



North Dakota Department of Public Instruction

Title I News

April 2008

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We Need Your Help!

The state Title I office and North Dakota Parent Information Resource Center (NDPIRC) are working together to create a parental involvement toolkit for Title I personnel. Those interested in being selected to work on this toolkit are encouraged to review the letter and interest forms. They are available online at www.dpi.state.nd.us/title1/targeted/require/parent/ndpirc4-3-08.pdf.

Estimated Title I Allocations for 2008-2009 Available

The Department of Public Instruction has posted the preliminary allocations and indirect cost rates for all of the federal Title programs for the 2008-2009 school year. These estimated federal Title allocations are available online at www.dpi.state.nd.us/grants/NCLB.shtm.

An email was sent to school district administrators on Thursday, April 17 indicating that the estimated allocations have been calculated and are posted on the department's website at www.dpi.state.nd.us/grants/NCLB.shtm. School personnel must check the website for their allocations, as letters will not be mailed indicating allocation amounts. The department typically receives final allocations in May.

Consolidated Application Process for 2008-2009

The Department of Public Instruction (DPI) is working on finalizing the review process for the 2008-2009 consolidated application for federal Title funding. Please note the following:

- The federal Title programs consolidated application will be available on the **ST**ate **A**utomated **R**eporting System (STARS).
- The consolidated application on STARS is being updated and is scheduled to be available the week of May 5, 2008. School personnel may begin inputting data as soon as it is opened for production.
- The state Title I office is working on a guidance document that will assist school personnel in completing the **Title I portions** of the consolidated application. This document will contain important updates and reminders pertaining to specific Title I requirements. It will be available on the Title I website by mid-May 2008.
- The final day to submit the consolidated application is August 29, 2008.

All information, directions, and guidance regarding the consolidated application will be available at www.dpi.state.nd.us/grants/NCLB.shtm on the department's website.

If you have specific questions regarding the consolidated application process, please contact Juliann Vetter at (701) 328-3265 or Stephanie Gullickson at (701) 328-2176. If you have questions specific to Title I, contact Laurie Matzke at (701) 328-2284.

Director's Report

As indicated in previous correspondence, North Dakota will be monitored May 5-9, 2008 by the U.S. Department of Education (USDE) on our implementation of the *No Child Left Behind* Act. Staff in the Title I unit have been busy preparing for this visit. The last time we were monitored was in May 2005.

A team of six staff members from the USDE will be participating in the visit. The programs monitored include: Title I, Even Start, Neglected and Delinquent, and Homeless Children and Youth.

There are USDE monitoring indicators that specifically outline what documents North Dakota needs to have available for the review. These USDE indicators are divided into three strands:

- Fiduciary Issues
- Instructional Issues
- Standards and Assessments

The Title I unit has oversight responsibility for the Fiduciary and Instructional issues. Greg Gallagher, Standards and Achievement Director, has oversight responsibility for the Standards and Assessments issues.

Listed below is an overview of the requirements addressed under each strand:

Fiduciary Issues

- ✓ Allocation and Carryover Procedures
- ✓ Consolidated Application Requirements
- ✓ Maintenance of Effort
- ✓ Comparability
- ✓ Supplement not Supplant
- ✓ Private School Requirements
- ✓ Complaint Procedures
- ✓ Committee of Practitioners

Instructional Issues

- ✓ Highly Qualified Teachers and Paraprofessionals
- ✓ Parental Involvement Requirements
- ✓ Program Improvement Requirements
- ✓ Schoolwide Programs
- ✓ Targeted Assistance Programs

Standards and Assessments

- ✓ State Assessment System
- ✓ Standards, Assessments, and Accountability
- ✓ State, District, and School Report Cards
- ✓ English Language Proficiency Requirements

In addition to their review with the department, the USDE will also visit two school districts to review requirements in all three strands at the local level. The two districts selected are Belcourt Public School District and Dunseith Public School District. While visiting these two districts, a parent meeting will be held to review parental involvement with the Title I program. They will also conduct conference call interviews with two North Dakota approved supplemental service providers.

