



North Dakota Department of Public Instruction
Title I and Special Education

TEAM NEWS

(Together Everyone Achieves More)

June 2011

Dr. Wayne G. Sanstead, State Superintendent, 600 E. Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440

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AYP Report Status

The preliminary 2010-2011 school Adequate Yearly Progress (AYP) reports have been generated and posted on the department's secure State Automated Reporting System (STARS) since May 9, 2011.

Unfortunately, the release of the final AYP reports for 2010-2011 is delayed due to the amendment to our State Accountability Workbook that the NDDPI requested in December 2010. To summarize, the amendment requests that North Dakota be allowed to reset the incremental movement upwards on the timeline for the remaining four years. This approval would have effectively lessened the prospects of inordinately higher AYP identifications. As you know, the USDE did not approve our request. However, to date, we have not received formal written correspondence from the USDE regarding our amendment request. We cannot publicly release final AYP data until we receive a written response from the USDE.

Once the official school and district AYP information has been posted to the department's website, the Title I office sends individual letters to all schools and districts identified for program improvement. This letter informs schools and districts of their status and responsibilities while in program improvement. In addition, schools and districts that have not been identified for program improvement but failed to make AYP for one year will receive a letter. Title I will then issue a statewide news release to inform the public about the program improvement status of schools and districts for the 2011-2012 school year.

Federal law requires all public schools and districts to disseminate AYP information to parents. **After both the school and the district AYP reports have been finalized, districts can decide whether to disseminate the AYP information to parents in the spring or wait until school resumes in the fall.** The NDDPI requests that schools *not* publish any preliminary school AYP results publicly until the official release of the final AYP reports.

Directors' Reports

Will We See Flexibility on NCLB Regulations?

By: Laurie Matzke, North Dakota Director of Title I

Every five to seven years the federal programs included in the Elementary and Secondary Education Act (ESEA) are intended to be reauthorized. This process provides Congress and others an opportunity to make changes to the federal programs. The last reauthorization, known as *No Child Left Behind* (NCLB), was signed by President Bush on January 8, 2002.

The reauthorization was supposed to have occurred in the spring of 2008, however, was delayed because of the presidential election. It was then further delayed due to the enactment of the American Recovery and Reinvestment Act (ARRA) in February 2009.

When President Obama released *A Blueprint for Reform*, it seemed like the catalyst needed to make the reauthorization happen; however, nothing concrete transpired.

Secretary of Education, Arne Duncan, is calling upon Congress to meet the president's goal, which is a comprehensive, bipartisan reauthorization by the start of the 2011-2012 school year. While possible, this scenario seems unlikely as neither the House nor Senate education committees have released a comprehensive reauthorization bill, although, lawmakers are said to be working on targeted legislation dealing with important pieces of ESEA. Each week that passes by without a draft reauthorization proposal lessens the likelihood of a fall 2011 reauthorization.

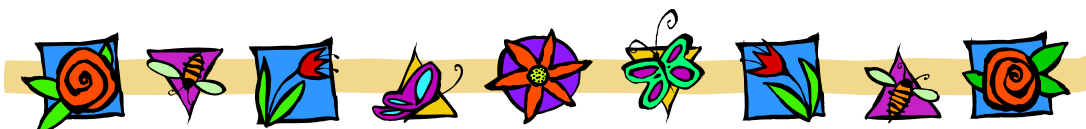
Breaking News –

Over the past month, various national organizations have vocally called upon Secretary Duncan to freeze the requirements under NCLB until reauthorization occurs.

On Friday, June 10, 2011, Secretary Duncan stated that the USDE is working on a backup plan in the event Congress does not reauthorize ESEA this fall. However, this backup plan will come with strings attached. Secretary Duncan indicated that he is contemplating the option of providing states with relief from key school accountability provisions in law in exchange for commitment to reform. The relief is not an automatic for all states but rather only those that meet the criteria. The relief would likely come in the form of a state waiver. Possible regulatory relief could include some of the following:

- Freeze the numbers of schools identified for improvement and not identify any new schools until a reauthorization occurs.
- Freeze or eliminate the sanctions under NCLB for schools identified for improvement.
- Freeze the proficiency targets under NCLB.
- Eliminate or reduce the amount that districts must set aside when schools are identified for improvement.

Educators are frustrated with many of the provisions in the NCLB. In 2009-2010, there were an estimated 38% of schools not making AYP nationwide. That estimate has now jumped to 82%. Most agree a reauthorization is extremely overdue.



National Longitudinal Transition Study

By: Alison Dollar, North Dakota Director of Special Education

Summer is here and for many students that means only one more year until graduation. Plans around finding a college and preparing for a future career have been secured and the excitement of a new journey is on many young adults' minds.

To continually assist with improving transition planning in schools, the U.S. Department of Education (USDE) sponsors a National Longitudinal Transition study that is conducted across the United States. In the near future, local superintendents and special education unit directors may receive a letter requesting participation in this study. We highly encourage your participation.

