



# The Communicator

## Title Programs & Services E-Newsletter

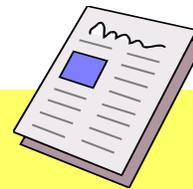
**Issue 6**

**January, 2009**

### Purpose of “The Communicator”

The Communicator is a monthly e-newsletter produced by the Title Programs and Services Team at the Kansas State Department of Education. The purpose of the e-newsletter is to provide information regarding: the implementation of No Child Left Behind in Kansas, Local Consolidated Programs, Service Learning, AmeriCorps and upcoming deadlines and events. Schools and districts will be notified of the e-newsletter around the first of the month and it will be posted on the Title Programs and Services website.

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### KIDS Collection for ELL Counts and Title III Allocations

Every district with English Language Learners (ELL) and/or immigrant students should submit their data on these students via the KIDS system by January 12, 2009 to KSDE. This data is part of the TITL collection; the “funding” school submits the records. This information is used in calculating 2009-2010 Title III allocations. Please work closely with the district’s KIDS contact to ensure that all ELLs and immigrants in the district from the beginning of school through December 1, 2008 are included in the data submission. Information on the TITL collection is posted on the KIDS website at <http://kids.ksde.org>. Questions on the TITL collection may be directed to [kids@ksde.org](mailto:kids@ksde.org) or the KSDE Help Desk at 785-296-7935. Contact Melanie at [mmanares@ksde.org](mailto:mmanares@ksde.org) or 785-296-7929 for questions regarding ELLs and immigrants or Title III.

### Kansas Learning Network Update



This year, Kansas State Department of Education (KSDE) along with five school districts (Kansas City, Turner, Topeka, Garden City, and Wichita) have formed the Kansas Learning Network. This work is being facilitated by Cross & Jofthus and all are collaboratively looking at ways to improve schools, districts and the Kansas State Department of Education.

KSDE employees, along with other Kansas Learning Network members, have served on appraisal teams in these five districts. In this process they have looked at **leadership; culture; professional development and human resources; and improving academic achievement.** At KSDE the work environment is a little different than a school district. In January, members from the five districts and Cross & Jofthus staff will address the four areas above in a KSDE appraisal, but there will be improvement questions geared around a state agency focus. Technical assistance on the areas needing improvement are planned for spring and summer by outside sources as part of the process for both the districts and the agency.

The KSDE appraisal will be in January and will have three parts:

1. In late December or early January every employee will receive an electronic survey.
2. On January 15 and January 16 individuals at KSDE will be interviewed or asked to be part of a focus group as part of the agency appraisal.
3. On January 15 and January 16, a group of superintendents and/or their designees will be visiting and advocating for education in Kansas with legislators and other stakeholders.

Then an agency improvement plan will be developed in the spring.



## “Supplement not Supplant” - Use of Title III Funds

The US Department of Education recently released guidance on the issue of non-supplanting of Title III funds. Title III funds are to be used as supplemental funds to all local, State and other Federal funds. Therefore, Title III funds may not be used to pay for activities or services that, without the funds, would be paid for with local, State or other Federal funds. The following reminders were issued in October 2008.

1. Language Instruction Core language instruction to English Language Learners is a requirement under Federal law. Therefore, use of Title III funds to provide core language instruction, including salaries for teachers providing core language instruction, would violate supplement not supplant.
2. Reducing State and local funding based on Title III funding Reducing State and local funds due to receipt of Title III funds is a violation of non-supplanting. In general, using Title III funds to pay for services that in years past were paid with State, local or other Federal funds is presumed to be a violation of supplementing not supplanting.
3. Administration of the Kansas English Language Proficiency Assessment (KELPA) In general, Title III funds may not be used to pay for the cost of administering the ELP assessment (substitute teachers, scoring and reporting, training, etc) because Title I already requires an ELP assessment.
4. Identifying ELLs as eligible for services Title III funds may not be used to screen or place students in language education services as States and LEAs are required to do so regardless of receiving Title III or other Federal funding. This is based on Federal Civil Rights law and on the Supreme Court case Lau v Nichols.

