

# GUIDANCE

## DEPARTMENT OF PUBLIC INSTRUCTION NO CHILD LEFT BEHIND ACT (NCLBA) PUBLIC LAW 107-110

### INTRODUCTION

This guidance overviews the Consolidated Application process required to access funding provided under the *No Child Left Behind Act (NCLBA)*, *Public Law 107-110*, enacted on January 8, 2002, as the reauthorization act to the *Elementary and Secondary Education Act of 1965*.

The North Dakota Department of Public Instruction (DPI) issues this Guidance to aid local school districts in their consolidated applications. Because federal guidance and regulations related to NCLBA are not expected until the fall of 2002, DPI has developed this application process to reflect the current interpretation of the law and pending federal regulation documentation. DPI will issue clarifications to this guidance document as federal regulations and guidance become available and warrant revisions. Until other federal guidance and regulations require changes to the contrary, this Guidance will constitute the operative instructions for the State Consolidated Application process. Reference the NCLBA through the U.S. Department of Education website at [www.ed.gov/legislation/ESEA02/](http://www.ed.gov/legislation/ESEA02/).

### ACCOUNTABILITY

In accordance with pending federal regulations to the *No Child Left Behind Act*, DPI will submit its state plan for the implementation of the Act by June 3, 2002. A requirement within these pending regulations is for the State to adopt the following:

- six overall **performance goals** that cut across the ESEA programs;
- core **performance indicators** for measuring progress toward these goals; and
- state **performance targets** that define when satisfactory progress occurs.

DPI anticipates that future reporting requirements for the state and local school districts will center around these six core performance goals. Therefore, in an effort to integrate all anticipated program and reporting requirements within the NCLBA, DPI will require that each district align all funded activities to these six core performance goals. DPI may amend future application and reporting requirements following the release of final NCLBA regulations that are expected during 2002-03.

**Performance Goals.** The performance goals reflect overall statements of expectations arising from the purposes of the NCLBA. These performance goals, like the basic purposes of the NCLBA itself, fall into three areas:

- those that address levels of proficiency that all students would meet;
- those that address the special needs of certain populations of students who are the special focus of particular NCLBA programs, such as students who are limited English proficient; and
- those that address such factors as qualified teachers and safety that are critical to a school district's success in enabling student achievement to flourish.

Even in the event that a district conducts no specific activities that might be aligned with a specific performance goal, the district may, nevertheless, be responsible for reporting any information related to that performance goal.

**Performance Indicators.** The performance indicators measure progress in meeting the NCLBA performance goals. These performance indicators include specific percentage targets that set a definition for relative progress. Although the State will set overall **performance targets** as required by the NCLBA, districts will be responsible for monitoring and reporting information required to report such progress. Many performance indicators, including the targets, will be available from results acquired from the State's student assessment system or from other measures, including State-conducted surveys. It is important for districts to monitor the quality of this information and to confirm all baseline information. The State will not submit performance targets to the U.S. Department of Education until 2003, pending a review of State student assessment data and other related measures. **For the purpose of the 2002-2003 Consolidated Application, districts need only to adopt the performance goals and corresponding indicators. Since performance targets are yet to be set, districts need only to agree to adopt such targets for 2003-2004.**

Any district that applies for NCLBA funding will adopt the following six performance goals and corresponding indicators. Districts are further encouraged to add other performance goals and indicators that reflect district school improvement goals. Districts are encouraged to integrate all federal programs and funds with local district efforts to maximize district strategic planning.

**Performance Goal 1.** All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.

Performance Indicators:

- 1.1 The percentage of students in Title I schools, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment will increase consistent with the annual measurable targets determined by the computations for "adequate yearly progress." These measurable targets are "a" for 2002-03, "b" for 2003-04, "c" for 2004-05, "d" for 2005-06, "e" for 2006-07, "f" for 2007-08, "g" for 2008-09, "h" for 2009-10, "i" for 2010-11, "j" for 2011-12, "k" for 2012-13, "100%" for 2013-14.
- 1.2 The percentage of students in Title I schools, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the State's assessment will increase consistent with the annual measurable targets determined by the computations for "adequate yearly progress." These measurable targets are "a" for 2002-03, "b" for 2003-04, "c" for 2004-05, "d" for 2005-06, "e" for 2006-07, "f" for 2007-08, "g" for 2008-09, "h" for 2009-10, "i" for 2010-11, "j" for 2011-12, "k" for 2012-13, "100%" for 2013-14.
- 1.3 The percentage of Title I schools that make adequate yearly progress in reading and mathematics will increase from the baseline established in 2002-03 by "x" percent each subsequent year.
- 1.4 The percentage of migrant students in need of improvement who are enrolled in school will increase from the baseline established in 2002-03 to "x" percent in 2005-06.
- 1.5 The percentage of students that meet or exceed State standards for student literacy in technology will increase from the baseline established in 2002-03 to "x" percent in 2005-06.

**Performance Goal 2.** By 2013-2014, all students will be proficient in reading by the end of the third grade.

Performance Indicator:

- 2.1 The percentage of students in third grade reading at grade level or above will increase from the baseline of “a” established in 2005-2006 to “b” for 2006-07, “c” for 2007-08, “d” for 2008-09, “e” for 2009-10, “f” for 2010-11, “g” for 2011-12, “h” for 2012-13, “100%” for 2013-14.

**Performance Goal 3.** All limited English proficient students will become proficient in English.

Performance Indicator:

- 3.1 The percentage of children identified as limited English proficient who have attained English proficiency by the end of the school year will increase from the baseline of “a” established in 2002-03 to “b” for 2003-04, “c” for 2004-05, “d” for 2005-06, “e” for 2006-07, “f” for 2007-08, “g” for 2008-09, “h” for 2009-10, “i” for 2010-11, “j” for 2011-12, “k” for 2012-13, “100%” for 2013-14.

**Performance Goal 4.** By 2005-2006, all students will be taught by highly qualified teachers.

Performance Indicators:

- 4.1 The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will increase from the baseline of “a” established in 2001-02 to “b” in 2002-03, “c” in 2003-04, “d” in 2004-05, 100% in 2005-06.
- 4.2 The percentage of teachers receiving high-quality professional development will increase from the baseline of “a” established in 2001-02 to “b” in 2002-03, “c” in 2003-04, “d” in 2004-05, “e” in 2004-05, 100% in 2005-06.
- 4.3 The percentage of teachers qualified to use technology for instruction will increase from the baseline of “a” established in 2001-02 to “b” in 2002-03, “c” in 2003-04, “d” in 2004-05, “e” in 2004-05, 100% in 2005-06.

**Performance Goal 5.** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Indicators:

- 5.1 The percentage of students who carried a weapon (for example, a gun, knife, or club) on school property (in the 30 days prior to the survey) will decrease from the baseline of “a” established in 2002-03 to “b” for 2003-04, “c” for 2004-05, “d” for 2005-06, “e” for 2006-07, “f” for 2007-08, “g” for 2008-09, “h” for 2009-10, “i” for 2010-11, “j” for 2011-12, “k” for 2012-13, 0% for 2013-14.
- 5.2 The percentage of students who engaged in a physical fight on school property (in the 12 months preceding the survey) will decrease from the baseline of “a” established in 2002-03 to “b” for 2003-04, “c” for 2004-05, “d” for 2005-06, “e” for 2006-07, “f” for 2007-08, “g” for 2008-09, “h” for 2009-10, “i” for 2010-11, “j” for 2011-12, “k” for 2012-13, 0% for 2013-14.
- 5.3 The percentage of students offered, sold, or given an illegal drug on school property (in the 12 months preceding the survey) will decrease from the baseline of “a” established in 2002-03 to “b” for 2003-04, “c” for 2004-05, “d” for 2005-06, “e” for 2006-07, “f” for 2007-08, “g” for 2008-09, “h” for 2009-10, “i” for 2010-11, “j” for 2011-12, “k” for 2012-13, 0% for 2013-14.

