ESEA Consolidated Review Self-Assessment Guidance

KANSAS
STATE DEPARTMENT OF
EDUCATION

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LEA Information

LEA #:	LEA Name:

Program Administrator/LCP Contact:	Email Address:
USD Address:	Program Administrator/LCP Contact Address: (if different)
City/Zip Code:	City/Zip Code:
Area Code and Phone Number:	Area Code and Phone Number:

Overview:

The Elementary and Secondary Education Act of 1965 (ESEA), currently authorized as the Every Student Succeeds Act (ESSA) of 2015, is federal legislation that promotes student achievement through school and district reform. ESSA requires each state to develop and implement a system for holding all districts and schools accountable for the education of students.

The nine sections in the following document detail the Local Education Agency (LEA) responsibilities under ESEA. Each LEA must be able to demonstrate compliance with every aspect of the ESEA.

Please review the sections in the form **prior** to completing the ESEA Consolidated Review Self-Assessment within the Kansas Integrated Accountability System (KIAS). When required to complete data verification, evidence must be submitted for each data verification question noted and documentation must be provided to Kansas State Department of Education (KSDE) via KIAS. LEAs are encouraged to reference the "Acceptable LEA evidence" column provided for each requirement to find examples of documents to submit for evidence. LEAs are required to submit at least one piece of evidence for each question selected for data verification. Although there is not a specific number of items an LEA is required to submit for evidence, LEAs should submit enough documentation to ensure the provided evidence meets the requirements under the ESEA Act. The same piece of evidence may be accepted for multiple requirements/sections and will need to be upload accordingly.

If you are non-compliant with the stated ESEA requirements or do not have the appropriate documentation to support compliance, a Corrective Action Plan (CAP) is required to be submitted. The CAP must be signed by the superintendent or authorized person, and clearly state the actions the LEA will take to meet the specified federal requirement.

Important Links

Kansas Integrated Accountability System (KIAS): https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/KIAS-Kansas-Integrated-Accountability-System

Local Consolidated Plan Application and Reports: https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Local-Consolidated-Plan-LCP/LCP-Annual-Report-and-Web-Application

TITLE I, PART A

https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A

Area of Compliance	Acceptable LEA Evidence	Resources
1. Does the LEA have documentation that shows multiple criteria are being used for identification of students in Targeted Assistance buildings? Reference: Title I Part A Subpart 1 Sec. 1115 (a)-(h)	☐ Schools Targeted Assistance Plan ☐ Identification/assessment criteria	• Targeted Assistance Schools • Appendix A: Title I Targeted Assistance Plan Example
2. Does the LEA maintain documentation that lists the eligible students that are identified for Title I in Targeted Assistance buildings? Reference: Title I Part A Subpart 1 Sec. 1115 (a)-(h)	☐ Roster/list of students that have met the criteria for Title I	• Appendix B: Title I Targeted Assistance Roster Example
3. Does the LEA keep documentation of signed parent/school compacts? Reference: Title I Part A Subpart 1 Sec. 1116(d)	☐ Log documenting completed compacts ☐ Signed parent/school compacts	• Developing a School Parent Compact • Appendix C: Parent/Student/Teacher Compact Example
4. Does the LEA have documentation that indicates parents have been notified that they may request information regarding the professional qualifications of the student's classroom teachers? Reference: Title I Part A Subpart 1 Sec. 1112 (e)(1)	☐ Dated notification letter issued to parents/guardians	• Parents Right to Know • Appendix D: Parent Notification Letter Example
5. Does the LEA retain documentation that exists that parents have been notified if their students are instructed for four continuous weeks by a teacher that does not meet state certification for grade level and content area taught? Reference: Title I Part A Subpart 1 Sec. 1112 (e)(1)(B)(ii)	☐ Dated notification letter issued to parents/guardians	• Parents Right to Know • Appendix D: Parent Notification Letter Example

6. Does the LEA have documentation that exists to indicate parents have been notified that they may request access to their student's state assessment scores? Reference: Title I Part A Subpart 1 Sec. 1112 (e)(2)	☐ Dated notification letter issued to parents/guardians	• Parents Right to Know • Appendix D: Parent Notification Letter Example
7. Does the LEA have documentation that exists that parents and community members have been informed and provided access to the district/state report cards? Reference: Title I Part A Subpart 1 Sec. 1112 (e)(2)	☐ Dated notification letter issued to parents/guardians regarding access to the School Report Card ☐ Newspaper/newsletter, or district/school website posting	• Appendix E: School Report Card Notification Letter Example
8. Does the LEA have documentation that shows that Title instructional paraprofessionals (Title I Part A, Title I Part C, and Title III) work under the direct supervision of a certified teacher? Reference: Title I Part A Subpart 1 Sec. 1112 (c)(6)	☐ Licensed Personnel Report (LPR) ☐ Name and certification information of the teachers that directly supervise paraprofessionals ☐ Title I teacher/para meeting schedule, agendas, and minutes **AND** ☐ Teacher and paraprofessional schedule.	• Paraprofessionals in Kansas Public Schools • LPR – the "staff assignment report" with Title teachers supervising paraprofessionals highlighted. • KSDE SETS staff do not have access to the LPR.
9. Does the LEA have documentation that indicates that Title I paraprofessionals meet the qualification requirements of Title I? Reference: Title I Part A Subpart 1 Sec. 1112 (c)(6)	☐ Name and qualifications of paraprofessionals working in the district.	• Paraprofessionals in Kansas Public Schools
10. Does the LEA have documentation to show that an evaluation of the Title I program is conducted annually? Reference: Title I Part A Subpart 1 Sec. 1116(a)(2)(D)	☐ Evaluation method (survey) used and the evaluation results ☐ Staff meeting agenda and minutes	• Appendix F: Title I Program Annual Evaluation Procedures Example • Appendix G: Title I Program Annual District Evaluation Example • The evaluation should include teacher and parent input.

11. Does the LEA have documentation to show that parents are actively involved in an annual evaluation of the Title I program? Reference: Title I Part A Subpart 1 Sec. 1116(a)(2)(D)	☐ Evaluation method (survey) used and the evaluation results ☐ Parent meeting agenda and parent sign-in sheet	• Appendix H: Title I Program Annual Parent Evaluation Example • The evaluation should include teacher and parent input.
12. Does the LEA have documentation on file to show that each Title I school has convened an annual meeting to which all parents of participating children are invited for the purpose of explaining the Title I program, its requirements, and their right to be involved, including parents of children who are disabled, migrant, or English Learners (ELs)? Reference: Title I Part A Subpart 1 Sec. 1116 (c)	☐ Agenda and sign-in sheet, including name and role of attendees	• Title I, Part A Annual Meeting Toolkit • The meeting can be held as part of an open house, a standalone meeting, or as part of another meeting, but part of the time needs to be dedicated to Title I, what the program is about, and what it will provide for students.
13. Does the LEA have documentation on hand that shows communication to parents is expressed in a language parents can understand? Reference: Title I Part A Subpart 1 Sec. 1112(e)(4) Title I Part A Subpart 1 Sec. 1116(e)(5)	☐ Document shared with parents in English **AND** ☐ Document shared in another language spoken by families in the district. (newsletters, home/school written communication)	• Parent Notification Letter - English • Notification letters in other languages are available on the KSDE ESOL Website
14. Does the LEA have documentation to illustrate that each Title I school has developed, jointly with parents of children participating in Title I, Part A service, a written school parental involvement policy that describes how the school will carry out the parental involvement requirements in section 1118 (c) (f), including the development of a school parent compact? Reference: Title I Part A Subpart 1 Sec. 1116 (b)	☐ Parental Involvement Policy developed jointly with parents that includes the National Parent Teacher Association (PTA) Standards	• Writing a Parent and Family Engagement Policy – contains several policy templates

15. Does the LEA have documentation that shows that they have developed and implemented clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care? Reference: Title I Part A Subpart 1 Sec. 1112(c)(5)	☐ LEAs written procedures governing transportation of Foster Care students	• Appendix I: Foster Care Transportation Procedures Example • Kansas Association of School Boards (KASB) Policies Section JBCB does **not** fulfill this requirement.
16. Does the LEA have documentation that shows that a public notice of educational rights and opportunities of students in homeless situations is disseminated? Reference: Title I Part A Subpart 1 Sec. 1112(b)(6) McKinney-Vento Homeless Assistance Act, Subtitle VII-B §722(g)(6)(A)(v) and §722(g)(6)(B)	☐ Document(s) that are disseminated **AND** ☐ Comments as to where it is disseminated	• Education for Homeless Children and Youth – McKinney-Vento Program – Multiple resources available on the website, including the ones noted below. • Sample Brochure • Sample Parent Poster • Sample Youth Poster • Possible Locations to Disseminate: library, bank, convenience store, post office, churches, community center, casino, etc.... (locations that are frequented by parents, guardians, children, and youth).
17. Does the LEA have documentation that shows policies and practices are in place to ensure there are no barriers for homeless students to enroll? Reference: McKinney-Vento Homeless Assistance Act, Subtitle VII-B §722(g)(3)(E)	☐ LEA's Board of Education Policies (JBCA) **AND** ☐ LEA's written procedures for enrolling homeless students	• Kansas Association of School Boards (KASB) Policies – if utilized and approved by the local school board, the entirety of Section JBCA meets the requirement for written policies.
18. Does the LEA have documentation that their homeless liaison has received appropriate professional development? Reference: McKinney-Vento Homeless Assistance Act, Subtitle VII-B §722(g)(1)(J)(ii)	☐ Liaison's completion certificate	

| 19. Does the LEA have documentation that the homeless liaison/district has provided training on McKinney-Vento to all staff?

Reference:
McKinney-Vento Homeless Assistance Act, Subtitle VII-B §722(g)(6)(A)(v) and §722(g)(6)(B) | ☐ A log of staff names, training title, and date completed | • Appendix J: McKinney-Vento Training Completion Log Example |
| 20. Does the LEA have documentation to demonstrate that Title I funds were expended appropriately in the amounts generated by each building on the approved Local Consolidated Plan (LCP) Application Step 3?