The full guidance and letter from the US Department of Education is posted on the KSDE ESOL web page at <http://www.ksde.org/Default.aspx?tabid=350> under “Directors meeting December 3, 2008”.

## 2009 Kansas English Language Proficiency Assessment (KELPA)

Speaking in complete sentences, improving writing using a rubric (six-traits), and checking answers before finishing a test – what do these practices have in common? They represent classroom habits that improve student performance on the KELPA. Yes, it will soon be KELPA time again. The KELPA test window is February 6 to May 1, 2009. This is a reminder that every English Language Learner must be tested whether or not districts receive any state or federal funds to support ESOL services.

The appropriate form of KELPA is automatically sent to each district if data has been entered into KIDS using the TEST collection. By January 8, make sure all English Language Learner (ELL) students are identified in Field D42 or D43 and that KELPA has been requested in Field D82. If there are new ELLs after January 8, contact [cete@ku.edu](mailto:cete@ku.edu) to request additional copies.

Complete instructions will be mailed with the Test Examiner’s Manuals. In addition, a KELPA handbook will be published by January 8 on the ESOL Assessments page of the KSDE web site:

<http://www.ksde.org/Default.aspx?tabid=2450>. Self training required to administer the test is located at <http://title3.greenbush.us/kelpod/>. Call Phyllis Farrar (785-296-1891) or Melanie Manares (785-296-7929) if you have any questions.

## When is a student an English Language Learner (ELL)?

Eligibility for English language assistance is determined based on the Home Language Survey and an English language proficiency assessment. The Home Language Survey is given to all students in the district regardless of ethnic background, surname, length of time living in Kansas, or language spoken. A sample is posted at <http://www.ksde.org/Default.aspx?tabid=359> in seven languages. If a language other than English is indicated on the school’s Home Language Survey, the student is given an English language proficiency assessment. The Kansas State Department of Education (KSDE) approved proficiency assessments are the IPT (Pre-IPT), LAS (Pre-LAS), LPTS, KELPA, and KELPA-P. A student who scores less than fluent on any of the domains on one of these assessments is eligible for English to Speakers of Other Languages (ESOL) services. Schools are required, based on Federal Civil Rights law and on Supreme Court case Lau v Nichols, to offer ESOL services provided by a qualified teacher to any eligible ELL for as long as it takes that student to become fluent in English.

All ELLs in the state must take the Kansas English Language Proficiency Assessment (KELPA) each spring as required by No Child Left Behind. ELLs must continue to take the KELPA until scoring fluent in all four domains (listening, speaking, reading, writing) and the composite for two consecutive years, regardless of whether they are receiving ESOL services. The Student Improvement Team (SIT) may exit a student from ESOL services earlier than two years under special circumstances. Parents may also refuse services or remove their child from services. The district no longer provides specialized ESOL services for that student and no longer receives State funding for ESOL services for that student. If parents refuse ESOL services, the student is still required to take the KELPA until he or she tests fluent for two years.

Title III requires participating districts to monitor for two years any ELLs who exit the program.

For further information on eligibility or exit criteria for ELLs, please contact Melanie Manares at 785-296-7929 or [mmanares@ksde.org](mailto:mmanares@ksde.org).

## Strategies to Facilitate Coordination and Collaboration Between Title I and the McKinney-Vento Act



- Ensure that district liaisons attend Title I conferences and in-services, and that Title I coordinators attend homeless education conferences and in-service professional development.
- Ensure collaboration between local Title I coordinators and district local liaisons on a plan that identifies ways that Title I will serve children and youth experiencing homelessness.
- Ensure collaboration between the State Title I coordinator and the State McKinney-Vento coordinator on the State Title I plan or the State consolidated plan.
- Share Title I and Homeless Education handbooks with other program staff.
- Collect and share within and across districts concrete data on the needs of children and youth in homeless situations.
- Initiate district efforts to make organizational accommodations for eligible students, as necessary, in such areas as transportation, remaining in the school of origin, records transfer, class scheduling, and special services that will help them enroll, attend, and succeed in school.
- Ensure that the needs of highly mobile students are included in the school improvement plans and not addressed as a separate issue.
- Establish and widely disseminate information on district-wide policies, procedures, and guidelines to identify and serve eligible students.
- Ensure district homeless liaison representation on the State Committee of Practitioners.
- Include homeless parents in Title I parental involvement policies and create opportunities for homeless parents to be involved

*Symposium on Homeless Education and Title I - Hosted by U.S. Department of Education and the National Center for Homeless Education (NCHE) 2001*

### Below are some statistics from the past three years of reporting of identified homeless students in the state of Kansas.

