

## **IVN Training Session on Title I Updates**

### Agenda

Thursday, May 15, 2008  
2:00 – 3:30 PM

- Specific Title I Information on the 2008-2009 Consolidated Application for Federal Funding
- Title I Allocations
- Ideas for Utilizing Additional Title I Funds
- Summary of USDE Title I Monitoring Visit
- Adequate Yearly Progress/Program Improvement Update
- Adequate Yearly Progress Dissemination Requirements
- USDE Pilot Projects
- New Proposed Title I Regulations
- May Title I Mailing
- Title I Monitoring Concerns for the 2007-2008 School Year
- Miscellaneous Title I Issues
- “What Do I Need to Do” Checklist

If you have questions concerning any of the issues addressed, please contact:

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Department of Public Instruction  
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## Specific Title I Information on the 2008-2009 Consolidated Application For Federal Title Funding

Final Due Date to Submit Application: **August 29, 2008**

Please review the following information carefully. This document includes updates for completing the Title I portion of the consolidated application.

### **Issues to Address Before Completing the Consolidated Application**

1. Districts need to decide whether they will complete the consolidated application without carryover amounts or wait until these amounts are available. School districts have three options available to them.
  - ✓ The first option would be to leave the carryover box blank and do a budget revision at a later date to incorporate those funds into the budget. If you choose this option, your total on the budget page cannot exceed your allocation amount.
  - ✓ A second option would be to ask your business manager for an estimated carryover amount. This estimated amount would be listed in the allocations section of the consolidated application. If you choose this option, your total budget can equal your allocation plus estimated carryover. A budget revision can be done at a later date if you have additional funds available since the carryover amount listed would be an estimate. If the estimate is too high, the district will be required to reduce the budget to an allowable amount.
  - ✓ A third option would be to wait until your final financial report has been processed and you know your final Title I carryover amount. If you choose this option, your total budget can equal your allocation plus carryover. **The state Title I office highly recommends using this option.**

Please keep in mind, the consolidated application can not be approved until your final financial report is processed and approved. When your 2007-2008 Title I final financial report has been received and processed, you will receive a copy of the report. At the bottom of the report, there is a box which will indicate the official amount of Title I carryover funds available for the 2008-2009 school year.

2. School district administrators need to collect all of the required information from your Title I personnel before they leave for summer vacation to help you complete the consolidation application. The consolidated application cannot be approved unless all pages are complete and accurate. Worksheets to help you gather this information are available at [www.dpi.state.nd.us/title1/conapp.shtm](http://www.dpi.state.nd.us/title1/conapp.shtm) on the department's website.
3. The department anticipates that final Title I allocations will be available on our website at the beginning of June. School administrators may want to hold off submitting their consolidated application until the final allocation amounts are posted.

### **New Information on the Title I Portion of the Consolidated Application**

- **General Information** – After you have entered the Title I contact information, you will need to click on “General Information” at the top of the page. In addition to listing the name of your homeless liaison and addressing information on the Parents’ Right to Know clause, there is a new section on Title I policies. The district needs to check a box assuring that you annually update and disseminate your Title I policies each year (i.e., parental involvement policies, school-parent compacts, dispute resolution policies).

- Targeted Assistance Programming – There are three key changes to the targeted assistance programming section for the 2008-2009 school year.

- ✓ **Title I Description** – The descriptions varied last year from one sentence to those that were very detailed. This year, in order to be approved, the description of your Title I program must include seven key items:
  1. Description of Title I program
  2. Selection criteria
  3. Days and minutes served per week
  4. Communication with regular education
  5. How Title I supplements instruction
  6. Assessment
  7. Parental Involvement
- ✓ **Additional Services** – We are seeing many districts broaden the way they use their Title I funds. This is great, but we need to have this information described and approved in your consolidated application. We have added the following options to the additional services section, including:
  - Instructional Math and/or Reading Coaches
  - Parental Involvement Coordinator
  - Response to Intervention Program

It is imperative that districts outline if they are using Title I funds to help support any of the options listed under additional services and provide a detailed description for each option selected.

- ✓ **Parental Involvement Training Opportunities** – The Title I law clearly states that all Title I programs must provide “opportunities for training parents to become partners with the school in promoting the education of the child at school and at home; and information about methods parents can use at home to complement the child’s instruction.”

Communication with parents should be an on-going, sustained process. Title I teachers should communicate with parents throughout the school year. New for the 2008-2009 school year is a section to complete regarding what your district is doing for parental involvement training opportunities.

- Schoolwide Programming – There are two key changes to the schoolwide programming section for the 2008-2009 school year.

- ✓ **Additional Services** – We are seeing many districts broaden the way they use their schoolwide funds. This is great, but we need to have this information described and approved in your consolidated application. We have added the following options to the additional services section, including:
  - Instructional Math and/or Reading Coaches
  - Parental Involvement Coordinator
  - Response to Intervention Program

It is imperative that districts outline if they are using schoolwide funds to help support any of the options listed under additional services and provide a detailed description for each option selected.

- ✓ **Parental Involvement Training Opportunities** – The Title I law clearly states that all schoolwide programs must provide “opportunities for training parents to become partners with the school in promoting the education of the child at school and at home; and information about methods parents can use at home to complement the child’s instruction.”

Communication with parents should be an on-going, sustained process. Schoolwide programs

should communicate with parents throughout the school year. New for the 2008-2009 school year, there is a section to complete regarding parental involvement training opportunities.

### **Important Title I Reminders**

- Unless a school district is co-mingling its federal Title funds as an approved schoolwide program, the Title funds must be accounted for and tracked separately at the district level. The Title I funds and the REAP funds must not be combined together in one account on the district's accounting ledger.
- The school district's ledger sheets must match the approved budgets on file in the state Title I office.
- The consolidated application requires a signature assuring that each building receiving Title I funds is in compliance with the highly qualified staff provision for teachers and aides/paraprofessionals in the NCLB Act. The federal law requires that the building principal, not the superintendent, sign the testimony. In addition, the private school forms require signatures.

The electronic process does not allow for signatures; however, the law still requires districts to obtain them. It is the responsibility of the district personnel to obtain and keep signature documentation on file, which will be cross-checked during the monitoring process.