The study is being conducted by Mathematics Policy Research (www.mathematica-mpr.com), the Institute on Community Integration at the University of Minnesota (<http://ici.umn.edu>), and Decision Information Resources (www.dir-online.com). This study will compare a national sample of youth with disabilities to those without disabilities by examining:

- Youth characteristics;
- Services and accommodations received in school, and courses of study; and
- Transition experiences and outcomes as youth leave school, including the extent to which they enter postsecondary education, secure jobs, and live independently.

To examine changes in youth experiences and outcomes over time, the study will also compare the current cohort of youth with disabilities to two cohorts studied previously.

Data collection will occur in spring 2012 and spring 2014 and include a sample of 15,000 students in approximately 400 school districts. In addition to collecting students' school records and conducting academic assessments, the study team will conduct surveys with youth and their parents, teachers, and principals.

We appreciate all you do for the children, students, and young adults in North Dakota. We also recognize your busy schedules and responsibilities as you prepare our students for the future. And finally, we appreciate your continuous involvement and participation in activities that improve the education and services for all children.

Gearing Up for Kindergarten Program

In the North Dakota Department of Public Instruction's (NDDPI) bill, SB 2150, from the 62nd (2011) North Dakota Legislative Session, there are flow-through funds to the NDSU Extension Service to support the Gearing Up for Kindergarten Program in the amount of \$500,000.

On June 15, 2011, the NDSU Extension Service disseminated application information for schools interested in providing a Gearing Up for Kindergarten Program for the 2011-2012 school year. For more information, visit www.ag.ndsu.edu/gearupkindergarten.

In addition, the state Title I office has created a handout outlining how Title I funds can be used to support the Gearing Up for Kindergarten Program. This information, as well as other Title I related information, can be found online at www.dpi.state.nd.us/title1/earlychild/index.shtm.



Requirements for Hiring a Title I Teacher

- ❖ Before hiring a Title I teacher please review the Title I requirements which are listed below to make sure that the teacher is highly qualified to teach in a Title I classroom.

The requirements for a teacher to teach Title I Reading in grades K-6:

1. Hold a valid North Dakota educator's professional license.
2. Have a major or endorsement in elementary education.
 - ❖ You cannot teach Title I K-6 Reading with an early childhood B-3 major.
3. Complete a planned program from an accredited institution, including instruction in:
 - a. Two semester hours in diagnosis and correction of reading disabilities. (Workshops are not acceptable.)
 - b. Two semester hours in clinical or laboratory practicum in reading. (Workshops are not acceptable.)
 - c. Two semester hours in reading in the content areas. (Workshops are acceptable.)
4. Complete a minimum of eight semester hours in no fewer than three courses. The coursework must consist of no more than two classes from each of the following areas:
 - a. Early Childhood.
 - b. Research and the Literature in Reading /Language Arts.
 - c. Exceptional Child.
 - d. Creative Language Activities: Poetry for Children, Storytelling, Writing, Dramatics, etc.
 - e. Curriculum Development

The requirements for a teacher to teach Title I math in grades K-6:

1. Hold a valid North Dakota educator's professional license.
2. Have a major or endorsement in elementary education.
 - ❖ You cannot teach Title I K-6 Reading with an early childhood B-3 major.
3. Complete a minimum of six semester hours in mathematics.

The requirements for a teacher to teach Title I Reading in middle school/junior high in grades 5-8:

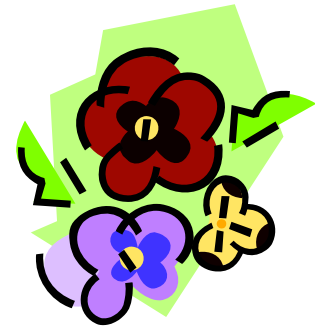
1. Hold a valid North Dakota educator's professional license.
2. Have a major in middle school education or a major in elementary education with an endorsement in middle school, or a secondary degree with an endorsement in middle school.
3. Complete the required coursework from a state-approved institution of higher education as follows:
 - a. An applicant must have taken a minimum of two semester hours in three of the following course areas:
 - i. Foundations or Survey of Reading.
 - ii. Reading in the Secondary School.
 - iii. Diagnosis and Correction of Reading Disabilities.
 - iv. Clinical or Laboratory Practicum in Reading with Secondary Students/Clinical or Laboratory Practicum in Reading
 - v. Research and the Literature in Reading/Language Arts.
 - vi. Exceptional Child.
 - vii. Curriculum Development.
 - viii. English Education Methods.
 - ix. Reading in the Content Areas.

The requirements for a teacher to teach Title I math in middle school/junior high in grades 5-8:

1. Hold a valid North Dakota educator's professional license.
2. Have a major in middle school education or a major in elementary education with an endorsement in middle school, or a secondary degree with an endorsement in middle school.
3. Complete a minimum of six semester hours in mathematics, including a course in college algebra or higher.

