
| ■ Basic Grants | ■ Concentration Grants | ■ Targeted Grants | ■ Education Finance Incentive Grants |
|----------------|------------------------|-------------------|--------------------------------------|

On the allocations chart, only the total Title I allocation is listed. You can call or e-mail the state Title I office if you would like a breakdown of the figures.

The “hold harmless” provision in effect this year is based on your Title I allocation amount. The “hold harmless” provision guarantees that an eligible school district receives, at a minimum, a certain percentage of last year's Title I allocation. However, the “hold harmless” provision is calculated individually for each of the four categories listed above. In order to benefit from the “hold harmless” provision, your district must be eligible for each category separately.

- 95% Hold Harmless – LEAs with 30% and higher poverty
- 90% Hold Harmless – LEAs with 15% to 30% poverty
- 85% Hold Harmless – LEAs with 0% to 15% poverty

Although the “hold harmless” provision was taken into account for each school districts' allocation, **all districts in North Dakota received a decrease in their Title I allocation.** Please keep in mind that the figures listed are only preliminary. We will calculate final allocations when we receive our final state amounts from the U.S. Department of Education. However, you can use these preliminary figures to complete your consolidated application and then make adjustments later.

An e-mail will be sent to school district administrators when the final allocations have been calculated and posted on the department's website. School district's new indirect cost rates for the 2006-2007 school year will be released with the final allocations. School personnel will need to check the web for their allocations. No letters will be mailed indicating the allocation amounts. The department typically receives final allocations in May.

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## Update on Highly Qualified Staff Provision

Please note the following updates on these two key highly qualified staff provisions:

### Rural Flexibility Endorsement

In March 2004, the U.S. Department of Education (USDE) created a new policy that will allow existing teachers, in eligible rural districts, who are highly qualified in at least one subject, to have one additional year, 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 from the date of hire to become highly qualified in the additional subjects they teach.

The Education Standards and Practice Board (ESPB) has established a Rural Flexibility Endorsement. **This endorsement will give existing teachers in eligible rural districts additional time to become highly qualified.** It will also allow new teachers who are highly qualified in a content area to have up to three years to complete all the requirements to becoming highly qualified in all areas of instruction.

The rural flexibility endorsement is **not an option for elementary teachers**. Elementary education is not considered a “core subject area”. The rural flexibility endorsement is for teachers who are highly qualified in one core subject, but also need to become highly qualified in the additional core subjects that they teach.

A form has been developed by ESPB for those who are interested in using this flexibility. This form is now available at [www.nd.gov/espb/licensure/forms.html](http://www.nd.gov/espb/licensure/forms.html) on ESPB’s website. The form must be completed jointly by the administrator and the teacher so that the administrator is aware of the status of the teacher in becoming highly qualified. This endorsement will then be listed on the teaching license, as are all other endorsements administered through ESPB.

The Rural Flexibility Endorsement went through the Administrative Rules process and had to be approved by the Legislative Committee before it could be utilized by North Dakota schools. These steps are now complete and the rules will be in effect as of April 1, 2006.

If you have additional questions regarding this issue, please contact:

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Web: <http://www.state.nd.us/espb>

### Secretary Spellings’s Flexibility Option

On October 21, 2005, the USDE posted a letter to Chief State School Officers (CSSO) regarding the highly qualified teacher provisions of the NCLB Act and elements the USDE will use in determining if states are in compliance.

In a letter, Margaret Spellings, Secretary of the USDE, indicates that if a state fails to meet the deadline for ALL teachers to become highly qualified by the end of the 2005-2006 school year, they may be given an additional year to comply with the requirement if they are implementing the law and making a good faith effort to reach to highly qualified goal as soon as possible.

The Consolidated State Performance Report that states must submit outlines where states are implementing this provision. These reports will be reviewed by USDE personnel to determine compliance. If a state falls short of 100 percent, but shows it is making progress, the USDE will require that the state submit a revised plan that addresses the highly qualified goal for the 2006-2007 school year.

North Dakota’s Consolidated State Performance Report was submitted on March 6, 2006. This report demonstrated our good faith effort to meet the highly qualified goal.

**Update on Highly Qualified Staff Provision (continued on page 3)**

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## Update on Highly Qualified Staff Provision (continued)

On Friday, March 24, 2006, the department received a copy of a letter that was released from Secretary Spellings. This letter outlined the procedures the USDE will establish to review each state's progress in meeting the highly qualified teacher goal and what must be included in a state's revised plan.