Reference:
Title I Part A Subpart 1 Sec. 1113 (c) | ☐ Expenditure audit report
☐ Building budgets | • LCP Application Reference Guide
• Appendix K: Expenditure Audit Report Example |

NON-PUBLIC SCHOOLS

https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A/Title-Services-for-Non-Public-Schools

Area of Compliance	Acceptable LEA Evidence	Resources
21. Does the LEA have non-public schools that participate? (If no, skip to 28) Reference: N/A	N/A	N/A
22. Does the LEA have documentation that shows equitable services are being provided to non-public school children? Reference: Title I Part A Subpart 1 Sec. 1117(a)(1)	☐ Expenditure audit report demonstrating use of non-public funds ☐ Teacher/paraprofessional schedules, time served	• Appendix K: Expenditure Audit Report Example
23. Does the LEA have documentation to show that federal funds are used for secular, neutral, and non-ideological instruction? Reference: Title I Part A Subpart 1 Sec. 1117(a)(2)	☐ Professional development activities. ☐ Lesson plans ☐ Expenditure audit report	• Appendix K: Expenditure Audit Report Example
24. Does the LEA have documentation that exhibits that Title I and Title III programs monitor the progress of non-public school student achievement during the school year? Reference: Title I Part A Subpart 1 Sec. 1117(a)(1)(A)	☐ Progress monitoring document ☐ State Assessment Data ☐ KELPA Data ☐ Pre/Post Test Results ☐ Fastbridge Reports	
25. Does the LEA have documentation that proves the district evaluates the success of the Title program in the non-public schools each year? Reference: Title I Part A Subpart 1 Sec. 1117(b)(1)(D)	☐ State assessment data ☐ Local assessment data ☐ Parent and/or teacher evaluation survey ☐ Agendas **AND** Minutes from consultation meetings with non-public schools	

26. Does the LEA have documentation that illustrates public school teachers and paraprofessionals who work in non-public schools meet state certification? Reference: Title I Part A Subpart 1 Sec. 1117 Title VIII Part F Subpart 1 Sec 8501	☐ Name and certification/qualifications of each teacher or paraprofessional who work in the non-public schools in the district	
27. Does the LEA have documentation to show that non-public school officials were consulted regarding the planning, design, implementation and participation in federal programs, and, if applicable, transferability options and REAP flexibility and that consultation is ongoing and meaningful? Reference: Title I Part A Subpart 1 Sec. 1117(b)(5) Title VIII Part F Subpart 1 Sec 8501	☐ Completed Private School Consultation Form ☐ Meeting agenda and private school participants ☐ Correspondence between the LEA and private school officials	• [Appendix L: Private School Consultation Form](#)
28. Does the LEA have documentation that indicates criteria is used to select Title I students for services provided to eligible non-public school students and that all participating non-public school children are residents of an eligible Title I school attendance area? Reference: Title I Part A Subpart 1 Sec. 1117(b)(F) Title VIII Part F Subpart 1 Sec 8501	☐ Roster/list of private school students that have met the criteria for Title I (including residency/address information) **AND** ☐ Map of district attendance areas	• [Appendix M: Non-Public School Title Services Roster](#)

TITLE II PART A

https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-II-Part-A-Teacher-and-Principal-Training-and-Recruiting

Area of Compliance	Acceptable LEA Evidence	Resources
29. Does the LEA REAP or transfer ALL Title II, Part A funds to another funding source? (If yes, skip to 35) Reference: N/A	N/A	N/A
30. Does the LEA maintain documentation that shows professional development activities meet the definition of Every Student Succeeds Act as defined in Title VIII, Section 8101(42)? Reference: Title VIII Sec. 8002(42)	☐ Documentation supporting what professional development funding was spent on and how it falls within the definition	• Appendix N: ESEA Title VIII, Section 8101(42) • Appendix K: Expenditure Audit Report Example
31. Does the LEA have documentation that any materials or equipment purchased with funds were used for professional development purposes only? Reference: Title II Part A Sec. 2104(b)	☐ Expenditure audit report showing how Title IIA funds were spent	• Appendix K: Expenditure Audit Report Example
32. Has the LEA maintained documentation to show that teachers are equitably distributed throughout the district? Reference: Title II Part A Sec. 2104(b)	☐ Document that demonstrates teacher names, qualifications, years of experience, and the building they are placed in	
33. Does the LEA have documentation to show all district teachers have met the state certification for grade level and content area requirements? Reference: Title II Part A Sec. 2101(c)(4)(B)(III)	☐ Log that shows each teacher's name, grade level and content area taught, and state certification(s) ☐ Each teacher's state certification(s)	
34. Does the LEA have documentation that all teachers paid with Title II, Part A funds for class size reduction have met state certification for grade level and content area requirements? Reference: Title II Part A Sec. 2103(b)(3)(D)	☐ Expenditure audit report, specific to Title II **AND** ☐ Each teacher's state certification(s)	• Appendix K: Expenditure Audit Report Example

MIGRANT EDUCATION PROGRAM (MEP)
https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Migrant

Area of Compliance	Acceptable LEA Evidence	Resources
35. Does the LEA utilize the two migrant questions on the Home Language Survey? Reference: Title I Part C Sec 1304(c)(7) and 1309(2)	☐ Home language survey that includes the two migrant questions	• Home Language Survey Sample
36. Can the LEA provide documentation that recruitment referrals are provided to state recruiting offices? Reference: Title I Part C Sec 1304(c)(7) and 1309(2)	☐ Home language survey that notes the migrant education program contact **AND** ☐ Comment that the district is aware of who to contact for referrals	• Home Language Survey Sample • The state contact for the Migrant Education Programs is Alejandro Cabero and the "For the School" section should not be altered.
37. Does the LEA receive funding for Migrant services? (If no, skip to 45) Reference: N/A	N/A	N/A
38. Is there documentation that exists to ensure blue copies of the COE (Certificate of Eligibility) are sent to qualifying families, and parents are notified of services? Reference: Title I Part C Sec 1304(c)(7) and 1309(2) (EDGAR) (34 C.F.R. § 76.731)	☐ Dated notification letter provided to parents/guardians of eligible students	• The National Certificate of Eligibility • Appendix O: Certificate of Eligibility Example
39. Does the LEA have a process in place to identify the education and/or support needs of migrant children? Reference: Title I Part C Sec 1304(b)(1) and (1306(a)(1)	☐ Migrant Education Program (MEP) needs assessment results ☐ MEP survey used and the survey results	• Appendix P: MEP Staff Needs Assessment Example • Appendix Q: MEP Parent Family Needs Assessment Example • Appendix R: MEP Student OSY Needs Assessment Example

40. Does the LEA use data to determine student services and program design? Reference: Title I Part C Sec 1304(b)1) and 1306(a)(1)	☐ MEP needs assessment results ☐ MEP performance data ☐ MEP parent survey used and the survey results	• Appendix P: MEP Staff Needs Assessment Example • Appendix Q: MEP Parent Family Needs Assessment Example • Appendix R: MEP Student OSY Needs Assessment Example
41. Is there documentation that exists to show the LEA is ensuring that migrant children who (1) are failing, or at risk of failing to meet the State's standards and (2) have an educational interruption during the program period, are given priority for service (PFS) through the Migrant Education Program (MEP)? Reference: Title I Part C Sec 1304(d)	☐ Completed MEP Priority for Services forms	• MEP Priority for Services Form
42. Can the LEA provide documentation that the continuity of instruction and related support services for migrant children, particularly through the transfer of records (Migrant Web & MSIX) is occurring? Reference: Title I Part C Sec 1308(b)(1)	☐ Documentation demonstrating User Accounts in Migrant Web and MSIX ☐ Student consolidated record from MSIX	
43. Does the LEA maintain records that show project liaisons meet with families to facilitate communication between school, families, and social resource agencies? Reference: Title I Part C Sec 1304(b) and 1306 (a)	☐ MEP meetings log ☐ MEP meeting agenda	
44. Does the LEA have documentation that exists that Parent Advisory Council (PAC) is consulted regarding the planning, design, and implementation of the Migrant Education Program? Reference: Title I Part C Sec. 1304 (c)(3) and 1306(a)(1)(B)(ii)	☐ MEP meeting agenda ☐ MEP minutes of meetings ☐ List of PAC officers ☐ MEP Parent Compact	

TITLE III/ESOL (English to Speakers of Other Languages)
https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Title-III-State-ESOL

Area of Compliance	Acceptable LEA Evidence	Resources
45. Can the LEA show documentation that a home language survey is given to all new students entering the district? Reference: ESEA Sec. 3113(b)(2)	☐ Home language survey in English **AND** ☐ Survey provided in other languages spoken in the district	• Home Language Survey Sample • Home Language Surveys in additional languages are available on the KSDE ESOL Website
46. Can the LEA demonstrate that documentation exists of criteria that determine eligibility for services? Reference: Title III Part A Sec. 3102 (a)(1)	☐ Completed Home Language Survey indicating a language other than English is spoken **AND** ☐ Student screening results from the Pre-LAS, Pre-IPT (Preschool), or the KELPA Screener (K-12)	• ESOL/Bilingual Education Program Guidance – Please reference the ESOL/Bilingual Education Program Guidance document. • KELPA Screener Manual – Results of screener show "Not Proficient". • Appendix S: ESOL/Bilingual Education Eligibility Criteria Plan Example
47. Does the LEA offer Title III/ESOL services to qualified students? (If N/A, skip to 55) Reference: N/A	N/A	N/A
48. Can the LEA show documentation that parents have been notified (if practicable, in a language they can understand) of their child's language instruction program, and how their child qualified, within 30 days of the new school year or within two weeks if the child enrolls after the beginning of the school year? Reference: Title III Part A Subpart 1 Sec 3111(b)(2) ESEA Sec. 1112(e)(3)(A)	☐ Dated Parent Notification Letter	• Parent Notification Letter - English • Notification letters in additional languages are available on the KSDE ESOL Website
49. Can the LEA show documentation of a procedure to evaluate student progress? Reference: Title III Part A Subpart 2 Sec 3102	☐ KELPA score reports to show yearly progress ☐ WIDA Alternate Access Assessment report to show yearly progress	• Appendix T: KELPA Report Example • Appendix U: WIDA Report Example

50. Does the LEA have documentation that provides an exit criteria plan for students receiving ESOL services? Reference: Title III Part A Subpart 2 Sec 3121	☐ KELPA assessment results ☐ WIDA Alternate Access Assessment results	• [ESOL/Bilingual Education Program Guidance](#) Please reference the ESOL/Bilingual Education Program Guidance document. • KELPA: A student must score proficient (3), which means a score of 4 in each domain (reading, writing, listening, and speaking). • WIDA: A student must score 4 or greater. • Once a student is proficient, they will move to transitional or monitoring status. • [Appendix T: KELPA Report Example](#) • [Appendix U: WIDA Report Example](#)
51. Does the LEA have documentation on file that indicates the students who have exited the program have met the criteria? Reference: Title III Part A Subpart 2 Sec 3121(a)(4)	☐ KELPA assessment results for the last year the student was served in the program ☐ WIDA Alternate Access Assessment results for the last year the student was served in the program	• [ESOL/Bilingual Education Program Guidance](#) - Please reference the ESOL/Bilingual Program Guidance document. • KELPA: A student must score proficient (3), which means a score of 4 in each domain (reading, writing, listening, and speaking) for one year to exit the program. • WIDA: A student must score 4 or greater for one year to exit the program. • [Appendix T: KELPA Report Example](#) • [Appendix U: WIDA Report Example](#)
52. Does the LEA have documentation of a procedure to monitor student progress for two years after the student exits the program? Reference: Title III Part A Subpart 2 Sec 3121(a)(5)	☐ Monitoring or Transitional form	• [Monitoring Sample](#) forms and [Transitional Sample](#) forms may be found on the [KSDE ESOL Website](#) • If the district does not choose to do the transitional year, students with an Overall Proficiency/3 would be monitored for two years after exiting the program.