- 5.4** The number of persistently dangerous schools, as defined by the State, will decrease from the baseline of “a” established in 2002-03 to “b” for 2003-04, “c” for 2004-05, “d” for 2005-06, “e” for 2006-07, “f” for 2007-08, “g” for 2008-09, “h” for 2009-10, “i” for 2010-11, “j” for 2011-12, “k” for 2012-13, 0% for 2013-14.
- 5.5** The number of schools in which all students are able to work from a networked computer will increase from the baseline of “a” established in 2002-03 to “b” for 2003-04, “c” for 2004-05, “d” for 2005-06, “e” for 2006-07, “f” for 2007-08, “g” for 2008-09, “h” for 2009-10, “i” for 2010-11, “j” for 2011-12, “k” for 2012-13, 100% for 2013-14.

**Performance Goal 6.** All students will graduate from high school.

Performance Indicators:

- 6.1** The percentage of students who complete high school, disaggregated by poverty, limited English proficient and migrant status, and major ethnic and racial group membership will increase from the baseline of “a” established in 2002-03 to “b” for 2003-04, “c” for 2004-05, “d” for 2005-06, “e” for 2006-07, “f” for 2007-08, “g” for 2008-09, “h” for 2009-10, “i” for 2010-11, “j” for 2011-12, “k” for 2012-13, 100% for 2013-14.
- 6.2** The number of students who drop out of school after entering grades 7 through 12, disaggregated by the poverty, limited English proficient and migrant status, and major ethnic and racial group membership will decrease from the baseline of “a” established in 2002-03 to “b” for 2003-04, “c” for 2004-05, “d” for 2005-06, “e” for 2006-07, “f” for 2007-08, “g” for 2008-09, “h” for 2009-10, “i” for 2010-11, “j” for 2011-12, “k” for 2012-13, 0% for 2013-14.

### State Assessment

- H.R. 1 requires states to implement annual reading and math assessments for grades 3-8, which is the key principle of President Bush’s rigorous plan for holding state and local school districts that use federal funds accountable for improving student academic achievement.
- State assessments must be aligned with State academic standards.
- States will have until the 2005-2006 school year to develop and implement these assessments; funds are authorized for States to develop and administer these assessments.
- If State assessment grants are funded in appropriations, each State will receive three million dollars to develop and/or administer state assessments.
- An appropriations “trigger” is included to ensure sufficient federal funds are available to the States to enable them to comply with the 3-8 assessment requirement. A state may defer the commencement or suspend the administration of the annual 3-8 assessments for one year for each year that the appropriated funds do not reach the set amount. However, states must continue to comply with current law by administering academic assessments in reading and math in one of each grade span of 3-5, 6-9, and 10-12.
- In addition to reading and math assessments in grades 3-8, the State must also incorporate one other academic indicator. For secondary schools, it is graduation rates. For elementary schools, it is an academic indicator determined by the State.
- The State will, beginning in school year 2002-2003 participate in biennial state academic assessments of 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics under the National Assessment of

Educational Progress carried out under section 411(b)(2) of the National Education Statistics Act of 1994 if the Secretary pays the cost of administering such assessments.

## **Reporting**

- LEAs will report, beginning in the 2002-2003 school year, the annual progress of the LEA as a whole and of each of its schools, in meeting the measurable objectives.
- By the 2002-2003 school year, the State and school districts must prepare annual reports for parents and the public on the academic achievement of schools in the aggregate in the school district and by school.
- Beginning with the 2002-2003 school year, State assessment results would be aggregated and reported to the public.
- States or school districts providing report cards prior to enactment may continue to use those report cards as long as they are modified to contain the required information.

## **TITLE I PART A. DISADVANTAGED CHILDREN MEET HIGH STANDARDS**

**Purpose:** Ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments.

### **Title I Aides/Paraprofessionals**

- Beginning January 8, 2002 All new aides/paraprofessionals hired for the Title I program must meet one of the following three requirements:
  1. Must have completed two years at an institution of higher learning, OR
  2. Must have associate's degree or higher, OR
  3. Must meet a rigorous standard of quality, which includes an assessment of math, reading, and writing.
- Existing paraprofessionals must fulfill the above listed requirements within four years after the date of enactment.
- **Allowable duties for Title I Aides/Paraprofessionals:**
  - One-on-one tutoring for eligible students, only when the student would not be receiving instruction from a teacher.
  - Assist in classroom management (in a schoolwide setting only).
  - Provide computer lab assistance.
  - Conduct parent involvement activities.
  - Serve as a translator.
- **Testimony:** Each LEA shall require that the principal of each school operating a program under section 1114 or 1115 attest annually in writing as to whether such a school is in compliance with this section.
- **In a schoolwide program,** the rules above MAY apply to all aides/paraprofessionals at the school.

## Teacher Quality

As part of the State plan under Title I, Part A, each SEA shall ensure that all teachers teaching within the state are highly qualified not later than the end of the 2005-2006 school year. To accomplish this goal, each state will establish annual measurable objectives for each LEA and school, including an annual increase in the percentage of highly qualified teachers at each LEA and school and an annual increase in the percentage of teachers who are receiving high-quality professional development.

- **Definition:** The law defines a “highly qualified” teacher as
  - One who is fully certified or licensed under state law (an emergency, temporary or provisional certificate is not acceptable), AND
  - One who is competent in the subjects he or she is teaching as demonstrated by passing the State teacher-licensing exam.
- **Who it applies to:**
  - The law says that starting in the 2002-2003 school year, new teachers hired for Title I must meet this requirement.
    - New elementary Title I teachers must have a bachelors degree and have passed the Pre-Professional Skills Test (see the definitions page, under “High Quality Teachers”, for a definition of “new”)
    - New secondary school teachers must have a degree in the field they are teaching or pass a similar test in the subject(s), or hold an appropriate credential.
  - **All existing teachers in the state must meet the highly qualified provision by July 1, 2005-2006.** The law allows states to substitute a uniform state-aligned evaluation in place of the rigorous test.
- **Accountability:**
  - States and districts must have plans to ensure that all teachers are “highly qualified” by 2005-2006. Districts must use 5% of Title I funds for professional development aimed at meeting these goals.
  - Districts may use Title II funds and up to 5% of the Title I funds for financial incentives to attract highly qualified staff.

## Title I Personnel Credentials

- **Title I Reading Credential K-12:** This credential is issued to the Title I teachers who have a major, minor or endorsement in elementary or middle school education; a valid North Dakota educator’s license; and the required coursework. These Title I teachers will work directly or indirectly with those students, grades kindergarten through twelve, who have failed to benefit from regular classroom instruction in reading.
- **Title I Math Credential K-6.** This credential is issued to the Title I teachers who have a major, minor or endorsement in elementary education; a valid North Dakota educator’s license; and have completed six semester hours in mathematics. These Title I teachers will work directly or indirectly with those students, grades kindergarten through six, who have failed to benefit from regular classroom instruction in math.

- **Title I Math Credential K-12.** This credential is issued to the Title I teachers who have a major, minor or endorsement in elementary or middle school education; a valid North Dakota educator's license; and have completed six semester hours in math, including a course titled college algebra. These Title I teachers will work directly or indirectly with those students, grades kindergarten through twelve, who have failed to benefit from regular classroom instruction in math.
- **Title I Secondary Credential:** This credential is issued to the Title I teachers who have a bachelor's degree in middle school or secondary education or an endorsement in middle level or secondary education; a valid North Dakota educator's license; and the required coursework. These Title I teachers will instruct students in a middle school, junior high or secondary setting who have failed to benefit from regular classroom instruction in any subject.
- **Title I Initial Credential:** This credential is issued to the Title I teachers who have a bachelor's degree in elementary, middle or secondary education or an endorsement in elementary, middle or secondary education and a valid North Dakota educator's license but do not meet the requirements for the reading, math or secondary generalist credential. This credential is valid until the end of the second full school term following the date the credential is issued.