Between March 8-May 12, 2006, the USDE will assess consolidated state performance report data submitted from each state, the highly qualified teacher data from previous years, supporting information obtained through the state monitoring, and publicly available records. The USDE will then make its determinations as to whether a state is on the right track to meet the highly qualified teacher requirement.

By May 15, 2006, the USDE will notify states, in writing, of the results of the assessments of our highly qualified teacher progress and will request states, as appropriate, to submit revised plans.

Log onto [www.dpi.state.nd.us/title1/targeted/general/reauthoriz/quality.shtm](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/quality.shtm) to access a copy of Secretary Spelling's letter.

The flexibility option offered by Secretary Spellings would mainly help large school districts in North Dakota. Small districts meeting the definition of "rural" can use the previously mentioned rural flexibility endorsement to request an additional year for staff to become highly qualified.

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## Consolidated Application Process for 2006-2007

The Department of Public Instruction (DPI) is working on finalizing the review process for the 2006-2007 consolidated application for federal Title funding. Please note the following:

- The Department of Public Instruction is working toward transitioning to a new electronic reporting system. The federal Title programs consolidated application is the second report that will be available on the newly developed **STate Automated Reporting System (STARS)**. The STARS replaces the former **Online Reporting System (ORS)**.
- All school districts will be required to submit the consolidated application electronically on the STARS for the 2006-2007 school year. No paper applications will be accepted.
- The new STARS system is tentatively scheduled to be available on April 19, 2006. School personnel may then begin inputting data on to the new system.
- Beverly Fischer, the department's grant manager, has scheduled a training over the IVN system for school personnel on the consolidated application process. All administrators were notified by e-mail regarding this training session. We highly encourage all superintendents to participate in the training, as there are some key changes to last year's process and format. Beverly is also available, upon request, to work individually with groups of districts to provide training.
- The State Title I office is working on a guidance document that will assist school personnel in completing the **Title I portions** of the consolidated application. This document will contain important updates and reminders pertaining to specific Title I requirements. This document will be available on the Title I website by mid-April 2006.
- The tentative due date to submit the consolidated application for the 2006-2007 school year is May 26, 2006. The final day to submit the consolidated application is August 25, 2006.
- All information, directions, and guidance regarding the consolidated application will be available at [www.dpi.state.nd.us/grants/NCLB.shtm](http://www.dpi.state.nd.us/grants/NCLB.shtm) on the department's website.

If you have specific questions regarding the consolidated application process, please contact Juliann Vetter at (701) 328-3265 or Beverly Fischer at (701) 328-1028. If you have questions specific to Title I, contact Laurie Matzke at (701) 328-2284.

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## Director's Report

What is happening in the State Title I office? Springtime is usually pretty chaotic. Listed below are some of the initiatives that we are working on this spring.

### Title I Sponsored Workshops

The Title I unit is busy planning many workshops and in-services to be held over the next couple of months. Information and registration forms are always available on our Title I website. Look for information on the following upcoming events.

- Schoolwide Planning Workshop #1 – April 7, 2006
- Title I Program Improvement Workshop – April 25, 2006
- Title I Cooperative Schools Workshop – April 11, 2006
- Homeless Meeting Via IVN – April 28, 2006

### Monitoring

There are many Title I monitoring responsibilities due to the requirements specified in the NCLB Act. The Title I unit is currently monitoring schools in the following areas:

- 40 districts selected to participate in the self-monitoring process
- Aide/paraprofessional certification monitoring
- Parent Policy/Dispute Resolution Policy Review (see the article on page 7 for the status on this issue)
- Parents' Right to Know monitoring
- AYP Dissemination requirements monitoring
- Program Improvement monitoring

### Program Improvement Identifications

As soon as the 2005-2006 AYP report information is officially released, the State Title I office will be corresponding with schools and districts that are identified for program improvement for the 2006-2007 school year.

### 2006-2007 Consolidated Application

The State Title I office is working on a guidance document that will assist school personnel in completing the Title I portions of the consolidated application.

### Title I/Special Education Summer Symposium

The department is busy preparing for the 2006 Summer Symposium. This professional development opportunity combines the efforts of Title I, Reading First, and Special Education into one event. A combination of thirteen different training sessions will be offered to North Dakota educators during the Summer Symposium.

