



## North Dakota Department of Public Instruction

# Title I News

April 2006

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### Title I Credential Rumor

The Title I office has received many inquiries regarding whether or not Title I credentials are still required to teach in a Title I program. The answer to this is YES. All individuals teaching in a Title targeted assistance program MUST have the appropriate Title I credentials to meet the regulations outlined by the *No Child Left Behind* Act and the North Dakota Administrative Rules. In a schoolwide setting, only individuals assigned to provide extra assistance in reading and/or math must have a reading and/or a math credential.

Consolidated applications that have indicated positions with Title I personnel who are not qualified to teach in a Title I classroom will not be approved.

### AYP Data on Hold

The North Dakota State Assessment was administered to grades 3-8 and 11 in the fall of 2005. Originally, as required under the *No Child Left Behind* Act, the Adequate Yearly Progress (AYP) reports were to reflect the testing results of grades 3-8 and grade 11 for the 2005-2006 school year.

However, the Department of Public Instruction requested an amendment to our State Accountability Plan in November 2005. We requested permission to have the AYP reports only reflective of grades 4, 8, and 11 for the 2005-2006 school year. Since North Dakota uses up to three years of testing data to generate AYP reports, using the fall 2005 results, we would only have two years of assessment data, testing 3-8 and 11, to generate AYP reports. By using 4, 8, and 11 for one additional year, we can continue to use up to three years of data to generate AYP reports.

To date, the U.S. Department of Education (USDE) has **not** approved our request to base our 2005-2006 AYP reports on grades 4, 8, and 11. Therefore, the release of the 2005-2006 AYP reports are on hold until a decision is received from the USDE.

### Title I Fall Workshop Update

The State Title I office is excited to announce Dr. Robert Marzano as the featured speaker at our Title I Fall Workshop. Dr. Marzano is the guru on research-based practices for schools. Due to scheduling conflicts for Dr. Marzano, we will be combining the two previously scheduled workshops in Fargo and Mandan as one large, comprehensive Title I Fall Workshop. This

workshop will be held in Mandan, North Dakota at the Best Western Seven Seas on **October 12, 2006**.

In addition to Dr. Marzano, we will also include breakout sessions on reading, mathematics, and other Title I related issues, as well as updates on Title I and key *No Child Left Behind* issues. Our Outstanding Title I educator, schools receiving the Title I Academic Achievement Award, Veteran Title I Teachers, and Caught-in-the-Act Award recipients will also be recognized at this workshop.

More details and registration information on the Title I Fall Workshop will be available in August 2006.

Please mark your calendars for this once in a lifetime event!

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## **Title I Targeted Assistance Pull-Out Guidance Clarification**

Many of you read the Director's Report in the February 2006 issue of *Title I News*. In this article, Laurie Matzke informed you that at the National Association of Title I Director's meeting at the National Title I Conference she learned that the U.S. Department of Education (USDE) was working to revise the current targeted assistance guidance. Participants at this meeting were also informed that the revised guidance might discourage pull-out methods for targeted assistance programming.

Since the release of that article, the State Title I office has received several questions and comments of concern regarding the possible changes due to this new guidance. In particular, individuals have been concerned with the possible change in targeted assistance programming and services. Our advice to the field is, do not panic.

First, the release of this guidance is not in the near future. Second, the State Title I office has not received official notification on the USDE's position regarding Title I pull-out programs within Title I targeted assistance schools. Third, the "strength" of the language used within the guidance will help determine whether this is a requirement or a recommendation. Lastly, once everything is released and available to the public, the State Title I office will review the information and move forward with decisions that are best for North Dakota and are compliant with federal law.

The State Title I office felt it was necessary to alert you that the guidance is going to be updated and possible changes may occur after it is released; however, it was not our intention to alarm Title I personnel. To stay updated on this issue, please read future issues of the *Title I News*.

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## **Program Improvement Update**

On April 25, 2006, the State Title I office hosted a workshop for all schools and districts in program improvement. The workshop was mandatory for schools and districts in program improvement for the 2005-2006 school year and was open to others interested in learning more about program improvement requirements. As mentioned earlier, until AYP reports are officially released by the department, we cannot create an official list of school and/or districts in program improvement.

The program improvement requirements and resources, as well as the handouts from the program improvement workshop, will be available online at [www.dpi.state.nd.us/title1/progress/index.shtm](http://www.dpi.state.nd.us/title1/progress/index.shtm).

