

NORTH DAKOTA CONSOLIDATED STATE APPLICATION

To the U.S. Department of Education

**For State Grants Under Title IX, Part C, Section 9302 of the Elementary
and Secondary Education Act (Public Law 107-110)**

June 12, 2002



Dr. Wayne G. Sanstead
State Superintendent
Department of Public Instruction
600 East Boulevard Avenue #201
Bismarck, ND 58505-0440
<http://www.dpi.state.nd.us>

TABLE OF CONTENTS

	Page
SIGNATURE PAGES	iii
CHECKLIST OF ESEA PROGRAMS INCLUDED IN THE CONSOLIDATED APPLICATION	v
SEA CONTACTS FOR ESEA PROGRAMS	vi
INTRODUCTION	1
PART I: ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS	1
PART II: STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS	
1. Describe the State’s system of standards, assessments, and accountability	3
2. Describe the process for awarding competitive subgrants for the programs listed below	
(1) Even Start Family Literacy (Title I, Part B)	16
(2) Education of Migrant Children (Title I, Part C).	17
(3) Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk-Local Agency Programs	19
(4) Comprehensive School Reform (Title I, Part F).	20
(5) Teacher and Principal Training and Recruiting Fund—Subgrants to Eligible Partnerships (Title II, Part A, Subpart 3)	22
(6) Enhanced Education Through Technology (Title II, Part D).	25
(7) Safe and Drug-Free Schools and Communities—Reservation for Governor	25
(8) Community Service Grants (Title IV, Part A, section 4126).	27
(9) 21 st Century Community Learning Centers (Title IV, Part B)	29
3. Describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees	34
4. Describe the Statewide system of support under section 1117 for ensuring that all schools meet the State’s academic content and student achievement standards	43
5. Describe the activities the State will conduct to help Title I schools make effective use of schoolwide programs to improve the achievement of all students	46
6. Describe how SEA officials and staff consulted with the Governor’s office in the development of the State plan, coordination with various ESEA-funded programs with State-level activities, coordination with other organizations, and coordination with other agencies and with other federal programs	54
7. Describe the strategies the State will use to determine whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes	55
PART III: ESEA KEY PROGRAMMATIC REQUIREMENTS AND FISCAL INFORMATION	
1. Title I, Part A Improving Basic Programs Operated by LEAs.	56
2. Title I, Part B, Subpart 3, Even Start Family Literacy	58
3. Title I, Part C Education of Migrant Children.	60
4. Title I, Part D Children and Youth Who Are Neglected, Delinquent, or At-Risk	65
5. Title I, Part F Comprehensive School Reform	67
6. Title II, Part A Teacher and Principal Training and Recruiting Fund.	69
7. Title II, Part D Enhanced Education Through Technology.	69

	Page
8. Title II, Part A English Language Acquisition and Language.	71
9. Title IV, Part A Safe and Drug-Free Schools and Communities	75
10. Title IV, Part A, Subpart 1, Section 4112(a) Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor	78
11. Title IV, Part A, Subpart 2, Section 4126 Safe and Drug-Free Schools and . Communities: Community Service Grants	78
12. Title IV, Part B 21 st Century Community Learning Centers.	79
13. Title V, Part A Innovative Programs.	79
14. Title VI, Part A, Subpart 1, Section 6111 State Assessments Formula Grants.	81
15. Title VI, Part B, Subpart 2 Rural and Low-Income School Program.	83
GENERAL EDUCATION PROVISIONS ACT, SECTION 427 (GEPA).	84
CONSOLIDATED ADMINISTRATIVE FUNDS.	84
TRANSFERABILITY.	84

SAFE DRUG-FREE SCHOOLS AND COMMUNITIES ACT STATE GRANTS

CHIEF EXECUTIVE OFFICER COVER SHEET

<p>1. Legal Name of Applicant Agency (Chief Executive Office): North Dakota Office of the Governor</p>	<p>2. DUNS Number: 073131823</p>
<p>3. Address (including zip code): 600 East Boulevard Avenue Bismarck, ND 58505</p>	<p>4. Contact Person Name: William G. Goetz Position: Chief of Staff Telephone: (701) 328-4225 Fax: (701) 328-2205 E-Mail Address: wgoetz@state.nd.us</p>
<p>5. Reservation of Funds: <u>20</u> % Indicate the amount the Governor wishes to reserve (up to 20%) of the total State SDFSCA State Grant allocation.</p>	
<p>6. By signing this form the Governor certifies the following: a. The following assurances and certifications covering the Safe and Drug-Free Schools and Communities Act State Grants program have been filed with the U.S. Department of Education (either as a part of this Application or through another submission from the State): i. <u>Section 14303 and EDGAR</u>. The assurances in Section 9304(a) of the ESEA, and Section 76.104 of the Education Department General Administrative Regulations (EDGAR). ii. <u>ESEA Program Assurances</u>. Any assurances or certifications included in the statutes governing the Safe and Drug-Free Schools and Communities Act State Grants program. iii. <u>Assurances and Certification</u>. Any assurances or certifications included in the Application under "Assurances and Certifications." iv. <u>Cross-Cutting</u>. As applicable, the assurances in OMB Standard Form 424B (Government-wide Assurances for Non-Construction Programs).v. <u>Lobbying; debarment/suspension; drug-free workplace</u>. The three certification in ED Form 80-0013 and 80-0014, relating to lobbying, debarment/suspension, and drug-free workplace. (For more information, see 61 <i>Fed. Reg.</i> 1412 (01.19.96.) b. As of the date of submission of this Application, none of the facts has changed upon which those certifications and assurances were made.</p>	
<p>7. To the best of my knowledge and belief, all data are true and correct. The governing body of the applicant has duly authorized the document and the applicant will comply with the assurances and certification provided in this package if the assistance is awarded.</p>	
<p>8. Typed name of Chief Executive Officer John Hoeven</p>	<p>9. Telephone Number: (701) 328-2200</p>
<p>10. Signature of Chief Executive Officer</p>	<p>11. Date</p>

**ESEA PROGRAMS INCLUDED IN
THE CONSOLIDATED STATE APPLICATION**

Checklist

The State of North Dakota requests funds for the programs indicated below:

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Title I, Part B, Subpart 3: Even Start Family Literacy

Title I, Part C: Education of Migrant Children

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who
Are Neglected, Delinquent, or At-Risk

Title I, Part F: Comprehensive School Reform

Title II, Part A: Teacher and Principal Training and Recruiting Fund

Title II, Part D: Enhancing Education Through Technology

Title III, Part A: English Language Acquisition, Language Enhancement, and
Academic Achievement

Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities

Title IV, Part A, Subpart 2: Community Service Grants

Title IV, Part B: 21st Century Community Learning Centers

Title V, Part A: Innovative Programs

Title VI, Part A, Subpart 1, Section 6111: State Assessment Program

Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments
Competitive Grant Program

Title VI, Part B, Subpart 2: Rural and Low-Income Schools

SEA Contacts for ESEA Programs

ESEA Program Title	SEA Program Contact		
	Name	Phone	E-Mail address
Title I, Part A	Laurie Matzke	(701) 328-2284	lmatzke@state.nd.us
Title I, Part B, 3	Laurie Matzke	(701) 328-2284	lmatzke@state.nd.us
Title I, Part C	Sandy Aune	(701) 328-2170	saune@state.nd.us
Title I, Part D	Nita Wirtz	(701) 328-1876	nwirtz@state.nd.us
Title I, Part F	Nitz Wirtz	(701) 328-1876	nwirtz@state.nd.us
Title II, Part A	Clarence Bina	(701) 328-2098	cbina@state.nd.us
Title III, Part A	Mari Rasmussen	(701) 328-2958	mrasmussen@state.nd.us
Title IV, Part A (SEA)	Linda Johnson	(701) 328-4138	ljohnson@state.nd.us
Title IV, Part A (Governor)	Char Olson	(701) 328-8824	SOOLSC@state.nd.us
Title IV, Part A, Subpart 2	Linda Johnson	(701) 328-4138	ljohnson@state.nd.us
Title IV, Part B	Rosey Sand	(701) 328-2488	rsand@state.nd.us
Title V, Part A	Greg Gallagher	(701) 328-1838	ggallagher@state.nd.us
Title VI, Part A, Subpart 1, 6111	Greg Gallagher	(701) 328-1838	ggallagher@state.nd.us
Title VI, Part A, Subpart 1, 6112			
Title VI, Part B, Subpart 2	Beverly Fischer	(701) 328-1028	bfischer@state.nd.us

NORTH DAKOTA CONSOLIDATED STATE APPLICATION

For State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110)

INTRODUCTION

The *No Child Left Behind* Act of 2001 (NCLB) Public Law 107-110 reauthorized the Elementary and Secondary Education Act (ESEA) of 1965 for a six-year period. It emphasizes four key principles: (1) accountability for results; (2) expanded state and local flexibility and reduced red tape; (3) expanded choices for parents; and (4) focusing resources on proven educational methods, particularly in reading instruction.

The state educational agency administers the NCLB. The state educational agency in North Dakota is the Department of Public Instruction, which is hereinafter referred to as "NDDPI."

The NDDPI is authorized to include many of the programs reauthorized under the NCLB under one Consolidated State Application to the U.S. Department of Education. NDDPI has consulted with Governor John Hoeven's staff regarding the strategies outlined in this State Consolidated Application.

PART I: ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

North Dakota has adopted the five ESEA Performance Goals and the corresponding Performance Indicators as stated in the Consolidated State Application OMB No. 1810-0576, pages 11-13. North Dakota will report to the U.S. Department of Education on these indicators as required.

The NDDPI will develop performance targets and determine baseline data related to these goals and indicators and will submit them to the U.S. Department of Education in May of 2003. North Dakota will align its State-funded activities with the five performance goals and corresponding performance indicators. Each LEA will align all activities funded with these federal title funds to these five core performance goals and corresponding indicators as indicated on the local consolidated applications for funding.

The goals and corresponding performance indicators are:

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

Performance Indicators:

- 1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment will increase consistent with the annual measurable targets determined by the computations for "adequate yearly progress."
- 1.2 The percentage of students, in the aggregate and in 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."
- 1.3 The percentage of Title I schools that make adequate yearly progress will increase.

Performance Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Indicators:

- 2.1** The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2** The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3** The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Performance Indicators:

- 3.1** The percentage of classes being taught by highly qualified teachers (as the term is defined in Section 9101(23) of the ESEA) in the aggregate and in high-poverty schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2** The percentage of teachers receiving high-quality professional development (as the term professional development is defined in Section 9101(34)).
- 3.3** The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in Section 1119(c) and (d)).

Performance Goal 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Indicators:

- 4.1** The number of persistently dangerous schools, as defined by the State.
- 4.2** The percentage of students who engaged in a physical fight on school property (in the 12 months preceding the survey).
- 4.3** The percentage of students offered, sold, or given an illegal drug on school property.
- 4.4** The number of proven effective programs used in schools and communities will increase. Individual programs affect specific indicators of effectiveness.

Performance Goal 5. All students will graduate from high school.

Performance Indicators:

- 5.1** The percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data.

- 5.2** The number of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data.

PART II. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

1. *Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA.*

a. Provide a timeline of major milestones for either adopting challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8 or disseminating grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State's academic content standards cover more than one grade level.

North Dakota, through an agreement with the U.S. Department of Education, has established an assessment waiver plan to bring North Dakota into full compliance with ESEA, Section 1111(b)(1) requirements. This waiver plan, approved through August 2003, can be accessed at the following web site: <http://www.dpi.state.nd.us/testing/assess/plan.pdf>.

North Dakota state law (NDCC 15.1-02-04.3) places responsibility for the development of State academic content standards with the State Superintendent (<http://www.state.nd.us/lr/>). The NDDPI has developed and adopted academic content standards in mathematics (<http://www.dpi.state.nd.us/standard/content/math.pdf>) and English language arts (<http://www.dpi.state.nd.us/standard/content/english.pdf>). These State content standards have been developed at grades 4, 8, and 12 in accordance with the *North Dakota Standards and Assessment Development Protocols* (<http://www.dpi.state.nd.us/standard/content/toc.pdf>). North Dakota mathematics and English language arts academic content standards meet the requirements of section 1111(b)(1).

A State-level advisory committee consisting of LEA and SEA representatives, titled the *Standards, Assessment, Learning and Teaching (SALT) Team*, oversees all standards development committee work. North Dakota's standards development protocols currently are being revised by the SALT Team to incorporate improvements into the development process and to accommodate the development of grade-level content expectations in grades 3, 5, 6, and 7.

North Dakota will continue to use adopted content standards as the basis for statewide assessments at grades 4, 8, and 12 in accordance with section 1111(b)(1). In addition, North Dakota will expand its statewide assessments into grades 3, 5, 6, and 7, in accordance with section 1111(b)(1) by 2005-06, based on state-defined, grade-level content expectations in reading/English language arts and mathematics. These grade-level content expectations will be developed and adopted in accordance with North Dakota's standards development protocols.

North Dakota proposes to accomplish these aims based on the following development schedule.

Development Schedule for Mathematics and Reading/English Language Grade-Level Content Expectations, Grades 3, 5, 6, and 7		
Date	Activity	Evidence
June, 2002	<i>North Dakota Standards and Assessment Development Protocols</i> revised by state SALT Team to accommodate development of grade-level expectations and to update standards and assessment procedures.	General release of protocols to schools and the public and the placement of document on State website.
June, 2002	Initiate formation of grade-level expectations drafting committees in accordance with State protocols. Committees to develop expectations for grades 3, 5, 6, and 7 to align developmentally to State content standards at grades 4, 8, and 12.	Contract signed from prospective committee members. Placement of committee membership on State website.
July, 2002	Initiate development process steps to develop grade-level expectations for grades 3, 5, 6, and 7 in accordance with State protocols.	Development documentation required to confirm adherence to State protocols.
July– October, 2002	Grade-level expectations drafting committees meet to construct first draft of expectations.	First draft of grade-level expectations constructed in accordance with State protocols.
October, 2002	First draft of grade-level expectations formatted in accordance with State protocols and released to public for comment.	First draft placed on State website. Call for revisions forwarded to schools and the public according to State protocols.
December, 2002	Public comments compiled and disseminated to grade-level expectations drafting committee for review.	Public comments compiled and placed on State website. Summary documentation forwarded to committee membership.
January- February, 2003	Second draft of grade-level expectations drafted by committee membership. Draft forwarded to SALT Team for review in accordance with State protocols.	Second draft placed on State website. Draft reviewed and marked-up by SALT Team.
February- March, 2003	Grade-level expectations committee reviews SALT Team's recommendations. Committee prepares third draft of grade-level expectations.	Third draft placed on State website.
March- April, 2003	SALT Team reviews third draft for adherence to State protocols. SALT Team offers recommendation for adoption/rejection of grade-level expectations to State Superintendent.	Third draft reviewed and revised by SALT Team in accordance to protocols. SALT Team drafts final proposal of acceptance/rejection.
April, 2003	NDDPI prepares final draft of grade-level expectations for review by State Superintendent and offers independent recommendation for acceptance/rejection of document.	Final draft format completed.
May, 2003	State Superintendent approves/rejects final draft of grade-level expectations.	Letter of finding and approval/rejection by the State Superintendent.

At the completion of this process, North Dakota will have adopted academic content standards in mathematics and reading/English language arts at grades 4, 8, and 12, and grade-level content expectations at grades 3, 5, 6, and 7.

- b. Provide a timeline of major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

The NDDPI has developed and adopted academic content standards in science (<http://www.dpi.state.nd.us/standard/content/science.pdf>). These State content standards have been developed at grades 4, 8, and 12 in accordance with the *North Dakota Standards and Assessment Development Protocols* (<http://www.dpi.state.nd.us/standard/content/toc.pdf>). North Dakota science academic content standards meet the requirements of section 1111(b)(1).

North Dakota will align its science assessment to the adopted State science content standards at grades 4, 8, and 12 in accordance with section 1111(b)(1). In addition, North Dakota will plan to expand, voluntarily, its statewide science assessments into grades 3, 5, 6, and 7 by 2007-2008, based on State-defined, grade-level content expectations. These grade-level content expectations will be developed and adopted in accordance with the North Dakota Standards and Assessment Development Protocols. Adherence to the protocols will assure that the science and grade-level content expectations will apply to all students, including LEP students and students with disabilities. Protocols require the broadbased involvement of all stakeholders and statewide dissemination to all LEAS and schools.

North Dakota proposes to accomplish these aims based on the following development schedule:

Development Schedule for Science Grade-Level Content Expectations, Grades 3, 5, 6, and 7		
Date	Activity	Evidence
June, 2003	<i>North Dakota Standards and Assessment Development Protocols</i> revised by state SALT Team to accommodate development of grade-level expectations and to update standards and assessment procedures.	General release of protocols to schools and the public and the placement of document on State website.
June, 2003	Initiate formation of grade-level expectations drafting committees in accordance with State protocols. Committees to develop expectations for grades 3, 5, 6, and 7 to align developmentally to State content standards at grades 4, 8, and 12.	Contract signed from prospective committee members. Placement of committee membership on State website.
July, 2003	Initiate development process steps to develop grade-level expectations for grades 3, 5, 6, and 7 in accordance with State protocols.	Development documentation required to confirm adherence to State protocols.
July– October, 2003	Grade-level expectations drafting committees meet to construct first draft of expectations.	First draft of grade-level expectations constructed in accordance with State protocols.
October, 2003	First draft of grade-level expectations formatted in accordance with State protocols and released to public for comment.	First draft placed on State website. Call for revisions forwarded to schools and the public according to State protocols.
December, 2003	Public comments compiled and disseminated to grade-level expectations drafting committee for review.	Public comments compiled and placed on State website. Summary documentation forwarded to committee membership.

January-February, 2004	Second draft of grade-level expectations drafted by committee membership. Draft forwarded to SALT Team for review in accordance with State protocols.	Second draft placed on State website. Draft reviewed and marked-up by SALT Team.
February-March, 2004	Grade-level expectations committee reviews SALT Team's recommendations. Committee prepares third draft of grade-level expectations.	Third draft placed on State website.
March- April, 2004	SALT Team reviews third draft for adherence to State protocols. SALT Team offers recommendation for adoption/rejection of grade-level expectations to State Superintendent.	Third draft reviewed and revised by SALT Team in accordance to protocols. SALT Team drafts final proposal of acceptance/rejection.
April, 2004	NDDPI prepares final draft of grade-level expectations for review by State Superintendent and offers independent recommendation for acceptance/rejection of document.	Final draft format completed.
May, 2004	State Superintendent approves/rejects final draft of grade-level expectations.	Letter of finding and approval/rejection by the State Superintendent.

At the completion of this process, North Dakota will have adopted academic content standards in science at grades 4, 8, and 12, and grade-level expectations at grades 3, 5, 6, and 7.

- c. *Provide a timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.*

North Dakota, through an agreement with the U.S. Department of Education, has established an assessment waiver plan to bring the State into full compliance with ESEA, Section 1111(b)(1) requirements. This waiver plan, approved through August 2003, can be accessed at the following web site: <http://www.dpi.state.nd.us/testing/assess/plan.pdf>. During the 2001-02 school year, North Dakota administered its state assessment and is on schedule to meet fully all provisions set forth within the waiver plan.

State assessments have been developed and adopted thus far in mathematics and reading/language arts at grades 4, 8, and 12 in accordance with North Dakota's approved assessment waiver agreement and the *North Dakota Standards and Assessment Development Protocols* (<http://www.dpi.state.nd.us/standard/content/toc.pdf>). North Dakota will proceed to develop state assessments in mathematics and reading/language arts at grades 3 through 8 and 12 by 2005-2006 in accordance with State protocols and section 1111(b)(1) requirements. North Dakota will proceed to develop state assessments in science at grades 4, 8, and 12 by 2007-2008 in accordance with State protocols and section 1111(b)(1) requirements. Additionally, North Dakota will expand its science assessment, voluntarily, at grades 3, 5, 6, and 7 by 2007-2008 in accordance with State protocols and section 1111(b)(1) standards.

North Dakota proposes to accomplish these aims based on the following assessment development and implementation schedule:

Development and Implementation Schedule For State Assessments in Mathematics, Reading/Language Arts, and Science, Grades 3 through 8, and 12		
Date	Activity	Evidence
June, 2002	The NDDPI submits a detailed progress report to the U.S. Department of Education regarding the State's progress in achieving full compliance with section 1111 assessment requirements as proposed in North Dakota's assessment waiver agreement plan.	Submission of evidence regarding funding level commitments, contractor technical quality assurances, administration scheduling.
June, 2002	SALT Team revises State assessment protocols to accommodate assessment development based on alignment to grade-level content expectations.	Revised State protocols placed on NDDPI's website.
June, 2002- August, 2003	The State performs all assessment activities identified within assessment waiver agreement with U.S. Department of Education.	Evidence of completion identified within the State assessment waiver agreement plan with U.S. Department of Education.
October, 2002	Following completion of development activities, State adopts achievement standards narratives in science, grades 4, 8, and 12.	State Superintendent letter of approval. Placement of achievement standards on website.
May, 2003	Following completion of development activities, State adopts grade-level content expectations within mathematics and English language arts for grades 3, 5, 6, and 7.	State Superintendent letter of approval. Placement of grade-level content expectations on website.
May, 2003	Following completion of development activities, State adopts achievement standards narratives within mathematics and English language arts for grades 3, 5, 6, and 7.	State Superintendent letter of approval. Placement of achievement standards on website.
March-May, 2003	The NDDPI prepares RFP documentation for mathematics and reading/language arts assessments, including overview of type of test to be developed, outline of test blueprint, requirements that test items be field tested/piloted, field testing procedures documented, administrators' manual developed, and technical manual developed. RFP released for competitive bid process.	NDDPI RFP documentation with alignment to State assessment development protocols.
June, 2003	State contracts with assessment vendor to begin process to align test items to State grade-level content expectations in mathematics and reading/language arts at grades 3, 5, 6, and 7. Process follows State assessment development protocols.	Signed contract between the NDDPI and selected vendor. Tentative list of aligned items for review by State.
June, 2003- May 2004	Assessment alignment committee formed from nominated pool of teachers	Contracts for each committee member. Working drafts of

	statewide to select and align test items to State content expectations for mathematics and reading/language arts assessment. Generations of working drafts reviewed and updated to assure sufficient alignment to and coverage of grade-level content expectations.	standards alignment and coverage.
May, 2004	Following completion of development activities, State adopts achievement standards narratives within science for grades 3, 5, 6, and 7.	State Superintendent letter of approval. Placement of achievement standards on website.
June, 2004	NDDPI reviews final alignment activity for mathematics and reading/language arts and proposes adoption/rejection of alignment to State Superintendent.	Findings and recommendation memorandum to State Superintendent.
June-December, 2004	Assessment vendor prepares assessments in anticipation of first assessment administration for grades 3, 5, 6, and 7 in mathematics and reading/language arts.	Preparation of all assessment, training, and administration materials.
March-May, 2004	NDDPI prepares RFP documentation for science assessments, including overview of type of test to be developed, outline of test blueprint, requirements that test items be field tested/piloted, field testing procedures documented, administrators' manual developed, and technical manual developed. RFP released for competitive bid process.	NDDPI RFP documentation with alignment to State assessment development protocols.
June, 2004	State contracts with assessment vendor to begin process to align test items to State grade-level content expectations in science at grades 3, 5, 6, and 7. Process follows State assessment development protocols.	Signed contract between the NDDPI and selected vendor. Tentative list of aligned items for review by State.
June, 2004-May 2005	Assessment alignment committee formed from nominated pool of teachers statewide to select and align test items to State content expectations for science assessment. Generations of working drafts reviewed and updated to assure sufficient alignment to and coverage of grade-level content expectations.	Contracts for each committee member. Working drafts of standards alignment and coverage.
June-December, 2005	Assessment vendor prepares assessments in anticipation of first assessment administration for grades 3, 5, 6, and 7 in science.	Preparation of all assessment, training, and administration materials.
January, 2005	State conducts series of assessment administration training sessions to overview State assessment and accountability system for mathematics and reading/language arts.	Statewide and regional training sessions. Dissemination of support materials. Placement of all materials on website.
March, 2005	First administration of statewide	Submission of all assessments

	assessments in mathematics and reading/language arts, grades 3 through 8. Grade 12 assessment conducted in November, 2004.	for scoring and reporting. Grade 12 assessment scoring and reporting conducted in December, 2004.
July, 2005	March 2005 student assessment data in mathematics and reading/language arts undergoes cut-point standards setting. Achievement standards determined based on process. Adequate yearly progress markers set.	Cut-point activities conducted according to State protocols. Results used for student and accountability system reports.
September, 2005	Performance reports issued on results of 2005 mathematics and reading/language assessment administration. Results disseminated to all parties.	Release of results to students and parents. Release of school, district, and state results.
September, 2005	Adequate yearly progress determination conducted. Results published.	Published results of student performance and adequate yearly progress reports.
September, 2005- May, 2006	State conducts second year of statewide assessments in mathematics and reading/language arts at grades 3 through 8 and 12. State meets all requirements for mathematics and reading/language arts assessments in accordance with section 1111(b)(1).	Production of all materials and publication of all results as identified within State protocols.
January, 2006	State conducts series of assessment administration training sessions to overview State assessment and accountability system for science.	Statewide and regional training sessions. Dissemination of support materials. Placement of all materials on website.
March, 2006	First administration of statewide assessments in science, grades 3 through 8. Grade 12 assessment conducted in November, 2005.	Submission of all assessments for scoring and reporting. Grade 12 assessment scoring and reporting conducted in December 2005.
July, 2006	March 2006 student assessment data in science undergoes cut-point standards setting. Achievement standards determined based on process. Adequate yearly progress markers set.	Cut-point activities conducted according to State protocols. Results used for student and accountability system reports.
September, 2006	Performance reports issued on results of 2006 science assessment administration. Results disseminated to all parties.	Release of results to students and parents. Release of school, district, and state results.
September, 2006	Adequate yearly progress determination conducted. Results published.	Published results of student performance and adequate yearly progress reports.
September, 2006- May, 2007	State conducts second year of statewide assessments in science at grades 3 through 8 and 12. State meets all requirements for science assessments in accordance with section 1111(b)(1).	Production of all materials and publication of all results as identified within State protocols.