### 2006 Fall Title I Regional Workshops

The State Title I office is working on the details for our annual fall regional workshop. Title I educators and administrators can expect to read more about these details in the April issue of *Title I News*.

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## Preliminary AYP Report Update

The department will again create an official Adequate Yearly Progress (AYP) report for every school and district in the state for the 2005-2006 state assessment data. The information will be shared with school personnel, confidentially, through the Online Reporting System (ORS). **We anticipate that the building level AYP reports will be available on the ORS the week of April 3-7, 2006.** It is imperative that school personnel review the information on the AYP report for accuracy. After school personnel have been given an opportunity to review and provide input on the AYP reports, they will be publicly released and made available on the department's website. The department will then release the preliminary district AYP reports for review.

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## Highly Qualified Reminder!

**All K-12 reading and K-12 math credentials will no longer exist after July 1, 2006.** With the new teacher quality issues enforced by the *No Child Left Behind* Act, all elementary licensed teachers are only highly qualified to teach K-6 in a Title I program as of **July 1, 2006**.

If you have an elementary degree and are going to serve students in grades seven and eight in Title I, you will need to obtain a middle school endorsement. For more information regarding the middle school endorsement, please contact the Education Standards and Practices Board at (701) 328-9645.

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## 2006 Summer Symposium

The Title I, Reading First, and Special Education offices are working together to provide a two-week professional development training called the 2006 Summer Symposium. During the two weeks of June 19 – 29, 2006, there will be thirteen different trainings taking place at the Seven Seas in Mandan. Credit will be available for each of the trainings, one credit for the two-day trainings and two credits for the four-day trainings.

Below is a schedule of the planned trainings. A description of each of the trainings can be found on page 7 of the February 2005 Title I newsletter at [www.dpi.state.nd.us/title1/nwsltrs/index.shtm](http://www.dpi.state.nd.us/title1/nwsltrs/index.shtm).

Registration forms will be available on the Title I website the end of April and also included in the spring Title I mailing.

### JUNE 19 – 22, 2006

Presenters	June 19, 2006	June 20, 2006	June 21, 2006	June 22, 2006
Martha Smith & Marsha Loyd	Elementary Reading Institute	Same		
Martha Smith & Marsha Loyd			Secondary Reading Institute	Same
Shari Levy Dianne Becker Renae Orstad	Kindergarten Reading First Academy	Same	Same	Same
Marie Hughes Terry Kuester Jana Gudmundson	First Grade Reading First Academy	Same	Same	Same
Dave Howe Kristen MacConnel	IBR (Institute for Beginning Readers) Focus: Reading Coaches & Administrators	Same		
Kathy Howe			Differentiated Reading Instruction	Same
Ann Fiola Regina Blair	Literacy Centers	Same		

### JUNE 26 – 29, 2006

Presenters	June 26, 2006	June 27, 2006	June 28, 2006	June 29, 2006
Kim Sutton	Elementary Math Institute	Same		
Mark Wahl			Secondary Math Institute	Same
Marie Hughes Brenda Nilson Dawn Johnson	Second Grade Reading First Academy	Same	Same	Same
Margaret Mahoney Susan Atkinson Kim Krogfoss	Third Grade Reading First Academy	Same	Same	Same
Martha Smith Marsha Loyd	Building Instructional Leadership Focus: Reading Coaches & Administrators	Same		
Martha Smith			Sustaining Your Program— Transferring Coaching Leadership and Building Capacity Beyond Reading First Focus: Reading First Staff	Same

## Spring Mailing

The State Title I office will be mailing all Title I teachers and authorized representatives a spring mailing during April/May 2006. This packet will contain a variety of information including the Title I Personnel Report, information on the 2006 Outstanding Educator Award, Fall Regional Workshops, 2006 Summer Symposium, and other Title I updates. Watch your mailbox during April/May for this important packet full of information!

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## Math Month Mailing

All schools in North Dakota should have received the 2006 Math Month Packet entitled, *Step Up to the Standards*. Envelopes containing the printed Math Month Packet were mailed on March 3, 2006. 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/month.shtm](http://www.dpi.state.nd.us/title1/resource/month.shtm). If you have not received a printed copy of the Math Month packet, please take a moment and download the information from our website. Please feel free to distribute it to others in your school!