## Parent Involvement

The new Title I law retains the following components for parent involvement:

1. **The Parent Involvement Policy** that describes how the school will involve parents in the planning, reviewing, and improvement of the Title I program at the school. It includes information about each of the other parent involvement requirements listed below.
2. **The Parent-School Compact** is a written agreement between parents, students, and the school staff that outlines how each party will share the responsibility for improved student achievement and the means by which the school and parents will develop a partnership to help children achieve the State's high standards. It should describe each party's responsibility in achieving that end as well as address the importance of ongoing teacher and parent communication.
3. **The Annual Parent Meeting** is a meeting for parents, held each year, that explains what the Title I program is and how Title I students will be assessed. At this meeting, parents should also be informed of their right to be involved in the Title I program. The meeting should be documented with minutes, an agenda, a sign-in list, etc.
4. **Assessment of Parent Involvement** in the Title I program. At the end of each school year, the Title I program must somehow assess the parent involvement plan. This assessment should be documented so it is available for review.
5. **Opportunities for Training Parents** is also a requirement for Title I. Parents should have the opportunity to be involved in the promotion of the education of the child at home and school.
6. **The Annual Review Meeting** is a review of the entire Title I program. **Parents must be informed of the results of this meeting.**
7. **Informing Parents of Student Eligibility.** You must send a letter home, each year, informing parents that their child is eligible to receive Title I services.
8. **Informing Parents of Student Progress.** Some type of report must be sent home for parents to report the child's progress in Title I services.

Parent Involvement is one of the four key pillars in the *No Child Left Behind Act* reauthorization. The four new requirements, described in the NCLBA, require schools to further strengthen the parent component.

1. **Parents Right to Know Clause:** This provision requires LEAs to annually notify their parents of their right to request information on the professional qualifications of their child's teachers. Schools are responsible for developing a distribution method, which could take the form of a brochure, a flyer, or a one-page handout. The distribution form would need to include the following information:
  - Schools must tell parents if teachers have not met state qualification and licensing criteria for the grade levels and subjects taught.
  - Schools must tell parents if a teacher is teaching under emergency or provisional status.
  - Schools must tell parents if a child is provided services by paraprofessionals and the qualifications of those paraprofessionals.
  - Schools must give parents information on the achievement level of their children in each of the State academic assessments.
  - The school must tell parents if the parent's child has been assigned to or been taught for four weeks or more by a teacher who is not "highly qualified."
2. **Highly Qualified Staff Provision:** If students are taught four weeks or more by a teacher who is not "highly qualified," the school is required to notify parents.
3. **School Report Cards:** By the 2002-2003 school year, the State and school districts must prepare annual reports for parents and the public on the academic achievement of all schools in the district.
4. **Parent Notification:** If a child is placed in a program for LEP students, the school is required to notify parents.

### **Schoolwide Programs:**

Although there were not a great number of significant changes to schoolwide programming legislation, there were some additions and modifications.

- The eligibility threshold requirement to operate a schoolwide program is lowered from a 50% poverty rate to a 40% poverty rate.
- There are now ten required components to schoolwide planning. Each school must have a plan that describes how the school will implement these ten components:
  1. A comprehensive needs assessment of the entire school based on information, including the achievement of children, in relation to the State academic content standards and academic achievement standards.
  2. Schoolwide reform strategies that provide opportunities for all children to meet the States proficient and advanced levels of student academic achievement and use effective methods and instructional strategies based on scientifically based research.
  3. Instruction by highly qualified teachers.
  4. High-quality and ongoing professional development.
  5. Strategies to attract high quality, highly qualified teachers to high-need schools.
  6. Strategies to increase parent involvement.

7. Plans for assisting preschool children in the transition from early childhood programs.
  8. Measures to include teachers in the decisions regarding the use of academic assessments.
  9. Activities to ensure that students who experience difficulty reaching proficiency or advanced levels of achievement on the academic achievement standards are provided with effective, timely, additional assistance.
  10. Coordination and integration of federal, state, and local services and programs.
- Schoolwide programs may consolidate and use funds under Title I, together with other federal, State, and local funds, to upgrade the entire educational program of the school.
  - Schoolwide programs may use funds to establish or enhance pre-kindergarten programs for children below the age of 6.

### **Adequate Yearly Progress**

Increased accountability was a major focus of the *No Child Left Behind Act*. The definition of adequate yearly progress must now include annual statewide measurable objectives for improved achievement by all students as well as specific groups including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and LEP students.

- A state's definition of adequate yearly progress must apply to the overall student population. The law requires a single, statewide accountability system for all LEAs and public schools. However, LEAs and schools not receiving Title I funds are not subject to the school improvement provisions of 1116(c).
- States must define adequate yearly progress so that in 12 years all students will achieve at the state-defined "proficient" level.
- States set the achievement "bar" to reach 100 percent proficiency, but may choose where to set the initial bar based upon (1) the lowest-achieving demographic subgroup, or (2) based upon the lowest-achieving schools in the state. The higher percentage of the two methods then becomes the State's "starting point" for proficiency.
- The State is required to "raise the bar" gradually, but in equal increments to reach 100 percent proficiency.
- To avoid "over-identification" of schools as failing when students in a school are making significant academic progress, a "safe harbor" is allowed if students in the subgroups (see below) make a 10 percent reduction in the number of students not proficient.

### **Subgroups**

- Economically disadvantaged students;
- Students from major racial and ethnic groups;
- Students with disabilities; and
- Students with limited English proficiency.

### **Consequences for Not Making Adequate Yearly Progress**

- Schools that have not made State defined-adequate yearly progress for **two** consecutive school years **will be identified by the district as needing improvement**.

- Schools identified for improvement are required to develop a two-year improvement plan, incorporating strategies from scientifically based research, on how to strengthen the core academic subjects and to address the specific issues that caused the school to be identified for improvement. This plan is due three months after a school is identified.
- Schools identified for improvement are required to reserve annually at least 10 percent of their Title I Part A funds for professional development that directly addresses the problems that led to identification for improvement.
- **School Choice:** In the first year immediately following identification (after **two** years of failing), LEAs are required to provide students attending schools identified for improvement the option of attending another public school that is not identified for program improvement. LEAs must provide or pay for transportation to the new school, with a limit on the portion of Part A funds that can be used for this purpose. Students may continue to attend a school of choice for the duration of the time they would have attended the failing school. However, the LEA is required to provide transportation to the new school only as long as the student's original school is subject to school improvement, corrective action, or restructuring.
- **Supplemental Educational Services:** If the school does not make adequate progress for **three** consecutive years, the district must continue to offer public school choice to all students in the failing school and allow low-achieving, disadvantaged students within the school to use Title I funds to obtain supplemental educational services from a public- or private-sector provider selected by their parents from a state-approved list. It caps the per-child cost of such services at the lesser of the LEA per-child Part A allocation or the cost of the services. Only low-income children are eligible for supplemental services. The State must provide an updated list of approved providers across the state from which parents may select.
- **Paying for School Choice and Supplemental Services:** LEAs with schools identified for improvement, corrective action, or restructuring may be required to use up to 20 percent of their Part A allocations to pay choice-related transportation costs and to provide supplemental educational services to students whose parents request them. LEAs must use 5 percent of their overall Title I, Part A funds to pay for supplemental educational services. They must also use up to 5 percent of their Title I, Part A funds for transportation costs. Also, the school district may use an additional 10 percent of their Title I, Part A funds for public school choice transportation costs or for supplemental services. The obligation to provide supplemental services to additional eligible students ends when the Title I, Part A set-aside funds are spent. The law requires LEAs to give priority to low-achieving students from low-income families in making available choice and supplemental educational services.
- **Corrective Action:** If the school fails to make adequate yearly progress for **four** consecutive years, the district must implement certain corrective actions to improve the school such as replacing certain staff or fully implementing a new curriculum. The school must also continue to offer public school choice and supplemental services.
- **Alternative Governance:** If a school fails to make adequate yearly progress for **five** consecutive years, it would have to develop a plan and make the necessary arrangements to implement significant alternative governance actions, state takeover, the hiring of a private management contractor, converting to a charter school, or significant staff restructuring.
- **Previous Identification:** To prevent the clock from starting over for those schools already identified as failing under current law, NCLBA requires those schools identified for school improvement or corrective action to start in the same category after its enactment. Schools currently in their first year of program improvement would have to offer public school choice next year. Schools currently in their second or more year of program improvement would have to offer public school choice and supplemental services for the 2002-2003 school year.