- All Title I teachers must have a current and valid Title I credential number.
- In a schoolwide program, any teacher that has been assigned the position of providing extra supplemental assistance to students must hold a valid Title I credential.
- All aides/paraprofessionals listed on the consolidated application who work in a program supported with Title I funds must have a Title I paraprofessional certificate number. In a targeted assistance program, working in a program supported with Title I funds refers to those aides/paraprofessionals paid with Title I funds. In a schoolwide program, working in a program supported with Title I funds refers to all instructional aides in the building.
- The consolidated application should be printed and approved at a school board meeting. The application cannot be submitted without a date indicating when it was approved by the school board.
- If you REAP funds into the Title I program, you must first allocate all of your available Title I funds.
- For districts that have private schools in their attendance area, there are additional forms that must be completed electronically on the STARS.
- The funds appropriated by the 2007 Legislature for full-day kindergarten become available in the 2008-2009 school year. Therefore, districts may not use their Title I funds to extend a kindergarten program for the 2008-2009 school year. (Exceptions may be considered. Contact the state Title I office for more information.)
- The 2007 Legislature passed legislation approving the use of local or federal funds to operate a preschool program. The state Title I office has guidance available on our website for those districts interested in using Title I funds for a Title I preschool program. The guidance addresses the qualifications required for staff in a Title I preschool program. This is available at [www.dpi.state.nd.us/title1/springwkshp/preschool.pdf](http://www.dpi.state.nd.us/title1/springwkshp/preschool.pdf) on the Title I website.
- Districts using Title I funds for Homeless or Neglected and Delinquent students or to supplement an ELL program need to complete additional information electronically on the STARS.
- School districts are no longer required to set aside 5% of their Title I funds to ensure that all teachers are highly qualified, as the federal deadline for teachers to be highly qualified was July 1, 2006. If there are staff members who have applied for the Rural Flexibility Endorsement or are still working on becoming highly qualified, districts may still set aside funds to assist them as long as they teach a core subject in a Title I building. Districts choosing to do this must know specifically how the funds are going

to be utilized and which teachers/aides will be assisted. Districts will not be able to put funds on the unobligated line item for teacher quality.

### **Common Problems**

- Title I personnel are listed who did not meet qualifications.
  - ✓ Teacher Credentials
  - ✓ Aide/Paraprofessional Certificates
- Descriptions of Title I program are inadequate.
- Title I final financial report was not submitted and approved in a timely manner. This causes a delay in the approval process of the consolidated application.
- Inconsistencies between FTE, hours listed for Title I personnel, and what has been budgeted.

### **Title I Approval Process**

- Each district has been assigned a Title I program staff member to answer Title I questions on the consolidated application. This list is available at [www.dpi.state.nd.us/title1/conapp.shtm](http://www.dpi.state.nd.us/title1/conapp.shtm) on the Title I website. Title I staff can only address Title I questions. Issues pertaining to the other Title programs should be directed to Stephanie Gullickson at (701) 328-2176.
- Your contact person's phone number and email address are included. When you have your application completed but not submitted, you can email or call your Title I contact person to review it for accuracy.
- After your Title I contact person has reviewed your consolidated application, it will be forwarded on to the Title I director for final approval. The grant award will then be completed and signed.
- In past years, department personnel were able to correspond with school personnel by telephone or email, and we could make changes to your paper consolidated application per your instructions. Due to the consolidated application being submitted electronically, this is not possible. Therefore, it is imperative that you make sure that your consolidated application is complete and accurate before you press the submit button. If any significant changes need to be made, Stephanie Gullickson will have to un-submit your application. You can then make your corrections and resubmit the entire application; however, this is a tedious and a time-consuming process.
- In the event that changes need to be made and you have NOT submitted the consolidated application, district personnel will be able to access the consolidated application and make the necessary changes. This is a huge benefit of not submitting until you are very confident there are no issues.
- In the event that minor changes need to be made to your Title I budget and you have already pressed the submit button, a Title I staff member will note those changes and email you a copy of the budget that our office approves. Please note: You will need to revise your Title I budget to reflect these changes using the electronic budget revision process on the STARS. You will not be able to request Title I funds until a budget revision has been completed and approved.

### **Additional Resources**

The following resources are available on the department's website to help you complete the consolidated application.

- Help Screens – The department has developed consolidated application help screens to assist school personnel in completing the federal Title Programs Consolidated Application. To access this information, log on to the department's website at [www.dpi.state.nd.us/grants/NCLB.shtm](http://www.dpi.state.nd.us/grants/NCLB.shtm).
- Title I Contact List – Each year, the state Title I office divides the responsibility for assisting school personnel in entering information on the consolidated application to all program staff. Each staff member provides technical assistance to assigned schools. To find out the name of your district's Title I contact person, please visit the Title I website at [www.dpi.state.nd.us/title1/conapp.shtm](http://www.dpi.state.nd.us/title1/conapp.shtm) and refer to the second

bullet entitled “2008-2009 Consolidated Application Title I Contact List.”