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## 2006 NDRA Spring Conference

The 2006 NDRA Spring Conference, *Lighting the Fire for Literacy*, is scheduled in Fargo on April 20-22, 2006. We highly encourage all Title I personnel to attend the NDRA conference. This is a great opportunity for professional development for teachers.

Attendees will meet a variety of authors (primary, intermediate, non-fiction, and professional) and attend fantastic sessions dealing with literacy across the curriculum.

Check out the Valley Reading Council website at [www.valleyreadingcouncil.org](http://www.valleyreadingcouncil.org) for a registration form and preview of the wonderful authors and opportunities available during this conference.

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## Parental Involvement Update

During the fall of 2005, the State Title I office requested that all districts and schools revamp their district parental involvement policy, school parent involvement policy, parent school compact, and the dispute resolution policy and submit them to the State Title I office for review.

The submissions have been distributed among the State Title I program staff, who will be working to review these documents during the month of April. To find out which Title I staff member is reviewing your policies or to review the template letter that you will receive outlining feedback on your policies, please visit [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm).

Districts and schools can expect to receive a response letter outlining feedback and a timeline of changes (if necessary) sometime in April. If you have questions regarding your specific policy review, please contact the staff member assigned to your district.

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## Monthly Featured Articles

**Reading Corner**

**By: Nita Wirtz**

**All About the Internet and How to Use It: Part One – The “Inter” What?**

Technology is here to stay, no doubt about it. In the wave of the Internet, it is easy to get bogged-down into what could be called “information overload!” As adults, we can have a fear of all this new technology that has changed the world as we know it. We even laugh about how we have a computer, but our seven-year old is the only one that knows how to operate it. The Internet has made information available that in previous generations took months to find. Now in three moves or less on the computer, there it is. What about all this information? How is it possible to find what you are really looking for when you get over 100,000 hits to your search clues? What about safety? In today’s society, how do we keep our children safe when the world is at their fingertips?

This month’s Reading Corner article is part one of a three-part series all about the Internet and how to use it. Part One of this series contains background information, like a college 101 class, for those who may not be so familiar with the computer and this thing called the Internet. It provides background information on terms found on and around the Internet. Part two of this series will go through steps on how to search for information using this wonderful tool and will give you some pitfalls and strategies for old and young alike. Part three will provide some tips on Internet surfing and safety, which are good reminders for everyone.

**Reading Corner (continued on page 7)**

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## Reading Corner (continued)

### Things You May or May Not Know

Did you know that the Internet actually began as a military project by the U.S. Defense Department in 1960? Well, it is true. The Internet was actually intended as a network of communication that could withstand a nuclear attack, the idea being that information could still travel even if the network failed. [Internet 101, n.d.] As the Internet grew to more outside entities, the term world wide web, which is what “www” stands for, became known. The Internet is now a place for all to go to surf for websites and information.

But there are all these terms—browsers, websites, web pages, modems, URL, html, connections speeds, offline, online, links, downloading, jpegs, gif files, and even more. Let’s begin by breaking down these terms and providing some explanation.

### Modems

Your next question may be, “How is my computer connected to the Internet?” There is a device called a modem, short for modulator/demodulator, which connects your computer to a telephone line. This telephone line allows your computer to network, or talk, to other computers. “Modems actually convert the computers digital signals into analog waves that can be transmitted over standard voice telephone lines.” [Internet 101, n.d.]

### Online and Offline

This brings us to the terms offline and online, which are simply referring to the connection of the Internet. Online means your computer is currently connected to the Internet, while offline means it is not.

### Connection Speed

You may be wondering, “Why is my computer at work/school so much faster at finding material on the Internet than my home computer? I hear my kids complain all the time that we need a faster connection at home.” Your modem actually has speeds that are measured in bits per second (bps) or sometimes expressed as kilobits per second (Kbps). Most regular phone lines in our area have 56 Kbps (56K), or a dial-up connection, while larger facilities have faster connections, like a T1 line, 1.544 megabits per second. The difference in the speed of the T1 line is about 27.27 times faster.

### URL

Now that we have the whole connection thing down, we will move on the term URL, which stands for Universal Resource Locator. Each and every page on the “world wide web” has a URL, which is like a postal code or telephone number. Each letter and symbol is unique, and the URL tells you exactly where to find a website. That is why if you mistype the URL, also known as the web address, the web page you are looking for will not display.