The requirements for a secondary generalist credential in grades 7-12:

1. Hold a valid North Dakota educator's professional license.
2. Have a bachelor's degree or endorsement in secondary education as prescribed by the education standards and practices board.
3. Hold a college-granted major or major equivalent in English, social studies, or science.
4. Complete the required coursework from a state-approved institution of higher education as follows:
 - a. An applicant must have taken a minimum of two semester hours in three of the following course areas:
 1. Foundations or Survey of Reading.
 2. Reading in the Secondary School.
 3. Diagnosis and Correction of Reading Disabilities.
 4. Clinical or Laboratory Practicum in Reading with Secondary Students/Clinical or Laboratory Practicum in Reading
 5. Research and the Literature in Reading/Language Arts.
 6. Exceptional Child.
 7. Curriculum Development.
 8. English Education Methods.
 9. Reading in the Content Areas.

**The requirements for a Title I secondary math credential in grades 7-12:**

1. Hold a valid North Dakota educator's professional license.
2. Have a major in math at the secondary level.

The requirements for initial credentials grades K-6, grades 5-8, grades 7-12:

1. A teacher who holds a valid educator's professional license and either a bachelor's degree in elementary, middle or secondary education, or an endorsement in elementary, middle or secondary education, but does not meet the coursework requirements to obtain a credential may apply for an initial credential.

Please note a teacher cannot receive an initial credential for the Title I K-6 Reading or math credentials if the teacher only holds an early childhood B-3 major. The teacher must have a major in elementary education or has completed an endorsement in elementary education.

2. An initial credential is valid until the end of the second full school term following the date the credential is issued to the teacher.
3. To obtain an initial credential a teacher must:
 - a. Provide the Title I office in the ND Dept of Public Instruction with a written offer of employment as a Title I teacher from a ND school district.
 - b. Provide the Title I office in the ND Dept of Public Instruction with a written plan of study which will qualify the teacher for a credential within two calendar years after the date the initial credential is issued. The plan of study must include coursework that in addition to courses previously taken will complete the requirements for a credential.

If you have any additional questions, please feel free to contact Sandy Peterson at (701) 328-2170 or you can email her smpeterson@nd.gov.

Aide/Paraprofessional Reminder

Districts are reminded that as they hire aides/paraprofessionals for the 2011-2012 school year, these individuals **MUST** be highly qualified before they are offered employment.

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

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

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

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

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

May Title I WebEx Training Recap

The state Title I office held a WebEx training on May 18, 2011 to address administrative issues for Title I authorized representatives and coordinators. The updates included:

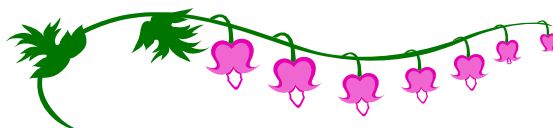
- Updated Consolidated Application Guidance
- Close Out Process for ARRA
- 2011 Legislative Issues Affecting Title I
- Updated Guidance (preschool programming/student performance strategist)
- Title I Monitoring Issues
- Title I Carryover Provisions
- Reauthorization Status



This WebEx training can be used for renewing the Title I coordinator credential. Handouts and a recording of the WebEx may be found at www.dpi.state.nd.us/title1/present.shtm.

Title I Personnel Report

Title I personnel are reminded to completed the Title I Personnel Report. Title I personnel received a copy of the Title I Personnel Report in the Title I Spring Mailing. This report can also be found online at www.dpi.state.nd.us/forms/sfn7357.pdf or www.dpi.state.nd.us/forms/word/sfn7357.doc. This report should reflect cumulative Title I data from the entire 2010-2011 school year. This information is then compiled and submitted to the USDE for review.



IDEA Update

One of the most important issues facing teachers is discerning the quality of research used to determine which instructional practices are the most effective. Given the legislative mandates for the use of evidence based practices, teachers face a tremendous challenge in determining the quality of research used to make these determinations. The May/June edition of *Teaching Exceptional Children* article, “The ABCs of Evidence-Based Practice for Teachers” provides teachers with resources to address this problem.

The authors, Allison Kretlow and Sharon Blatz, provide an easily understood set of definitions for the adjectives, research-based, evidence-based, and scientifically-based that precedes instructional practices in legislation, advertisements and professional journals. Next, they address the two critical factors that limit most classroom teachers’ ability to use research findings, time and access to professional journals. In addition, they provide websites for online databases that contain evidence-based practices. These databases often rate the teaching programs and practices based on the amount of evidence (research) available to support their effectiveness. After **A**ccessing the database of evidence-based practices and selecting one to implement, the article then addresses the **B** in the title, Be careful with fidelity, then the **C** checking student progress.

Fidelity of implementation represents the most critical factor in achieving the maximum improvement in student achievement. Fidelity pertains to the close adherence that the implementation pays to the practice or program details that make it effective. When teachers find it necessary to modify a practice or program to accommodate the instructional needs of individual students, care should be taken to modify only one variable at a time.

Checking student progress requires four to eight data points to determine the practice’s effectiveness with the student. The authors recommend using Curriculum-Based Measures (CBM) to progress monitor because these measures provide teachers with an overall picture of progress toward a goal.

The wealth of information and resources presented in this ten page article warrant an extended exploration.

