

Welcome!

Thank you for attending the ESEA Programs in person meeting. As the agency continues to work toward alignment with state and federal programs, the focus is coherence, strategic work, and increased student outcomes.



Bert Moore

Director, Special Education and Title Services

- General Supervision of Special Education and Title Services
- Kansas Integrated Accountability System (KIAS)
- Kansas Multi-Tier System of Support (MTSS)
- Kansas Technical Assistance and Program Accountability (TASN)

Email: Bert.Moore@ksde.gov

Phone: 785.296.4949



Joe Jewett



Assistant Director, Special Education and Title Services

- All ESEA Programs
- Federally Identified Buildings
- Foster Care
- Local Consolidated Plan (LCP)
- Title I Schoolwide/TAS
- Parent & Family Engagement

Email: Joe.Jewett@ksde.gov

Phone: 785.296.2600



Twyla Sprouse, Ph.D.



Assistant Director, Special Education and Title Services

- All ESEA Programs
- ESEA Consolidated Review
- Local Consolidated Plan (LCP)
- State Director, Title I, Part C
- Title I Director
- Private/Non-Public School Ombudsman

Email: Twyla.Sprouse@ksde.gov

Phone: 785.296.6741



Dean Zajic



Assistant Director, Special Education and Title Services

- Coordination Across Programs
- Fiscal Requirements and Accountability
- Maintenance of Effort Technical Assistance and Program Accountability
- Significant Disproportionality
- ESSER, IDEA, ESEA

Email: Dean.Zajic@ksde.gov

Phone: 785.296.2425



Nicole Clark

Public Service Executive, Special Education and Title Services



- ESEA Allocations
- Local Consolidated Plan (LCP)

Email: Nicole.Clark@ksde.gov

Phone: 785.296.4925



Teresa Cotton

Education Program Consultant, Special Education and Title Services

- Title III & ESOL
- Early Childhood – SPED Indicators 6, 7, and 12
- General Supervision SPED/Title Services

Email: teresa.cotton@ksde.gov

Phone: 785.296.3388



Pat Hill

Education Program Consultant, Special Education and Title Services

- Title IIA
- Title I Schoolwide and Targeted Assistance
- Local Consolidated Plan (LCP)

Email: Pat.Hill@ksde.gov

Phone: 785.296.3137



Christine Macy

Coordinator, Special Education and Title Services

- 21st Century Community Learning Centers
- Local Consolidated Plan (LCP)
- Parent & Family Engagement

Email: Christine.Macy@ksde.gov

Phone: 785.296.3287



Alysha Nichols



Public Service Administrator, Special Education and Title Services

- General Program Support
- Local Consolidated Plan (LCP)
- McKinney-Vento
- Title I Schoolwide
- 1003(a) Grants

Email: Alysha.Nichols@ksde.gov

Phone: 785.296.6066



Stacey Noll

Data Coordinator, Special Education and Title Services

- ESEA Data
- Local Consolidated Plan (LCP)

Email: Stacey.Noll@ksde.gov

Phone: 785.296.3129



Cary Rogers

Education Program Consultant, Special Education and Title Services

- Alternate Assessments
- Accommodations for all assessment
- IDEA and Gifted file review

Email: Cary.Rogers@ksde.gov

Phone: 785.296.0916



Emily Scott

Coordinator, Special Education and Title Services Team



- Title III & ESOL
- Local Consolidated Plan (LCP)

Email: emily.scott@ksde.gov

Phone: 785.296.4941



Maureen Tabasko

Education Program Consultant, Special Education and Title Services

- Education for Homeless Children & Youth (EHCY)
- Local Consolidated Plan (LCP)
- ESEA Consolidated Review

Email: Maureen.Tabasko@ksde.gov

Phone: 785.296.1101



Heather Terrill

Education Program Consultant, Special Education and Title Services

- Title I, Part A, Neglected
- Title I, Part D, Delinquent
- Local Consolidated Plan (LCP)
- ESEA Consolidated Review

Email: heather.terrill@ksde.gov

Phone: 785.296.6770



Roxanne Zillinger

Coordinator, Special Education and Title Services

- Title I Schoolwide & Targeted Assistance
- Title IVA
- Stronger Connections Grant
- Local Consolidated Plan (LCP)

Email: Roxanne.Zillinger@ksde.gov

Phone: 785.296.7260



Agenda

- Welcome & Introductions
- Resources & ESEA Program Reminders
- Let's Talk Parent & Family Engagement!
 - Scenarios
 - Required Documents
 - Review Examples
 - Best practices
 - Revisions
 - KSDE Guidance
- Local Consolidated Plan (LCP)
 - Application Process
 - Calculating the Homeless Set-Aside
 - Q & A
 - Application Work Time
- Question & Answer Session



Resources & ESEA Program Reminders



ESEA Programs Team

Resources

[Kansas ESEA Programs Director's Handbook](#)

[KSDE Title Services Page](#)

- ESEA Programs: Allocations, Additional Resources, Links to 2025-2026 Trainings



Upcoming ESEA Programs Webinar Series

Register @

<https://ksdetasn.org/events/gvXHng>

Format: Virtual

Time: 10:30 AM-11:45 AM CST

- September 12, 2025
- October 10, 2025
- November 7, 2025
- December 5, 2025
- February 6, 2026
- March 6, 2026
- April 10, 2026
- May 8, 2026



KSDE Weekly & Listserv Information

- The KSDE Weekly is the primary source of communication for the agency.
 - Click [here](#) to have KSDEweekly sent to your inbox.
- Curriculum Leaders Listserv:
 - Pat Bone (785) 296-2303
 - Pat.Bone@ksde.gov
- ESL Listserv
 - Emily Scott (785) 296-4941
 - Emily.Scott@ksde.gov
- Homeless Listserv:
 - Maureen Tabasko (785) 296-1101
 - Maureen.Tabasko@ksde.gov
- Kansas Alternate Assessment Listserv:
 - Cary Rogers (785)296-0916
 - Cary.Rogers@ksde.gov
- LCP listserv:
 - Alysha Nichols (785) 296-6066
 - Alysha.Nichols@ksde.gov



Title III

Emily Scott & Teresa Cotton



Emily Scott

Coordinator, Special Education and Title Services Team



- Title III & ESOL
- Local Consolidated Plan (LCP)

Email: emily.scott@ksde.gov

Phone: 785.296.4941



Teresa Cotton

Education Program Consultant, Special Education and Title Services

- Title III & ESOL
- Early Childhood – SPED Indicators 6, 7, and 12
- General Supervision SPED/Title Services

Email: teresa.cotton@ksde.gov

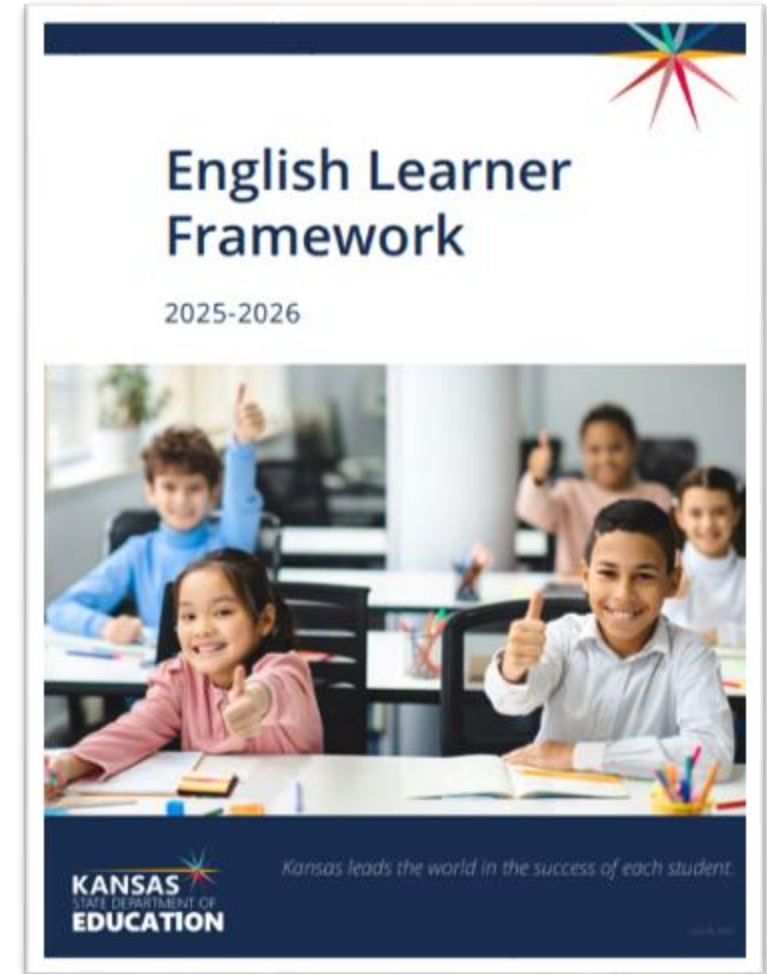
Phone: 785.296.3388



English Learner Framework

Available on the [KSDE website](https://ksde.org)

[Feedback Form](#): Comments will be collected until November 1st so that updates for next year can begin.



ESOL/Title III Beginning-of-the-Year Tasks

- Administer [Home Language Surveys](#)
- Administer [KELPA Screener](#) or [WIDA Alternate Screener](#)
- Send Home [Parent Notification Letters](#)
- Determine Placement in ESOL Services for each student ([EL Framework, pg. 31-33](#))
- Calculate [EL Contact Minutes](#)
- Create [Individual Learning Plan](#) for each student
- Document [Teacher/Para Meetings](#)
- Submit [KIDS Records](#) – Count Day: **September 22, 2025**
- [Register](#) for Monthly Webinars
- Email Alysha.Nichols@ksde.gov to join the ESL listserv and get the most up-to-date communication!