There will be an exit conference on Friday, May 9, 2008 at the Department of Public Instruction. The USDE will summarize their findings and highlight issues that will be included in their written report, which will be issued within 30 to 60 days after their visit. The state Title I office will provide a summary of this monitoring visit at our IVN meeting scheduled for May 15, 2008.

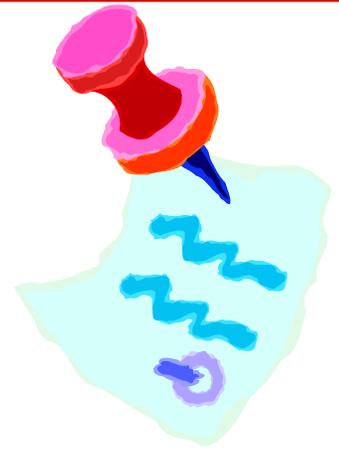
Title I Spring Mailing

Soon you will be receiving the Title I Spring Mailing. This packet will include information on the following:

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|--|--------------------------------------|
| ✓ Title I Personnel Report | ✓ Title I Fall Conference |
| ✓ Veteran Title I Teachers | ✓ Title I Final Financial Report |
| ✓ Fall Conference Reading Make-it, Take-it Idea Exchange | ✓ Outstanding Title I Educator Award |
| ✓ May Title I IVN Meeting | ✓ Reading Summer Symposium |

Preliminary AYP Report Update

The department will again create an official Adequate Yearly Progress (AYP) report for every school and district in the state based on the 2007-2008 state assessment data. At this time, it is anticipated that preliminary school AYP information will be posted online the end of April or beginning of May. The information will be shared with school personnel, confidentially, through the STate Online Reporting System (STARS). School personnel will be notified vial email once the preliminary building level AYP reports are available. It is imperative that school personnel review the information on the AYP report for accuracy. After school personnel have been given an opportunity to review and provide input on the AYP reports, they will be publicly released and made available on the department's website. The department will then release the preliminary district AYP reports for review.



May Title I IVN Meeting

The state Title I office has scheduled an IVN meeting on Thursday, May 15, 2008 from 2:00 pm – 4:00 pm (CDT). This IVN meeting is targeted towards Title I authorized representatives and coordinators as it will mainly address Title I administrative issues. Participants can use this IVN meeting as an allowable in-service for renewing their Title I coordinator credential. The purpose of this IVN meeting is to highlight new Title I resources and guidance to address the Title I regulations. Registration information will be sent to districts in the Title I Spring Mailing the first week of May.

Private School Audio Conference Summary

On April 8, 2008, the North Dakota Title I office hosted an audio conference for public school districts and the private schools that participate in their Title I program. All of the materials from the audio conference can be found online at www.dpi.state.nd.us/title1/nonpublic/index.shtm.

In particular, we believe the following documents are of utmost importance to review and have on hand when implementing a Title I private school program:

- ✓ [Title I Private School Toolkit](#)
- ✓ [USDE Toolkit - Ensuring Equitable Services to Private School Children Toolkit](#)
- ✓ [Private School Self-Monitoring Guide](#)

If you have questions on this information, please feel free to contact Flo Hilzendeger at fhilzendeger@nd.gov or (701) 328-4646, Ann Ellefson at aellefson@nd.gov or (701) 328-2292, or Laurie Matzke at lmatzke@nd.gov or (701) 328-2284.

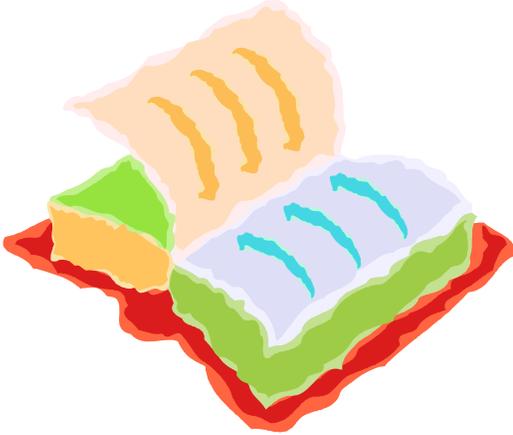
Request for Proposals for Grants through the McKinney-Vento Homeless Assistance Act

The state Title I office receives funding to assist school districts in identifying and serving children and youth experiencing homelessness. All public school districts and homeless agencies in North Dakota are eligible to apply for this competitive grant. Grant applications are due in the state Title I office on June 10, 2008.