At the completion of this process, North Dakota will have completed the development and implementation of State assessments in mathematics, reading/language arts, and science at

grades 3 through 8 and 12 one year in advance of federal requirements. The State assessments will have met all requirements set within State assessment development protocols and section 1111(b)(1).

- d. *Provide a timeline of major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).*

The State of North Dakota has developed and adopted academic achievement standards in mathematics (<http://www.dpi.state.nd.us/standard/perform/index.shtm>) and English language arts (<http://www.dpi.state.nd.us/standard/perform/index.shtm>). These State achievement standards have been developed at grades 4, 8, and 12 in accordance with North Dakota's content and achievement standards protocols (<http://www.dpi.state.nd.us/standard/content/toc.pdf>). North Dakota mathematics and English language arts academic achievement standards meet the requirements of section 1111(b)(1). North Dakota's achievement standards in science will be completed by fall 2002, in accordance with State standards development protocols and section 1111(b)(1) requirements.

North Dakota will continue to use adopted achievement standards as the basis for statewide assessments at grades 4, 8, and 12 in accordance with section 1111(b)(1). In addition, North Dakota will expand its statewide assessments into grades 3, 5, 6, and 7 in mathematics and reading/English language arts, in accordance with section 1111(b)(1) by 2005-06, based on State-defined, grade-level achievement standards. Additionally, North Dakota will expand its statewide assessments, voluntarily, into grades 3, 5, 6, and 7 in science by 2007-2008, based on State-defined, achievement standards. All achievement standards at grades 3, 5, 6, and 7 will be aligned with North Dakota's corresponding grade-level content expectations. These achievement standards will be developed and adopted in accordance with North Dakota's standards development protocols.

North Dakota proposes to develop narrative achievement standards at grades 3, 5, 6, and 7 contemporaneously with the development of grade-level content expectations. The content expectation committees will also draft the narrative achievement standards. These narrative achievement standards will act as the primary calibration tool for the cut-point standards setting performed to align the State assessment scale scores to State achievement standards.

North Dakota proposes to accomplish these aims based on the following development schedules, the first of which identifies the development schedule for mathematics and reading/English language arts:

Development Schedule for Mathematics and Reading/English Language Achievement Standards, Grades 3, 5, 6, and 7		
Date	Activity	Evidence
June, 2002	<i>North Dakota Standards and Assessment Development Protocols</i> revised by state SALT Team to accommodate development of achievement standards and to update standards and assessment procedures.	General release of protocols to schools and the public and the placement of document on State website.
June, 2002	Initiate formation of grade-level expectations drafting committees in accordance with State protocols. Committees will draft both grade-level content expectations and achievement standards. Committees to develop	Contract signed from prospective committee members. Placement of committee membership on State website.

	achievement standards for grades 3, 5, 6, and 7 to align developmentally to State achievement standards at grades 4, 8, and 12.	
July, 2002	Initiate development process steps to develop achievement standards for grades 3, 5, 6, and 7 in accordance with State protocols.	Development documentation required to confirm adherence to State protocols.
July–October, 2002	Drafting committees meet to construct first draft of expectations and achievement standards.	First draft of grade-level achievement standards constructed in accordance with State protocols.
October, 2002	First draft of achievement standards formatted in accordance with State protocols and released to public for comment.	First draft placed on State website. Call for revisions forwarded to schools and the public according to State protocols.
December, 2002	Public comments compiled and disseminated to drafting committee for review.	Public comments compiled and placed on State website. Summary documentation forwarded to committee membership.
January-February, 2003	Second draft of achievement standards drafted by committee membership. Draft forwarded to SALT Team for review in accordance with State protocols.	Second draft placed on State website. Draft reviewed and marked-up by SALT Team.
February-March, 2003	Drafting committee reviews SALT Team's recommendations. Committee prepares third draft of achievement standards.	Third draft placed on State website.
March- April, 2003	SALT Team reviews third draft for adherence to State protocols. SALT Team offers recommendation for adoption/rejection of achievement standards to State Superintendent.	Third draft reviewed and revised by SALT Team in accordance to protocols. SALT Team drafts final proposal of acceptance/rejection.
April, 2003	NDDPI prepares final draft of achievement standards for review by State Superintendent and offers independent recommendation for acceptance/rejection of document.	Final draft format completed.
May, 2003	State Superintendent approves/rejects final draft of achievement standards narrative.	Letter of finding and approval/rejection by the State Superintendent.
July, 2005 following first administration of State assessments in grades 3, 5, 6, and 7 in March, 2005.	Cut-point standards setting committee translates narrative achievement standards into equivalent cut-point scale scores, in accordance with State protocols. Cut-points determine proficiency levels that correspond with narrative achievement standards.	Cut-point documentation required within State bookmark standards setting procedures.

At the completion of this process, North Dakota will have adopted academic achievement standards in mathematics and English language arts at grades 3 through 8 and 12.

The following second development schedule identifies the development schedule for science:

Development Schedule for Science Achievement Standards, Grades 3, 5, 6, and 7		
Date	Activity	Evidence
June, 2003	<i>North Dakota Standards and Assessment Development Protocols</i> revised by state SALT Team to accommodate development of achievement standards and to update standards and assessment procedures.	General release of protocols to schools and the public and the placement of document on State website.
June, 2003	Initiate formation of grade-level expectations drafting committees in accordance with State protocols. Committees will draft both grade-level content expectations and achievement standards. Committees to develop achievement standards for grades 3, 5, 6, and 7 to align developmentally to state achievement standards at grades 4, 8, and 12.	Contract signed from prospective committee members. Placement of committee membership on State website.
July, 2003	Initiate development process steps to develop achievement standards for grades 3, 5, 6, and 7 in accordance with State protocols.	Development documentation required to confirm adherence to State protocols.
July– October, 2003	Drafting committees meet to construct first draft of expectations and achievement standards.	First draft of grade-level achievement standards constructed in accordance with State protocols.
October, 2003	First draft of achievement standards formatted in accordance with State protocols and released to public for comment.	First draft placed on State website. Call for revisions forwarded to schools and the public according to State protocols.
December, 2003	Public comments compiled and disseminated to drafting committee for review.	Public comments compiled and placed on State website. Summary documentation forwarded to committee membership.
January- February, 2004	Second draft of achievement standards drafted by committee membership. Draft forwarded to SALT Team for review in accordance with State protocols.	Second draft placed on State website. Draft reviewed and marked-up by SALT Team.
February- March, 2004	Drafting committee reviews SALT Team's recommendations. Committee prepares third draft of achievement standards.	Third draft placed on State website.
March- April, 2004	SALT Team reviews third draft for adherence to State protocols. SALT Team offers recommendation for adoption/rejection of achievement standards to State Superintendent.	Third draft reviewed and revised by SALT Team in accordance to protocols. SALT Team drafts final proposal of acceptance/rejection.
April, 2004	NDDPI prepares final draft of achievement standards for review by State Superintendent and offers independent recommendation for acceptance/rejection	Final draft format completed.

	of document.	
May, 2004	State Superintendent approves/rejects final draft of achievement standards narrative.	Letter of finding and approval/rejection by the State Superintendent.
July, 2006 following first administration of State assessments in grades 3, 5, 6, and 7 in March, 2006.	Cut-point standards setting committee translates narrative achievement standards into equivalent cut-point scale scores, in accordance with State protocols. Cut-points determine proficiency levels that correspond with narrative achievement standards. Cut-points determined on actual student test data. Descriptions of achievement level reference State achievement standards narrative. Descriptions are aligned to actual cut-points set to actual student data.	Cut-point documentation required within State bookmark standards setting procedures.

At the completion of this process, North Dakota will have adopted academic achievement standards in science at grades 3 through 8 and 12.

e, f, and g will be submitted by January 31, 2003.

h. Provide a plan for how the State will implement a single accountability system that uses the same criteria, based primarily on assessments consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A, or other federal funds.

North Dakota state law (NDCC 15.1-02-04.4; <http://www.state.nd.us/lr/>) places responsibility for the supervision of the assessment of students with the State Superintendent. State law (NDCC 15.1-21-08 through 15.1-21-14; <http://www.state.nd.us/lr/>) requires all public schools to participate in the State's assessment system. The State's assessment system complies with the requirements of section 1111(b)(1) as defined by North Dakota's assessment waiver plan agreement with the U.S. Department of Education located on the NDDPI website at <http://www.dpi.state.nd.us/testing/assess/plan.pdf>. State law requires that all schools' student performance results be reported to the public in a manner that allows for the aggregation, disaggregation, and comparison of results across public schools and public school districts. North Dakota administers one unified assessment system. The performance accountability status of all schools is based on this single, unified assessment system.

North Dakota state law (NDCC 15.1-06-06; <http://www.state.nd.us/lr/>) places responsibility for the establishment of administrative rules for school accreditation with the State Superintendent. State accreditation administrative rules (67-19-01-38; <http://www.dpi.state.nd.us/resource/rules/67-19.pdf>) require accredited schools to participate in the State assessment system.

The NDDPI will conduct an adequate yearly progress report for all public schools within North Dakota to meet the requirements of section 1111(b)(2).

Under proposed administrative rules amendments, the NDDPI would assign an accreditation commendation status based on a school's designation for adequate yearly progress (refer to www.dpi.state.nd.us/accrad.pdf). The accreditation rules refer to such a commendation within the definitions as, "Student achievement progress rating means adequate yearly progress pursuant to section 1111(b)(2) of the Elementary and Secondary Education Act." Such a commendation would apply to all public schools, regardless of their participation under ESEA, Title I, Part A, or any other federal funding.

- i. Identify the languages present in the student population to be assessed, the languages in which the State administers assessments, and the languages in which the State will need to administer assessments. Use the most recent data available and identify when the data were collected.*

English is currently the language used in North Dakota's statewide achievement testing program. There is no plan to assess in any other language in the future. According to the annual Survey of State's Limited English Proficient Students and Available Educational Programs and Services conducted by the NDDPI in 2001, there are over 30 languages used by students in North Dakota schools. The following languages are listed as home languages by ten or more students in North Dakota schools: American Indian languages, including Lakota/Dakota, Michif, Ojibwa, Hidatsa, Arikara, and Mandan; Serbo-Croatian; Spanish; Sudanese; Somalian; German; Kurdish; Haitian-Creole; Marshalese; Arabic; Chinese; Russian; and Ukrainian.

- j. Provide evidence that, beginning not later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7) and 3116(d)(4), including assessment of English proficiency in speaking, listening, reading, writing, and comprehension. Identify the assessment(s) the State will designate for this purpose.*

North Dakota will assist LEAs in the annual assessment of English proficiency by developing an assessment system of State recommended tools for the assessment of speaking, listening, reading, writing, and comprehension of LEP students. Presently schools with LEP students choose their own method of English language proficiency assessment. Many schools use a standardized language proficiency test. Some of the schools combine the language proficiency assessment with information from the language arts portion of the State achievement/standards assessment program.

The Woodcock Munoz Language Survey is the most commonly used standardized instrument to assess language proficiency of LEP students in North Dakota. This test is required for those schools that apply for State English Language Learner (ELL) funding. Only students who are very limited in their English language skills and proficiently speak a language other than English are eligible for the State ELL funding. The Woodcock Munoz is effective in identifying LEP students, classifying them according to language proficiency, and documenting growth. It does not provide a complete picture of students' language proficiency, effectively assess comprehension, or adequately describe the language skills of students who have higher levels of English language proficiency.

North Dakota has a very diverse population of LEP students ranging from Native American students whose English is impacted by their Native language, to populations of refugee groups who have had disrupted educational experiences. Because of this diversity, there is no one assessment tool that effectively assesses speaking, listening, reading, writing, and comprehension with all groups. More research and input from the field needs to be done to develop a system that will be appropriate for all groups of students.

North Dakota will develop an assessment system that will cover the five modalities listed, are similar in quality, and are aligned with State standards. The assessment system will be developed in cooperation with representatives from school districts in the state with large LEP populations and outside consultants including the Center for Applied Linguistics in Washington, DC; the Comprehensive Regional Assistance Center VI in Madison, WI; the Council of Chief State School Officers; and the U.S. Department of Education Office of

English Language Acquisition. Until the assessment system is in place, the following language proficiency tests will be recommended:

- Woodcock Munoz Language Survey, Riverside Publishing Company
- Language Assessment Scales, CTB McGraw-Hill
- Idea Proficiency Test, Ballard & Tighe

Following is the timeline for the development of the assessment system:

Development Schedule for Assessment System for English Proficiency	
Year	Activities
2002-2003	<ul style="list-style-type: none"> • Schools will comply with State requirements by assessing the language proficiency tests along with information from statewide achievement/assessment program, if available. • North Dakota will convene a task force to review assessments and develop an assessment system aligned with State standards and benchmarks. • Task Force will consult with national organizations and technical assistance centers on assessment systems. • Solicit input from field on assessment system.
2003–2004	<ul style="list-style-type: none"> • Complete development of assessment system including guidelines for implementation. • Implement assessment system into LEAs in North Dakota • Provide training to school districts on assessment system and guidelines. • Collect data on assessment system.
2004–2005	<ul style="list-style-type: none"> • Collect data on assessment system.
2005–2006	<ul style="list-style-type: none"> • Collect data on assessment system.

- k. *Describe the status of the State’s effort to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by limited English proficient children.*

North Dakota is currently in the process of establishing standards and guidelines for limited English proficient students. A State Task Force was convened in June of 2000, and a plan was developed. Following State protocol mandating a single system of State content and performance standards, the Task Force made the decision to develop guidance documents that would provide accommodations and adaptations by benchmark level for LEP students and State content standards. Guidance has been developed for English Language Arts Standards and LEP students. The Task Force is working on guidance for the content areas of math, science, and social studies.

Beginning in the fall of 2002, the Task Force will address the issue of annual measurable achievement objectives that relate to the development and attainment of English language proficiency by limited English proficient students. The Task Force will also review the guidance for English Language Arts Standards and LEP students to assure that they relate to the development of English proficiency in speaking, listening, reading, writing, and comprehension. NDDPI has been working in consultation with the Center for Applied Linguistics on this project. Following is the timetable for the development of the standards and achievement objectives:

Schedule for Development of Standards and Achievement Objectives for English Proficiency	
Year	Activities
2000–2001	<ul style="list-style-type: none"> • Reached agreement with Center for Applied Linguistics to serve as consultant. (Completed 3/2000) • State Task Force on LEP students and State content standards convened. (Completed 6/2000) • Developed levels of English language proficiency for North Dakota students. (Completed 1/2001) • Developed draft guidance for LEP students and English Language Arts Standards. (Draft completed 1/2001)
2001-2002	<ul style="list-style-type: none"> • Reviewed levels and draft of English Language Arts guidance. (Completed December 2001) • Developed guidance for LEP students and State content standards, including math, science, and social studies. (Draft completed May 2002)
2002–2003	<ul style="list-style-type: none"> • Review draft guidance for LEP students and content standards. • Develop measurable achievement objectives in speaking, listening, reading, writing and comprehension, aligned with State academic content and student achievement standards. • Disseminate guidance documents and provide training for LEAs.
2003–2004	<ul style="list-style-type: none"> • Field test guidance documents and achievement objectives for LEP students. • Disseminate guidance documents and provide training for LEAs. • Work with North Dakota state assessment system to incorporate data collection system for LEP students.
2004–2005	<ul style="list-style-type: none"> • Disseminate guidance documents and provide training for LEAs. • Collect data on LEP students

2. *Describe the process for awarding competitive subgrants for the programs listed below. In a separate response for each of these programs, provide a description of timelines, selection criteria and how they promote improved academic achievement, and priorities and how they promote improved academic achievement.*

(1) Even Start Family Literacy (Title I, Part B)

Introduction

The purpose of Even Start is to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families through the integration of early childhood education, adult literacy, and parenting education into a unified family literacy program. Even Start is implemented through cooperative projects that build on existing community resources to create a new range of services.

Even Start is a federally-funded family literacy program (through Title I, Part B of the ESEA) administered in North Dakota through the State Title I office. Even Start provides learning opportunities to families with children from birth through age 7. The program integrates early childhood education, adult literacy education, parenting education, and parent and child together time (PACT).

Timeline

North Dakota Even Start Family Literacy	
Annual Due Dates	Activities
March	<ul style="list-style-type: none"> • News release announcing availability of funds distributed statewide.
March-April	<ul style="list-style-type: none"> • Mail new and continuation applications, guidelines and scoring criteria upon request.
April	<ul style="list-style-type: none"> • Contract with experts to review new and continuation applications. State collaborates with the Committee of Practitioners and selects external consultants to review new and continuation applications.
May	<ul style="list-style-type: none"> • New and continuation applications due to NDDPI.
May	<ul style="list-style-type: none"> • State staff reviews new and continuation applications to ensure all areas are complete.
May-June	<ul style="list-style-type: none"> • External consultants to review new and continuation applications and make final recommendations.
July	<ul style="list-style-type: none"> • Letters and grant awards mailed to LEAs. Non-funded programs are contacted by mail.

Competitive Grant Process (includes Selection Criteria and Priorities)

The Request For Proposal (RFP) can be accessed on NDDPI's website at www.dpi.state.nd.us/title1/evenstrt/grants.shtm. The website includes the following information:

Even Start Family Literacy Grant Application

- Cover memo
- Procedures to complete an application
- Application
- Rubric scoring document

Even Start Continuation Grant

- Cover memo
- Criteria for continuation grant
- Application
- Definitions

*(2) Education of Migrant Children (Title I, Part C)*Introduction

Families served in the Migrant Education program are defined in Title I, Part C of the ESEA. Migrant families travel across school districts with their children to perform work in farming, dairy, fishing, and timber and related processing industries. Grants are made directly to projects in areas that include significant concentrations of migrant agricultural families. Migrant Education programs must implement a distinct and integrated approach to address the needs of all migrant students. The goal of the program is to prepare the migrant students for academic success.

Timeline

Education of Migrant Children	
Annual Due Dates	Activities
February	<ul style="list-style-type: none"> • Planning meeting with Migrant Program coordinators. • OME Migrant Directors' meeting. • Migrant summer applications sent to LEAs.
April	<ul style="list-style-type: none"> • Migrant National Conference. • Summer grant award estimates announced. • Migrant Recruiters' Workshop. • RIF order. • Migrant summer applications due. • Read and review summer applications.
May	<ul style="list-style-type: none"> • Summer application approvals sent to LEAs.
June	<ul style="list-style-type: none"> • Migrant spring workshop. • Technical assistance review of summer Migrant programs. • Texas Assessment of Academics Skills testing is given (TAAS).
July	<ul style="list-style-type: none"> • Technical assistance for summer programs.
August	<ul style="list-style-type: none"> • Technical assistance for summer programs.
September	<ul style="list-style-type: none"> • Colorado Consortium meeting. • RIF Multi-Site Distribution Report. • Migrant survey.
October	<ul style="list-style-type: none"> • Migrant summer program end-of-the-year reports due. • PASS Interstate Coordination meeting. • Interstate Secondary Credit Accrual meeting in Texas.
November	<ul style="list-style-type: none"> • Annual Migrant student count. • Migrant program coordinators post meeting.
December	<ul style="list-style-type: none"> • Performance reports due to U.S. Department of Education.

Competitive Grant Process (includes Selection Criteria and Priorities)

In North Dakota, priority for funding is given to extended learning through summer school programs, which has potential for helping students in the long term. Additional learning time, especially in the summer months when students tend to lose ground in reading, seems to hold particular promise.

The North Dakota grant process starts with a comprehensive needs assessment. The needs assessments show where the majority of the migrant population exists, which determines where the migrant sites will be established. It also will identify who the Migrant Education coordinators will be. The NDDPI Migrant Education staff conducts a meeting in February with the Migrant coordinators, at which time they will receive Migrant Education applications. The applications must be submitted to NDDPI by April. After the applications are received, the NDDPI State Migrant Education staff will review applications to determine if the programs and service delivery systems are focused on needs assessment and the priorities established by the State and have the potential for making a difference in a student's academic progress. Successful applications must set forth a clear vision of how instructional strategies, quality curriculum, and assessments will be provided to migrant students. After these areas have been reviewed, the amount of funds are determined for each Migrant Education site. All applicants receive written notification of approval.

(3) Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk-Local Agency Programs (Title I, Part D, Subpart 2)

Introduction

The ESEA provides support to states, local agencies, and schools for supplemental programs that meet the educational needs of children and youth who are neglected or delinquents (N or D) or At-Risk. Title I, Part D is comprised of two programs: (1) grants made to state agencies responsible for serving children and youth in residential and non-residential institutions, including those in adult correctional facilities; and (2) grants to local agencies that provide services to youth in local correctional facilities who are at risk of educational failure.

Timeline

Children Who Are Neglected, Delinquent, or At-Risk	
Annual Due Dates	Activities
Spring	<ul style="list-style-type: none"> Neglected and Delinquent technical assistance.
April	<ul style="list-style-type: none"> Send application to coordinators for the local and state N & D institutions
May	<ul style="list-style-type: none"> Applications are to be received at NDDPI.
June	<ul style="list-style-type: none"> Given to coordinator to review and assure that applications are complete.
June	<ul style="list-style-type: none"> Review of applications for approval.
July	<ul style="list-style-type: none"> Following review and approval, a formal letter is sent out to the local and state agencies serving N & D students.
October	<ul style="list-style-type: none"> Annual count of pupils – due to NDDPI in December.
January	<ul style="list-style-type: none"> Annual count report goes to U.S. Department of Education.

Grant Process (includes Selection Criteria and Priorities)

Locally Operated Programs

Funding available for the development of programs at local institutions serving school-age neglected or delinquent students is on a competitive basis. The funding level is based on an annual survey that provides a documented count of neglected and delinquent students.

State Operated Programs

Funds distributed to state agencies are based upon the formula described in Section 1412 of the reauthorized ESEA. A state agency is eligible for assistance if it is responsible for providing free public education for children and youth as follows:

- in institutions for neglected or delinquent children and youth;
- attending community day programs for neglected and delinquent children and youth; or
- in adult correctional institutions.

Process for Both Locally and State Operated Programs

The NDDPI notifies both state educational agencies serving neglected and delinquent and local school districts that have neglected or delinquent pupil-serving institutions within their boundaries of the process for making applications. The applications must include the following components:

- Degree of success in meeting the neglected and delinquent program goals
- Need for the project
- Degree of cooperation and coordination
- Reasonableness of budget
- Activities

The NDDPI coordinator and contracted consultants review all applications. The NDDPI also developed a rubric document that will be used to assess the applications to meet the requirements. The application, rubric document, and other information on the Neglected and Delinquent program can be accessed at: <http://www.dpi.state.nd.us/title1/neglect/index.shtm>.

