



North Dakota Department of Public Instruction

Title I News

September 2006

In this issue...

- **REMINDER – Title I Fall Workshop Survey**
- **Title I Fall Workshop Updates and Reminders**
- **Title I Fall Mailing Available**
- **New Resources for Title I Personnel**
- **Consolidated Application Update**
- **STARS Budget Revision**
- **Director's Report – Exciting Issues to Celebrate in Education**
- **Monthly Featured Articles**
 - ✦ **Reading Corner – Upper Grades Reading Analysis**
 - ✦ **Math Corner – Family Math Activities**
- **Upcoming Events**

REMINDER – Title I Fall Workshop Survey

We have extended the deadline for the online survey regarding the Title I Fall Workshop until 5:00 pm on Tuesday, September 26, 2006. If you have not completed this survey, you still have time. You can access the survey online at www.dpi.state.nd.us/title1/index.shtm.

Title I Fall Workshop Updates and Reminders

The 2006 Title I Fall Workshop has been scheduled for October 12-13, 2006 at the Best Western Seven Seas in Mandan.

This year's meeting will kick off with the internationally recognized Dr. Robert Marzano as our opening speaker. Dr. Marzano has authored numerous books and articles on topics such as reading and writing instruction, thinking skills, school effectiveness, restructuring, assessment cognition and standards implementation. We are excited for Dr. Marzano to share his knowledge with North Dakota educators. The remainder of the workshop on October 12 will focus on Title I related information. This will be followed by an additional day of professional development for those wanting to attend the workshop for credit. The featured professional development speaker on October 13 is Linda Tilton. Ms. Tilton has extensive K-12 experience as a classroom teacher, special education teacher, and is nationally recognized for her expertise in classroom practices. She will be sharing her knowledge and expertise with participants. A detailed agenda for October 12-13 is available at www.dpi.state.nd.us/title1/events.shtm.

Registration information was sent in the Title I fall mailing. You can also find information on this conference on the Title I website at www.dpi.state.nd.us/title1/events.shtm. Registration forms were due on **September 21, 2006**. If space is available, late registrations will be accepted; however, a penalty fee will apply.

Our host hotel, the Best Western Seven Seas, has only a few select sleeping rooms remaining. We have blocked rooms at other area hotels for this event. A listing of these hotels and their contact information is available at www.dpi.state.nd.us/title1/fallworkshophotel.pdf.

Registered individuals can expect confirmation letter prior to the workshop.

If you have any questions regarding this workshop, please contact Lauri Nord, conference coordinator, in the Title I office. You may contact her by telephone at (701) 328-2282 or by email at lnord@nd.gov.

Title I Fall Mailing Available

The State Title I office has sent its annual fall mailing to Title I personnel across the state. This mailing can be accessed at www.dpi.state.nd.us/title1/targeted/mailings/webmailing.pdf on the department's website.

If you have questions or concerns regarding information disseminated in the mailing, please feel free to contact the State Title I office at (701) 328-2282 or (888) 605-1951.

New Resources for Title I Personnel

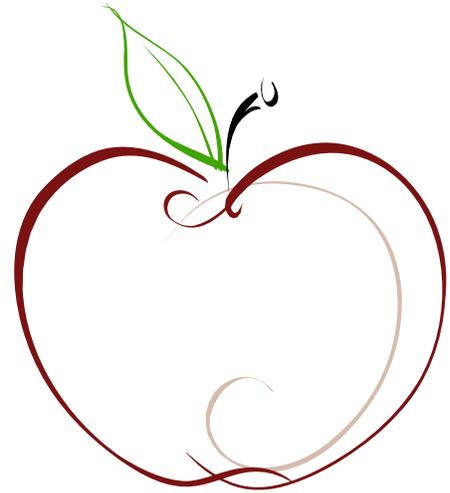
The State Title I office has created new resources to assist Title I personnel in the field. Below is a listing of resources that are currently available and those that are coming soon.

New Resources Currently Available

- [Alternative Ideas to a Pull Out Program](#)
- [Early Childhood Education](#)
- [A-Z Index](#)
- [Title I Monthly Parent Guide](#)
- [Website for Parents](#)
- [Reading Month 2007](#)
- [Math Month 2007](#)

New Resources Coming Soon

- Assessment Guide
- High School Resources
- ADD/ADHD Resources and Information
- Sample Self-Monitoring Submissions



Consolidated Application Update

Staff in the State Title I office are working to review and approve consolidated applications. Currently, over half of the districts receiving Title I funds have the Title I portion of their consolidated application approved.

