



North Dakota Department of Public Instruction

Title I News

August 2007

In this issue...

- **Summary of the Title I Fall Mailing**
- **Research/Resource Report (RRR) Coming Soon**
- **New “Math Now” Program**
- **Director’s Report— Highlights of the 2007 Title I Fall Workshop!**
- **Are You Renewing Your Title I Credential(s) and Teaching License?**
- **Aide/Paraprofessional Reminder**
- **Reallocated Funds Update**
- **Highly Qualified Reminder**
- **Outstanding Title I Educator Nominations**
- **Requesting Distinguished School Applications**
- **Dissemination of AYP Results – Reminder**
- **Monthly Featured Articles**
 - × **Research Corner – Parental Involvement: Parenting**
 - × **Reading First Corner – Reviewing the Components of a Reading First Program**
- **Title I Staff**
- **Upcoming Events**

Summary of the Title I Fall Mailing

Title I personnel and authorized representatives should have received the annual Title I fall mailing. This mailing contained a wealth of information on issues concerning Title I. A few items we would like to highlight are addressed below.

- New Parental Involvement Requirements
- Title I Schoolwide Planning Meeting #1
- Dissemination Requirements
- New Title I Resources

For those who receive the Title I newsletter but are not on our mailing list, the fall mailing can be found online at

www.dpi.state.nd.us/title1/targeted/mailings/index.shtm. We encourage you to review this information as it is pertinent to Title I programming.

Research/Resource Report (RRR) Coming Soon

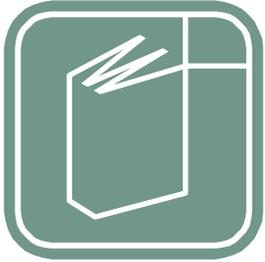
The State Title I office is featuring a new statewide initiative beginning in September 2007. We will be compiling and distributing the *Research/Resource Report (RRR)*. This monthly report will summarize newly released research and resources on educational issues relevant to North Dakota schools. This report will be disseminated electronically to all principals, administrators, Title I teachers, and others included in our Title I database. We realize that all personnel are very busy and lack the time to search for new resources. The department works closely with many of the education centers and is notified when new research and resources have been released. Therefore, we will simply compile this information in a report and disseminate it statewide, as well as post it on our website. School personnel can expect the *RRR* to be circulated approximately the first week of each month. Look for the first report to be out shortly after Labor Day!

New “Math Now” Program

Congress recently approved and President Bush signed into law the *America COMPLETES* Act. This bill established several new federal math and science programs, as well as expands on existing initiatives. Among its provisions, the bill creates "Math Now," under which the U.S. Department of Education will award grants to states to implement proven strategies in mathematics instruction. A word of caution: the legislation only authorized the program; the appropriations are still being debated. We will keep you posted on how the “Math Now” program will relate to schools in North Dakota.

Director's Report—Highlights of the 2007 Title I Fall Workshop!

Staff in the State Title I office are very busy planning for our annual fall workshop. The fall workshop is relevant to both targeted assistance staff and schoolwide project staff. It is important for all staff who work with Title I issues to attend as this will probably be the only Title I workshop during the 2007-2008 school year. In the spring of 2008, State Title I staff will need to devote considerable time on two key events: planning the annual program improvement training and preparing for our May USDE monitoring visit.



A pre-conference session, sponsored by NDPASS, is being offered on Sunday evening, October 7, 2007. The pre-conference session, focusing on Parental Involvement, will be presented by Ann Henderson and will run from 6:45 pm to 8:45 pm. School personnel are highly encouraged to attend the pre-conference session to gain insight into the new rules forthcoming on parental involvement.

On Monday, October 8, 2007, Kim Ellis will present *A Framework for Understanding Poverty*. Ms. Ellis is an educational consultant from Dr. Ruby Payne's aha! Process and has been a professional educator since 1979. She has taught children in elementary classrooms and trained professionals throughout the United States on how to raise student achievement.