After the NDDPI staff has reviewed the applications, the applicants are notified of approval or whether more information is needed before the approval process can be completed. Technical assistance is given as needed to strengthen these applications.

(4) Comprehensive School Reform (Title I, Part F)

Introduction

The purpose of Comprehensive School Reform (CSR) is to provide annual competitive grants for three consecutive years to local schools to develop and implement whole-school comprehensive reform. This reform is based upon scientifically-based research and effective practices that help ensure all children will meet high academic achievement standards.

Timeline

Comprehensive School Reform	
Annual Due Dates	Activities
2 months prior to due date	<ul style="list-style-type: none"> • CSR grant technical assistance.
2 months prior to due date	<ul style="list-style-type: none"> • Current CSR application form maintained on NDDPI website. • Newspaper listing of CSR program announcement when applications are open with deadline listed.
Post marked on or before due date	<ul style="list-style-type: none"> • CSR competitive grant application deadline.
Due date–2 weeks after due date	<ul style="list-style-type: none"> • Initial Screening (Step 1).
2 weeks–1 month after due date	<ul style="list-style-type: none"> • Review panel for grant reading (Step 2).
1–1 ½ months after due date	<ul style="list-style-type: none"> • Internal review. • NDDPI conducts telephone interviews to clarify any questions/concerns (Step 3).
1 ½ months after due date	<ul style="list-style-type: none"> • Recommendations to State Title I Director. • Grant award notification (Step 4).

Grant Process (includes Selection Criteria and Priorities)

The NDDPI advertises in local newspapers when the competitive grant process is open. Notification regarding the opening of applications is also provided at technical assistance opportunities that NDDPI hosts. The information is presented on the NDDPI website at: <http://www.dpi.state.nd.us/title1/csrd/index.shtm>. This web page maintains links to related grant

resources along with current information on North Dakota CSR school programs. Completed annual applications must be submitted to NDDPI on or before the application deadline.

Step 1: Initial Screening

Local schools submit their initial CSR applications to the NDDPI on or before the application deadline. In an initial screening, NDDPI will review the applications to ensure that all eleven components, as required by the NCLB legislation, are fully addressed. The screening will include review of the proposed scientifically-based research model(s) and the effectiveness practices to ensure that the research cited is valid, credible, and adheres to the criteria of the U.S. Department of Education.

Each application will be further reviewed to ensure evidence that:

- The application is completed and signed by the correct individuals
- The governing body support and involvement form is present and signed
- Project descriptions I, II, and III are completed
- The application includes a budget, Part IV, and supporting information
- A Letter of Commitment from the Model Developer/Technical Assistance Provider is attached
- A copy of the school's needs assessment and professional development plan is included
- The grant application is an original copy with original signatures

NDDPI will call schools with incomplete applications and request that the missing information be submitted by a deadline date. If it is, the application will be approved.

Step 2: Review Panel

If the application includes all eleven of the federally legislated components, it will be evaluated by a grant review panel consisting of external experts and NDDPI staff. Key individuals from a variety of organizations are invited to participate in the review process. The participants are paid a stipend for their time and expertise to review applications for educational practice, policy, and school reform.

The external review panel members will be notified of the grant reading dates. This notification will include background materials, guidance on the CSR application process, a copy of the CSR grant application, and other NDDPI resources. The review panel will individually score submitted applications to determine which applications meet the high standards required in the CSR legislation and by the NDDPI.

The NDDPI has developed a review process that uses a set of rubrics with matching indicators. The review panel members will be briefed on the CSR program and its federal guidelines. Discussion will include the competitive grant process, selection criteria, and strategies to ensure that only high-quality CSR programs implementing scientifically based reforms and effective practices are funded. NDDPI staff will address any questions or concerns panel members may have related to the applications or the grant process.

The review panel members will individually score school applications by the score in each rubric category and a total score. After scoring, the applications are returned to the NDDPI for tabulation. Only schools receiving a cumulative score of 167 or higher are eligible to receive a CSR grant. Scores of those eligible are ranked from high to low, and grants are made according to rank. Grants are also made on availability of funds.

Step 3: Internal Review

The applications will also be reviewed for consistency, assurances, and valid budgets. A formal telephone interview may be conducted, when appropriate, with applicants if there are still concerns or questions. This interview may also be used to discuss the funding level in an applicant's proposal. A timeline will be provided in order for applicants to supply additional information and/or to address any budgetary concerns. After the interviews have been completed, the NDDPI staff will summarize the recommended proposals for funding and the amount of each grant award.

Step 4: Title I Director Review and Grant Award

The Program Coordinator will forward a list of the recommended grant award recipients to the State Title I Director for final review and approval. The State Title I Director will use the CSR review panel members' recommendations to determine which applications will be funded. Grant award letters will be mailed to school districts from the State Title I office and include the approved level of funding.

Competitive Preferences

The NDDPI will give priority to ensure that schools selected have the highest need and are committed to implementing a high-quality, scientifically-based research program with effective practices that have the greatest chance to improve students' academic achievement. The NDDPI will ensure that schools in need are given priority status points. Priority status points will be awarded as follows:

Title I Schools (10 points for each)

- Title I improvement
- Schoolwide project
- Proposing a research-based model
- High poverty
- High dropout rate
- Accreditation warning status

Non-Title I Schools (15 points for each)

- Decline in student assessment data
- High dropout rate
- Accreditation warning status
- Proposing research-based model

(5) Teacher and Principal Training and Recruiting Fund – subgrants to eligible partnerships (Title II, Part A, Subpart 3)

Introduction

The objective of the Teacher and Principal Training and Recruiting competition is to fund qualifying partnerships with subgrants to support professional development activities and to provide essential technical assistance to LEAs. In this, subgrantees will comport with the purposes of NCLB as defined in Title IX General Provisions Section 9101 (34) Professional Development. Principals and teachers will receive professional development in academic content areas based on the State standards: the arts, English language arts, foreign languages, mathematics, library/technology, physical education, science, and social studies.

Timeline

Teacher and Principal Training and Recruiting Fund--Subgrants for Partnerships	
Dates	Activities
April, 2002	<ul style="list-style-type: none"> • Distributed electronically through NDDPI website • Notification of subgrants RFP and proposal guidelines
June 30, 2002	<ul style="list-style-type: none"> • Subgrant applications deadline
July-August, 2002	<ul style="list-style-type: none"> • Screening/review
September, 2002	<ul style="list-style-type: none"> • Final Review
October 1, 2002	<ul style="list-style-type: none"> • Notification of awards

Grant Competition (includes Selection Criteria and Priorities)

Through its multiple listservs, the NDDPI will inform essential educational entities of the availability of the Teacher and Principal Training and Recruiting fund grant competition in April of each year.

Screening Process

Through a formal subgrant proposal program, the NDDPI will conduct an initial screening of eligible partnerships. The process will begin in the spring of each year and conclude around July 1. The State Title II, Part A coordinator will conduct an initial screening to assure compliance and completeness with all relevant state/federal legislation and NCLB requirements. The screening process will be governed by criteria and rubrics developed by the NDDPI. Applications found to be incomplete or in nonconformance in some manner or have inappropriate budgets will be returned to the applicants for amendments.

Application Review Team

Once applications are deemed to have satisfied the essential criteria, an Application Review Team will meet to conduct a secondary evaluation. This team will be composed of about 15 educators from the North Dakota education community, including the following entities:

- North Dakota School Boards Association
- North Dakota Council of Education Leaders
- North Dakota Vocational and Technical Education Board
- North Dakota elementary, middle, and secondary teachers
- North Dakota Department of Public Instruction
- North Dakota University System
- North Dakota Parent and Teachers Association
- North Dakota Association of Non-Public Schools
- North Dakota Curriculum Initiative
- North Dakota private colleges
- North Dakota Indian Education Association
- North Dakota Bilingual Association

Attention will be given to demographics, geography, gender, and race in team membership.

Scoring criteria

A common scoring rubric will be employed to assess and rank the subgrant applications. The rubrics will include at least the following:

- Validity of the needs assessment
- Involvement of teachers in the planning of the subgrant
- Clear and measurable objectives
- Relationship of the professional development plan to student learning
- Quality of the project design
- Scientifically-based research (documentation cited)
- Adequate and appropriate budget
- Equity in distribution: school size and geographical location
- Evidence of compelling learning/teaching theory and best practices
- Comprehensiveness of the evaluation plan

Preferences will be given to those proposals that identify highest need, documentation of research, and best theory/practices leading to high student achievement.

Final Review

The NDDPI will arrange for two or three days in late September for the Application Review Team to evaluate all of the proposals. Again, a common scoring rubric will be employed to produce a ranking of applications: fundable, fundable with minor revisions, or non-fundable recommendations. A consensus session will be for the non-fundable recommendations to assure reliability.

Following the recommendations of the Application Review Team, the State Title II Part A coordinator will communicate with the various subgrant contacts by e-mail and/or telephone to inform them of any necessary program revisions or budget modifications. Upon the receipt of responsive revisions, the State Title II Part A coordinator will communicate these responses to the Application Review Team for its information and final input, if necessary.

Award Notification

The North Dakota University System Vice President of Academic Affairs will make the final decisions regarding the selection of proposals funded and funding levels. The notification will be by letter and e-mail and will include all essential reporting forms by October 1.

Priority

Priority for this program is to support standards-based, new teacher mentoring programs in summer institutes and associated follow-up sessions as defined by the Absolute Priority published in the North Dakota University System RFP. These mentoring projects will be modeled in format after the existing and best Dwight D. Eisenhower Mathematics/Science Higher Education Title II Summer Institute programs. They will comply with the purposes of the NCLB legislation and will be conducted in compliance with the new North Dakota teacher licensure requirements per the highly qualified teacher provisions of NCLB. The RFP will be made available to North Dakota's public and private colleges and universities that offer teacher preparation programs.

(6) Enhanced Education Through Technology (Title II, Part D)

Introduction

The purpose of this program is to 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 8th grade; and encourage the effective integration of technology through teacher training and curriculum development to establish successful research-based instructional methods.

LEAs must have a current technology plan and must use at least 25 percent of the allocation for professional development.

Timeline

Enhanced Education Through Technology	
Annual Due Date	Activities
September	<ul style="list-style-type: none"> • Publish a Request for Proposal
November	<ul style="list-style-type: none"> • Review, score, and act on applications
December	<ul style="list-style-type: none"> • Issue grant awards
June	<ul style="list-style-type: none"> • Final report

Selection Criteria

Final selection criteria will be determined by fall, 2002. However, it is anticipated that awards will be based on poverty data from the Census Bureau, free and reduced meal information, and student to computer ratios reported by the LEAs.

Priorities

Applicants will be encouraged to use innovative approaches to educate teachers and students through the use of technology rather than just supplementing the purchase of technology.

(7) Safe and Drug-Free Schools and Communities—reservation for the Governor

Introduction

The purpose of the Safe and Drug-Free Schools and Communities reservation for the Governor program is to provide grants to community agencies, parent groups, community-based organizations, and other public entities and private nonprofit organizations for drug and violence prevention programs and activities. The SDFSC Governor’s program is the responsibility of the North Dakota Department of Human Services Division of Mental Health and Substance Abuse Services (DMHSAS).

Timeline

Safe and Drug-Free Schools and Communities—Reservation for the Governor	
Due Dates	Activities
June-July, 2002	<ul style="list-style-type: none"> • Review final reports from 2001-2002 SDFSC community programs. • DMHSAS coordinates with other agencies to analyze prevention service delivery. • DMHSAS coordinates with other agencies to survey prevention specialist training needs across agencies. • Begin development or revision of 18-month training calendar. • Make resource allocation decisions and finalize resource allocation. • Begin developing RFPs.
August, 2002	<ul style="list-style-type: none"> • Begin workforce development needs survey. • Conduct established trainings in basic prevention. • RFP's completed. • Review and finalize review process/scoring methods. • Begin identification of potential review committee members. • Release RFP's—posted on Internet, picked up or mailed out. • Review and revise Model Contracts for Providers. • Review and outline Prevention Training System.
September, 2002	<ul style="list-style-type: none"> • RFP's due to the DHMSAS. • Review of RFP's submitted. • Contracts to Providers. • Set up monitoring system for 2003 contracts. • Possible Prevention Conference.
May, 2003	<ul style="list-style-type: none"> • MDSIII and UMIRS training for all contracted providers.

Process, Selection Criteria, Priorities

Requests for Proposals (RFPs) for the Governor's portion of the SDFSC grant are drafted for subgrants to community agencies, parent groups, community based organizations, and other public entities and private nonprofit organizations for drug and violence prevention programs and activities in accordance with the priorities and stipulations in the NCLB. Announcement of the RFP is distributed through mailing lists, including community organizations, SDFSC coordinators; various websites, and newspaper announcements.

On the date and time shown on the RFP Signature form, the proposals will be opened and the names of all applicants who have submitted a proposal for evaluation by DMHSAS will be logged in for the review process. DHMSAS will be responsible for ensuring that the applicant's proposal

complied with the due date and time, contains the proper signatures, and includes the appropriate number of proposal copies.

The DHMSAS arranges for a Review Committee consisting of individuals with knowledge in substance abuse and violence prevention and some expertise in reading grants. Members are asked to verify that they do not have a conflict of interest in this process. Each proposal is reviewed by a minimum of three individuals. Proposals are evaluated on both the proposed service and the cost of the service. The Committee is responsible for the evaluation process that includes the following steps:

- Review proposals for any conditions that may disqualify the applicant and to ensure that required terms and conditions have been met.
- Review proposal content and assign a preliminary score to each factor for each proposal.
- Determine whether, as part of the deliberations, any applicants will be invited to participate in discussions with the Committee. (Applicants are those who, based on preliminary scores, are most likely to be selected for the award.) However, proposals may be reviewed and determinations made without discussion with the applicant. Therefore, it is important that proposals are complete, and applicants should recognize that opportunity for further explanation may not exist.
- Record scores (discussion is allowed).
- Adjust points, if necessary. Documentation of original scores is requested, and an explanation for any changes becomes a matter of record.
- Make final selection recommendation to the DHMSAS.

The DHMSAS then has a panel of three to review highly recommended programs and adequately funds as many programs as the funding will allow. Applicants are notified of the status of their applications and the contracting process begins for the successful applicants. North Dakota reserves the right to decline any or all applications.

Implementing effective programs will reduce the number of students involved in substance abuse, underage drinking, and violent behavior leading to suspension or expulsion, depending on the selected program. The school efforts coupled with community and parent programs to increase involvement will create an overall school and community environment conducive to improved academic achievement, family unity, and community security.

(8) Community Service Grants (Title IV, Part A, section 4126)

Introduction

The purpose of the Community Service Grants is to support programs under which students expelled or suspended from school are required to perform community service.

Timeline

Community Service Grants	
Due Dates	Activities
June 20, 2002	<ul style="list-style-type: none"> The team responsible for decisions about the appropriate deliverer of this service will either choose a single source or develop an RFP. The team will develop the application and secure key stakeholder input.
July 1, 2002	<ul style="list-style-type: none"> If RFP's are the chosen process, they will be distributed to appropriate applicants. If a single source is chosen, the orientation to the program will take place this month.
August 1, 2002	<ul style="list-style-type: none"> Applications are due, or the single source will begin the program.
September, 2002	<ul style="list-style-type: none"> If RFP's were chosen as the process, a peer review group will review the applications, score them, and agree on distribution of funds
January 2, 2003	<ul style="list-style-type: none"> If RFP's were chosen, grant funds will be awarded, and the project will begin. State staff will be available for technical assistance to grantees as needed
March 31, 2003	<ul style="list-style-type: none"> First quarterly progress report is due. The RFP development team will develop these progress reports. Consideration will be given to both process and outcome evaluation

Planning Process (includes Selection Criteria)

Upon receipt of the guidance from U.S. Department of Education on the Community Service Grants, final criteria will be established for distribution of these funds. Preliminary surveillance of agencies with the capabilities to manage these funds has taken place in consultation with two task forces whose charge is working with youth at risk. The North Dakota courts system already has in place a system to administer such projects on a statewide basis. The other organization, the Association of Counties, administers similar grants to youth at risk serving organizations. There are also larger LEAs that would have the capabilities of administering their own service learning projects.

These decisions will be made with the assistance of selected LEA officials and the Interagency Substance Abuse Team, an established team including State staff from seven agencies also managing funds for alcohol, tobacco, and other drug prevention.

Consideration will be given to

- ability to reach youth in rural areas
- provide a meaningful experience to these youth
- cost-effectiveness of program
- relationship to returning youth to the school setting to become a successful student

- adhering to the Principles of Effectiveness
 - base activities on a needs assessment of these youth
 - plan program around measurable objectives to facilitate evaluation
 - use only programs that have science based research
 - consider asset building and protective factors
 - include parents in the planning and executing of the program
 - evaluate for effectiveness
- collaborative efforts with school and other community entities
- funds will be used to expand present programs that have proven success

The team will decide if these funds will be contracted as a single source delivery system because no other entities in North Dakota have the capacity to perform these tasks or to use a competitive grant process. If the latter is the mode of delivery, a Request for Proposal will be developed with specific expectations, performance measures, and benchmarks. The RFP will be distributed to LEAs, court entities, and community based organizations with eligibility to receive these funds.

Priorities

The Community Service Grants will address a population of students who are at highest risk. This program will add protective factors to the community and school by surrounding the expelled or suspended students with caring adults. If the above criteria for selection are in place, these high-risk students will be in an environment that promotes academic achievement. Service learning has been proven to create more assets in high-risk youth populations. As these youth return to school they will have learned behaviors that contribute to their academic success.

(9) 21st Century Community Learning Centers (Title IV, Part B)

Introduction

The 21st Century Community Learning Centers (21st CCLCs) program will provide communities the ability to develop or expand on out-of-school programs. These programs will give students opportunities or academic enrichment and provide a broad array of additional services, including youth development activities, drug and violent prevention programs, counseling programs, and art, music, recreation, technology education and character education programs that are designed to reinforce and complement the regular academic program. The 21st CCLCs will also benefit the families of eligible students by providing opportunities for literacy and related educational development.

North Dakota will access the 5 percent that is allowed in section 4202(c) for the costs of administration, technical assistance, and training. The remaining 95 percent will be awarded in grants to eligible applicants on a competitive basis. Threshold eligibility is established by law as a project that meets one of the two statutory prongs. Either the project will serve students from schools that are eligible for schoolwide Title I programs, or the project will serve schools that serve a high percentage of students from low-income families. For purposes of the second prong, 40 percent is considered a high percentage.

Timeline

21st Century Community Learning Centers	
Due Date	Activities
April-May, 2002	<ul style="list-style-type: none"> • Develop the State Consolidated Application. • Consult with Governor's staff and representatives of stakeholders.
June-July, 2002	<ul style="list-style-type: none"> • Consult with Governor. • Submit consolidated application to U.S. Department of Education. • Complete a draft guidance and application for LEA funding under 21st CCLC for public review and comment with assistance from required and interested constituencies; including business, community organizations, faith-based organizations, state level agencies including the Department of Human Services, Health Department, and Indian Affairs Commission and schools, parents, students, teachers, and school administrators.
August, 2002	<ul style="list-style-type: none"> • Public announcement of draft guidance and application, publication on web page and publication of notice in daily newspapers, mailing informational packets, notice to interested state entities (Title I, ESL coordinator, TANF, DHS child care licensing). • Solicit input on draft guidance and application directly from interested and required constituencies.
September, 2002	<ul style="list-style-type: none"> • Finalize guidance and application by September 15, 2002. • Hold an applicant's conference in September 2002.
October, November, December, 2002	<ul style="list-style-type: none"> • Provide assistance to grant writers. • On-going activities, including: • Development of clearinghouse of information on out-of-school activities. • Begin organizing training for grant recipients. • Continue out-reach to other organizations for subsequent grant rounds and develop additional contact information.
Mid-December, 2002	<ul style="list-style-type: none"> • Applications for 21st CCLC grants due mid-December, 2002. • Continue on-going activities.
Mid-December, 2002 through February, 2003	<ul style="list-style-type: none"> • Conduct review of grant applications. • Continue on-going activities.
March – June, 2003	<ul style="list-style-type: none"> • Grants awarded. • Begin providing direct technical

	<p>assistance to grant recipients.</p> <ul style="list-style-type: none"> • Review and evaluate grant process, refine procedures and applications. • Begin process of grant application, evaluation and award for next fiscal year. • Statewide training for Grant recipients. • Continue on-going activities.
--	--

Selection Criteria

North Dakota will make awards only to applicants that meet statutorily established eligibility requirements. Thus, applicants must serve student populations that primarily attend either schools that are eligible for schoolwide Title I programs or schools where the student population is at least 40 percent from low-income families. North Dakota program outcomes will be aligned to State school performance and content standards, and all grantees must provide programming that meets best practices and, if appropriate, is scientifically-based.

The awards will be determined using a process that incorporates both a peer review (that will assure a fair review of each application) and an internal review process (that will assure that all program components and requirements are met), which will ensure consistent scoring of applications and selection of high quality projects that will be successful and sustainable. Using this process, awards will be made to the highest quality projects proposed. Peers chosen to conduct the review will be individuals selected from a broad spectrum of specialties. Care will be taken to assure that appropriate representation is selected from community-based organizations, business, state agencies, teachers, students, parents, school administrators, faith-based organizations, and state level agencies involved in after-school activities; including the Department of Human Services, Health Department, and Indian Affairs Commission. Selection will be based upon experience, including experience in education, community organizing, out-of-school programs, and fund raising. Peer reviewers will be trained to assure consistent application of scoring criteria, fairness, selection of the highest quality projects that are determined to be most likely to succeed in increasing student performance, increasing community building efforts, and meeting the performance measures of the particular project. The application, directions, program goals, and guidance, will be reviewed. A sample application will be scored at the training session to assure the peer reviewers thoroughly understand the program and its goals.

The awards will be based upon the following criteria: Need for the project; Quality of the project; Adequacy of resources; Quality of the management plan and management team; Quality of project evaluation; and Cooperation and participation with other entities (including schools, community organizations, faith based organizations, law enforcement, businesses). Geographical distribution will also be considered so that awards are made, if possible, to both rural and urban communities. Specific guidance and explanation for each of the criteria will be designed in cooperation with external constituencies and will meet the statutory requirements imposed by the ESEA.

Need for the project – Need will be based upon:

1. The needs of the proposed target population (for example: Are the students to be served attending a school that is in the program improvement category? Are the students exposed to factors that place them at risk of failing to achieve success in school such as poverty, limited English proficiency, dropout rates, truancy, juvenile delinquency rates unmet child care needs? Are the students in need of academic improvement based upon individual performance?) and whether the proposed program is calculated to meet the needs of the target population;

2. The services to be provided and whether, if appropriate, those services are based upon rigorous scientific principles; whether the services will help participants meet local content and academic achievement standards; (Services that will be considered include academic enrichment opportunities such as tutoring, mentoring, homework help, community service opportunities, art, music, recreational, and cultural activities that are calculated to improve student academic outcomes.); and

3. How the services to be provided will help students and their families mitigate risk factors and achieve the State's academic standards.

Quality of the project – Awards will be made to projects that demonstrate they are of high quality. Project quality will be based upon:

1. The project's clearly defined goals, objectives, and outcomes; the proposed measurement of these goals, objectives, and outcomes; and the ability to show a direct relation between the goals, objectives, and outcomes to the State's academic achievement standards.

2. Whether the project design will meet the needs of the target population.

3. Whether the project will stimulate development and coordination among appropriate organizations that are also serving the target population.

4. Whether the project includes cooperation with other organizations, including schools, community based organizations, etc.

5. The extent to which families of students were involved in developing the application and are anticipated to participate in the project.

6. Whether the project has identified and clearly explained a feasible program for sustainability once funding under the 21st CCLC program is no longer available.

7. The comprehensiveness of the program offerings, the duration of the program, and the length of time each week the program will be operating.