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## **Update on Administrative Rules Hearing**

As we stated in our last issue of *Title I News*, on March 14, 2006, the Department of Public Instruction Administrative Rules Hearing was held. At that time, the Administrative Rules Committee decided to carry over considerations made at the meeting until the next meeting date. Our office is still unsure of the next meeting date, but we do know it will be held sometime in June of 2006. If, at that time, the rules are approved, the Title I coordinator credentials would also be approved, hence going into effect July 1, 2006. If the meeting is held after June of 2006, there will be a direct impact on the effective date of the new Title I credentials.

Even though the Title I coordinator credentials are not approved through the administrative rules process at this time, the State Title I office has received approval to start accepting applications. However, the Title I office cannot process the applications until the coordinator credentials have been approved through the administrative rules process. Accepting applications prior to the approval date will allow the State Title I office to begin issuing the coordinator credentials immediately after administrative rules approval. Title I personnel can expect to receive more information regarding the new credentials in the May mailing.

The Title I office remains hopeful that the approval date will be July 1, 2006.

Please note, the approval of consolidated applications indicating personnel who will require the Title I coordinator credential will be put on hold until the credentials are approved and in effect.

If, for some reason, the coordinator credentials are not approved on July 1, 2006, the Title I office will put the coordinator credentials on hold until the 2007-2008 school year.

As soon as a decision has been made regarding the Title I coordinator credentials and the administrative rules process, the Title I office will inform you through an article in the *Title I News*.



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## 2006 Outstanding Educator Nomination Reminder

In the upcoming May mailing, Title I personnel can expect to receive information regarding the 2006-2007 North Dakota Outstanding Title I Educator Award. Typically, nominations were made in the fall of the school year; however, **this year, the State Title I office has decided to allow schools to submit nominations throughout the remainder of the school year, as your schedules permit.**

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 Title I Fall Workshop on October 12, 2006. 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).

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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 requirements 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 Title I students in grades seven and eight, 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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## Consolidated Application Training

As many of you are aware, there is a new process for submitting the consolidated application for federal Title funds. This new process is through the state's STARS program.

Beverly Fischer, Federal Programs Grant Manager, held a training regarding this new process over the IVN system on April 18, 2006. Beverly will continue to make presentations and trainings throughout the state during the months of May, June, and July. Please contact Beverly for training dates within your region. You can reach her at [bfischer@state.nd.us](mailto:bfischer@state.nd.us) or (701) 328-1028.

The State Title I office has also compiled guidance regarding Title I specific issues found throughout the consolidated application. This guidance is available online at [www.dpi.state.nd.us/title1/conappinfo.pdf](http://www.dpi.state.nd.us/title1/conappinfo.pdf). Issues addressed include the 2006-2007 approval process, teacher quality set-aside, pertinent resources, and more.

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## Title I Personnel Report

Title I personnel are reminded to complete the Title I Personnel Report (SFN 7357) prior to the end of the school year. Title I personnel will receive a copy of the Title I Personnel Report in the May mailing. This report can be found online at [www.dpi.state.nd.us/forms/sfn7357.pdf](http://www.dpi.state.nd.us/forms/sfn7357.pdf) or [www.dpi.state.nd.us/forms/word/sfn7357.doc](http://www.dpi.state.nd.us/forms/word/sfn7357.doc).

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## Policy Review 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).

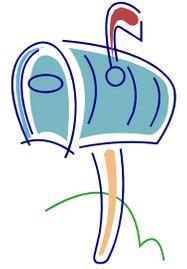
Districts and schools can expect to receive a response letter outlining feedback and a timeline of changes (if necessary) sometime in April or early May. If you have questions regarding your specific policy review, please contact the staff member assigned to your district.

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## May Mailing

Soon, you will be receiving the May mailing packet. In this packet, you will find information on:

- New Coordinator Credentials
- Title I Personnel Report
- Veteran Title I Teachers
- Title I Guidance for Consolidated Application
- Title I Fall Workshop
- Title I Final Financial Report
- Outstanding Educator



## Director's Report

As April comes to a close and we head into May, listed below are Title I initiatives being addressed in the near future.