ESOL Documents



Cumulative Folder

Cumulative Folder Guidance Specific to English Learners

Please use the following checklist to ensure that information specific to identified English learner students is included in the cumulative folder. Update all information in cumulative folders at the end of each school year or when a student transfers to another school or school district. When working with cumulative folders, school staff must keep all information intact, confidential, and safe.

Note: Electronic documentation is acceptable as long as it can be produced for State auditors and is stored securely.

Student Name:	School Year:
SSID:	Grade:

Annual Documentation		Date Completed
<input type="checkbox"/>	Original Home Language Survey	
<input type="checkbox"/>	KELPA/WIDA Alternate Screener Report (K-12) or preLAS/Pre-IPT (Preschool)	
<input type="checkbox"/>	Most Recent Annual Parent Notification Letter	
<input type="checkbox"/>	Parent Waiver of Services (if applicable)	
<input type="checkbox"/>	Copy of the student's current Individual Learning Plan	
<input type="checkbox"/>	Copy of ELP Assessment (KELPA or WIDA Alternate ACCESS) Score Reports • Student score reports should remain in the cumulative folder for at least two years or be stored in an electronic format that is easily accessible and made available as needed.	
<input type="checkbox"/>	Other:	
<input type="checkbox"/>	Other:	

Exit/Monitor Documentation		Date Completed
<input type="checkbox"/>	Transition Year (Optional)	
<input type="checkbox"/>	Monitor – Year 1	
<input type="checkbox"/>	Monitor – Year 2	

Update Log			
Name	Initials	Date	Notes (Optional)

Kansas State Department of Education

Updated July 2025

Required for Fiscal Audit

11. Bilingual / English for Speakers of Other Languages (ESOL) (Current year)		
	Para Logs AND Para Schedules	must be provided for ALL buildings if claiming ESL contact time with paras
	Elementary	
	Home Language Surveys	home language surveys for all students entering ESL in current school year
	Elementary Assessments	most current assessment for all new students entering ESL or those students who do not have a KELPA/IPT reported in KIDS data. A list of these students can be requested from the KSDE auditor if needed.
	Elementary Documentation of ESL Contact Minutes	documentation of how the district calculated minutes claimed. Districts are free to use the KSDE ESL Contact Time Calculator or similar calculators, whatever method is used must identify teachers, qualifying paras, dates, time and total minutes students were provided ESL learning services.
	Elementary Bell Schedule(s)	if not already provided
	Elementary Classroom Schedules	individual classroom schedules indicating times and subjects where ESL minutes are being claimed. Be sure the bilingual certified classroom teacher is identified on each schedule. If not using KSDE ESL Contact Time Calculator and if a qualified para is providing services, identify the para and the time/days the para is providing services. Provide copy of classroom roster identifying the students served and time/ minutes/days served.
	Middle School / High School	
	Home Language Surveys	home language surveys for all students entering ESL in current school year
	School Assessments	most current assessment for all new students entering ESL or those students who do not have a KELPA/IPT reported in KIDS data. A list of these students can be requested from the KSDE auditor if needed.
	School Documentation of ESL Contact Minutes	documentation of how the district calculated minutes claimed. Districts are free to use the KSDE ESL Contact Time Calculator or similar calculators, whatever method is used must identify teachers, qualifying paras, dates, time and total minutes students were provided ESL learning services.
	Bell Schedule(s)	if not already provided
	Student Schedules	individual student schedules identifying endorsed teachers/qualifying paras and identifying minutes of ESL learning services provided
	License / Plan of Study	
	ESOL Teacher License Endorsement	copy of current, valid Teacher License showing ESOL endorsement
	ESOL Plan of Study	if applicable, must provide if claiming ESL time provided by licensed teacher on an ESOL Endorsement Plan of Study
	ESOL Plan of Study Documentation of Progress	if applicable, must provide documentation of ANNUAL progress for each licensed teacher with an ESOL Plan of Study

← Links →

FYI

- The US Department of Education recently rescinded the [2015 Dear Colleague Letter](#).
- **No presidential administration can unilaterally change the law.**
- At this point, none of the laws have changed, and just as with other previously removed guidance, the removal of the documents from the Department of Education's website doesn't diminish its usefulness or accuracy.





Emily Scott
Coordinator
Special Education & Title Services
(785) 296-4941
Emily.Scott@ksde.gov

Teresa Cotton
Education Program Consultant
Special Education & Title
Services
(785) 296-3388
Teresa.Cotton@ksde.gov

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Title I, Part A: Neglected Title I, Part D: Delinquent

Heather Terrill



Heather Terrill

Education Program Consultant, Special Education and Title Services

- Title I, Part A, Neglected
- Title I, Part D, Delinquent
- Local Consolidated Plan (LCP)
- ESEA Consolidated Review

Email: heather.terrill@ksde.gov

Phone: 785.296.6770



Title I, Part A: Neglected and Title I, Part D: Delinquent; Upcoming Dates



September/October

- Applications/Neglected Overview
 - Open September 8
 - Due November (TBD)
- Annual Count
 - Technical Assistance – October 3
 - Open September 29
 - Due December 19

SY 2025 – 2026: Neglected or Delinquent Year At-a-Glance

- [Title I, Part D Calendar Link](#)



Heather Terrill
Education Program Consultant
Special Education & Title Services
(785) 296-6770
Heather.Terrill@ksde.gov

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McKinney-Vento

Maureen Tabasko



Maureen Tabasko

Education Program Consultant, Special Education and Title Services

- Education for Homeless Children & Youth (EHCY)
- Local Consolidated Plan (LCP)
- ESEA Consolidated Review

Email: Maureen.Tabasko@ksde.gov

Phone: 785.296.1101

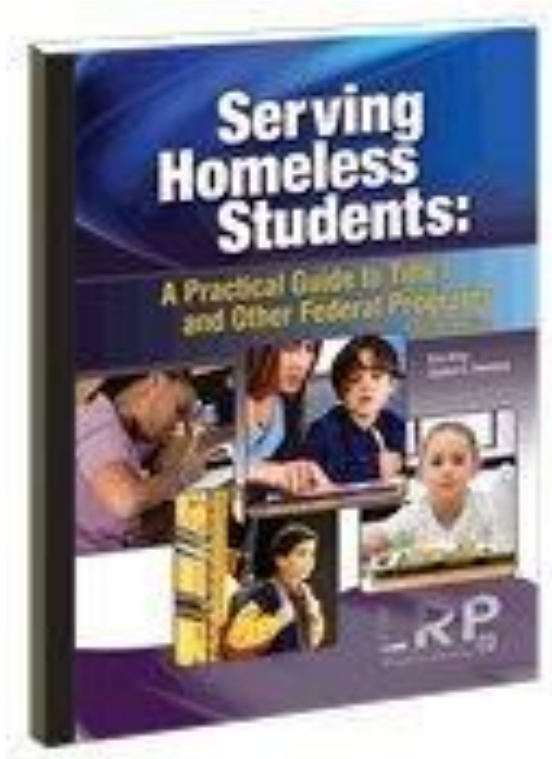


McKinney-Vento Topics for LCP Application



- I. The importance of the McKinney-Vento district liaison
- II. The Title IA McKinney- Vento set aside
- III. Allowable uses of the McKinney-Vento set aside

Serving Homeless Students: A Practical Guide to Title I and other Federal Programs, 2nd edition.



Why this book?

Valuable information in this book includes appropriate use of the Title 1A set aside, templates for forms and questionnaires, basic steps for the district liaison, and more.



Every LEA Must Designate a McKinney-Vento Liaison

The *paraphrased* duties of the district liaison are:

Identification of McKinney Vento eligible students

Immediate enrollment of students

Referrals for Early Childhood

Referrals for Health, Housing and other services

Parental involvement and ensuring parents are informed of rights to services

Distribution of public awareness materials

Facilitation of the dispute resolution process

Coordination of Services and Transportation

Training district staff and professional development

Ensuring the unique needs of unaccompanied youth are being met



The Title IA McKinney-Vento Set Aside

- Title I of ESEA requires every LEA to “reserve such funds as are necessary” to provide services to HCY ...”
- For districts not receiving McKinney Vento sub-grants, the Title I set aside is the main source of financial support for HCY
 - McKinney Vento statute does not specify how to calculate the reservation of funds necessary to provide services



Determining the Title IA McKinney-Vento Set-Aside

Methods include:

- Use the Title I per-pupil allocation
- Use a percentage based on Title I per-pupil allocation
- Match or exceed the LEA's sub-grant amount
- Use a needs assessment
- The minimum amount based on district enrollment
- Use a percentage based on LEA poverty level



What is my district's Title IA set aside?

Determine which one of the following methods was used by the Title I Coordinator and the District Homeless Liaison to determine the Homeless Set Aside.