8. Whether the project has had prior success in an out-of-school setting.

Adequacy of resources – Adequacy of project resources will be determined by considering the project's ability to provide facilities, transportation, equipment, supplies, and staff (including whether they are highly qualified) that will result in a high quality program. Applicants will be required to make all assurances required by statute, including the assurance that funds obtained under this program supplement and do not supplant "other Federal, State and local public funds." Considerations will include:

1. Population to be served and the needs of the population.

2. Whether the facilities, equipment, and transportation meet required state health, safety, and fire code standards.

3. The reasonableness of cost in relation to the number of persons to be served.

4. The reasonableness of costs in relation to the expected outcomes.

5. Whether the project location is at least as accessible as a public school.

Quality of the management plan and management team – This component will be measured based upon the management plan provided in the grant. A quality management plan will include, at a minimum, a detailed budget; staffing needs and the qualifications and responsibilities of the staff; timelines for achieving clearly delineated objectives; how the applicant will assure a diversity of perspectives are considered in the management of the project; whether the applicant has had proven success with out-of-school programs and academic achievement in the past; how sustainability will be achieved; the level of participation of school administrators; and the type, quality, and quantity of initial and ongoing staff training and how that training will be provided and funded. In addition, the management plan should demonstrate the clear responsibilities of the partners to the application. Applicants will also be required to address how student and family privacy rights will be assured.

Quality of Project Evaluation - Quality evaluation means that the project will be evaluated based upon the Principles of Effectiveness expressed in section 4205(b). Quality evaluation means that each grantee will do periodic evaluations to assess progress toward its stated goals. Results of the evaluation will be used to refine, improve, and strengthen the program and to improve and enhance the performance measures. Performance measures will be objective and will clearly relate to the intended outcomes. Because North Dakota will base program evaluation upon State academic standards, outcomes will be calculated to improve student performance vis-à-vis those academic standards. However, other measures may also be evaluated depending upon the projects' specific desired outcomes. (Examples of other possible measurement data are: delinquency rates, truancy rates, drug/alcohol/tobacco use, and GED rates among families of participants.) Successful projects will have plans that assure that the programs they will provide can be measured in terms of their performance objectives and are calculated to achieve the intended outcomes. Applications will explain the data to be collected, how and when it will be collected, how and when the data will be evaluated and analyzed, when the data will be available to the State and the public, and how the information obtained will be used to improve project outcomes. Programs whose attendees consistently fail to meet performance standards will be provided with additional technical assistance or considered for fund reduction as appropriate.

Cooperation and participation with other entities - Under this component, project applicants will be required to demonstrate how they have established collaborations among various community organizations, including school day programs, school management, businesses, faith based organizations, juvenile justice programs, youth groups, and law enforcement. Applicants may demonstrate how the receipt of 21st CCLC funding will result in better coordination among other programs including: Title I, Title IV Part A Subpart 1, USDA Child Nutrition Programs, TANF, and JJDP-funded programs. Applicants will demonstrate strength of programming by showing they have the support of school administrators and that they have consulted with those who will conduct the work of the project.

Priorities

In addition to the legally required threshold limiting funding only to programs that will serve students (and their families) that attend schools that are eligible for schoolwide Title I programming or students (and their families) that attend schools that serve students a high percentage of which are from low-income families, North Dakota also intends to meet the statutory preferences for projects that will provide services to students and their families who attend schools that have been identified as Title I Program Improvement Schools for at least the prior school year and projects that are submitted jointly by at least one LEA and a community organization. We have also determined that special consideration will be given to applicants that have established working relationships with other programs including: Refugee School Impact Program, Drug Free Schools programs, and USDA Child Nutrition Programs. (Consideration for

existing out-of-school programs including existing 21st CCLC, will be given under the criteria measuring whether the project has proposed a quality program and a quality management plan and management team.)

Based upon input from external constituencies, we will identify other priorities that will promote improved academic achievement. These priorities may include: programs that are currently serving student populations that are at risk, including students from high poverty areas; students with limited English proficiency; and students who, due to other considerations such as race, are recognized as not achieving at the level of other students. Each additional priority will be chosen with the goal of promoting academic achievement among the students participating.

3. *Describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the State's (and those entities' own) performance goals and objectives.*

Monitoring

Background

The monitoring process and the role of the NDDPI have steadily evolved since P.L. 94-142 was passed in 1975, moving from a minimal focus on compliance to a greater emphasis in this area and more recently to an emphasis on broader accountability issues aligned with the total educational accountability system. The earlier focus on identifying compliance problems typically resulted in corrective actions that required provision of written assurances and development of policies and procedures. LEAs as well as the NDDPI eventually became concerned that this manner of monitoring was not as effective as it could be in improving services and improving results for children.

Monitoring was often viewed as episodic rather than as an ongoing process. The current monitoring system follows an ongoing process that circles back on itself to ensure a continuous focus on program improvement.

Goals of the monitoring system in North Dakota include a move from monitoring as an “event” to a meaningful and continuous process that focuses on student results. Procedural compliance will be tied to overall school improvement efforts. LEAs will develop more ownership in the assessment, implementation, and evaluation of their services. A characteristic of the monitoring system is stronger and more diverse consumer input. Monitoring processes emphasize improved access to all aspects of the educational system and improved results for students rather than simple “paper compliance.”

There are a number of factors that influenced the monitoring process in North Dakota. One of the influences was the adoption of the Government Performance and Results Act (GPRA, 1993) by Congress. This federal legislation was designed to improve the performance of all government programs, including federal education programs, through increased attention to efficiency and effectiveness, performance targets, and accountability. Key components of GPRA are strategic planning, annual performance plans, and reports.

A document that also influenced the monitoring activity was “an OIG Perspective on the Reauthorization of the Elementary and Secondary Educators Act” dated February 1999. Another major influence on the redesign of the monitoring process was the continuous improvement model of monitoring adopted by the U.S. Department of Education Office of Special Education Programs (OSEP) in 1998. North Dakota was the first state in the country to be monitored by OSEP using this new model. The continuous improvement model emphasizes self-assessment, compliance, and improvement based on performance measures. The OSEP model is a results-

focused, data-driven approach to continuous improvement to achieve strong results for all students in North Dakota.

Current Monitoring Process

The NDDPI established a consolidated monitoring process that involves several programs, including the programs under NCLB. Areas of review common to all programs are monitored at one time with individual program requirements being monitored also. Monitoring is done on-site on a regular schedule. However, when we become aware of problems that an LEA may be having through technical assistance visits, state assessment data, reporting data, etc., monitoring may be necessary more often. The goal of the consolidated monitoring process is to have a unified accountability system. The current process is:

- The NDDPI monitors LEAs via on-site visits on a cyclical basis at least once every five years. If it is warranted, LEAs may be monitored more frequently.
- The NDDPI documents the purpose, scope, and results of each monitoring activity, using a formal monitoring instrument and uniform templates for correspondence and reports. See the NDDPI's website at <http://www.dpi.state.nd.us/forms/sfn51741.pdf> for the monitoring instrument.
- The NDDPI provides technical assistance throughout the monitoring process, which helps LEAs establish procedures and processes and gain knowledge to effectively carry out the programs.
- The NDDPI takes enforcement measures when necessary and follows through on any corrective actions.
- As part of the monitoring process, the NDDPI analyzes LEA audit reports and previous monitoring activities to identify trends in noncompliance areas and to then develop strategies with the LEAs to reduce problems.

Proposed Monitoring Process

The NDDPI plans to revise its state monitoring process. The Special Education Unit has a process in place that will be used as a model. Below is a description of the proposed process for a revised monitoring plan.

Seven Principles of the Monitoring Process

1. **Continuous Improvement Monitoring.** The designation "continuous improvement" monitoring will be adopted to follow the designation used in the North Dakota School Accreditation process. The proposed accreditation process can be accessed at <http://www.dpi.state.nd.us/accred.pdf>.
2. **Differentiated Reviews.** The overall monitoring process establishes differentiated levels of review. By "differentiated" the NDDPI means that, based on information provided in the Self-Assessment Process, previous monitoring, or other formal proceedings, LEAs will fall into one of three possible levels for the monitoring process. The three review types are: 1) Verification Review; 2) Collaborative Review; and 3) Facilitated Review. The first time through, each LEA will participate in the Collaborative Review Process.
3. **Self-Assessment Process.** LEAs conduct a Self-Assessment during the first phase of the Collaborative Review Process. School districts will assess their current status regarding compliance with each federal program. In addition to compliance issues,

status relative to State-level performance indicators and locally identified priorities will also be reviewed to determine possible areas for improvement.

- 4. Parent and Stakeholder Involvement.** The Self-Assessment phase of the revised process includes establishing a local review team, called the Steering Committee, which guides the Self-Assessment Process and subsequent improvement planning. Besides educators, the Steering Committee will include parent and stakeholder representation. Stakeholders might include agency representatives (e.g., parent and advocacy organizations, adult service agencies, representatives of local businesses, or institutions of higher education), or others interested in services for students. Representation of a broad-based spectrum of stakeholders is required in assuring credibility and validity of the Self-Assessment findings.
- 5. Performance Goals and Indicators.** Consistent with the requirement for development of performance goals and indicators, the monitoring process utilizes specific performance goals and indicators. The performance goals and indicators serve as targets for ongoing data collection at the local and state levels. As improvements are made in targeted areas, the focus in these areas may shift to maintenance of performance at that level. New targets for improvement will be identified and goals and indicators established for these areas of concern.
- 6. Improvement Emphasis and Compliance/Procedural Emphasis.** The focus of the monitoring system includes both a compliance/procedural emphasis and an emphasis on educational improvement. This will broaden the monitoring process and align it with the ongoing educational improvement activities of schools and LEAs.
- 7. Enforcement Options.** The differentiated reviews are built on the premise that technical assistance and enforcement need to be differentiated. LEAs identified for facilitated reviews, for example, will receive technical assistance geared to their unique needs. Similarly, enforcement options will also be individualized based on the unique concerns. The NDDPI policy regarding violations/sanctions will be followed in situations in which enforcement is warranted.

Phases of the Collaborative Review Monitoring Process

As described in the “Differentiated Reviews” feature, there are three different levels of monitoring review. In the Verification Review, the LEA is determined to have met or exceeded the performance criteria in both the compliance and improvement areas. In the Collaborative Review, the LEA exhibits acceptable performance in meeting criteria. In the Facilitated Review, LEA data suggests the need for a more focused review that offers high potential for significant progress toward the performance criteria. Based on the results of this review, a decision regarding the level for the subsequent review will be made. In essence, this initial collaborative Review serves as a baseline for the next review.

The three phases described below identify the sequence of steps in the Collaborative Review Process:

Phase 1 will include developing a Steering Committee, conducting a Self-Assessment, and specifying improvement targets.

Phase 2 will encompass a state-level desk audit review of the Self-Assessment documentation and a process of verification of the Self-Assessment data, including a site visitation. A written report by the NDDPI monitoring team will follow.

Phase 3 will include developing a plan with improvement strategies for correcting any deficiencies or improving progress on indicators. Phase 3 may also include technical assistance or “coaching” to address areas needing improvement.

Review Category	Reason Why District Selected for Category	What Review Will Include
Verification Review	Meets or exceeds most or all of NDDPI/IDEA strategic plan goals as evidenced by comparing local data to performance criteria.	<ul style="list-style-type: none"> • Desk audit of LEA application, including verification of performance indicator data. • Discussion of practices that helped achieve results. • Review of history of parent complaint issues.
Collaborative Review	Exhibits acceptable performance in meeting goals, as compared to performance criteria.	<ul style="list-style-type: none"> • Comprehensive review conducted by the following Steering Committee members: <ul style="list-style-type: none"> ○ Building principal ○ Parent ○ General education teacher ○ Special education teacher ○ Compensatory education teacher ○ Others, as appropriate • Follow-up verification visit by the NDDPI staff.
Facilitated Review	LEA data suggests that a Facilitated Review offers a high potential for significant progress toward performance criteria.	<p style="text-align: center;"><u>Phase One:</u></p> <ul style="list-style-type: none"> • Verification of performance indicator data, as needed • Steering Committee, under general direction of the LEA superintendent, and with specific direction from the NDDPI, conducts intensive self-review and develops plan to improve student results in specific areas. <p style="text-align: center;"><u>Phase Two:</u></p> <ul style="list-style-type: none"> • Collaborative Review.

Professional Development

ESEA requires that the SEA and LEAs provide quality professional development opportunities to school instructional and administrative staff. In an effort to establish collaborations with and among LEAs and to advance models of high quality professional development opportunities, the NDDPI has developed a variety of professional development strategies. These strategies are designed to accomplish the following:

- provide direct assistance to high need schools,
- consolidate state accountability and school improvement activities with ESEA and IDEA initiatives,

- explore and model research-based instructional programs and practices that reflect the definition of professional development within ESEA, section 9101, and are implemented by distinguished educators and within distinguished schools,
- develop and broker collaborative efforts among LEAs, the NDDPI, school support teams, regional service providers, and professional associations,
- provide effective and efficient programming, evidenced by thematic scheduling and coordinated events.

The NDDPI has collaborated with various State-level advisory committees to develop State-sponsored professional development initiatives that reflect the preceding principles. These advisory committees include the Standards, Assessment, Learning and Teaching (SALT) Team, the Title I Committee of Practitioners, and the IDEA Advisory Committee. In addition, North Dakota regularly collects evaluation comments and recommendations from participants at State-sponsored professional development activities.

The NDDPI also collaborates with the institutions of higher education, ESPB, the North Dakota Forum on Teacher Training Programs for Education of Culturally/Linguistically Diverse Students, and the center for Applied Linguistics to advance the interest of the English language learner population.

The NDDPI proposes to use its dedicated ESEA professional development funding to sponsor initiatives that reflect the priorities identified among the State's advisory committees and that reflect the State's professional development principles. The NDDPI proposes to administer the following professional development initiatives.

a. State-required Administrative Initiatives:

- (1) **LEA Professional Development Plans.** North Dakota requires all LEAs and accredited schools to submit annual professional development plans. North Dakota's ESEA application process (<http://www.dpi.state.nd.us/forms/sfn50847.pdf>), the current accreditation standards (<http://www.dpi.state.nd.us/resource/rules/67-19.pdf>), and the proposed accreditation standards (www.dpi.state.nd.us/accred.pdf) identify this requirement. North Dakota's professional development plan requirements (<http://www.dpi.state.nd.us/title1/profdev/index.shtml>) ask schools to identify their needs assessment results, goals, activities, performance indicators, and evaluation strategies. North Dakota's plan includes overall guidance and scoring rubrics to aid schools in the development of their local plans. Professional development plans aid LEAs in coordinating and optimizing their resources and concentrating their efforts on meaningful training. The professional development plan requires schools to identify their strategies to high quality initiatives. All schools must submit a final report on all activities and funding obligations.
- (2) **LEA Professional Development Activity and Funding Report.** North Dakota State law (NDCC 15.1-21-11; <http://www.state.nd.us/lr/>) requires all LEAs to submit annual reports on all professional development activities funded through local, state, or federal sources. These reports capture the funding source, the activity, the level of intensity for the activity, the duration of the activity, and the number of participants. State law requires that the NDDPI report any correlation between professional development activities and student achievement gains for each school. The NDDPI proposes to use ESEA section 6113 funding to support the implementation of a sophisticated data linkage and analysis tool to link individual teachers and their professional development activities with the achievement levels of their students. This will aid LEAs and North Dakota in identifying efficacious professional development practices.

(b) State-sponsored Professional Development Initiatives.

- (1) **School Support Strategies.** The NDDPI offers dedicated program supports to staffs within high need schools as identified within section 1117. These School Support Services are identified and developed in the following section (Part II, Question 4, page 43).
- (2) **School Health Training.** The NDDPI sponsors credit classes to LEA personnel in Life Skills, Project TNT (Towards No Tobacco), Get Real About Violence, Bullying Prevention, and Interactive Health Education.
- (3) **21st Century Community Learning Center.** The NDDPI will build upon existing 21st Century Community Learning Centers professional development and training programs provided through the C.S. Mott Foundation. The NDDPI will also work with currently funded training programs such as those funded by the North Dakota Education Association and the North Dakota Council of Educational Leaders conferences as well as the opportunities provided through the C.S. Mott Foundation to assure seamless delivery of professional development opportunities and technical assistance and to increase the opportunities available to all 21st CCLC programs throughout North Dakota. In addition, the NDDPI will build on the training opportunities provided by existing 21st CCLCs by providing coordination and assistance for mutual training opportunities.
- (4) **Standards Awareness Team.** The Standards Awareness Team was created in 2001 to gather experienced practitioners in standards-based reforms for extended training in assisting schools and staffs in initiating successful school reforms. The Standards Awareness Team, funded in part through Titles I and V (IASA VI) funds, is a group of North Dakota educators who have assisted in the development of North Dakota's content and achievement standards and assessments and have experience in implementing curriculum reforms. These professionals convene to receive specialized training over a period of months on various standards-based issues. In turn, these professionals provide in-kind technical assistance and extended professional development to North Dakota schools interested in implementing standards-based education. As schools initiate and continue the process of designing a standards-based system, Standards Awareness Team members are available to act as consultants or provide guidance to local curriculum teams.
- (5) **North Dakota Curriculum Initiative.** The North Dakota Curriculum Initiative (NDCI) (<http://www.ndsu.nodak.edu/ndci>), a collaborative effort between the NDDPI and the North Dakota State University, convenes educators from across North Dakota to undergo long-term training in standards-aligned curriculum and assessment. The NDCI accesses university-based instructors, representatives from the Mid-continent Research for Education and Learning (McREL; <http://www.mcrel.org>), and veteran curriculum development specialists to conduct research-based practices. Jointly funded through Titles II and V (IASA VI), the NDCI trains teams from districts and schools to map curriculum, conduct standards drafting, implement standards-aligned curriculum, support innovative instructional strategies, and advance quality assessment strategies. The NDCI emphasizes the establishment of networking and collaborative efforts to imbed sustained, intensive, high-quality professional development within the curriculum and culture of schools. The NDCI has subsumed within its structure an older state association titled the State Curriculum Council. As such, NDCI now envelops the curriculum design issues of districts and the collaboration of approximately twenty various professional associations.
- (6) **Program Consultations from Mid-continent Research in Education and Learning (McREL).** The NDDPI has a long-standing cooperative agreement with McREL for North Dakota to participate in regional policy and practices forums with other states in the upper Midwest. McREL, a regional service center, serves the seven-state Central Region, which includes North Dakota. Through its work as the Regional Education Laboratory and Mid-continent Eisenhower Consortium for Mathematics and Science, McREL works with

its constituents to improve the quality of education policy and practice through the application of the best available knowledge from research, development, and experience. To guide its work in North Dakota, McREL maintains a state service plan detailing State-specific services and regional activities that it will provide to North Dakota. In addition to guiding McREL's work, the plan informs key North Dakota education leaders of the services being delivered to North Dakota clients. It is also the basis on which North Dakota's Superintendent of Public Instruction can hold McREL accountable for delivering on its stated program of work. All of the projects outlined in the plan align with McREL's mission to improve practice and policy in the Central Region. This plan, developed in collaboration with North Dakota clients, aligns McREL's work with State needs and priorities. Central to the process of developing the plan is a comprehensive and continuous needs assessment, which draws on ongoing communication with North Dakota's educators and multiple sources of information. Primary information sources include discussions with McREL board members, surveys of key educators in the region, and recommendations from McREL field service staff who have first-hand knowledge of current issues and changing priorities in North Dakota.

- (7) **North Dakota Standards Writing Teams and Task Bank Development Teams.** The NDDPI invites qualified teachers from across North Dakota to participate in drafting the State's content and achievement standards and in supporting assessment task bank items. The drafting process spans months and extensively trains teachers on the protocols of standards- and assessment-development work. Teachers trained as writing team members who participate in the actual drafting of State standards and assessments are eligible to participate as future trainers within the Standards Awareness Team.

(c) **State-sponsored Conferences**

State-sponsored conferences on specific topics are conducted throughout the year. All conferences build on themes and skills development that are adopted by personnel and schools for continued study and implementation throughout the year. Schools are encouraged to integrate conference themes and findings into school improvement activities.

- (1) **North Dakota Education Improvement Conference.** The NDDPI sponsors an annual education improvement conference that convenes the education leaders from across the state. Programming centers on statewide and local initiatives that have demonstrated promising results and that can be replicated elsewhere. The conference is designed to initiate ongoing training in schools throughout the year as modeled by distinguished educators and schools. Presenters avail themselves to work within schools to address the schools' specific improvement needs and to work longer-term to implement improvements in instructional strategies and administrative practices. The conference seeks to integrate local, state, and federal programming within a unified school improvement effort.
- (2) **Annual North Central Association/State School Improvement Conference.** The NDDPI collaborates annually with the North Central Association of Schools and Universities to conduct a single conference on the school improvement process. To be an accredited school within North Dakota, schools must conduct a school improvement process, either under the guidance of the NCA or the NDDPI. The conference initiates a year-long process of ongoing school improvement activities that are directed to the improvement of instruction and administrative practices within schools and the increased participation of parents. All activities require the intensive participation of school personnel.
- (3) **Annual Title I Fall Conference.** An annual two-day Title I fall conference is held to provide information and professional development opportunities for LEA Title I staff.

Nationally known speakers present high quality programs on various topics. Summer Institutes also provide high quality professional development opportunities for LEA staff.

- (4) **Annual Roughrider Health Promotion Conference.** The annual Roughrider Health Promotion Conference provides professional development opportunities for LEA staff in the areas of school health and safety. This four-day conference is attended annually by 350 participants in teams from over 60 LEAs. These teams develop action plans to improve learning environments in their districts.
- (5) **Teaching and Technology Conference.** Teaching and Technology is a two-day conference intended to give educators practical ideas on how to incorporate technology into the classroom. There are sessions on many levels of technology training. Vendors also display equipment and software.
- (6) **Teaching With Technology.** Teaching with Technology (TWT) is a statewide initiative that instructs teachers and administrators in the uses of technology in the classroom. The program was initiated by the NDDPI, the State Board for Vocational and Technical Education, and the Bismarck School District and was funded in 1998 with a five-year grant of \$7.3 million. The program involves three phases of in-service. Phase I included basic building level implementations and support of technology. Phase II developed skills that would impact student learning by incorporating problem, project and inquiry based learning. Phase III will work with development of building level professional development plans that will carry forward the integration of technology into the curriculum. Educators are required to align standards, incorporate authentic learning techniques, and create and use authentic assessments. Eight regional educational technologists staff the program. Over 9,000 North Dakota educators participated in Phase I. Phase II is currently underway.
- (7) **State Bilingual Education and English Language Acquisition Conference and Bilingual Education and English Language Learner Program Project Director Conference.** The Bilingual Conference addresses the needs of administrators and teachers from schools with limited English proficient students. Sessions relate to instructional methods, assessment, standards and curriculum development, and culturally-related educational activities. The NDDPI typically works with educational groups and associations in North Dakota to plan the conferences and workshops. Meetings and workshops specific to the needs of bilingual education and English Language Learner Programs are held on a regular basis. These meetings and workshops address specific program issues or training models. Topics relate to federal and state regulations, program application development, and training models that have proven successful for multicultural students.
- (8) **State Professional Associations Conferences and Projects.** The NDDPI collaborates with various state professional associations concerning their statewide and regional conferences. NDDPI has assisted these professional associations with the development of their conferences and by offering on-going training.

Technical Assistance

The NDDPI employs a variety of techniques for providing high quality technical assistance to school personnel in North Dakota. The technical assistance strategies indicated below cover all of the programs included in the Consolidated Application as well as other programs under NCLB, such as the English Language Acquisition and Language Enhancement, the Education for Homeless Children and Youth, and the Reading First program. These techniques/strategies include:

Technical Assistance Via Telephone and E-mail

The NDDPI provides the majority of technical assistance via phone and e-mail. The NDDPI has made it a priority to respond efficiently to all requests for assistance whether requested by phone, mail, or e-mail. The NDDPI has created customer service standards that outline the protocols and procedures for responding to all requests for information. These customer service standards can be accessed on the NDDPI website at <http://www.dpi.state.nd.us/dept/customer.shtm>.

Web-Based Technical Assistance

The NDDPI created an extensive website. When feasible, all resources, state documents, forms, applications, etc. are placed on the website for school personnel to access. All programs within the NDDPI have an individual website with program specific resources listed. All standards documents, program improvement information, federal grant information, etc. are available on the website. The website can be accessed at <http://www.dpi.state.nd.us>.

Resources

A variety of resources, including printed publications, standards documents, program specific binders, multi-media resources (i.e., CD's-videos), etc. are available to all school personnel in North Dakota. CD's of the newly reauthorized law were distributed at spring meetings and workshops. Additional resources are currently being developed, such as a "question and answer" document on the NCLB, a statewide evaluation of various character education programs including positive action for the purpose of determining effectiveness of research-based programs, and guidance on the use of scientifically-based reading research to guide instruction.