We have numerous breakout sessions planned to meet the needs of both administrators and teachers. We should not have any concerns with crowding as in past years, because the workshop is being held at the Bismarck Civic Center. The breakout session topics include:

- *Reading Strategies for Title I Teachers*
- *Math Strategies for Title I Teachers*
- *Exploring Technology-based Reading and Math Programs and Interventions*
- *Are We Meeting All Title I Requirements?*
- *Panel on Making AYP*
- *Transitioning to Middle/High School – Ideas for a Secondary Title I Program*
- *Components of a Title I Preschool Program*
- *New Parental Involvement Requirements*
- *Title I Afterschool Programming*
- *RTI and Title I*
- *Make It/Take It Math Games*
- *Using Instructional Coaches with Title I Funds*

On Tuesday, October 9, Dr. Judy Willis is the featured presenter. Dr. Willis is a board certified neurologist and middle school teacher in Santa Barbara, CA, who has combined her training in neuroscience and neuroimaging with her teacher education training and years of classroom experience. She has become an authority in the field of learning-centered brain research and classroom strategies derived from this research.

Registration information was included in the Title I fall mailing. If you did not receive the mailing, all information is available at www.dpi.state.nd.us/title1/targeted/mailings/index.shtm on the Title I website. Register early and plan to attend the fall workshop!



Are You Renewing Your Title I Credential(s) and Teaching License?

To be eligible to work in a Title I classroom, your math and/or reading credential must be renewed on or before the expiration date. Your Title I funds will be in jeopardy if you teach in a Title I classroom with expired credentials.

It is a very common misconception that credentials are renewed automatically when a teaching license is renewed.

Teachers renewing their teaching license are to direct all questions and correspondence to the Education Standards and Practices Board (ESPB). You can contact their office by telephone at (701) 328-9642 or by email at espbinfo@nd.gov.

Teachers renewing their Title I reading and/or math credential(s) are to direct all questions and correspondence to the Department of Public Instruction's Title I office. Teachers can contact Sandy Peterson in the State Title I office by telephone at (701) 328-2170 or by email at smpeterson@nd.gov.

Please note: In most cases, when your teaching license is due for renewal, so is your reading and/or math credential. The Title I office does not send out renewal notices therefore, it is your responsibility to contact the State Title I office to ensure your credential(s) is renewed.

Aide/Paraprofessional Reminder

Districts are reminded that as they hire aides/paraprofessionals for the 2007-2008 school year, these individuals MUST be highly qualified before they can be offered employment.

The *No Child Left Behind* Act outlines that aides/paraprofessionals must meet one of three requirements to be highly qualified. These three include:

- 1) obtain an associates degree (or higher) from an institution of higher education; or
- 2) complete at least two years of study at an institution of higher education; or
- 3) meet a rigorous standard of quality, which includes an assessment of reading, writing, and math. North Dakota has three assessments on our State approved list.



In Title I targeted assistance programs, all Title I-paid aides/paraprofessionals must be highly qualified. In Title I schoolwide programs, all aides/paraprofessionals must be highly qualified, regardless whether or not the position is funded with Title I funds. This includes aides/paraprofessionals paid with district, Title I, Special Education, BIA, or other funding sources.

The State Title I office has a certificate of completion available for aides/paraprofessionals to document their compliance with this regulation. More information on this certificate is available at www.dpi.state.nd.us/title1/aides.shtm.

Districts employing aides/paraprofessionals who do not meet the highly qualified definition outlined above put their current and future Title I funding at risk.

The July 2007 issue of *Title I News* contained an article regarding frequent questions on the testing options for aides/paraprofessionals, as well as information on applying for the Paraprofessional Certificate of Completion. For more information, please refer to the article entitled "Notice Regarding the Paraprofessional Certification of Completion Issues." This is available online at www.dpi.state.nd.us/title1/nwsltrs/0707/july07.pdf.

Reallocated Funds Update

Many districts have inquired about the amount of Title I reallocated funds that will be available for the 2007-2008 school year; unfortunately, at this time we do not know the amount of funds available. There are still many final financial reports not approved, or pending approval, for districts across the state.