- ☐ The number of homeless students was multiplied by the Title I, Part A per pupil allocation.
- ☐ 0.5% or a larger percentage of our Title I, Part A allocation was reserved.
- ☐ An amount of funds greater than or equal to the amount of our McKinney-Vento subgrant was reserved.
- ☐ The needs of our homeless students were identified and funded appropriately.
- ☐ The minimum of \$500 for districts under 1000 students was set aside.
- ☐ The minimum of \$1500 for districts with 1000 students or more was set aside.
- ☐ Other (Please explain)

If other, please explain:



The Title IA McKinney-Vento Set-Aside Amount

Use your Title I per-pupil allocation

- Multiply your identified McKinney Vento population (a) by the Title IA per-pupil allocation (b)

[a x b = c (set aside amount)]

10 students x \$100 per pupil = \$1,000 set aside

Use a percentage of the Title I per-pupil allocation ($\geq 0.5\%$)

- Same as above, then calculate the percentage



Using the Minimum McKinney-Vento Set-Aside

If using the minimum amount:

- Locate the number of HCY identified students in the district: the end of year count from the prior year or the September count day number for the current year
- Refer to the needs assessment for those students to determine if the minimum set aside will be adequate
- If the minimum set aside will not be adequate, use one of the other methods



Match or Exceed the McKinney-Vento Subgrant

Match or exceed the LEA's McKinney Vento subgrant

Sub-grants awards are $\leq \$60K$, $\leq \$15K$ and $\leq \$10,500$

The districts with active subgrants are:

Atchison 409	Geary County 475	Manhattan 383	Wamego 320
Belle Plaine 357	Great Bend 428	Olathe 233	Wellington 353
Coffeyville 445	Haysville 261	Ottawa 290	Wellsville 289
Derby 260	Kansas City 500	Salina 305	Wichita 259
Garden City 457	Liberal 480	Topeka 501	



The Title IA McKinney-Vento Set-Aside

Use your needs assessment

- Locate the number of HCY identified students in the district: the end of year count from the prior year or the September count day number for the current year
- Refer to the needs assessment for those students noting the special needs of unaccompanied HCY
- Consider the local economy such as known lay-offs
- Evaluate impact of natural disasters such as floods, storms, etc.



Allowable Uses of the Title IA McKinney-Vento Set-Aside

- items of clothing, particularly if necessary to meet a school's dress or uniform requirement;
- clothing and shoes necessary to participate in physical education classes;
- student fees that are necessary to participate in the general education program;
- personal school supplies;
- birth certificates necessary to enroll in school;
- immunizations;
- food;
- medical and dental services;
- eyeglasses and hearing aids;



Allowable Uses of the Title IA McKinney-Vento Set-Aside, Continued

- counseling services to address anxiety related to homelessness that is impeding learning;
- outreach services to students living in shelters, motels, and other temporary residences;
- extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- tutoring services, especially in shelters or other locations where homeless students live;
- parental involvement specifically oriented to reaching out to parents of homeless students;
- fees for Advanced Placement (AP) and International Baccalaureate (IB) testing;
- fees for college entrance exams such as the SAT or ACT; and
- GED testing for school-age students





Maureen Tabasko
Education Program Consultant
Special Education & Title Services
(785) 296-1101
Maureen.Tabasko@ksde.gov

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Title I, Part A

From Compliance to Commitment



Joe Jewett

Assistant Director, Special Education & Title Services



- All ESEA Programs
- Federally Identified Buildings
- Foster Care
- Local Consolidated Plan (LCP)
- Title I Schoolwide
- Parent & Family Engagement

Email: Joe.Jewett@ksde.gov

Phone: 785.296.2600



Roxanne Zillinger

Coordinator, Special Education and Title Services

- Title I Schoolwide & Targeted Assistance
- Title IVA
- Stronger Connections Grant
- Local Consolidated Plan (LCP)

Email: Roxanne.Zillinger@ksde.gov

Phone: 785.296.7260



Purpose



Targeted Assistance

- Separate, add-on services to provide support to children identified as at risk.
- Funds may only be used to support children who are failing or at risk of failing state standards.
- Eligibility:
 - At least 35 percent poverty or with poverty level above the districtwide poverty average, whichever is lower.
 - Title I Part A funds may only be used to provide services to eligible children identified as having the greatest need for special assistance. ESSA Section 1115(a).

Schoolwide

- Comprehensive reform strategy to upgrade the entire school's educational program.
- Funds *may* be blended or braided with other funds, but Title I funds are used to serve all children in the school.
- Eligibility:
 - A Title I school with 40 percent or more of its students living in poverty, regardless of the grades it serves.
 - A Title I school that receives a waiver from the state education agency (SEA) to operate a schoolwide program without meeting the 40 percent poverty threshold.

Title I, Part A: District Point of Contact

- **Point of contact:** A district-level administrator in charge of supporting implementation of Title I, Part A programs and compliance with federal laws at the district and building level.
- **Responsibility:**
 - Collaborate with the district and Title I buildings to determine their building-level designations (Schoolwide, Targeted Assistance, not served)
 - Monitor and support each site to ensure they meet all Title I requirements and submit all documents
 - Provide guidance for allowable uses for buildings with Title I Funds
- **Function:**
 - Financial: Ensure allowable activities for the district and schools
 - Policies: Ensure policies and practices for programs and parental engagement are aligned with federal law
 - Implementation: Create processes to support the creation, implementation, and monitoring of building action plans
 - Evaluation: Support and analyze the annual evaluations of Title I, Part A building programs and LEA policy



Foundations



Targeted Assistance

- Establish multiple criteria to use to identify students with the greatest need.
- Determine staff that will serve the Title I program and provide support to identified students.
- Select evidence-based strategies that will supplement the core program, to be used to help students reach academic goals.

Schoolwide

- Complete a comprehensive needs assessment to identify areas of need for the building.
- Determine area(s) of academic focus based on current performance levels for the building.
- Select evidence-based strategies to help the building reach academic goals.

Structures



Targeted Assistance

- A Targeted Assistance plan is created
- The district reviews the targeted assistance plan.
- Selected practices are implemented to supplement core programs.
- Student progress is monitored on an ongoing basis.
- The program and students served are modified as needed based on data.

Schoolwide

- A Schoolwide action plan is created
- The district approves the schoolwide action plan.
- The action plan is implemented to uplift the entire school.
- Implementation and measures of progress (adult behavior and student achievement impact) is monitored by the BLT and building administrator.
- Revisions occur to the plan as necessary.

Additional Information



- Each district must designate, via the LCP Application, which program their Title I buildings will operate by September 30th.
- Which programs a building operated previously does not determine the current years designation.
- A building that is federally identified may operate as a Targeted Assistance School or Schoolwide Program. However, they must meet all requirements for buildings who have been identified, regardless of their chosen program.
- A district does not have to choose only one program for each of their buildings.
- Supplement not supplant applies regardless of the chosen program.
- Title I requirements for schools, parents, and documents are the same regardless of the designated program.

Requirements



The following Title I requirements are required for both Schoolwide and Targeted assistance programs

- Hold an annual meeting for the parents of participating students:
 - Solicit feedback for the action plan
 - Share the created school-level parental involvement policy (revise annually)
 - Disseminate all Parent's right to know documents
- Develop with the site council and share with all parents of participating students the Parent - School compact
- Ensure funds are expended appropriately: Supplement not supplant
- Conduct an annual evaluation of the program (staff and parent participation)

Title I Buildings' KSDE components: Housed on KansaStar Platform



Schoolwide Program Components

- Determine student academic goals (2)
- Implement evidence-based strategies (3)
- Live action steps (3) for each strategy
- Annual submission of action plan
- Upload required Title I documents

*How will you assess effectiveness of your chosen strategies?

*How will you monitor implementation and progress

Targeted Assistance Components

- Identify Team Members: Title I teachers & support staff
- Annual submission of Targeted Assistance plan
- Upload required Title I documents

****NOTE:**

All Title I Buildings will have a KansaStar account to enable submission of required Title I documents

All districts will have a KansaStar account to allow for review of required documents and Title I plans.

Shifting to Commitment



- Districts:
 - By September 30th: Designate buildings receiving Title I funds.
 - **ADDED:** By September 30th: Determine who is responsible and what is the process for reviewing and approving Targeted Assistance and Schoolwide action plans at the district level.
 - **ADDED:** By September 30th: Provide guidance to all Title I, Part A programs.
 - **ADDED:** By November 26th: Approve all schoolwide action plans and review targeted assistance plans.
- Buildings:
 - Current actions: Determine how the district fundamental correlates to your building data.
 - Current actions: Revise or update the action plan and select appropriate evidence-based strategies.
 - **ADDED:** By November 26th: Submit the schoolwide action plan to the district for review and approval. ***Schoolwide plans are focused on the few, evidence-based strategies the building will implement.*
 - **REMOVED:** May 30th Submission ***Schoolwide plans are not a report of what did or did not occur in the previous year.*

District Level

Compliance

- The district designates Title I buildings based on preference and workload.
- Parent and family engagement requirements are shared with building administrators.
- Reminders are sent to buildings about schoolwide action plan creation.
- Reminders are sent to buildings about schoolwide action plan submission.
- Incomplete action plans are completed to ensure the report is submitted to KSDE.
- The district reviews their budget and resources to ensure the formula works among all schools and examines state assessment to determine focus area (s) for the next year.
- PD schedule is shared with leaders for them to plan for their school.

Commitment



- The district examines the unique needs of each eligible building to determine which program best fits their needs.
- Parent and family engagement requirements, best practices, and expectations are shared with administrators and feedback is given for planned events.
- Action plans are reviewed with administrators to evaluate for coherence, feasibility, and areas where support is needed.
- Consistent check-ins are scheduled to discuss progress and implementation (possible revisions or professional development is discussed)
- The district reviews trends and building data to adjust budget amount and resources to ensure resource equity for each school. Trends among school needs are examined to determine focus area (s) for the next school year.
- PD is planned to ensure leaders have the tools they need to focus on a few right actions and Initiatives are scaled back to allow leaders to focus on those actions.