Conferences/Workshops

A variety of workshops and conferences are conducted on an annual basis.

1. Program Specific

Many program specific trainings are held each year, including the annual Title I Conference, Roughrider Health Conference, and Teaching and Technology Conference, all of which are detailed in the professional development section of this Consolidated State Application.

2. State-Sponsored Technical Assistance

The NDDPI sponsors numerous annual workshops and conferences for school personnel to obtain technical assistance. The NDDPI sponsors annual regional consolidated federal title conferences for LEAs. Sessions are held to provide information on program requirements as well as on topics such as high standards and annual academic assessment, accountability, professional development, learning environments, and school and district report cards. In addition, several technical assistance workshops are conducted over the Interactive Video Network for the convenience of school personnel located in rural areas. Additional information regarding State-sponsored efforts are detailed in the professional development section of this Consolidated State Application.

3. Collaborative Technical Assistance Efforts

The NDDPI also collaborates with many educational agencies within North Dakota to offer assistance and support. Technical assistance is provided at annual statewide meetings of the North Dakota Education Association, the North Dakota Council of Educational Leaders, and the North Dakota School Boards Association.

Onsite technical Assistance

School personnel may request onsite technical assistance from both the NDDPI personnel and other entities as part of the statewide system of support, such as the School Support Team or the Standards Awareness Team. After the NDDPI held regional workshops in April 2002 to in-service staff on the newly reauthorized law, several school districts requested the NDDPI personnel to in-service all school staff in their districts on the NCLB.

In addition, the NDDPI often will target certain districts for onsite technical assistance visits. The State Title I office has established a New Teacher Program. Any LEA that lists a new Title I teacher on the Consolidated Application is contacted by the State Title I office. The NDDPI staff offers to conduct an onsite visit to provide technical assistance and review all components of the Title I program.

The NDDPI provides technical assistance on an individual basis as needed and as an element of the monitoring process. This information is gleaned from visits with school districts, monitoring visits, information from reports, etc. Technical assistance may be provided by state staff or other state or private service providers, depending on the nature of the technical assistance required.

4. *Describe the Statewide system of support under section 1117 for ensuring that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools.*

The NDDPI has created a statewide system of support to ensure that all schools meet North Dakota's academic content and student achievement standards. Our statewide system of support consists of a wealth of resources to meet the needs of school personnel. These include the following:

- **State Title I Staff**—The State Title I office has six program staff who provide a variety of technical assistance to school personnel. Program staff participate in new teacher visits, providing staff new to the Title I program with an overview of the program and regulations. All program staff are available and are often asked to be present at school board meetings and staff meetings regarding Title I policies, regulations, and effective strategies. All program staff participate in creating guidance and sample documents for the Title I website for school personnel to access.
- **A statewide School Support Team** has been developed and in place for the past five years. Members of the School Support Team are comprised of distinguished educators regionally located throughout North Dakota. Members of the North Dakota State School Support Team are required to stay educated and current on the Title I programs and issues. In addition, the members provide technical assistance to school personnel, which is not limited to but may include the following:
 - Respond to telephone inquiries related to Title I programs.
 - Present on Title I related topics at before- and after-school staff meetings.
 - Assist in the creation of school compacts and professional development plans by providing resources and information.
 - Assist with the process of screening and prioritizing children for Title I services.
 - Meet with new Title I teachers and give them an overview of the program and its requirements.

- Provide Title I staff and administrators with technical assistance on issues pertaining to Title I.

North Dakota has been publicizing and encouraging school personnel to utilize the School Support Team. Each year, as word gets out on the benefits of the services, the team is utilized more and more. So far it has not been an issue to prioritize their services. However, if it gets to that point, School Support Team members are instructed to give priority to schools that have been identified for Program Improvement.

- **Committee of Practitioners.** The State Title I office has a statewide Committee of Practitioners as required by federal law.

The Committee of Practitioners includes members of the following stakeholder groups: administrators, teachers, parents, members of school boards, individuals from the private school sector, and representatives of vocational/adult education.

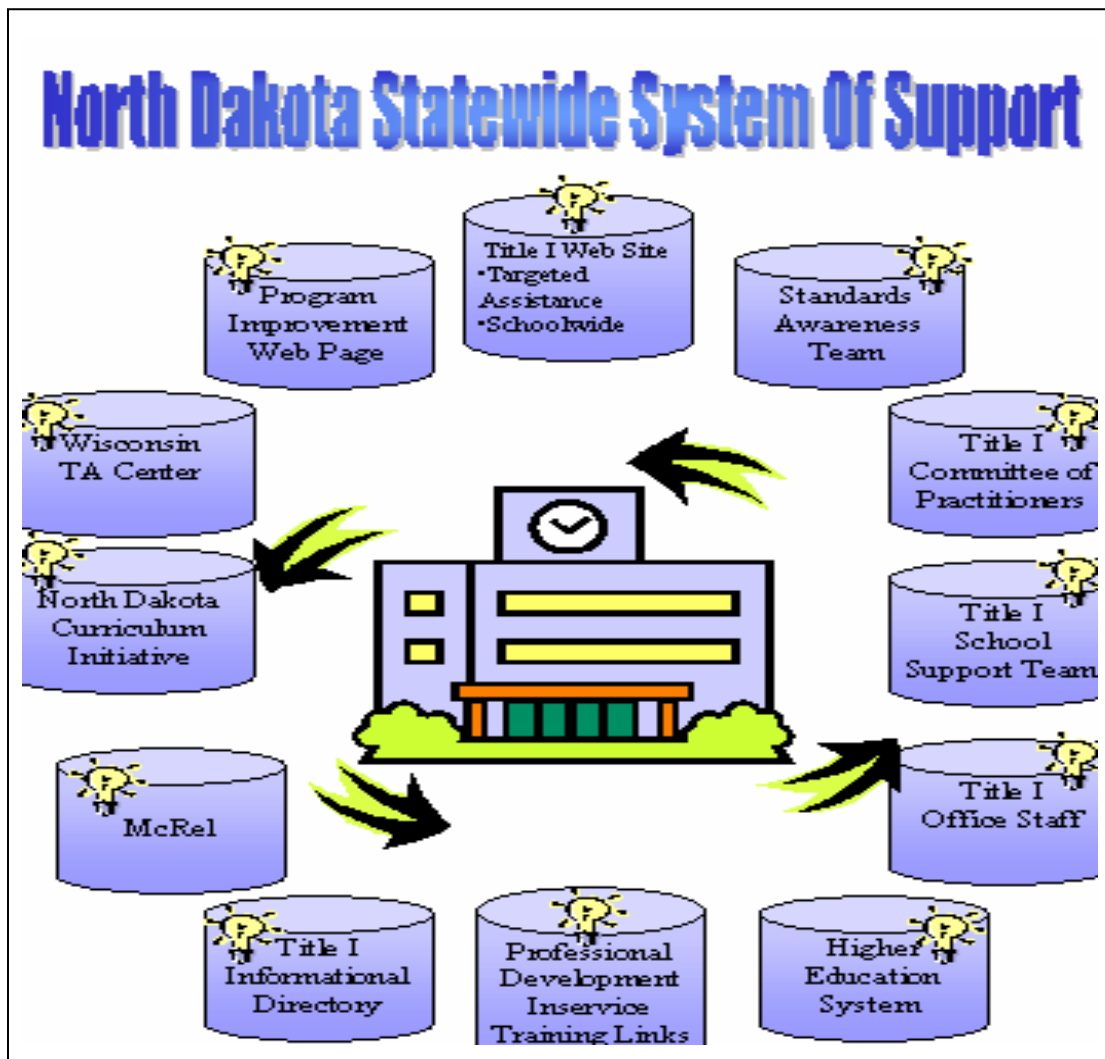
It is the Committee of Practitioners' role to "...review before publication any final rule or regulation" pertaining to Title I.

Committee members are often asked to review and be aware of various issues in Title I, including standards development, the state assessment system, and other current issues. This also includes awareness of the following programs within Title I Even Start Family Literacy, Homeless Children and Youth, Migrant Education, Comprehensive School Reform, and the new Reading First program.

- **Standards Awareness Team.** See the Professional Development section of this Consolidated State Application on page 37 for further information on the Standards Awareness Team.
- **NDDPI website.** An extensive website has been developed with a wealth of information available online to assist school personnel. The website is divided into two sections: targeted assistance and schoolwide and can be accessed at <http://www.dpi.state.nd.us/title1/index.shtm>.
- **The North Dakota Curriculum Initiative.** See the Professional Development section of this Consolidated State Application on page 37 for further information on the North Dakota Curriculum Initiative.
- **North Dakota University System.** The NDDPI works collaboratively with North Dakota's higher education system. The State Title I office requires all Title I teachers to hold a Title I credential and works with the universities in North Dakota on courses needed to obtain one of these credentials. In addition, many of the workshops and conferences that are sponsored by the NDDPI usually offer graduate credit. The NDDPI has several employees that are considered "instructors" for the universities. The NDDPI works with the North Dakota University System to collaborate on these and other issues.
- **Mid-continent Research for Education and Learning (McREL).** See the Professional Development section of this Consolidated State Application on page 37 for further information on McREL.
- **Wisconsin Technical Assistance Center.** The Comprehensive Center-Region VI (CC-VI) is administered through the Wisconsin Center for Education Research (WCER), School of Education, University of Wisconsin-Madison (UW-Madison). The Center is part of a federally-funded network of technical assistance centers that supports and assists states, districts, and schools to meet the needs of children served under the Improving America's Schools Act

(IASA), which reauthorized programs under the Elementary and Secondary Education Act (ESEA) of 1965. Priority for services is given to high-poverty schools and districts, Bureau of Indian Affairs (BIA) schools, and IASA recipients implementing schoolwide programs. The CC-VI is organized in a collaborative partnership with subcontractors at the United Tribes Technical College (UTTC) in Bismarck, North Dakota. Five themes, central to IASA, guide the technical assistance activities and other services of the CC-VI, as for all Comprehensive Centers:

- High standards for all students;
 - A focus on teaching and learning;
 - Partnerships among families, communities, and schools that support student achievement so that they meet high academic standards;
 - Flexibility intended to encourage local school-based and district initiatives, combined with accountability for results; and
 - Resources targeted to areas of greatest need.
- **Title I Informational Directory.** The directory was created in response to the needs of Title I teachers who requested contact information regarding programs and services in Title I. This directory contains a vast variety of contacts for information regarding programs, activities, forms, requirements, and technical assistance pertaining to the Title I program. This directory is divided into two sections. The first section is a listing of individuals who are great contacts for information of different programs implemented under Title I, and the second part is several pages of websites. See the Title I website at <http://www.dpi.state.nd.us/title1/targeted/resource/directry/index.shtm>.
 - **Professional Development In-Service Training Links.** The State Title I office has put together a list of several individuals and groups to in-service individuals on reading, math, science, and social studies and other miscellaneous subjects. For more information on these lists, see the Title I website at: <http://www.dpi.state.nd.us/title1/profdev/index.shtm>.



5. a. Describe the activities the State will conduct to help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the SEA is taking and will take to modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate federal, State, and local funds for schoolwide programs.

The State Title I office invests a great deal of time informing schoolwide schools on effective practices for comprehensive school improvement, including sharing best practices and the latest research on effective methods for raising the achievement of all students at the school. The State Title I office provides recommendations and advocates schoolwide program flexibility options several ways, including the following:

- Sharing information via the Title I Schoolwide website.
- Sending memos regularly on the latest schoolwide issues.
- Hosting Title I conferences that address Schoolwide issues and include presentations on the latest research in school reform as well as examples of successful schoolwide programs.
- Monitoring visits to the schools.
- Having a member of the North Dakota School Support Team whose specialty area is schoolwide programming and who is available for visitations to schools.

In addition, North Dakota has modified several accounting and programmatic barriers to allow and even encourage schoolwide programs to combine funds. At this point, four schoolwide programs in North Dakota are combining funds from these programs (as they were authorized under the IASA): Title I, Part A; Title I, Part E; Title II, Title IV, and Title VI. These schools plan to continue combining funds under NCLB.

Although we have been working to encourage schools to take advantage of the flexibility that combining funds allows, we continue to face problematic issues including programmatic ownership at the State level; hesitancy from LEA administration, business management, and accounting; and NDDPI-level accounting processes and paperwork. To this date, we have made progress eliminating these barriers in the Title programs we have combined by:

- Adding a “schoolwide combining funds” column to the consolidated application.
- Exempting schools that combine funds from completing separate portions for each program on the consolidated application and in final reports.
- Instituting an “Intent and Purpose” form where schools explain how their schoolwide program meets the intent and purpose of each program combined.
- Eliminating monitoring for each Title program separately and instead monitoring for “Intent and Purpose” of those programs that are combined.
- Hosting a “Combining Funds” meeting each fall to go over accounting and programmatic procedures for new schools that have chosen to combine funds.
- Having a “Combining Funds” sectional at the Schoolwide Conference each year that explains the flexibility of combining funds and goes over the accounting and monitoring procedures to encourage new schools to combine funds.
- Designing and implementing a “Request for Funds” process specifically for schoolwide schools who are combining funds that frees the school from tracking federal program dollars yet still allows NDDPI to maintain records of separate funds.

Information on “combining funds” and some of the forms that are required for schools who combine funds are available at the Title I web site at <http://www.dpi.state.nd.us/title1/schlwide/combine.shtm>.

We plan to continue supporting the combination of funds option for schoolwide programs by maintaining the above practices under the NCLB. In addition, we have added the option for schools to combine funds from “Title II, Part D – Enhancing Education Through Technology” to our “Intent and Purposes” form. In the end, programmatic ownership at the State level is often the biggest barrier to combining funds. The State Title I office will continue its efforts to inform these parties on the law as well as the benefits of combining funds.

b. Describe the activities the State will conduct to ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified.

North Dakota ensures that all teachers will be highly qualified by the 2005-2006 school year.

All teachers in North Dakota are licensed by the Education Standards and Practices Board (ESPB). Current State law requires that all teachers have a major, minor, or minor equivalency in the area in which they teach and that they hold an educator’s professional license issued by the ESPB. In addition, school accreditation rules require that schools employ only individuals who are licensed by the ESPB and who have appropriate additional education as evidenced by credentials issued by the NDDPI. Rules pertaining to credential requirements are found at <http://www.dpi.state.nd.us/resource/rules/index.shtm>. Individuals who teach without an educator’s professional license are subject to monetary fines.

The NDDPI has formed a State committee to address all issues pertaining to the highly qualified staff provision. North Dakota is conducting an analysis of its current teacher education and licensure requirements in order to determine what revisions are needed to have all new teachers in North Dakota highly qualified by the 2002-2003 school year and all teachers employed prior to the start of the 2002-2003 school year highly qualified by the 2005-2006 school year.

All new teachers hired after the first day of school 2002-2003 in North Dakota will meet the “highly qualified” standard. This means they will have to have completed an academic major or coursework equivalent to a major, a graduate degree or advanced certification, and pass a state content test in the area they are teaching. All existing teachers will have to meet the requirements of a state evaluation standard used to judge competency by 2005-2006. The ESPB will begin the process of implementing content-based testing within the next year.

The NDDPI staff are working directly with staff from the ESPB on the highly qualified staff provision to ensure full compliance with this regulation. Several steps have already been taken to move toward this compliance.

The NDDPI joined forces to discuss ESEA compliance. The Governor’s office, the NDDPI, ESPB, North Dakota University System, State Board for Vocational and Technical Education, North Dakota Education Association, North Dakota School Boards Association, and the North Dakota Council of Educational Leaders have been meeting weekly to address highly qualified personnel, state assessment, licensure issues for a state law change in 2003, and goals and objectives prior to full implementation of ESEA in 2005-2006.

The North Dakota Teacher Quality Enhancement Project is a partnership of the Governor’s office, the NDDPI, ESPB, North Dakota University System, North Dakota Education Association, North Dakota School Boards Association, North Dakota Council of Education Leaders, and the State Board for Vocational and Technical Education. This initiative has three components: 1) strengthening teacher standards through teacher preparation programs that will align for the first time new teachers with North Dakota’s academic content standards; 2) teacher recruitment and retraining through the North Dakota University System incentive programs of both scholarships and reduction of loan indebtedness; and 3) mentoring new teachers, of which about 50 percent leave North Dakota after their first year of teaching.

Effective July 1, 2002, all new educators will be required to complete the Pre-Professional Skills Test (PPST) prior to issuance of their initial license.

ESPB will begin discussions around designing and implementing the licensure requirements of content testing in 2002-2003.

After the state assessment has been completed, regional and local meetings will be held for K through 16 educators, instructional staff, teacher education programs, local school board members, and parents to disseminate information regarding the State plan and compliance.

The NDDPI held regional workshops in April 2002 to update school personnel on reauthorization issues. At these workshops, personnel received the new guidelines pertaining to teacher quality as well as ideas and strategies for coordinating the use of Title I and Title II funds to help all teachers become highly qualified. In addition, schools were encouraged to both recruit and retain highly qualified teachers by providing financial incentives and reimbursement for taking needed coursework. Schools are encouraged to buy additional days for the purpose of providing high quality professional development for staff. All guidance and technical assistance materials provided to school personnel can be accessed at

<http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/index.shtml>.

North Dakota employs a number of specific strategies to help teachers in high-poverty schools and schools identified for program improvement become highly qualified. In addition to the

regional workshops and correspondence sent pertaining to teacher quality issues, personnel in high poverty schools and schools identified for program improvement gathered at the annual Program Improvement Workshop on April 29, 2002. At this workshop, personnel were provided with additional strategies and ideas for meeting the new federal regulations. Personnel were informed of the additional funds that are available for program improvement schools. They were given the application and guidelines needed to apply for those funds. Schools are highly encouraged to use these additional funds for professional development and other strategies for getting all staff highly qualified. School personnel were reminded that they have priority for utilizing the Title I School Support Team and provided with ideas on how these distinguished educators can be of assistance to them.

School personnel were provided with information on the new "Reading First" program. Program improvement schools will also have priority in applying for these funds as soon as the NDDPI has an approved state plan. A major focus of the Reading First program is to provide high quality professional development for K through 3 teachers.

The State Title I office is currently working with McREL to provide professional development training in the fall of 2002 to CSR, program improvement, and schoolwide programs in North Dakota.

c. Describe the activities the State will conduct to ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year.

Immediately following the passage of NCLB on January 8, 2002, school personnel received written correspondence regarding the new regulations on aides/paraprofessionals as well as a variety of other reauthorization issues. In April 2002, regional workshops were conducted across North Dakota to provide additional guidance and information on the new rules regarding aides/paraprofessionals. School personnel were in-serviced on the three options available for aides/paraprofessionals in order to meet the federal qualifications. School personnel were also in-serviced on the allowable duties for aides/paraprofessionals under the new law. The handouts and guidance created for school personnel at the regional workshops can be accessed at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/index.shtm.

All LEAs received a copy of the local Consolidated Application at the regional workshops. The applications are due on July 1, 2002. There is a page in the Consolidated Application designated for submitting information and assuring compliance with the federal regulations regarding aides/paraprofessionals.

There are three sections in the Consolidated Application pertaining to aides/paraprofessionals. In Section I, schools need to list all aides being employed with Title I funds. For every new hire, LEAs must submit a transcript to verify an associate degree, a transcript to document the higher education requirement, or results from an assessment approved by the NDDPI.

Section II requires LEAs to specifically describe the duties assigned to the aides/paraprofessionals listed above and how those duties are in compliance with the new federal regulations.

Section III requires LEAs to sign an assurance attesting that the school will comply with the regulations pertaining to the use of aides/paraprofessionals in the Title I program including the hiring status of each aide/paraprofessional, the duties that are described, and the requirement for every Title I aide/paraprofessional to be under the direct supervision of a Title I teacher.

In addition, the NDDPI has an extensive consolidated monitoring process in place. The monitoring process and checklist are being revised to include reviewing schools for compliance with the regulations pertaining to aides/paraprofessionals.

d. Describe the activities the State will conduct to help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction.

North Dakota maintains a page on its website that has grant opportunities from other public and private entities. Schools may access this site in their search for additional resources to implement technology in the LEA at <http://www.dpi.state.nd.us/grants/tech.shtm>. Technical assistance and other support are available upon request (i.e. partnership with the NDDPI, letters of recommendation for the LEAs application, etc.).

EduTech (formerly Sendit Technology Services and the Center for Innovation in Instruction) has staff housed at two North Dakota universities. It provides training to teachers and technical assistance in various other technology related areas. The Educational Technology Council, the entity that oversees EduTech, and the NDDPI have a Memorandum of Understanding that is meant to foster partnerships between LEAs and EduTech.

e. Describe the activities the State will conduct to promote parental and community participation in schools.

North Dakota takes seriously its efforts to promote parental and community participation in schools, both by informing schools and teachers of the law's requirements as well as encouraging schools to enhance the requirements with further effective practices. Although a mainly rural state, some of our larger communities also have parent centers that provide numerous services for parents in the community and work in close conjunction with the schools. These parent centers have also created partnerships with many of the rural communities in the area and so are able to provide services there as well.

The parent involvement link on the NDDPI's website at <http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm> has a very detailed list of all of the requirements of Section 1118, with explanations and samples available for each requirement. Most of these items were developed by the State Title I staff to share at workshops and conferences, where parent involvement is always a focus, and remain a part of our website for continual referral. All Title I schools are monitored on a five year cycle. During the monitoring visitation the local Title I teacher or, for schoolwide programs, the schoolwide coordinator, is required to show documentation of how the school meets the requirements of Section 1118. Schools that do not show evidence of meeting the requirements must submit evidence to the NDDPI within thirty days of the monitoring visitation documenting that they have met the requirements.

Regarding the school-parent compact specifically, each Title I teacher is given a "Title I Handbook" that contains several samples of school-parent compacts as well as a list of what specific information is required to appear in the compact. Information and several samples are on the website referenced above. The compact is often on the agenda at State workshops and conferences, with both sectional speakers and the State Title I staff reminding Title I teachers of the requirements and directing them to the website for samples. As mentioned above, when a school's Title I program is monitored, they must provide the monitor with a copy of the contract, how it was created, and how it was distributed. In addition, schools are also encouraged to make the compact both a part of their required parent involvement meeting and a part of the annual

review of parent involvement. It is with this type of information that we encourage schools not simply to do the bare minimum that the law requires but instead use the law's requirements as a starting point for effective parent involvement practices. We feel this is the major strength of our parent involvement activities. Instead of seeing the requirements as separate entities that are enforced but not made effective, we continually focus on trying to help Title I teachers. Members of schoolwide programs understand that these are just pieces of a very effective, and much more comprehensive, parent involvement plan. For example, we encourage schools to develop the compact each year at the required parent involvement meeting—see example at <http://www.dpi.state.nd.us/title1/targeted/require/parent/agenda.pdf>. For an example of how we make the compact a part of the annual review of parent involvement, see question number two on the "Title I Parent Survey" at <http://www.dpi.state.nd.us/title1/targeted/require/parent/psurvey.pdf>. All the components required by Section 1118 as well as the latest ideas and research in effective parent involvement are tied together in our work to promote parental and community participation in schools.

On Monday, April 29, 2002, the State Title I office hosted a meeting for schools that were identified for Program Improvement for the 2002-2003 school year. At this meeting, schools were informed regarding their responsibilities for carrying out the school choice and supplemental services provisions. Since that meeting, much of the information disseminated has now been added to the website at <http://www.dpi.state.nd.us/title1/progress/>. Schools were given specific information on their responsibilities under the new law, including a timeline for the first year.

In order to ensure that the individual and school report card provisions are implemented, the NDDPI has decided to take charge of the district and building level report cards. NDDPI will be creating these report cards, making sure that they include all of the information required by NCLB, posting the information on the NDDPI's website, and making this information available to school personnel. School personnel have been notified that it is their responsibility to disseminate the school report card information to parents and community members. This dissemination could include, for example, mailing the information to all parents in the district or informing them that the information is available in the school library to be viewed.

As a largely rural state with limited resources, North Dakota is aware of the necessity of involving all components of the community in school programs to assure the most effective programs are available to our students. As such, each LEA Title application includes a parent/community component. LEAs must include programs that improve the effectiveness of the parent and community participation components of their applications. To aid LEAs in the development of community and parent involvement, North Dakota will include a section on parent and community involvement at each professional development program hosted by Title programs.