- **Ending School Identification:** LEAs are allowed to end school improvement, corrective action, or restructuring if the school involved makes Adequate Yearly Progress for two consecutive years. An LEA may delay implementation of supplemental services requirements, corrective action, or restructuring if a school identified for such measures makes Adequate Yearly Progress for one year.
- **State allocation:** States are required to reserve two percent of Part A allocations for school improvement purposes in fiscal years 2002 and 2003, rising to four percent in 2004 and thereafter. The State must distribute 95 percent of these funds to LEAs for schools identified for improvement, corrective action, or restructuring.

### **Reading First—Title I, Part B**

- “Reading First” is a new program that will authorize the expenditure of \$900 million in FY 2002 to provide assistance to states and LEAs in establishing scientific research-based reading programs for all children in kindergarten through grade three. It will provide necessary professional development and other supports to ensure that teachers can identify children at-risk for failure and provide the most effective early instruction to overcome specific barriers to reading proficiency.
- Funds would go to states under a poverty-based formula. The North Dakota estimated state allocation is \$2.2 million. Funds under the “Reading First” program are to be used toward programs designed to identify students having difficulty reading and providing such students with scientifically based reading instruction. These activities would include professional development for teachers K-3. These programs would also promote expanded access to engaging reading material, provide reading instruction based upon scientifically-based research, and teach the essential components of reading instruction.

### **Scientifically Based Research (SBR)**

Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings;
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review;
- All Title I programs, both targeted assistance and schoolwide, must use instructional strategies and methods that are based on scientifically based research; and

- Title I paid staff who provide instruction in reading, as well as all staff teaching reading in a schoolwide program, should use instructional strategies and methods that are based on scientifically based reading research (SBRR).

### **Scientifically Based Reading Research (SBRR)**

Research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. This includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

**SBRR has defined five essential components** of effective reading instruction.

- **Phonemic Awareness** – The ability to hear, identify and manipulate the individual sounds–phonemes–in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
- **Phonics** – The understanding that there is a predictable relationship between phonemes- the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language.
- **Vocabulary Development** – Development of stored information about the meaning and pronunciation of words necessary for communication.
- **Reading fluency, including oral reading skills** – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
- **Reading comprehension strategies** – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

### **Professional development**

- LEAs are required to use between 5 and 10 percent, inclusive, of their Part A allocation for fiscal years 2002-2003, and at least 5 percent thereafter, to ensure that all teachers are highly qualified by the end of the 2005-2006 school year.

### **Allocations**

- Title I funds go to qualifying schools in four separate funding formulas:
  - Basic Grants
  - Concentration Grants
  - Targeted Grants
  - Education Finance Incentive Grants

- Basic and Concentration Grants have an 85 to 95 percent hold harmless clause for LEAs where poverty has declined.
- States are required to withhold funds off the top for school improvement. The State is required to allocate 95 percent of these funds to schools that have been identified for program improvement.

### Carryover

- Allowable carryover funds for Title I are based on a percentage of the LEA's total allocation. The chart below illustrates how carryover is determined.

Allocation Amount	Percentage allowed to carryover
Over \$50,000	15%
Over \$45,000	20%
Over \$40,000	25%
Over \$35,000	30%
Over \$30,000	35%
Over \$25,000	40%
Over \$20,000	45%
\$20,000 or less	50%

**Example: If total allocation is \$36,432, then the maximum carryover is \$10,930.  
 $\$36,432 \times 30\% = \$10,930$**

### Payment Method

- Beginning the 2002-2003 school year, the payment process to receive Title I funds will no longer be automatic monthly payments from the State Title I Office. Instead, districts will use the Request for Funds (SFN 14660) method that is used for all of the other federal Title programs.

### Standards Awareness Team

- The Standards Awareness Team is a group of North Dakota educators who have come together to provide technical assistance to North Dakota schools interested in implementing standards-based education. Each member of the team participated in writing State standards as well as implementation at the local level.
- If a school is interested in utilizing the Standards Awareness Team, the school should contact Tanya Neumiller in the State Title I Office at [tneumiller@state.nd.us](mailto:tneumiller@state.nd.us).

### Curriculum Initiative

- The North Dakota Curriculum Initiative (NDCI) is a funded project of Title II. The purpose of the NDCI is to enable all students to achieve challenging state standards. Its goal is to bring together key curricular leaders and professional organizations in North Dakota to:
  - Focus on curricular issues, best practices, and research;
  - Promote collaboration and networking; and
  - Provide equitable access by all to sustained, intensive, high-quality professional development that is aligned to challenging state content and performance standards.

- To reach this goal, a series of meetings are held throughout the academic year, and a clearinghouse of information is being established. For more information, please contact:

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## **TITLE II PART A. TEACHER AND PRINCIPAL TRAINING AND RECRUITMENT**

(Formerly known as Title II Eisenhower Professional Development and Title VI Class-Size Reduction)

**Purposes:** Increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

Hold local educational agencies and schools accountable for improvements in student academic achievement.

### **Program Requirements**

Every school district must have a professional development plan that includes the following six components: Overview, Needs Assessment, Goals, Activities, Performance Indicators, and Evaluation.

### **Authorized Activities to Increase Student Achievement**

The following activities (with corresponding Title Identification Codes) may be conducted with Title II Part A funds. These Title Identification Codes are needed for the "Title ID Code" column on page 5 of the Consolidated Application.

- **II-1.** Develop and implement mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers; including specialists in core academic subjects, principals, and pupil services personnel, except that funds may be used for pupil services personnel only (1) if the school district is making progress toward meeting the annual measurable objectives described in Title I Part A section 1119(a)(2); and (2) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.
- **II-2.** Develop and implement initiatives to assist in recruiting and hiring highly qualified teachers who will be assigned teaching positions within their fields, including
  - providing scholarships, signing bonuses, or other financial incentives (such as differential pay) for teachers to teach in academic subjects in which there exists a shortage of highly qualified teachers within a school;
  - recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades, including teachers who become highly qualified through State and local alternative routes to certification and special education teachers;

- training and hiring regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and non-disabled children);
  - training and hiring highly qualified teachers of special needs children, as well as teaching specialists, in core academic subjects who will provide increased individualized instruction to students;
  - recruiting qualified professionals from other fields (including highly qualified paraprofessionals) and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants;
  - establishing programs to provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented.
- **II-3.** Provide professional development activities that
    - improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals concerning (1) one or more of the core academic subjects that the teachers teach; and (2) effective instructional strategies, methods, and skills and use of challenging State academic content standards, student academic achievement standards, and State assessments to improve teaching practices and student academic achievement;
    - improve the knowledge of teachers and principals and, in appropriate cases paraprofessionals, concerning effective instructional practices and that
      - involve collaborative groups of teachers and administrators;
      - provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
      - provide training in methods of improving student behavior in the classroom and identifying early and appropriate interventions to help students with different learning styles learn;
      - provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficiency and immigrant children; and
      - provide training on how to understand and use data and assessments to improve classroom practice and student learning.
  - **II-4.** Develop and implement initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide
    - teacher mentoring from exemplary teachers, principals, or superintendents;
    - induction and support for teachers and principals during their first three years of employment as teachers or principals;
    - incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or

- incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.
- **II-5.** Carry out programs and activities that are designed to improve the quality of the teacher force, such as
    - innovative professional development programs (which may be provided through partnerships including institutions of higher education), including (1) programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy; (2) are consistent with the requirements of Title IX Section 9101 Definitions; and (3) are coordinated with activities carried out under Title II Part D Enhancing Education Through Technology;
    - development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;
    - tenure reform;
    - merit pay programs; and
    - testing of elementary and secondary school teachers in the academic subjects that the teachers teach.
  - **II-6.** Carry out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
  - **II-7.** Carry out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
  - **II-8.** Carry out programs and activities related to exemplary teachers.