Title I WebEx Training – Title I Fiscal Requirements

The state Title I office has scheduled a WebEx Training for Wednesday, June 22, 2011, from 2:00 pm – 3:00 pm (CDT). This WebEx Training is targeted towards Title I administrative issues for Title I authorized representatives, business managers, and coordinators; however, anyone involved with the financial side of Title I is encouraged to attend. Participants can use this WebEx Training as an allowable in-service for renewing their Title I coordinator credential. Information to be discussed at this WebEx include:

- Proper administration of the Title I program
- Trends found during 2010-2011 monitoring
- Fiscal requirements and reminders

Registration information is available online at www.dpi.state.nd.us/title1/events.shtm on our website. For personnel unable to participate, the handouts and a recording of the training will be available on the Title I website.



Reminder: Summer Training in Math

<u>Title</u>	<u>Location</u>	<u>Dates</u>
<i>A Gumbo of Math Success: A Recipe for Teaching All Students Mat with Carol Williams</i>	Best Western Doublewood Inn – Bismarck	July 6-7, 2011

Information on registration for the above training can be found on the Department of Public Instruction website at www.dpi.state.nd.us/events.shtm.

Upon registering for the training, you will receive an email confirmation acknowledging the receipt of you registration and payment. If you have registered and have not received a confirmation, please contact Jacki Harasym at jharasym@nd.gov or (701) 857-7770.

N&D Nugget**2011-2012 N&D Applications**

It is the time of the year to apply for Title I, Part D, Neglected and Delinquent (N&D) program funding for the 2011-2012 school year. Applications were emailed this past week to all authorized representatives. Four specific information sections will be included:

- N&D Application – The application for 2011-2012 N&D funding.
- N&D Formal Agreements – A section on formal agreements and responsibilities of entities is a required component of the application for those applying under Title I, Part D, Subpart 2 funds.
- N&D Eligibility Form – A listing of all eligible facilities that may apply for N&D funding.
- N&D Guidance – Provides guidance on the calculation, eligibility, and use of Title I, Part A funding for N&D programs/facilities.

N&D Applications are due on or before Friday, July 1, 2011. If you have any questions, please contact Jacki Harasym at jharasym@nd.gov or (701) 857-7770.

ARRA Quarterly Reports

The next ARRA Quarterly report for Title I is due on Wednesday, June 29, 2011. Remember that the job funded portion must be calculated **each quarter independently** since the number of hours worked that quarter may vary with different positions, i.e., summer school staff.

We have found that the reports coming into the department thus far have had the vast majority of errors in the job funded section. If the report comes in with errors, the processing and final acceptance of the data on the report will be delayed.

Please communicate with your Title I contact person with questions on ARRA reporting. You can find your district's Title I contact person at www.dpi.state.nd.us/title1/Legislative/stimulus/conappcontact.pdf on the Title I website.

Title I Final Financial Report

The Title I Final Financial Report forms for both regular Title I and Title I ARRA were recently mailed to all school districts. This was done by mail because we personalized each to match the district's unique situation. In addition to the Final Financial Report and guidance, this mailing also included the specific addendums that each individual school district is required to complete and a Request for Funds form. The Title I list of addendums includes:

- Cooperative Agreement Addendum
- Neglected Funds Addendum
- Parent Involvement Addendum
- Private School Addendum
- Reallocated Funds Addendum
- Supplemental Services Addendum

If your packet included any of these addendums, please be sure to complete them and submit them along with your Final Financial Report and Request for Funds. Submitting all of the required forms in the same envelope will expedite the process when we receive it in the state Title I office. Submitting the forms separately makes it difficult when we review Final Financial Reports as we need to have all of the forms submitted for the school district before we can complete our final review.

If you did not receive this packet, please contact Mary Neigum at mneigum@nd.gov or (701) 328-2281.

Final Title I Allocations/Consolidated Application Deadline

The Department of Public Instruction posted the preliminary Title I allocations for the 2011-2012 school year on May 18, 2011. These estimated federal Title I allocations are available online at www.dpi.state.nd.us/grants/NCLB.shtm.

The department is anticipating receiving final allocation amounts from the USDE the week of June 20, 2011, and will recalculate final Title I allocations for districts once that information is received.

An email will be sent to school district administrators indicating that the final allocations have been calculated and are posted on the department's website, hopefully in early July. School personnel must check the website for their allocations, as letters will not be mailed indicating allocation amounts.

The electronic consolidated application has also been opened for data entry to the 2011-2012 school year. When final allocations are generated, they will be pre-populated into the consolidated application on STARS to allow school district personnel to start working on the 2011-2012 applications. All consolidated applications must be submitted on STARS by **Friday, August 26, 2011**. The Electronic Consolidated Application Help Screen document is posted on DPI's website at www.dpi.state.nd.us/grants/NCLB.shtm under Resources and Forms. When choosing activities on the application, please read through the activity listing to make sure you are choosing the correct activity ID code that matches the activity you plan to do.

If you have any questions on allocations or the application process, please communicate with your Title I contact person.