- Print-Ready Forms Available – When completing the consolidated application, assistance is often needed from the Title I teacher or, in the case of a cooperative agreement, the cooperative district needs to provide information on its program. The state Title I office has print-ready forms available for assistance in filling out the consolidated application. To access these documents, please visit the Title I website at [www.dpi.state.us/title1/conapp.shtm](http://www.dpi.state.us/title1/conapp.shtm) and refer to the section entitled “Additional Consolidated Application Worksheets for Title I.”
- Other Helpful Documents – The department has many other helpful resource documents to provide guidance and answer program questions for you. These include:
  - ✓ Information on Title I Homeless Set-Asides and Addendums  
[www.dpi.state.nd.us/title1/conapp.shtm](http://www.dpi.state.nd.us/title1/conapp.shtm)
  - ✓ Information on Title I N&D Set-Asides and Addendums  
[www.dpi.state.nd.us/title1/conapp.shtm](http://www.dpi.state.nd.us/title1/conapp.shtm)
  - ✓ Information on Title I ELL/LEP Set-Asides and Addendums  
[www.dpi.state.nd.us/title1/conapp.shtm](http://www.dpi.state.nd.us/title1/conapp.shtm)
  - ✓ Targeting Information  
[www.dpi.state.nd.us/title1/require/index.shtm](http://www.dpi.state.nd.us/title1/require/index.shtm)
  - ✓ Private School Information  
[www.dpi.state.nd.us/title1/nonpublic/index.shtm](http://www.dpi.state.nd.us/title1/nonpublic/index.shtm)
  - ✓ Title I Cooperative Agreements  
[www.dpi.state.nd.us/title1/coopagree.shtm](http://www.dpi.state.nd.us/title1/coopagree.shtm)
  - ✓ Title I Fiscal Questions  
[www.dpi.state.nd.us/title1/resource/fiscal.shtm](http://www.dpi.state.nd.us/title1/resource/fiscal.shtm)
  - ✓ Title I Teacher and Coordinator Credentials  
[www.dpi.state.nd.us/title1/credentials.shtm](http://www.dpi.state.nd.us/title1/credentials.shtm)
  - ✓ Policies on Aides/Paraprofessionals  
[www.dpi.state.nd.us/title1/aides.shtm](http://www.dpi.state.nd.us/title1/aides.shtm)
  - ✓ Title I Targeted Assistance Information  
[www.dpi.state.nd.us/title1/targeted/index.shtm](http://www.dpi.state.nd.us/title1/targeted/index.shtm)
  - ✓ Title I Schoolwide Information  
[www.dpi.state.nd.us/title1/schlwide/index.shtm](http://www.dpi.state.nd.us/title1/schlwide/index.shtm)
  - ✓ Early Childhood Education  
[www.dpi.state.nd.us/title1/earlychild/index.shtm](http://www.dpi.state.nd.us/title1/earlychild/index.shtm)
  - ✓ Title I Extended Day Programs  
[www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm](http://www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm)
  - ✓ Title I Targeted Assistance Preschool/Summer School/Extended-Day Guidance  
[www.dpi.state.nd.us/title1/targeted/index.shtm](http://www.dpi.state.nd.us/title1/targeted/index.shtm)
  - ✓ Title I Targeted Assistance Alternative to Pullout Ideas  
[www.dpi.state.nd.us/title1/resources.shtm](http://www.dpi.state.nd.us/title1/resources.shtm)

## **Other Information**

- **Questions on Other Federal Programs** – The individuals on the Title I contact list can only assist you in answering Title I questions. If you have questions on the other federal programs in the consolidated application, including Title II Part A, Title II Part D, Title III, Title IV Part A, Title V, and REAP/Transferability questions, please contact Stephanie Gullickson for clarification and assistance on these issues. Stephanie can be reached at (701) 328-2176.
- **Before Submitting** – **Before** pressing the submit button on the Federal Programs Consolidated Application, please make sure that all information is in approvable form. If information is not properly submitted, your district's application may need to be unsubmitted to make changes or you may be required to complete a mandatory budget revision. Ask your Title I contact person if the application is in approval form before you press the submit button.

## Title I Allocations

- On December 26, 2007, President Bush signed into law the FY08 Omnibus appropriation bill which includes federal education funding for the 2008-2009 school year.

The bill includes an increase of 1.2 billion for Title I. North Dakota's preliminary allocations included an approximate 4 million dollar increase in Title I funds. The two most significant disappointments are the elimination of the Title V – Innovative Education grant and the two-thirds cut to the Reading First grant.

- The Department of Public Instruction anticipates receiving final Title I allocations from the U.S. Department of Education at the beginning of June 2008. Stephanie Gullickson, the department's grants manager, will send an email over the administrative list serve once they have been calculated and posted on the department's website. Log on [www.dpi.state.nd.us/grant/allocap.shtml](http://www.dpi.state.nd.us/grant/allocap.shtml) to access allocation information.
- The majority of North Dakota school districts received an increase in Title I funds. See the enclosed handout highlighting some suggested ways to utilize the additional Title I funds.
- Some school districts received a decrease in their Title I allocation for the 2008-2009 school year. The decreases were mainly attributed to the district's aggregate units decreasing from the prior year. The aggregate units are used to determine Title I allocation amounts each year. A formula using an updated census count, foster child count, and free and reduced meal counts determines the allocation. Districts receiving a decrease in Title I funds may want to consider using the REAP option to transfer other federal Title funds into the Title I program.
- The October free and reduced lunch count is used each year, along with the census and foster count to generate the aggregate unit that determines your Title I allocation amount. There is some confusion that if you report new free and reduced lunch students over the past few months that the count increase would increase the Title I allocation amount. The department must use the October 2007 count to determine your 2008-2009 Title I allocation.
- Several administrators questioned the accuracy of the census poor count listed for their district. Each January, the state Title I office receives a chart showing the census poor count for every district in the state. We have been informed that these numbers are final and there is no way to change them. Keep in mind that the census data is always a few years behind. To calculate the 2008-2009 Title I allocations, 2005 data was used.

## Ideas for Utilizing Additional Title I Funds

### ■ Parental Involvement Initiatives

Parental involvement has always been a key component in the Title I law. Three decades of research provide convincing evidence that parents are an important influence in helping their children achieve high academic standards.

- Designate a staff member as a parental involvement coordinator.
- Sponsor monthly parent-student nights with specific focus on how to help students.
- Have a parental involvement coordinator create activity packets for parents to work with their children at home.

### ■ Title I Services for Math

All Title I programs in North Dakota use their Title I funds to support struggling students in reading; however, only half of those programs offer support in math. Since adequate yearly progress is based on both reading and math, it is recommended that schools offer Title I math services as well.

### ■ Instructional Coaches

In North Dakota, we are seeing an increased trend in schools utilizing coaches to assist with literacy and math instruction. The use of instructional coaches can be a powerful intervention with great potential to improve teacher performance and raise academic achievement. Numerous resources on using Title I funds for instructional coaches can be accessed at [www.dpi.state.nd.us/title1/coaches.shtm](http://www.dpi.state.nd.us/title1/coaches.shtm) on the department's website.

### ■ Sponsoring Collaborative Professional Development Opportunities

Nationwide, there is an increased understanding of the importance of collaborative professional development training within a school rather than segregated trainings in a target assistance setting. Title I funds can pay for professional development training for all staff within a school if:

- the professional development is focused on helping at-risk students,
- participating staff are reflective of the grades being served by the Title I program, and
- the cost of the training is reasonable.

### ■ Response to Intervention (RTI)

There are many beneficial and practical ways in which Title I can participate in the RTI process in both targeted assistance and schoolwide programs. One tremendous benefit of using the RTI model is that struggling readers are not only the responsibility of a resource specialist; rather, all teachers (classroom, Special Education, Title I) draw upon their professional knowledge and skills to ensure that even the most struggling reader receives a quality instructional program that will help him/her succeed. Title I guidance on RTI is available on the department's website at [www.dpi.state.nd.us/title1/response.shtm](http://www.dpi.state.nd.us/title1/response.shtm).