**Examples of professional development activities.**

*Under Performance Goal #1: (1) Produce and distribute curriculum guides for parents to inform them about their students' exposure to the content standards/curriculum in reading and mathematics and what level of proficiency the district will expect of all children in reading and mathematics.*

*(2) Pay teachers to align their grading systems with the State's or district's challenging achievement standards. Recognize students' achievement of reaching their respective level of proficiency without regard to how long it might have taken them to achieve it.*

*(3) Use the performance assessment and task bank items developed by State teachers to either use as instructional tools or to assess student achievement against the standards.*

*(4) Enter into a year-long partnership with Institutions of Higher Education to provide content-specific, standards-based curriculum in-service through Summer Institutes and follow-up sessions. Pay teachers stipends, tuition, and differential pay for their commitment to provide school-year leadership in study groups in various content areas. This concept may also include tutoring and mentoring.*

*Under Performance Goal #2: (1) Target a high percentage of professional development resources to the areas of reading and mathematics. Focus attention to improving teachers' understanding of the subject matter and incorporating proven methods of delivering instruction. The goal is to accelerate the rate of student performance in reading and math skills.*

*(2) Develop take-home instructional materials and organize support sessions to help parents reinforce reading skills at home to students in grades K-3.*

*Under Performance Goal #5: Pay teachers to participate in hands-on training to incorporate internet-based research methods into classroom instruction.*

## **TITLE II PART D. ENHANCING EDUCATION THROUGH TECHNOLOGY**

(Formerly known as Title III Technology Literacy Challenge Fund)

**Purposes:** Improve student academic achievement through the use of technology in elementary and secondary schools.

Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the end of 8<sup>th</sup> grade.

Encourage the effective integration of technology through teacher training and curriculum development to establish successful research-based instructional methods.

### **Program Requirements**

- School districts must have a current technology plan.
- At least 25 percent of a school district's allocation must be spent on ongoing, sustained, intensive, and high-quality professional development.
- School districts must provide professional development in the integration of advanced technologies, including merging technologies into curricula and instruction and using those technologies to create new learning environments.

### **Authorized Activities to Increase Student Achievement**

The following activities (with corresponding Title Identification Codes) may be conducted with Title II Part D funds. These Title Identification Codes are needed for the "Title ID Code" column on page 5 of the Consolidated Application.

- **II-9.** Increasing accessibility to technology, particularly through public-private partnerships, with special emphasis on accessibility for high-need schools.
- **II-10.** Adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies.
- **II-11.** Implementing proven and effective courses and curricula that include integrated technology and that are designed to help students reach challenging academic standards.
- **II-12.** Using technology to promote parental involvement and foster communication among students, parents, and teachers about curricula, assignments, and assessments.
- **II-13.** Preparing one or more teachers in schools as technology leaders who will assist other teachers and providing bonus payments to the technology leaders.

- **II-14.** Enhancing existing technology and acquiring new technology to support education reforms and to improve student achievement.
- **II-15.** Acquiring connectivity linkages, resources, and services for use by students and school personnel to improve academic achievement.
- **II-16.** Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
- **II-17.** Implementing enhanced performance measurement systems to determine the effectiveness of education technology programs funded with Title II Part D funds.
- **II-18.** Developing, enhancing, or implementing information technology courses.

### **Competitive Program**

Half of the State's allocation for Title II Part D will be distributed on a competitive basis in the fall of 2002. The focus of this distribution is on High Need school districts. High Need districts are defined as districts with the highest numbers or percentages of children from families with incomes below the poverty line and serves one or more schools identified for improvement or corrective action under Title I part A Section 1116 or has a substantial need for assistance in acquiring and using technology. Districts that do not meet the High Need definition may partner with another High Need district to form a consortium to become eligible for this program.

## **TITLE IV PART A. SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

**Purpose** Support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

### **Principles of Effectiveness**

Programs are based on the following six **Principles of Effectiveness**.

- Principle 1** **What risks are our children exposed to?**  
**Assess current incidence data of violence and illegal drug use and include an objective analysis of current conditions.** Consult with teachers, parents, students, other prevention programs, medical personnel, mental health professionals and law enforcement. As a group, determine what the alcohol, drug, tobacco, violence and safety issues (risk factors) are in your schools. Describe the data used to determine the problem areas: i.e., Youth Risk Behavior Survey (YRBS), school records of violent or drug related incidents, student surveys.
- Principle 2** **How can we add more assets and protective factors for our students?**  
**Use analysis of the data available at the time based on risk factors and protective factors.**
- **Risk factors:** alcohol, drug, tobacco, violence or safety issues.

- **Protective factors, buffer or assets:** any one of a number of known factors (research-based) shown to prevent alcohol, tobacco, illegal drug use or violent behavior. Provide opportunities, skills and recognition for positive bonding in your school. (See page 21 for protective factors). For asset definitions, see <http://www.search-institute.org/assets/forty.htm>.

**Principle 3 What works?**

**Use scientific research-based programs and curriculum.**

What will you do to address these risk factors? Describe the research-based curriculum, activities or programs planned for the school and plan to coordinate the school's program with research-based community programs. (See Approved Program and Curriculum List and Authorized Activities.) Single events (i.e., bringing in a speaker) are not allowed.

There is a waiver for innovative programs with a likelihood of success. If your district wishes a waiver, state the reasons why and how the effectiveness of the program/curriculum will be demonstrated in your proposal.

**Principle 4 How can we measure our success?**

**Use an established set of performance measures.**

Describe how you will know if the problems have increased, decreased or stayed the same. The performance measures for drug and violence prevention programs and activities **must** include:

- Specific reductions in the prevalence of identified risk factors.
- Specific increases in the prevalence of protective factors, buffers or assets, if any have been identified.
- Levels of performance for each performance indicator

**Example of a performance indicator for violence and safety issues:** *The SFDSC team assessed the results of the YRBS and the school's suspension and expulsion records and determined that violence is a risk factor in your school. (X number of violence incidents in school year 2001-2002). You purchase the (research-based) "Get Real About Violence" prevention program, train the teachers, and implement the program. You also add opportunities, skills, and recognition for positive bonding (protective factors). You buy surveillance cameras for a blind hallway in your school. Your team evaluates the suspension and expulsion data at the end of the school year and finds that in school year 2002-2003 violent incidents were reduced by 50%.*

**Example of a performance indicator for alcohol, tobacco and other drug use:** *Your team examines the YRBS results for alcohol use, drinking and driving and riding with someone who has been drinking. The alcohol use in one of your high schools is considerably higher than the others. The team decides to concentrate its dollars on programs in the middle school that is the feeder for this high school. The Project Northland curriculum is added along with Counteract for 4<sup>th</sup> graders. A peer mentoring program is begun in the high school. Extra counselor hours are purchased for this high school. The team meets periodically to assess the program and make adjustments. At the end of two years, these three indicators have decreased 5% in the high school and 10% in the middle school in each of these areas.*

**Principle 5     How will we know if we are making a difference and will continue to make a difference?**  
**Plan for ongoing local evaluation.**  
Periodically evaluate the program or curriculum. This can be done by random student interviews, analysis of classroom grades or pre-post tests. The results are used to refine, improve, or strengthen the programs and/or activities.

**Principle 6     How can parents help?**  
**Ensure ongoing consultation with parents.** Parents need to be an integral part of the formula, in the planning and analyzing results, key players in activities, and visible in programs.

### **Program Requirements**

- Districts must submit a final report on progress toward achieving the performance measures; how parents were included; and the curricula, programs, and services that were provided. They must participate in student surveillance every other year.
- Districts may not use more than 2 percent of its allocation for the administrative costs of carrying out its responsibilities for SDFSC.
- A district may carry over up to 25 percent of the allocation. An amount that exceeds 25 percent may be carried over with a letter of explanation and DPI approval.
- Up to 40 percent of the total allocation may be spent on activity number IV-23 listed below. No more than 20 percent of the allocation may be spent on any one or all of activities IV-24 - IV-27, which will be subtracted from the 40 percent allowed for activity IV-23.