Site Level

Compliance

- The building administrator creates the action plan.
 - Indicator selection is based on current initiatives.
 - The building administrator implements and monitors the plan (maybe).
- The parent compact and parents right to know are disseminated to parents and families.
- A back to school/annual meeting is held to pass out information, meet staff, and start the school year off on a high note.
- The plan is submitted to KSDE at the end of the year to report on the action steps that were completed.
- The annual evaluation is conducted and collected.
- The action plan is recycled for the following year.

Commitment



- The Site council, comprised of parents and teachers work with administration to create the action plan.
 - Indicator selection, choosing evidence-based strategies that will provide a greater return on investment, is based on the needs of the building and students
 - The BLT is an integral part of the implementation of the action plan; Administration and BLT determine the most effective way to measure progress and communicate with staff.
- The action plan, along with the compact and parents right to know, is disseminated at the annual meeting to communicate the shared responsibility by all partners.
- The plan is submitted and reviewed by the district at the beginning of the year for coherence and ensure aligned support of implementation through the year.
- The annual evaluation is conducted and used to help analyze plan effectiveness and highlight possible areas for revision.
- The action plan is revised based on the evaluation and measures of progress.



Joe Jewett
Assistant Director
Special Education & Title Services
(785) 296-2600
joe.jewett@ksde.gov

Roxanne Zillinger
Coordinator
Special Education & Title Services
(785) 296-7260
roxanne.zillinger@ksde.gov

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10 Minute Break, When we return...



- Let's Talk Family Engagement
- Lunch
- LCP Application



Let's Talk Parent & Family Engagement!

Across all ESEA Programs

Joe Jewett

Assistant Director, Special Education & Title Services



- All ESEA Programs
- Federally Identified Buildings
- Foster Care
- Local Consolidated Plan (LCP)
- Title I Schoolwide
- Parent & Family Engagement

Email: Joe.Jewett@ksde.gov

Phone: 785.296.2600



Christine Macy

Coordinator, Special Education and Title Services Team



- 21st Century Community Learning Centers
- Local Consolidated Plan (LCP)
- Parent & Family Engagement

Email: Christine.Macy@ksde.gov

Phone: 785.296.3287



Parent and Family Engagement Overview



- Statute defines “parental involvement” as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - that carrying out of other activities, such as those described in section 1116 of the ESEA (Parent and Family Engagement).

Parent and Family Engagement Non-Regulatory Guidance Document

Parent & Family Engagement - Checklist

- ☐ Data Notification Letters
- ☐ Parent Right to Know Letter
- ☐ Letter to parents and community to inform them how to access district/state report card information
- ☐ Letter to parents that students are instructed for four continuous weeks by a teacher that does not have certification.
- ☐ Document the Title I Parent Informational meeting: Must include dated agenda, minutes, and sign-in sheets
- ☐ Current School Family Engagement Policy
- ☐ Current School Compact (sample of compacts)
- ☐ Title I Program Parent Evaluation AND Results



Parent and Family Engagement

Compliance

Commitment



District:

- District-level parent and family engagement requirements are met
- Building-level parent and family engagement requirements are shared with building administrators.

School:

- The building administrator creates the schoolwide action plan
- The parent compact and parents right to know are disseminated to parents and families.
- A back to school/annual meeting is held to pass out information, meet staff, and start the school year off on a high note.
- The annual evaluation is conducted and collected.

District:

- District-level parent and family engagement is an essential tenant of the district strategic plan and direction.
- Building-level parent and family engagement requirements, best practices, expectations, and guidance are shared with administrators.

School:

- The Site council, comprised of parents and teachers work with administration to create the schoolwide action plan.
- Convene an annual meeting is held to inform parents of their school's participation in Title I, Part A services, explain the requirements, and the parental rights.
- The action plan, along with the compact and parents right to know are disseminated to communicate the shared responsibility by all partners.
- The annual evaluation is conducted and used to help analyze plan effectiveness and highlight possible areas for revision.
- The action plan is revised based on the evaluation.

Parent & Family Engagement – District Checklist

- ❑ Current District Family Engagement Policy: Notify parents of written district-level policy
- ❑ Parental Notice Requirements:
 - Staff qualifications: Inform parents of their right to request certain information on professional qualifications of students' classroom teachers and paraprofessionals providing services to their child.
 - English Learners: Outreach to inform parents of ELs how they can be involved in their child's education (help attain English proficiency, achieve at high levels, meet state standards); notice of opportunities for regular meetings.
 - Assessment Participation: Upon request, provide state or LEA policy regarding assessment participation, including policy, procedure, or parental right to opt out.
- ❑ Letter to parents and community to inform them how to access district report card information.
- ❑ Title I Program Parent Evaluation AND Results



Parent and Family Engagement

A District Shift to Commitment



- Convene a district site council to jointly develop the LEA plan for ESEA funds.
- Provide technical assistance, and other supports to assist and build the capacity of all Title I schools within the district in planning and implementing effective parent and family involvement activities.
- Integrate parent and family engagement strategies with other relevant programs such as : Head Start, Early Childhood Education, Individuals with Disabilities Education Act, etc.
- Conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all Title I schools; and use the results to revise, if necessary, the parent and family engagement policy; and use the results to identify evidence-based parent and family engagement strategies to implement district-wide.
- Use the evaluation to identify: Barriers to parental involvement, the needs of the parents and community, strategies to support positive partnership and collaboration.
- Utilize the district site council, comprised of representatives from the district demographics, to help develop, revise, and review the parent and family engagement policy.

Parent & Family Engagement – Building Checklist

- ❑ Updated School Family Engagement Policy: Notify parents of written building-level policy
- ❑ School Compact (sampling): Reviewed annually, shared with all parents of students receiving services
- ❑ Documentation of Title I Annual Parent Informational meeting: Must include
 - Dated agenda: Agenda should include items previously discussed
 - Minutes: Document concerns, wonderings, comments, and other feedback
 - Sign-in sheets: Document how many and which parents attend (this is part of your formative assessment for engagement levels by grade, race, etc.)
- ❑ Dated Notification Letters
 - Parents' Right to Know Letter: General
 - Letter to parents and community to inform them how to access district/state report card information.
 - Letter to parents when students are instructed for four continuous weeks by a teacher that does not meet state certification.
- ❑ Title I Program Parent Evaluation AND Results



Parent and Family Engagement

A School Shift to Commitment



- Help parents understand academic standards, State and local academic assessments, Title I, Part A requirements, and how to monitor a student's progress and work with educators to improve their academic achievement.
- Provide materials and training to help parents support the academic needs of their student(s) to improve their achievement, such as literacy training and using technology to foster parental involvement.
- Educate teachers, support staff, administration, and other staff with the assistance of parents, of the contribution of parents, and how to effectively communicate and collaborate with them as equal partners to implement and coordinate parent programs that build connections between parents and schools.
- Coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in the more fully participating in the education of their student.
- Ensure that information related to school and parent programs, meetings, and other activities are sent to the families of students participating in Title I, Part A programs, services or activities, in a format and language parents can understand.

Putting It All Together: Discuss & Share



- Does your district maintain a district-level, and written, parent and family engagement policy?
- Do all buildings (who receive Title funds), maintain a building-level, and written parent and family engagement policy?
- What were the challenges with creating them?
- What have been the benefits, if any?

Rate Yourself: Discuss & Share



Fist to 5: From 0 - Truly compliance; 5 – Truly committed.

Your district's current parent and family engagement:

- Policies
- Practices

Your building's current parent and family engagement:

- Policies
- Practices

Effective Practices: Discuss & Share



- What practices have you found to be effective to make parents to the district/school feel welcome and like valued partners?
- What practices have you found to be less effective? Why do you think that is?

Whole Group: Discussion



- What questions or concerns do you hold regarding parent and family engagement in your district? Buildings?
- Do you feel that engagement within your buildings (Schoolwide, Targeted Assistance, or Federally Identified) is more or less than other buildings in your system?
- How can KSDE and KPIRC provide more clarity and support?

Parent & Family Engagement Events



- Have events been planned that were more challenging than anticipated? More successful than anticipated?
- What suggestions do you have for feedback and communication from parents/guardians?
- How is the feedback from critical partners used to plan for future events?
- How does the district/school address parent/guardian concerns?

Parents Right to Know: District Responsibilities

Section 1112 (e)(1)(A) of the ESSA requires LEAs to notify each parent of a student attending a Title I school that they may request (and district must provide in a timely manner) the following information:

- Whether the teacher has met State certification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which State certification or licensing criteria have been waived;
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
- Whether the child is provided services by paraprofessionals, and, if so, their qualifications
- Notify all parents with students attending a Title I school, that they may request (and district must provide in a timely manner) information regarding the district policy regarding student participation in assessments. The district must inform parents of the policy, procedures and parental right to opt the child out of assessments where applicable.



Parents Right to Know: School Responsibilities

Section 1112 (e)(1)(B) of the ESSA requires Title I schools to inform each parent of a student attending a Title I school the following:

- Information on their student's level of achievement and growth on academic assessments
- Timely notice that their child has been assigned to, or has been taught for four or more consecutive weeks, by a teacher who is not State certified at grade and content level.

****NEW**** • The Kansas State Department of Education (KSDE) defines *timely* as "notification within two weeks." All districts must provide evidence of compliance with this provision to KSDE for the school year **2025-2026**.