If your district has issues pending regarding the Title I portion of the consolidated application, please get in touch with your Title I contact person to resolve these issues. The listing of Title I consolidated application contacts is available at www.dpi.state.nd.us/title1/require/list.pdf.

Once all federal Title programs have been approved, the district will receive email correspondence from Beverly Fischer, Grants Manager for all of the federal Title programs. Please review this correspondence in great detail as it outlines key issues the district should be aware of for the 2006-2007 school year.

STARS Budget Revision

This is the first year that the department has moved from the Online Reporting System (ORS) to the STate Automated Reporting System (STARS) for the consolidated application process. The STARS also hosts the budget revision for federal Title programming.

If your consolidated application has been approved and you need to make budgetary changes or apply for reallocated funds, you will do this through the STARS Consolidated Budget Revision. You can access this program just as you have accessed the consolidated application.

If you have questions on the STARS Consolidated Budget Revision, please contact Beverly Fischer at (701) 328-1028 or by email at bfischer@nd.gov.

Director's Report – Exciting Issues to Celebrate in Education

I was visiting with a group of colleagues the other day regarding a topic that I'm sure many of you have also discussed at some time—which is, if I could go back and do things all over again, boy all the things I would do differently.

I certainly would do some things differently, but there's one thing I know for sure, I would be working in education. I don't know if I would be in this particular position, but I would definitely be working in the field of education.

This month I decided to take a positive approach and focus on some exciting educationally-related issues in the forefront at this time.

▪ Joint Power Agreements (JPAs)

A JPA is a cooperative arrangement among several school districts. JPAs allow school districts to share human and material resources and, therefore, provide administrative and student services that they are not able to offer on their own. Examples may include staff development, distance learning, counseling, and many others.

Currently, nine JPAs have been established representing approximately 97% of public school enrollment. The JPAs are an excellent example of how large and small districts, colleges and universities, the DPI, and other educational organizations are all working together in education. For additional information on the Joint Powers Agreements, log on to www.dpi.state.nd.us/finance/jpa/index.shtm on the department's website or www.ndjpa.org on the JPA's website.

▪ Federal Programs Reauthorization

The federal programs included in the Elementary and Secondary Education Act are slated to be reauthorized again sometime between 2007-2009. My best guess at this time is that the reauthorization will occur in the spring of 2009, after the 2008 elections.

Although *No Child Left Behind* was enacted four and a half years ago, there are still many concerns and most educators agree that improvements need to be made. The reauthorization process will provide educators, organizations, parents, and others a chance to weigh in on changes that will eventually be made to the law.

The National Association of State Title I Directors (NASTID) has put together a position paper focusing on changes that the organization would like to see addressed in the reauthorization process. I will post it on our website when it becomes available.

▪ Full-Day, Every Day Kindergarten

An issue that is extremely popular at both the state and national levels is full-day kindergarten. My background is in early childhood education and I strongly support full-day kindergarten. It is exciting to see so much attention paid to this issue nationwide. The State Title I office has a new Early Childhood Education website, which includes information on full-day kindergarten. Log on to www.dpi.state.nd.us/title1/earlychild/index.shtm to access this information.

▪ P16 Task Force

An educational task force has been established which includes members of four boards that govern education in North Dakota: the State Board for Public School Education, the State Board of Higher Education, the Education Standards and Practices Board, and the State Board for Career and Technical Education, along with representatives from education associations and business leaders.

This educational task force, consisting of 25 members, held their first organizational meeting in January 2006. This group's purpose is to determine the primary issues relative to education in North Dakota and to develop agreements on how to address them. The Task Force members have identified and prioritized the following six issues:

- The lack of alignment between expectations and standards in the pre-school through high school and higher education systems,
- The need to develop a more rigorous, accessible core curriculum,

Director's Report continued on page 4.

Director's Report (continued)

- The need to enhance recruiting and retention of quality teachers,
- The need to enhance career and academic guidance for students,
- The need to educate the public about the importance of identifying and correcting weaknesses in the North Dakota education system, and
- The need to seek new, and reallocate current, resources to accomplish these goals.

The P16 Task Force is yet another excellent example of North Dakota educational leaders working together to benefit our schools and students. You can obtain additional information regarding this initiative by logging on to the North Dakota University System (NDUS) website at www.ndus.nodak.edu/reports/default.asp?ID=388.

▪ North Dakota Budget Surplus

According to published reports, analysts say the North Dakota's budget surplus should total more than \$500 million. This surplus will make for a very exciting legislative session in 2007. With the issue of full-day kindergarten on the radar screen and the Governor's Commission of Education Improvement making recommendations to improve the funding of education in North Dakota, the issue of education should be a priority in the 2007 session.