- Finish Up Monitoring – State Title I staff will be finishing monitoring projects during the month of May. In particular, there are several self-monitoring reports that need to be reviewed.
- Follow-up Information to AYP Release – As indicated in the front page article, the 2005-2006 AYP reports are on hold until we get a response from the USDE regarding our requested amendment. Once the AYP information is officially released on our department website, the Title I office will follow up with program improvement information. We will provide written correspondence to all schools and districts in program improvement informing them of their status and responsibilities. In addition, we will communicate with schools and districts that have not made AYP for one year but have not been identified for program improvement. We will issue a statewide news release the end of August and share information on the status of program improvement schools and districts for the 2006-2007 school year.
- Final Title I Allocations – The department will calculate final federal allocations once we receive final amounts from the U.S. Department of Education. This typically occurs in May. We do not anticipate that the final allocations will be significantly different from the estimated allocations. Beverly Fischer will send out an e-mail when they have been posted. Our office will also announce it in the *Title I News* when they are available.
- June Summer Symposium – Department staff are busy preparing for the June 2006 Summer Symposium. This event will offer a multitude of professional development opportunities for school personnel.
- Title I Projects – There are a number of projects that Title I staff and contracted educators will be working on over the next few months. We intend to share this information with Title I personnel through written correspondence in the fall, as well as at our Title I Fall Workshop. Some of these projects include the following:
  - We will be starting the process for contracting with the groups of educators selected to develop the annual Reading Month and Math Month packets.
  - There is definite focus nationwide on helping high school students achieve to higher standards. The State Title I office has contracted with a consultant to develop resources and ideas for Title I personnel to assist high school students.
  - We are working on two new links for our Title I website. These include a parent webpage and an early childhood webpage.
- Consolidated Application for 2006-2007 – Staff in the Title I office will begin the review process in May for the Title I portion of the consolidated application.
- Process Title I Final Financial Reports – Many school districts are offering a Title I summer school program in June; therefore, the final financial reports will not be processed until July. School districts can submit their final financial reports as soon as all bills for the 2005-2006 school year have been paid. We anticipate that some final financial reports will start arriving in the State Title I Office during May and June.

## Frequently Asked Questions Regarding the 2006 Summer Symposium

As indicated in past issues of the *Title I News*, the Title I, Reading First, and Special Education offices are working together to provide the 2006 Summer Symposium. This event will be held at the Best Western Seven Seas in Mandan, North Dakota the last two weeks of June. The dates of this symposium are June 19-22 and June 26-29, 2006.

Below is a list of frequently asked questions that we have been hearing from the field. The corresponding answers have been outlined for each question.

■ How do I find out about the Summer Symposium?

A complete description of the Summer Symposium is available on the department's website at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm). Specific details regarding this event can also be found in the February and March issues of the *Title I News*, which is available at [www.dpi.state.nd.us/title1/nwsltrs/0506/0306.pdf](http://www.dpi.state.nd.us/title1/nwsltrs/0506/0306.pdf).

■ How do I register for the symposium?

All registration information was e-mailed to Title I, Reading First, and Special Education personnel in April 2006. This information is also available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm). When registering, it is crucial that participants prioritize which sessions they would like to attend.

■ How do I register for two sessions if I consider both of them a priority?

Prioritizing the session you would like to attend is critical. For instance, if you are registering for two sessions, both of which are of high priority, mark each of them to indicate priority (ex. Enter a "1" in the choice number section of the registration form for both sessions you wish to attend). If you feel additional comments, notations, or requests are needed to make your selections clear, please note these on the registration form.

■ Will priority be given?

Priority for these events will be given to Reading First staff, Title I personnel, and Special Education teachers. If room is still available, other educators will have the option to attend. An e-mail confirmation letter will be sent on May 24, 2006, indicating which session(s) you have been enrolled in to attend.

■ Is there a chance that I will not be able to attend a session for which I have registered?

Interest level for all sessions of the Summer Symposium remains very high. We will do our best to meet participant requests; however, there is a possibility that we may reach the maximum number of participants allowed for particular sessions. Again, your e-mail confirmation letter will outline which sessions you have been enrolled in to attend.

■ What is the cost of the sessions being offered at the Summer Symposium?

There are no registration fees for any of the sessions. A continental breakfast and lunch will also be served, free of charge. However, participants wishing to take any of the sessions for credit will be required to pay a credit fee per session. Two-day sessions will be offered for one credit at \$45 for graduate credit and \$40 for undergraduate credit. Four-day sessions will be offered for two credits at \$90 for graduate credit and \$80 for undergraduate credit. If you plan to attend more than one session and wish to receive credit, you will be required to register and pay for credit for EACH session. Credit is being offered through the University of Mary.

■ If I choose to take a session for credit, must I stay for lunch?