- 2005-2006 school year, 45 school districts identified and reported 3,064 homeless students
- 2006-2007 school year, 57 school districts identified and reported 3,569 homeless students
- 2007-2008 school year, 65 school districts identified and reported 4,890 homeless students



In the last three years there has been a 60% increase in the number of homeless students identified in Kansas. Another large increase is expected for the 2008-2009 school year because of better knowledge and understanding in the field of who qualifies, but mainly because of the economy and the amount of foreclosures. Questions relating to homeless students may be directed to Tate Toedman at [ttoedman@ksde.org](mailto:ttoedman@ksde.org) or 785-296-6714.

<http://www.serve.org/nche> (NCHE) National Center for Homeless Education website

<http://www.naehcy.org/index.html> (NAEHCY) National Association for the Education of Homeless Children and Youth website

<http://www.ksde.org/Default.aspx?tabid=372> KSDE Homeless website

## HIGHEST PERFORMING DISTRICTS AND SCHOOLS IN READING FIRST!

The Kansas State Department of Education recently recognized several districts and schools for their high student achievement in the Reading First program. Outcome data for the last 5 years verifies that an increased number of their students are reading at or above grade level. The following districts and schools were recognized for their efforts: USD 250 Pittsburg, George Nettels and Westside Elementary; USD 259 Wichita, Pleasant Valley Elementary; USD 457 Garden City, Buffalo Jones, Garfield, Alta Brown, and Victor Ornelas Elementary; USD 470 Arkansas City, Jefferson Elementary; USD 497 Lawrence Hillcrest, Kennedy, Prairie Park, New York, and Woodlawn Elementary; USD 501 Topeka, Avondale West Elementary; USD 503 Parsons, Garfield, Guthridge, and Lincoln Elementary.



### **Title IIA**

*A letter will be mailed to districts mid January about their status in Title IIA along a three tier continuum. Please look for this letter as it will contain pertinent information about the months to come, as well as Title IIA funding. See Title IIA Fact Sheet on page 5.*

*Please turn in all final numbers by February 18, 2009 regarding highly qualified teachers in the district. These are essential in planning for IIA funding.*

### **KIDS Collection for REAP**

Districts with an enrollment of 1200 students or less are to submit their attendance and membership data via the KIDS system by January 12, 2009 to KSDE. This data is part of the TITL collection. The data collected is sent to the USDE to determine eligibility and allocations for the Rural Education Achievement Program (REAP) for 2009-2010. Please work closely with the KIDS contact in the district to ensure that records for every student who attended school in the district from the beginning of the school year through December 1, 2008 are included. Information on the TITL collection is posted on the KIDS website at <http://kids.ksde.org>. Questions on the TITL collection may be directed to [kids@ksde.org](mailto:kids@ksde.org) or the KSDE Help Desk at 785-296-7935. Contact Nicole Clark at [nclark@ksde.org](mailto:nclark@ksde.org) or 785-296-4925 for questions regarding REAP.

### **OUT OF SCHOOL MIGRANT YOUTH**

The Kansas State Department of Education is serving as the lead for a multi-state federal grant to serve Out of School Migrant Youth. This grant includes 14 other states from across the nation. As the lead state, Kansas will work closely with USED to design model services and disseminate those to all state which have migrant youth.

The outcomes for the grant include: improved identification and recruitment of out of school migrant youth, design of services to be offered, trainer of trainer materials and increased educational opportunities that can be offered to them.

Out of School Migrant Youth represent an increasing number of migrant youth across the nation and in Kansas represent well over 15% of the entire Migrant count of children. They offer many challenges to schools as the work with them. It is hoped that this grant will help schools and districts as they face the challenge of serving out of school migrant youth.