■ Early Childhood Education Services (ECE)

Currently, there is a national focus on early childhood education. Many districts/schools in North Dakota are beginning to use a portion of their Title I funding to pursue ECE programs. These programs can include preschool, jumpstart or junior kindergarten programs, or full-day kindergarten programs.

■ Title I Services for Middle and High School Students

Districts receive a Title I allocation to serve struggling students K-12. Historically, most districts have focused the dollars at the elementary level. We are starting to see an increase in the number of districts using Title I funds to support students in middle and high school. The reauthorization of NCLB is attempting to secure a dedicated amount of funds exclusively to fund adolescent literacy initiatives at the middle and high school levels.

■ Title I After-School Programs

Many schools are implementing Title I after-school programs in an effort to meet the NCLB goals. Any school offering a Title I after-school program should download and review the following two documents:

- Guidance on Operating a Title I After-School Program in a Targeted Assistance School
- Question & Answer Sheet on Operating a Title I After-School Program

These two documents, in addition to a number of other resources on after-school programming, are available at [www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm](http://www.dpi.state.nd.us/title1/resource/aftrschl/index.shtm) on the Title I website.

## Summary of U.S. Department of Education Title I Monitoring Visit

The U.S. Department of Education (USDE) visited North Dakota on May 5-9, 2008 to monitor the Department of Public Instruction's implementation of the *No Child Left Behind* (NCLB) Act. The programs within NCLB that were monitored included Title I – Part A, Title I – Part D (Neglected and Delinquent), Title I – Part B (Even Start), and Title X – Part C (McKinney – Vento Education of Homeless Children and Youth). The USDE monitoring team consisted of six individuals. In addition to visiting the department, the monitoring team visited several North Dakota schools and programs to gather information on the state's implementation of NCLB.

At the close of the USDE visit, an exit conference was held outlining areas of concern noted during the visit. The USDE conducts its exit conference different from the procedures followed by the Department of Public Instruction (DPI). The DPI exit conference addresses commendations, recommendations, and compliance issues that are summarized in a monitoring letter. In contrast, at the USDE exit conference, only the issues of concern were addressed. The USDE monitoring team took these issues back to Washington to conduct further discussion and research to determine whether the issues will be cited as recommendations or compliance issues. Either way, North Dakota schools can expect further guidance and increased oversight on each of the issues outlined within this document.

### North Dakota State Assessment

#### ■ Accommodations and Modifications

- The state has provided clear evidence that accommodations and modification policies are provided within the state assessments. There was evidence that these policies are not understood by school officials. The state should provide a documented method to clarify and communicate these policies to the schools.

#### ■ Reporting

- The USDE observed that school and student reports for the state's alternate assessments were produced and distributed to schools later than the state's standard assessment. The state should provide a method to minimize any disparity in the release of reports from all state assessments.

#### ■ Rules for Alternate Assessment Caps

- The state has yet to invoke rules that cap the use of alternate assessment proficiency rates that exceed 1% of the statewide tested population. The state should clearly communicate its proficiency rate cap rules, including the method of identifying districts that exceed the cap and the means of lowering excessive rates among violating districts.

#### ■ Accountability for New Schools

- The state's accountability rules clarify the method of reconciling, reorganizing, or consolidating school districts for the purposes of generating valid and reliable AYP determinations. The state should likewise clarify such methods for newly organized schools.

#### ■ Report Card Clarification

- The state currently reports overall achievement rates for all levels of performance, grades, and subjects. The state should restructure its annual school and district Report Cards to clearly state the number and percentage of students who are not proficient against the state's achievement standards in the aggregate and disaggregated by subgroups.

## **Title I**

### **■ Timely AYP Notification**

- AYP notifications must happen 15 days before the new school year starts, be written in a parent friendly manner, and address the requirements and intent outlined in NCLB.

### **■ Supplemental Services Funding Cap**

- Supplemental services provider charges must fall within the per-pupil funding cap.

### **■ Schoolwide Plans**

- Schoolwide plans are to reflect information at the school level rather than system configuration (i.e., K-6 and 7-12 plans rather than K-12 plans).

### **■ Parental Involvement Set-Aside**

- Parents must agree to the manner in which districts are spending the 1% set-aside for parental involvement.

### **■ Time and Effort Logs**

- Documentation of time and effort must be maintained and reflective of the services rendered. Title I paid personnel are restricted to Title I responsibilities, even in a schoolwide program.

### **■ Private Schools**

- When private schools participate in Title I services, the LEA must maintain control and oversight of the finances, employees, services, computers, equipment, etc. In addition, all services, computers, and equipment can only be utilized by Title I students.

### **■ Title I Committee of Practitioners**

- The state's Title I Committee of Practitioners must have multiple representatives from stakeholder groups.

After the USDE monitoring team has deliberated on the above issues, an official monitoring report outlining final recommendations and compliance issues will be sent to the department. It is expected that the USDE monitoring team's official report will be sent to the department within 35 business days. When this report is released, it will be posted on our Title I website.

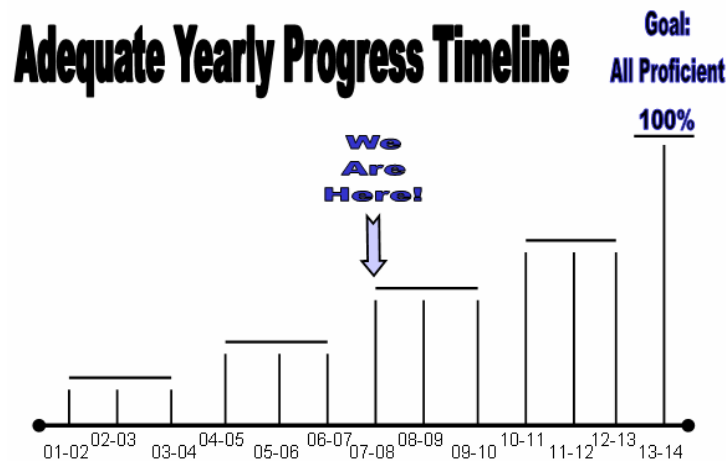
## Adequate Yearly Progress/Program Improvement Update

### ■ Preliminary Adequate Yearly Progress Report

Each year the Department of Public Instruction creates an official Adequate Yearly Progress (AYP) report for every school and district in the state based on the state assessment data. The 2007-2008 preliminary school AYP information was shared with school personnel, confidentially, through the State Automated Reporting System (STARS) on April 28, 2008. It is imperative that school personnel review the information on the AYP report for accuracy. After school personnel have been given an opportunity to review and provide input on the AYP reports, they will be publicly released and made available on the department's website. The department will then release the preliminary district AYP reports for review.