Information regarding the application process for reallocated funds was included in the fall mailing. Applications must be submitted by Friday, October 12, 2007 to be considered for funding.



Highly Qualified Reminder

According to both federal and state law, all teachers were required to meet the highly qualified staff provision as of **July 1, 2006**. The only exceptions are teachers who have an approved Rural Flexibility Endorsement or a Teaching Alternative Flexibility Endorsement (TAFE) on file with the Education Standards and Practices Board.

There are serious repercussions for districts that are found out of compliance regarding this issue, including a loss of state foundation aid dollars and placing their Title I funding in jeopardy. During the 2007 Legislative Session, SB 2287 was passed. This bill authorizes a penalty to any teacher or administrator who “knowingly” has someone assigned to a course for which they are not highly qualified to teach.

If you have issues or questions regarding any teachers who are not highly qualified for the 2007-2008 school year, please contact the Education Standards and Practices Board at (701) 328-9641 or espbinfo@nd.gov.

Outstanding Title I Educator Nominations

In the recently sent fall mailing, Title I personnel received information regarding the 2007-2008 North Dakota Outstanding Title I Educator Award. 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 2007 Title I Fall Workshop in October 2007. You can find more information regarding the Outstanding Title I Educator online at www.dpi.state.nd.us/title1/awards/educator.shtm.



Requesting Distinguished School Applications

At the federal level, there is a program to recognize outstanding efforts in education. This program, sponsored by the National Association of State Title I Directors (NASTID), is to honor Title I schools that have improved student achievement. North Dakota can select one Title I school (targeted assistance or schoolwide) to receive the National Title I Distinguished Schools Award. The schools are selected for outstanding results in one of two categories: 1. exceptional student performance for two or more consecutive years, or 2. closing the achievement gap between student groups. Distinguished schools selected across the nation are recognized at the National Title I Conference in Nashville, Tennessee.

If you are interested in applying for this national award, please contact Flo Hilzendeger at (701) 328-4646 or fhilzendeger@nd.gov. Information is also available online at www.dpi.state.nd.us/title1/awards/distinguished.shtm.

Dissemination of AYP Results – Reminder

The Department of Public Instruction released the statewide Adequate Yearly Progress (AYP) results for all public schools and districts in North Dakota in May and June 2007, respectively.

Since the AYP reports for both schools and districts were released in May and June, school and district personnel will need to ensure that these results and reports are shared with parents this fall once school resumes. Guidance and sample letters regarding this dissemination are available at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm. Please keep in mind that the State Title I office annually monitors schools and districts to ensure this requirement is fulfilled.

For more information regarding these press releases or AYP, please visit www.dpi.state.nd.us/title1/progress/index.shtm.

Monthly Featured Articles

Research Corner

By: Ann Ellefson

Parental Involvement: Parenting

As indicated in the June 2007 issue of *Title I News*, the State Title I office will be taking the 2007-2008 school year to educate schools and Title I personnel on the six types of parental involvement. These six types are based on the research of Dr. Joyce Epstein of Johns Hopkins University.

Parenting – Type 1

The first type of parental involvement is parenting. With parenting, schools help families and caregivers understand the growth and development of their children. This may include assisting families with

- parenting and child-rearing skills
- understanding child and adolescent development
- establishing age and grade appropriate home conditions that support children as students

Activities designed around parenting also help families provide information to schools so educators and administrators can better understand families' backgrounds, cultures, and goals for their children.