### **Annual Measureable Achievement Objectives (AMAOs) under Title III**

The goals of Title III English Language Acquisition are to ensure that all English Language Learners (ELLs) attain English proficiency and meet challenging state academic standards. To measure progress in meeting these goals, States receiving funds under Title III must develop AMAOs which include three components:

1. Annual increases in the number or percentage of children making progress in learning English
2. Annual increases in the number or percentage of children attaining English proficiency and
3. Making adequate yearly progress (AYP) in Reading and Math for ELLs as required under Title I.

The first two AMAOs are based on the Kansas English Language Proficiency Assessment (KELPA) results. The third AMAO, making AYP, is based on the Kansas Reading and Math assessments. AYP refers to the percent of students who are at or above standard on the State content assessments. The AYP determination is only applicable when the number of ELLs in the district is at least 30 students.

The State determines the targets for each of the AMAOs. Districts must meet all three AMAOs in order to meet the Title III accountability requirements. For 2008-2009 the AMAOs were set as follow:

1. Making progress - 20% of the K-12 ELLs increase their total scores when comparing the current year to the prior year.
2. Attaining proficiency - 15% of the K-12 ELLs score "4-Fluent" on the total score of the current year's KELPA.
3. AYP - The ELL subgroup must reach the target of having 70.5% at Meets Standard or above on the Kansas Mathematics Assessments and 76.7% on the Kansas Reading Assessments.

Title III specifies that if a district does not meet AMAOs for two consecutive years, it must develop an improvement plan that addresses the factors that prevented it from meeting the objectives. The Kansas State Department of Education is responsible for providing assistance during the development and implementation of the district's improvement plan.

Title III also specifies that if a district does not meet AMAOs for four consecutive years, the state is to implement the following:

- require the district to modify its curriculum, program and method of instruction **or**
- determine whether or not the district should continue to receive Title III funds **and**
- require the district to replace educational personnel relevant to the failing to meet the objectives.

It is the responsibility of the district to notify parents of ELLs if it did not meet AMAOs. Letters are to be sent no later than 30 days after the failure occurs, must be in an understandable and uniform format, and to the extent practicable in a language the parents can understand.



# No Child Left Behind Title IIA 2008-2009 Fact Sheet

## What is the purpose of Title IIA?

This program is designed to improve student achievement by providing funds to schools and districts for the training, recruitment, and retention of teachers and principals. Because each school district has unique needs with respect to educator quality, the program allows funds allocated to school districts to be used for an array of interventions and strategies for teachers. The program requires that activities are based on scientific research and have demonstrated evidence of improved student achievement.

## General Information

No Child Left Behind (NCLB), Title II, Part A ensures that all students have teachers with subject matter knowledge and teaching skills necessary to help all students achieve high academic standards regardless of their individual learning styles or needs.

All public elementary or secondary teachers employed to teach core academic subjects should have been designated “highly qualified” by the end of the 2006-07 academic year.

All “new “hires” in a Title I school must be highly qualified prior to the first day of employment.

All general education core content teachers must be “highly qualified.”

Parents of children in Title I schools must be notified if their child has been assigned to, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

## Highly Qualified Definition for “Not-New” Experienced Elementary Teachers

1. Have a minimum of a bachelor’s degree  
**And**
2. Have a valid license to teach in Kansas.  
The license must have appropriate content and level endorsement for the teaching assignment and the requirements may not

be waived on an emergency, temporary, or provisional basis

### **And**

3. Have demonstrated subject-matter competency in each of the core academic subjects the teacher teaches.

- Subject-matter competency may be demonstrated by either passing a rigorous State approved academic subject test or by meeting the State approved high, objective, uniform State standard of evaluation (HOUSSE).

## How to Use Title IIA funds—Based on Needs Assessment

- Professional development to help teachers become highly qualified
- Pay for the Praxis test
- Stipends for subs during release time
- Recruitment and retention activities
- Provide scholarships, signing bonuses, and other financial incentives
- Designing and implementing initiatives for equitable distribution of teachers
- Professional development for principals and superintendants
- Class-size reduction

Funds received under Title IIA must be used to supplement, not supplant non-Federal funds that would otherwise be used for the activities supported by this program.