Monthly Featured Articles

Traineeship Scholarship Program

The North Dakota Department of Public Instruction (NDDPI), Office of Special Education, receives federal funds from the US Department of Education on an annual basis for personnel preparation. These funds support the Traineeship scholarships. The purpose of these scholarships is to increase and retain the number of personnel in North Dakota who provide educational services to students with disabilities. Three times a year (fall, spring and summer), the Office of Special Education awards a limited number of Traineeships in priority areas of disabilities to ND teachers who wish to pursue *graduate* level retraining in the field of special education. Scholarship amounts are based on the credit hours of coursework taken during a semester. NDDPI will begin taking applications for fall **June 22, 2011**. Applications must be postmarked no later than **July 20, 2011**. Late applicants will not be considered. Award recipients will be notified of their awards by **August 10, 2011**. Application and application instructions for new and repeat applicants can be found on the DPI website at www.dpi.state.nd.us/speced/teacher/trainee/index.shtm.

Making Literacy a Comprehensive Effort

In November 2010, North Dakota received a Striving Readers Comprehensive Literacy grant (SRCL) to establish a state literacy team and develop a state comprehensive literacy plan to serve children from birth to grade twelve.

The purpose of the resulting *Birth-12 Comprehensive Literacy Plan* is to provide a statewide framework for all stakeholders in birth through grade 12 settings to improve literacy for all. These stakeholders include all educators, childcare providers, parents, administrators, board members, community partners, etc. who are interested in the education of children. The plan acknowledges the critical need to continue the efforts throughout the state to improve early literacy in pre-kindergarten - grade 3 and establish a unified approach to language and literacy instruction from the earliest years of schooling to high school graduation and postsecondary education.

In December, 2010, the NDDPI solicited proposals for 10-14 individuals from various backgrounds including teachers, administrators, parents, library/media specialists, literacy coaches, representatives from Education Standards and Practices Board, the North Dakota Reading Association and University Partners to serve on a State Literacy Team. From those proposals, a team was formed including members with expertise in literacy development and education in the following age levels:

- ✓ Birth to school entry
- ✓ Kindergarten through grade 6
- ✓ Grades 6-8
- ✓ Grades 9-12

The team that was selected was made up of some very committed individuals who worked very long days to accomplish the task of developing an outline of the comprehensive literacy plan by February 1, 2011, and to continue the process of developing a completed plan by June 30, 2011.

The ND Comprehensive Literacy Plan (NDCLP) was designed to be a plan of action to increase birth-grade 12 literacy achievement. The implementation of the NDCLP will guide the development of consistent quality literacy instruction, assessment and professional development across the state. To provide clarity regarding what constitutes effective literacy instruction, the NDCLP identifies what is recommended in daily practice for reading and writing instruction at each age/grade level. The plan employs explicit, intentional and differentiated instruction centered on the needs of all children. Its main purpose is to address rigor in curriculum content and provide a framework through which the content is delivered. It is also the intention of the ND Literacy Team to make the plan an evolving document with continued updates of information and valuable resources for stakeholders.

The NDCLP is an articulation of detailed practices that must be implemented by age level and in various settings across the state. The NDCLP is designed to support the developmental nature of literacy. In the 21st Century, literacy will be viewed as the ability of individuals to communicate effectively for the real world. To prepare students this must involve teaching the abilities to listen, read, write, speak and view things with thinking being an integral part of each of these processes.

North Dakota educators are expected to utilize the NDCLP for purposes of planning, discussing, and informing when working individually and with colleagues, families, and the community. It is the desire of the State Literacy Team that as part of the NDCLP, educators will have ongoing professional development focused on the key components of the plan through district sessions and job-embedded, school-based opportunities.

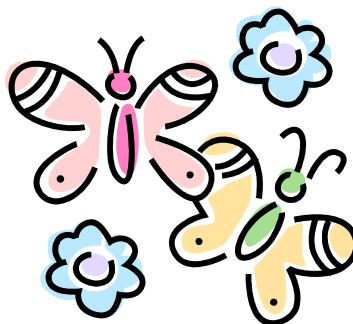
Literacy is an essential skill that lays the foundation for all future learning. It is a skill that continues to grow and develop throughout an individual's lifetime and is fundamental to success at school, in the workforce and in life. To be literate within contemporary society requires students to read, view, write, speak, listen and think critically in order to understand written, visual, and technologically based information. Literacy is not a discipline. It is a responsibility shared by all stakeholders that allows students to develop their knowledge and potential; construct, create and communicate meaning; participate in society; and achieve their goals.

A comprehensive literacy plan supports and promotes literacy for every child birth to grade 12. There needs to be a strong statewide commitment to the goals and objectives of the literacy plan as a whole. Leaders must address specific implementation issues at a variety of levels within the educational system. At the state level, this leadership has taken the form of a statewide coordinator tasked with organizing the statewide literacy team, mentoring, and monitoring grant recipients. At the local level, this leadership would come from the administration and the established local literacy team. At the classroom level or home environment, these commitments are essential from all stakeholders including teachers, paraprofessionals, and parents. Across all of these levels, focusing on both ongoing instructional leadership and implementation issues is central to improving literacy in North Dakota.