- Notice and information provided to parents shall be in a format and, to the extent practicable, provided in a language that the parents can understand



LEA Parent Involvement: Point of Contact Responsibility

- **Point of contact:** Should be a district-level administrator in charge of supporting implementation of Title I parent and family engagement. **This is not a required position but may/should be an extension of the Title I programs district-level administrator.
- **Responsibility:**
 - Ensure the district meets all Title I parent and family engagement responsibilities
 - Ensure each site meets all Title I parent and family engagement responsibilities
- **Function:**
 - Financial: Ensure allowable activities for the district and schools
 - Policies: Ensure policies are aligned to regulation and KSDE
 - Implementation: Support the district and buildings, through monitoring and training to ensure implementation with fidelity of requirements



Parent and Family Engagement: Hot Topics

- How do we ensure:
 - Parents and families of students receiving services are included?
 - All schools are meeting parent and family engagement requirements
- What impact does tone and wording have on parent response?
- How do we: Solicit feedback, ensure two-way communication, and give space for all parents to be involved?
- What is the purpose of a signature? Is a signature required?
- What are our next steps:
 - For the district?
 - For buildings?
 - For building principals?



Parent and Family Engagement Resources

- [KPIRC Resource Center](#)
- [Parent and Family Engagement Non-Regulatory Guidance Document](#)
- [KSDE Parent and Family Engagement Resource Document](#)



Contact Information



Joe Jewett
Assistant Director
Special Education & Title Services
(785) 296-2600
Joe.Jewett@ksde.gov

Christine Macy
Coordinator
Special Education & Title Services
(785) 296-3287
christine.macy@ksde.gov

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.





Local Consolidated Plan (LCP) Application Process

Nicole Clark & Twyla Sprouse

Twyla Sprouse, Ph.D.



Assistant Director, Special Education and Title Services

- All ESEA Programs
- ESEA Consolidated Review
- Local Consolidated Plan (LCP)
- State Director, Title I, Part C
- Title I Director
- Private/Non-Public School Ombudsman

Email: Twyla.Sprouse@ksde.gov

Phone: 785.296.6741



Nicole Clark

Public Service Executive, Special Education and Title Services



- ESEA Allocations
- Local Consolidated Plan (LCP)

Email: Nicole.Clark@ksde.gov

Phone: 785.296.4925



Who is my LCP contact?



Kansas ESEA Programs Director's Handbook

Title Services

Additional Resources & Information

[LEA Participant Support Costs Prior Approval Form](#) (Excel)
[Fact Sheets](#)
[Discipline Data Collection](#)
[Kansas Parent Information Resource Center](#) (external link)
[Kansas ESEA Programs Directors Handbook](#) (PDF)
[LCP Presentation - New Director's Workshop 7/27/2015](#) (PDF)
[Federal Programs](#)
[State Programs](#)

LCP System School Year Overlap



2025	2026	2027
LCP Final Expenditure Report (23-24) January 2025	LCP Final Expenditure Report (24-25) January 2026	LCP Final Expenditure Report (25-26) January 2027 5
LCP Consortium Assignments (25-26) February 2025 1	LCP Consortium Assignments (26-27) February 2026	LCP Consortium Assignments (27-28) February 2027
LCP Annual Report (24-25) July 2025	LCP Annual Report (25-26) July 2026 3	LCP Annual Report (26-27) July 2027
LCP Revision and Carryover (24-25) July 2025	LCP Revision and Carryover (25-26) July 2026 4	LCP Revision and Carryover (26-27) July 2027
LCP Application (25-26) September 2025 2	LCP Application (26-27) September 2026	LCP Application (27-28) September 2027
LCP Carryover Final Expenditure Report (23-24) October 2025	LCP Carryover Final Expenditure Report (24-25) October 2026	LCP Carryover Final Expenditure Report (25-26) October 2027 6

LCP Application Timeline

- Districts submit LCP Application by September 30th.
- KSDE staff begin application reviews on August 20th as submitted.
- Consultants review & disapprove, if corrections are necessary.
- Approval on October 1 and Grant Award Notification (GAN) will generate for the district.
- Due to timeline of GANs received by the state.
- Questions? KSDE LCP Contacts are listed on pages 23-25 of the Kansas ESEA Programs Director's Handbook.



LCP Common Errors

- Budget Grids - High amounts entered for “Supplies/Materials” or “Other” without an explanation in the comments section.
- Title IIA Budget Grid – Amount entered for “Supplies/Materials in IIA.
- Not submitting by the deadline and not contacting KSDE ahead of time.

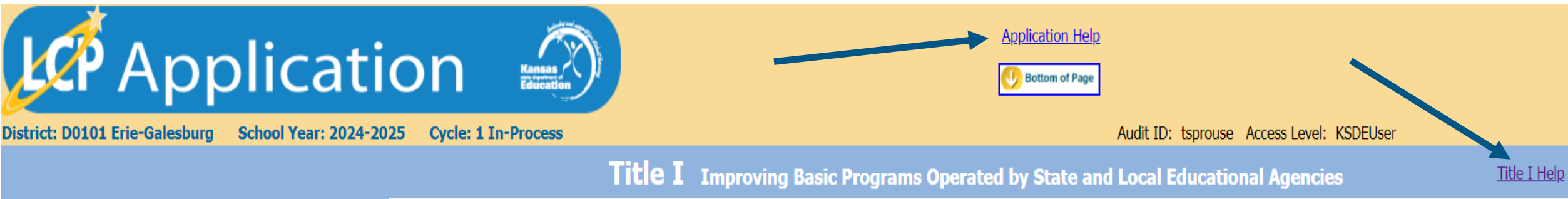


LCP Common Errors cont.

- Adding Title IVA goals:
 - Click on *Add Well-Rounded Educational Opportunities Goal* (for example), which will open a text box.
 - Type the goal and click on *Insert*.
 - Each goal should be in its own text box.
 - Finally, click *Save All*.
- Goals need to be well-defined, measurable, and include a specific timeline.



LCP Application Info & Help Link



The screenshot shows the top of the LCP Application page. On the left is a blue banner with the 'LCP Application' logo and the Kansas State Department of Education logo. Below this banner, the text 'District: D0101 Erie-Galesburg School Year: 2024-2025 Cycle: 1 In-Process' is displayed. To the right of the banner, there are two links: 'Application Help' and 'Bottom of Page'. Further right, the text 'Audit ID: tsprouse Access Level: KSDEUser' is visible. At the bottom of the page, a blue bar contains the text 'Title I Improving Basic Programs Operated by State and Local Educational Agencies' and a 'Title I Help' link. Two blue arrows point from the text in the main content area to the 'Application Help' link and the 'Title I Help' link.

LCP Application Kansas State Department of Education

District: D0101 Erie-Galesburg School Year: 2024-2025 Cycle: 1 In-Process

Audit ID: tsprouse Access Level: KSDEUser

Title I Improving Basic Programs Operated by State and Local Educational Agencies

[Application Help](#)

[Bottom of Page](#)

[Title I Help](#)

- The *Application Help link* is available at the top of the page, as well as a help tab for each section of the LCP Application. *Title I* is found at the top right-hand of the page.



Allocations

☐ REAP Participant

	Title I	Title IIA	Title IID	Title III	Immigrant	Title IVA	Title V	Migrant	State ESOL	State At-Risk
<u>Original Allocation</u>	168,290	37,084	0	0	0	18,379	0	0	0	0
<u>Consortium</u>										
Relinquished In +	0	0								
Relinquished To	0	0								
Fiscal Agent										
Consortium Adjusted Totals	168,290	37,084	0	0	0	18,379	0	0	0	0
<u>Transferability</u>										
	Title I	Title IIA	Title IID	Title III	Immigrant	Title IVA	Title V	Migrant	% Transfer	Total Transfer
Title IIA	<input type="text" value="0"/>			<input type="text" value="0"/>		<input type="text" value="0"/>		<input type="text" value="0"/>	0.000%	0
Title IVA	<input type="text" value="0"/>	<input type="text" value="0"/>		<input type="text" value="0"/>				<input type="text" value="0"/>	0.000%	0
Transfer Adjusted Totals	168,290	37,084	0	0	0	18,379	0	0		0
<u>REAP</u>										
	Title I	Title IIA	Title IID	Title III	Immigrant	Title IVA	Title V	Migrant		Total REAP
Title IIA	<input type="text" value="0"/>			<input type="text" value="0"/>		<input type="text" value="0"/>				0
Title IVA	<input type="text" value="0"/>	<input type="text" value="0"/>		<input type="text" value="0"/>						0

Calculate Totals and Save



REAP or Transfer

- You may not REAP or transfer funds and leave the non-public school share.
- Transfer:
 - Title IIA to Title I
 - Title IVA to Title IIA
 - Title IIA and Title IVA to Title I



Comments

Utilize the comments section to communicate with KSDE staff. Enter school district comments and add user initials and the date when finished (TS 06/04/2024). KSDE users will do the same.