### ■ Adequate Yearly Progress Timeline

As indicated on the timeline, North Dakota made a major move up the timeline in 2007-2008. There were numerous schools that did not make AYP for the first time. We attribute this fact to the timeline change, as the percentage of students needing to be proficient significantly increased.



### ■ Interpreting AYP Reports

- The department provides instructions regarding the interpretation of these AYP reports. These instructions aid educators and the public to better understand the major components of the AYP reports. These instructions, as well as additional information on AYP, can be accessed at [www.dpi.state.nd.us/testing/account/index.shtm](http://www.dpi.state.nd.us/testing/account/index.shtm) on the department's website. The direct link to this document is also posted at the top of each AYP report.
- The school and district AYP reports can be hard to understand. School personnel commonly question why they made AYP when the results listed are below the achievement goal. There are many variables that can affect your AYP status including binomial distribution, safe harbor, or the Title I targeted rule. It is imperative that school personnel understand the reports so that they can explain them to parents and school boards. Upon request, staff in the Department of Public Instruction Standards and Achievement office can generate a data report by school or district that breaks down the data and indicates why the school or district did or did not make AYP. They will review the report with school personnel to facilitate an understanding of the results. Contact Heidi Berglund at [hberglund@nd.gov](mailto:hberglund@nd.gov) or 701-328-2278 to request additional assistance on reading AYP reports.

### ■ Program Improvement

- When the 2007-2008 AYP reports are final, they will be placed on the department's website at [www.dpi.state.nd.us/dpi/reports/Profile/index.shtm](http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm).
- A statewide news release will then be disseminated regarding schools and districts identified for program improvement for the 2008-2009 school year.
- All schools and districts identified for program improvement for the 2008-2009 school year will receive correspondence from the state Title I office regarding their designation and action required.

## Adequate Yearly Progress Dissemination Requirements

### Dissemination Requirements

Under the *No Child Left Behind* (NCLB) Act, all districts and schools are required to send correspondence to the parents of each child enrolled in the district and/or school regarding its Adequate Yearly Progress (AYP) status. The notice to parents should be written in an understandable format and, when applicable, in a language that parents can understand. This notice must be sent to parents along with a copy of the AYP report and should take place as soon as possible after the AYP reports are officially released.

In the new proposed Title I regulations, districts and schools would be required to provide timely notification regarding AYP results. They define timely as no later than 15 days prior to the first day of school. We do not know at this time when the new proposed regulations would go into effect.

The 2007-2008 school and district AYP reports will be finalized and published on the department's website in June 2008. To ensure compliance, all schools and districts should make sure they send correspondence and copies of all school and district AYP reports to parents 15 days prior to the beginning of the 2008-2009 school year.

### Information that should be included in the AYP dissemination

- It is imperative that correspondence be included with the AYP reports to explain them to parents. Your correspondence should:
  - ✓ Inform parents that the North Dakota State Assessment measures student performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment and reports the results on a school, district, and state level.
  - ✓ Highlight the various components of the report including the achievement results in reading and math, the participation rule, the subgroups, and the secondary indicator.
  - ✓ Inform parents of your school and district AYP status.
  - ✓ Share with parents what your school is doing to maintain AYP status.
  - ✓ Highlight what the AYP reports mean to parents, which includes reminding parents that they are an important influence in helping their children achieve to high academic standards, and they are encouraged to be actively involved in their children's education.
  - ✓ Address any unique issues on your AYP report such as an "(i)" because there was *insufficient data to determine AYP due to a small number of students*, or that the report was based on Title I students only and states at the top – "Title I targeted rule applied."

### Samples

There are various samples of parent notification letters for districts and schools available on our website at [www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm). The state Title I office has created communication toolkits for both schools and districts.

#### • **Communication Toolkit for Schools**

In this document, you will find sample forms, letters, and general guidance to help schools as they work to meet the requirements for communicating with parents regarding AYP and sanctions under the NCLB Act including school choice, supplemental services, corrective action, alternative governance, etc.

#### • **Communication Toolkit for Districts**

In this document, you will find sample letters and general guidance to help districts as they work to meet the requirements for communicating with parents regarding AYP and sanctions under the NCLB Act.

## U.S. Department of Education Pilot Projects

Secretary Margaret Spellings has voiced her concerns regarding the delayed reauthorization process for *No Child Left Behind* (NCLB). She believes that changes need to occur now to better enable states and districts to meet the NCLB goals. She is exercising the authority provided to her and is implementing additional flexibility through a multitude of pilot projects so that changes can occur while we wait for NCLB to officially be reauthorized.

**Teacher Quality Fund** – In June 2007, the U.S. Department of Education (USDE) released information on a \$99 million Teacher Incentive Fund. This fund supports grants and other activities that help selected schools and districts recognize and reward good teachers in high-poverty schools that do a great job for their students, schools, and nation.

Is North Dakota participating in this pilot? No

**Limited English Proficient (LEP) Partnership** – The LEP Partnership is a USDE initiative to improve assessments of English language proficiency, reading, and mathematics for LEP students. On December 17, 2007, a formal letter was sent by Deputy Secretary Simon inviting chief state school officers to undertake an independent and voluntary self-directed review of their state's English language proficiency standards and assessments using the Framework on High-Quality English Language Proficiency Standards and Assessments. This partnership provides technical assistance and support to states to develop models and options that: support improved accommodations for LEP students; develop high-quality native language assessments; develop valid, simplified forms of content assessment for LEP students; and explore dual assessment to measure reading content and English language proficiency.

