



North Dakota Department of Public Instruction

Title I News

October 2006

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Title I Allocations Reduced Due to Census Bureau Error!

During the Title I update session at our Title I Fall Workshop, we announced that the 2006-2007 Title I allocations have changed due to an error made by the Census Bureau. All State Title I allocations across the nation were affected as census data is used to determine these allocations. North Dakota was one of thirty states whose state Title I allocation decreased.

This change will also affect school district allocations for Title II D and V. Staff within the Department of Public Instruction have met regarding this issue and Beverly Fischer, our grants manager, will be sending out electronic correspondence in the near future. The bottom line is that many district allocations decreased and districts cannot request more funds than what they have available. Beverly Fischer's correspondence will provide a chart with the new allocation amounts, as well as an outline of the budget revision process to adjust for changes in allocation amounts.

The State Title I office is currently inundated with budget revisions for reallocated funds. When districts receive their new allocation amount, they are asked to hold off submitting a budget revision for a few weeks until the budget revisions for reallocated funds have all been processed.

If you have questions regarding any of the information, please contact me by email at lmatzke@nd.gov or by phone at (701) 328-2284.

Status on Applications for Reallocated Title I Funds

The State Title I office is working on processing applications for Title I reallocated funds. We had a record number of districts apply for this funding this year (approximately 60 school districts). The amount of requests significantly exceeded the amount available, making the approval process more time consuming. We will be sending correspondence to all districts who applied as soon as the approval process is complete.

Fall Workshop Summary

The State Title I office hosted its 2006 Fall Title I Workshop on October 12-13, 2006. We had a wonderful turnout for the event.

At the workshop, the State Title I office assisted in the "Adopt a Katrina Classroom" project. Various teaching materials and classroom supplies were collected from North Dakota educators to share with those less fortunate classrooms in Louisiana affected by the 2005 Hurricane Katrina. Thanks to all who participated in this project. Your kindness will affect the lives of many.

Handouts and information from this workshop are available online at www.dpi.state.nd.us/title1/present.shtm.

2006-2007 Title I Monitoring

The State Title I program, due in part to the large amount of funds involved, is required by law to monitor local Title I programs to ensure compliance with procedures and regulations. Recent correspondence from the USDE clearly indicates that they are in an enforcement mode at this time. States are under increased pressure from the USDE regarding state, district, and school accountability to ensure that both Title I and *No Child Left Behind* (NCLB) regulations are being followed.

Listed below is a summary of the various monitoring efforts that will be completed during the 2006-2007 school year.

- Title I Self-Monitoring Process – Program staff in the State Title I office will monitor Title I programs through the self-monitoring process. A list of districts selected to participate in this monitoring process is available online at www.dpi.state.nd.us/title1/targeted/resource/monitor/assign.pdf.

These selected districts recently received detailed correspondence from the State Title I office outlining self-monitoring directions, the review process, due dates, etc. All districts are encouraged to review the self-monitoring guides found on the Title I website at www.dpi.state.nd.us/title1/targeted/resource/monitor/index.shtm to become familiar with the monitoring requirements.

- Parents' Right to Know Clause Random Monitoring – NCLB requires schools that receive Title I funds to inform all parents of all students that they have the right to request information on the teaching qualifications of all instructional personnel in the building. If a parent requests this information, schools must have this information summarized in a written format that is readable and understandable and provide the information to those who request it in a timely manner. Schools across the state will be randomly selected to participate in this monitoring.
- Adequate Yearly Progress (AYP) Report Dissemination – The Department of Public Instruction generates Adequate Yearly Progress (AYP) reports for every school and district in the state based on state assessment results each year. Districts are required to ensure that all schools send home a copy of the school and district AYP reports, along with correspondence explaining the school's/district's AYP status, to all parents of all students in that building. Districts and schools across the state will be randomly selected to participate in the monitoring of the AYP Report Dissemination requirement.
- Aide/Paraprofessional Monitoring – NCLB requires all aides/paraprofessionals working in a program supported with Title I funds to be highly qualified. The State Title I office will be reviewing the information submitted on the PER02 and other documents to ensure that all aides/paraprofessionals working in a program supported with Title I funds are highly qualified. If necessary, the State Title I office may require additional clarification or documentation from schools that have aides/paraprofessionals supported by Title I funds who do not meet this requirement.
- Program Improvement Monitoring – The State Title I office will be monitoring schools and districts identified for program improvement. There will be a program improvement self-monitoring guide for these districts and schools to complete.
- Accounting Ledger Monitoring – Although school districts will not be required to submit a copy of their local accounting ledger with their Title I Mid-Year Report for the 2006-2007 school year, we will be conducting random monitoring by cross-checking ledgers to verify that they match the Title I approved budget on file in the State Title I office.