53. Is there documentation that exists to show the LEA is providing high-quality professional development that is evidence-based and designed to improve the instruction of English Learners (ELs)? Reference: Title III Part A Subpart 1 Sec 3115(c)	☐ Agenda from EL Professional Development for ALL teachers **AND** ☐ Sign-in sheet	
54. Is there documentation that exists that confirms ESOL instructional paraprofessionals work under the direct supervision of an ESOL endorsed teacher? Reference: Title III Part B Sec 3201(11)	☐ Weekly Teacher/Para Meeting documentation	• ESOL/Bilingual Education Program Guidance – Please reference Appendix E: Sample Teacher/Para Meeting documentation in the ESOL/Bilingual Program Guidance document.

TITLE IV, PART A

https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-IV-Part-A-Student-Support-and-Academic-Enrichment

Requirement	Acceptable LEA Evidence	Resources
55. Does the LEA REAP or transfer ALL Title IV, Part A funds to another funding source? (If yes, skip to 58) Reference: N/A	N/A	N/A
56. Does the LEA have documentation of a needs assessment? (required for districts receiving over $30,000) Reference: Title IV Part A Sec. 4106(d)	☐ Completed needs assessment demonstrating Title IVA needs	• Appendix V: Title IV, Part A Student Support and Academic Enrichment Needs Assessment Example
57. Does the LEA have documentation to show that funds are used for evidence-based practices and programs? Reference: Title IV Part A Sec. 4104, 4107, 4108, and 4109	☐ Expenditure audit report showing use of Title IVA funds on evidence-based practices/programs	• Appendix K: Expenditure Audit Report Example

TITLE VIII

Area of Compliance	Acceptable LEA Evidence	Resources
58. Did either of the following conditions apply to the LEA in the prior fiscal year: (1) LEA received an ESEA Title VI – Indian Education funds grant in excess of $40,000; or (2) LEA enrollment is greater than 50% American Indian and Alaska Native (AI/AN)? (If no, skip to 60) Reference: Title VIII Sec. 8538(c)	N/A	N/A
59. Does the LEA have documentation to show that Tribal Nation officials were consulted regarding the planning, design, implementation, and participation in federal programs, and if applicable, transferability options and REAP flexibility, and that consultation is ongoing and meaningful? Reference: Title VIII Sec 8538(b)	☐ District/Tribal Consultation Agreement for SY 2024-2025 (for 2025-2026 services)	• Appendix W: District/Tribal Consultation Agreement Example • Appendix X: Tribal Consultation FAQs

AT-RISK

At-Risk Pupil Assistance Program: https://www.ksde.org/Portals/0/School%20Finance/guidelines_manuals/At%20Risk%20guidelines.pdf

Area of Compliance	Acceptable LEA Evidence	Resources
60. Does the LEA have documentation that selection criterion for participation in the program has been established? Reference: KSA 72-5153(e)	☐ Document that shows the specific selection criteria used to identify students for At-Risk services	• APPENDIX Y: At-Risk Criteria, Identification, Delivery Document Example • KSA 725153(e)
61. Does the LEA have documentation that shows eligible students are identified for at-risk services? Reference: KSA 72-5153(e)	☐ Document that shows the eligible students identified for At-Risk services	• APPENDIX Y: At-Risk Criteria, Identification, Delivery Document Example • KSA 725153(e)
62. Does the LEA have documentation to show which delivery model(s) and/or services are being used? Reference: KSA 72-5153(e)	☐ Document that shows how At-Risk services are being provided to identified students	• APPENDIX Y: At-Risk Criteria, Identification, Delivery Document Example • KSA 725153(e)
63. Does the LEA have documentation to show that funds are being used to provide evidence-based practices and programs? Reference: KSA 72-5153(e)	☐ Expenditure audit report showing use of At-Risk funding	• Appendix K: Expenditure Audit Report Example • KSA 725153(e)

ESSER
https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Federal-Disaster-and-Pandemic-Relief

Area of Compliance	Acceptable LEA Evidence	Resources
64. Does the LEA review, update, and make their plan for safe return publicly available on their website? Reference: ARP Act Sec. 2001(i)(1)	☐ Direct link to the districts' website displaying the safe return to in-person instruction plan ☐ Final updated safe return plan	• The plan must remain on the website through the performance period of the grant.
65. Does the LEA engage in meaningful consultation with stakeholders? Reference: ARP Act Sec. 2001(e)	☐ ESSER needs assessment survey and a copy of the results **OR** ☐ Stakeholders' meeting agenda and a copy of the sign-in sheet **AND** ☐ Dated notification disseminated to announce the needs assessment survey and/or meeting	• Needs Assessment surveys will look different for each district, therefore no examples are available.
66. Does the LEA calculate the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students)? Reference: ARP Act Sec. 2001(e)(1)	☐ Benchmark assessment reports comparing data points from school years: 19/20, 20/21, 21/22, 22/23, and 23/24 ☐ State Assessment results comparing data points from school years: 19/20, 20/21, 21/22, 22/23, and 23/24	• Assessment reports comparing data will look different for each district, therefore no examples are available. • Please ensure reports that are submitted demonstrate comparative data from multiple years from 2019 – current.
67. Are the interventions allocated to the 20% set-aside/reserve for learning loss evidence-based? Reference: ARP Act Sec. 2001(e)(2)(N)(ii)	☐ Documentation demonstrating the interventions meet KSDE evidence-based criteria ☐ KSDE At-Risk Evidence-Based Practices/Programs	• KSDE approved list of Evidence-Based practices and programs for At-Risk Programs • What Works Clearinghouse • Evidence for ESSA

68. Does the LEA use academic measures to evaluate the impact of ESSER funded activities? Reference: ARP Act Sec. 2001(e)(2)(N)(i)	☐ Benchmark assessment reports comparing data points from school years: 19/20, 20/21, 21/22, 22/23, and 23/24 ☐ State Assessment results comparing data points from school years: 19/20, 20/21, 21/22, 22/23, and 23/24	• Assessment reports comparing data will look different for each district, therefore no examples are available. • Please ensure reports that are submitted demonstrate comparative data from multiple years from 2019 – current.
69. Has the LEA made progress toward expected student, staff, and administrative outcomes with the use of ESSER funds? Reference: ARP Act Sec. 2001(e)	☐ Benchmark assessment reports comparing data points from school years: 19/20, 20/21, 21/22, 22/23, and 23/24 ☐ State Assessment results comparing data points from school years: 19/20, 20/21, 21/22, 22/23, and 23/24	• Assessment reports comparing data will look different for each district, therefore no examples are available. • Please ensure reports that are submitted demonstrate comparative data from multiple years from 2019 – current.
70. Are ESSER funds only used on the allowable activities? Reference: ARP Act Sec. 2001(e)	☐ Expenditure audit report specific to ESSER funds. ☐ ESSER Quarterly Reports.	• Appendix K: Expenditure Audit Report Example

OTHER APPLICABLE REQUIREMENTS

Area of Compliance	Acceptable LEA Evidence	Resources
71. Does the LEA display, in a public place, the hotline contact information of the Office of Inspector General of the Department of Education so that any individual who observes, detects, or suspects improper use of taxpayer funds can easily report such improper use? Reference: Title IX Part B Sec. 9203	☐ Document that is posted. **AND** ☐ Comments as to where it is posted.	• Fraud Hotline Poster Series (ed.gov) • Possible Locations to Post: district offices, school building offices, school building staff areas, school library, etc....

DEMOGRAPHICS

	Name of Person Completing Report	Title / Position
72. Has the information been reviewed in its entirety? Please enter name and title of the person completing this review.		

For more information, contact:

Twyla Sprouse
Assistant Director
Special Education & Title Services
(785) 296-6714
tsprouse@ksde.org

Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

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APPENDIX

KANSAS STATE DEPARTMENT OF EDUCATION

Title I Targeted Assistance Plan

USD Name and Number:	Building Name and Number:	Building Grade Span:
Building Principal:	Address:	
Telephone Number:	Email:	
LCP Contact:	Address:	
Telephone Number:	Email:	

This plan represents the required components of a Title I Targeted Assistance School plan as referenced in the Elementary and Secondary Education Act known as the Every Student Succeeds Act. This plan should be kept at the building/district level and be made available to KSDE when requested.

Please provide the following information as it relates to Title I:

Grades Served _____

_____

Content Areas Served _____

_____

_____

APPENDIX A: Title I Targeted Assistance Plan Example

Targeted Assistance Plan

Title I requires Targeted Assistance Schools to address the following items when designing the Title I services. Each school should have its own plan. Please respond to each question; be sure that responses are clearly numbered and/or are labeled.

1) List the school's established multiple criteria that will be used to identify students with the greatest need:

   a) PK – 2 selection criteria
   b) 3 – 12 selection criteria

2) Describe the process that will be used to correctly identify students for participation in the Title I program, please include the ranking and selection of the students.

3) Describe the evidenced-based practices that will be used to provide Title I services which include:

   a) Using supplemental instructional strategies and methods that strengthen the core academic program of the school,
   b) Scheduling models that will be used, giving primary consideration to providing extended learning time for served students,
   c) Providing an accelerated, high-quality curriculum, and
   d) Minimizing the removal of children from the regular classroom during regular school hours

4) Describe how the school will ensure that Title I funded teachers meet state certification in both content and grade level and paraprofessionals meet the definition of "Highly Qualified."

5) Describe the process used to provide high quality and ongoing professional development to principals, teachers, paraprofessionals and parents in the Targeted Assistance School.

6) Describe the strategies used to increase parental involvement based on the school's Parental Involvement Policy. Please attach policy and parental involvement compact.

7) Describe how the Title I program will supplement the core programs.

8) Describe how transitions from pre-school, elementary, or middle school will be supported.

9) Describe the process for reviewing the progress made by participating children, on an ongoing basis, and the process for revising the programs as needed to provide additional assistance to enable these children to meet the State and content standards.

Title I Targeted Assistance Roster

Student Name	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 4	Criteria 5

APPENDIX C: Parent/Student/Teacher Compact

Creating Family School Community Partnerships

Sample Parent Compact

The school-parent compact is a written agreement between teachers and parents. It is a document that clarifies what families and schools can do to help children reach high academic standards. The compact is a written commitment and serves as a clear reminder of everybody's responsibility to take action at school and at home so that children can learn what is required of them. The purposes of this agreement are to help parents and teachers come to a consensus on the responsibilities of the individuals influencing student achievement. If the compact is taken seriously and implemented effectively, it will assure that there will be support for the academic success of the student by enhancing effective communications between school and the home.

