



North Dakota Department of Public Instruction
Title I and Special Education

TEAM NEWS

(Together Everyone Achieves More)

July 2011

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

In this issue...

- Still No AYP Release
- Gearing up for Kindergarten Program
- Directors' Reports
- New Title I Teacher Training
- Training for Administrators
- Final Allocations Posted
- State Superintendent Approves New State Content Standards for English Language Arts and Mathematics, Based on National Common Core State Standards
- North Dakota Title I School Improvement Grant (SIG) Approved
- Consolidated Application Resources
- Requirements for Hiring a Title I Teacher
- Monthly Featured Articles
 - ✦ Yet More Evidence: Time to Beef up Math and Science in Pre-K
 - ✦ The Title I and 21st Century Community Learning Centers Connection
- IDEA Update
- Upcoming Events
- Title I To Do List
- Title I and Special Education Staff



Still No AYP Release!

Unfortunately, the release of the final 2010-2011 AYP reports is still pending due to the amendment to our State Accountability Workbook that the North Dakota Department of Public Instruction (NDDPI) requested in December 2010. To summarize, the amendment basically requests that North Dakota be allowed to reset the incremental movement upwards on the timeline for the remaining four years. This approval would have effectively lessened the prospects of inordinately higher AYP identifications. As you know, the USDE did not approve our request.

This delay in officially releasing the AYP data is obviously very frustrating for everyone. However, legally we cannot publicly release final AYP data until we receive a written response from the USDE.

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

Gearing Up for Kindergarten Program

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

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

On June 15, 2011, the NDSU Extension Service disseminated application information for schools interested in providing a Gearing Up for Kindergarten Program for the 2011-2012 school year. The NDSU Extension Service has also scheduled two trainings to provide additional information on the Gearing Up for Kindergarten Program. The first training is scheduled for August 16, 2011 in Mandan, ND and the second training is scheduled for August 19, 2011 in Fargo, ND. For more information, visit www.ag.ndsu.edu/gearupkindergarten.

Directors' Reports

National Association of State Title I Directors

By: Laurie Matzke, North Dakota Director of Title I

There is a national organization established to allow state Title I directors an opportunity to discuss educational issues amongst themselves, as well as with the United States Department of Education (USDE) personnel. This organization, called NASTID (National Association of State Title I Directors), meets twice a year. It convenes at the National Title I Conference in January or February and again in the summer. These meetings provide an excellent opportunity for state directors to get current information on issues pertaining to Title I and NCLB. The Annual Title I Summer Meeting with USDE staff is being held August 2-5, 2011. We anticipate receiving updates on the following issues:

- Federal Funding for 2012-2013

In a typical year, the appropriation for the subsequent school year is passed in December. Congress has been working on the 2012-2013 appropriation. Therefore, I hope to receive more information on the funding levels for federal programming for the 2012-2013 school year. We are anticipating further cuts to federal funding.

- State Monitoring of NCLB

Updates will be provided on the USDE monitoring of states for compliance with NCLB regulations. We usually receive a report on the past year's monitoring visits, which includes a summary of common items found out of compliance across the nation. North Dakota is currently scheduled to be monitored in May 2012.

- 2011 National Title I Conference

The 2012 National Title I Conference will be held in Seattle, Washington from January 21–24, 2012, so I expect to receive updates on this event.

- USDE Title I Director

The position of federal Title I director at the USDE has been vacant for the past year. The search for a new director was recently reopened nationwide.

- School Improvement (SIG)

North Dakota just recently received approval on our 2010 School Improvement Grant. We hope to receive updates on the process for applying for our 2011 SIG funds.

- Waiver Update

Over the past month, various national organizations have vocally called upon Secretary Duncan to freeze the requirements under NCLB until reauthorization occurs. In June 2011, Secretary Duncan stated that the USDE is working on a backup plan in the event Congress does not reauthorize ESEA this fall. Secretary Duncan indicated that he is contemplating the option of providing states with relief from key school accountability provisions in law in exchange for commitment to reform. The relief is not an automatic for all states, rather, only those that meet specific criteria. The relief would likely come in the form of a state waiver. We hoping to get more details on this proposed waiver process.