In addition, the NDDPI maintains a relationship with the Parent Assistance and Supportive Schools Center (PASS), also supported by a U.S. Department of Education grant. This Center is a parent training and information center focused on free appropriate public education for all children ages birth-21. Services are provided based upon individual direct contact by parents of children and the professionals who work with them involving special and regular education. Training sessions and workshops conducted by PASS are open to all interested persons.

The NDDPI is also an integral player in the North Dakota Children's Services Coordinating Committee (CSCC). This multi-agency effort assists schools and communities to work together to plan and coordinate services for children and adolescents and to coordinate resources to obtain a better environment for our youth. It provides support for regional children service's coordinating committees located throughout North Dakota. Community involvement is a required component of the CSCC, as one-third of the membership of each regional committee must be from the private sector. State administration of the 21st CCLC also offers a unique opportunity to promote parental involvement through program implementation, the peer review process for selecting grant recipients, and by considering parental involvement in determining successful grant applications.

The Title IV Governor's 20 percent set aside funds parenting, mentoring, and family programs, including the Families and Schools Together programs. Programs also involve local law enforcement, faith communities, and other local clubs or organizations. Funding is linked to regional community development programs funded through the U.S. DHHS Substance Abuse Prevention and Treatment Block Grant.

Many of the proven effective school programs now have a parent/community component. Community programs will attempt to involve parents and schools together. Special consideration will be given to grantees that pursue a comprehensive approach to drug and violence prevention that includes providing and incorporating mental health services related to drug and violence prevention in their programs. [Section 4112(a)(3)] Priority will also be given to implementation of model, proven effective or promising programs as identified by the U.S. Department of Education or the U.S. Department of Health and Human Services Center for Substance Abuse Prevention.

f. Secure the baseline and follow-up data for the core ESEA accountability system described in Part I.

The NDDPI has formed the Accountability Reporting Committee to standardize all accountability reports, both State and federal, to assure overall adherence to the law, quality control measures, and timeliness in reporting. The Committee is comprised of representatives of federal ESEA program staff, state accountability staff, and management information specialists. The Committee supervises the creation and dissemination of the State Report Card and all reports related to North Dakota's performance goals and indicators. The NDDPI proposes to secure baseline and follow-up data for North Dakota's performance goals, as described in Part I of this Consolidated State Application, according to the following strategy.

(1) Performance Goal 1: Student Proficiency Data.

North Dakota will report on student proficiency data collected through the State Assessment System. The NDDPI has contracted with its primary assessment vendor, CTB/McGraw-Hill, to report all student achievement data in the aggregate and in each subgroup and to meet all section 1111(b) timelines beginning in 2002. This data will also be used as the reference data for North Dakota's report card. Although achievement data will be presented for accountability purposes at the subject level (i.e., reading/language arts and mathematics), achievement data will be reported also by individual standard within the subject and by individual benchmark within the standard. These different levels of reporting will allow for school improvement analysis. North Dakota will assure this method of reporting for Performance Indicators 1.1 and 1.2

North Dakota will report annual progress of all schools in achieving adequate yearly progress goals required under Performance Indicator 1.3. Schools will be compared by district and school and allow for multi-year trending.

(2) Performance Goal 2: English Language Learner Data.

As required by Performance Indicator 2.1, North Dakota will collect and report the English language proficiency of all limited English proficient students by level of proficiency according to individual cohorts of students. This data, which is expected to be provided on-line by LEAs, will be disaggregated by group, level of English proficiency, and grade level. The data will determine the percentage of students by cohort who have attained English proficiency by the end of each school year. Reporting standards have been set by the North Dakota Task Force on LEP Students to reflect four levels of proficiency (preliterate, beginning, intermediate, and proficient).

North Dakota allows LEAs to assess language proficiency from among a recommended list of tools (Woodcock Munoz Language Survey, Riverside Publishing Company; Language Assessment Scales, CTB McGraw-Hill Publishing Company; and the IDEA Proficiency Test, Ballard & Tighe Publishing Company). The Woodcock Munoz Language Survey currently is aligned to the North Dakota proficiency levels. The State Task Force will align the other assessments during the 2002-03 school year. Limited English proficient student cohorts are based on the federal definition of LEP within section 9101(25).

The data required to report Performance Indicators 2.2 and 2.3 are accounted for in the preceding section related to Performance Goal 1.0. LEP student achievement data is reported as a subgroup population report.

(3) Performance Goal 3: Highly Qualified Teachers.

The NDDPI currently collects data on the qualifications of all teachers and paraprofessionals annually as a condition of school approval within North Dakota's on-line MIS03 report on teacher assignments. The NDDPI validates all entries against current teacher licensure records and paraprofessional records to assure adherence to North Dakota's teacher licensure law. From the MIS03 report, the NDDPI will be able to identify all teachers in terms of their classifications within the "highly qualified teacher" definition of section 9101. The NDDPI will report on the number and percentage of classes taught by fully qualified teachers, as defined within section 9101, within Performance Indicator 3.1. The NDDPI will also report on the number and percentage of qualified paraprofessionals, as defined within section 1119, within Performance Indicator 3.3.

North Dakota State law (NDCC 15.1-21-11) requires LEAs to report on the type and level of professional development conducted by teachers. North Dakota's Professional Development report is collected on-line and requires each professional development activity to be accounted for separately. The NDDPI will be able to report fully on Performance Indicator 3.2 based on the type of activity, level of intensity, duration, and funding source, as captured by North Dakota's professional development report.

(4) Performance Goal 4: Learning Environment.

North Dakota has adopted four performance indicators, including persistently dangerous schools, physical violence, illegal drug use, and proven effective programs. The Accountability Reporting Committee will convene a committee of community practitioners to establish a protocol for the collection, analysis, and reporting of data related to these performance indicators. It is expected that the NDDPI will have completed the data design and collection protocols within 2002-03 and be able to begin administration within 2003. It is expected that this data will be collected on-line within North Dakota's On-line Reporting System.

(5) Performance Goal 5: Graduation Rates.

The NDDPI currently reports aggregate graduation and drop out rates by district and school. The Accountability Reporting Committee will develop a protocol for LEAs to report disaggregated graduation and drop out rates as defined by subgroup. The NDDPI is proceeding with the statewide implementation of a student-based, inter-database analysis system. This data analysis system will allow North Dakota to conduct extensive disaggregated reporting on a variety of quality indicators, including the quality of instruction of all graduates and drop outs. The NDDPI is working currently to release the RFP for the statewide implementation of this system.

6. *Describe*a. *SEA officials and staff consulted with the Governor's office in the development of the State plan.*

The Governor was contacted and a process was collaboratively established. The Governor's staff and NDDPI staff met to review the strategies that NDDPI proposes to fulfill the requirements of the NCLB. NDDPI then prepared a draft state application and submitted it to the Governor's office for review before it was submitted to the U.S. Department of Education. The Governor will be kept informed of all developments with the NCLB, including any opportunities for additional discretionary grant programs.

In addition, the NDDPI staff worked collaboratively with representatives of the Governor's staff and the North Dakota Department of Human Services regarding the Safe and Drug-Free Schools and Communities programs.

b. *How state officials and staff will coordinate the various ESEA-funded programs with State-level activities the State administers.*

The NDDPI established a Federal Title Program team that consists of the Consolidated Grants Manager and each of the federal title program directors. This team meets regularly, at least once a month, to discuss opportunities, concerns, and areas of common interest dealing with all the title programs. The team established a consolidated application process by which the LEAs submit one application for all the formula title programs. Similar criteria and processes are used for the competitive programs under the title programs. The team established a consolidated final reporting process and a consolidated monitoring process. The Consolidated Application, with Guidance and Instructions, can be found at <http://www.dpi.state.nd.us/grants/state.shtm>; the Final Report can be found at <http://www.dpi.state.nd.us/forms/sfn53276.pdf>, and the Consolidated Monitoring Report can be found at <http://www.dpi.state.nd.us/forms/sfn51741.pdf>.

North Dakota has a unique state level coordinating committee comprised of the agency and program heads that cross cut all executive branch agencies working toward a better youth culture at the state, regional, and local levels. The Children's Services Coordination Committee, chaired by North Dakota's Lieutenant Governor, uses refinancing and grant funds to make statewide, regional, and local grants to communities for children's services that meet a local need.

State-level activities are used to provide assistance to LEAs that support programs carried out with formula grant funds. A few examples of this include providing technical assistance on developing quality professional development programs, developing content and performance standards to align with state standards, integrating technology into curriculum, etc.

c. *How State officials and staff will coordinate with other organizations, such as businesses, IHE's, and nonprofit organizations.*

The NDDPI staff collaborates with many organizations, businesses, IHEs, and nonprofit organizations by participating on task forces and committees on education-related issues as well as inviting representatives from these groups to participate on NDDPI task forces and committees. Specific examples of this collaboration can be found in several sections of this Consolidated State Application.

The advantage of a small state with a population of 638,800 is that state collaborations are numerous, effective, and often built on relationships that allow coordination to be the usual mode. The NDDPI staff sit on many cross agency task forces and collaborate with many nonprofit agencies.

The School Health Unit is an integral participant of the following: Governor's Drug and Alcohol Commission, Interagency Substance Abuse Prevention Team, Community Health Grant Advisory Committee (Tobacco Master Settlement Agreement), Suicide Task Force, Mental Health Task Force, School Health Network, Roughrider Health Promotion Association, Coalition for Character Education in North Dakota, and Fetal Alcohol Task Force.

North Dakota will continue to collaborate with students, teachers, administrators, community organizations, schools, and state agencies, including the Governor and health and mental health agencies, in the development of the initial 21st CCLC applications and in any refinements for subsequent rounds.

d. How state officials and staff will coordinate with other agencies, including the Governor's office, and with other federal programs.

North Dakota has a unique state level coordinating committee comprised of the agency and program heads that cross cut all executive branch agencies working toward a better youth culture at the state, regional, and local levels. The Children's Services Coordination Committee, chaired by North Dakota's Lieutenant Governor, uses refinancing and grant funds to make statewide, regional, and local grants to communities for children's services that meet a local need.

The NDDPI has representation on many statewide committees/task forces that deal with educational issues. Some of these committees include State SALT Team, Education Standards and Practices Board, Educational Technology Council, State Educational Technology Directors Association, and North Dakota Association of Technology Leaders.

In addition, the committees/task forces established by NDDPI include representatives from agencies and organizations that have an interest in educational improvement in North Dakota. Some of these include, the Standards, Assessment, Learning, and Teaching (SALT), Title I Committee of Practitioners, IDEA Advisory Committee, Statewide Alternate Assessment Committee, and the North Dakota Curriculum Initiative.

The NDDPI staff coordinates the Title III Native American and Alaska Native Children in Schools program, the Title III National Professional Development Program, the Refugee Children School Impact Grant Program, and the State English Language Learner Program. The NDDPI also coordinates with the North Dakota Health and Human Services and the North Dakota Health Department on school health issues.

For information on these organizations, see <http://www.dpi.state.nd.us/links/entities.shtm>.

7. *Describe the strategies the State will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes.*

North Dakota will analyze the State assessment results in May and provide feedback to the LEAs in June each year. As well as identifying exemplary schools, this information will also be used to determine if schools are meeting average yearly progress. If not, those schools are identified for improvement and/or corrective action.

The NDDPI will monitor the Consolidated Final Reports in June and July, which will include information on making satisfactory progress toward meeting state and local goals, and will report to the Department of Education in December. We will also glean information from monitoring LEAs on a regular basis.

North Dakota established an annual school district profile report that represents a standards-based performance report and outlines overall school success benchmarks, including basic demographics, student achievement in core academic areas, and accreditation status among other issues. This document will be revised in the fall of 2002 to include information to comply with the NCLB. This document is published annually and disseminated to LEAs and the Legislature. See the NDDPI's website at <http://www.dpi.state.nd.us/dpi/reports/profile/index.shtm>. Future accreditation rules have been drafted to reflect the policies identified within the NCLB.

The NDDPI and the North Dakota Education Technology Council are developing a method of assessing teachers' skills and abilities to integrate technology into lessons and the technological literacy of North Dakota's eighth graders. This will be reported to the U.S. Department of Education by the spring of 2003 when this method has been fully developed.

Within the framework of the general system for data collection and monitoring adequate yearly progress, NDDPI will require subgrantees of 21st CCLC funds to perform ongoing, as well as annual, evaluations relative to their own programs. In addition, the NDDPI will disaggregate and compare data for other measures including truancy, high school completion, and expulsion rates among schools that are affiliated with 21st Century schools with out-of school programs but not 21st Century schools and schools with no out of school programs.

If it is determined, through the strategies listed above, that an LEA is not making satisfactory progress to meet federal, state, and local goals, additional technical assistance will be provided. Should that not be successful, the sanctioning process of the ESEA will be followed.

PART III. ESEA KEY PROGRAMMATIC REQUIREMENTS AND FISCAL INFORMATION

1. *Title I, Part A Improving Basic Programs Operated by LEAs*

a. Identify the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.

Two percent of Title I, Part A funds will be used for school improvement activities. This amounts to approximately \$530,530 in the first year. Of this, 5 percent will be used by NDDPI for administration, evaluation, and technical assistance. North Dakota intends to use the 5 percent, or \$26,527, to support such statewide efforts as the School Support Team; training for our Standards Awareness Team; summer institutes for Title I personnel; and the development of an annual reading month packet. The other 95 percent will be allocated directly to schools identified for improvement.

b. For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.

The State Title I office plans to use the FY 2002 school improvement funds to continue with the process that has been developed and approved for the use of the accountability funds. The staff have been extremely pleased with the quality of the activities that are being conducted. It is advantageous that an effective process is in place because the schools may access the funding immediately after it becomes available. These school improvement funds present an opportune mechanism for providing additional assistance to our schools that have been identified for program improvement. By continuing with this process, we believe we have created an opportunity for low performing schools to help their students achieve to high standards.

Schools in program improvement could apply to the NDDPI for additional funds for activities that would increase the chances of students to meet North Dakota's content and performance standards and assist them in reaching the goals outlined in their program improvement plans. The State Title I office has developed an application and process for program improvement schools to apply for these funds. See <http://www.dpi.state.nd.us/title1/progress/index.shtml>.

The NDDPI have been extremely pleased with the quality of activities that were conducted this past year. A follow-up report was developed that asks the schools to measure the effectiveness of the program improvement activities. The follow-up reports have been promising in showing that the activities conducted have helped the schools reach their target goals.

At the annual workshop for schools identified for program improvement in April 2002, the uses of the funds that would be effective in raising student achievement was discussed. The schools expressed interest in a variety of activities including before school/after school programs, having committees work to align curriculum to the state standards, and sponsoring family literacy or parent involvement activities as well as professional development training. The NDDPI will use the same application and process as last year.

Schools have received guidance on the new funds and the required application to complete to apply for the funds. The application will be evaluated on a point system.

It is our intent in North Dakota to help **all** the schools identified for program improvement with these new funds. We feel this is feasible in North Dakota since we are a small state with relatively few schools identified for program improvement. The composite scores for our program improvement schools all fall within the partially proficient category and are close in range. It would be difficult to select only certain schools to benefit from these funds. We have assisted the majority of the program improvement schools with the State program improvement funds this past year with an amount significantly lower than our FY 2001 allocation. Therefore, we feel we will have sufficient funds to assist all of our schools identified for program improvement.

Applications will be ranked according to their scores. If we don't have sufficient funds, those applications that scored high will be funded first. However, we are hoping to fully fund all applications submitted with our FY 2002 allocation.

c. Identify what part, if any, of State administrative funds the SEA will use for assessment development under section 1004 of the ESEA and describe how those funds will be used.

The NDDPI does not plan on utilizing additional funds appropriated under Title I, Part A for assessment development under section 1004 of the ESEA. As a small minimum state, we did not receive any additional state administrative funds. North Dakota barely has enough administrative funds as it is to administer federal programs, monitor schools for compliance, provide high quality professional development, and maintain our statewide system of support.

d. Describe how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7) and the procedures for determining the amount to be used for this purpose.

The NDDPI held regional workshops across the state in April 2002 for the purpose of providing information and guidance to school personnel on the newly reauthorized federal law. At the workshops, attendees were informed about the new regulations for schools identified for program improvement. NDDPI staff believe that it is very important to in-service all personnel on the new regulations for program improvement and not just personnel in schools that have been identified for program improvement. All attendees were informed that if a 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 the parents from a State-approved list.

In addition, the NDDPI held its annual workshop for schools that have been identified for program improvement on April 29, 2002. At the workshop, personnel were provided with more in-depth information on the supplemental services process. Schools were updated on North Dakota's plan for developing an RFP for statewide providers interested in providing supplemental services. Schools that have not made progress for three consecutive years were informed that they must set aside, at a minimum, 5 percent of their allocations for the purpose of meeting the supplemental services provision. They were informed that the amount per child is capped at the lesser of the LEA per-child Part A allocation or the cost of the services, and that only low-income children are eligible for supplemental services.

State Title I staff have contacted numerous personnel in other states to get input on how other states are proceeding on this issue as well as collecting information on public and private sector service providers currently in operation. A member of North Dakota's Title I School Support Team is attending the Supplemental Services Conference on June 13-14, 2002, for the purpose of gathering information on the regulations and assisting the State Title I office in creating the RFP package. The estimated timeline is as follows:

SUPPLEMENTAL SERVICES TIMELINE	
Activities	Dates
In-service school personnel statewide on new regulations	April 2002
Gather and collect information to develop the RFP	May 2002
Create RFP package	June 2002
RFP distributed statewide	July 2002
RFP due date	August 2002
RFP critiqued	August 2002
Final list of State-approved supplemental service providers announced	September 1, 2002

School personnel will be kept apprised of North Dakota's efforts regarding the supplemental services provision as the process is implemented. After the NDDPI receives guidance from the U.S. Department Education, this guidance as well as detailed procedures, will be distributed to all school personnel. The entire supplemental services process will be monitored by the State Title I office to ensure that the procedures for distributing funds to schools to use for supplemental services is conducted according to state and federal guidelines.

e. Describe how the State will use the formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111.

The NDDPI proposes to use funding provided within section 6111 to develop, implement, and improve a unified State assessment and accountability system. Refer to question #14 on page 81 of this Consolidated Application for specific information.

2. *Title I, Part B, Subpart 3 Even Start Family Literacy*

a. Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.

The North Dakota Even Start performance indicators are a part of the application for continuation, as well as a piece of the evaluation with the final report, which is sent to the State office at the

end of June. The LEAs report against the performance indicators on the mid-year reports. See <http://www.dpi.state.nd.us/title1/evenstart/index.shtml> for the “North Dakota Even Start Performance Indicators” form.

b. Describe what constitutes sufficient program progress when the SEA makes continuation awards.

The NDDPI will review the following to help decide whether to continue funding current Even Start programs.

1. **A review of the continuation application.** Within the continuation grant application, programs are required to address all eight required elements. A team of external evaluators representing early childhood education, adult education, and someone who is familiar or has experience in Even Start Family Literacy reviews the applications. NDDPI collaborates with the Committee of Practitioners and often uses members to contract for review of applications. The applications will be scored, and recommendations made by the review team.
2. **Progress reports submitted.** All Even Start sites must submit progress reports indicating the number of families served as well as other information. The NDDPI staff will re-review mid-year progress reports and final reports to determine that continuous program improvement efforts and success of the past year’s progress toward goals and objectives have been achieved.
3. **On-site State monitoring reports.** The Even Start coordinator will evaluate the program based on the most recent monitoring visit to determine effectiveness and efficiency of the use of grant funds.
4. **External evaluation report.** All Even Start sites must submit a copy of their external evaluator reports. This report must measure the effectiveness of all program components. The NDDPI staff will review the reports of the external evaluator to further evaluate the performance and efficiency of the program.
5. **Performance Indicator report.** The NDDPI staff will review the performance indicator report to determine whether the program is meeting the standard that the State program has set for Even Start programs. This report will also serve as a self-assessment for the local staff.

The degree to which the applicant has reached the goals of the indicators as well as need for the project, degree of cooperation and coordination, reasonableness of budget, promise as a model, and prior history in administering a four-year Even Start program will be considered when determining continuation grants. A cut score of 65 is required to be considered for a continuing award. See the application score sheet at <http://www.dpi.state.nd.us/title1/evenstart/index.shtml>.

c. Explain how the state’s Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.

North Dakota’s Even Start projects will offer tutoring services to children in need during after school and summer programming. For young children, this will be done by providing either directly or through partnerships, a quality infant-toddler and preschool program for children. The curriculum for preschool will have a quality language development and pre-reading core. Staff will provide for smooth transition to public school by coordinating with Head Start and the Title I, Part A program.

Literacy training and parent education will also be provided to parents of low income children to assist parents in developing the skills and knowledge needed to assist the children toward literacy and student achievement standards. These sessions help parents understand the standards and curriculum that are in school and will help parents advocate for their children.

Parent And Child Time (PACT) is included to model and teach parents how to relate to their children in a positive way and to demonstrate and practice literacy-building activities.

Home visits are another avenue of supporting parents with parent/child literacy and learning activity ideas to support their children's learning.

d. Identify the amount of the reservation under subsection 1233(a) that the State will use for each category of State-level activities listed in that section and describe how the SEA will carry out those activities.

The estimated State allocation for Even Start for 2002-2003 is \$1,127,500.

Six percent or \$67,650 of the Even Start funds will be reserved by the NDDPI. Three percent or \$33,825 of the Even Start allocation will be reserved for state administration. Administration funds will be used for 25 percent of the NDDPI State coordinator's salary, state travel, and mailings/correspondence. Another three percent or \$33,825 is reserved for technical assistance. Technical assistance funds are used for such things as the development of Even Start home kits, trainings, and state meetings for Even Start personnel.

3. *Title I, Part C Education of Migrant Children*

a. Describe the process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.

North Dakota offers a summer migrant program only. Annually, the NDDPI conducts a comprehensive needs assessment. The results of the annual needs assessment process are used to establish the statewide priorities for services through the local projects and provide the basis for the allocation of funds. The State Migrant Education program staff works with appropriate parties within the NDDPI and externally to collect and analyze multiple sources of the data sources.

The data include:

- State academic achievement results for districts with residential migrant students and disaggregated data on migrant students statewide:
 - The major goal of Migrant Education program funds is for all migrant students to reach challenging academic standards and graduate with a high school diploma or GED.
 - North Dakota reviews state assessment data for subject areas that appear to be of high need for additional support to enable students to attain the high standards expected of all students.
 - The lack of achievement in core subjects and gaps in services are identified to help develop quality local applications.

- The PASS program: the NDDPI Migrant Education staff reviews student-reporting forms to take stock of credit accrual successes and obvious needs to be addressed.
- Data available from the Management Services for Education Data System (MIS2000):
 - Review of the data provides information on returning migrant students who have been identified as needing special education services. With that information, local projects can be preplanned so that these children may participate in summer education projects.
- Communication and meetings with other agencies that provide services to migrant workers such as Minnesota Health and Tri Valley Head Start.
- Evaluations for local project sites:

A migrant evaluation is completed at all of the North Dakota local summer education projects. This information is submitted to the NDDPI Migrant staff. This valuable input from the evaluations provides NDDPI with many suggestions on how to continuously make improvements to our summer schools. This evaluation includes the following areas:

- Transportation
- Food Service
- Student Record Transfer
- Title I
- Tri Valley Head Start
- State and Local Administration
- State Migrant Workshop
- Parent Advisory Council
- Health
- H.O.M.E. School
- P.A.S.S.
- Any miscellaneous Items

Throughout the planning and setting priorities, staff is encouraged to carefully consider migratory lifestyle, educational disruption, and risk of failure to meet the academic standards, cultural or language barriers, and social isolation. These factors along with the availability of other programs and services and the degree to which these programs are meeting the respective needs of the migrant student population in a respective service area directly impact the decisions on use of migrant program funding or amount needed.

b. Describe the State's priorities for the use of migrant education program funds in order to have migrant students meet the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State's assessment of needs for services.

State and local efforts place a heavy focus on using Migrant Education funds to help migrant students achieve the North Dakota standards. The performance goals set forth by North Dakota and these respective performance indicators will give direction to the design, review, and approval of local projects. The use of Migrant funds will be targeted to help migrant students attain proficient or better levels of achievement in meeting the state academic standards and the performance targets set forth in the State Consolidated Application.