Grant applications are available on the department's website at www.dpi.state.nd.us/forms/frmreslt.asp or by contacting Flo Hilzendeger at fhilzendeger@nd.gov or (701) 328-4646.

2008 Reading Summer Symposium Update

New information and the registration information have been added to our website regarding the 2008 Reading Summer Symposium. Everyone is welcome to register; however, Reading First, Title I, and Special Education staff will get first priority.



For more details on the 2008 Reading Summer Symposium –

- ↪ go to www.dpi.state.nd.us,
- ↪ on the bottom of this screen, click on “Click for more Upcoming Events,” and
- ↪ scroll down to the dates of June 19 – 26, 2008.

Fiscal Concerns

If your school district plans to claim expenses for the Summer Symposium through the Title I or Reading First grant program, remember that any costs incurred in one fiscal year must be paid with funds from that same fiscal year.

Since the 2008 Reading Summer Symposium is scheduled for June, all costs will be incurred in the 2007-2008 fiscal year and must be paid with funds out of the 2007-2008 budget. The business manager must include these expenses on the Final Financial Report for 2007-2008. Reimbursement of travel expenses such as mileage, meals, and lodging must be listed under object code 580. Reimbursement of registration fees must be listed under object code 800. Please keep in mind – reimbursement of these expenses cannot be claimed during the 2008-2009 school year. Therefore, if they are not claimed on the Final Financial Report in 2007-2008, the expenses will need to be paid from another source. School districts should not submit their Final Financial Report and Final Request for Funds until their teachers have returned from this training. School districts should require teachers to submit their hotel receipts and expense claims for meals and mileage to the district office for reimbursement by June 27, 2008, so that they have time to process the paperwork and reimburse the teachers for their expense claims.

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 school’s Title I funds will be in jeopardy if you teach in a Title I classroom with expired credentials. It is a 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 at (701) 328-9642 or 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. Please contact Sandy Peterson in the North Dakota Title I office at (701) 328-2170 or smpeterson@nd.gov.



Please note: In most cases, when your teaching license is due for renewal, so is your Title I 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) remains current.

PBS TeacherLine Courses

Prairie Public's summer PBS TeacherLine courses with optional graduate credit from NDSU begin June 11, 2008. PBS TeacherLine offers PreK-12 educators the opportunity to advance their careers and enhance their skills with high-quality, standards- and research-based graduate-level courses. PBS TeacherLine courses are six-week facilitated, online professional development courses that are customized to meet state standards, professional development goals, and recertification needs.

MATH165.111 - Enabling Students with Special Needs to Succeed in Math Class

Facilitator: Linda Stevens

Subject Area: Mathematics, Instructional Technology, Instructional Strategies

Grade Level: 4th-8th

Hours: 30 (2 credits)

This course has been approved for North Dakota Title I math credential renewal when taken for graduate credit through NDSU, Adams State College, or Indiana University.

Make mathematics accessible and understandable for all students, including those with disabilities. The Individuals with Disabilities Education Act (IDEA) mandates equity so that, whenever possible, students with disabilities learn in the same classrooms and with the same curricula as their peers. In this course, you will learn how to adapt your own curricula and work with special needs teachers to help your students succeed in the classroom. As your final task, you will develop a plan that builds accessibility strategies into your daily teachings.

RDLA150.73 - An Introduction to Underlying Principles and Research for Effective Literacy Instruction

Facilitator: Stacy Duffield

Subject Area: Reading/Language Arts, Instructional Strategies

Grade Level: Kindergarten-8th

Hours: 30 (2 credits)

This course has been approved for North Dakota Title I reading credential renewal when taken for graduate credit through NDSU, Adams State College, or Indiana University, and is based upon scientifically-based reading research.

Meet NCLB's requirements for research-based literacy and reading instruction by analyzing in-depth studies of the use of phonemic awareness, phonics, and word recognition to develop the skills required for students in kindergarten through eighth grade to expand vocabulary, improve comprehension and fluency, and gain independence. Familiarize yourself with the literacy needs of English language learners (ELL), students with learning disabilities, and other struggling readers. As a final project, all participants will create a classroom literacy plan.