Is North Dakota participating in this pilot? Yes

**Flexibility for Students with Disabilities** – On October 9, 2007 a press release by the USDE initiated a partnership with state special education programs. This partnership awarded more than \$14 million in grants to help states meet requirements for students with disabilities under NCLB and the Individuals with Disabilities Education Act (IDEA). The funds are used to develop: modified academic achievement standards; alternate academic achievement standards; state assessments based on modified or alternate academic achievement standards; clear and appropriate guidelines for Individualized Education Program (IEP) teams; and training on those guidelines for IEP teams.

Is North Dakota participating in this pilot? Yes

**Districts in Need of Improvement** – On July 26, 2006, Deputy Secretary Simon announced the expansion of two pilot projects designed to help struggling K-12 students. The first pilot project allows for districts in need of improvement to be providers of tutoring. The second pilot project will allow districts to offer tutoring ahead of schedule to students in schools in year one of program improvement status.

Is North Dakota participating in this pilot? No

**Growth Model** – On December 7, 2007, Secretary Spellings announced that the Department was accepting applications to implement growth model pilots. A growth model is a way for states that are raising achievement and following the bright-line principles of NCLB to strengthen accountability. Models must meet seven core principles. Currently nine states have approved growth model proposals: North Carolina, Tennessee, Delaware, Arkansas, Florida, Iowa, Ohio, Alaska, and Arizona.

Is North Dakota participating in this pilot? No. A letter of interest was submitted by North Dakota. The request was denied because our actual application was not submitted by the due date.

**Differentiated Consequences** – In March 2008, the USDE announced they would select up to ten states to implement differentiated accountability to allow states to distinguish between those schools in improvement that are just missing the mark by one indicator verses those that need significant reform. Participating states must commit to build their capacity for school reform; take the most significant actions for lowest-performing schools, including the addressing of teacher effectiveness; and use data to determine the method for differentiation and categories of intervention.

Is North Dakota Participating in this Pilot? Pending. North Dakota did submit an application to the USDE on May 5, 2008, to participate in the Differentiated Accountability Pilot Project. Our request is pending.

## New Proposed Title I Regulations

In April 2008, Secretary Margaret Spellings released a set of new proposed regulations for Title I to strengthen the provisions in the *No Child Left Behind* (NCLB) Act. These proposed regulations are now open for public comment for a 60-day period. It is unknown at this time when these proposed changes would go into effect; however, it could be as early as July of 2008. The changes basically fall into two categories: 1) Assessment and Accountability and 2) School Choice and Supplemental Services. Listed below is a summary of the proposed changes:

### Assessment and Accountability

#### ■ **Assessments and Multiple Measures**

Clarify that accountability may be based on multiple measures.

#### ■ **Strengthen State Assessment and Accountability Systems**

The formation of a National Technical Advisory Council (TAC), whose purpose is to advise the Secretary on state accountability plans.

#### ■ **Minimum Subgroup Size and Inclusion of Students in Accountability**

States would be required to explain in their state accountability workbooks how the minimum subgroup size and the inclusion of such components as confidence intervals and certain definitions provide statistically reliable information.

#### ■ **Inclusion of NAEP Data on State and Local Reports Cards**

States would be required to include the National Assessment of Educational Progress (NAEP) data on state and local report cards.

#### ■ **Graduation Rates Within NCLB**

The USDE proposes to require all states to adopt the National Governors Association definition of graduation rates for NCLB.

#### ■ **Including Individual Student Growth in AYP**

The expansion of the pilot program allowing the use of growth models in the determination of AYP to all states.

#### ■ **Same Subject-Same Subgroup Identification for Improvement**

Clarify that districts may not limit the identification of schools needing improvement to those that missed AYP because they did not meet AYP in the same subgroup for two consecutive years.

#### ■ **Restructuring**

The USDE proposes that restructuring plans must be more rigorous and comprehensive.

## School Choice and Supplemental Services

### ■ **Timely and Clear Notification to Parents**

Requires districts to provide timely notification to parents regarding their AYP results.

### ■ **Access to Information on District Implementation of Public School Choice and Supplemental Services**

Providing information on school choice and supplemental services on districts' websites.

### ■ **State Monitoring of Districts' Implementation of Supplemental Services**

Providing state monitoring procedures to the public.

### ■ **Supplemental Services Provider Approval Process**

Considering research-based evidence in selecting supplemental services providers.

### ■ **State Monitoring of Supplemental Services Provider Effectiveness**

Enhanced state monitoring of supplemental services provider effectiveness.

### ■ **Costs for Parent Outreach**

Allow the costs of providing outreach and assistance to parents on school choice and supplemental services as part of the 20% obligation for supplemental services.

### ■ **Use of Funds for Public School Choice and Supplemental Services**

Would mandate that additional requirements be met before districts could reallocate their school choice and supplemental services set-asides for other purposes.

## Title I Monitoring Concerns for the 2007-2008 School Year

Based on the school districts that were monitored in the 2007-2008 school year for Title I purposes, the following five issues surfaced as common areas out of compliance:

- **Title I Time/Effort Logs and Documentation of Time** – The federal law requires all employees, including teachers, paraprofessionals, and other staff that are paid with federal funds to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of the time and effort the individual has put forth for that federal program.

Districts that have fully funded federal personnel must also submit an assurance every six months (at a minimum) documenting that staff have worked solely for the one particular federal program. The individual and their supervisor must both sign the assurance.

- **Local Accounting Ledgers** – The Title I amounts on your local accounting ledger must match those on file as approved at the state Title I office. When you do an electronic budget revision on the STARS, you need to revise your local accounting ledger as well.

In reviewing the business manager's summary reports, quite often the amounts listed did not correspond with the amounts identified on the consolidated application or most recent budget revision.

- **Parents' Right to Know Clause** – Most schools monitored did disseminate information regarding the Parents' Right to Know clause; however, the notification to parents regarding their right to request information on teacher quality must be disseminated to them at the beginning of each school year. In addition, the information on the Parents' Right to Know clause must also provide a list of all aides/paraprofessionals serving students in the school district, whether they work in the Title I program or other areas of the district. The qualifications of these individuals must also be provided to parents upon request. Aide/paraprofessional staff members working in a program supported with Title I funds must be highly qualified. Additional guidance is available at [www.dpi.state.nd.us/title1/targeted/general/reauthoriz/prtkguidance.pdf](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/prtkguidance.pdf).

- **District/School Report Cards** – All public school districts must inform parents and community members of the district/school report cards (on the department's website, it is called the "School Plant Profile") and provide an opportunity for individuals to review these reports. The Department of Public Instruction has prepared report cards on the academic achievement of students at the state, district, and school building level for parents and the public.