The North Dakota State Special Education Performance Plan

By: Alison Dollar, North Dakota Director of Special Education

Every year the NDDPI Special Education Office is required to submit an Annual Performance Report to the U.S. Department of Education, Office of Special Education Programs (OSEP). This Annual Performance Report is based on the ND Special Education State Performance Plan.

The North Dakota State Special Education Performance Plan (SPP) is our six-year plan for improving the educational results for all children with disabilities. There are 20 indicators and each indicator detailed in the State Performance Plan contains information such as details of baseline data, the measurable and rigorous annual targets, and improvement activities. All of this information is submitted to OSEP in report form.

Once submitted, the OSEP reviews the reports and categorizes each state in a specific level based on the amount of assistance required to achieve targets. The categories include: *Meets Requirements*, *Needs Assistance*, *Needs Intervention*, and *Needs Substantial Assistance*. This year, based on the results of the Annual State Performance Plan, North Dakota was found to be in the *Needs Assistance* category. This category means that we have two years to improve the area of need. North Dakota has met requirements for the last two years, and based on the targets and services offered, North Dakota continues to meet special education requirements. North Dakota was placed in the *Needs Assistance* category because the general supervision narrative of the APR failed to clearly describe our review of current data when monitoring correction of noncompliance. This is an error easily corrected and does not reflect on the services offered.

We respect the work that you do for and with children with disabilities. We have no doubt that next year North Dakota will once again be in the *Meets Requirement* category.

New Title I Teacher Training

The NDDPI office is once again planning a New Title I Teacher Training. The training will be held the end of August 2011. More information will be forthcoming on the specific date and location.

This training will go over the rules, regulations, policies, forms, etc., pertaining to the Title I program and answer any questions your new Title I teachers might have. Paula Rogers, a Title I teacher from the Langdon Area School District, has graciously agreed to facilitate this session.

There is no fee to attend this training and travel expenses can be reimbursed using your local Title I funds.

If you would like more information regarding this training, contact Laurie Matzke at lmatzke@nd.gov or (701) 328-2284.



Training for Administrators

It appears as though there are many new superintendents and principals being hired in schools and districts across the state for the 2011-2012 school year.

The Department of Public Instruction is hosting their annual New Administrators' Conference on August 4 and 5, 2011. At this conference, the state Title I office will be conducting a breakout session specifically for new superintendents, principals, and coordinators who work with the Title I program. We will forward specific information on the time, date, and location when this information becomes available.

Final Allocations Posted

The Department of Public Instruction has received final Title I allocation amounts from the U.S. Department of Education for the 2011-2012 school year. School district allocations have been recalculated for all of the Title I programs. Final allocations are posted on the department's website at www.dpi.state.nd.us/grants/NCLB.shtm. Stephanie Gullickson, grants manager, distributed an email to administrators announcing that final allocations have been posted.

The consolidated application on the STARS has been automatically updated to reflect the final allocation amounts. Districts must review their consolidated application and ensure that their budgets do not exceed the district's final allocation.

State Superintendent Approves New State Content Standards for English Language Arts and Mathematics, Based on the National Common Core State Standards

Dr. Wayne G. Sanstead, State Superintendent, has approved new state content standards in English language arts and mathematics, which are based on the National Common Core State Standards that were released in June 2010. These new content standards will become effective July 1, 2013, after which all local school districts and the state's assessment system must be fully aligned to these new standards.

The state's new English language arts content standards can be accessed at the following website: www.dpi.state.nd.us/standard/content_standards_ela.shtm. The state's new mathematics content standards can be accessed at the following website: www.dpi.state.nd.us/standard/content_standards_math.shtm. This approval of both content standards documents completes a development and review process that spans approximately two years.



North Dakota Title I School Improvement Grant (SIG) Approved

The North Dakota Department of Public Instruction received official notice from the U.S. Department of Education (USDE) on June 20, 2011 that our Title I School Improvement Grant (SIG) has been approved.

The additional funds that schools identified for Title I program improvement will receive through the SIG is critical to helping them meet their program improvement goals and, ultimately, in raising student achievement.