North Dakota is involved in the Migrant Achievement and Performance system (MAPS) Consortium. This consortium has developed a program to evaluate the effectiveness of the Migrant Education program using evidence that identifies the needs of individual migrant students toward achievement of State standards. The MAPS system was developed on the State

standards and keyed to reading, writing and mathematics standards. The MAPS system four components are:

- State Assessment Component
- Teacher Rating Component
- Portfolio Component
- Informal Assessment Component

All four components are mapped to a 4-point rubric that can be averaged to create a composite “score” keyed to the State standards. Together they provide more valid assessment of our migrant students’ achievement and performance.

The State Assessment Components incorporates the officially adopted individual State content assessments for North Dakota, which is the CTBS. This component also correlates State assessments to individual State content standards and calibrates state assessment scores to fit the MAPS Rubric.

The Teacher Rating Component allows the teachers to rate student proficiency based on the State language arts and mathematics content standards. The teachers will use a 1- 4 rubric to rate proficiency (e.g., 1 = unsatisfactory; 2 = partially proficient; 3 = proficient; and 4 = advanced). The Portfolio Component will allow teachers to rate student work in language arts and mathematics keyed to the State content standards. The teachers will use a 1 – 4 rubric to rate student work (e.g., 1= unsatisfactory; 2 = partially proficient; 3= proficient; and 4 = advanced).

The Informal Assessment Component involves a snapshot system, which is used as the informal content assessment component. This snapshot assessment is the one informal content assessment that is universal across all of the states that participate in this consortium. The snapshot score is then calibrated to the MAPS rubric.

Each Migrant student receives a MAPS folder. The MAPS folder contains the following:

- The MAPS Input form
- The Snapshot score forms
- Student work
- Individual state assessment results

The MAPS consortium created software for each state in the consortium to use for the MAPS input. The MAPS software is:

- Created for each consortium state (including each state’s content standards)
- A database of each state’s migrant achievement information (body of evidence)
- Generates a state report on migrant student achievement keyed to state standards
- Generates individual migrant student achievement reports keyed to state standards

The MAPS input form contents used to generate the above information contains:

- Student demographics
- State assessment scores
- Teacher rating of student proficiency in the content standards
- Portfolio rating of student work

The above process allows the North Dakota Migrant teachers to learn about the performance assessment, rubrics and scoring techniques, and strategies to assess migrant students quickly.

North Dakota also belongs to the Upper Midwest Consortium. This consortium provides North Dakota's migrant program with many educational resources.

North Dakota has welcomed the opportunity this consortium agreement has provided for North Dakota's migrant children. North Dakota has a relatively small Migrant allocation and has no way of providing comparable services to our local sites without partnerships such as this resource. We are especially appreciative of the amount of bilingual materials that has been available to the migrant teaching staff and students through the resource center. The availability of such educational materials improves the quality of programs available at the local level for migratory children and should help migratory children meet North Dakota's challenging State content standards.

North Dakota places a high priority on providing high quality programs and services for eligible migrant children between the ages of 3 to 21 who have moved most recently and are failing in school or are most at-risk of failing to meet high standards, who are in school but are deficient in substantial coursework needed for graduation, who are out of school, or who need additional support for academics success.

North Dakota will guide districts to use other available resources for the Migrant Education program to positively impact performance indicators applying to migrant children and to increase the number of students achieving at proficient or above levels.

North Dakota will ensure that professional development support is available to educators working with migrant students to enhance their success through improved teaching and learning. The NDDPI Migrant staff provides a spring Migrant Education workshop the first week in June. This workshop provides extensive training for the Migrant coordinators, elementary and secondary teachers, food service providers, and health providers.

Parents of migrant students will be engaged in learning opportunities focused on the important goals and indicators and how the parents can support their children's learning. Diligent monitoring of how migrant students are succeeding in these areas when compared to non-migrant students will be carried out to determine how to strengthen programs and services to support students' efforts to attain proficiency or better achievement levels and be successful in completion of their high school courses of study. North Dakota will promote intra and interstate coordination of its efforts to be successful in its treatment of the performance goals and specific performance indicators targeted to migrant students. Of particular emphasis will be the efforts to assist secondary level students to access courses needed and get credit to graduate from high school.

c. Describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d) and the availability of funds from other federal, state, and local programs.

North Dakota will only fund highly qualified Migrant Education programs. The subgrant amount is determined by the number of migrant students being served and by the submission of the Migrant Education application. North Dakota will make every effort to provide appropriate educational services and support services that address the special needs of migrant students in a coordinated and efficient manner. North Dakota provides annual in-service to local migrant projects each spring of the year emphasizing that when targeting funds, North Dakota is required to take into account the needs of the students and the degree to which those needs are not being met through other programs and resources. The availability of other federal, state, and local funds and an appropriate use of those funds, including funds for services that the LEAs are obligated to provide, are all evaluated. The LEAs are well aware that if the migrant student populations are not residing in the area, there is no automatic guarantee of a Migrant program allocation.

After a State needs assessment is completed, North Dakota will notify LEAs on the procedures for applying for funds for their migrant population.

LEAs submit a plan for delivery of services that is designed to meet the academic and support services needs of migrant students. The review of the applications by NDDPI staff determines the appropriateness of the plan of services, the degree of integration and coordination with other available local, state, and federal programs and resources and its potential for impacting North Dakota's key performance goals and related objectives. The number of students with severe needs and the range of services that will be needed in a local project also determine the amount of funding to be awarded. Projects may be awarded additional funding to provide services to elementary and secondary level students across the K-12 grade span. North Dakota ensures that other federal funds are employed such as those available from the School Food and Nutrition programs.

d. Describe how the State will promote continuity of education and the interstate and intrastate coordination of services for migrant children.

North Dakota actively pursues coordination with key personnel in other agencies serving Migrant Education students to benefit the migrant students that attend North Dakota schools for the summer education program. Through coordination with the Texas Migrant Interstate Office, secondary level students are able to take the TAAS test while working and attending schools in North Dakota. Careful planning to set up testing centers is carried out by the North Dakota PASS Director and Texas staff. Tutoring is available for many of the students, and North Dakota has trained five individuals who can administer the tests at these sites. North Dakota provides information to other states regarding migrant students at no charge, and follow up work is done by phone and fax to connect with educators in the other states to help migrant students on the road to graduation. North Dakota supports the attendance of Migrant Education program staff at national conferences where they can network with other state leaders and educators to find better ways to coordinate more continuity of instruction for migrant students that attend school in multiple states. North Dakota works with its local projects to ensure that information on students is shared with the next school site the student will be attending. There is always the effort to ensure the exchange of information on a timely basis to benefit the migrant student's credit accrual and placement opportunities. Information is sent with the parents, and the electronic information is kept up-to-date for sharing. North Dakota also coordinates with the following:

- Minnesota Migrant Health: This service provides health screening, dental, immunizations and glasses.
- Brown & Brown Insurance: This service provides Accidental Death and Dismemberment coverage for the migrant student from the time they board the school bus to the time they are returned to their home after school.
- MIS2000: This service generates all of the educational and health data and reports for the Office of Migrant Education (OME).
- Tri Valley Head Start collaborates with the North Dakota Migrant Education program to provide services to all Head Start students during the summer Migrant Education program.

e. Describe the State's plan to evaluate the effectiveness of its migrant education program and projects.

North Dakota looks at a wide range of information to evaluate the effectiveness of the Migrant Education program. North Dakota will ensure that migrant students are included in the State assessments. Analysis of the disaggregated migrant subgroup data will provide informative profiles of the effectiveness of the programs and services in meeting the needs of migrant students to improve achievement levels. At the conclusion of the summer programs, an

evaluation will be completed by the local project coordinators indicating the degree of success toward meeting the program objectives. The local project staff also meets with the Parent Advisory Counsel twice during the summer program for input regarding the effectiveness of the programs and services and pinpoint areas of concern regarding changes needed to strengthen efforts. The local staff also meets daily with Tri Valley Head Start staff to discuss areas of concern regarding the migrant Head Start children.

f. Identify the amount of funds that the SEA will retain from its Migrant Education Program (MEP) allocation, under section 200.41 of the Title I regulations (34 CFR 200.41) to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.

North Dakota's preliminary Migrant Education allocation is \$221,698. Title I, Part A funds cover the cost of the program administrator's work with the Migrant Education program. North Dakota estimates an amount of \$70,000 will be set aside for the program operation functions performed by the State Migrant Education that is unique to the Migrant Education program. These funds will cover costs incurred for the following:

- Printing costs for Migrant Education program materials.
- NDDPI Migrant staff travel to out-of-state meetings relevant to Migrant Education programs such as the national conference and consortium meetings.
- In-state travel to monitor projects and recruitment of migrant students.
- Intra and interstate coordination initiatives.
- Minnesota Migrant Health.
- Brown & Brown Insurance.
- Consortium Arrangements.
- Recruiters.
- Nurses.

4. *Title I, Part D Children and Youth who are Neglected, Delinquent, or At-Risk*

a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.

Program Goals

The purpose of this subpart is to support the operation of LEA programs that involve collaboration with locally operated correctional facilities—

- To carry out high quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- To provide activities to facilitate the transition of such children and youth from the correctional program to further education or employment; and
- To operate programs in local schools for children and youth returning from correctional facilities and programs that may serve at-risk children and youth.

Program Indicators, Performance Objectives, and Data Sources

The Neglected and Delinquent (N & D) program is administered by the State Title I office. Program effectiveness will be based on a variety of methods that are employed to assess this program. Some of them include the following:

- (1) Application. The NDDPI has developed an application to gather detailed information about the N & D programs within North Dakota. This application is required to be eligible for funding with N & D funds. The application contains assurances, narrative descriptive questions, and budget information regarding the N & D program. Once applications are received by the NDDPI, they are reviewed and scored on a developed rubric document, and schools are notified if they receive funding from N & D funds. Within the application for N & D funds, applicants must address several issues with narrative descriptions. The answers to these questions will document the usage of funds for the N & D funds. These descriptions will also be used to address the effectiveness and progress of the applicant's program when evaluated.
- (2) Reports. The NDDPI requires an end-of-year report from all state and local entities receiving N & D funds. It summarizes both budget and program information from the year.
- (3) Monitoring. Those receiving N & D funds will be monitored on the required components to assure they are implementing correct policy with the funds.
- (4) Test Scores. Program effectiveness will be based on student outcomes. State assessment scores from N & D students will be gathered and analyzed. Students in these facilities will be held to the same high standards of quality that all students within North Dakota are held.

b. Describe how the SEA is assisting projects funded under the program in facilitating the transition of children and youth from correctional facilities to locally operated programs.

North Dakota has informed current and potential local applicants about the strong emphasis in the legislation for establishment of effective transition projects in the newly revised application. Projects and staff have been notified about the requirement for an increased use of Title I, Part D funds to support transition programs in the guidance, assurances, and new application process. More training and technical assistance will be provided.

c. Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or post-secondary institutions or vocational and technical training programs.

N & D programs will need to demonstrate in their applications that a process is in place for implementation when students leave the institution and return to schools, districts, or other institutions. Information regarding the process and information that will be provided to support the student's entry into the educational program must be outlined in the application. Applicants must describe how the funds will be utilized to provide support services. These descriptions will also be used to address the effectiveness and progress of the applicant's program when evaluated.

The NDDPI will work on a plan to provide training and technical assistance to staff in Neglected and Delinquent institutions. Approximately \$111,833 is available for competitive grants to North Dakota Neglected & Delinquent facilities.

5. *Title I Part F Comprehensive School Reform*

a. *Describe the process the SEA will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.*

The NDDPI staff provides on-going technical assistance and uses a variety of strategies to ensure the quality of the scientifically-based research program(s) offered by the LEAs/schools. This provision of technical assistance ensures the CSR whole school reform programs have the capacity to improve the academic achievement of all students in core academic subjects.

At various times of the year, the NDDPI will disseminate materials on the CSR program, including the required eleven components, and on information related to effective, scientifically-based research programs and effective practices. The NDDPI will disseminate and maintain information through the NDDPI website along with links to national and regional resources. Examples of workshops and technical assistance provided by NDDPI are:

- May 2001 workshop on research-based proven programs showcase – This was a technical assistance day for schools to get information on several different CSR and other research-proven programs available. Several model and program providers showcased their programs.
- June 2002 Scientifically Based Reading Research Workshop – the NDDPI in coordination with the Comprehensive Center Region VI in Wisconsin will be hosting an event for North Dakota educators that will focus on Scientifically Based Reading Research.

In making the decision on the applicant's scientifically based program, the NDDPI will use criteria established by the U.S. Department of Education's guidance, detailing how to judge the effectiveness of strategies, programs, and models as most rigorous, somewhat rigorous, and marginal. Only scientifically-based research programs that can answer the most rigorous and somewhat rigorous criteria will be considered for funding under the CSR program.

Annually, each CSR school must evaluate its comprehensive reform program including the following: (1) completing mid-year and end-of-year reports; (2) self-evaluating the implementation level of each program component, including the eleven components; (3) describing the quality of service received by its external technical service provider; and (4) providing local assessment results and written individual school abstracts.

The NDDPI will conduct a review each year to determine the implementation level and effectiveness of the scientifically-based research model. This evaluation will be viewed as continuous, ongoing, and formative in nature. This formative evaluation will assist the NDDPI in providing relevant and high-quality technical assistance to schools. A monitoring form developed by NDDPI is used as a formal process to ensure the schools are meeting the requirements set by the U.S. Department of Education as part of Title I, Part F, Comprehensive School Reform.

Each program is annually reviewed or evaluated to ensure compliance with program requirements and to ensure adequate yearly progress. The local assessments must focus on the eleven components of CSR as well as other implementation issues. Local and/or state assessments may include the following stakeholders: teachers, parents, students, administrators, school board members, and community members. Schools will provide CSR program information and include descriptive information on how effective the CSR program works to raise student achievement.

Annually, the number of state-awarded CSR grants will be determined by the level of federal funding and the number of continuing CSR school projects. Technical assistance will be offered during the initial grant award year and continued throughout the three-year grant cycle. Such technical assistance will address all eleven required elements of CSR.

The NDDPI technical assistance is provided in various ways including telephone contacts and interviews, e-mails, surveys, state meetings, and grant workshops. The purpose of technical assistance will be to provide on-going, high-quality assistance to CSR schools to help monitor elements of required annual assessments, to network, and to identify critical strengths and/or problems.

CSR program meetings will provide a statewide network to disseminate information, allow ensured success, and identify critical roadblocks that may impede effective program implementation. Also, the NDDPI will offer grant workshops to assist local schools through the application process.

b. Describe the process the State will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.

An annual evaluation is conducted by the State program administrator to assure high quality implementation of the design models and reform programs, as well as the effectiveness of this implementation for improving student academic achievement.

LEAs/schools are required to conduct annual assessments that focus on how their program implementation has promoted student achievement for all students. Annual academic achievement evaluation is required for all students. Baseline data will be gathered in the initial year of funding with continued data collected throughout the entire three-year grant cycle. Results will be analyzed to judge the overall effectiveness of the program's implementation and, most importantly, to provide feedback about existing needs that, when addressed, will improve the implementation of the CSR programs.

Each year, the NDDPI gathers data reported to our agency regarding the State student achievement results as part of the annual State CSR evaluation. We work in collaboration with the NDDPI's Management Information System unit to ensure the correct information is analyzed to ensure adequate yearly progress. Other monitoring of CSR school programs may include a variety of measurements, such as individual school surveys, e-mail correspondence, evaluations, mid-year and end-of-year reports, and/or telephone or written interviews of CSR school stakeholders. Many of the CSR programs look at a variety of measures to show progress, including those listed above.

The NDDPI intends to make grant awards for three years to successful applicants. Annual grant awards will be made dependent upon availability of funds and demonstration of satisfactory progress. Each CSR school program will be required to submit a mid-year and end-of-year reports. The program coordinator will review these evaluations. Schools may be required to revise their plans and/or amend their program budgets for the upcoming year to address changes or weaknesses as they are identified. A follow-up telephone conference may be held with CSR schools, as appropriate.

The data gathered will be a variety of sources including assessment data, attendance rates, graduation rates, school attitude, and other sources. Assessments used may include Gates McIntire, NAEP, CTBS/State Assessment, and other CSR program evaluation exams. The NDDPI staff correlates efforts with program improvement, schoolwide, and other programs to assist schools in meeting adequate yearly progress.

6. *Title II, Part A Teacher and Principal Training and Recruiting Fund*

a. If not fully addressed in the State's response to the information on performance goals, indicators, and targets in Part I describe the remainder of the State's annual measurable objectives under section 1119(a)(2).

All measurable objectives under section 1119(a)(2) are addressed in the five Performance Goals and the corresponding Performance Indicators in Part 1 of this Consolidated State Application. The specific indicators that will be used to measure the objectives are: Performance Goal 3 – Indicator 3.1 and Indicator 3.2 (refer to Part 1, page 2 of this Application). The activities North Dakota will conduct to ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified are described in Part 2, question 5b on page 47 of this Consolidated State Application.

b. Describe how the SEA will hold LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34).

The NDDPI staff will:

- Through the Professional Development Peer Review process, monitor LEAs' professional development plans and review performance indicators.
- Align the State Professional Development Report to comply with the definition of Professional Development under section 9101(34).
- Review accreditation reports for school improvement based on professional development reports and findings.
- Review LEA Consolidated Applications to ensure that professional development activities are high quality, sustainable activities.

See the Professional Development section in this Consolidated State Application.

c. Describe the State Educational Agency and the State Agency for Higher Education's agreement on the amount each will retain under section 2113(d) of ESEA. Section 2113(d) allows for one percent of the State's program allocation for administration and planning costs.

The North Dakota University System will receive 2.5 percent of the State's allocation and will collaborate with the NDDPI on the administration and planning of the grant. To access the agreement between the NDDPI and the North Dakota University System, refer to <http://www.dpi.state.nd.us/Title1/profdev/index.shtm>.

7. *Title II, Part D Enhanced Education Through Technology*

a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement.

North Dakota's Education Technology Plan is located on the NDDPI's website at <http://www.dpi.state.nd.us/news/techplan1.pdf>. It includes goals, essential conditions, and indicators that the essential conditions are in place. Work needs to be done on the data sources used and the availability of an assessment piece that is affordable enough to be used at all districts on a regular basis. The Center for Innovation in Instruction (now part of North Dakota

EduTech) has piloted an assessment of the integration of technology into curriculum in three districts in North Dakota (1 large, 1 medium, and 1 small LEA). It uses the Essential Conditions and Indicators in the State Educational Technology Plan for assessment. This is done through building visits, interviews with administrators, staff, and students, and evaluation of student artifacts by outside reviewers (i.e., administrators, technology coordinators, and other technology leaders from within the state). One goal of the next State Educational Technology Plan is to find a way to make that assessment available to LEAs on a larger scale. They can already use it for some self-assessment, but only those who have participated as an outside reviewer really understand how to use the tool at this point in time.

b. Provide a brief summary of the SEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.

Striving to achieve "Transformation" status in each of the nine Essential Conditions mentioned in the State Education Technology Plan will offer proof of reaching national goals. Offering the necessary support in the areas of funding, training, and technical support are the ways that North Dakota will reach these goals. Revisiting the aforementioned plan and making necessary changes will further assist in the areas of assessment of effective use by teachers and technology literacy of 8th grade students. This work will be done in accordance with the Memorandum of Understanding with the North Dakota Educational Technology Council.

c. Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of performance measurement systems to determine the effectiveness of educational technology programs.

Preliminary discussions have begun with EduTech to potentially use some of the funds retained by the NDDPI to assist in defraying some of the financial burden of the technology assessment. Another use being considered is the possible continuation of the self- assessment tool used by the Teaching with Technology Initiative – the Professional Competency Continuum (PCC). The PCC is the self-assessment tool being used in conjunction with a five-year Technology Innovation Challenge Grant that North Dakota received in 1998. The NDDPI would prefer to continue using it as baseline data already exists. However, it is a self-reported assessment tool, and North Dakota is waiting for additional guidance as to whether or not this is an acceptable assessment tool.

d. Provide a brief description of how

i. The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology.

The allocation process, as outlined in NCLB, ensures that those schools that receive the most Title I funding receive the most funding under the formula portion of this program. North Dakota used the percentage of Title I funding that each LEA in the state received and applied that percentage to half of the anticipated FY 2002 award.

ii. The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program.

The formula grant process will be included in the LEA federal title Consolidated Application process. The State Title II Part D coordinator will review submitted budgets and approve them or make recommendations for changes.

Only schools in program improvement, with free/reduced lunch counts above the state average, and with student to computer ratios higher than the state average will be eligible to apply for the discretionary funds.

8. *Title III, Part A English Language Acquisition and Language*

a. Describe how the SEA will ensure that LEAs use program funds only to carry out activities that reflect scientifically-based research on the education of limited English proficient children while allowing LEAs flexibility (to the extent permitted under State law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.

North Dakota, using various outside consultants and state advisory groups, will identify program models that reflect scientifically-based research on the education of LEP students. Organizations to be consulted include:

- The U.S. Department of Education Office of English Language Acquisition (OELA)
- National Clearinghouse for English Language Acquisition
- Comprehensive Regional Assistance Center – Region VI
- Center for Applied Linguistics
- McRel
- Equity Center

North Dakota will solicit technical assistance from the various centers and agencies to develop a list of models and methods for instruction that are based on scientific research. Local advisory groups will be used to refine and select models that are appropriate for the population of students in North Dakota. We will then disseminate information on recommended models electronically through the NDDPI web pages, brochures, and other forms of dissemination. Training will be provided on the various models. LEAs will have the flexibility to choose from a variety of models. The NDDPI will also assist them in gathering data on the effectiveness of the various models chosen.

LEAs will be expected to choose models from the State-recommended list in order to receive Title III funds. LEAs will also have the flexibility to choose their own models if they document the research basis of the methods and models used for Title III programs in their applications. Applications will be reviewed by the NDDPI personnel. On-site visits for program review will also be conducted by the NDDPI personnel on a regular basis. Receipt of funding will be endangered by LEAs that do not use research-based models or that deviate models cited in their applications.

b. Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress that raises the achievement of limited English proficient children.

North Dakota will establish annual measurable achievement objectives for limited English proficient children through a State task force composed of P-12 educators, representatives of higher education, and outside technical assistance centers. These annual measurable achievement objectives will be aligned with State content standards and benchmarks. The State task force will also develop guidance for LEP students and adequate yearly progress. The guidance will include a definition of adequate yearly progress for LEAs regarding the educational achievement of limited English proficient children. This work will be a continuation of the work

completed by the North Dakota State Task Force on LEP Students and State Content Standards. This Task Force, in consultation with the Center for Applied Linguistics in Washington, D. C. has developed guidance for North Dakota LEAs on State content standards and LEP students.

LEAs will be held accountable for annual measurable achievement objectives and annual yearly progress for LEP students by the same accountability system that holds LEAs accountable for the achievement of all children. (See Part II question 5f on page 52 of this Consolidated State Application.) LEAs receiving funding under the NCLB will be reviewed on a regular basis and be expected to submit reports on their efforts in meeting objectives for LEP students. LEAs will also be expected to annually assess language proficiency for the LEP students enrolled in their districts. The subsequent time schedule will be followed:

Schedule for Meeting Measurable Achievement Objectives		
Year	State Activities	School District Expectations
2002 – 2003	<ul style="list-style-type: none"> • Convene a State task force to establish standards and measurable achievement objectives aligned with State academic content and student achievement standards. • Establish measurable achievement objectives in speaking, listening, reading, writing, and comprehension aligned with State academic content and student achievement standards. 	<ul style="list-style-type: none"> • Participate in a State task force or provide input by mail. • Provide data on LEP students, including numbers, language proficiency levels, and current language proficiency assessments used.
2003 – 2004	<ul style="list-style-type: none"> • Develop guidance for LEP students and adequate yearly progress. • Develop a definition of adequate yearly progress for LEAs regarding the educational achievement of LEP children and youth. • Field test and refine guidance for standards and achievement objectives. • Disseminate guidance and provide training for school districts. • Incorporate LEP data into NDDPI data collection system. 	<ul style="list-style-type: none"> • Participate in a State task force or provide input by mail. • Participate in field-testing of standards and objectives. • Participate in training. • Provide data on LEP students, including numbers, language proficiency levels, and current language proficiency assessments used.
2004 – 2005	<ul style="list-style-type: none"> • Disseminate guidance and provide training for school districts. • Incorporate LEP data into NDDPI data collection system. • Compile and publish data on LEP students. 	<ul style="list-style-type: none"> • Participate in a State task force or provide input by mail. • Participate in field-testing of standards and objectives. • Participate in training. • Provide data on LEP students, including numbers, language proficiency levels, and current language proficiency assessments used. • Submit data on the attainment of the achievement objectives.