Most submissions included an explanation of the AYP reports for the submission of district/school report cards. There is still confusion regarding the fact that these are two different documents. The report cards are available and posted on the department's website at [www.dpi.state.nd.us](http://www.dpi.state.nd.us). On the left side of the screen, click on "Resources," then click on "School District Profile." A sample letter of information to send home to parents can be found on the Title I website at [www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm). From here, click on "Sample District Level Notification," scroll down and click on "Sample Letter to Parents – Notification of School District Profile."

- **Contracts** – Object code 300 in the fiscal accounting process is labeled as Purchased Professional and Technical Services. If funds are being used to purchase a service and will be listed in object code 300, the school district must have a contract with the vendor. The contract should, at a minimum, include:
  - A. Scope of services,
  - B. Duration of the contract,
  - C. Method and amount of payment, and
  - D. Be executed by both parties.

If you are paying a vendor with federal funds, it is crucial to have a contract or agreement with that vendor which shows exactly how the funds will be used in order to demonstrate that the services are appropriate for the program. A document that sets forth the specific goods and services being purchased with your federal funds proves to auditors and the U.S. Department of Education your intentions for spending federal funds.

### **2008-2009 Monitoring**

The list of districts that will be monitored in the 2008-2009 school year will be included in the fall Title I mailing and will be posted on our website in September 2008.

# North Dakota Department of Public Instruction

## TITLE I FAST FACT SERIES

### Issue: Documenting Time if Paid with Title I Funds

**Why is time and effort documentation required?**

The federal law requires all employees, including teachers, paraprofessionals, and other staff, that are paid with federal funds to document the time and effort they spend within that program. The portion of the federally paid salary should be reflective of the time and effort the individual has put forth for that federal program. For instance, if a Title I teacher spends 100% of his/her time working with Title I students and on Title I responsibilities, then 100% of his/her salary is to be paid with Title I funds. On the other hand, if an individual is working as a principal 50% of the time and 50% as the coordinator for the Title I program, only 50% of his/her salary is paid from Title I. The remaining 50% would be paid from district funding. The purpose of documenting time and effort is to ensure that a district does not use federal funds to compensate an employee for time spent on any other program.

**When is time and effort documentation required?**

All individuals being paid with federal funds must document their time and effort, no matter the percentage of time they are paid or if they are working in a Title I targeted assistance or schoolwide program. An employee dedicating 5% of his/her time to a federal program must document time and effort just as an individual employed 100% to a federal program would have to document time and effort. The difference is the type of documentation that each employee is responsible to complete.

**What type of documentation is required?**

- *Permanent Schedule* – A permanent schedule is most often used for teachers or individuals who are being paid with federal funds and hold a fixed schedule every day of the week. For instance, a Title I teacher’s schedule could document that he/she is being paid 100% with federal funds and 100% of his/her day is dedicated to Title I programming. A teacher who was 50% Title I and 50% reading coach could also use this method if his/her schedule was consistent, day after day. Permanent schedules should be on file and updated throughout the school year.
- *Periodic Certification* – Districts who have full-funded federal personnel or those that are partially funded with federal funds must have individuals submit an assurance every six months (at a minimum) documenting that the amount of time they worked for each particular federal program. This certification should also include documentation of time spent on the federal program (such as a copy of daily planner, schedules, time sheets, daily logs). A sample assurance could state, “From January 1, 2007 to June 30, 2007, Jane Doe spent 100% of her time on Title I Part A instructional activities as evidenced by the enclosed schedule.” – Signed by employee and supervisor.
- *Daily Log* – Individuals who work less than 100% for a particular federal program and whose schedule changes from day to day have the option of logging their time spent in the federal program each day. For instance, a principal who is paid 75% from the district for principal duties and 25% from Title I to coordinate the district’s Title I program could keep a daily log of the time spent on principal duties versus Title I coordinator duties. An individual in this situation does not hold a fixed schedule as principal duties are irregular and cannot be scheduled. Daily logs must be signed by the employee and their supervisor.
- *Monthly/Quarterly Certification* – Individuals who are funded from multiple funding sources can document their time and effort through monthly or quarterly documentation. For this method, an assurance including time documentation would be submitted monthly or quarterly, as appropriate. A sample monthly assurance could state, “For the month of October 2007, Jane Doe spent 50% of her time on Title I Part A instructional activities and 50% on general fund instructional activities as evidenced by the enclosed schedule.” – Signed by employee and supervisor.

**Which type of documentation pertains to my position?**

The type of documentation you will be responsible for depends on the type of position held. Use the chart below to determine the best form of documentation for your position.

Position	Permanent Schedule	Periodic Certification	Daily Log	Monthly/Quarterly Certification
Title I Teacher (fixed schedule)	✓	✓		
Title I Teacher (variable schedule)			✓	✓
Data Coordinator			✓	✓
School Improvement/Schoolwide Coordinator			✓	✓
Reading/Math Coach (fixed schedule)	✓	✓		
Reading/Math Coach (variable schedule)			✓	✓
Class-size Reduction Teacher (fixed schedule)	✓	✓		
Preschool Teacher (fixed schedule)	✓	✓		
Title I Coordinator			✓	✓
Aides/Paraprofessionals (fixed schedule)	✓	✓		
Aides/Paraprofessionals (variable schedule)			✓	✓

**Who is responsible?**

The district is ultimately responsible for ensuring that staff maintain their time and effort documentation; however, documentation records should be signed by the employee and supervisor evidencing first-hand knowledge of the work performed under the federal program.

**What are the repercussions if employees do not document their time and effort?**

When districts are monitored, federally paid employees will be asked to submit documentation of their time and effort. If no documentation or inadequate information is provided, the district will be cited as being out of compliance. During recent U.S. Department of Education (USDE) monitoring of states and school districts, more extreme action has been taken. The USDE and state auditors have required districts across the nation to reimburse the federal government for paying salaries without adequate time and effort justification.

**Does this just pertain to Title I programming?**

This requirement pertains to all federal programs, not just Title I. Districts that receive other federal funds, such as Reading First, Migrant, Homeless, Neglected and Delinquent, Title II A, Title II D, Title III, Title IV A, Title V, Coordinated School Health, etc., must also ensure their employees are documenting their time and effort.