The State Title I office will work on many of these monitoring projects throughout the school year. Districts and schools who are selected to participate in any of the above monitoring projects will be contacted within the next month. If you have any questions regarding these monitoring issues, please feel free to contact Laurie Matzke at lmatzke@nd.gov or 701-328-2284.

Director's Report

For my director's report this month, I want to share some Title I unit projects being addressed over the next several months.

- Title I Reallocated Funds Applications – Our top priority in the State Title I office at this time is to complete the review process for Title I reallocated funds.
- Revised Title I Allocations – The State Title I office will be sending formal notification to school districts regarding the revised Title I allocations, along with instructions on how to reconcile budgets.
- New Title I Technical Assistance Opportunities – The State Title I office is working on a new method for providing technical assistance on Title I-related issues. We'd like to set up a cadre of training modules and provide training through conference calls. This method is used frequently by the U.S. Department of Education (USDE) and works very well. We are in the process of working out the details and will provide further information in subsequent issues of the Title I newsletter.
- Reading Month/Math Month – The State Title I office has once again contracted with North Dakota teachers to develop the annual Reading and Math Month packets. The Reading Month packets will be mailed out to schools in December 2006. The Math Month packets will be mailed out to schools in January 2007.
- Monitoring – There are additional monitoring responsibilities that must be addressed due to all of the new requirements in the NCLB Act. The State Title I staff will be conducting monitoring on several issues as identified on page two of this newsletter.
- Title I Mid-Year Financial Reports – The Title I Mid Year Financial Reports are due in the State Title I office on January 16, 2007. We are currently working on getting the final financial reports available on the STARS. The Mid-Year reports will still need to be completed hard copy and mailed in to the State Title I office.
- 2007 Legislative Reports – The 2007 Legislative Session officially starts on January 3, 2007. In an effort to keep school personnel up-to-date on proposed legislation, we will be creating a link on the Title I homepage to summarize legislative happenings. School personnel will be able to access a copy of the proposed education-related bills, obtain information on how to contact legislators, link to other sources of information, and access a weekly narrative summary of what is happening during the Legislative Session.
- Title I Eligibility Notification – The State Title I office, along with Beverly Fischer, the department's grants manager, will determine eligibility for the Title I funding for the subsequent school year in February 2007. The State Title I office will send all school personnel written communication showing a comparison of your aggregate units from last year to this year. This information will be used to determine Title I funding for the 2007-2008 school year.
- Prepare for Spring 2007 Workshops
 - Title I Targeting – This workshop will occur in March or April and only applies to the 11 large districts that must participate in the Title I targeting process.
 - Title I Program Improvement – This workshop will occur in April and will only apply to schools and districts identified for Title I program improvement.
 - Spring Regional Workshop – The State Title I office is not planning to offer regional workshops in the spring of 2007, since there are no major Title I or *No Child Left Behind* issues or updates to address and because the 2007 legislature will be in session.

New Website Resources

The State Title I office has created new resources to assist Title I personnel. The following are now available on the Title I website.

- Teaching Literacy To Struggling Adolescent Students
 - ADD/ADHD Resources and Information
 - Sample Self-Monitoring Documentation for Targeted Assistance Programs
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2006 Title I Award Winners

Outstanding Title I Educator

Several years ago, the State Title I office began the Outstanding Title I Educator award in the fall of 1999. There are so many dedicated, outstanding Title I personnel (teachers, administrators, aides, etc.) in North Dakota. This award provides an opportunity to honor at least one individual, although we realize there are many more!

The Department of Public Instruction, Title I office is pleased to announce that Joy Walker is the recipient of the 2006 Outstanding Title I Educator Award. Joy is a former Title I coordinator for the Minot Public School District and recently assumed a new position as the principal of the Edison Elementary School. This award was announced at the Title I Fall Workshop held in October 2006.



Ms. Walker is a true mentor to other Title I teachers. Even in the beginning of her teaching career, she excelled and was nominated as an Outstanding Student Teacher. Joy is an active member of the local reading council and IRA, is the recipient of a Golden Apple Award, and a frequent presenter for Title I as well as many other workshops.