School
District
Comments
(1000
character
limit)

KSDE
Comments
(1000
character
limit)



District Information Example

District Information (Primary Contact)	
Name	<input type="text" value="Scott Palser"/>
Title	<input type="text" value="Superintendent"/>
Work Telephone Number	<input type="text" value="(620) 244-3264"/> Ext <input type="text"/>
Mailing Address	<input type="text" value="205 S. Main"/>
	<input type="text" value="P.O. Box 137"/>
City	<input type="text" value="Erie"/> State <input type="text" value="KS"/> Zip <input type="text" value="66733-0137"/>
Email Address	<input type="text" value="spalser@usd101.com"/>
	spalser@usd101.com
Fax	<input type="text" value="(620) 244-3664"/> Ext <input type="text"/>
Additional Contact Name 1	<input type="text"/>
Additional Contact Email 1	<input type="text"/>
Additional Contact Name 2	<input type="text"/>
Additional Contact Email 2	<input type="text"/>
<input type="button" value="Save"/>	



Title I Help Section

Application

- [General Application Help](#)
- [District Information](#)

Federal Programs

- [Allocations](#)
- [Title I](#)
- [Building Allocations, Step 1](#)
- [Building Allocations, Step 2](#)
- [Building Allocations, Step 3](#)
- [Parent Involvement](#)
- [Homeless](#)
- [Title IIA](#)
- [Title III](#)
- [Immigrant](#)
- [Title IVA](#)
- [Migrant](#)
- [School Readiness](#)
- [English Language Arts \(ELA\) and Mathematics](#)
- [Graduation/Completion of a High School Diploma](#)
- [Non-Instructional Support Services](#)
- [Non-Public Information](#)

Program Information

- [Program Budget Summary](#)
- [Comments](#)
- [Reports](#)
- [Submit for Approval](#)

Title I
Local Consolidated Plan
Web Application
2024-2025

The Title I page is required if any Title I funds are retained. Note: If Title I funds are not retained, the screen can still be accessed, but the fields will not be editable.

Choose one of the links listed below for further clarification on how to fill out each section of the Title I page.

You may also click on one of the page links in the left-hand column to go to the help screen for the corresponding page.

Warning: If you enter data and do not save your data, it will not be saved when you close the page. You can choose to save the information after filling out the entire Title I page, but it is recommended to save occasionally so that information will not be lost.

Click on links for more information	Basic Directions
Budget Grid	<ol style="list-style-type: none">1. Enter budget information in the Budget Grid. All available funds need to be accounted for in the Budget Grid.2. After completing the budget information in the grid, click on the 'Calculate Totals and Save' button.3. The amount in the 'Grand Total' field must equal the amount next to the heading 'Total Title I Funds Available'.4. When the 'Grand Total' amount equals 'Total Title I Funds Available' amount, click on the 'Calculate Totals and Save' button.
Indirect Cost	<ol style="list-style-type: none">1. Use of indirect cost funds is optional, not required.2. If the district chooses <u>not</u> to use indirect cost, simply account for the entire amount of program funds in the budget grid. Click on the 'Calculate Totals and Save' button.3. If the district chooses to use <u>all or part</u> of its indirect cost, determine the allowable amount of indirect cost funds you wish to retain for program administration.<ol style="list-style-type: none">a. Note the amount listed in the 'Maximum Indirect Cost Funds' field.b. Do not include the indirect cost amount in the budget grid.c. Account for the remaining program funds in the budget grid.d. Click on the 'Calculate Totals and Save' button. Your indirect cost amount will show up at the bottom of the budget grid as 'Indirect Cost'.



Title I Budget Grid Function Definitions

Function Definitions -- Refer to the following budget expenditure codes for further clarification of specific function definitions. *Note: The 'Functions' are the columns of the Budget Grid.*

1000 - Instruction	Includes the activities dealing directly with the interaction between teachers and students. Included here are the activities of aides or classroom assistants which assist in the instructional process.
2100 - Support Services (Students)	Activities designed to assess and improve the well-being of students and to supplement the teaching process. Include only staff in attendance and social work services, substance abuse, guidance, and health services.
2200 - Support Services (Instructional Staff)	Activities associated with assisting the instructional staff in planning, developing and evaluating the process of providing learning experiences for students. These activities include curriculum development, techniques of instruction, child development and understanding, staff training, etc.
2300 - Support Services (General Administration)	Activities concerned with the overall general administration of the program. These include all personnel and materials required to support the program. If a federal program is audited by a state auditor, the CPA audit costs may not be charged to the federal program.
2400 - Support Services (School Administration)	Activities that have been assigned in addition to the normal contract concerned with directing and managing the operation of a particular school. Examples would include extended days, Title I summer school or alternative high school.
2600 - Operation Building Services	Activities concerned with keeping the physical plant open, comfortable and safe for use and keeping the grounds, buildings and equipment in effective working condition and state of repair. May be used only if space would not be maintained in absence of federal funds.
2700 - Vehicle Operation Services	Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school, and trips to and from school activities. Federal funds may not be used to supplant regular transportation costs.
3100 - Food Services Operations	Activities concerned with providing food to students and staff in a school or LEA on an incidental basis during activities for Local Consolidated Plan programs.



Title I Budget Grid Object Definitions

Object Definitions -- Refer to the following budget expenditure codes for further clarification of specific object definitions. *Note: The 'Objects' are the rows of the Budget Grid.*

100 - Salaries	Instructional salaries for full and part-time certified and noncertified employees.
200 - Employee Benefits	F.I.C.A., Group Insurance, Workman's Compensation, etc., for Personnel in 'Object' 100 above.
300 - Purchased Services	Into District: Consultants, counseling, guidance, medical, and accounting services.
400 - Purchased Property	Lease, repair, maintain, and rent property and equipment owned or used by the district.
500 - Other Purchased Services	Out of District: Staff travel, staff development, registration fees.
600 - Supplies/Materials	Items that can be consumed, worn out, or deteriorated through use. This includes software that was purchased independently of a hardware package. For Title I, this may be no more than 10% of the total allocation.
700 - Property	Initial, additional, or replacement equipment. This includes software that was purchased as part of a hardware package. For Title I, this amount may be no more than 10% of the total allocation, or \$2000, whichever is greater.
800 - Other	Miscellaneous amount paid for goods and services not otherwise classified above.

[Back to Top](#)



Title I Budget Grid

Title I Improving Basic Programs Operated by State and Local Educational Agencies

No Title I funds available. No entry required.

Total Title I Funds Available: **\$0** Restricted Indirect Cost Rate: **0.0000**
 Maximum Indirect Cost Funds: **\$0**
 Amount Available After Maximum Indirect Cost: **\$0**

	1000 Instrctn	2100 Supt Svcs Students	2200 Supt Svcs Staff	2300 Supt Svcs Gen Adm	2400 Supt Svcs Schl Adm	2600 Oprtn Build Svcs	2700 Vehicle Oprtn Svcs	3100 Food Svcs Oprtn	REAP	TOTAL	
100 Salaries	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
200 Employee Benefits	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
300 Purchased Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
400 Purchased Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
500 Other Prch Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
600 Supplies / Materials	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
700 Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
800 Other	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	
										Indirect Cost	<input type="text" value="\$0"/>
										GRAND TOTAL	<input type="text" value="\$0"/>

Calculate Totals and Save



Object Line 800 - Other

- Under Function 1000 – Instruction
 - May enter the Homeless Set-Aside
 - If Title I Allocation is < \$500,000, enter a Parent Involvement Set-Aside amount here, as well.
 - Include a comment stating what is included in Object line 800 – Other.
 - Add initials and date.



FTEs Paid with Title I Funds Help Page

FTEs Paid with Title I Funds

In the 'FTEs Paid with Title I Funds' section, enter any FTEs that were paid with the Title I funds that were entered in row 100 (Salaries) of the Budget Grid. Note: If there is a value entered in row 100 (Salaries), but there is not a value in the 'FTE' section, then an error will be returned.

FTE refers to Full-Time Equivalency. FTE is a prorated amount of time that the Title I program funds contributed to the salary of a staff member.

- If the staff member's salary is funded entirely with Title I funds, enter 1 FTE.
- If the staff member's salary is funded partially with Title I funds, enter the appropriate decimal fraction to the nearest hundredth. For example: if one-fourth of a teacher's salary is paid with Title I funds, enter 0.25 FTE in the 'Teachers' row.

Determine the FTE for each staff member funded with Title I funds and place the totals in the appropriate boxes.

Definitions :

Administrators - includes program administrators, evaluators, and coordinators.

Clerical Staff - includes secretaries, records transfer staff, and other classified personnel not involved with instruction.

Guidance/Counseling - includes counselors.

Paraprofessionals - includes noncertified personnel employed to supervise pupils in non-instructional activities working under the direct supervision of certified personnel.

Parent Involvement Staff - includes individuals responsible for actively involving parents in their child's education.

Parent Liaison - includes an individual responsible for coordinating parent involvement activities and/or facilitates parent/school communication.

Professional Development Providers - includes individuals responsible for providing ongoing and sustained professional development training/activities.

Pupil Transportation - includes transportation personnel.

Social Work, Outreach or Advocacy - includes social workers, nurses and parent liaisons.

Teachers - includes those responsible for providing instruction or training in any course or subject and certified with the appropriate endorsement for the subject and level of assignment.

Translators - includes individuals whose main responsibility is to provide translation services and is not involved with instructional activities.

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Title I FTE

FTEs Paid with Title I Funds

	TAS	SWP	Other
Administrators	0.00	0.00	0.00
Clerical Staff	0.00	0.00	0.00
Guidance/Counseling	0.00	0.00	0.00
Paraprofessionals	0.00	0.00	0.00
Parent Involvement Staff	0.00	0.00	0.00
Parent Liaison	0.00	0.00	0.00
Professional Development Providers	0.00	0.00	0.00
Pupil Transportation	0.00	0.00	0.00
Social Work, Outreach or Advocacy	0.00	0.00	0.00
Teachers	0.00	0.00	0.00
Translators	0.00	0.00	0.00
FTE Totals	0.00	0.00	0.00

- See the Title I Help page for information on FTEs Paid with Title I Funds.
- A common error is the miscalculation of FTE.
- FTE Other could be private school teachers, district level staff serving multiple buildings. Include explanation.