### Websites Versus Web Pages

Most web materials are composed of websites and web pages. Websites are the site of web information, and web pages are the multiple pages that compose a site. For example, the State Title I office has a Title I website with many different web pages within the entire site.

### HTML, Links, Pictures, and Downloads

Now that we are within the web page, there are a few more terms that may be beneficial to know. When people compose a web page and ultimately a website, they use HTML to write it. The acronym HTML, hypertext markup language, is actually the program language used to create a web page. On these web pages, certain items can be written to do certain things. Many web pages contain things called “links.” Links are just a way in which people jump to another website from the one they are currently on by clicking their mouse on the text provided. This text is programmed with the URL of another website or web page, thus when it is clicked, it moves them to a new location. Sometimes web pages contain pictures. Pictures are generally a type of graphic file on a web page. Two common

## Reading Corner (continued on page 8)

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## Reading Corner (continued)

graphic files are JPEG, Joint Photographic Experts Group, and GIF, Graphic Interchange Format. When you see a picture saved on your computer, it may be called Picture.jpeg or Picture.gif, which simply tells you what type of graphic file it is. Finally, web pages sometimes contain files that can be downloaded. The term download means to copy a file from the Internet down to your hard drive. [Internet 101, n.d.] The hard drive of your computer is like the brain of a body, which stores information on your computer to be used later. The hard drive of your computer is usually drive (c:).

I hope this gives you a little more background on some of the more popular Internet terms. Don't forget next month's feature, part two of this series, will be on "Reading and the Internet: Using the Internet to Search for Information." Until then, stay warm, be safe, and try your new computer savvy on your friends!

Reference:

Internet 101. (n.d.). History of the Internet, WOW-Winners on Wheels. Retrieved on 2/17/06 from [www.wowusa.com/Internet101/history.htm](http://www.wowusa.com/Internet101/history.htm)

## Math Corner

By: Flo Hilzendeger

## Linking Math and Science

You see a bolt of lightning and hear the rumble of thunder; you know a storm is imminent. You may wonder how far away that storm is. A quick and simple method of calculating the distance between you and the storm is by counting.

- Begin counting when you see the flash, count slowly (one, one thousand; two, one thousand; three, one thousand).
- Count the seconds between the flash of lightning and the sound of thunder.
- Stop counting when you hear the roll of thunder.
- Divide the number of seconds you counted to by five for the number of miles between you and the storm.



Example: If you counted fifteen seconds, fifteen divided by five equals three; therefore, the storm is about three miles away. If you counted three seconds, three divided by five equals 0.6, so the storm is less than a mile away.

## The Science Connection

Light travels very rapidly, about 186,000 miles per second. Sound travels much slower, about 1,100 feet per second or about one mile in five seconds. Even though thunder and lightning start at the same place, at the same time, lightning can be seen almost immediately, but the sound of thunder takes longer due to the difference between the speed of light and the speed of sound.

You can also tell if a storm is traveling towards you or away from you by repeating the count every few minutes. If you count more seconds between the time you see lightning and the time you hear thunder, the storm is moving away from you. If you count fewer seconds between the time you see lightning and hear thunder, you know the storm is approaching you.

## A Journey to Lose Weight



If weight loss is on your mind, a quick trip to the moon may help. Body weight is determined by gravitational pull. The gravitational pull on the moon is much less than on Earth. To determine your weight on the moon, simply divide your earthly weight by six.

Example: If you weigh 110 pounds on Earth, your weight on the moon is 18.3 pounds.

You can also figure out your weight on all the other planets of the solar system. All planets in our solar system have different gravitational pulls. You may weigh more on some planets and less on others. To find your weight on each planet, simply multiply your earthly weight by the gravitational factors of each planet.

**Math Corner (continued on page 9)**

**Math Corner (continued)**

<u>Planet</u>	<u>Gravitational Factor</u>	<u>Planet</u>	<u>Gravitational Factor</u>
Mercury	.38	Venus	.88
Earth	1.00	Mars	.38
Jupiter	2.53	Saturn	1.19
Uranus	.91	Neptune	1.13
Pluto	.06		

Determine the following:

- Determine your weight on each planet.
- On what two planets do you weigh the same?
- On what planet do you weigh the most?
- On what planet do you weigh the least?
- What planet has a gravitational pull nearest to that of the Earth?

