



North Dakota Department of Public Instruction

Title I News

December 2008

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Survey Reminder

As part of the planning process for the 2009 Title I Fall Conference, the state Title I office is conducting a survey of all staff who work with Title I and/or Special Education issues. The purpose of this survey is to gather breakout session topics and ideas as well as specific names for presenters. The results will help us begin planning for this important event.

Please take a few moments to complete the survey by logging on to http://www.surveymonkey.com/s.aspx?sm=mxrw9JUEKFIFNIwURDuweA_3d_3d. Your input is greatly appreciated!



Title I Mid-Year Financial Reports

The 2008-2009 Title I Mid-Year Financial Report (SFN 7822) and a chart outlining the district's current budget status will be mailed to school districts in late December. Please complete the Mid-Year Financial Report and submit it to the Department of Public Instruction Title I office by **Monday, January 12, 2009**. This report is available online at www.dpi.state.nd.us/forms/sfn7822.pdf.

If you have questions or need assistance with this report, contact Mary Neigum, Title I Fiscal Officer, at mneigum@nd.gov or (701) 328-2281.

2007-2008 School District Profile Notification

The 2007-2008 School District Profiles (also known as the School District Report Cards) have recently been released. The profiles are available to view at www.dpi.state.nd.us/dpi/reports/Profile/index.shtm.

Information includes statewide school plant performance data and statewide district performance data, as well as information on the district's assessment, demographics, and the statewide district performance summary. It takes time to generate data for each of these categories; therefore, the department is now releasing the 2007-2008 information.

This is a prime opportunity to remind school districts that they are required to inform parents that this information is available to them. A sample letter regarding this requirement is available online at www.dpi.state.nd.us/title1/springwkshp/profileletter.pdf.

Most districts choose to inform parents of the availability of this information through their school newsletter. Remember, in addition to providing a website address for the document, you must also inform them as to how they can review a written copy made available by the district (i.e., copy in school office, library, etc.).



Title I Self-Monitoring List Updated

During the 2008-2009 school year, thirty-six school districts were selected and notified of their participation in the Title I 2008-2009 Self-Monitoring process.

The list of personnel reviewing each district has been updated due to the staff changes in the Title I office. An updated list of the Title I contact person for each district as well as copies of the guides are available online at www.dpi.state.nd.us/title1/targeted/resource/monitor/index.shtm.



The self-monitoring guide and corresponding documentation was due **December 11, 2008**.



Title I & Special Education Collaboration



Lynn Dodge has been hired as the new Assistant Director for Title I and Special Education. We need your ideas and suggestions on how best to increase the collaboration between Title I and Special Education. We are looking for advice on the kinds of professional development activities, resources, guidance, and projects that would be helpful to you.

A survey will be posted on the Survey Monkey website after the first of the year. Please take time to complete it, and let us know how we can best serve you. If you have questions, please feel free to contact Lynn at ldodge@nd.gov or 701-328-2844.

Preschool Report Posted

There are several school districts that use their Title I funds for preschool programming. We anticipate that preschool programming will be a popular discussion item during the 2009 North Dakota Legislative session. The seven North Dakota school districts employing a preschool program completed a summary report which can be accessed at www.dpi.state.nd.us/title1/earlychild/prechool_report.shtm on the Title I website.

Homeless Reporting Manual Now Available

The Title I office has released a user friendly manual on the STARS information page at www.dpi.state.nd.us/resource/STARS/index.shtm to aid in the reporting of homeless children and youth.

The manual will walk users through reporting on STARS step-by-step to ease the process. We encourage schools to refer to it throughout the year when enrolling homeless children.

If schools have not started entering new homeless enrollment into STARS, please take this opportunity to access the manual and get ahead start! If you have any questions regarding homeless reporting, please contact Tara Bitz at tbitz@nd.gov or 701-328-4646.



Monthly Featured Article

✚ **Early Childhood Research--TALK, TALK, TALK**

By: Gail Schauer

The book, *Meaningful Differences in the Everyday Experience of Young Children* written by Betty Hart, Ph.D., & Todd R. Risley, Ph.D. in 1995, has had a great influence in the field of educations and continues to impact educators of young children.

Hart and Risley studied ordinary families and how they talk to their children. This was a painstaking study that included recording each month – for 2½ years – one full hour of every word spoken by child or parent, every gesture made, and every question asked. This study was done in 42 homes with children as young as 7 months old. The families were categorized as professional, working class, or welfare families. The findings were staggering. By age three, the recorded spoken vocabularies of the children from the professional families were much larger than those of the children in the welfare families. There was a difference of almost 300 words per hour, which means that within one year, a child in a professional family would hear 11 million words while a child in a welfare family would hear just 3 million – almost four times as many words.