Sign up for Prairie Public's PBS TeacherLine courses at a reduced local grant rate of \$75. Graduate professional development credits are available through North Dakota State University Distance and Continuing Education for an additional \$100 for two credits.

To view the course syllabus and to register, visit www.prairiepublic.org/education/pstv/teacherline.html.

If you have any questions, call or email Beth Schildroth at (701) 239-7537 or bschildroth@prairiepublic.org.

ED Pubs – Order Free Publications

In an effort to serve you better, the U.S. Department of Education's ED Pubs (Education Publications) website has undergone an extensive redesign. The website combines bold colors, strong lines and a greater amount of "white space" to give it an eye-catching, modern look. The shopping process has been improved by adopting the latest in eCommerce "shopping carts," making it easier to order publications and provide concise, accurate shipping information. The capabilities of "your account" have been extended to realize a more user-friendly environment tailored to your preferences. Please visit <http://edpubs.ed.gov> to see for yourself. If you had previously registered on the site, there is no need to re-register, your user name and password will work and your order history is still available!

Monthly Featured Articles

Research Corner	By: Ann Ellefson	Parental Involvement: Decision Making
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The fifth type of parental involvement is decision making. Parents' voices must be heard when it comes to decision making at the school. This enables families to participate in decisions about the school's programs and activities that will impact their own and other children's educational experiences. All parents must be given opportunities to offer ideas and suggestions on ways to improve their schools. Having families as true stakeholders in the school creates feelings of ownership of the school's programs and activities.

Sample Activities

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

- Encouraging parents to attend school improvement team meetings.
- Assigning staff members to help parents address concerns or complaints.
- Inviting staff and parent groups to meet collaboratively, providing space and time to do so.
- Helping families advocate for each other.
- Involving parents in:
 - planning orientation programs for new families,
 - developing parenting skills programs, and
 - hiring staff members.

Problems and Solutions

Schools need to be aware of the input they receive from parents so that it reflects ideas and opinions from all racial, ethnic, and socioeconomic groups in the school. Another factor influencing junior high and high school programs is the ideas and opinions of students. Schools are encouraged to seek out student representatives along with parents in the decision making process. The thoughts and ideas of all those participating must be trusted, respected, and heard.

Documentation and Evaluation

No matter the number or type of activities a school is implementing to assist with decision making, it is crucial that these activities are adequately documented and evaluated. Documenting activities may include obtaining signatures from decision makers or retaining meeting agendas and minutes. Each decision making opportunity should be evaluated by the school. The evaluation should also seek input from all those involved. Evaluation is crucial as this is often the determining factor of whether or not the activity should be continued, be revised, or be dismissed all together.

Resources used to develop this document 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 www.csos.jhu.edu/p2000/sixtypes.htm.
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Reading First Corner	By: Gail Schauer	TV Turnoff Week
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Can you go without television for a week? TV turnoff week is scheduled for April 21 – 27, 2008. Go to www.limitv.org for more information on this great activity. The idea is simple. Just take your TV and keep it turned off for seven days. Simple, but not easy.

According to a report from the American Academy of Pediatrics, children watch about 3 hours of TV each day. This does not include watching video tapes or playing video games. A 1999 study found that children spend an average of 6½ hours per day with various media combined. In a year, the average child spends 900 hours in school and nearly 1,023 hours in front of a TV. By the time most children reach age 18, they will have watched between 15,000 and 20,000 hours of television. If TV were eliminated or at least regulated, just think of all the extra time a person would have (American Academy of Pediatrics, 2007).

Reading First Corner continued on page 7.

Reading First Corner (continued).