**Reading First Corner****By: Gail Schauer****Resources on Reading First**

The Reading First program is a federally funded program that first began with the *No Child Left Behind Act* in January 2002. The North Dakota Reading First program was approved and funded by the U.S. Department of Education on February 24, 2003. There are currently fifteen school districts (21 school buildings) that have a Reading First program.

There are many wonderful resources on the Reading First program and the best way to teach reading. Below are some of the basic resources and some more current resources.

Basic resources on Reading First:

1. Western Region Technical Assistance Center's website [www.readingfirstsupport.us/article.asp?article\\_id=120](http://www.readingfirstsupport.us/article.asp?article_id=120)
2. The Department of Public Instruction's Reading First website [www.dpi.state.nd.us/title1/reading/resource.shtm](http://www.dpi.state.nd.us/title1/reading/resource.shtm)

This resource web page includes the following:

- Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3
  - Put Reading First: Help Your Child Learn to Read, A Parent Guide, Preschool through Grade 3
  - National Reading Panel: Teaching Children to Read
  - Preventing Reading Difficulties in Young Children
  - Big IDEAS in Beginning Reading
  - Starting Out Right: A Guide to Promoting Children's Reading Success
  - Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do
3. Reading Rockets is funded by a grant from the U.S. Department of Education, Office of Special Education Programs. This web site includes articles that provide research-based and best-practices information, research reports, strategies to help kids that struggle, techniques for teaching effectively, television shows and series on teaching children to read, and information for families. [www.readingrockets.org](http://www.readingrockets.org)

More current information and articles on Reading First:

1. Information and registration forms for the 3<sup>rd</sup> Annual National Reading First Conference on July 18 – 20, 2006 in Reno, NV can be found at [www.mikogroup.com](http://www.mikogroup.com).

Please Note: Attendance is limited to Reading First grantees only. Two representatives from each school and two representatives from each district office are invited to attend.

2. CRS Report for Congress Reading First: Implementation Issues and Controversies

The Reading First program has been the subject of ongoing controversy. This report summarizes the implementation issues and controversies that have surrounded Reading First.

[www.opencrs.com/rpts/RL33246\\_20060120.pdf](http://www.opencrs.com/rpts/RL33246_20060120.pdf)

3. An article on Reading First in an Alaska school and the difference Reading First has made can be found at [www.adn.com/news/alaska/story/7546984p-7458509c.html](http://www.adn.com/news/alaska/story/7546984p-7458509c.html)

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## Title I Survey

As stated in an earlier e-mail to Title I teachers and coordinators, the State Title I office is busy planning for in-services and projects for this coming summer and fall and would like input from the field on several issues.

An online survey has been created and is available on the Title I website at [www.dpi.state.nd.us/title1/index.shtm](http://www.dpi.state.nd.us/title1/index.shtm). Please take a few minutes and share your thoughts.

## Update on Administrative Rules Hearing

The Department of Public Instruction Administrative Rules Hearing was held on March 14, 2006. At that time, the Administrative Rules Committee carried over consideration of the rules until their next meeting. Our office is waiting for the next Administrative Rules hearing date to be set.

During the hearing, there were concerns on some of the department's proposed rules; therefore, the motion was to carry over all of the department's rules and further consider the concerns expressed by interested parties. For this reason, the Title I coordinator credentials will be on hold until further notice.

As soon as the Title I coordinator credentials are approved, the Title I office will feature an article in the *Title I News*.

## Homeless Children and Youth Request For Proposals (RFP)

The state Title I office is soliciting applications for the McKinney-Vento Education of Homeless Children and Youth Program. Applications for current McKinney-Vento Homeless projects are due May 17, 2006.

If you have questions regarding this program, please contact Flo Hilzendeger, Title I Program Administrator, at [fhilzendeger@state.nd.us](mailto:fhilzendeger@state.nd.us) or (701) 328-4646.

## Upcoming Events

### **Schoolwide Planning Workshop #1**

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.

- April 7, 2006 at the Comfort Inn in Bismarck, North Dakota

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

### **Title I Cooperative (Co-op) Schools Meeting**

This meeting is mandatory for those districts that participate in a Title I Cooperative Agreement.

- April 11, 2006 at the Best Western Seven Seas in Mandan, North Dakota

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

### **Title I Program Improvement Workshop**

This meeting is required for all schools and districts that have been identified for Program Improvement for the 2006-2007 school year.

- April 25, 2006 at the Best Western Doublewood Inn in Bismarck, North Dakota

Information will be available spring 2006 at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).