Consolidated Application Resources

If you are a Title I authorized representative, coordinator, or business manager and were not able to attend the WebEx Training session held on May 18, 2011, it is imperative that you review the new information shared and contact the state Title I office if you have questions, as this training focused on the application process and additional important updates. The recorded WebEx training can be accessed at www.dpi.state.nd.us/title1/ccoverview.shtm. The updates include:

- Updated Consolidated Application Guidance
- Close Out Process for ARRA
- Updated Guidance (preschool programming/student performance strategist)
- Title I Monitoring Issues

Requirements for Hiring a Title I Teacher

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

The requirements for a teacher to teach Title I reading in grades K-6 are as follows:

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

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

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



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

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

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

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

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

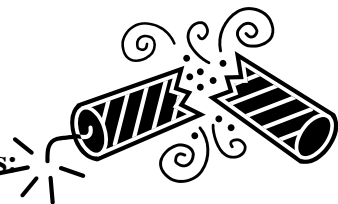
1. Hold a valid North Dakota educator's professional license.
2. **Have a bachelor's degree or endorsement in secondary education as prescribed by the education standards and practices board.**
3. **Hold a college-granted major or major equivalent in English, social studies, or science.**
4. Complete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

The requirements for a Title I secondary math credential in grades 7-12 are as follows:

Hold a valid North Dakota educator's professional license.

1. Have a **major in math at the secondary level.**

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



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

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

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

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

Monthly Featured Articles

Yet More Evidence: Time to Beef Up Math and Science in Pre-K

Let's face it: math and science are about more than counting and recognizing shapes, even for 3- and 4-year-olds! The pre-K crowd is curious about exploring everyday math and science and comes to preschool armed with basic concepts. Young children create patterns with different colored materials and build towers with blocks, noting that one tower is taller than the other. They question where puppies come from and observe that people have different color eyes and come up with explanations for the difference. These early explorations and engagement in associated thinking processes serve as foundations for learning as children continue toward more formal understandings.

Yet opportunities for young children to learn math are often limited to memorizing the number words in sequence up to 20 and counting objects. Some teachers also encourage children to identify patterns or basic shapes in the environment, such as squares and circles. Similarly, opportunities to explore science concepts are provided occasionally, but are rarely available on a daily basis or integrated into daily activities.

Evidence continues to mount; however, this is not enough to help children learn the skills that will serve them best in elementary school and beyond. Most recently, it comes by way of the new report from the National Assessment of Education Progress showing that the nation's fourth grade math scores have remained essentially unchanged since 2007.

This reinforces the need for policymakers to heed what NIEER recommends in its March 2009 brief *Mathematics and Science in Preschool: Policies and Practice* and to spend quality time becoming familiar with the National Research Council's comprehensive July 2009 report *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*.

The NRC report points to the emphasis placed on literacy in recent years and research showing that pre-K teachers are less comfortable teaching math and science as factors contributing to the lag in support for math. Whatever the case, there is a growing sense that American children should be better grounded in these critical domains. One reason is the poor performance American high school students perennially turn in on math and science tests relative to their peers in most developed countries. Another is research pointing to the larger role played by early math skills in later school success than previously thought.

An analysis of six long-term studies by Northwestern University's Greg Duncan and colleagues found early math knowledge to be the most powerful predictor of later learning. In fact, early math was a more powerful predictor of later reading achievement than early reading was of later math achievement.

While interpretations of these findings continue to be debated, few argue that concentrating more on math and science in pre-K is needed. It's one thing; however, to be aware that math and science should rate a higher priority and quite another to effectively capitalize on children's innate interest in these areas of learning with appropriate teaching strategies and teacher support.

Preschool presents an ideal opportunity not only to expand children's education in math and science, but also to engage them in ways that foster a lifelong enjoyment of these areas of learning. Children are primed to learn math before they arrive in pre-K. Research from Rochel Gelman at Rutgers University and many others shows that young children are able to develop number knowledge even before they know the words (one, two, three) that correspond with the numbers. Research demonstrates that children spend much of their day engaged in activities that support mathematical thinking. Views that young children are "empty vessels" when it comes to early math and science are outdated and no longer supported by research.