The study showed that the vocabularies of the children in poverty began and stayed relatively small and of poor quality and thus, had an impact on the children’s IQ scores. Upon further review, the study found that the parents of children in poverty spoke far less to them and what they said was primitive and discouraging in contrast to the experiences of their wealthier peers.

One might make the assumption that parents with low intellectual abilities pass this trait on to their children. However, one can also wonder what would happen if parents were taught to work with and talk to their children. If parents were provided direction on how to work with their children, could this make a difference in the child’s vocabulary level, language abilities, and even their IQ level? There is research that confirms that combining parental support with high-quality child care offers the most powerful approach for erasing the school-readiness gap facing poor children. One experiment carried out in Milwaukee trained mothers scoring 75 or below on IQ tests with infants that were 6-8 weeks of age. The mothers were taught effective parenting skills. By the age of eight, their children were at the same average level as other children in the nation.

While genetics do have a part in forming a child’s development potential, it is evident that nurturing also has a part. Parents that just talk to their children a little bit, focuses the talk on what needs to be done, such as “Stop that.” “Get down from there.” “Come here.” Whereas, parents that talk more advance the conversation automatically, change the discussion to other topics, and expand the vocabulary. The study by Hart and Risley showed that by age three, the cumulative vocabulary for children in the professional families was 1,100, in working class families it was about 750, and in welfare families it was just above 500. The parents’ conversations with their child were also broken into five main categories:

- ‘They just talked’ – generally using a wide vocabulary.
- ‘They tried to be nice’ – using high rates of approval and few prohibitions.
- ‘They told their children about things’ – language had a high information content.
- ‘They gave children choices’ – children were asked about things, rather than being directed.
- ‘They listened’ – responding to what children said rather than just telling them what to do or making demands.

In 2006, while using more current technology, Infoture developed LENA (Language ENvironment Analysis). With this new technology, a study was done on 314 children and their parents recording conversation for 12-hour periods once a month for six to eleven months. Some key findings outlined in *The Power To Talk, 2nd Edition* are:

- “Parent of advanced children—children who scored consistently between the 90th and 99th percentiles on independent standard language assessments—spoke substantially more to those children than did parents of children who were not as advanced, confirming the Hart and Risley results.
- Parents estimated that they talked more with their children than they actually did.
- Most language training for children came from mothers, with mothers accounting for 75 percent of total talk in the child’s environment.
- Mothers talked roughly 9 percent more to their daughters than to their sons.

Early Childhood Research--TALK, TALK, TALK (continued).

- Parents talked more to their first-born than to their other children, particularly first-born males.
- Most adult talk in the child's environment occurred in the late afternoon and early evening compared to other times of the day.
- Children of talkative parents were also talkative.
- Although the average daily talk for parents who graduated from college was higher than for all other parents, the average daily talk for the upper 50 percent of parents who did not complete high school was significantly higher than that of the lower 50 percent of parents who graduated from college.
- The more television time in a child's day, the lower his or her language ability scores tended to be.
- Monolingual Spanish-speaking families were similar to English-speaking families with respect to patterns of adult talk.
- Parents of children with autism tended to talk less the more severe their child's symptoms were. Conversely, the stronger their child's language abilities, the more they talked.
- Parents are quite variable in the day to day amount they talk to their children, but given the opportunity to receive feedback they are able to increase the amount of talk consistently."

The amount parents speak to their children does have an impact on children's IQ scores and on a children's academic success at age nine and ten. Using the five different types of conversation also had a strong relationship on the children's IQ scores. So the message we need to pass on to parents and child care professionals is to talk to your child. Talk using descriptive language. Talk about different topics. Talk about colors, the weather, the seasons, animals, and how they behave. Talk, talk, talk. Listen to your child and let them talk.

Resources:

FPG Child Development Institute of the University of North Carolina at Chapel Hill. *The Carolina Abecedarian Project*. Retrieved on December 10, 2008 at <http://www.fpg.unc.edu/~abc/>.

Hart, Betty Ph.D., & Risley Todd R., Ph.D. (1995). *Meaningful Differences in the Everyday Experience of Young Children*. Baltimore: Paul H. Brookes Publishing Co., Inc.

Gilkerson, Ph.D. & Richards, Jeffrey, M.A. (2008). *The Power of Talk, 2nd Edition*. Infoture, Inc. Retrieved on December 10, 2008 at http://www.lenababy.com/DownloadFile.aspx/pdf/The_Power_of_Talk.