“A Culture of Literacy has rules, roles, and rituals that embody what it values about literacy, learning, and teaching” Davis.H. (2008). In North Dakota, we believe a Culture of Literacy is an active philosophical vision, or way of thinking, requiring a clear commitment to developing literacy in all students, and is embedded in every aspect of creating a literate life. Since literacy is a complex interactive and interpretative process (Dorn, L.J., French, C., & Jones, T., 1998) it must be modeled and embraced by all stakeholders and made evident through the physical, psychological, and sociological environments children encounter daily. Children will learn and embrace what they see in their adult mentors. Children learn from both direct instruction and from their authentic experiences with literacy in everyday life. In a culture of literacy, students view themselves as readers and writers and flourish through engagement in successful and pleasurable literacy experiences. (Opitz, Ford and Zbaracki, 2006).

The ND Comprehensive Literacy Plan defines the essential elements as well as actions and scaffolding necessary to optimize communication between age groups, produce higher academic achievement and prevent achievement gaps. The six essential elements that provide the foundation for the North Dakota Comprehensive Literacy Plan are:

- Leadership and Sustainability
- Instruction and Intervention
- Standards Alignment
- Assessment
- Professional Development
- Family and Community Partnerships



On May 9, 2011 North Dakota submitted an application for the Striving Readers competitive grant which is a potential award of up to thirty million dollars over a five year period. The purpose of this funding is primarily for the state to 1) provide competitive sub-grant opportunities for approximately 15-20 eligible school districts (LEAs) and/or early childhood providers (ECPs) to develop well-constructed, research-based comprehensive literacy programs; 2) provide extensive technical assistance to LEAs and ECPs when developing and implementing the comprehensive literacy program; 3) support LEAs and ECPs in coordinating birth through grade 12 literacy activities based on achievement data for all students, including minority students, students with disabilities, and students with limited English proficiency; and 4) provide extensive professional development and technical assistance to ensure optimum support for teachers.

For more information regarding the Striving Readers Comprehensive Literacy programs visit the state Title I website at www.dpi.state.nd.us/title1/initiative/initiative.shtm.

NDMILE and Schoolwide Planning Training Sessions

After a review and pilot of the North Dakota Moving to Improve Learning for Everyone (NDMILE) and in an effort to provide additional flexibility to districts the Department of Public Instruction will recognize and accept the NDMILE as a primary tool to document the collaborative education improvement process to meet state accreditation requirements. The state Title I office also recognizes the NDMILE tool as the new planning and approval process for schools that seek to operate a Title I Schoolwide Program and meet Title I Program Improvement Plan requirements for schools in program improvement. These processes have been integrated within the NDMILE tool in order to promote greater program coherence, reduce the reporting burden on schools and districts, and make the development of school improvement plans more meaningfully aligned with current research. The NDMILE is a web-based system designed for schools to inform, coach, sustain, track, and report improvement activities. It has indicators of evidence-based practices at the school and classroom levels to improve student learning. The NDMILE guides improvement teams through a continuous cycle of assessment, planning, implementation, and progress monitoring through research-based indicators. Schools will submit the NDMILE according to the NDMILE Reporting Timeline to reflect any changes in program goals, activities, arising needs, etc. The NDMILE tool is used to assist schools during the planning year as well as promote ongoing evaluation and review of their improvement plans.

The department believes that the NDMILE provides a research-based school improvement process, unifies many state and federal reporting requirements, and reduces unnecessary duplications in reporting. All schools should be given the opportunity to enhance the benefits of their collaborative planning through using NDMILE for all required school improvement efforts.

Districts and schools currently using or anticipating using the NDMILE may fulfill the following planning and reporting requirements:

- The state requirement for an education improvement process (NDAC 67-19-01-15) and amendments made by the 62nd Legislative Assembly (NDCC 15.1-06-06)
- Title I schoolwide plan requirements for those schools operating or planning to operate as Title I Schoolwide
- Title I Program Improvement plan requirements for schools in program improvement
- The state requirement for a district professional development plan, and additionally
- NDMILE provides schools with a planning tool to assess and address parental involvement needs

The Department of Public Instruction will be offering two options to attend the NDMILE and Schoolwide Planning Training in Bismarck on **July 19 and 20, 2011 or August 8 and 9, 2011**. Schoolwide planning schools must attend the NDMILE and Schoolwide Planning session. Your school has the option to choose either the July or August training dates. The workshop is being held in Bismarck, ND at the State Capitol.

The Introduction to NDMILE session is primarily intended for schools or districts that elect to transition into the NDMILE for the purpose of using it for their education improvement process to meet state accreditation requirements.

The Introduction to Schoolwide Planning session is intended for schools that are **interested** in operating a schoolwide Title I program. Also, if you have any questions concerning Title I schoolwide planning or are considering becoming a schoolwide school, you should attend this workshop. A minimum of one year of planning and a 40% poverty rate is required before schools are allowed to operate a Title I schoolwide program.

Regardless of your purpose for attending, you will work together in teams at the training, learning about the year-long planning process of schoolwide programming and using the NDMILE tool to assess, plan, implement, and monitor. Therefore, a team of educators from your school will need to attend this training. The team could consist of a principal, a Title I teacher, one or two classroom teachers, a parent, a board member, and any other interested or appropriate persons.