Kimberly Brenneman, assistant research professor at NIEER and co-author of NIEER's math and science policy brief, says, "Given the opportunity, preschoolers will use math and science-related thinking to solve problems even though they may not be aware they are doing so." She says high-quality pre-K classrooms support math and science by providing experiences that encourage numerical reasoning and lead to investigations of objects by considering their sizes, quantities, measurements, spatial relationships, and various other aspects. Children engage in explorations of science ideas and content, and skilled teachers interact with them in intentional ways to help them extend their knowledge and reasoning.

The NRC report also underscores the importance of intentional teaching in which a teacher adapts instruction to different learning contexts that include group instruction and child-initiated play. They say too many pre-K classrooms limit math instruction to rote number knowledge and counting, and very little time is spent even on that poor instruction. Studies have shown anywhere from 8 to 15 percent of the instructional day is spent on math or science, which is much less than the time spent teaching language and reading.

NIEER research project coordinator Judi Stevenson-Boyd, also a co-author of NIEER's math and science brief, says much remains to be done to strengthen teacher preparation programs before this will be remedied. Currently, even four-year degree programs in early childhood education rarely include coursework in early childhood math or science. Once teachers are in the classroom, access to professional development that supports quality instruction in these domains is often limited. "What's needed most urgently in this field is more comprehensive instruction and support for both pre-service teachers and those already in the classroom," she says.

Stevenson-Boyd and others at NIEER are working on a professional development initiative aimed at increasing teacher knowledge of and appreciation for preschool math and science to improve learning environments and teaching practices, and increase confidence with teaching math and science. Key components of the effort will be describing trajectories of development, providing examples of how children reason in these domains, and allowing teachers to analyze and discuss video of children's thinking and high-quality teacher-child interactions.

NIEER has also designed the Preschool Rating Instrument for Science and Mathematics (PRISM), a classroom observation tool that measures the quality of math and science materials and teaching interactions. The PRISM is used to assess the strengths and weaknesses of a program and to indicate areas for improvement. A related self-assessment is designed to help educators assess and improve their own teaching practices by increasing their focus on the specific ways their students reason about mathematics and science.

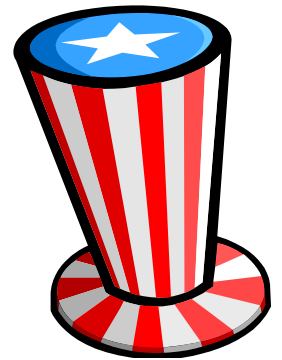
The question is no longer *whether* children should be taught math and science in preschool. Research has established mathematics and science as essential components of a comprehensive, high-quality early education program.

Evidence is accruing that early success in mathematics contributes to later positive learning outcomes. This means we can no longer accept mediocre professional training and preparation and lackluster classroom and teaching supports for educators of young children. Teachers need to be prepared by their professional training to better understand children's mathematical development and competence and to learn best methods for encouraging and extending children's learning. If we want to get good news from future NAEP reports, the place to start is the preschool classroom.

National Research Council Recommendations

The National Research Council report, *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*, makes the following nine recommendations:

1. A coordinated national early childhood mathematics initiative should be put in place to improve math teaching and learning for all children ages 3 to 6.
2. Math experiences in early childhood settings should concentrate on a) number (which includes numerical operations and relations) and b) geometry, spatial relations, and measurement with more math learning time devoted to number than to other topics.
3. All early childhood programs should provide high-quality math curricula and instruction.
4. States should develop or revise their early childhood learning standards or guidelines to reflect the teaching-learning paths described in the report.
5. Curriculum developers and publishers should base their materials on the principles and teaching-learning paths described in the report.
6. An essential component of a coordinated national early childhood math initiative is the provision of professional development to early childhood teachers.
7. Coursework and practicum requirements for early childhood educators should be changed to reflect an increased emphasis on children's math.
8. Early childhood education partnerships should be formed between family and community programs so that they are equipped to work together in promoting children's math.
9. More informal programming, curricular resources, software and other media should be developed to use in supporting young children's math learning in such settings as homes, community centers, libraries, and museums.