As a Parent – I promise to:
- Let the teacher know if my child has any problems with learning
- Use reading and math materials the school sends home each week to help my child
- Read to my child 20 minutes a day
- Keep a list of new words, and link letters to sounds
- Play number games with my child every week
- Help my child see how to use reading and math to pursue his/her interests and goals

As a Student – I promise to:
- Let my teacher and family know if I need help
- Read on my own and with my family every day
- Work on my math and reading skills at home, using the materials my teacher sends home
- Write down assignments, do my homework every day, and turn it in when it's due
- Write a report each week about a TV program I watch

As the Teacher – I promise to:
- Create a partnership with every family in my class
- Monitor student progress in reading and math and update parents monthly
- Make sure all students get help as soon as it's needed
- Send home learning materials in math and reading
- Explain my approach to teaching, expectations, and grading system to students and their families
- Continually work on my teaching strategies so that I can successfully teach all children
- Assign work that is relevant and interesting
- Make sure students understand the assignment and what they'll learn from it, and grade it promptly

_____   _____
Parent Signature   **Student Signature**

_____
Teacher Signature

APPENDIX D: Parent Notification Letter Example

To: All Parents or Guardians
From: [Insert school name]
Date: [Insert date]
Subject: **Notification to Parents of Teacher/Paraprofessional Qualifications**

In accordance with Every Student Succeeds Act (ESSA)/ PARENTS' RIGHT-TO-KNOW, this is a notification from [insert school name] to every parent of a student, in a Title I school, that you have the right to request and receive in a timely manner: a) information regarding the professional qualifications of your student's classroom teachers and/or paraprofessionals.

The information regarding the professional qualifications of your student's classroom teachers/paraprofessional shall include the following:

I.   If the teacher has met state certification/qualification criteria for the grade level and subject areas taught:
II.   If the teacher is teaching under emergency or other provisional status through which state certification/qualification criteria are waived;
III.   The teacher is assigned in the field of discipline of the certification;
IV.   Whether the student is provided services by paraprofessionals, and if so, their qualifications [ESSA 1112(e)(1)(A)(i)-(ii)]

Teachers may meet this requirement if the district is implementing its approved District Innovation teacher certification policy or if the teacher meets the State Certification assignment rules.

In addition to the above information:

- Parents will be notified if their student has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification requirements at the grade level and subject area in which the teacher has been assigned. [ESSA 1112(e)(1)(B)(ii)].
- Parents have the right to request their child's/children's state assessment scores, and they have a right to obtain the school and school district state report cards.

If you would like to receive any additional information about any of the above issues, please contact [insert contact name] at [insert telephone number].

APPENDIX E: School Report Card Notification Letter Example

Sample Cover Letter (English)
[Add School or District letterhead]

[Date]

Dear Parent,

Attached you will find a copy of the State of _____ [INSERT SCHOOL YEAR] School Report Card for [INSERT NAME OF SCHOOL]. This report is required and prepared by the Kansas State Department of Education. It is to be sent to the parent or guardian of every child enrolled in a Kansas public school. The report provides information concerning student performance on the Kansas Assessment Program (KAP), as well as information on student enrollment, class size averages, and financial expenditures.

The information contained in the School Report Card is required by federal law The report for our school may or may not have all the information described because the information presented depends on whether the school is an elementary, middle, or high school.

Federal law requires that the School Report Card display information about the state, the district, and the school. Where possible, the information must be reported by race/ethnicity and socioeconomic status of the students and must include at least two years of results.

The Federal School Report Cards can be found online at https://ksreportcard.ksde.org/

A more complete report about [INSERT NAME OF SCHOOL], please contact my office.

Please contact me if you have any questions concerning this report card. Thank you for your continued support of [INSERT NAME OF SCHOOL]

Sincerely,

[INSERT PRINIPAL'S NAME]. Principal
[INSERT NAME OF SCHOOL]

Enclosures: Copy of the Federal School Report

APPENDIX F: Title I Program Annual Evaluation Procedure Example

Title I Program Evaluation Procedure

The effectiveness of the Title I program is to be evaluated annually. The evaluation considers all aspects of the Title I program, including effectiveness of policies, involvement of parent/guardians and impact of equitable services for private school children, where applicable.

The following primary questions guide program evaluation:
1) Has the Title I program been effective?
2) What has worked well in the Title I program?
3) What has not worked well in the Title I program?
4) How should the Title I program be refined?

The data are analyzed, and the results of these analyzes are used as the source of evidence to determine the answers to the four questions.

1. **Information is collected** in the form of formative and summative student performance data; surveys; attendance data; and other data from students, teachers, and administrators. Additionally, a program evaluation survey is distributed to all Title I families in Title I schools. To the extent practicable, the survey is made available in multiple languages.

2. **The data are analyzed** by the Title I Coordinator with the assistance of other staff, as needed.

3. **As necessary and appropriate, the results of the analysis are shared with Title I staff, Title I building classroom teachers, principals, district administrators, parents, and other shareholders** to determine necessary and important changes that should be made to the Title I program to better serve its students.

4. **The results of the evaluation, including information about any changes to the Title I program, are shared** with district and school officials, and distributed to all Title I families in Title I schools. To the extent practicable, the evaluation results are made available in multiple languages.

USD Number, USD Name

Title I Program Annual District Evaluation
(Date)

We are beginning to plan for next year's implementation of Title I. You are a very valuable partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and then return to _____. Your comments are greatly appreciated.

1. What impact has Title I had on Title I students' classroom performance?

1	2	3	4	5
Very Little Impact				Very Large Impact

2. What changes have you observed in Title I students' classroom work? Please be specific.

3. How have you and the Title I teacher worked collaboratively to support Title I students?

4. In what ways (if any) has Title I influenced your teaching or thinking about reading instruction?

5. In what ways (if any) has Title I influenced your teaching or thinking about math instruction?

6. Do you feel the professional development opportunities offered have increased your effectiveness in teaching all students eligible for Title I services and addressing the needs of Title I parents?

7. What has worked well in the Title I program?

8. What has not worked well in the Title I program?

9. How should the Title I program be refined?

10. Additional Comments or Suggestions:

USD Number, School Name

Title I Annual Program Parent Evaluation
(Date)

All parents of a student who participated in the Title I program this year are asked to complete this evaluation page. Your input is important to us, and most questions can be answered with "yes" or "no." The results of all evaluations will be used for planning and improving the services offered to students and their families.

Name: (optional): _____

Date: _____School: _____

Program

1. Do you believe you have the information you need to understand the content of what your child is being taught in the Title I program? _____

2. Do you have enough information about the achievement standards expected of all children? _____

3. Do you want more information about the means or strategies used to teach your child? _____

Parent Services

4. Do you want more information about the developmental levels of children? _____

5. Would you find it helpful to attend meetings with others parents to hear about strategies parents can use to assist them with their parenting skills in dealing with children or teenagers? _____

6. Would it be helpful to attend a parent meeting for ideas on how you could help your student prepare for the next Kansas assessment that she/she will take? _____

Communication

7. Were you kept informed about your child's progress in school? _____

8. If your student took a Kansas assessment last year, did you get the test scores of your child? _____

9. Did you meet with your child's teachers to talk about his/her progress? _____

10. Do you use PowerSchool's parent access to check on your student's progress? _____

11. Do you call or e-mail your student's teacher? _____

Opportunity to Volunteer

12. Were you given the opportunity to volunteer at the school? _____

13. What change would you suggest to improve the Title I program? _____

Thank you for your input!

APPENDIX I: Foster Care Transportation Procedures Example

Transportation to Ensure School Stability

Individual Student Form

Once a child in foster care is identified, the Local Educational Agency's (LEA) Foster Care Point of Contact (POC) shall be notified. The LEA Foster Care POC will execute the procedure to maintain children in foster care in their school of origin, when in their best interest, and determine how that transportation will be promptly provided, arranged, and funded in a cost-effective manner, pursuant to section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)). Transportation to the school of origin for children in foster care is a shared responsibility between the child welfare agency and the school of origin. This collaboration requires great partnership, creative problem-solving skills, and a student-focused mindset so children in foster care would be affirmingly supported by all foster care education stakeholders.

Student Name: _____ **Student Date of Birth:** _____

Foster Parent/Guardian (Name, Phone Number & Email):

_____

Education Decision Maker (Name, Phone Number & Email, if different):

_____

IEP Parent (Name, Phone Number & Email, if different):

_____

Local Education Agency: _____

ESSA Point of Contact (Name, Phone Number & Email):

_____

Foster Care Liaison (Name, Phone Number & Email):

_____

Transportation Contact (Name, Phone Number & Email):

_____

Local Child Welfare Agency: _____

Caseworker (Name, Phone Number & Email):

_____

ESSA Point of Contact (Name, Phone Number & Email):

_____

The Child Welfare Agency verifies that:

1) A best interest decision has been made and it is in the best interest of the child to remain in their school of origin.

2) It is in the child's best interest to remain in their school of origin because (briefly describe the deciding factors):
   _____
   _____

3) The following efforts have been made to place the student in a home as close as possible to the school of origin:
   _____
   _____

APPENDIX I: Foster Care Transportation Procedures Example

4) The child IS / IS NOT eligible under Title IV-E(a). If a child IS eligible, reimbursement for some funding of transportation costs _____will be pursued _____cannot be pursued

   For this reason: _____

   _____

5) The following efforts were taken to identify a no- or low-cost transportation service: _____

   _____

The LEA verifies that:

6) There IS / IS NOT an existing transportation option that can maintain the student in the school of origin new living placement. If there is an existing option, explain:

   _____
   _____

The LEA and Child Welfare Agency agree that:

7) The most cost-effective transportation option for this student will be: _____

   _____

8) Costs for this transportation will be covered as previously agreed upon procedures set by the LEA and CWA, except as parties have agreed to the below:

   _____
   _____

These transportation procedures were agreed to on (DATE) and will be implemented within (XX) days, and no later than (DATE).

Child Welfare Agency Authorized Signature: _____

Local Education Agency Authorized Signature: _____

APPENDIX J: McKinney-Vento Training Completion Log Example

Staff Name	Name of Training	Completion Date

APPENDIX K: Expenditure Audit Report Example

Critical Components that must be included when submitting expenditure reports are circled in red.

```
                              MAPP2
                        EXPENDITURE LEDGER                              PAGE    1
dir:>mapp2              UNIFIED SCHOOL DISTRICT  ██              BUDGET YEAR 24  DATE
                                                                DATES  ██
        FUND   ██   TITLE I                        SACCT  ██    INSTRUCTION-CERTIFIED
        FTN:   ██   INSTRUCTION                     OBJ:   ██   REGULAR CERTIFIED SALARIES
        LOC:   ██   DISTRICT-WIDE                   PRG:
  TRANSACTION       VENDOR                                      OPEN
  NO.  TYPE  DATE   NUMBER NAME    PO/VR  DESCRIPTION  TRANSFERRED  P.O.'S   DEBITS    CREDITS
  ██   ██  ██  ██                         PAYROLL      FUNDS
  ██   ██  ██  ██                         PAYROLL ██                         ██
  ██   ██  ██  ██                         PAYROLL ██                         ██
  ██   ██  ██  ██                         PAYROLL ██                         ██
  ██   ██  ██  ██                         PAYROLL ██                         ██
                                                    ----------.-- ----------.-- ----------.-- ----------.--
                                          TOTALS        .00          .00       ██          .00

   ORIGINAL     WORKING      YTD        YTD         YTD       AVAILABLE    AVAILABLE   PCT   PCT
   BUDGET       BUDGET       DEBITS     CREDITS     ACTIVITY  BALANCE (A)
   ██           ██           ██          ██.        ██         ██          ██          ██    ██
```