### **Authorized Activities to Increase Student Achievement**

The following activities (with corresponding Title Identification Codes) may be conducted with Title IV Part A funds. These Title Identification Codes are needed for the "Title ID Code" column on page 5 of the Consolidated Application.

- **IV-1.** Age appropriate and developmentally based drug and violence prevention programs and curriculum.
  - Address consequences of violence and illegal drug use;
  - Promote individual responsibility;
  - Teach students that most people do not illegally use drugs;
  - Teach social and peer pressure skills to resist illegal drug use;
  - Teach about the dangers of drugs;
  - Engage students in the learning process;
  - Reinforce in secondary schools the prevention activities implemented in elementary schools.
- **IV-2.** Parent and community-wide planning and involvement in drug and alcohol prevention.
- **IV-3.** Professional development and training (school personnel, parents, and community members).
- **IV-4.** Disseminate drug and violence information to schools.
- **IV-5.** Conflict resolution and peer mediation.
- **IV-6.** Evaluation and collection of objective data to assess program needs and program success.
- **IV-7.** Expand school-based mental health services.
- **IV-8.** Conflict resolution, peer mediation programs.
- **IV-9.** Alternative education programs for violent and drug abusing students to reduce the need for suspension or expulsion or to serve those who have been suspended or expelled.
- **IV-10.** Student assistance: counseling, mentoring, referral services.
- **IV-11.** Programs that encourage communication with trusted adults.

- **IV-12.** Programs to reduce truancy, suspensions, and expulsions.
- **IV-13.** Address victimization, bullying, prejudice, and intolerance.
- **IV-14.** Test or inspect for drug use. (Consistent with Fourth Amendment of the U.S. Constitution)
- **IV-15.** Emergency intervention services following a traumatic crisis event.
- **IV-16.** Transfer of records.
- **IV-17.** Character Education programs.
- **IV-18.** Safety hotline.
- **IV-19.** Community service and service-learning projects.
- **IV-20.** Background checks of education personnel.
- **IV-21.** Youth suicide prevention programs and plans.
- **IV-22.** Respond to needs of youth faced with domestic violence or child abuse.
- **IV-23.** \*Hiring and training school security personnel.
- **IV-24.** \*Acquiring and installing metal detectors, surveillance cameras, canine searches.
- **IV-25.** \*Comprehensive school security plans.
- **IV-26.** \*Reporting criminal offenses committed on school property.
- **IV-27.** \*Supporting safe zones including bicycle and pedestrian safety programs.

\*Up to 40 percent of the total allocation may be spent on IV-23. No more than 20 percent of the allocation may be spent on any one or all of IV-24 - IV-27, which will be subtracted from the 40 percent allowed for IV-23.

### **Research Based Curriculum** (This is not an exclusive list)

The U.S. Department of Education granted nine research-based prevention programs "exemplary" status. Curriculum training information in Life Skills and Project Toward No Tobacco (marked with an asterisk) is available through the DPI website.

- Athletes Training and Learning to Avoid Steroids (ATLAS)
- CASASTART (substance abuse prevention)
- \*Life Skills (substance abuse prevention)
- OSLC Treatment Foster Care
- Project Northland (substance abuse prevention)
- \*Project Toward No Tobacco
- Second Step (violence prevention)
- Strengthening Families Program: For Parents and Youth 10-14
- Project Alert (resistance training for risky behaviors)

Other North Dakota DPI research-based curriculum training is available for

- Know Your Body
- Bully Free Classroom
- Get Real About Violence
- We Are All Related.

DPI prevention curriculum information may be accessed at: [www.dpi.state.nd.us](http://www.dpi.state.nd.us) (Click on "School Health and Drug-Free" and scroll down to "Curriculum Information".)

### **Protective Factors**

**Protective factors** are conditions that buffer young people from the negative consequences of exposure to risks by either reducing the impact of the risk or changing the way a person responds to the risk. Enhancing protective factors can reduce the likelihood of problem behaviors arising.

Research has identified protective factors that fall into three basic categories: individual characteristics, bonding, healthy beliefs and clear standards.

Children are born with **individual characteristics** that are difficult to change: gender, a resilient temperament, a positive social orientation, and intelligence. Intelligence does not protect against substance abuse.

**Positive bonding** makes up for many other disadvantages caused by other risk factors or environmental characteristics. In order to build positive bonds; opportunities, skills, and recognition are necessary. Children must be presented with opportunities to contribute to their communities, family, peers, and schools. The challenge is to provide children with meaningful opportunities that help them feel responsible and significant.

The people to whom youth are bonded need to have **clear, positive standards** for behavior. This is what protects young people. When adults set clear standards for behavior that are widely and consistently supported and there are consistent consequences if the standards are not followed, young people are more likely to follow the standards.

For additional information on protective factors you can access <http://www.open.org/westcapt/bppf.htm> or <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa2profa.htm>

## **TITLE V PART A. INNOVATIVE PROGRAMS**

(Formerly known as Title VI Innovative Strategies)

**Purpose** Support local education reform efforts that are consistent with and support statewide education reform efforts.

Provide funding to implement promising educational reform programs and school improvement programs based on scientifically-based research.

Provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials.

Meet the educational needs of all students, including at-risk youth.

Develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction programs.

### **Program Requirements**

- Innovative programs funded with Title V must be:
  - tied to promoting challenging academic achievement standards;
  - used to improve student academic achievement; and
  - part of an overall education reform strategy.
- An annual evaluation of the programs funded with Title V must be conducted.

### **Authorized Activities to Increase Student Achievement**

The following activities (with corresponding Title Identification Codes) may be conducted with Title V Part A funds. These Title Identification Codes are needed for the "Title ID Code" column on page 5 of the Consolidated Application.

- **V-1.** Programs to recruit, train, and hire highly qualified teachers to reduce class size--especially in the early grades--and professional development activities, carried out in accordance with Title II

Part A, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.

- **V-2.** Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.
- **V-3.** Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards that will be used to improve student academic achievement and that are part of an overall education reform program.
- **V-4.** Promising education reform projects, including magnet schools.
- **V-5.** Programs to improve the academic achievement of educationally disadvantaged elementary and secondary school students, including activities to prevent students from dropping out of school.
- **V-6.** Programs to improve the literacy skills of adults, especially the parents of children served by the school district, including adult education and family literacy programs.
- **V-7.** Programs to provide for the educational needs of gifted and talented children.
- **V-8.** The planning, design, and initial implementation of charter schools as described in Title II Part B.
- **V-9.** School improvement programs or activities under Title I Part A Sections 1116 and 1117.
- **V-10.** Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.
- **V-11.** Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning, spending, saving, and investing).
- **V-12.** Activities to promote, implement, or expand public school choice.
- **V-13.** Programs to hire and support school nurses.
- **V-14.** Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.
- **V-15.** Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.
- **V-16.** Programs to establish or enhance pre-kindergarten programs for children.

- **V-17.** Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment and counseling programs conducted during the school day (including during extended school day or extended school year programs) for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.
- **V-18.** Programs for cardiopulmonary resuscitation (CPR) training in schools.
- **V-19.** Programs to establish smaller learning communities.
- **V-20.** Activities that encourage and expand improvements throughout the area served by the school district that are designed to advance student academic achievement.
- **V-21.** Initiatives to generate, maintain, and strengthen parental and community involvement.
- **V-22.** Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.
- **V-23.** Programs to provide same-gender schools and classrooms (consistent with applicable law).
- **V-24.** Service learning activities.
- **V-25.** School safety programs that may include payment of reasonable transportation costs and tuition costs for such students.
- **V-26.** Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.
- **V-27.** Supplemental educational services as defined in Title I Part A Section 1116(e).

## **TITLE VI TRANSFERABILITY**

**Purpose:** Allow school districts greater flexibility to target federal funds to programs that most effectively address their unique needs

### **Allocations that may be transferred**

Any school district (except those identified for program improvement under Title I Section 1116(c) or subject to corrective action under Title I Section 1116(c)(9)) **may transfer up to 50 percent** of the funds allocated to it by formula under the programs listed below. School districts that are identified for program improvement may only transfer 30 percent. School districts identified for corrective action may not participate in this option.