The Title I and 21st Century Community Learning Centers Connection

Title I and 21st Century Community Learning Centers (CCLC) programs use funding to support enrichment programs after school and during the summer. The 21st CCLC summer programs offer:

- Core curriculum activities based on state standards
- Tutoring services
- Adult education
- Healthy lifestyle information



All activities are designed to strengthen student achievement in the classroom setting. The 21st CCLC programs do not offer supplemental programs, but additional programs. Since the activities are based on state standards, the 21st CCLC can be a valuable resource to Title I programming as well as Title I programs being a great resource for the 21st CCLC program.

The agenda and goal of each program is the same, **student achievement**. Get to know the programs offered by your school. Don't be afraid to network and branch out. If the goals are the same, we need to use all the resources made available to us. 21st CCLC hosts a seminar in August and co-sponsors another with Title I and Special Education in October. You are invited to attend both and, if you are already attending the October conference, take in a 21st CCLC sponsored speaker or breakout session.

The NDDP has a dedicated 21st CCLC website, which can be accessed at www.dpi.state.nd.us/21stCent/index.shtm. There are numerous resources available on the website including ND 21st CCLC guidance, a quarterly newsletter, and a program description.

IDEA Update

August and the beginning of another school year are rapidly approaching. This summer spurred on by my work with the State Literacy team, I spent much of the summer reading research articles and books related to struggling readers. I began my reading with *Overcoming Dyslexia*, by Dr. Sally Shaywitz, a book highly recommended by the most accomplished reading teacher I know. Shaywitz's book had a personal as well as professional relevance to me. The book begins with some historical information on how the diagnosis developed, moves to a neurological description of the early signs of dyslexia, and the diagnostic process. Shaywitz addresses the key elements of reading instruction that must be emphasized when teaching students with dyslexia. A new understanding that I gleaned from this book was that many of the successful individuals with dyslexia who eventually overcame their decoding difficulties did so by narrowly focusing their reading in an area of interest. This type of reading offered them the multiple exposures to a selected vocabulary that allowed them to develop the automaticity needed for fluency and comprehension.

With this new understanding, I embarked on reading Donalyn Miller's *The Book Whisperer*, a book recommended by one of my colleagues on the state team. Her book and two articles in March's *Education Leadership*, Roger Allington's "What At-Risk Readers Need," and Barry Gilmore's "Worthy Texts: Who Decides?," reinforced my belief that choice, early intervention, and providing students with-in class high success reading time will do more to increase struggling readers' reading skills than any computer-based reading program.

A serendipitous event, the arrival of a sample magazine, *Better Evidence-based Education*, published by Johns Hopkins University, led me to research that school improvement teams should consider during their discussions of how to improve reading skills. The website, www.bestevidnence.org, associated with the magazine led to their Best Evidence Encyclopedia. Under the Reading heading, a link to Struggling Readers led to a meta-analysis of effective programs for struggling readers (K-5) conducted by Robert Slavin. The two important findings of this meta-analysis which school improvement teams should consider when selecting improvement strategies are: 1) Computer based reading programs "had few effects on reading" (p.3); 2) improving classroom instruction should be the priority. I will continue my journey through this topic next month.

Upcoming Events

New Administrators' Conference

August 4-5, 2011

Specific information on the time, date, and location will be provided at a future date.

New Teachers Training

To be held in Bismarck, ND. Date and location to be determined.

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

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

More information will be posted as details are available.

2012 National Title I Conference: Soaring to Excellence

January 21-24, 2012 in Seattle, WA

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

NCTM 2012 Annual Meeting

April 25-28, 2012 in Philadelphia, PA

More information to come.

IRA 57th Annual Convention

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

More information to come.



Title I To Do List

Administrators

- Submit the Title I ARRA Budget Revisions
- Submit Title I Regular Final Financial Report and Final Request for Funds
- Submit Title I ARRA Final Financial Report and Final Request for Funds
- Submit the Title I Regular Consolidated Application
- Prepare AYP Dissemination Letter

Schoolwide

- Register for Upcoming Trainings

Enjoy the Rest of Your Summer!

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

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