## Sec. 2141 Of Title IIA – Technical Assistance and Accountability

- If a LEA in the State has failed to make progress towards meeting AYP and HQT for 2 consecutive years, an improvement plan will be implemented. Technical assistance by KSDE will be offered.
- If a LEA in the State has failed to make progress towards meeting AYP and HQT for 3 consecutive years, KSDE will direct use of all IIA funds. The ability to use IIA funds for class-size reduction will no longer be an option. In addition, Title I funds may not be used to hire paraprofessionals.

## TITLE IV—SAFE AND DRUG-FREE SCHOOLS

### NEW NATIONAL YOUTH ANTI-DRUG MEDIA CAMPAIGN OPEN LETTER WARNS PARENTS ABOUT TEEN ABUSE OF OVER-THE-COUNTER MEDICINES

Many parents have no idea that teens today need only look to their local supermarket, pharmacy, or home medicine cabinet to get high using over-the-counter (OTC) cough and cold remedies. To help warn parents of this risk, Office of National Drug Control Policy (ONDCP) National Youth Anti-Drug Media Campaign has developed a new customizable Open Letter that one can use in the community to educate parents and encourage them to both monitor their teens and look for signs of abuse.



Although overall teen drug use has declined over the last several years, parents are often unaware of this latest threat. Many of these medications contain Dextromethorphan (DXM), a cough suppressant, which when taken in excessive amounts can cause delusions, loss of consciousness, and even death. Even more startling is that some teens consume these drugs along with alcohol, making the effects even more dangerous.

But parents can help stop the abuse by safeguarding OTC drugs (and showing extra vigilance during cold and flu season), properly concealing and disposing of old or unused medications, and setting clear rules for teens about all drug and alcohol use. This Open Letter is an exclusive resource for schools and community organizations and is now available for one to customize and use by considering these tactics:

- Add the organization's name and logo to the Open Letter;
- Recruit local signatories and insert local names and logos;
- Localize the national Campaign message on the ad; and
- Distribute throughout the community: school districts, newspaper ad buys, donated ad space, and at town hall meetings.

There are two versions of this Open Letter available on TheAntiDrug.com. Go to [http://www.theantidrug.com/openletter/OTCdrugs\\_Editable.pdf](http://www.theantidrug.com/openletter/OTCdrugs_Editable.pdf) to download the color version or [http://www.theantidrug.com/resources/pdfs/OTCdrugs\\_Editable\\_BW.pdf](http://www.theantidrug.com/resources/pdfs/OTCdrugs_Editable_BW.pdf) for the black and white version. Other Open Letter ads, as well as a host of free resources, are available at [www.TheAntiDrug.com/Resources](http://www.TheAntiDrug.com/Resources) <http://www.theantidrug.com/Resources>. Tips for customizing and distributing the Open Letter ads are available there as well.

Finally, if parents in the community need more information on the signs and symptoms of drug use, advice on how to bridge the teen-parent generation gap, and how best to talk to teens about drugs, they can visit the Advice section of the Media Campaign's Web site for parents, [www.TheAntiDrug.com/Advice](http://www.TheAntiDrug.com/Advice) <http://www.theantidrug.com/Advice>, to find the specific guidance they need.

**ABOUT THE MEDIA CAMPAIGN:** Since its inception in 1998, the National Youth Anti-Drug Media Campaign has been authorized by Congress to reduce and prevent teen drug use. For more information on the ONDCP National Youth Anti-Drug Media Campaign, visit [www.MediaCampaign.org](http://www.MediaCampaign.org) <http://www.mediacampaign.org>.

Questions about Title IV funds and activities may be directed to Laura Jones, Title IV Education Program Consultant, Title Programs & Services at [ljones@ksde.org](mailto:ljones@ksde.org) or 785-296-3164.