Title I Preschool Participation

- Is the district providing Title I services to preschool students?
- If the answer is yes, then all Headstart regulations must be followed. If not, please do not enter data in the student participation count.

Total Number Participating in a Title I Preschool in the Following Age Groups

4 years: 5 years:



Title I Content Areas and Delivery Systems

- If the district is not providing Title I services to preschool students, do not check *Preschool* under Content Area.

Content Areas

- | | | | |
|---------------------------------------------------|---------------------------------------------|---------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> ESOL/Bilingual | <input type="checkbox"/> Library Media | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Family Literacy | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Reading | <input type="checkbox"/> Vocational Education |
| <input type="checkbox"/> Health, Dental, Eye Care | <input type="checkbox"/> Parent Involvement | <input type="checkbox"/> Science | <input type="checkbox"/> Other (Please explain) |
| <input type="checkbox"/> Language Arts | <input type="checkbox"/> Preschool | <input type="checkbox"/> Social Studies | |

If other, please explain:



Building Allocations, Step 1

Building Allocations, Step 1 Title I [Building Allocations, Step 1 Help](#)

No Title I funds available. No entry required.

Step 1 - Attendance Centers / Enrollment
What date was used to determine the official enrollment count (mm/dd/yyyy):

Bldg #	Attendance Center	Level	Grade Span	Feeder Pattern Used	Public Enrollment	Non-public Enrollment	Public # Low Income	Non-public # Low Income
0111		Elementary	K-5,S34,PK,DC,A3,AR	Edit <input type="checkbox"/> 0111	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
0113		High School	9-12	Edit <input type="checkbox"/> 0113	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
0112		Middle School	6-8	Edit <input type="checkbox"/> 0112	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

- Attendance Centers/Enrollment:
 - Last year's date is preferred but the current year may be used (9/20/2024-9/22/2025). Make sure the date used is a day school was in session with students.



Building Allocations, Step 2

Building Allocations, Step 2 Title I

[Building Allocations, Step 2 Help](#)

No Title I funds available. No entry required.

Step 2 - Total Enrollment / Percent Poverty

☐ Show extended items

Bldg_#	Attendance Center	Feeder Count	Total Enrollment	Total Low Income Enrollment	Percent of Poverty (Public and Non-public)	Percent of Poverty (Public)
0111		0	0	0	0.00%	0.00%
0113		0	0	0	0.00%	0.00%
0112		0	0	0	0.00%	0.00%
---	Elementary Total		0	0	0.00%	0.00%
---	High School Total		0	0	0.00%	0.00%
---	Middle School Total		0	0	0.00%	0.00%
---	DISTRICT TOTAL		0	0	0.00%	0.00%

* For districts over 1000 enrollment, the building cannot be served with Title I funds unless the building percent poverty is at or above the district poverty OR the building is at or above 35% poverty OR the building is grandfathered in (served the year before). NOTE: The grandfather clause can only be used for one year.

Select one of the following choices for ranking:

- ☐ Use public and non-public % poverty for ranking
☐ Use only public % poverty for ranking

Ranking Method:

Select the desired ranking method for attendance areas.

1. Districts with total enrollment less than 1,000.

- ☐ Ranking within entire district

2. Districts with total enrollment equal to or greater than 1,000 serving at least one eligible building below 35% poverty.

- ☐ Ranking within entire district
☐ Ranking by same or similar grade spans

3. Districts with total enrollment equal to or greater than 1,000 serving eligible buildings at or above 35% poverty.

- ☐ Ranking with entire district
☐ Ranking by same or similar grade spans

Save and Continue Step 2

Save and Go to Step 3



The *Administration* Set-Aside and Budget Grid Amounts Should Match

No Title I funds available. No entry required.

Title I Allocation Funds Available: **\$0**

Non-Public Per Pupil Amount:	\$0	Non-Public Total Allocation/Set Aside:	\$0
------------------------------	------------	----------------------------------------	------------

Note: These totals will not be finalized until Step 3 is completed based on the buildings marked as Title I (Title I TAS, Title I Schoolwide).

Administration	<input type="text" value="0"/>	Professional Development	<input type="text" value="0"/>
Homeless	<input type="text" value="0"/>	Salary Differential	<input type="text" value="0"/>
Indirect cost	<input type="text" value="0"/>	Summer School	<input type="text" value="0"/>
Neglected	<input type="text" value="0"/>	Transportation	<input type="text" value="0"/>
Parent Involvement	<input type="text" value="0"/>	ISI, CSI, TSI, ATS	<input type="text" value="0"/>
Preschool	<input type="text" value="0"/>		

Total Public Set Asides: 0

Total Public and Non-Public Set Asides: **\$0**

2300 Supt Svc Gen Adm	2400 Supt Svc Schl Adm
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
\$0	\$0



Building Allocations, Step 3

Homeless and Parent Involvement Set-Asides

Building Allocations, Step 3 Title I

No Title I funds available. No entry required.

Enter all necessary set asides for your district and then click the "Calculate Distribution Amount" button.

Title I Allocation Funds Available: **\$0**

Non-Public Per Pupil Amount: **\$0** Non-Public Total Allocation/Set Aside: **\$0**

Note: These totals will not be finalized until Step 3 is completed based on the buildings marked as Title I (Title I TAS, Title I Schoolwide).

Public Set Asides			
Administration	<input type="text" value="0"/>	Professional Development	<input type="text" value="0"/>
Homeless	<input type="text" value="0"/>	Salary Differential	<input type="text" value="0"/>
Indirect cost	<input type="text" value="0"/>	Summer School	<input type="text" value="0"/>
Neglected	<input type="text" value="0"/>	Transportation	<input type="text" value="0"/>
Parent Involvement	<input type="text" value="0"/>	ISI, CSI, TSI, ATS	<input type="text" value="0"/>
Preschool	<input type="text" value="0"/>		

Total Public Set Asides:

Total Public and Non-Public Set Asides: **\$0**

- Homeless amount should be included.
- Parent Involvement should be included, if applicable.



Building Allocations, Step 3 Set-Asides

Building Allocations, Step 3 Title I

No Title I funds available. No entry required.

Enter all necessary set asides for your district and then click the "Calculate Distribution Amount" button.

Title I Allocation Funds Available: **\$0**

Non-Public Per Pupil Amount: **\$0** Non-Public Total Allocation/Set Aside: **\$0**

Note: These totals will not be finalized until Step 3 is completed based on the buildings marked as Title I (Title I TAS, Title I Schoolwi

Public Set Asides			
Administration	<input type="text" value="0"/>	Professional Development	<input type="text" value="0"/>
Homeless	<input type="text" value="0"/>	Salary Differential	<input type="text" value="0"/>
Indirect cost	<input type="text" value="0"/>	Summer School	<input type="text" value="0"/>
Neglected	<input type="text" value="0"/>	Transportation	<input type="text" value="0"/>
Parent Involvement	<input type="text" value="0"/>	ISI, CSI, TSI, ATS	<input type="text" value="0"/>
Preschool	<input type="text" value="0"/>		

Total Public Set Asides:

Total Public and Non-Public Set Asides: **\$0**

- Public Set-Asides will be entered here.
- Professional Development should equal the total of object lines 300 & 500 from the Title I budget grid.



Building Allocation Distribution

Calculate Distribution Amount

Total Public Distribution Amount:

Building Allocations:

Eligible buildings for districts over 1000 enrollment:

- At or above district poverty level
- At or above 35% poverty level
- Grandfathered in

Eligible buildings not served -check box and enter comments

Eligible buildings served -check if schoolwide (SW) program

Distributing Funding - Manually:

- Enter the desired allocations for each attendance center and then click the Save button.
- If the ranking did not achieve the desired results, return to [Step 2 - Ranking Method](#).

Distributing Funding - Evenly:

- Click the "Distribute Amount Evenly" button to distribute funds based on the average dollar per low income students.
- If the ranking did not achieve the desired results, return to [Step 2 - Ranking Method](#).
- If the distribution amounts are correct, click the Save button to accept the distribution.

[Click here to download a copy of the required Continuing Schoolwide Program document that needs to be submitted to KSDE.](#)

Distribute Amount Evenly Public Minimum Per Pupil amount:

Attendance Center	Level	<input type="checkbox"/> Not Served	<input type="checkbox"/> Title I TAS	<input type="checkbox"/> Title I Schoolwide	Public Low Income Enrollment	Non-public Low Income Enrollment	Public & Non-public Percent of Poverty	Public Percent of Poverty	Public Total Allocated	Public \$ Per Pupil Amount	Non-public Allocation
01	Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0.00%	0.00%	<input type="text" value="0"/>	0	0
01	High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0.00%	0.00%	<input type="text" value="0"/>	0	0
01	Middle School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0.00%	0.00%	<input type="text" value="0"/>	0	0
Total Allocated					0	0			<input type="text" value="0"/>		0
Difference									<input type="text" value="0"/>		

Data entered here affects reporting in all other areas!



Parent Involvement Title I

Parent Involvement Title I

Title I allocation < \$500,000! No entry required.

Parent Involvement Set Aside for District:

\$0

Minimum Parent Involvement Set Aside for District Schools:

\$0

The law states that 90 percent of the one percent of the Title I, Part A allocation **must be** distributed among the district Title I schools. (This is referred to in section 1116(a)(3)(C) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015.)