These issues are just a sampling of the many wonderful efforts being addressed in the field of education. The State Title I office will keep you up-to-date on all of these educationally-related topics in future issues of the *Title I News*.

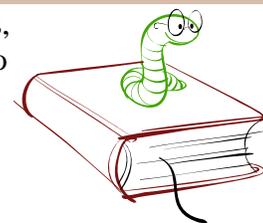
Monthly Featured Articles

Reading Corner

By: Nita Wirtz

Upper Grades Reading Analysis

Title I, Reading First, Early Reading First...there is definitely a focus on more reading programs, especially those focused on the elementary and primary grades. Experts have said that in order to foster good reading skills in students a foundation must be laid in the beginning of their education. This is one reason why reading at grades K-3 has been the focus of many federal, state, and local programs within our educational systems. A recent quote from Bob Wise, president of the Alliance for Excellent Education and a former governor of West Virginia makes an interesting point of focusing on only promoting K-3 reading. He states, "The focus on state and federal efforts has been on the early grades, and it needs to start there; K-3 is necessary for building a strong foundation, but I wouldn't be much of a carpenter if I build a foundation but not the rest of the house." [Aratani, 2006]



It is becoming evident that the struggle with reading skills is something that follows a child through middle and high school. Figures from the Alliance of Excellent Education have estimated that "6 million middle and high school students can't read at acceptable levels... ACT college entrance exams found that only 51 percent of college-bound students were prepared for college-level reading" [Aratani, 2006]

Students have been noted to struggle for many reasons, from the pure diversity of our country's population with the rise of students learning English to other reasons like "bad teaching, chaotic home lives, low expectations for some students, cultural bias, the fact that older students do not read enough, and student attitude." [Aratani, 2006] Even those students that can read words are not always able to explain or analyze what the words mean and this poses another reading problem.

How do we address the problem? The National Reading Panel has shown that having "access to interesting texts, choice, and collaborating in conversation all produce a significant effect on achievement...choice seems to play a significant factor in motivating students." [NCTE, 2006] The solution for many schools seems to be having a reading list.

Reading Corner continued on page 5.

Reading Corner (continued)

A school's reading list should contain texts approved by grade level that will be of interest for students and offer them choices to read. It is important that these books be recommended by teachers or even better by peers; this will make for a much more appealing list, and thus, a larger motivator.

Two other suggestions for reading at middle school and high school levels include providing reading materials and choice of text reading. It is noted by Richard Allington in the NCTE article, "most schools don't own the literature or magazines that adolescents most want to read...the books the teens are interested in aren't even in the building, much less on a department reading list." [NCTE, 2006] The idea in many schools has been to expand their stock of reading materials and their in-class required reading lists. As Allington further notes, exemplary teacher studies show that it is best when students can make the choice on reading assignments by teachers providing a number of texts to with common genres, themes, authors, historical eras, or other commonalities and then let the students select which text interests them.

Follow-up to reading assignments and volunteer reading involves creating engaging conversations about the reading text. Designing literary postcards that can be shared in classes is another idea that has been shown as a great ice breaker activity for the classroom. Having students check off books they have read from a list and report on them is another idea. Book talks and literature letters have been tried at some schools and have been found to be successful. Fostering essays from answering questions about reading text has been promoted in high school programs for older students. To foster the idea of understanding meaning, some schools have assigned students to select passages from books and explain why they chose these passages as a class project.

It also helps for teachers and adults to model the good behavior of leisure reading. The bottom line is to foster a love for reading. The common theme from this author's research has been assembling reading lists and giving kids the choice as a motivator to carry on the practice of literacy!

Resources:

Aratani, L. (2006). Upper grades, lower reading skills: Middle, high schools find they must expand programs for older students. Washington Post, B01.

The National Council of Teachers for English: NCTE. (2006). Sweet, sweet summertime reading. Retrieved on 7-14-06 from <http://www.ncte.org/collections/summerread/readings/120712.htm>

Math Corner

By: Florence Hilzendeger

Family Math Activities

As the new school year begins, each teacher longs to get to know more about the families of the children within his/her classroom. The following activities are taken from *The Instructor*, August 2004, by Katherine Burkett. They may be a great math activity, as well as lending a hand in the "Getting to Know You" process.

Foot Data Shuffle is a great activity that inspires critical thinking and logical analysis. This activity requires students to trace each family member's feet, cutting out the traced footprints, and labeling them with each family member's name, age, and gender. (Younger children may require the assistance of a parent.)