Sample Activities

Examples of activities schools could conduct to promote parenting include, but are not limited to:

- Hosting family learning workshops on topics suggested by parents, and held at times and places easily accessible to all parents.
- Obtaining parent input on what types of workshops or informational events they would be interested in attending and what session times are most convenient for them.
- Providing families with information on child development.
- Lending families books and tapes on parenting and parent workshops.
- Providing families with information about developing home conditions that support school learning.
- Surveying parents to determine their needs, assign staff members to help address those needs, and work to link parents with community resources.
- Developing a family resource center or help parents access other resource centers in the community.
- Arranging support groups for families with special interests and needs.
- Training staff members and support them in reaching out to all families.
- Providing guidance to parents on transitioning children to middle and high school.
- Offering GED programs, family support sessions, family computer classes and other learning opportunities.
- Hosting homework help classes/tutoring for parents.
- Creating and distributing a parenting calendar that shares special parenting events, provides good questions for parents to ask their children, as well as other parenting strategies and tips.
- Hosting “Doughnuts with Dad,” “Muffins with Mom,” or “Pastries with Parents” and provide parenting information at these meetings.
- Conducting a workshop to help parents and students complete forms for post secondary education (Free Application for Federal Student Aid-FAFSA, school applications, scholarship applications, etc.).
- Conducting workshops targeting specific problem behaviors (bullying, attendance, talking back, etc.).

Research Corner continued on page 6.

Research corner (continued).

- Host a “Parent University” where a series of meetings are organized to meet parent needs (parent skills, family communications, peer mediation, family budgeting, parental involvement, activity planning, healthy practices, advocacy, school governance, etc.)
- Displaying a “Family of the Week” on a bulletin board or trophy case.

Problems and Solutions

As with all types of parental involvement, one of the challenges schools may face is that not all parents are able to attend and participate in parenting activities; however, most would benefit from the information. Possible ways to share this information with those that are unable to attend include videos, tape recording, summaries, newsletters, television broadcasts, phone calls, and other print or nonprint communications.

Documentation and Evaluation

No matter the number or type of activities a school is implementing to assist with parenting, it is crucial that these activities are adequately documented and evaluated. Documenting activities may include obtaining participant signatures, retaining meeting agendas and minutes, or compiling materials used for the activity. Each parenting activity conducted should be evaluated by the school. The evaluation should also seek input from the parents and community. Evaluation is crucial as this is often the determining factor of whether or not the activity should continue, be revised, or be dismissed all together.

Resources

Resources used to develop this article include:

- Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., and Voorhis, F. (2002). *School, Family, and Community Partnerships: Your Handbook for Action* (2nd ed.). California: Corwin Press, Inc.
- National Network of Partnership Schools. (n.d.). *Epstein’s Six Types of Parent Involvement*. Retrieved August 21, 2007 from <http://www.csos.jhu.edu/p2000/sixtypes.htm>.

Reading First Corner	By: Gail Schauer	Reviewing the Components of a Reading First Program
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The goal of the Reading First program is to ensure that all children learn to read well, by the end of third grade. Data is becoming available that indicates the Reading First program is making a difference in the lives of children. For the 2007-2008 school year, there are eleven schools receiving funds to implement a Reading First program. It is interesting to note that there are several schools in North Dakota that are implementing a Reading First program even without the benefits of Reading First funds. With the new school year just beginning, now is a great time to review the components of a Reading First program.

All Reading First schools:

1. Implement a core comprehensive reading program in grades K-3—
 - For a minimum of a 90-minute block of time each day.
 - Using the chosen core comprehensive reading program with fidelity in its entirety (they do not skip sections of the daily lessons nor do they substitute one portion of a lesson for another).
 - Making sure that instructional strategies are taught in the area of the five essential components of reading instruction.

Reading First Corner continued on page 7.

Reading First Corner (continued).