Nominees for the award were Title I educators who have the respect and admiration of students, parents, and colleagues and play an active and vital role in their school's Title I program. The North Dakota Department of Public Instruction solicited nominations in September. The Title I Committee of Practitioners selected the award winner from the nominations received.

Joy was described by those who nominated her as a respected leader in her school district, being extremely organized, and having a genuine concern and love for children. Her outgoing, energetic, bubbly personality and positive outlook makes her an ideal educator and mentor.

We are so pleased to have Joy Walker represent North Dakota as our 2006-2007 Outstanding Title I Educator.

As a recipient of this award, Joy received a plaque and a grant award for \$5,000. These funds can be used for any allowable Title I expenditure that will benefit the Title I program in the Minot Public School District.

Caught in the Act Recipients

The State Title I office has established an award entitled, "Caught in the Act." This award recognizes Title I staff who have been "caught in the act" of performing exceptional Title I services and are being honored for these outstanding acts. Two Title I personnel were recognized for this award: Sandra Starr from the Twin Buttes Public School District and Eleanor Perrizo from the Fargo Public School District. These awards were also announced at the 2006 Title I Fall Workshop.



← Sandra Starr was recognized for the outstanding job she has done in coordinating Twin Buttes schoolwide and program improvement efforts. Sandra is a deserving recipient of a Title I Caught in the Act Award.

Eleanor Perrizo was recognized for the outstanding job she does in a private school, as referenced by communication from parents of a Title I student. We are please to recognize her with a Caught in the Act Award. →



As recipients of this award, these two educators each received a framed certificate and a grant award for \$3,000. These funds can be used for any allowable Title I expenditure for the Title I program in their school district.

Monthly Featured Articles

Research Corner

By: Ann Ellefson

New Research on the Effectiveness of Secondary School Reform Models

The American Institutes for Research recently released their findings regarding several widely used secondary school reform models. Of the eighteen they studied, ten showed promising evidence to help increase student achievement.

Below are the programs that they reviewed and the corresponding rating for each program.

The four school improvement models that received a "moderate" rating for boosting student achievement are:

- America's Choice School Design (America's Choice)
- School Development Program
- Success for All-Middle Grades
- Talent Development High School

The six with "limited" ratings are:

- Expeditionary Learning
- First Things First
- Knowledge Is Power Program (KIPP)
- Middle Start
- More Effective Schools
- Project GRAD

The eight that received "zero" ratings are:

- Accelerated Schools
- ATLAS Communities
- Coalition for Essential Schools
- High Schools That Work
- Making Middle Grades Work
- Modern Red School House
- Onward to Excellence II
- Turning Points

It is imperative to realize that the effectiveness of reform programs depends on how it is implemented within the school system. Just because a particular program scored high, it does not mean that it will be the "magic solution" for the school's problems. Likewise, just because a particular program scored low, it does not mean that it is ineffective. If implemented correctly and in the right circumstances, each of these programs has the potential to lead to positive change within a school system.

The State Title I office does not support or condone any of the reform models mentioned above. This information is being provided to schools as a resource to assist them in making sound, informed decisions regarding school reform.

More information on the results of this study is available at www.air.org.

Reading First Corner

By: Gail Schauer

Reading First Update

You may have seen or heard about the controversy regarding the Reading First office at the U.S. Department of Education (USDE). There has been concern over the fact that certain programs have been approved at the federal level while other programs were not. Some feel that the reasons are unjustifiable.

Here in North Dakota, we experienced this first hand. The North Dakota Reading First (NDRF) office approved a school district with three Reading First schools to use a particular core reading program for their Reading First programs. Halfway through the first year of the Reading First program for these schools, the USDE said that this particular core reading program could not be used. The NDRF office was told that there was not sufficient evidence that the program was based on scientifically-based reading research. The NDRF office had to explain to this school district that these schools would either have to change their program or be discontinued from Reading First. This was, to say the least, very frustrating. The district decided, with input from their staff, to continue with the program already in progress, as it would have been extremely difficult to change programs again. Consequently, this district lost their Reading First funds. It is situations like these, that have happened across the country, that have lead some to believe that the USDE has shown preference to specific programs.

Reading First Corner continued on page 6.

Reading First Corner (continued)

It is the belief of some that the panel that reviewed the State grants submitted to the USDE Reading First office was selected carefully to assist in influencing which programs would be approved. The Office of Inspector General (OIG) has investigated the issues that have been raised in regard to the USDE Reading First office.