Back in the classroom, children work together to line up the traced footprints from smallest to largest. The children are then asked to look for patterns among the data collected on footprints. Children may be asked to compare the mother's and the father's footprints. Does it matter if the footprint is that of a parent or a child? Children may be asked to predict which family member has the longest foot length, the shortest, or tape the feet of each family together (heel to toe) and determine which family has the longest feet. Would the number of members in a family affect the overall length? Other comparisons may include the ages of the children in each family. Color coding each family's foot drawings may make for a colorful display.



dad



mom



brother



sister

Math Corner continued on page 6.

Title I Staff

Laurie Matzke

Director
Email: lmatzke@nd.gov
Phone: (701) 328-2284

Gail Schauer

Assistant Director
Reading First Program
Email: gschauer@nd.gov
Phone: (701) 328-2285

Nita Wirtz

Assistant Director
Neglected & Delinquent,
CSR Programs
Email: nwirtz@nd.gov
Phone: (701) 328-1876

Ann Ellefson

Assistant Director
Schoolwide Programs
Email: aelfefson@nd.gov
Phone: (701) 328-2292

Florence Hilzendege

Program Administrator
Homeless Program
Email: fhilzendege@nd.gov
Phone: (701) 328-4646

Sandy Peterson

Program Administrator
Migrant Education,
Title I Credentials
Email: smpeterson@nd.gov
Phone: (701) 328-2170

Mary Neigum

Fiscal Officer
Email: mneigum@nd.gov
Phone: (701) 328-2281

Missy Schiller

Administrative Assistant
Email: mschiller@nd.gov
Phone: (701) 328-2254

Patty Carmichael

Administrative Assistant
Email: pcarmichael@nd.gov
Phone: (701) 328-3264

Lauri Nord

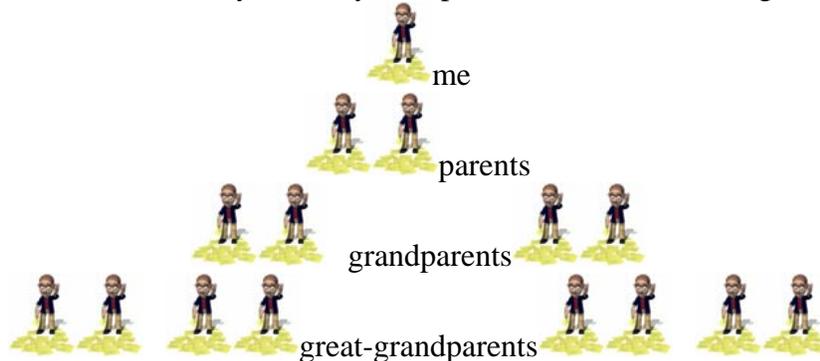
Administrative Assistant
Email: lnord@nd.gov
Phone: (701) 328-2282

Office Fax: (701) 328-4770

Toll Free: (888) 605-1951

Math Corner (continued)

Great-Great Multiplication is an activity that requires students to double each character drawn. The student begins by drawing himself/herself, then parents, followed by grandparents, great-grandparents, great-great grandparents, etc. Students focus on labeling each generation and providing names for each family member. Birthdates may be added if that information is available. This activity can include a lesson in math, genealogy, art, and perhaps even technology if the teacher chooses to include that media. Students may want to predict the number of people they are related to by going back six or eight generations. The family tree may be represented in the following manner:



Other great ways to engage students in family and “Getting to Know You” activities can be found at <http://teacher.scholastic.com/products/instructor/activities.htm>. Click on the Activities Library link.

Upcoming Events

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.

Title I Fall Workshop

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

- October 12-13, 2006 in Mandan, North Dakota

Information is available at www.dpi.state.nd.us/title1/events.shtm.

NDEA 2006 Instructional Conference

Make your plans NOW to attend the 2006 NDEA Instructional Conference scheduled for October 18-20, 2006. The General Session and exhibits will be held at the Civic Center with sectionals scheduled at Bismarck Public Schools.

- October 18-20, 2006 in Bismarck, North Dakota

Information is available at www.ndea.org.

National Title I Conference

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 27-30, 2007 in Long Beach, California

Information is available at www.aplusevents.com/t07/.

International Reading Association (IRA) Annual Convention

The IRA's 52nd annual convention, *Literacy Without Boundaries*, will inspire you with hot topics and outstanding speakers. This convention is for teachers, administrators, and life-long learners with a particular interest in reading instruction.

- May 13-17, 2007 in Toronto, Canada

Information is available at www.reading.org/association/meetings/annual.html.