**What if there are differences?**

If there are differences in the amount of time that an individual is reporting and what is actually being paid, adjustments must be made in the payroll to accurately reflect the time and effort spent on a particular federal program.

If you have additional questions regarding this issue, please contact:

Laurie Matzke  
 Department of Public Instruction  
 600 E. Boulevard Ave., Dept 201  
 Bismarck, ND 58505-0440

Telephone: (701) 328-2284  
 Fax: (701) 328-4770  
 Email: [lmatzke@nd.gov](mailto:lmatzke@nd.gov)  
 Website: [www.dpi.state.nd.us/title1/index.shtml](http://www.dpi.state.nd.us/title1/index.shtml)

**North Dakota Department of Public Instruction  
Dr. Wayne G. Sanstead, State Superintendent  
600 E. Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440**

**Template for Assurance of Time**

From \_\_\_\_\_ to \_\_\_\_\_, \_\_\_\_\_  
(Start Date) (End Date) (Employee Name)

spent \_\_\_\_\_ of her time on Title I, Part A instructional activities as evidenced  
(FTE)

by the enclosed schedule.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

North Dakota Department of Public Instruction  
State Title I Office

# Parents' Right To Know Clause Guidance

School districts are required to notify parents of ALL children in ALL Title I schools that they have the right to request and receive timely information on the professional qualifications of the teaching staff within the building. This requirement applies to all children in the school—whether or not they receive Title I services—and all Title I schools, both targeted assistance and schoolwide.

When a parent requests information on professional qualifications, schools and districts must, at a minimum, report the following:

- a. The education level and subject area of the teacher's college degree major and any graduate degree or certificate held;
- b. Whether or not the teacher is teaching under an emergency status;
- c. Whether or not the teacher has met North Dakota's licensing requirements for the grade level(s) and core academic subject(s) they teach;
- d. Whether or not the school's paraprofessionals meet the NCLB requirements.

The notification must take place at the beginning of each school year.

In addition, if at any time during the school year a child is assigned, or taught by, a teacher who is not highly qualified for four or more consecutive weeks, the parents must be notified.

*The following paragraph is sample language of how a school can meet the requirement for the Parents' Right to Know Clause. This information could appear in the school's parent handbook or be included as part of a school newsletter.*

Through federal education law, parents have the right to request information on the professional qualifications of the teachers and paraprofessionals at our school. If you are interested in learning this information, please contact the school administration office at (701) 111-1111. Upon this request, you will receive a detailed explanation of the licensing, education, and experience of each of our teachers. You will also receive information regarding the names and qualifications of the paraprofessionals at our school(s).





## Miscellaneous Title I Issues

### ■ **Parental Involvement Project**

The state Title I office, in collaboration with the North Dakota Parental Information Resource Center (NDPIRC), is sponsoring a parental involvement project. The goal of the project is to create a parental involvement toolkit for every Title I building in North Dakota. These toolkits will be distributed at the 2008 Title I Fall Conference.

### ■ **Upcoming Title I-Related Events**

- NDCEL Response to Intervention Presentation – June 18-20, 2008
- 2008 Reading Summer Symposium – June 19-20, 2008 and June 23-26, 2008
- Title I Fall Conference – October 8-10, 2008

### ■ **Reallocated Funds**

The interest in applying for Title I reallocated funds has increased considerably in the past few years. As a reminder, do not count on these funds when completing your consolidated application. We will not know the available amount of reallocated funds until August, when all of the 2007-2008 final financial reports have been processed. Expenses built into a district consolidated application or district budget can not be requested through reallocated funds (i.e., teachers under contract).

### ■ **Fall Title I Mailing**

Each fall, the state Title I office sends correspondence to all Title I authorized representatives and teachers. This packet of information will include registration information for the 2008 Title I Fall Conference, application information on reallocated funds, information on new resources generated over the summer, the list of districts to be monitored during the 2008-2009 school year, and much more.

### ■ **Title I Coordinator Credentials**

Participants of today's IVN training who signed the attendance sheet and hold a Title I coordinator credential will receive within the next two weeks a certificate in the mail which can be used to renew your Title I coordinator credential.

### ■ **Title I Newsletter**

The state Title I office generates a monthly Title I newsletter which contains pertinent information for Title I personnel. It is important for staff to read the newsletter each month to stay up-to-date on Title I issues and events. Go to [www.dpi.state.nd.us/title1/nwsltrs/index.shtm](http://www.dpi.state.nd.us/title1/nwsltrs/index.shtm) on the Title I website to view the newsletters.

### ■ **IVN Handouts**

The entire packet of handouts for this IVN training will be available under "Presentations" at [www.dpi.state.nd.us/title1/present.shtm](http://www.dpi.state.nd.us/title1/present.shtm) on the Title I website.

# North Dakota Department of Public Instruction

## School Administrator - Title I Responsibilities

### What Do I Need to Do?

#### Spring/Summer

- Work with your Title I teacher(s) to ensure that the Title I Personnel Report (SFN 7357) is submitted to the state Title I office – **Due May**.
- Submit the Title I Final Financial Report (SFN 7822) to the state Title I office – **Due June/July**.
- Submit the Consolidated Application for federal Title programs – **Due August 29, 2008**.  
Make sure to get board approval as documented in board minutes before submitting it to the department.
- Assure that all newly hired aides/paraprofessionals (working in a program supported with Title I funds) meet the requirements for aides/paraprofessionals.
- Assure that all newly hired Title I teachers and other personnel paid with Title I funds meet both the Title I credential requirements and the highly qualified provision, as applicable.



#### Fall

- Disseminate the official 2007-2008 school and district adequate yearly progress reports and written correspondence to your parents and community. Sample letters are available on the DPI Title I website – **Due Mid August**.
- Disseminate Parents' Right to Know information to all parents. Have information compiled in preparation of parents requesting to see the information – **Due August/September**.
- Submit Request for Funds form (SFN 14660) to the state Title I office on a monthly or quarterly basis to receive reimbursement for Title I expenditures – **Due monthly or quarterly**.

#### Winter

- Disseminate information on the school and district report cards (profiles) to parents and community – **Due December**.
- Submit Mid-Year Title I Financial Report (SFN 7822) documenting all expenditures through December 31 – **Due January**.
- Monitor expenditures and submit a budget revision to allow for changes that arise during the school year – **Submit as changes are needed to the Title I budget**.