Specifically, the objective of the report was to:

1. Determine if the USDE selected the expert review panel in accordance with the *No Child Left Behind Act* of 2001 and if the USDE adequately screened the panel members for possible conflict of interest issues;
2. Determine if the expert review panel adequately documented its reasons for stating that an application was unready for funding; and
3. Determine if the expert review panel reviewed the applications in accordance with established criteria and consistently applied the criteria.

On September 22, 2006, the OIG issued a report entitled "*The Reading First Program's Grant Application Process*." The report raises a number of concerns about the USDE's initial review of State applications for the Reading First program in 2002-2003, and makes several specific recommendations concerning steps that the USDE should take to address these concerns. This report can be found at www.ed.gov on the USDE website. Follow these steps to access this report.

1. Go to <http://www.ed.gov>,
2. On the left side of the USDE screen, click on "Offices",
3. Go down to "Office of Inspector General" and click on "Home Page",
4. On the top of this page, click on "Reports and Resources",
5. Click on "Inspection Reports",
6. Scroll down to "O.E.S.E." and click on "The Reading First Program's Grant Application Process"

Recently, there have been significant changes in the staff at the USDE Reading First office. Chris Doherty, who has been the Director of Reading First at the USDE since the beginning of the Reading First program in 2002, resigned effective September 30, 2006. Sandi Jacobs, who has been instrumental in assisting Chris Doherty with Reading First, was reassigned to another position at the USDE.

Dr. Joseph Conaty has been named the new Reading First Program Director at the USDE. His contact information is:

Dr. Joseph Conaty
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Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-6200
Phone: (202-260-8230)
E-mail: joseph.conaty@ed.gov

With all of these issues and concerns, many are wondering about the future funding of the Reading First program. Since the education field relies on scientifically based research, the funding will depend on the success of Reading First, specifically if the program is helping to increase student achievement. It is comforting to know that Henry Johnson, the Assistant Secretary at the USDE, firmly believes that the Reading First program has been instrumental in dramatically improving reading instruction and the reading achievement of our kindergarten through third grade students in the nation's highest need schools. The data in North Dakota does indeed indicate that Reading First is making a difference. We will be continuing on our course to help provide students with all they need to reach their full potential.

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American Education Week

November 12-18, 2006 is American Education Week. This year's theme is *Great Public Schools: A Basic Right and Our Responsibility*. This theme highlights the importance of bringing together educators, school staff, parents, students, and communities in a unified effort to build great public schools.

You can find activity ideas, promotional materials, and facts regarding American education online at www.nea.org/aew/index.html.

2007 National Title I Conference

The National Title I Conference is an annual professional development conference focused on the issues and concerns of Title I, the largest federally-funded education program in the country. Title I funds school districts to serve the educational needs of low-income children from kindergarten through high school. Attendees are largely administrators from school districts and state departments of education, representing every state in the union. With nationally recognized speakers and thousands of participants, this is the ideal place to gain further knowledge about programs, policies, and great ideas pertinent to Title I.

This year's National Title I Conference, *Avenues of Excellence*, is being held January 27-30, 2007, in Long Beach, California. Additional information and registration forms for this conference can be accessed at www.titlei.org.

Homeless Awareness Week

November 12-18, 2006 is Homeless Awareness Week in North Dakota. Many agencies and organizations across the state will be conducting special activities to increase public awareness of homelessness in North Dakota during this week.

This is also a great opportunity for educators to address the issues of homelessness in their classrooms. The department has many resources available to assist in their efforts in educating children on this issue. Many of the resources can also be found online on the McKinney-Vento Education of Homeless Children and Youth website at www.dpi.state.nd.us/title1/homeless/index.shtml.

For information on how to serve children and youth who experience homelessness by contacting Flo Hilzendeger, Program Administrator for the Education of Children and Youth who are Homeless, by e-mail at fhilzendeger@nd.gov or by telephone at (701) 328-4646.

Upcoming Events

National Title I Conference

- January 27-30, 2007 in Long Beach, California
- Information is available at www.titlei.org

North Dakota Reading Association (NDRA) Conference

The 2007 NDRA Conference, *Bully for Reading*, will feature events such as guest authors, story telling, exhibitors, and more. The conference is geared toward educators with a particular interest in reading.

- March 15-17, 2007 in Dickinson, North Dakota

Information will be available at <http://ndreadon.utma.com/intro.htm>.

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.

