



## North Dakota Department of Public Instruction

# Title I News

July 2006

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### State Assessment Update

Under the *No Child Left Behind* Act, all states were required to have a testing system in place for grades 3-8, and one in grades 10-12, that met the technical requirements by the end of the 2005-2006 school year. Every state had their assessment plan peer reviewed by a panel to determine compliance.

State superintendents received notification informing them which designation they received from the peer review process. Approximately ten states could face sanctioning in which the U.S. Department of Education would withhold and redistribute 25% of the state's Title I funds to school districts within each state.

Designations include:

- Full Approval
- Pending Approval (if corrections are made, no sanctions are applied)
- Pending Approval (significant corrections need to be made; 10% sanctions are applied)
- Not Approved (major changes are needed; 25% sanctions are applied)

North Dakota was placed into the "Pending Approval – No sanctions if corrections are made" category. Most of their concerns pertained to our alternate assessment system.

North Dakota has been placed under mandatory oversight. We need to submit a detailed timeline for addressing the concerns and subsequently meeting the testing requirements for the 2006-2007 school year. In addition, we must submit bimonthly progress reports. Failure to submit this information could lead to future sanctioning of Title I funds in North Dakota.

### Highly Qualified Staff Update

The State Title I office has been providing updates in our newsletters regarding the nationwide status of the Highly Qualified Staff provision in the *No Child Left Behind* Act (March 2006 and June 2006).

As stated in our June 2006 issue, North Dakota was placed in Category 2 after the U.S. Department of Education (USDE) reviewed our performance report, meaning that the state has shown a good-faith effort in meeting the highly qualified staff goal but is required to submit a revised plan.

On July 7, 2006, the North Dakota Department of Public Instruction submitted a report entitled *The North Dakota Revised State Plan: Meeting the Highly Qualified Teacher Goal*. This fulfilled the directive of the USDE to submit evidence of a revised state plan to provide highly qualified teachers in all North Dakota schools, under the authority of Title IIA of the *Elementary and Secondary Education Act*.

Our revised plan will now be peer reviewed by a panel chosen by the USDE in late July 2006.

We will provide further updates in future newsletter issues on the peer review process and their findings once we have received written notification from the USDE.

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## Director's Report

On July 25-28, 2006, I will attend the annual Title I State Directors Meeting in Washington, D.C. These meetings are always very beneficial because we get to hear direct presentations from the U.S. Department of Education (USDE) staff, as well as visit with Title I directors from other states. I am anticipating receiving updates on the following issues:

- Federal Programs Reauthorization  
The federal programs included in the Elementary and Secondary Education Act are slated to be reauthorized again sometime between 2007-2009. The national Title I directors association has put together a document focusing on key points for changes that need to be addressed in the reauthorization. I expect to have an update on the progress of this document.
- New Targeted Assistance Guidance Draft  
The USDE targeted assistance guidance has not been updated in approximately ten years. USDE staff announced that they are working to update this guidance. State Title I directors have requested to review a draft version of the new guidance at our summer meeting.
- Response to Intervention.
- Reading First and Title I.
- A report on the state of the highly qualified teacher provision across the nation.
- Roundtable discussion on the status of the peer review process of each state's statewide assessment
- State Monitoring of NCLB  
Many states were monitored by the USDE for Title I this past school year. I anticipate receiving a report on these monitoring visits, which includes a summary of common items found out of compliance across the nation.
- Future Initiatives  
I hope to receive information on any new initiatives within the USDE.

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

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## New Title I Resources Available Soon

There are a number of projects that the State Title I staff and contracted educators have been working on over the summer 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:

- A resource packet listing various assessments that can be used in Title I, along with contact information.
  - A packet of resources and ideas for Title I personnel to assist high school students.
  - A parent website.
  - An early childhood website.
  - ADD/ADHD resources.
  - A monthly activity guide for parent involvement.
  - An "alternatives to using the pullout model" resource packet.
  - A sample self-monitoring packet documenting what needs to be submitted to the State Title I office when school districts are monitored.
  - The State Title I office has contracted with North Dakota educators to develop the annual Reading and Math Month packets. Information for both, including the themes, will be posted on our website.
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## Title I School Support Team Summary

The Title I School Support Team is a resource for educators in North Dakota working to implement Title I programs. Title I federal law requires that each state have a school support team that provides assistance to educators working in Title I programs across the state.