SAMPLE

```
                              MAPP2
                        EXPENDITURE LEDGER                              PAGE    2
dir:>mapp2              UNIFIED SCHOOL DISTRICT  ██              BUDGET YEAR 24  ██
                                                                DATES  ██
        FUND  ██   TITLE I                         SACCT  ██    INSTRUCTION-NON-CERTIFIED
        FTN:  ██   INSTRUCTION                      OBJ:   ██   REGULAR NON-CERTIFIED SALARIE
        LOC:  ██   DISTRICT-WIDE                    PRG:
  TRANSACTION       VENDOR                                      OPEN
  NO.  TYPE  DATE   NUMBER NAME    PO/VR  DESCRIPTION  TRANSFERRED  P.O.'S   DEBITS    CREDITS
  ██   ██  ██  ██                         PAYROLL CK#  FUNDS          ██
  ██   ██  ██  ██                         PAYROLL CK# ██              ██
  ██   ██  ██  ██                         PAYROLL CK# ██              ██
  ██   ██  ██  ██                         PAYROLL CK# ██              ██
  ██   ██  ██  ██                         PAYROLL CK# ██              ██
  ██   ██  ██  ██                         PAYROLL CK# ██              ██
  ██   ██  ██  ██                         PAYROLL CK# ██              ██
  ██   ██  ██  ██                         PAYROLL CK# ██              ██
  ██   ██  ██  ██                         PAYROLL CK# ██              ██
                                                    ----------.-- ----------.-- ----------.-- ----------.--
                                          TOTALS        .00          .00       ██          .00

   ORIGINAL     WORKING      YTD        YTD         YTD       AVAILABLE    AVAILABLE   PCT   PCT
   BUDGET       BUDGET       DEBITS     CREDITS     ACTIVITY  BALANCE (A)
   ██           ██           ██          ██          ██         ██          ██          ██    ██
```

APPENDIX K: Expenditure Audit Report Example

```
                                        MAPP2
                                  EXPENDITURE LEDGER                                    PAGE    3
dir:>mapp2                      UNIFIED SCHOOL DISTRICT  ███            BUDGET YEAR 24  DATE ████
                                                                       DATES ██████████

        FUND  ██  TITLE I                                   SACCT  ███   TITLE I SUPPLIES & MATERIALS
        FTN:  ██  INSTRUCTION                               OBJ:   ██   GENERAL SUPPLIES & MATERIALS
        LOC:  ██  DISTRICT-WIDE                             PRG:
     TRANSACTION        VENDOR                        TRANSFERRED       OPEN
    NO.  TYPE  DATE   NUMBER NAME       PO/VR  DESCRIPTION      FUNDS      P.O.'S      DEBITS      CREDITS
                             COMMERCE BANK     03 AMAZON-A. ALLEN TITLE I                ███
                             SCHOOL SPECIAL    01 SPIRE ILLUSTRATED DECODABLE RE         ███
                             SCHOOL SPECIAL    02 S/H                                    ███
                             COMMERCE BANK     15 AMAZON-TITLE I A.ALLEN                 ███
                                                               ----------.--  ----------.--  ----------.--  ----------.--
                                                TOTALS          .00           .00           ███           .00
```

ORIGINAL BUDGET	WORKING BUDGET	YTD DEBITS	YTD CREDITS	YTD ACTIVITY	AVAILABLE BALANCE (A)	AVAILABLE	PCT	PCT
███	███	███	██	██	███	███	█	█

```
                                        MAPP2
                                  EXPENDITURE LEDGER                                    PAGE    4
dir:>mapp2                      UNIFIED SCHOOL DISTRICT  ███            BUDGET YEAR 24  DATE ████
                                                                       DATES ██████████

        FUND  ██  TITLE I                                   SACCT  ███   ARP-HCYII-PURCH PROF TECH SERV
        FTN:  ██  0 INSTRUCTION                             OBJ:   ██   PURCHASED PROF/TECH SERVICES
        LOC:  ██  DISTRICT-WIDE                             PRG:
     TRANSACTION        VENDOR                        TRANSFERRED       OPEN
    NO.  TYPE  DATE   NUMBER NAME       PO/VR  DESCRIPTION      FUNDS      P.O.'S      DEBITS      CREDITS
                             COMMERCE BANK        NAEHCY.ORG-HOMELESS MEMBERSHIP         ███
                             COMMERCE BANK        NATIONAL ASSOC.HOMELESS CONF.M         ███
                             COMMERCE BANK        NATHALASS,TRAVEL GUIDE,UNITED          ███
                             COMMERCE BANK        NATIONAL ASSOCIATION OF HOMELE         ███
                             COMMERCE BANK        HILTON HOTEL-HOMELESS CONF.LOD         ███
                             COMMERCE BANK        AMAZON,WALMART-HOMELESS GRANT          ███
                             USD██  PETTY         ARP-HCY II GRANT                       ███
                                                               ----------.--  ----------.--  ----------.--  ----------.--
                                                TOTALS          .00           .00           ███           .00
```

ORIGINAL BUDGET	WORKING BUDGET	YTD DEBITS	YTD CREDITS	YTD ACTIVITY	AVAILABLE BALANCE (A)	AVAILABLE	PCT	PCT
███	███	███	██	██	███	███	█	█

```
                                                               ----------.--  ----------.--  ----------.--  ----------.--
                                                FUND TOTALS     .00           .00           ███           .00
```

KANSAS STATE DEPARTMENT OF EDUCATION

Consultation

DOCUMENTATION OF PRIVATE SCHOOL CONSULTATION

The Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) requires that consultation occur between the local education agency and private school officials.

Consultation should be ongoing, and the following topics should be discussed before any decisions are made:

How the specific needs of eligible children will be identified;

Types of services that will be offered to meet those needs;

How, where, and by whom services will be provided;

When and how often services will be provided, including the approximate time of day;

How and when the decision will be made in regard to the delivery of services and if the services will be provided directly or through a government agency, consortium, entity, or third party contractor;

How the LEA will assess academically the services to eligible private school children, and how the LEA will use the results of that assessment to improve Title I services;

The size and scope of the equitable services that the LEA will provide to eligible private school children, the proportion of funds that will be allocated to provide these services, how the proportionate share was determined, and whether funds will be pooled;

The method or sources of data that the LEA will use to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;

The equitable services the LEA will provide to teachers and families of participating private school children;

If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor;

Whether to consolidate Title I equitable services funds available for services to private school children under other ESEA programs.

_____ The private school official should initial here if they agree that timely and meaningful consultation occurred before the local education agency made decisions that affected the participation of eligible private school children in the following Title program services: Title I A, Title I C, Title II A, Title III, and Title IV A.

In 2024-2025, the private school will participate in the following programs:

☐ Title I, Part A Improving Basic Programs Operated by State and Local Education Agencies

☐ Title I, Part C Education of Migratory Children

☐ Title II, Part A Preparing, Training, and Recruiting High Quality Teachers, Principals and Other School Leaders

☐ Title III, Language Instruction for English Learners and Immigrant Students

☐ Title IV, Part A, Student Support and Academic Enrichment Grants

The LEA and the Private School must keep a copy of this document on file, and the LEA must send a copy to the Private School Ombudsman
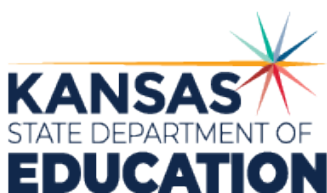
_____   _____   _____   _____
Public School Official   Date   Private School Official   Date

_____   _____
USD# and Name   Private School Official Name

KANSAS
STATE DEPARTMENT OF
EDUCATION

Kansas leads the world in the success of each student

Rev 12/2/2024

APPENDIX M: Non-Public School Title Services Roster

Student Name	Student Address	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 4	Criteria 5

ESSA: Title VIII, Section 8101(42)

(42) Professional development. --The term `professional development' means activities that—

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—

> **(i)** improve and increase teachers'--

>> **(I)** knowledge of the academic subjects the teachers teach;

>> **(II)** understanding of how students learn; and

>> **(III)** ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

> **(ii)** are an integral part of broad schoolwide and districtwide educational improvement plans;

> **(iii)** allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

> **(iv)** improve classroom management skills;

> **(v)** support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;

> **(vi)** advance teacher understanding of--

>> **(I)** effective instructional strategies that are evidence-based; and

>> **(II)** strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

> **(vii)** are aligned with, and directly related to, academic goals of the school or local educational agency;

> **(viii)** are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;

> **(ix)** are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

> **(x)** to the extent appropriate, provide training for teachers, principals, and other school leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;

> **(xi)** as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

> **(xii)** are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

> **(xiii)** include instruction in the use of data and assessments to inform and instruct classroom practice;

(xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

(xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

(xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

(xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and

(xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness."

NATIONAL CERTIFICATE OF ELIGIBLITY

I. FAMILY DATA

Parent/Guardian 1:	Last Name	First Name	Parent/Guardian 2:	Last Name	First Name

Parent/Guardian 1 Email Address:	Parent/Guardian 1 Telephone:	Parent/Guardian 2 Email Address:	Parent/Guardian 2 Telephone:

Current Address:	City	State	Zip

II. CHILD DATA

Last Name 1	Last Name 2	Suffix	First Name	Middle Name	Sex	Birth Date	MB	Code	Residency Date

III. QUALIFYING MOVES & WORK

1. The child(ren) listed on this form moved due to economic necessity from a residence in ___School district / City / State / Country___ to a residence in ___School district / City / State___.

2. The child(ren) moved (complete both a. and b.):
   a. ☐ as the worker, OR ☐ with the worker, OR ☐ to join or precede the worker.

   b. The worker, ___First Name and Last Name of Worker___, is ☐ the child, OR the child(ren)'s ☐ parent/guardian ☐ spouse.

      i. (Complete if "to join or precede" is checked in 2a.) The child(ren) moved on ___MM/DD/YY___. The worker moved on ___MM/DD/YY___. (provide comment)

3. The worker moved due to economic necessity on ___MM/DD/YY___ from a residence in ___School district / City / State / Country___ to a residence in ___School district / City / State___, and:
   a. ☐ engaged in new qualifying work soon after the move (provide comment if worker engaged more than 60 days after the move); OR
   b. ☐ actively sought new qualifying work, AND has a recent history of moves for qualifying work (provide comment)

4. The qualifying work,*___describe agricultural or fishing work___, was (make a selection in both a. and b.):
   a. ☐ seasonal OR ☐ temporary employment
   b. ☐ agricultural OR ☐ fishing work

   *If applicable, check:
   ☐ personal subsistence (provide comment)

5. (Complete if "temporary" is checked in #4a) The work was determined to be temporary employment based on:
   a. ☐ worker's statement (provide comment), OR
   b. ☐ employer's statement (provide comment), OR
   c. ☐ State documentation for ___Employer___.

6. The child(ren)'s Qualifying Arrival Date was ___MM/DD/YY___.

National COE Template

IV. COMMENTS (Must include 2bi, 3a, 3b, 4, 5a and 5b of the Qualifying Moves & Work Section, if applicable. Must include the Interviewee Signature Section, if applicable.)