If you are interested in attending the workshop, a registration form is available on our website at www.dpi.state.nd.us/resource/NDMILE.shtm for you to complete and return to our office no later than **July 12, 2011**. It is extremely important that you preregister for the training. We want to make sure that we have adequate room and materials for everyone who wishes to participate.

If you have questions regarding NDMILE or schoolwide planning, please do not hesitate to contact one of the staff listed below.

Stefanie Two Crow, Assistant Director
Title I Schoolwide Programs
Phone: (701) 328-2292
Fax: (701) 328-0203
Email: sttwocrow@nd.gov

Lodee Arnold, Assistant Director
Title I Schoolwide Programs
Phone: (701) 328-1876
Fax: (701) 328-0203
Email: laarnold@nd.gov

Lois Myran
NDMILE Project Director
Phone: (701) 328-2629
Email: lmyran@nd.gov

Jane Gratz
Administrative Assistant
Phone: (701) 328-3266
Email: jmgratz@nd.gov

Race to the Top-Early Learning Challenge Grant

On May 25, 2011, U.S. Secretary of Education Arne Duncan and U.S. Secretary of Health and Human Services Kathleen Sebelius announced that the Administration plans to use approximately \$500 million of the FY11 Race to the Top funding for a major competition for state plans for raising the quality of early learning programs.

The Early Learning Challenge competition will be jointly administered by the departments of Education and Health and Human Services. The competition will call for states to take a comprehensive approach to developing integrated, high-quality early learning systems, which in turn will help ensure that more children, especially high-need children, enter school ready and able to succeed.

Specific competition requirements, priorities, and selection criteria are still under development. However, consistent with the statute, applicant states will need to take actions to:

- Increase the number and percentage of low-income and disadvantaged children in each age groups of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs;
- Design and implement an integrated system of high-quality early learning programs and services; and
- Ensure that any use of assessments conforms to the recommendations of the National Research Council's reports on early childhood.

More information on the Early Learning Challenge can be found at www.ed.gov/early-learning.

10 Ways to Keep Kids Reading This Summer

During the summer, books might be the last thing on your child's mind. Most kids are ready for a break and happy to trade in reading, writing and arithmetic for summer camp, family vacations and lazy beach days. But many studies have shown that children who read when they're away from school perform better academically than those who don't. Here are 10 ways to get even the most reluctant reader engaged in a reading adventure.

1. Use Hollywood to inspire your child to read

Take advantage of movies and DVDs that are based on books appropriate for your child's age. Renting the DVD of "Hoot," based on Carl Hiaasen's first novel for young readers, might pique your middle-schooler's interest in the author's more recent book for young readers, "Flush." Likewise, the film version of Roald Dahl's "Charlie and the Chocolate Factory" gives you an opportunity to introduce your younger child to other books by the same author, such as "James and the Giant Peach" or "The BFG."

2. Play a summer reading game at your local library or start your own book club

Many libraries offer online sign-ups for these popular summer reading programs. Most have a set reading list and if children read all of the titles within a certain time frame, they win a prize. You could also create your own reading game at home with a chart, stickers and, perhaps, a grand prize of the child's choice. Another alternative is to get a group of kids together to form a neighborhood book group, where members can discuss what they are reading and/or exchange books.

3. Involve your child in planning your family vacation

Whether it's a trip to the ballpark or across the country, have your child research the players, the sites and even the weather in programs, brochures, guidebooks, a Farmer's Almanac or on the Internet.

4. Start a collection

Help your children become experts on something this summer by starting a collection. Encourage them to visit websites, view videos and look for library books to learn more about their new interest.

5. Visit a comic shop

The transformation of classic comic strips like "Scooby-Doo," "Spiderman" and "Batman" into major motion pictures has renewed an interest in comic books. They make especially good reading material for visual and artistic learners, as they allow readers to make easy connections between picture sequences and written text. Encourage your child to read comics and even create his own comic strip this summer.

6. Read cookbooks and packaged food labels

Have your children select recipes they would like to try. Include them in grocery shopping and meal preparation. Encourage them to read product labels so they know what they will be eating. You might be surprised to find they enjoy family meals more when they've taken part in the process.

7. Read instruction pamphlets

This kind of "practical" reading helps children connect reading with hands-on learning. Reading instructions for building projects, assembling games or blowing up pool toys can give children a real sense of accomplishment.

8. Read the newspaper aloud

Start reading parts of newspaper articles aloud and encourage your child to do the same. Some newspapers even have children's sections. This is a great way to engage your child in conversation and promote his interest in what is going on in the world. Suggest to your child that he read aloud to a sibling or young friend, or volunteer together to read to an elderly person.

9. Get a magazine subscription for your child

There are numerous magazines that are targeted to young kids and preteens. Kids can often identify with the voice and subject matter, and the articles will hold their attention. Even if it's not "Swiss Family Robinson," the benefits of continued reading might make up for the lack of weightier content.