The members of the North Dakota Title I School Support Team have extensive experience in implementing Title I programs at the school level and have been selected based on their expertise in Title I. The State Title I office continually gives the team updates on the latest information in Title I law so that they, in turn, may provide the most updated information to the field.

The State Title I office sponsored its annual training for school support team members on June 12-13, 2006. The purpose of the training was to provide the members with guidance and technical assistance to enable them to better assist schools in the field. Resources distributed from McREL were shared with the team members and can be accessed online at [www.dpi.state.nd.us/title1/resource/support/annual.shtm](http://www.dpi.state.nd.us/title1/resource/support/annual.shtm).

## Consolidated Application Issues

School districts are reminded that the final date to have information completed for the *Consolidated Application for Federal Title Funds* is August 25, 2006. This application is available through the State Automated Reporting System (STARS). Below are several reminders and alerts the State Title I office would like to make districts aware of:

- Although districts are encouraged to work on the consolidated application before final carryover amounts are determined, please note that the application cannot be officially approved until the district's Title I Final Financial Report has been submitted and is approved.
- Once a district has entered its Title I information into the STARS and believes this information is as accurate as possible, districts are to contact their assigned Title I staff member by email or telephone. Districts can find their assigned Title I contact person, as well as contact information at [www.dpi.state.nd.us/title1/conapp.shtm](http://www.dpi.state.nd.us/title1/conapp.shtm). Once the Title I staff member is contacted they will conduct a preliminary review of the Title I portions of the application. If issues are found, the contact person will ask for clarification or request changes be made directly to the application. Once the reviewer believes the application is in approvable form and final carryover has been determined, it will then be forwarded to Laurie Matzke for final review.
- We are finding that many districts are submitting their application without requesting a preliminary review from the State Title I office. It is highly likely that these districts will need to have their application unsubmitted and will be required to make changes. Pressing the submit button without a preliminary review will not expedite the approval of a district's application.
- Once the application is approved, an electronic grant award will be generated. This grant award will indicate the district's final allocation amount, official carryover amount, the amount available to spend for the 2006-2007 school year, and the amount that has been approved by the State Title I office.

## Title I A-Z Index

The State Title I office has created a new link on the Title I homepage entitled "Title I A-Z Index". Users can find this link under the General Information Section. The purpose of this link is to provide a fast and easy way to access Title I related information by a major topic.

For instance, if you were interested in information the State Title I office has posted on response to intervention (RTI); you would click on the "R" and choose "Response to Intervention" from the menu of options.

If you are aware of additional information that should be included in the Title I A-Z Index or if you have suggestions on how we can expand our Title I website, please contact Ann Ellefson at [aellefson@nd.gov](mailto:aellefson@nd.gov).

## New Administrators' Workshop

The Department of Public Instruction and the North Dakota Council of Educational Leaders is sponsoring its annual two-day workshop for first year and new-to-the-state superintendents and elementary, middle level/junior high, and secondary school principals. This workshop will be held in the Brynhild Haugland room at the State Capitol on Thursday, August 3, and Friday, August 4, 2006. Registration will begin at 8:30 am on August 3 and the workshop will conclude at approximately 3:30 pm on August 4.

The State Title I office is scheduled to present information on Title I during the two-day conference. We will also be providing a supplemental packet of materials for new administrators of schoolwide Title I programs that will be disseminated during registration.

Please visit [www.dpi.state.nd.us/approve/admin.shtm](http://www.dpi.state.nd.us/approve/admin.shtm) for registration information and forms. If you need additional information, please call (701) 328-2597.

## FERPA Toolkit

The National Forum on Education Statistics has developed a toolkit to help school and local education agency staff to better understand and apply the Family Education Rights and Privacy Act (FERPA). FERPA is a federal law that protects the privacy interests of parents and students on the issue of student education records. This toolkit can be accessed online at <http://nces.ed.gov/pubs2006/2006805.pdf>.