Title II Part A	Section 2121 Teacher and Principal Training and Recruitment
Title II Part D	Section 2412(a)(2)(A) Enhancing Education Through Technology
Title IV Part A	Section 4112(b)(1) Safe and Drug-Free Schools and Communities
Title V Part A	Section 5112(a) Innovative Programs

for authorized activities under the following programs:

Title I Part A	Disadvantaged Children Meet High Standards
Title II Part A	Section 2121 Teacher and Principal Training and Recruitment
Title II Part D	Section 2412(a)(2)(A) Enhancing Education Through Technology
Title IV Part A	Section 4112(b)(1) Safe and Drug-Free Schools and Communities
Title V Part A	Section 5112(a) Innovative Programs

### **Requirements for Transfer of Funds**

Any transferred funds are subject to the requirements of the programs to which they are transferred.

A school district that wants to transfer funds must indicate that on its Consolidated Application for Federal Title Program Funds. If during the year, it becomes necessary to transfer funds, a school district must amend its Consolidated Application at least 30 days before the effective date of the transfer.

A school district must consult with the nonpublic schools in its district before a transfer is requested.

### **Schools Identified for Program Improvement**

School districts identified for improvement under Title I Section 1116(c) may only transfer up to 30 percent of the funds allocated to it (by formula as stated above) to its allocation for program improvement under Title I section 1003 or to any of the programs stated above if the transferred funds are used only for program improvement activities consistent with Title I Section 1116(c).

### **Schools Identified for Corrective Action**

School districts identified for corrective action may not transfer any funds under the transferability authority.

## **TITLE VI RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) INITIATIVES**

**Purpose:** To address the unique needs of rural school districts that lack the personnel and resources needed to compete effectively for grants and that receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

### **Alternative Uses of Funds Authority**

This initiative allows eligible school districts to combine the formula funding under

Title II Part A	Section 2121 Teacher and Principal Training and Recruitment
Title II Part D	Section 2412(a)(2)(A) Enhancing Education Through Technology
Title IV Part A	Section 4112(b)(1) Safe and Drug-Free Schools and Communities
Title V Part A	Section 5112(a) Innovative Programs

for authorized activities under

Title I Part A	Disadvantaged Children Meet High Standards
Title II Part A	Teacher and Principal Training and Recruitment
Title II Part D	Enhancing Education Through Technology
Title III	Language Instruction for Limited English Proficient and Immigrant Students
Title IV Part A	Safe and Drug Free Schools
Title IV Part B	21 <sup>st</sup> Century
Title V Part A	Innovative Strategies

## **Eligibility**

Eligible school districts must have an average daily attendance of less than 600 **OR** each county in which a school is located and served by a school district has a population density of fewer than 10 people per square mile **AND** a Locale Code of 7 or 8.

School districts that participated in the REAP for the 2001-2002 school year are expected to participate for at least three years. If a school district that participated in 2001-2002 decides not to participate in 2002-2003, that school district will not be eligible to participate in REAP in any other years. School districts may not jump in and out of the program.

## **Requirements**

Eligible school districts wishing to participate in the Alternative Uses of Funds must indicate that on the Consolidated Application.

### **Small, Rural School Grant Program**

This initiative is a formula grant directly to the eligible (same eligibility requirements as stated above) school districts from the Department of Education. This grant is not administered by DPI. School districts should receive between \$20,000 and \$60,000 IF there is sufficient funding to pay this amount. If not, allocations will be ratably reduced. The Department of Education will determine the amount of the allocations for the eligible districts.

### **Rural and Low-Income School Program**

This initiative is a small grant program from the Department of Education to DPI for awarding subgrants to eligible school districts. The Department of Public Instruction will award these subgrants on a competitive basis. It will not be part of the Consolidated Application. These funds may be used for the following purposes:

- Teacher recruitment and retention
- Teacher professional development
- Educational technology as described in Title II Part D
- Parental involvement activities
- Activities authorized under Title IV Part A
- Activities authorized under Title I Part A
- Activities authorized under Title III

## **Eligibility**

Eligible school districts must have 20 percent or more of the students ages 5-17 from families with incomes below the poverty line; a Locale Code of 6, 7, or 8; **AND** are not eligible to receive a Small, Rural School Grant (as described above).

## **Accountability**

Accountability requirements for participation in these three initiatives are that the district must administer the statewide assessment that is consistent with the Title I requirements and after the third year must show adequate yearly progress as defined in the new law. Only those school districts that have made adequate yearly progress may continue to participate in the programs. School districts that failed to make adequate yearly progress may continue to participate only if they use the applicable funding to carryout the requirements of Title I Section 1116 (school improvement provisions).

## **TITLE IX GENERAL PROVISIONS**

### **Nonpublic Schools**

Title IX, Part E, Subpart 1 Section 9501 of the *No Child Left Behind Act* provides that each school district gives nonpublic school(s) an opportunity to equitably participate in the federal title educational programs. If, after consultation, the nonpublic school(s) chooses to participate in any of the programs, the school district must include them in the planning, implementation, and evaluation of the program(s) selected.

### **Public Input**

Title IX, Part C Section 9306 of the *No Child Left Behind Act* requires that school districts receive public input on their Consolidated Applications before they are submitted to DPI for review and approval.

### **General Education Provisions Act (GEPA)**

Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors. Section 445(b) of the General Education Provisions Act has been amended. Slight changes have been made to the language regarding limits on survey, analysis, or evaluations. A new section has been added that requires school districts to develop local policies regarding student privacy, parental access to information, and administration of certain physical examinations to minor and lists the areas that need to be included in these policies. School districts will be monitored on this through DPI's consolidated monitoring process. Refer to <http://www.ed.gov/legislation/ESEA02/pg122.html#sec1061> for the complete text of this section.

## **DEFINITIONS**

**Title IX Section 9101 (23) HIGHLY QUALIFIED-** The term "highly qualified" —

(A) when used with respect to any public elementary school or secondary school teacher teaching in a State means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —

(i) an elementary school teacher who is new to the profession, means that the teacher —

(I) holds at least a bachelor's degree; and

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

(ii) a middle or secondary school teacher who is new to the profession means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —

(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a

State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or  
(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

(C) when used with respect to an elementary, middle, or secondary school teacher, who is not new to the profession, means that the teacher holds at least a bachelor's degree and —

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.

**Title IX General Provisions Section 9101 (34) PROFESSIONAL DEVELOPMENT-** The term “professional development” —

(A) includes activities that —

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach and enable teachers to become highly qualified;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and

(II) are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are —

(I) based on scientifically-based research (except that this subclause shall not apply to activities carried out under part D of Title II); and

(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

- (viii) are aligned with and directly related to —
  - (I) State academic content standards, student academic achievement standards, and assessments; and
  - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

## **OTHER TITLE PROGRAMS**

### **TITLE III English Language Acquisition, Language Enhancement, and Academic Achievement Act**

#### **Purpose:**

The purpose of Title III is to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Schools use these funds to implement language instruction educational programs designed to help LEP students achieve these standards. State education agencies (SEAs), local education agencies (LEAs), and schools are accountable for increasing the English proficiency and core academic content knowledge of LEP students.

#### **Funds Available:**

- **English Language Acquisition, Language Enhancement, and Academic Achievement Grants**

Funding will be available for local school districts to develop programs to assist limited English proficient students to learn English and meet challenging State academic content and student achievement standards. LEAs must use Title III subgrants to carry out activities that use approaches and methodologies that are based on scientifically based research on teaching limited English proficient children and immigrant children. LEAs may apply for Title III funds as part of the school district consolidated application or separately.

- **The Native American, Alaska Native American, Native Hawaiian, and Native American Pacific Islander Programs**

Funding will be available for Indian tribes or tribally sanctioned education agencies to develop programs to assist limited English proficient Native American students to develop academic English, maintain Native languages, and meet challenging State academic content and student achievement standards. Tribes or tribally sanctioned agency LEAs must use approaches and methodologies that are based on scientifically based research on teaching limited English proficient children and youth. Funds will be available on a competitive basis through the United States Department of Education Office of English Language Acquisition. A single agency may not receive a state Title III grant and a federal Title III grant for the same year.