Besides wasting time, TV can have other negative effects. There is increasing evidence to suggest that there is a correlation between children who watch a substantial amount of TV and

- poor school performance - www.healthline.com/adamcontent/television-watching#information
- violent or aggressive behavior - <http://news.bbc.co.uk/1/hi/health/7018076.stm>,
www.ithaca.edu/crctv/research/tv_lives.html
- poor social skills - <http://news.bbc.co.uk/1/hi/health/7018076.stm>
- poor sleep - <http://news.bbc.co.uk/1/hi/health/7018076.stm>
- obesity - www.medicinenet.com/script/main/art.asp?articlekey=84900
- high blood pressure - www.medicinenet.com/script/main/art.asp?articlekey=84900
- autism - <http://abcnews.go.com/GMA/OnCall/story?id=3008553&page=1>

Some DVDs were developed to increase learning in young children, such as *Brainy Baby* and *Baby Einstein*. However, one study shows evidence that even these educational DVDs, that were developed to boost intellectual ability, may actually hinder a child's learning (www.newsvine.com/_news/2007/08/07/895293-educational-dvds-slow-infant-learning).

If you or your school chooses to participate in the TV Turnoff Week, below is a sample rule list:

- No TV. No one said it would be easy.
- Others in your household may choose to watch TV. You can't.
- No videos or DVDs.
- No X-Box, PSP, or any other video games.
- Computers are OK.
- A movie at a theater *with your family* is OK.
- Plan other activities for this week.

ESCAPE CLAUSE: You may watch one-half hour each day of news or PBS programming.

Jeffery McCall, a professor of communications at DePauw University, feels that turning off the TV is a simple solution to complex problems. Television plays a huge role in our lives, it can be a positive influence as well as a negative one. Encouraging families to do a TV fast for a week and then return to old habits may not be the best way to handle things. The key to smart television habits, like with everything in life, is balance - everything in moderation. To minimize the negative influence, we need to be selective in our viewing (McCall, 2005).

The American Academy of Pediatrics provides recommended guidance regarding children and media. The first one listed is to "limit children's total media time (including entertainment media) to no more than 1 to 2 hours of quality programming per day." Other recommendations include discouraging youngsters under two years of age from watching television; encouraging more lively activities such as talking, playing, reading together, athletics, and hobbies; and monitoring the shows children and adolescents are viewing (American Academy of Pediatrics, 2007).

TV Turnoff Week is a good time to rethink the way we use TV. Plan your TV viewing and only watch shows you've decided are worth watching -- no channel surfing. Let's control our TV use rather than let TV control us.

Resources

- American Academy of Pediatrics. Children, Adolescents, and Television. (2007). Retrieved on April 15, 2008 from <http://aappolicy.aappublications.org/cgi/content/full/pediatrics;107/2/423>.
- American Academy of Pediatrics. (2007). Parent Corner Q&A. (TV Rating System). Retrieved on April 15, 2008 from www.aap.org/publiced/BR_TV.htm.
- Center for Research on the Effects of Television. Retrieved on April 15, 2008 from www.ithaca.edu/crctv/index.html.
- Federal Communications Commission. Children's Television Programming. (1995). Retrieved on April 15, 2008 from www.fcc.gov/Bureaus/Mass_Media/Factsheets/kidstv.txt.
- McCall, Jeffrey. TV Turnoff Week "Misguided". (2005). Collegenews.org Editorials & Commentary. Retrieved on April 15, 2008 from www.collegenews.org/x4361.xml.
- Nemours Foundation, KidsHealth for Parents. How TV Affects Your Child. Retrieved on April 15, 2008 from www.kidshealth.org/parent/positive/family/tv_affects_child.html.
- The Sourcebook for Teaching Science. Television & Health. Retrieved on April 15, 2008 from www.csun.edu/science/health/docs/tv&health.html.

Neglected and Delinquent Program News Corner

This Month's N&D Notifications

N&D Program Applications 2008-2009 – The state Title I office announced the official application process for N&D funding, which opened on March 1, 2008. All districts with N&D facilities within their district are able to apply. The deadline to submit an N&D application is May 15, 2008.

Upcoming N&D Professional Development

The following conference relating to neglected and delinquent programs is coming up for registration.