## Monthly Featured Articles

### Reading Corner

By: Nita Wirtz

### All About the Internet and How to Use It: Part Three – Tips and Tricks

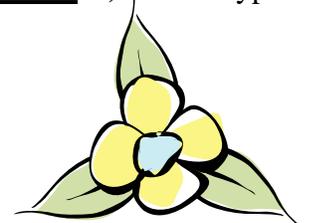
Technology is here to stay, no doubt about it! This month's Reading Corner article is the third and final part of the "All About the Internet" Reading Corner article series. Part one of this series contained background information for those of you who may not be so familiar with the computer and this wonderful tool called the Internet. It provided background information and detailed the terms for using the Internet. Part two of this series explained how to search for information using the Internet and listed some of the pitfalls and strategies for old and young alike. Part three of this series will give you further tips and tricks for evaluating web pages and safe surfing ideas for kids!

#### *Tips and Tricks*

There are many tips and tricks that you can use to scan web pages to quickly analyze if the information on that page is pertinent and useful. By asking yourself a series of questions, you can use techniques to quickly find information on the world's largest information source. The following tips are tutorial ideas for evaluating web sites presented on the University of Berkeley library web page. They suggest the following things when evaluating webpages for use in the classroom:

- 1) Web Address (URL):
  - **Does the web address (URL) contain someone's name?** If so, it may be someone's personal page. It is recommended to research the author for the credibility of the site.
  - **Does the web address (URL) contain a domain like gov, edu, or org?** If this is the case, these names indicate a government agency, education agency, or nonprofit organization has put together this webpage.
  - **Does the web address (URL) contain a published entity like, (<http://www.msnbc.com>)?** These types of sources list the site's contents and credibility.

Reading Corner continued on page 5.



## Reading Corner (continued)

### 2) Page Scan:

- **What about the author?** Analyzing the web pages entitled: about us, philosophy, biography, who am I, and so on will provide information on the author(s) of the page. You can find out if the author is an authority on the subject or if he/she is just an enthusiast. If you wish to find out more about the author, you can always search his/her name on your favorite search engine such as Google or Yahoo.
- **When was this published?** This section will also provide information on the date of publishing so that you can be certain how current the information is on this subject. NOTE: The University of Berkeley suggests that if the information is undated, it is no better than not having an author listed and it is better not to use it.

### 3) Information Quality:

- **Does the information come from another source? Is it in a readable format? Does it have links that work and are they carefully chosen to support other views?** By asking these questions, you can also analyze the credibility of the site's information.

### 4) Other's Opinion(s):

- **What other sites link to this page?** By looking up the webpage on sites like [alexa.com](http://alexa.com), you can find out how many other sites link to this page. This will allow you to trace the web history of this site.
- **How do other places evaluate the content of this page?** Using a reputable dictionary for content evaluation is another way to see what others have to say about this site. Sites like the [Librarians' Internet Index](#), [Infomine](#), [About](#), and [Academic Info](#) all specialize in content evaluation.

### 5) Overall Evaluation:

- **Why was the page created?** Just like when analyzing a book, you can look at the web page and determine if the information is to inform, persuade, sell, or had another purpose.
- **Is this as good as I can find in a library?** The Internet is a great source of information, but at times it can not replace the published, quality interpretation of library materials.

## Safety First

It is important to remain careful and safe when surfing the Internet. The following ideas are some suggestions taken from several web pages on the issue of Internet safety for children:

- ★ Make Internet surfing a family thing. It's a great way to spend time with your children and gives parents a view on what the appropriate materials are on the Internet.
- ★ Never give out your personal information on the web or send pictures of yourself or your family, unless you have your parent's permission. Also, you should know the people you are sending your personal information or pictures to.
- ★ Be sure to tell your children if they receive something online that makes them uncomfortable, they are not to respond and are to tell you or another adult right away!
- ★ If you do not know the person you are receiving email from, do not open it! Not only could it be a safety issue, but it also may be a virus that will infect your computer.
- ★ Never agree to meet someone that you have talked with on the Internet.
- ★ Do not give out your password to anyone other than your parents!

**Reading Corner continued on page 6.**

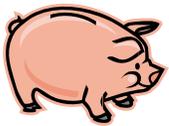
**Reading Corner (continued)**

- ★ Only use the Internet when you have your parent's permission and only use it as long as they approve it.
- ★ Only surf on web pages for kids. Never enter a website that says, "For Adults Only."