2. Provide an intervention program with an additional 30-minutes of reading instruction for those students determined at-risk—
 - This 30 additional minutes is above and beyond the 90-minute block of instruction in the classroom.
 - Selecting and implementing instructional materials based on scientifically-based reading research (SBRR) that are integrated into the comprehensive reading program.
 - Using such materials for their intended purpose and aligning materials with a coordinated instructional sequence, practice opportunities, and explicit instruction.
3. Administer screening, diagnostic, and classroom instruction assessments—
 - To all children, including children with disabilities and English language learners.
 - Using a clear schedule for assessments, based on the North Dakota guidelines for North Dakota Reading First (NDRF) assessments.
 - Using the assessment results to inform instruction and make decisions about appropriate interventions, programs, and strategies.
4. Provide on-going professional development by—
 - Attending the North Dakota Reading Academy and any other Reading First training for school personnel as required by the North Dakota Department of Public Instruction.
 - Providing meaningful professional development in the essential components of reading instruction; SBRR based instructional programs, materials, and strategies; and SBRR-based assessments, including screening, diagnostic, ongoing classroom instructional assessments, and State NDRF outcome assessments to K-3 teachers, to K-12 special education teachers, and to administrators.
 - Articulating a full range of professional development experiences with sufficient time for teachers to study, observe, practice, apply, and evaluate their implementation of strategies and methodologies.
5. Maintain leadership to assist in the implementation of the Reading First program by—
 - Establishing a Reading First team that includes K-3 classroom teachers, special education teachers, Title I teachers, administrator(s), and a Reading First coach.
 - Identifying instructional leadership in literacy including: designated individuals with sufficient time and expertise to provide leadership, authority to make decisions, and provide training for principals.
 - Providing training for principals and other building leaders in the essential components of learning to read, as well as the specific instructional programs and materials used in the buildings.
 - Hiring a full time Reading First coach to support the Reading First program. (A part-time Reading First coach may be hired only if approved by the State Reading First office.)
6. Evaluate the Reading First program during and at the end of the school year—
 - By reviewing each of the Reading First components.
 - Making sure that state and national regulations are being met.

More information on North Dakota Reading First can be found at www.dpi.state.nd.us/title1/reading/index.shtm.

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Upcoming Events

Schoolwide Planning Workshop #1

The State Title I office is hosting its annual *Introduction to Schoolwide Programming* workshop. This workshop is applicable to all targeted assistance Title I schools who want to learn more about schoolwide programming.

■ September 7, 2007 at the State Capitol, Pioneer Room in Bismarck, North Dakota

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

Mind/Brain Myth-Busters Seminar

■ September 14-15, 2007 in Minot, ND

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

Title I 2007 Fall Workshop

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

■ October 8-9, 2007 in Bismarck, ND

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

34th Plains International Reading Association (IRA) Regional Conference

Enjoy two days of sessions, workshops, symposia, and children's book authors.

■ November 8-11, 2007 in Overland Park, KS

Information is available at www.reading.org/association/meetings/34_plains.html.

Technology Reading & Learning Diversity (TRLD) Conference

■ January 24-26, 2008 in San Francisco, CA

Information is available at www.trld.com.

National Council of Teachers of Mathematics (NCTM) Annual Conference

■ April 9-12, 2008 in Salt Lake City, UT

Information is available at www.nctm.org.

North Dakota Reading Association (NDRA) Spring Conference

The 2008 NDRA Conference, *Hit a Homerun for Literacy*, will feature events such as guest authors, story telling, exhibitors, and more. The conference is geared toward educators with a particular interest in reading.

■ April 10-12, 2008 in Jamestown, ND

Information is available at www.homerunforliteracy.org.

North Dakota Council of Teachers of Mathematics (NDCTM) Annual Conference

■ April 18-19, 2008 in Grand Forks, ND

Information is available at www2.edutech.nodak.edu/ndctm/conference.htm.

53rd International Reading Association (IRA) Annual Convention

Join the hundreds of literacy leaders and reading professionals who will share with educators at every level the fruits of their research and teaching experience.

Keynote speakers will include Jamie Lee Curtis, Gail Gibbons, Dr. Andreas Schleicher, Suzanne Fisher Staples, Rafe Esquith, Christopher Paul Curtis, and Sherman Alexie.

■ May 4-8, 2008 in Atlanta, GA

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

The State Title I office has compiled a list of upcoming events that can be taken for credit and used for credential renewal. This list can be found at www.dpi.state.nd.us/title1/graduateOpp.shtm on the Title I website.