V. INTERVIEWEE SIGNATURE

I understand the purpose of this form is to help the State determine if the child(ren)/youth listed on this form is/are eligible for the Title I, Part C, Migrant Education Program. To the best of my knowledge, all of the information I provided to the interviewer is true.

_____   _____
Signature   Printed Name

_____   _____
Relationship to the child(ren)   Date

VI. ELIGIBILITY DATA CERTIFICATION

I certify that based on the information provided to me, which in all relevant aspects is reflected above, I am satisfied that these children are migratory children as defined in 20 U.S.C. 6399 and implementing regulations, and thus eligible as such for MEP services. I hereby certify that, to the best of my knowledge, the information is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

_____ _____ _____
Signature of Interviewer   Printed Name   Date

_____ _____ _____
Signature of Designated SEA Reviewer   Printed Name   Date

Attachment 2

Kansas Migrant Education Program Staff Needs Assessment Survey (2024)

Please check the items that you have identified through observation or reviewing data that are needed MOST to help migratory children succeed in school.

1. What is your location/service center?

☐ Cheylin   ☐ Hays   ☐ Shawnee Mission

☐ Cimarron   ☐ Hugoton   ☐ Syracuse

☐ Deerfield   ☐ Kansas City   ☐ Ulysses

☐ Dodge City   ☐ Lakin   ☐ Wichita

☐ Elkhart   ☐ Liberal   ☐ Southern KS Region

☐ Emporia   ☐ Moscow   ☐ NKESC

☐ Garden City   ☐ Olathe

☐ Great Bend   ☐ Pittsburg

☐ Other (please specify)

[_____]

2. I know enough about the MEP to answer these questions with confidence. *Note: If you check "untrue", do not complete the survey.*

☐ Untrue   ☐ Hardly true   ☐ Mostly true

☐ Totally true

3. **What do migratory children/youth need the MOST help with?**

☐ Reading skills   ☐ Missing homework/assignments

☐ Writing skills   ☐ English language skills

☐ Mathematics skills   ☐ Study skills

☐ Science skills   ☐ School readiness skills

☐ Skills in other content areas   ☐ Life skills (job skills, budgeting, saving)

☐ State test preparation   ☐ Scholarships or financial aid for college

☐ High school credit accrual   ☐ GED or High School Equivalency Diploma (HSED)

4. What supplemental instructional services would MOST help migratory children/youth?

☐ Reading/writing instruction   ☐ Career/technical education programs

☐ Mathematics instruction   ☐ Virtual learning options

☐ Instruction in other content areas   ☐ Tutoring during the regular school year

☐ Support for completing high school classes   ☐ Individualized student support

☐ Migrant summer school/services   ☐ GED/HSED support/programs

☐ Preschool/school readiness instruction   ☐ Dropout prevention support

☐ Home-based tutoring/instruction   ☐ Support for adjusting to a new school

☐ English language instruction

5. What support services to migratory children/youth need MOST?

☐ Books/materials/school supplies   ☐ Nutrition/meals

☐ Counseling on high school credits/graduation   ☐ Transportation

☐ Counseling on options after high school   ☐ Clothing (uniforms, cap and gown, sports, winter)

☐ Health care (medical, mental, dental, vision)   ☐ Locating school/community resources

☐ Support for extracurricular activities   ☐ Locating/enrolling in preschool

☐ Translation and interpretation   ☐ Social-emotional support

6. What professional development do you need MOST?

☐ Using data to inform program implementation   ☐ Reading/literacy strategies

☐ Culturally relevant instruction   ☐ Mathematics strategies

☐ Migrant 101 / Who are migratory children and youth?   ☐ Involving parents in their child's education

☐ Social-emotional learning   ☐ English as a second language (ESL)/diverse learner strategies

☐ Identification and recruitment (ID&R) / eligibility   ☐ Accessing school/community resources

☐ Serving out-of-school youth (OSY)   ☐ School readiness

7. What training is needed MOST by parents of migratory children/youth?

☐ Information on postsecondary/career readiness   ☐ School readiness skills

☐ How to help their children with homework   ☐ How to help their children with reading

☐ Communicating with the school/teachers   ☐ How to help their children with math

☐ Adolescent health/development   ☐ Parenting education

☐ Family literacy/English language development   ☐ Strategies/resources to support education in the home

☐ Locating school/community resources   ☐ Parent and family engagement

Kansas Migrant Education Program Parent/Family Needs Assessment Survey (2024)

Programa del Educación de MIgrante del Estado de Kansas- Encuesta para Padres (2024)

Please check the items that are needed MOST below. The Migrant Education Program (MEP) is conducting a study of the needs of migratory families. If you have more than one child in the MEP, answer in general for all your children.

El Programa de Educación Migrante (MEP-inglés) está llevando a cabo un estudio de las necesidades de las familias migratorias. Si usted tiene más de un hijo en el MEP, responda en general para todos sus hijos. Marque las respuestas de cada categoría que se necesitan más.

1. What is your location/service center?
¿Cuál es su local/centro de servicio?

- [ ] Cheylin (103)
- [ ] Cimarron (102)
- [ ] Deerfield (216)
- [ ] Dodge City (443)
- [ ] Elkhart (253)
- [ ] Emporia (253)
- [ ] Garden City (457)
- [ ] Great Bend (428)
- [ ] Other (please specify)

- [ ] Hays (489)
- [ ] Hugoton (210)
- [ ] Kansas City (500)
- [ ] Lakin (215)
- [ ] Liberal (480)
- [ ] Moscow (209)
- [ ] Olathe (233)
- [ ] Pittsburg (250)

- [ ] Shawnee Mission (512)
- [ ] Syracuse (494)
- [ ] Ulysses (214)
- [ ] Wichita (259)
- [ ] Southern KS Region
- [ ] NKESC

[   ]

2. Grade(s) of child(ren) in my home (check all that apply):
Grado(s) de los niños en mi hogar (marca los que apliquen):

- [ ] Birth to Age 5
  Nacimiento hasta los 5 años de edad
- [ ] K-3

- [ ] 4-5
- [ ] 6-8

- [ ] 9-12
- [ ] Out-of-School Youth
  Joven fuera del ámbito escolar

3. What do your children need the MOST help with?
¿Con qué necesitan MÁS ayuda sus hijos?

☐ Reading skills
Habilidades de lectura

☐ Writing skills
Habilidades de escritura

☐ Mathematics skills
Habilidades de matemáticas

☐ Science skills
Habilidades de ciencia

☐ Skills in other content areas
Habilidades de otras materias

☐ Preparing for state tests
Preparación para los exámenes estatales

☐ GED or high school equivalency diploma
GED o Diploma de Equivalencia de "High School"

☐ Missing homework/assignments
Falta de tareas

☐ English language skills
Habilidades de inglés

☐ Study skills
Habilidades de estudio

☐ Preschool skills
Habilidades preescolares

☐ Scholarships and financial aid for college
Becas y ayuda financiera para la universidad

☐ High school credits
Créditos de la escuela preparatoria

☐ Life skills (job skills, budgeting, saving)
Habilidades para la vida como habilidades laborales, presupuestos, ahorro

4. What instructional services would MOST help your children?
¿Cuáles tipos de servicios ayudarán MÁS a sus hijos?

☐ Reading/writing instruction
Instrucción de lectura/escritura

☐ Mathematics instruction
Instrucción de matemáticas

☐ Summer school
Escuela de verano

☐ Preschool/early learning
Preescolar/aprendizaje temprana

☐ Instruction provided in your home
Instrucción proporcionada en su hogar

☐ Tutoring during the regular school year
Tutoría durante el año escolar regular

☐ Support for completing high school classes
Apoyo para completar las clases de preparatoria

☐ Help with adjusting to a new school
Ayuda para adaptarse a una nueva escuela

☐ Support to stay in school
Apoyo para permanecer en la escuela

☐ Information about opportunities after high school
Información sobre oportunidades después de preparatoria

5. What do your children MOST need to be successful in school?
¿Qué es lo que MÁS necesitan sus hijos para tener éxito en la escuela?

☐ School supplies
Utiles escolares

☐ Counseling on high school credits/graduation
Consejería Secundaria (relacionada a crédito)

☐ Counseling on options after high school
Orientación universitaria y profesional

☐ Health care (medical, mental, dental, vision)
Cuidado de la salud, mental, dental o visión

☐ Support for extracurricular activities
Apoyo para las actividades extracurriculares

☐ Clothing (uniforms, cap and gown, sports)
Ropa (uniformes, gorra/bata, deportes)

☐ Nutrition/meals
Nutrición/comida

☐ Transportation
Transportación

☐ Finding preschool programs
Encontrar programas preescolares

☐ Translation and interpretation
Traducción e interpretación

☐ Books
Libros

6. What would MOST help you support your child's success in school?
¿Qué le ayudaría MÁS a usted en apoyar a su hijo en tener éxito en la escuela?

☐ Educational materials for your home
Materiales educativos en el hogar

☐ Communicating with staff about your child's needs
Comunicación con el personal sobre las necesidades de su hijo

☐ Parent activities such as reading/math nights
Actividades de participación de los padres (por ejemplo, noches de actividades de lectura, etc.)

☐ Parenting education
Programas educativos sobre la crianza

☐ Information about children's health issues
Información sobre temas de salud de los niños

☐ Preparing young children for school
Preparar a los niños pequeños para la escuela

☐ Migrant Parent Advisory Council (PAC) meetings
Reuniones del Consejo Asesor de Padres Migrantes

☐ How to help my child with reading/math at home
Cómo ayudar a mi hijo con la lectura/matemáticas en casa

☐ How to help my child with homework/assignments
Cómo ayudar a mi hijo con las tareas

☐ Family literacy/English language instruction
Alfabetización familiar y la enseñanza de idiomas

7. What other needs do you or your children have that are not included in this survey?
¿Qué otras necesidades que no están incluidos en esta encuesta tienen usted o sus hijos?

SAMPLE

Kansas Migrant Education Program Student (Grades 9-12) and Out-of-School Youth (OSY) Needs Assessment Survey (2024)

Programa de Educación Migrante (MEP-Inglés) Estudiante (Grados 9-12) / Joven de 13 a 19 años fuera de la escuela (OSY-Inglés) Encuesta sobre las necesidades

Please check the items that you need MOST from the Migrant Education Program below.
Marque los que necesitas MAS del Programa de Educación Migrante.