The Internet can be a fun and rewarding place to visit and explore. It can also be very scary and overwhelming if it is not used correctly. I hope you have enjoyed this three part series on issues, "All About the Internet," and have acquired a trick or two that you might pass along to your students or use in your own exploration. Have a fun and safe summer!

**Resources**

- America Links Up (n.d.). Tips for Kids. Retrieved on 7/11/06 from <http://kids.getnetwise.org/americalinksup/kidstips>
- Internet 101 (2001). Safe Surfing. Retrieved on 2/17/06 from [www.wowusa.com/Internet101/safe.htm](http://www.wowusa.com/Internet101/safe.htm)
- OUPD Kid Safety (n.d.). Be net-smart. Retrieved on 7/11/06 from [www.ou.edu/oupd/kidsafe/inet\\_ans.htm](http://www.ou.edu/oupd/kidsafe/inet_ans.htm)
- University of Berkeley Library (2005). Evaluating web pages: Techniques to apply and questions to ask. Retrieved on 02/17/06 from [www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html)

**Math Corner****By: Florence Hilzendeger****Money**

Money, no matter what our personal philosophy is on it, it is a concrete part of our lives. We need it to buy food, clothing, rent or mortgage, and other necessities or pleasures of life. Though children learn the significance of money at an early age, it is often a difficult skill to teach in the classroom. They may not understand the price of things; however, they learn that it is used in exchange for something they want, whether it is a toy, a gum ball, or a ride on an automated fire truck, horse, or car.

Using money involves making choices for adults as well as children. As adults we make choices on what to purchase. Do I buy the cereal on sale or do I buy the more expensive brand that is the family favorite? Children need to be taught the concept of making good choices when using money. They should be taught the value of money, how it is used in our everyday lives, and how to set the priorities of sharing and saving for future gratification.

Teaching the skill of exchanging one or two coins to equal the value of another is often a difficult skill for children to grasp. The following website has several activities that may assist you in teaching the concept of money: [www.atozkidsstuff.com/money.html](http://www.atozkidsstuff.com/money.html).

Below are additional websites to help teach the concept of money:

- Money Instructor - [www.moneyinstructor.com/parents.asp](http://www.moneyinstructor.com/parents.asp)
- SuperKidz - [www.superkidz.com/money.html](http://www.superkidz.com/money.html)
- Cash University – [www.cashuniversity.com/home.htm](http://www.cashuniversity.com/home.htm)
- That Money Show – [www.pbs.org/wnet/moneyshow/index.html](http://www.pbs.org/wnet/moneyshow/index.html)
- The Teachers Corner – [www.theteacherscorner.net/lesson-plans/math/money/index.htm](http://www.theteacherscorner.net/lesson-plans/math/money/index.htm)
- Money Management – [www.moneymanagement.org/Education/Resources](http://www.moneymanagement.org/Education/Resources)



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## **Upcoming Events**

### **New Administrators' Workshop**

This annual two-day workshop is intended for first year and new-to-the-state superintendents and elementary, middle level/junior high, and secondary school principals.

■ August 3-4, 2006

More information, along with the registration form, can be found at [www.dpi.state.nd.us/approve/admin.shtm](http://www.dpi.state.nd.us/approve/admin.shtm).

### **Beginning DIBELS Training**

The *Beginning DIBELS Training* is a two-day workshop that covers the basics of DIBELS, including administering, scoring, and analyzing the results.

First preference will be given to Reading First school district personnel and if space is available, others will be allowed to attend. Confirmation letters will be emailed to registrants. It is anticipated that graduate credit will be offered with this training.

■ August 7-8, 2006

More information, along with the registration form, can be found at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

### **Advanced DIBELS Training**

The *Advanced DIBELS Training* is a two-day workshop for those who have already attended a Beginning DIBELS Training. This training covers the DIBELS information more in-depth and with more detail, including how to use the DIBELS results to inform instruction.

First preference will be given to Reading First school district personnel and if space is available, others will be allowed to attend. Confirmation letters will be emailed to registrants. It is anticipated that graduate credit will be offered with this training.

■ August 9-10, 2006

More information, along with the registration form, can be found 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, co-sponsor 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).