10. Be a reading role model

Let them see you read. Read anywhere — the airport, bus stop, doctor's office, swimming pool, etc. If they see you reading for enjoyment, they will want to read, too.

New Title I Staff Member

As a reminder, Josh Sharp has joined the Title I unit replacing Josset Gauley. The consolidated application and the program improvement contact lists have been updated to reflect this staff change. These lists can be accessed on the Title I website at:

Consolidated Application lists:

www.dpi.state.nd.us/title1/conapp.shtm.

Program Improvement list:

www.dpi.state.nd.us/title1/progress/picontacts.pdf.



Upcoming Events

× **2011 Title I Sponsored WebEx Trainings**

June 22: Title I Fiscal Requirements by Ann Ellefson

× **Title I, Special Education, 21st CCLC and NDEA Sponsored Summer Trainings**

July 6-7, 2011 at the Doublewood Inn in Bismarck, ND

Carol Williams will present “A Gumbo of Math Success”. Registration information is posted at www.dpi.state.nd.us/title1/events.shtm.

× **2011 Title I, Special Education and 21st CCLC Fall Conference**

October 5-7, 2011 at the Bismarck Civic Center in Bismarck, ND

More information will be posted as details are available.

× **2012 National Title I Conference: Soaring to Excellence**

January 21-24, 2012 at Seattle, WA

Registration can be found at www.nationaltitleiassociation.org/page/T12Conference.

× **NCTM 2012 Annual Meeting**

April 25-28 at Philadelphia, PA

More information to come.

× **IRA 57th Annual Convention**

April 29, 2012 – May 3, 2012 at Chicago, IL

More information to come.

Title I To Do List

Administrators

- Ensure the Title I Personnel Report (SFN 7357) is submitted to state Title I office
- Submit ARRA 8th Quarter Report by June 29, 2011
- Submit Title I Final Financial Report

Enjoy your Summer!



Title I Staff	Office Fax (701) 328-0203	Toll Free (888) 605-1951
Laurie Matzke, Director Email: lmatzke@nd.gov Phone: (701) 328-2284	Tara Bitz , Assistant Director Homeless/Early Reading First Email: tbitz@nd.gov Phone: (701) 328-4646	Mary Neigum Fiscal Officer Email: mneigum@nd.gov Phone: (701) 328-2281
Jacki Harasym , Assistant Director Title I/Special Education/N&D Program Email: jharasym@nd.gov Phone: (701) 857-7770	Lodee Arnold , Assistant Director Schoolwide Programs Email: laarnold@nd.gov Phone: (701) 328-1876	Ann Ellefson , Assistant Director Private School Programs Email: aellefson@nd.gov Phone: (701) 328-2488
Stefanie Two Crow , Assistant Director Schoolwide Programs Email: sttwocrow@nd.gov Phone: (701) 328-2292	Dale Patrick , Assistant Director Even Start Email: dpatrick@nd.gov Phone: (701) 328-1644	Josh Sharp Program Administrator Title I/21 st Century Email: jesharp@nd.gov Phone: (701) 328-2285
Jill Frohlich Administrative Assistant Email: jmfrohlich@nd.gov Phone: (701) 328-2254	Teresa Glass Administrative Assistant Paraprofessional Coordinator Email: teglass@nd.gov Phone: (701) 328-1640	Sandy Peterson Program Administrator Migrant Education and Title I Credentials Email: smpeterson@nd.gov Phone: (701) 328-2170
Patty Carmichael Administrative Assistant Email: pcarmichael@nd.gov Phone: (701) 328-3264	Lauri Nord Administrative Staff Officer Email: lnord@nd.gov Phone: (701) 328-2282	Cathy Ebert Administrative Assistant Email: cmebert@nd.gov Phone: (701) 328-2824

Special Education Staff	Office Fax (701) 328-4149	TDD (701) 328-4920
Dr. Alison Dollar, Director Email: adollar@nd.gov Phone: (701) 328-2277	Bob Rutten Special Education Coordinator Email: brutten@nd.gov Phone: (701) 328-2277	Dr. D. Guy McDonald Special Education Coordinator Email: dgmcdonald@nd.gov Phone: (701) 328-2277
Brenda Oas Assistant Director Email: boas@nd.gov Phone: (701) 328-2277	Kathy Smith IDEA B Grants Manager Email: kasmith@nd.gov Phone: (701) 328-2615	Nancy Skorheim Special Education Coordinator Email: nskorheim@nd.gov Phone: (701) 328-2277
Dr. Lynn Dodge Special Education Coordinator Email: ldodge@nd.gov Phone: (701) 328-4564	LaDawn Eisenbeis Administrative Assistant/Receptionist Email: lreisenbeis@nd.gov Phone: (701) 328-2277	Mary McCarvel-O'Connor Special Education Coordinator Email: moconnor@nd.gov Phone: (701) 328-4560
Gerry Teevens Special Education Coordinator Email: gteevens@nd.gov Phone: (701) 328-2277	Colleen Schneider Administrative Assistant Email: cischneider@nd.gov Phone: (701) 328-3217	
Michelle Souther Office Manager Email: msouther@nd.gov Phone: (701) 328-2652		