Lunch is being offered free of charge for symposium participants. Anyone taking the sessions for credit must participate in the lunch, as it is considered a working lunch. The clock hours are needed to fulfill the credit requirements.

■ If I am a sixth grade teacher, for which reading session should I register? The description states the elementary session is for grades K-5 and the secondary session is for grades 6-12.

For grade six, it would be appropriate to attend either session. Some schools have grade six in their elementary school, others have grade six in the middle school. The session on elementary reading will focus on reading issues that influence elementary students. The secondary reading session will be providing information regarding middle school and high school issues. The choice is yours.

## Monthly Featured Article Announcement

As you well know, the *Title I News* is always filled with valuable information for Title I personnel to stay up-to-date on current educational issues and events happening across the nation and throughout our state. Over the past year, the *Title I News* averaged a length of 8.4 pages. Prior to the release of each newsletter, we are often scrambling to determine which articles to reduce or eliminate to keep the document to ten pages or less. To assist with our ever growing method of communication, we have decided that the State Title I office will be alternating the release of its monthly featured articles. In this month's newsletter, you will find the Research Corner and the Reading First Corner. Next month, the Reading Corner and Math Corner will be featured. Subsequent months will feature each set of articles, respectively.

## Monthly Featured Articles

### Research Corner

By: Ann Ellefson

### What Parents Can Do To Help Struggling Learners

An ancient African proverb states, "It takes a village to raise a child." There is a great deal of truth in this proverb. As educators, we know and understand that no one entity or individual can take sole responsibility for raising or educating a child; rather, it takes the hard work and dedication of many individuals. This article will focus on what parents can do to help struggling children become successful learners.

### Communication with the Child

- Demystification – A technique entitled "demystification" can be used to help children understand their uniqueness as individuals. Dr. Mel Levine believes in the concept in which parents help struggling students to understand both their strengths and weaknesses. Speaking openly about a child's strengths and weaknesses can help them continue to enhance their strengths while also strengthening their weak areas.
- Empathy – Showing that you care and are concerned about the child's struggles will help to reduce anxiety. It is okay for parents to recognize and discuss that their child may have to work harder than other students in school. Everyone learns in different ways. No matter the difficulty the child is experiencing, parents can acknowledge that they will continue to help them.
- Find Strengths – Identifying a child's strengths and bringing their attention to these strengths will increase the likelihood that the child will continue performing this behavior. Parents should be specific when identifying their child's strengths.
- Learning is Important – Students need to understand that there is a purpose for learning material in all subject areas. Parents can help to reinforce the importance of learning by making connections between learning and real world situations.

### Involvement with School

- Ask For Help – Parents are encouraged to speak with school personnel (principal, teacher, etc.) if concerns arise regarding their child's education and learning. Even if the concerns seem minimal, parents should trust their instincts. It is better to assess the education and learning situation early and get immediate interventions than to wait for the problem to snowball.
- Work With Teachers – Parents should be partners in their child's education. Parents and teachers should work together to develop a plan to best meet the child's needs. Working together can develop consistencies between the practices done at home and at school. This is also a prime opportunity to discuss strategies that have been working at home or at school with the hope to recreate them in alternate settings.
- Communicate with the School – There should be open communication between the school, teachers, and parents. The relationship between parents and the school community is crucial. If parents are made aware of troubles or concerns with their child's education, they should feel comfortable expressing concerns and suggestions with teachers and the school community.

## Research Corner (continued)

### Learning at Home

Parents' days are overflowing with responsibilities and tasks to accomplish; however, none should be more important than ensuring the education of their children. Here are a few things parents can do to help promote education at home and to help their struggling learner succeed.

- Reading Together – Parents usually take time to read to their young children. However, this practice is beneficial for students of all ages. Even for older students, practicing reading aloud to parents may help with their confidence and ability to read orally in school. When selecting books to read with children, parents may want to consider the books that the child will be encountering throughout the school year. This is known as pre-reading. This will help students develop prior knowledge and understanding before they are exposed to the material in class. When reading together, parents should also be prepared to ask “deep” questions about the text. Avoid one-word answer questions like, “Did you enjoy this book?” Parents should ask questions that evoke deeper understanding, such as, “What was the most important concept of this book?” Parents can also focus on vocabulary, character traits, and storylines while reading.
- Encourage Good Study Skills – Students with a good handle on study skills are more likely to experience success in school compared to those with poor study skills. Study skills can range from, but are not limited to, student organization, effective listening, planning, reviewing, and self-monitoring. Effective study skills that are practiced at home are likely to be reinforced and transferred to practices at school. The use of assignment notebooks and homework planners can help students become more organized and plan the best use of their time. These tools can also be a great way to facilitate communication between the parent and teacher. Students should also have a place at home that is conducive to their learning. Establishing a routine (including time, place, activity, etc.) can help students develop into independent and responsible learners.