- **14th National Symposium on Juvenile Services October 5–8, 2008 Pittsburgh, Pennsylvania** – *National Symposium training, focus groups and policy discussions will be led by nationally recognized individuals at the federal, state, local, organizational, and private sector level(s). Workshop training will address topics related to: Juvenile Detention Services, Juvenile Corrections/Institutions Education of Youth in Confinement, Community Based/Residential Care Presentation Skills & Training Techniques, Critical Management Issues, Mental Health Issues in Juvenile Justice, and Health Care Issues in Managing Juvenile Populations. Workshops will vary in length and participants may select presentations from any of the above topics. Attendees will also have the opportunity to network and share ideas with other professionals that work with at-risk youth and families (NPJS, 2008).*

N&D Technical Assistance Focus of the Month

According to the Extended Learning Opportunities Network March e-newsletter, Arizona State University's *The Differential Development Trajectories of Rural High School Dropouts and Graduates* indicates, “developmental differences occur between high school graduates and dropouts from kindergarten to graduation. Findings suggest differences between the two groups exist prior to the beginning of kindergarten and become more divergent throughout adolescence and into graduation. Findings include:

- Kindergarten reading, writing, mathematics, spelling, and English course performance for high school dropouts are significantly lower than for high school graduates.
- Differences in absenteeism rates between graduates and dropouts appear as early as kindergarten.
- Differences in all course performances and absenteeism between graduates and dropouts become statistically more pronounced as students enter middle school.
- Significantly more core courses are taken by dropouts because of needed “remediation” than compared to graduates in the ninth grade year.
- Dropouts declined in their actual classroom performance and achievement on standardized test over time, while graduates achieved with equal rigor in the classroom and on standardized tests.

Implications for practice include:

- Given educational disparities that exist upon kindergarten entry, the quality of early educational experiences are critical for students' future academic success.
- Rather than focusing on mandated compulsory attendance laws, policymakers should create strategies for improving student attendance in kindergarten through eighth-grade.
- Transitioning programs for at-risk students entering middle school may be more effective for all students transitioning from pre-K to kindergarten as well as elementary to middle school.
- Requiring students to take “remediation” core classes in the ninth grade may be facilitating further academic failure and educators should allow those students to select non-core classes, such as music or art.”

The executive summary of this report is available at

www.west.asu.edu/rodel/assets/documents/executive_summary_of_dropout_study.doc.

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Mayville State Courses

Mayville State University offers several courses pertaining to the Title I reading credential. Check out the courses being offered the summer of 2008 at Mayville State University online at www.mayvillestate.edu/summerschool/index.cfm.

Upcoming Events

2008 Title I Program Improvement Workshop

- April 21, 2008 in Bismarck, ND
Information is available at www.dpi.state.nd.us/title1/events.shtm.

Schoolwide Planning Workshop #1

The state Title I office is hosting its annual *Introduction to Schoolwide Programming Workshop #1*. This workshop is applicable to all targeted assistance Title I schools who want to learn more about schoolwide programming and possibly begin schoolwide programming during the 2009-2010 school year.

- April 24, 2008 at the Kelly Inn in Bismarck, North Dakota
Information is available at www.dpi.state.nd.us/title1/events.shtm.

2008 IRA Convention

- May 4-8, 2008 in Atlanta, GA
Information is available at www.reading.org/association/meetings/annual.html.

May Title I IVN Meeting

- May 15, 2008 in various IVN locations across the state
Information will be available at www.dpi.state.nd.us/title1/events.shtm.

North Dakota Geographic Alliance Summer Institute

The ND Geographic Alliance Summer Institute is featuring special segments entitled GeoMathematics and GeoLiteracy on June 12-13, 2008. The North Dakota Geographic Alliance Summer Institute can be taken for graduate credit and used to renew Title I reading or math credentials.

- June 9-13, 2008 in Bismarck, ND
Information is available at www.dpi.state.nd.us/events.shtm.

2008 Reading Summer Symposium

- June 19 – 20, 2008 and June 23 – 26, 2008 in Bismarck, ND
Information is available at www.dpi.state.nd.us/title1/events.shtm.

DPI New Administrator's Conference

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 7-8, 2008 in Bismarck, ND
Information will be available in the fall of 2008 at www.dpi.state.nd.us/events.shtm.

2008 Title I Fall Conference

The state Title I office is sponsoring a fall conference for Title I personnel.

- October 8-10, 2008 in Bismarck, ND
Information will be available in the fall of 2008 at www.dpi.state.nd.us/title1/events.shtm.

2008 NDEA Instructional Conference

- October 22-24, 2008 in Fargo, ND
Information will be available at <http://nd.nea.org/events/home.html>.

The Title I office has also 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.