- **National Professional Development Program**

Funding will be available for institutions of higher education (IHEs) in consortia with LEAs or SEAs to provide professional development activities that will improve instruction for LEP students and assist educational personnel working with such children to meet high professional standards. Funds will be available on a competitive basis through the United States Department of Education Office of English Language Acquisition.

#### **TITLE V Foreign Language Assistance Program**

##### **Elementary School Foreign Language Incentive Program**

Funds will be available to public elementary schools to provide students with a foreign language program designed to lead to communicative competency. A program leading to communicative competency is comparable to a program that provides at least 45 minutes of instruction per day for not less than 4 days per week throughout an academic year. A desired outcome of the support provided by this program is increased student achievement in foreign language education. Public Schools may apply directly to the Department of Education Office of English Language Acquisition.

For more information, contact:

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(701) 328-2958  
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#### **Title IV Part B: 21<sup>st</sup> Century Community Learning Centers**

As part of the sweeping reforms in the No Child Left Behind Act, Congress moved the administrative responsibility for the 21<sup>st</sup> Century Community Learning Centers program to the States. Although this program continues to be funded by the federal government, States are now given direct responsibility for administration of a competitive grant program with responsibility for implementation of the program at the local level. The 21<sup>st</sup> Century Community Learning Centers program creates a competitive grant opportunity for the creation of community learning centers in schools or other facilities that are as accessible as a school.

A community learning center offers students, and their families, literacy and related education development, and provides students with academic enrichment opportunities. The services offered can include tutoring and mentoring, homework help, academic enrichment, community service opportunities, art, music, sports, and cultural activities. This program cannot only improve the educational attainment of the students but it can revitalize schools and communities.

Programs must serve eligible students and their families. Eligible students are those who attend schools in which not less than 40% of the children are from low-income families or not less than 40% of the children enrolled in the school are from such families; or schools that serve a high percentage (40%) of students from low-income families.

The new program differs significantly from the program administered by the DOE. Some of the changes require that: 1) activities be based upon "rigorous scientific research," 2) programs must provide academic enrichment activities to students in low-performing schools so those students can meet State and local standards in reading, math, and science; 3) a broad range of entities including LEAs, community-based organizations, faith-based organizations and other public or private organizations can apply for direct funding; 4) the grant funds supplement and do not supplant other federal, state or local funds; and 5) priority be given to Title I schools that need improvement.

Although the federal guidelines will not be available until at least mid-April, the February 18, 2002, federal draft provides that LEAs will have to provide the following information in their grant applications:

- Before- and after- school or summer recess activities to be funded;
- How students will travel safely to and from the center and home;
- How the organization will disseminate information about the center (including its location) to the community in a manner that is understandable and accessible;
- How the activities are expected to improve student achievement;
- Federal, State, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources;
- How the program will meet the following principles of effectiveness by being based on:
  - An assessment of objective data regarding need for the before- and after- school programs (including during summer recess periods) and activities in the schools and communities;
  - An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and
  - If appropriate, scientifically based research that provides evidence that the program or activity will help students meet State and local student academic achievement standards;
- The partnership between a local educational agency, a community-based organization, and another public or private organization (if appropriate);
- An evaluation of the community needs and available resources for the community learning center and a description of how the proposed program in the center will address those needs (including the needs of working families);
- The eligible organization's experience, or promise of success, in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students; and
- How the applicant will use qualified seniors to serve as volunteers, if the applicant plans to do so.

The February 18, 2002 federal guideline draft also requires LEAs to make the following assurances:

- The program will take place in a safe and easily accessible facility;
- The program was developed and will be carried out in active collaboration with the schools the students attend;

- The program will primarily target students who attend schools eligible for Title I schoolwide programs and their families;
- Funds under the program will be used to increase the level of State, local and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds; and
- The community was given notice of an intent to submit an application and public availability and the availability of any waiver request of the application after submission.

Applicants will have to include a plan to continue the program after the grant period ends. They may also charge a fee if the programs are “equally accessible to all students targeted for services, regardless of their ability to pay” and if those who cannot pay are allowed to participate on a sliding fee basis. Income from the fee must be used for the program for which the fee is assessed.

Once final regulatory guidance is given, DPI will apply for funding of approximately \$1.44 million for the first round of grants. North Dakota may, but has not yet decided to, require applicants to provide a match of no more than 50%. The match must be based on a sliding scale determined by the poverty of the students and families that are to be served. We will also make a decision about the length of awards within a 3 to 5 year parameter.

**For Further Information:** Although final regulatory guidance is not completed and as a result the state’s program has not been developed, if you have questions or comments about this program you may contact:

Rosey Sand  
 Department of Public Instruction  
 (701) 328-2488  
[rsand@state.nd.us](mailto:rsand@state.nd.us)

## TITLE VII Part A: INDIAN EDUCATION

### Overview

Retains, with a few changes, current programs to address the educational needs of Native American children, including formula grants to LEAs, discretionary grants, and national activities for research, evaluation, and data collection.

### Changes from Current Law

- **Integration of Services "Demonstration Project"** - Authorizes LEAs receiving funds under the formula program to consolidate funds they receive from Federal programs that provide education and related services and specifically serve Indians. Requires LEAs desiring to make use of the authority to submit consolidation plans to the Secretary, which must be approved or disapproved within 90 days. Requires the Secretary to submit an interim report to Congress on the status of the demonstration project within two years of enactment, and a final report within 5 years.
- **Indian Preference in Contracting** - Expands the current requirement to give preference to Indian Tribes, Tribal organizations, and institutions of higher education for grants under the Special Programs and National Activities authorities to also apply to contracts and cooperative agreements.
- **In-Service Training for Teachers** - Includes a separate authority for discretionary grants to provide professional development programs to teachers in schools with substantial numbers of Indian children. (Currently, professional development is an allowable activity under Special Programs.)

## Accountability

- **National** - Requires the Secretary to submit a report to the Secretary of the Interior and to Congress that includes, among other things, results from any competitive grants, if awarded, to BIA schools under the gifted and talented authority.
- **Applicant/Grantee** - Requires, as part of an LEA formula grant application, an assurance that the LEA will comply with any reporting requirements the Secretary may require to determine effectiveness in improving Indian students' educational achievement.

## Funding

- **Grants to Local Educational Agencies** - Formula grants to LEAs and BIA-supported schools based on the number of Indian children and the State's per-pupil expenditure for education. Grants go only to LEAs or BIA schools in which the number of Indian children is at least 10 or constitutes at least 25 percent of total enrollment. (However, LEAs in California, Alaska, and Oklahoma, and those located on or near reservations, are exempted from this requirement.) Each LEA receives at least \$3,000.
- **Competitive Grants** - Competitive grants to state and local educational agencies, Indian tribes and organizations, federally supported schools for Indians, and other entities. Currently funded activities include Demonstrations for early childhood projects and Professional Development (including the American Indian Teacher Corps and the American Indian Administrator Corps).
- **National Research, Data Collection, and Evaluation Activities** - These activities are administered through competitions

For more information, contact  
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## RESOURCES

Department of Public Instruction website: <http://www.state.dpi.nd.us>  
Department of Education website: <http://www.ed.gov>  
Text of P.L. 107-110 *No Child Left Behind Act*: <http://www.ed.gov/legislation/ESEA02/>  
Summary of Flexibility Initiatives, Department of Education: <http://www.dpi.state.nd.us/grants/esea.pdf>.  
Locale Codes, National Center for Education Statistics (NCES): <http://www.nces.ed.gov>.

## CONTACTS

Consolidated Grants	Beverly Fischer	328-1028
Title I	Laurie Matzke	328-2284
Title II Part A	Clarence Bina	328-2098
Title II Part D	Chris Kalash	328-2273
Title IV	Linda Johnson	328-4138
Title V	Greg Gallagher	328-1838