Of course, parents are not the only individuals in the “village” responsible for student learning. Schools are encouraged to share these tips with the parents of struggling students to help enhance collaboration and communication necessary for a quality education.

The above article has been adapted from the following resources:

- Public Broadcasting Service. *Misunderstood Minds*. (2002).
- Reading Rockets. *Seeking Help for a Struggling Reader: 8 Steps for Parents*. (2004).
- Smith Harvey, V. NASP Publications. *Study Skills to Support Learning: A Guide for Parents*. (2003).
- Math and Reading Help. *Tips for making Reading Assignments a Family Activity*.

### Reading First Corner

By: Gail Schauer

### Sustaining Reading First

Reading First schools receive Reading First funds over a three-year period. Some of the Reading First schools are already coming to the end of their third and final year and will be looking into how they can continue to implement the program even though they will no longer be receiving Reading First funds. At our last Reading First coaches meeting in April, sustaining a Reading First program was one of our topics. The following points were discussed.

1. Make a plan a build capacity within the school to sustain the program. Leadership from the administration is crucial. Determine “must have” components of the Reading First program and prioritize.
2. Have the school staff discuss Reading First components, including –
  - Continuing the 90 minutes or more of reading instruction block.
  - Continuing to use the core reading program with fidelity.
  - Using a pacing calendar for the core reading program.
  - Sustaining full day, everyday kindergarten.
  - Continuing grade level meetings and collaboration.

Reading Corner (continued on page 8)



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## Reading Corner (continued)

- Training new teachers.
  - Continuing some or all of the assessments. Discuss which assessments are easiest to administer and provide the most relevant information.
  - Determining who will be able to score and analyze the assessment results?
  - Using the assessments results to inform decisions.
  - Monitoring the program.
3. Consider how other programs within the school may fit with the Reading First program, such as the NCA committee or program improvement.
  4. Research and discuss funding. What parts of the program need funding and what other resources may be available. Consider the following:
    - Schoolwide Title I funds
    - Title I funds
    - Other grants

More information on sustaining Reading First programs can be found on the Reading First website at [www.dpi.state.nd.us/title1/reading/index.shtm](http://www.dpi.state.nd.us/title1/reading/index.shtm) under the heading *Sustaining a Reading First Program Without Reading First Funds*. There will also be a session at the 2006 Summer Symposium called *Sustaining Your Program – Transferring Coaching Leadership and Building Capacity Beyond Reading First* scheduled on June 28-29, 2006. For more information on this session or to register for the Summer Symposium, go to [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm) under 2006 Summer Symposium.

## Upcoming Events

### International Reading Association (IRA) Convention

The IRA's 51<sup>st</sup> annual convention, *Great Teachers Inspire the World*, will inspire you with hot topics and outstanding speakers. Some topics include teaching preschoolers and beginning readers, teaching reading to English language learners, using literature and providing access to books, developing teacher expertise for reading instruction, and preventing and overcoming reading difficulties, as well as many more. This convention is for teachers, administrators, and life long learners with a particular interest in reading instruction.

■ April 30–May 4, 2006 in Chicago, Illinois

Information is available at [www.reading.org/association/meetings/annual.html](http://www.reading.org/association/meetings/annual.html).

### Summer Symposium

The Department of Public Instruction is proud to sponsor a collaboration of the reading summer institute, math summer institute, and reading academies into one event. This event is geared toward educators of reading and math at all grade levels.

■ June 19-22, 2006 and June 26-29, 2006 in Mandan, North Dakota

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

### 33rd Plains Regional International Reading Association (IRA) Conference

The Nebraska Reading Association and the IRA, offering exceptional professional development for reading educators, cosponsor this conference.

■ October 4-7, 2006 in Omaha, Nebraska

Information is available at [www.reading.org/association/meetings/regional.html](http://www.reading.org/association/meetings/regional.html).

### Title I Fall Workshop

The State Title I office is sponsoring a fall workshop for Title I personnel.

■ October 12, 2006 in Mandan, North Dakota

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