### Schoolwide Training Date Set

Due to requests from the field, KSDE will be hosting another Title I Schoolwide training for schools planning to become a Schoolwide during the 2009-2010 school year. This important meeting will clarify the planning process, introduce the planning template, address questions and allow time for team members to plan together. KSDE is highly encouraging schools who have submitted an "intent to become a Schoolwide" to participate in this training.

Participants will receive a packet of materials explaining the process of becoming a Title I Schoolwide, the plan template and other resources. It is suggested that the following five school planning team members attend the training: a parent or community member, a Title I teacher or coordinator; a staff member, principal and a district person.

The training will take place at The Grand Prairie Hotel and Convention Center in Hutchinson, Kansas on January 12, 2009. Participating schools may register and direct questions to Tara Everhart at [teverhart@ksde.org](mailto:teverhart@ksde.org) or by calling 785-296-5925. Registration and continental breakfast will be from 8:30- 9:00. Training is scheduled from 9:00 until 3:30 with lunch provided. There is no charge for this training.

## CALENDAR OF EVENTS

### January 12th

Schoolwide Training, 8:30am-3:30pm, The Grand Prairie Hotel & Convention Center, 1400 N Lorraine St, Hutchinson, KS.

### February 11-12

Classroom Instruction that Works with English Language Learners Workshop, Topeka

### February 19-22

2009 National Title I Conference, San Antonio, TX. Register on-line at <http://www.nationaltitleconference.com/>

### March 10-11

Classroom Instruction that Works with English Language Learners Workshop, Garden City

### Spring 2009

Status visits for schools and districts On improvement, Corrective Action, or Restructuring will be scheduled in the Spring. Dates: TBA

### April 29-May 1

2009 KSDE Annual Conference "The 21st Century Express: All Aboard!", Hyatt Regency and Century II Convention Complex, Wichita.



## Professional Development Opportunities

Attend a two-day "Classroom Instruction that Works with English Language Learners" workshop facilitated by McREL in Topeka on February 11 and 12, 2009. Or come to the one in Garden City on March 10-11! Registration is free; workbooks and lunch will be provided. More details will be announced soon on the ESL listserv!

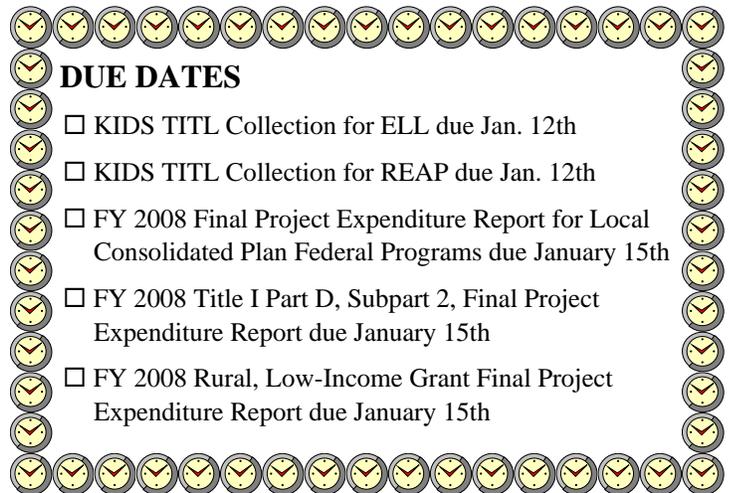
### For questions regarding "The Communicator" E-Newsletter, contact:

Dr. Julie Ford, 785-368-7274, [jford@ksde.org](mailto:jford@ksde.org)

(or)

Dee Lewis, 785-296-3069, [dlewis@ksde.org](mailto:dlewis@ksde.org)

<http://www.ksde.org/Default.aspx?tabid=121>



### DUE DATES

- KIDS TITL Collection for ELL due Jan. 12th
- KIDS TITL Collection for REAP due Jan. 12th
- FY 2008 Final Project Expenditure Report for Local Consolidated Plan Federal Programs due January 15th
- FY 2008 Title I Part D, Subpart 2, Final Project Expenditure Report due January 15th
- FY 2008 Rural, Low-Income Grant Final Project Expenditure Report due January 15th

## An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

KSDE General Counsel  
120 SE 10th Ave.  
Topeka, KS 66612  
785-296-3201