1. What is your location/service center?
¿Cuál es su local/centro de servicio?

☐ Cheylin (103)   ☐ Hays (489)   ☐ Shawnee Mission (512)

☐ Cimarron (102)   ☐ Hugoton (210)   ☐ Syracuse (494)

☐ Deerfield (216)   ☐ Kansas City (500)   ☐ Ulysses (214)

☐ Dodge City (443)   ☐ Lakin (215)   ☐ Wichita (259)

☐ Elkhart (218)   ☐ Liberal (480)   ☐ Southern KS Region

☐ Emporia (253)   ☐ Moscow (209)   ☐ NKESC

☐ Garden City (457)   ☐ Olathe (233)

☐ Great Bend (428)   ☐ Pittsburg (250)

☐ Other (please specify)

[   ]

2. I am a high school student in:
Soy un estudiante en preparatoria en:

☐ Grade 9 / Grado 9   ☐ Grade 10 / Grado 10   ☐ Grade 11 / Grado 11

☐ Grade 12 / Grado 12

3. I am a high school-aged student (through age 21) not enrolled in school
Soy un joven de 13 a 19 años fuera de la escuela

☐ Yes / Sí

4. What do you need MOST?
¿Qué es lo que más necesitas?

☐ Improve reading skills
Mejorar las habilidades de lectura

☐ Improve writing skills
Mejorar las habilidades de escritura

☐ Improve mathematics skills
Mejorar las habilidades de matemáticas

☐ Improve science skills
Mejorar las habilidades de ciencia

☐ Prepare for state tests
Prepararse para los exámenes estatales

☐ Learn about paying for/enrolling in college
Aprenda sobre cómo pagar/inscribirse en la universidad

☐ High school credits
Créditos de la escuela preparatoria

☐ Help with completing missing homework/assignments
Ayuda para completar tareas/tareas faltantes

☐ Learn how to study for classes and exams
Aprende a estudiar para clases y exámenes

☐ Life skills (job skills, budgeting, saving)
Habilidades para la vida (habilidades laborales, presupuestos, ahorro)

☐ Learn about options after high school
Aprenda sobre las opciones después de la preparatoria

☐ Improve English language skills
Mejorar las habilidades del idioma inglés

☐ College preparation (AP classes, ACT/SAT)
Preparación para la universidad (clases de AP, ACT/SAT)

☐ GED or High School Equivalency Diploma (HSED)
GED o Diploma de Equivalencia de Escuela Preparatoria (HSED)

5. In what ways would you like to receive help?
¿De qué manera le gustaría recibir ayuda?

☐ Reading/writing instruction
Instrucción de lectura/escritura

☐ Mathematics instruction
Instrucción de matemáticas

☐ Help completing high school classes
Completar las clases de la escuela preparatoria

☐ Summer school
Escuela durante del verano

☐ Tutoring during the regular school year
Tutoría durante el año escolar

☐ Tutoring/instruction provided in your home
Tutoría / instrucción proporcionada en su hogar

☐ Career/technical education programs
Programas para la carrera o carreras técnica

☐ GED/HSED programs/support
Programas/apoyo de GED/HSED

☐ Support for adjusting to a new school
Apoyo para adaptarse a una nueva escuela

☐ Support to help you stay in school
Apoyo para ayudarle a permanecer en la escuela

☐ Mentoring
Mentores

☐ Virtual learning options
Opciones de aprendizaje virtual

6. What do you MOST need to be successful in school?

¿Qué es lo que MÁS necesitas para tener éxito en la escuela?

☐ Books/materials/school supplies
Libros-materiales educativos-útiles escolares

☐ Counseling on high school credits/graduation
Consejería sobre créditos de escuela preparatoria/graduación

☐ Counseling on options after high school
Consejería sobre las opciones después de la escuela secundaria

☐ Health care (medical, dental, vision)
Cuidado de la salud, dental, o visión

☐ Support for extracurricular activities
Apoyo para las actividades extracurriculares

☐ Help addressing social-emotional issues
Asistencia para las necesidades socioemocionales

☐ Translation and interpretation
Traducción e Interpretación

☐ Other: / Otro:

☐ Nutrition/meals
Nutrición/comida

☐ Transportation
Transportación

☐ Clothing (uniforms, cap and gown, sports, winter)
Ropa (uniformes, gorra y bata, deportes, invierno)

☐ Locating school resources
Encontrar recursos de la escuela

☐ Locating community resources
Encontrar recursos de la comunidad

☐ Access to computers/internet
Acceso a computadores/el internet

7. How well do you understand your graduation requirements?
¿Qué tan bien entiende sus requisitos de graduación?

○ Not at all   ○ Somewhat   ○ Very well
Para nada   *Algo*   *Mucho*

8. How sure are you that you will graduate from high school?
¿Qué tan seguro está que se graduará de la preparatoria?

○ Not at all   ○ Somewhat   ○ Very sure
Para nada   *Algo*   *Mucho*

9. What other needs do you have that are not addressed in this survey?
¿Qué otro tipo de asistencia necesita que no se abordan en esta encuesta?

APPENDIX S: ESOL/Bilingual Education Eligibility Criteria Plan Example

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)/BILINGUAL EDUCATION PROGRAM GUIDANCE

Upon enrollment, every student or parent/guardian must be given a Home Language Survey. This survey will be used to determine which students should be assessed for English proficiency. Knowledge of, or exposure to another language does not, in and of itself, qualify a student for ESOL services.

If a language other than English is indicated in any of questions 1-4, the student will be assessed to determine eligibility for English for Speakers of Other Languages (ESOL) services. Please complete one form for each child.

Student Information:

Name: _____ Grade: _____

Address: _____ Date of Birth: _____

Date first enrolled in a school in the U.S.: _____ Phone Number: _____

Student Language Information:

1. What language did your child first learn to speak/use?

   English _____ Spanish _____ Other (please specify) _____

2. What language does your child speak/use at home? Do not include language learned in a class or through television or other such programming.

   English _____ Spanish _____ Other (please specify) _____

3. What language do you speak/use with your child?

   English _____ Spanish _____ Other (please specify) _____

4. What language do the adults regularly present or living in the home speak/use while in presence of the child?

   English _____ Spanish _____ Other (please specify) _____

Parent/Guardian Information:

Which language do you prefer? English _____ Spanish _____ Other (please specify) _____
(Please specify "written" or "spoken". To the extent practicable, communication from the school will be provided in this language.)

Migrant Education Program Information:

The Migrant Education Program (MEP) is authorized by Title I Part C of the Elementary and Secondary Education Act of 1965 (ESEA). The MEP provides formula grants to local education agencies to establish or improve education programs for children who may qualify for the Migrant Program. Please help us determine your child's eligibility for the Migrant Program by responding to the following questions.

Have you or a member of your family moved in the last 36 months to do, or apply for, agriculture or fishing related work, including dairies, nurseries, meat or vegetable processing, feed yards, or field work?
Yes _____ No _____

Have your children moved with or to join the worker above in the past 36 months? Yes _____ No _____
For the School: If the answer to either of the previous two questions is Yes, please contact Alejandro Cabero at alejandrocabero@eudoraschools.org or 785-542-4904 ext. 1505 and provide him a copy of this survey.

_____ _____
Signature of Parent or Guardian   Date

STUDENT REPORT: ▮▮▮▮▮▮

GRADE: ▮ / STATE ID: ▮▮▮▮

SCHOOL: ▮▮▮▮

DISTRICT: ▮▮▮▮

2022–2023

KELPA

This report shows and explains the student's performance on the Kansas English Language Proficiency Assessment (KELPA). The KELPA measures growth in English language proficiency to ensure all English learners (ELs) are prepared for academic success. This report provides performance levels on each domain tested: speaking, writing, listening, and reading, as well as an overall proficiency determination. These results are used by the teachers, the school, and the school district in planning the student's level of support and participation in the EL program.

Overall Proficiency: Level 3

1 — NOT PROFICIENT   2 — NEARLY PROFICIENT   **3 — PROFICIENT**

1–Not Proficient: Students who are not yet proficient have not attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level, content-related academic tasks in English. This is indicated by attaining performance levels of Beginning and Early Intermediate in all four domains. Students who are not proficient are eligible for ongoing program support.

2–Nearly Proficient: Students are nearly proficient when they approach a level of English language skill necessary to produce, interpret, and collaborate on grade-level, content-related academic tasks in English. This is indicated by attaining performance levels with above Early Intermediate that does not meet the requirements to be proficient. Nearly proficient students are eligible for ongoing program support.

3–Proficient: Students are proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level, content-related academic tasks in English. This is indicated by attaining performance level of Early Advanced in all domains.

Domain Performance Levels

Year	Speaking	Writing	Listening	Reading	Progress Toward Proficiency
2022	3	3	4	2	
2023	4	4	4	4	Proficient

4–Early Advanced - Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs

3–Intermediate - Applies some grade-level English language skills and will benefit from EL program support

2–Early Intermediate - Presents evidence of developing grade-level English language skills and will benefit from EL program support

1–Beginning - Displays few grade-level English language skills and will benefit from EL program support

Additional Resources

For more information about the Kansas Standards, visit **ksde.org.**
To learn about the Kansas Assessment Program, visit **ksassessments.org.**

Kansans CAN

Kansas leads the world in the success of each student.

WIDA™ University of Wisconsin-Madison

WIDA Alternate ACCESS

English Language Proficiency Test for Students with Significant Cognitive Disabilities

Birth Date: ▮ Grade: ▮
District ID: ▮ State ID: ▮
School: ▮
District: ▮
State: ▮
Accommodation(s): ▮

2024 Individual Student Report for Families

This is ▮ Individual Score Report on the WIDA Alternate ACCESS English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure ▮ progress in learning English. Scores are reported as Alternate English Language Proficiency Levels.

What are Alternate English Language Proficiency Levels?

Alternate English language proficiency levels describe how multilingual learners with significant cognitive disabilities use and understand English language and communication. Each proficiency level builds upon the previous level.

Descriptions about each of these levels are called alternate proficiency level descriptors and help parents and teachers understand language development at various levels in Listening, Speaking, Reading, and Writing.

▮ Individual Domain Score		Alternate English Language Proficiency Levels (PL)				
		1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging
Listening	4					
Speaking	4					
Reading	4					
Writing	1					
▮ Overall Proficiency Level*	3					

*Overall score, as shown, in the last row in the table above, is calculated only when all four domains have been assessed.   NA: Not available

Students with ▮ **Overall Proficiency Level of 3,** typically can:

✓ Understand simple, related statements or questions spoken in English

✓ Read or decode a simple sentence

✓ Communicate one or more simple sentence(s) or question(s)

✓ Write one or more chunks of language, phrases or clauses about an idea

145085-000001-28124

WIDA ™
UNIVERSITY OF WISCONSIN-MADISON

WIDA Alternate ACCESS

District ID: ▮▮▮▮
Year: ▮▮▮
State ID: ▮▮▮▮

How will these results be used?

WIDA Alternate ACCESS scores have many potential uses. Test scores should be just one element in the decision-making process to:

- Monitor student progress annually (using scores from two or more years) – scores from the first year taking WIDA Alternate ACCESS can establish a baseline to track future growth.
- Guide Individualized Education Plan (IEP) teams in determining English language acquisition supports.
- Inform classroom instruction and assessment.
- Aid in programmatic decision making.

How can I use this information to help my child?

Many students use different language and communication strategies in school that can also be used at home. Talk to ▮▮▮▮ teacher for additional ways to help ▮▮▮▮. Below are some questions you can ask:

- What are my child's communication learning goals in school?
- What are my child's language learning goals in school?
- How can I help my child use their communication device at home to support their communication in English and their home language?
- What can I do at home to help my child with their homework?