		<ul style="list-style-type: none"> • Submit data on adequate yearly progress.
2005 – 2006	<ul style="list-style-type: none"> • Disseminate guidance and provide training for school districts. • Compile and publish data on LEP students. 	<ul style="list-style-type: none"> • Participate in training. • Provide data on LEP students, including numbers, language proficiency levels, and current language proficiency assessments used. • Submit data on the attainment of the achievement objectives. • Submit data on adequate yearly progress.

c. Specify the percentage of the State’s allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the following categories of State-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives. A total amount not to exceed 5 percent of the State’s allotment may be reserved by the State under section 3111(b)(2) to carry out one or more of these categories of State-level activities.

North Dakota is one of the nine states receiving the minimum grant of \$500,000 under Title III. According to Section 3111(b)(3) a “State education agency may use not more than 60 percent of such amount or \$175,000, whichever is greater, for the planning and administration costs of carrying out paragraphs (1) and (2).” Thus, North Dakota will reserve \$175,000 for planning and administrative costs, which will include professional development, evaluation, administration, interagency coordination, technical assistance, and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives. The indirect cost rate is 10.9 percent.

Categories and Percentage of Funds to be Allocation		
Category	Budget	Percentage of Funds
Administration	\$91,200	52%
Planning	\$10,000	15%
Technical Assistance	\$12,583	7%
Recognition Grants	\$10,000	6%
Professional Development	\$10,000	6%
Interagency Coordination	\$5,000	3%
Evaluation	\$3,500	2%
Indirect Costs	\$16,217	9%
TOTAL	\$175,000	100%

The majority of funding is in administration, which will fund salaries for a program staff person and a support staff person. Because these staff members will be involved in planning, professional development, technical assistance, and the other areas of the program, much of the administrative costs could be considered to be part of the other categories. Staff travel, office materials, printing, postage, telephone, and other costs related to program management are included in administrative costs.

Small recognition grants will be given out to schools that have made efforts in exceeding achievement objectives. Because specific guidance on achievement objectives and LEP students will not have been established in the first year of the program, these grants will go to schools that show significant gains in adequate yearly progress and language proficiency of LEP students.

A significant amount of funding will also focus on planning. Planning activities are essential in the first year of implementing Title III because of the need to convene a State task force and committees for field review, develop guidance for standards, achievement objectives, and assessment systems. Technical assistance, professional development, and interagency coordination will be woven into the planning activities. A small amount is allocated for an outside evaluation.

d. Specify the percentage of the State's allotment that the State will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. A total amount not to exceed 15 percent of the State's allotment must be reserved by the State under section 3114(d)(1) to award this type of subgrant.

Because of the freeze on refugee resettlement that North Dakota has been under since September 11, 2001, LEAs in North Dakota have not experienced significant increases in the number of immigrant students within the last year. Therefore, North Dakota will distribute funding on the basis of LEP count for the 2002–2003 school year. Because immigration and refugee resettlement is expected to increase in North Dakota within the next year, provisions will be made in subgrant allocations to allow for a reserve for LEAs that experience significant increases in immigration. If there is a need, ten percent will be reserved in the following years.

e. Describe the process that the State will use in making subgrants under section 3114(d) to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth.

LEAs that have experienced significant increases in the percentage or number of immigrant children and youth will have the opportunity to apply for additional funds under a special competition in future years. Funds will be awarded based on numbers and needs. Needs will include: trained personnel, curriculum development, materials, and training. Subgrants will vary from year to year based on immigration numbers. LEAs will receive additional funding for immigrant children and youth based on either of the following criteria:

- New immigrant enrollment has increased by 5 percent over the preceding two years.
- New immigrant enrollment has increased by over 3 percent, and LEA has documented limited or no experience in serving immigrant children and youth.

f. Specify the number of limited English proficient children in the State. (See definitions of "child" in section 3301(1), and "limited English proficient" in section 9101(25).)

According to the North Dakota Survey of State's Limited English Proficient Students conducted by the NDDPI, **8,874 LEP students** were enrolled in North Dakota schools for the 2000–2001 school year. This includes children and youth from kindergarten through the 12th grade. Preschool data on LEP students was not provided on a regular basis from LEAs.

g. Provide the most recent data available on the number of immigrant children and youth in the State.

In the 2000-2001 school year, there were **895** new immigrant students in North Dakota schools who had been in the United States no longer than three years.

9. *Title IV, Part A Safe and Drug-Free Schools and Communities*

a. *Describe the key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor to provide safe, orderly, and drug-free schools and communities through programs and activities.*

The NDDPI, Safe and Drug-Free Schools and Community (SDFSC) staff, and the North Dakota Department of Human Services, Division of Mental Health and Substance Abuse Services (Governor's authority) have a collaborative plan to use funds for programs and activities to provide safe, orderly, and drug-free schools and communities.

The North Dakota Department of Human Services–Division of Mental Health and Substance Abuse Services developed a comprehensive Five-Year Plan for the prevention of substance abuse in North Dakota communities in 1998. The plan is in place until 2003. Input was gathered from over 200 individuals representing schools, communities, civic organizations, state agencies, businesses, religious institutions, the National Guard, and many others by participating in two-day planning sessions to learn more about the nature and scope of substance abuse in North Dakota and to articulate the needs for prevention services.

This comprehensive plan addresses the six Principles of Effectiveness:

1. A Needs Assessment was conducted both for the State as a whole and for each geographic region so concerns that differ from region to region would be identified and addressed. Parents, school administrators, and community members were involved in the assessment and planning process.
2. Measurable goals and objectives were set. Regional community coalitions are in place to routinely assess the goals. This is a comprehensive five-year plan, which will be updated and revised.
3. Effective research-based prevention services are promoted.
4. Overall program evaluation will be completed in 2003.
5. The plans were based on protective factors.
6. Parents were included in the assessment and planning phase to address local community issues and concerns for their region, which will continue.

The current comprehensive plan addresses the following goals, indicators, and timelines:

GOAL #1: Develop and implement a comprehensive substance abuse prevention service system for North Dakota.

Activities: Governor's funding will support community coalitions with representation from school and community members to comprehensively address the problems of substance abuse and violence at the local level. Coalitions or subcommittees thereof may serve as an advisory group to school prevention efforts.

Indicator: An increase in the number of community coalitions addressing substance abuse and violence. Baseline data is currently available at the regional level. Statistics may be entered into the UMIRS system when it becomes available.

Responsible Staff: NDDPI and DMHSAS staff will work collaboratively to track results.

Time Frame: Funding will be awarded July 1, 2002-June 30, 2003. Progress will be monitored quarterly. Funding will be provided from the Governor's portion and/or from the DHHS Substance Abuse Prevention and Treatment Block Grant.

GOAL #2: Develop and implement a prevention training system and technical assistance program for community agencies and individuals engaged in prevention service delivery.

Activities: State agencies will collaborate to provide schools and communities with training and technical assistance in proven effective program implementation and evaluation, community organization and activities, and prevention skills and strategies for individuals working in the field. In conjunction with the development of the new state plan, workforce development will need to be addressed.

Indicator: An increase in the number of prevention program providers trained in school and community violence and substance prevention programming and strategies.

Responsible staff: NDDPI and DMSHAS and other state agencies will collaborate to provide training opportunities for program providers in the field.

Time Frame: A training calendar will be established by October 30, 2002. The calendar will be updated quarterly and revised in 2003 in conjunction with the new state plan.

GOAL #3: Establish and fund primary prevention and early intervention services across North Dakota.

Activities: NDDPI and DMHSAS will provide funding, technical assistance, and training in implementing U.S. Department of Education and/or DHHS Center for Substance Abuse Prevention (CSAP) Proven Effective Programs for substance abuse and violence prevention programs. Schools and communities will competitively bid for funding to assess needs, develop capacity, implement proven programs, and report progress and outcome evaluation to be reported on the UMIRS and the DHHS Minimum Data Set III (MDSIII).

Responsible staff: School and community program providers.

Time Frame: Programs will be funded and implemented July 1, 2002–June 30, 2003. RFP's will be revised for 2003-2004 dependent on the new state plan and NCLB guidelines.

GOAL #4: Establish a state and regional prevention management system.

Activities: NDDPI AND DMHSAS will maintain an interagency group to share information on prevention activities and maintain a prevention planning process to update a Comprehensive Substance Abuse State Plan. We will fund proven effective programs and implement and maintain data collection systems.

Indicators: An updated state prevention plan based on current data.

Responsible staff: Members of the Inter-State Agency Prevention Team (ISAPT) and the Governor's Drug Committee.

Time Frame: A new state prevention plan before January 2003.

The NDDPI SDFSC staff, in collaboration with the ND Department of Human Services and the Governor's Commission on Drugs and Alcohol represented by the State Attorney General will refine and strengthen this existing State Plan.

Beginning in July, there will be eight regional meetings to seek needs and suggestions from communities in one-day hearings. Representatives of the NDDPI SDFSC, Human Service Governor's SDFSC, and the Attorney General's office will be present at each site to assist in the process. When complete, the data will be gathered into an updated state comprehensive plan for prevention, law enforcement and treatment in alcohol, tobacco, and other drugs. Special attention will be paid to methamphetamines because of a sharp increase in use and labs in North Dakota.

In addition to the above activities, the ND Department of Human Services recently released an RFP for Training Grants. They hope to secure a contractor to provide Workforce Development as a curriculum or potential certification program. Coordinators or specialists would receive training in prevention competencies, prevention strategies, and evidence based models. These trainers would be available throughout North Dakota to assist the schools and communities with substance abuse prevention.

b. Describe the State's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1.

North Dakota's state performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1 will measure performance goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. This goal coincides with the goals of the current State Plan:

Indicators:

Performance indicator: The number of persistently dangerous schools, to be defined at a later date. There is no baseline data for North Dakota. Once the Guidance is received from the U.S. Department of Education, a team will convene to define the criteria for persistently dangerous schools in North Dakota. This team will present the NDDPI, the Governor's Safe and Drug-Free Schools program, LEAs (including school administrators, principals, and counselors), court systems, law enforcement, parents, and representatives of local government.

Performance indicator: The percentage of students who engaged in a physical fight on school property (in the 12 months preceding the survey).

Performance target: The state Youth Risk Behavior Survey, receiving weighted data, will be used to measure this target on odd numbered years. The baseline data has been established and longevity data gained through weighted data surveys in 11.1% in 2001. The target for 2003 is 10.5%.

Performance indicator: The percentage of students offered, sold, or given an illegal drug on school property.

Performance target: The state Youth Risk Behavior Survey, receiving weighted data will be used to measure this target on odd numbered years. The baseline data has been established and longevity data gained through weighted data surveys in 27.3% in 2001. The target for 2003 is 26%.

Performance indicator: The number of proven effective programs used in schools and communities will increase. Individual programs affect specific indicators of effectiveness.

Overall, implementing effective programs will reduce the number of students involved in substance abuse, underage drinking, and violent behavior leading to suspension or expulsion, depending on the selected program.

c. Describe the steps the State will use to implement the Uniform Management Information and Reporting System (UMIRS) required by section 4112(c)(3).

The NDDPI SDFSC staff is working with the NDDPI's Management Information Systems unit to collect truancy, expulsion, and suspension data. The data will be collected on the NDDPI's interactive web-based data entry system, "On-line reporting system". Data will be collected and published for the North Dakota School District Profile and the North Dakota School Plant Profile.

This information will be included on the State School Report Card, which the NDDPI will disseminate in late summer before each school year.

The Guidance from the U.S. Department of Education will help us determine how data will be collected. Seriousness needs to be defined, and we will decide if numbers will be collected by student or by incident. Violent and drug-related incidents will be collected. We will add an "other" category to allow for collection of total numbers. Incidents involving weapons will also be collected according to the Gun-Free Schools Act.

A systems analyst will design a mock-up of the paper form, and a contractor will design the prototype. The goal is to have this data collection form in place by January 2003.

10. *Title IV Part A Subpart 1 section 4112(a) Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor*

a. The Governor may reserve up to 20 percent of the State's allocation under this program to award competitive grants or contracts. Indicate the percentage of the State's allocation that is to be reserved for the Governor's program.

The Governor will reserve 20 percent of North Dakota's State allocation for competitive grants and contracts.

b. The Governor may administer these funds directly or designate an appropriate State Agency to receive the funds and administer this allocation. Provide the name of the entity designated to receive these funds, contact information for that entity and the DUNS number that should be used to award these funds.

Governor John Hoeven designated the North Dakota Department of Human Services to receive the 20 percent reservation of these funds. The contact information and the DUNS number is:

Carol K. Olson, Executive Director
600 East Boulevard Avenue
Bismarck, ND 58504
1-701-328-2538
DUNS 803091297

11. *Title IV, Part A, Subpart 2 section 4126 Safe and Drug-Free Schools and Communities: Community Service Grants*

Describe how the SEA, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students.

The purpose of the Community Service Grants is to support programs under which expelled or suspended students are required to perform community service.

Preliminary surveillance of agencies with the capabilities to manage these funds has taken place in consultation with two task forces whose charge is working with youth at risk. The North Dakota courts system already has in place a system to administer such projects on a statewide basis. The other organization, the Association of Counties, administers similar grants to youth at risk serving organizations. There are also larger school districts that would have the capabilities of administering their own service learning projects.

The Courts system and the Association of Counties currently work with youth that are suspended or expelled. These groups will form a team, and as team members they are the best people to make program decisions and determine use of these funds.

12. *Title IV, Part B: 21st Century Community Learning Centers*
Identify the percentage of students participating in 21st Century Community Learning Centers who meet or exceed the proficient level of performance on State assessments in reading and mathematics. The State must collect baseline data for the 2002-2003 school year and submit all of these data to the Department no later than early September of 2003 by a date the Department will announce.

North Dakota will collect data to determine the percentage of students participating in 21st CCLCs who meet or exceed the proficient level of performance on State assessments in reading and mathematics. The baseline for this data will be collected in 2002-03.

13. *Title V, Part A Innovative Programs*

a. *Provide the SEA's formula for distributing program funds to LEAs (includes i, ii, and iii).*

- (1) High Expense (low income) – 9% of State allocation to LEAs

The High Expense aggregate units are calculated based on poverty data from the Title I formula as follows:

- 15.5% times Census Bureau low income number plus
- 23.0% times Reduced meal count plus
- 46.0% times Free meal count plus
- 5.5% times Foster child count

The High Expense Rate is calculated by dividing the High Expense allocation by the High Expense aggregate units.

The High Expense portion of the LEA's allocation is calculated by multiplying the High Expense units times the High Expense Rate.

- (2) Sparcity - 4% of State allocation to LEAs

The Sparcity Ratio is calculated by dividing the Census population by the LEA's square mile area.

The Sparcity Factor is calculated by subtracting the ratio from 1.

The Sparcity Unit is calculated by multiplying the enrollment number times the Sparcity Factor (but it cannot be less than 50).

The Sparcity portion of the LEA's allocation is calculated by multiplying the Sparcity Rate times the Sparcity Unit.

- (3) Enrollment - 87% of State allocation to LEAs

The Enrollment Rate is calculated by dividing the Enrollment allocation by the Enrollment number (includes public and nonpublic).

The Enrollment portion of the LEA's allocation is calculated by multiplying the Enrollment number times the Enrollment Rate.

iv. Identify the amount or percentage the State will reserve for each State-level activity under section 5121, and describe the activity.

ESEA, Title V, Part A allows North Dakota to set aside 15 percent of the total State allocation, in accordance with section 5112(b), for the purposes of advancing program administration and innovative programming. The NDDPI proposes to use this 15 percent State allocation proportionally for the following purposes:

- | | | |
|-----|--|-----|
| (1) | State administration of programs, pursuant to section 5121, including the administration of LEA funding, program monitoring, and evaluation: | 15% |
| (2) | State innovative programming, pursuant to section 5121: | 85% |

Within North Dakota's 85 percent innovative programming set aside, the NDDPI proposes to conduct the following program activities:

- | | |
|-----|---|
| 50% | Statewide education reform, school improvement, and technical assistance and direct grants to local educational agencies, which assist such agencies under section 5131. These activities include, but are not limited to, the following: |
| | <ul style="list-style-type: none"> • Integrating ESEA reforms, including State standards and assessments, into North Dakota's accreditation system. This will advance a unified State accountability system. • Assisting LEAs to integrate their section 1116 school improvement activities into their State-required accreditation school improvement activities. This will unify all LEA reform activities and accelerate improvements of program efficacy and student achievement. • Improve the quality of data analysis for the successful development and use of local profiles for community and student demographics, student achievements, system efficiencies, and success in achieving overall system performance goals. |
| 15% | Support for the design and implementation of high-quality annual student assessments. These activities include, but are not limited to, the following: |
| | <ul style="list-style-type: none"> • Developing challenging State test items for use within North Dakota's assessment system. • Developing and disseminating local task bank items. Task bank items offer teachers a model for quality classroom-level assessments based on State achievement standards. Items are disseminated via the NDDPI website. |
| 25% | Support for implementation of challenging State and local academic achievement standards. These activities include, but are not limited to, the following: |
| | <ul style="list-style-type: none"> • Developing and revising State content standards in all core subject areas, according to State development protocols, and the integration of these standards into North Dakota's unified accreditation system. • Developing and revising State achievement standards in all core subject areas, according to State development protocols, and the integration of these standards into North Dakota's unified accreditation system. • Sponsoring North Dakota's <i>Standards Awareness Program</i>. This program assists LEAs in offering basic training in the use of standards to develop local curricula and assessment strategies. • Sponsoring North Dakota's <i>Curriculum Initiative Program</i>. This program assists LEAs in the advanced work of aligning curriculum to North Dakota's |

content standards, mapping curriculum for development and supervisory purposes, designing an integrated local assessment strategy, and advancing on-going, rigorous professional development.

- 10% Support for independent analysis to measure and report on school district achievement. These activities include, but are not limited to, the following:
- Improving the quality of data analysis for the tracking of local trends for performance goals and adequate yearly progress.
 - Advancing the design and development of State and local data management systems to collect student and system achievements.
 - Advancing the design and development of a data analysis system that allows for the linkage of separate data system. Linking data systems will allow for multi-level correlation and meta-analysis studies regarding student achievements and education system efficacy.

Professional Development

North Dakota proposes to provide a consolidated monitoring effort and an integrated approach for state-sponsored professional development and technical assistance. Refer to page 34 of this Consolidated State Application for a description of this consolidated effort.

State Compliance with Program Assurances

North Dakota agrees to comply fully with all ESEA Title V assurances, including the following:

- (1) North Dakota has set forth the allocation of funds required to implement section 5142 (participation of children enrolled in private schools);
- (2) North Dakota has made provision for timely public notice and public dissemination of the information concerning allocation of funds required to implement provisions for assistance to students attending private schools;
- (3) Apart from providing technical and advisory assistance and monitoring compliance with this part, North Dakota has not exercised, and will not exercise, any influence in the decision making processes of LEAs as to the expenditure made pursuant to the LEA's application for program funds submitted under section 5133.

14. *Title VI, Part A, Subpart 1, Section 6111 State Assessments Formula Grants*

Describe how the State plans to use formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111(1) and (2).

ESEA provides supplementary funds for the provision of quality education services to assure that all students achieve to the level of North Dakota's challenging academic standards. To monitor the growth of student performance in terms of these standards, funding is provided to establish a unified State assessment and accountability system.

The NDDPI proposes to use funding provided within section 6111 to develop, implement, and improve a unified State assessment and accountability system. To accomplish this aim, North Dakota proposes to obligate proportionally its section 6111 allocation to achieve the following priorities:

Priority 1: North Dakota will establish a priority to develop all additional State assessments and standards required by section 1111(b), which may include the costs of working in voluntary partnerships with other states. North Dakota is initiating collaborative development efforts (a) with states within the upper mid-west region with the assistance of Mid-continent Research for Education and Learning (McREL); (b) with states that independently contract with North Dakota's primary assessment vendor in order to advance a common item pool using a common vendor; and (c) with states seeking a common SCASS association.

Priority 2: North Dakota will seek to advance the quality of its assessment and accountability system, after assuring the commitment of sufficient resources to achieve the aims of Priority 1. To accomplish this priority, North Dakota proposes to dedicate resources proportionally to the following Priority 2 activities:

- (1) Developing challenging State academic content and achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by section 1111(b). North Dakota will proceed to develop grade-level content expectations and achievement standards for science in grades 3, 5, 6, and 7. North Dakota will voluntarily administer a science assessment in these grades.
- (2) Developing or improving assessments of English language proficiency necessary to comply with section 1111(b)(7).
- (3) Ensuring the continued validity and reliability of State assessments. North Dakota will need to update its test item pool and conduct validity and reliability studies of future test items.
- (4) Refining State assessments to ensure their continued alignment with North Dakota's academic content standards and to improve the alignment of curricula and instructional materials. As North Dakota develops additional test items, it must conduct standards-alignment activities and achievement cut-point activities.
- (5) Developing multiple measures to increase the reliability and validity of State assessment systems. North Dakota will increase the number and quality of its constructive response, extended response test items. Additionally, North Dakota will pursue a valid and reliable means of supplementing its State Assessment with advanced features, including portfolio assessments.
- (6) Strengthening the capacity of LEAs and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments. North Dakota will continue the process of developing high quality test bank items for use by the State or LEAs to advance quality, standards-aligned assessment in the classroom.
- (7) Expanding the range of accommodations available to students with limited English proficiency and students with disabilities to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments.
- (8) Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically-based research or to assist in linking records of student achievement, length of enrollment, and graduation over time. North Dakota will proceed to establish a statewide data linkage and analysis system, through an RFP process, to conduct correlation studies and meta-analysis research. This capacity will advance North Dakota's and LEAs' abilities to identify meaningful reform programs and establish efficacy studies.

15. *Title VI, Part B, Subpart 2 – Rural and Low-Income School Program (Goals 1, 2, 3, 5)*

a. Identify the SEA's specific measurable goals and objectives related to increasing student academic achievement.

North Dakota's goals for the Rural and Low-Income School Program are:

Performance Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- Performance Indicator: 1.1—The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on North Dakota's assessment.
- Performance Indicator: 1.2—The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on North Dakota's assessment.

Performance Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

- Performance Indicator: 3.1—The percentage of classes being taught by "highly qualified" teachers, in the aggregate and in "high-poverty" schools.
- Performance Indicator: 3.2—The percentage of teachers receiving high-quality professional development.

Performance Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

- Performance Indicator: 4.4—The number of proven effective programs used in schools and communities will increase.

Performance targets will be established and submitted in May 2003.

b. Describe how the State elects to make awards under the Rural and Low-Income School Program.

North Dakota will disburse the Rural and Low-Income School funds on a competitive basis. Priorities for this competition include:

- (1) Coordination with LEA's Consolidated Application for formula grants to reflect implementation of cross program efforts; and
- (2) The amount of LEAs carryover funds from the preceding year.

An RFP, including information about the program, uses of funds, selection criteria, priorities, application process, and reporting requirements will be distributed to the three qualified schools in North Dakota by August 26, 2002. Applications will be due on September 23, 2002. Applications will be reviewed and scored by a Review Team. Grant awards will be issued by October 1, 2002. Final reports will be due June 30, 2003.

GEPA (GENERAL EDUCATION PROVISIONS ACT), SECTION 427

Equal education opportunity is a priority of the NDDPI. In accordance with all regulations, guidelines, and standards adopted by the U.S. Department of Education and the North Dakota Human Rights Act, the NDDPI prohibits discrimination on the basis of age, gender, race, color, religion, national origin, status with regard to marriage or public assistance, disability or political beliefs. All divisions of the NDDPI ensure that no one is denied participation in, or denied the benefits of, or subjected to discrimination under any department program or activity.

When a person with special needs requests assistance, a NDDPI staff in charge of the event or project coordinates all the activities necessary to fulfill the request in a timely manner. Examples of services include:

- Providing interpreters for non-English speaking people.
- Translating written materials.
- Making written materials available in alternative formats.
- Providing telephone accessibility through Relay North Dakota over a teletypewriter for people who are deaf, hard of hearing, or speech disabled.
- Making special accommodations for people with physical disabilities at all NDDPI-sponsored events.

CONSOLIDATED ADMINISTRATIVE FUNDS

The NDDPI does not plan to consolidate any state-level administrative funds.

TRANSFERABILITY

The NDDPI does not plan to transfer non-administrative State-level ESEA funds under the State and Local Transferability Act.