The 2008 Title I Fall Conference handouts are available on our website at www.dpi.state.nd.us/title1/present.shtm.

Director's Report

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

New Title I Regulations

On October 28, 2008, the U.S. Department of Education released the final Title I regulations. Most of the changes don't need to be made until the start of the 2009-2010 school year. However, there are some requirements pertaining to supplemental services that will go into effect next spring. The state Title I office will begin working to make the necessary changes in order to be in compliance with the new regulations.

Monitoring

The Title I office will be conducting monitoring on the following issues:

- ✓ Parent's Right to Know Clause – Schools will be randomly selected to submit documentation that they have disseminated their Parent's Right to Know information to all parents.
- ✓ Adequate Yearly Progress (AYP) – Schools will be randomly selected to submit documentation that they have disseminated their AYP report along with correspondence explaining the content.
- ✓ Aide/Paraprofessional Requirements – We will be reviewing PER02s to ensure that all Title I instructional aides are highly qualified.
- ✓ Title I Self-Monitoring – State Title I staff will be reviewing information submitted by the school districts selected to participate in the Title I self-monitoring process.

Title I Eligibility Notification

The state Title I office, along with Stephanie Gullickson, the department's grant manager, will determine eligibility for the Title I funding for the 2009-2010 school year in January/February 2009. 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 2009-2010 school year.

SSOS Team

The state Title I office will continue our efforts to establish a Statewide System of Support (SSOS) consultant team by compiling a list of individuals who can provide consulting services to districts and schools on program improvement issues. In order to obtain a list of qualified individuals that will be able to offer consulting services under contract with North Dakota schools, an official Request for Proposal (RFP) will soon be released by the Department of Public Instruction state Title I office. The official RFP will be available on the Title I website at www.dpi.state.nd.us/title1/resource/support/SSOS.shtm for interested individuals. We hope to have this team established by the spring of 2010.

2009 Program Improvement Workshop

The 2009 Title I Program Improvement Workshop has been scheduled for April 27, 2009, and will be held at the Seven Seas in Mandan. All schools and districts identified for improvement are required to attend the workshop. We are anticipating a significant increase in the numbers identified for improvement for the 2009-2010 school year. We have started the planning process for the workshop and will provide more details in March for those who are required to attend.

2009 Legislative Session

The 2009 North Dakota Legislative Session officially begins in January. The department holds weekly meetings to discuss the various bills and to keep everyone updated. This session, we are anticipating that there may be bills related to instructional tutors and coaches, preschool, and after-school programs. We will keep Title I personnel updated on legislative happenings through our monthly Title I newsletter.

Title I/Special Education Collaboration

The state Title I office will continue our work towards bridging the efforts of both Title I and Special Education to deliver more coordinated professional development and technical assistance to North Dakota school personnel. Lynn Dodge, our new assistant director, will work to sponsor joint Title I/Special Education professional development trainings, assume the editorship of our monthly Title I newsletter, and coordinate the school improvement requirements for both programs.

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December To Do List

<u>Administrators</u>	<u>Teachers</u>
<input type="checkbox"/> Request reimbursement of expenditures on a RFF form	<input type="checkbox"/> Communicate supplemental instruction to support classroom instruction
<input type="checkbox"/> Submit Mid-Year Title I Financial Report documenting all expenditures through December 31. Due January 12	<input type="checkbox"/> Maintain portfolios for Title I students
<input type="checkbox"/> Monitor expenditures and submit budget revisions to allow for changes	<input type="checkbox"/> Report assessment results to parents using the Title I Progress Report
	<input type="checkbox"/> Send home information on how parents can support their child's education

Upcoming Events

National Title I Conference

- February 19-22, 2009 in San Antonio, Texas
Information is available at www.NationalTitleIConference.com.

2009 North Dakota Reading Association's Spring Conference

- April 16-18, 2009 in Minot, ND
Information is available at <http://readingwiththestars.org/>.

2009 Pathfinder Parent Involvement Conference

- April 16-17, 2009 in Bismarck, ND
Information is available at <http://pathfinder-nd.org>.

Program Improvement Workshop

- April 27, 2009 in Mandan, ND
Information will be available soon at www.dpi.state.nd.us/title1/events.shtm.

2009 IRA Conference

- May 3-7, 2009 in Minneapolis, MN
Information is available at www.reading.org.

2009 Summer Symposium

- June 18- June 25, 2009
Information will be available spring 2009 at www.dpi.state.nd.us/title1/events.shtm.