Parents and caregivers can help their child progress in their English language proficiency. Everyday activities such as reading, storytelling, playing games, singing, and even watching TV can help promote English language, literacy and oral development. Focus on topics ▮▮▮▮ is interested in!

Where can I get more information?

Further explanations for each of the alternate proficiency level descriptors can be found at:
wida.wisc.edu/resources/alternate-proficiency-level-descriptors.

APPENDIX V: Title IV, Part A Student Support and Academic Enrichment Needs Assessment

District Number & Name_____

Date _____

Time _____

Name/Role/Title/Position _____

Directions: Questions are referenced below to activate the reflection, analysis, and review process of the data and the story it tells about the needs of the district/school building. The questions are not required but may be used as a tool to facilitate the discussion and identification of needs for the upcoming school year.

I. **Well-Rounded Education (Section 4107)**

   a. Are students being counseled in post-secondary opportunities, financial literacy, financial aid awareness?

   b. Are programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution provided?

   c. Are programs and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science provided?

   d. Is access to high quality courses and STEM Activities increasing for students who are members of underrepresented groups?

   e. Are other academic subjects, including the arts, integrated into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well rounded education?

   f. Are programs such as American history, civics, economics, government education, foreign language instruction, environmental education, promote volunteerism, and community engagement being strengthened?

   g. Are professional development activities to address the above activities provided?

   h. Do you offer other activities and programs to support student access to, and success in, a variety of well-rounded education experiences?

Strengths	Areas of Need

II. **Safe & Healthy Students (Section 4108)**

a. Does coordination with other schools and community-based programs occur?

b. Do you foster safe, healthy, supportive, and drug free environments that support student academic achievement?

c. Are parents involved or encouraged to be involved in activities or programs?

d. Are activities conducted in partnership with an institution of higher education, business, nonprofit organizations, community-based organizations? Such as – Trauma-informed practices, prevention of bullying and harassment, mentoring and counseling to students at risk of academic failure, establish or improve school dropout and reentry programs, designing and implementing a locally tailored plan to reduce exclusionary discipline practices, implementation of schoolwide positive behavioral interventions and supports, designating a site resource coordinator, pay for success initiatives; or provide high quality professional development in the following areas:

1. Suicide prevention
2. Effective and trauma-informed practices
3. Crisis management and conflict resolution
4. Human trafficking
5. School-based violence prevention
6. Drug abuse prevention
7. Bullying and harassment prevention
8. Child sexual abuse awareness

e. Are the following evidence-based activities or programs offered?
1. Drug and violence prevention
2. Educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.

Strengths	Areas of Need

III.   **Support the Effective Use of Technology (Section 4109)**

a. Are educators, school leaders, and administrators provided with the professional learning tools, devices, content and resources to personalize, adapt and use technology to address the needs of all students?

b. Is technological capacity and infrastructure being built?

c. Are effective or innovative strategies being developed or used to deliver specialized or rigorous academic courses or curricula through the use of technology, including digital learning technologies and assistive technology?

d. Are blended learning projects being carried out?

e. Is professional development provided in the use of technology to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science?

f. Are students in rural remote, and underserved areas provided with the resources to take advantage of high-quality digital learning experiences, and digital resources to access online courses taught by effective educators?

Strengths	Areas of Need

KANSAS STATE DEPARTMENT OF EDUCATION

Consultation Form

DOCUMENTATION OF DISTRICT/TRIBAL CONSULTATION

District Representatives

USD #	USD Name:		
Superintendent Name:		Email Address:	Phone Number:
Superintendent Signature:			
District EASIE Coordinator Name:		Email Address:	Phone Number:
EASIE Coordinator Signature:			

Tribal Representatives

Tribal Nation:	Tribal Office Address:
Representative Name:	Representative Title:
Email Address:	Phone Number
Tribal Representative Signature:	

*Additional Tribal representation can be added to include Tribal leadership from council, education agency, finance, health or other units the Tribal Nation deems vital to effective Tribal consultation.

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Rev 12/2/2024

APPENDIX W: District/Tribal Consultation Agreement Example

_____ **We agree** that timely and meaningful consultation occurred before the <u>DISTRICT</u> submitted plans or applications for the following Title programs under ESSA.

_____ **We agree** that we have participated in meaningful and timely discussion on each Title program under ESSA and have chosen to participate in the programs checked below.

YES	NO	N/A	
☐	☐	☐	Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
☐	☐	☐	Title I, Part C: Education of Migratory Children
☐	☐	☐	Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
☐	☐	☐	Title II, Part A: Supporting Effective Instruction
☐	☐	☐	Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act
☐	☐	☐	Title IV, Part A: Student Support and Academic Enrichment Grants
☐	☐	☐	Title IV, Part B: 21st Century Community Learning Centers
☐	☐	☐	Title V, Part B, Subpart 2: Rural and Low-Income School Program
☐	☐	☐	Title VI, Part A, Subpart 1: Indian Education Formula Grants to Local Education Agencies

_____ **We agree** that timely and meaningful consultation shall continue throughout the implementation and assessment of services provided under Section 8535.

_____ **Other (please explain):**

_____

Superintendent or Designee Signature   Date

_____

Tribal Official Signature   Date

Required Topics During Consultation:

Check to affirm that all of the required topics were discussed during the consultation process:

☐ How students' needs will be identified (culturally, linguistically, and academically)

☐ What services will be offered

☐ Size and scope of equitable services

☐ Equitable services to teachers and parents

☐ How and when decisions about the delivery of services will be made

☐ Proportion of funds allocated for services

☐ Title programs under ESSA

☐ How, where, when, and by whom services will be provided

☐ How services will be assessed and improved upon based on assessment results

☐ Parent and Tribal engagement

The LEA must keep a copy of this document on file, submit a copy to KSDE, and upload a copy to the ESEA Consolidated Review Self-Assessment within the Kansas Integrated Accountability System.

For Questions Contact:
Nathan McAlister
nmcalister@ksde.org

KANSAS STATE DEPARTMENT OF EDUCATION

FAQ

Tribal Consultation
TITLE VI
SEC. 8538(a). [20 U.S.C. 7918]

The Kansas State Department of Education Tribal Consultation Form is a template document for school districts and Tribal Nations to engage in effective, continuous, and meaningful consultation. We are committed to consultation success. Completed forms should be kept on file at the school and must be attached to the ESEA Consolidated Review Self-Assessment within the Kansas Integrated Accountability System.

Am I required to complete a tribal consultation?

If your district has received Title VI funds greater than $40,000 or if your district is greater than 50% American Indian/Alaska Native (AI/AN), then you are required to initiate a tribal consultation. Meaning you are an "affected LEA".
[20 U.S.C. 7918, ESSA Sec. 85389(c)(1)(A) & (B)]

Where do I file or store this document?

Districts must store the document in their own files according to their retention policies and must submit a copy to KSDE and upload a copy to the to the ESEA Consolidated Review Self-Assessment within the Kansas Integrated Accountability System. Documentation will be reviewed during the ESEA Consolidated Review Monitoring process.
[20 U.S.C. 7918, Sec 8538(b)]

Do I need to attach any additional documentation?

LEAs are not required to send additional documentation; you are welcome to send a copy of the consultation agenda and other supporting documents to help us improve future technical assistance to districts.

What are example consultation topics?

LEAs are required to solicit substantive contributable material to federal applications.

- How students' needs will be identified (culturally, linguistically, and academically)
- What services will be offered
- Size and scope of equitable services
- Equitable services to teachers and parents
- How and when decisions about the delivery of services will be made
- Proportion of funds allocated for services
- Title programs under ESSA
- How, where, when, and by whom services will be provided
- How services will be assessed and improved upon based on assessment results
- Parent and Tribal engagement

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Who is a Tribal appropriate official?

Appropriate officials are Tribal individuals who are elected, appointed, or designated in writing for the specific purpose of consultation. The U.S. Office of Indian Education (OIE) stated in Part II of the EASIE Frequently Asked Questions Version 14.0 *"Appropriate officials may be used as an Indian Parent Committee's tribal representative; however, it is not required."*

[20 U.S.C 7918, ESSA Sec. 8538(c)(2)(A) & (B)]

Federally Recognized Tribes:

Tribal Lands Map: HERE

Tribal Addresses and List of Tribes: HERE
   *Note: Kansas is in the Southern Plains
   *Border districts may want to search neighboring states

Required/Recommended next steps after completion of ESSA Tribal Consultation:

- <u>Required Action:</u> Submit documentation to KSDE AND upload a completed consultation form into the ESEA Consolidated Review Self-Assessment during the upcoming data collection period.

- Provide each Tribal appropriate official with a printed or digital copy of the proposed consultation agreement which can either be the provided template or other appropriate design.

- Write a thank you email to all participants reciting any pending questions and allow for an opportunity to clarify or address the questions.

- Prioritize tribes within 50 miles.

- Print out your emails and write down if any phone calls were made and include an appropriate timestamp.

For additional information review the Title VI American Indian and Alaskan Native Education guidance document.

For more information, contact:

Nathan McAlister
Humanities Program Manager
Career Standards and Assessment Services
(785)296-3892
nmcalister@ksde.org

Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
www.ksde.org

Kansans
CAN

AT - RISK PUPIL ASSISTANCE PROGRAM

Purpose:

The purpose of the Kansas At-Risk Program is to provide at-risk students with additional educational opportunities and instructional services to assist in closing the achievement gap.

ID #	Last Name	First Name	Grade		CRITERIA													IDENTIFICATION						DELIVERY							
					Not on academic grade level for math/reading	Not meeting requirements for promotion	Not meeting graduation requirements	Insufficient mastery of skills	Not meeting Kansas State Standards	Been retained	High rate of absenteeism	Repeated suspensions/expulsions	Homeless and/or Migrant	ELL (English Language Learners)	Unsuccessful in school due to SEL needs	Dyslexic or characteristics of dyslexia	State Assessment	Local Assessments	Performance Based	Norm referenced	Screening	Evidence Based Criteria-Lack of academic growth	Extended Year	Before School	After School	Summer School	Extra Support within a class	Tutorial assistance	Class within a class	Credit Recovery

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

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MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

Kansans CAN

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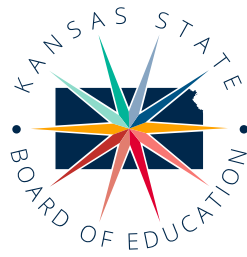
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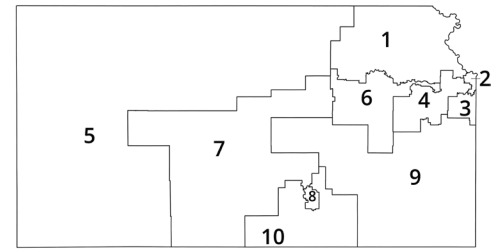
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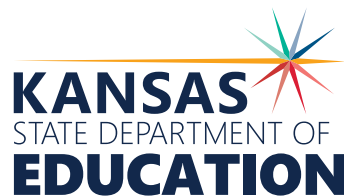*dhershberger@ksde.org*

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Jan. 25, 2024