Activities/Materials Funded with Parent Involvement Set Aside

☐ Family Nights

☐ Resource Materials

☐ Home Visits

☐ Summer Packets

☐ Parent Communication/Newsletters

☐ Take Home Kits

☐ Parent Coordinator/Liaison

☐ Other (Please explain)

☐ Parent Meetings

If other, please explain:

Distribute Amount Evenly

Attendance Center	Level	Total Allocated
Total Allocated		0

- If applicable, indicate the activities/materials funded with Parent Involvement Set Aside.
- Note: Priority must be given to high-need schools when manually distributing the reservation.

****NEW****



Homeless - Title I

Homeless Title I

To visit the KSDE Homeless Website, [click here](#)

Homeless Liaison: Same as LCP Contact? ☐

Name

Title

Work Telephone Number Ext

Mailing Address

City State Zip

Email Address

Fax Ext

[Export To Excel](#)

Determine which one of the following methods was used by the Title I Coordinator and the District Homeless Liaison to determine the Homeless Set Aside.

☐ The number of homeless students was multiplied by the Title I, Part A per pupil allocation.

☐ 0.5% or a larger percentage of our Title I, Part A allocation was reserved.

☐ An amount of funds greater than or equal to the amount of our McKinney-Vento subgrant was reserved.

☐ The needs of our homeless students were identified and funded appropriately.

☐ The minimum of \$500 for districts under 1000 students was set aside.

☐ The minimum of \$1500 for districts with 1000 students or more was set aside.

☐ Other (Please explain)

If other, please explain:

- Homeless Liaison contact information should be current.
- Choose the appropriate method used to determine Homeless Set Aside.



Homeless Set-Aside

Indicate how the district will spend the Title I, Part A Homeless Set Aside.

Title I - Homeless Set Aside

- ☐ Clothing required by school
- ☐ Fees to participate in general education program
- ☐ School supplies/backpacks
- ☐ Testing fees(AP, IB, SAT, ACT, GED, etc)
- ☐ Tutoring/Extended learning time
- ☐ Medical and dental expenses(immunizations, eyeglasses, hearing aids, etc)
- ☐ Birth certificates, records, etc
- ☐ Parental involvement activities (specifically for parents of homeless students)
- ☐ Transportation
- ☐ Salary of Liaison
- ☐ Other

If other, please explain:

- Check all activities/materials that will be funded with the Homeless Set Aside.
- At least one selection is required.



Title IIA

Title IIA Supporting Effective Instruction

No Title IIA funds available. No entry required.

Total Title IIA Funds Available: **\$0** Restricted Indirect Cost Rate: **0.0000**
 Total Title IIA Funds Available REAP Amount: **\$0** Maximum Indirect Cost Funds: **\$0**
 Total Title IIA Funds Available Less REAP: **\$0** Amount Available After Maximum Indirect Cost: **\$0**

	1000 Instrctn	2100 Supt Svcs Students	2200 Supt Svcs Staff	2300 Supt Svcs Gen Adm	2400 Supt Svcs Schl Adm	2600 Oprtn Build Svcs	2700 Vehicle Oprtn Svcs	3100 Food Svcs Oprtn	REAP	TOTAL
100 Salaries	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
200 Employee Benefits	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
300 Purchased Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
400 Purchased Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
500 Other Prch Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
600 Supplies / Materials	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
700 Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
800 Other	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0
Indirect Cost										\$0
GRAND TOTAL										\$0

Calculate Totals and Save

FTEs Paid with Title IIA Funds

Professional Development Providers Teachers
 Administrators Technology Staff
 Clerical Staff
Total FTEs:



Title IIA Content Areas & Allowable Activities

Content Areas

- ☐ ESOL/Bilingual ☐ Mathematics ☐ Reading ☐ Technology
☐ Language Arts ☐ Professional Development ☐ Science ☐ Other (Please explain)

If other, please explain:

Allowable Activities (Indirect cost should not be included in allowable activities)

Amount Available After Indirect Cost: Amount Remaining for Allowable Activities:

Recruitment/Hiring

Public Funding Number of Participating Staff

- ☐ Alternative routes to teacher certification
☐ Hiring highly qualified teachers
☐ Reducing class size
☐ Scholarships, signing bonuses, or other financial incentives
☐ Special needs teachers
☐ Teaching specialist
☐ Improving quality of teachers



Title IIA Allowable Activities, Continued

Professional Development

Public Funding Number of Participating Staff Non-Public Funding

- ☐ Improving classroom behavior
- ☐ Improving instructional practices
- ☐ Improving quality of principals and superintendents
- ☐ Improving student achievement
- ☐ Technology Integration
- ☐ Using data to drive instruction
- ☐ Addressing issues related to school conditions for student learning
- ☐ Mechanisms for appropriate treatment and intervention services
- ☐ How to refer students affected by trauma or at risk of mental illness
- ☐ Training for school personnel regarding how to prevent and recognize child sexual abuse
- ☐ Supporting instructional services provided by effective library programs
- ☐ Providing comprehensive systems to support teachers and leaders in STEM
- ☐ Effective strategies to integrate rigorous academic content, CTE, and work-based learning
- ☐ Increasing knowledge on instruction in early childhood education through age 8

Retention

Public Funding Number of Participating Staff

- ☐ Developing feedback systems mechanisms to improve school working conditions
- ☐ Mentor Program
- ☐ Professional growth/multiple career paths
- ☐ Staff demonstrating records of success
- ☐ Staff in high needs schools
- ☐ Support for staff in their first three years

Other

Public Funding Number of Participating Staff

- ☐ Forming partnerships between school-based mental health and public or private mental health organizations



Title III Allocations

Title III allocations are based on the number of ELs reported on the ENRL record.

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services>

Joining a Consortium:

Under the Title III program, if a district does not have a sufficient number of English learners (ELs) enrolled to qualify for a minimum subgrant of \$10,000 it may apply for a subgrant jointly in consortia with other districts. Districts with at least 10 ELs are eligible to form a consortium with other districts.



Bilingual Weighting

Two requirements must be met in order for a student to qualify for bilingual weighting:

1. Student must qualify for services.
2. Teacher must be qualified (have the proper license endorsements).

ESOL Endorsement Changes effective 01/01/2025:

- Test Plus (PRAXIS exam, complete content-specific professional learning, and complete an assessment of the content specific professional learning). Only teacher education institutions with a Kansas state approved ESOL program can provide the professional learning and assessment of the professional learning.



Title III Budget Grid

Title III Language Instruction for English Learners and Immigrant Students

No Title III funds available. No entry required.

Total Title III Funds Available: **\$0** Restricted Indirect Cost Rate: **0.0000**
 Maximum Indirect Cost Funds: **\$0**
 Maximum 2% Administrative Cost, Including Indirect Cost: **\$0**
 Amount Available After Maximum Indirect Cost: **\$0**

	1000 Instrctn	2100 Supt Svcs Students	2200 Supt Svcs Staff	2300 Supt Svcs Gen Adm	2400 Supt Svcs Schl Adm	2600 Oprtn Build Svcs	2700 Vehicle Oprtn Svcs	3100 Food Svcs Oprtn	REAP	TOTAL	
100 Salaries	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
200 Employee Benefits	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
300 Purchased Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
400 Purchased Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
500 Other Prch Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
600 Supplies / Materials	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
700 Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
800 Other	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	
										Indirect Cost	<input type="text" value="\$0"/>
										GRAND TOTAL	<input type="text" value="\$0"/>

Calculate Totals and Save



FTEs Paid with Title III Funds

FTEs Paid with Title III Funds

	FTE	Headcount
Administrators	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Clerical Staff	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Paraprofessionals	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Parent Liaison	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Professional Development Providers	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Social Work, Outreach or Advocacy	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Teachers	<input type="text" value="0.00"/>	<input type="text" value="0"/>
FTE Totals	<input type="text" value="0.00"/>	<input type="text" value="0"/>

Content Areas

- | | | | |
|------------------------------------------|---------------------------------------------|---------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> ESOL/Bilingual | <input type="checkbox"/> Library Media | <input type="checkbox"/> Preschool | <input type="checkbox"/> Science |
| <input type="checkbox"/> Family Literacy | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Language Arts | <input type="checkbox"/> Parent Involvement | <input type="checkbox"/> Reading | <input type="checkbox"/> Other (Please explain) |

If other, please explain:



Title III Delivery Systems & Program Types

Delivery Systems

- ☐ Before / After School ☐ In-Class ☐ Pull-Out ☐ Summer School

Describe how the selected Delivery Systems ensure that English Learners develop English fluency.

Program Types

- | | |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Content-based ESL | <input type="checkbox"/> Push-in ESL |
| <input type="checkbox"/> Developmental Bilingual | <input type="checkbox"/> Sheltered English Instruction |
| <input type="checkbox"/> Dual Language | <input type="checkbox"/> Specially Designed Academic Instruction Delivered in English (SDAIE) |
| <input type="checkbox"/> ESOL Resource Center | <input type="checkbox"/> Structured English Immersion |
| <input type="checkbox"/> Heritage Language | <input type="checkbox"/> Two-way Immersion |
| <input type="checkbox"/> Newcomer | <input type="checkbox"/> Transitional Bilingual |
| <input type="checkbox"/> Pull-out ESL | <input type="checkbox"/> Other (Please explain) |

If other, please explain:



Title III Number of Students to be Served

Number of Students to be Served

Grade Level	Number of Children to be Served by Grade Level	
Preschool Age	<input type="text"/>	0
Grades K-12	<input type="text"/>	0
Ages 19-21	<input type="text"/>	0
Total English Language Learners		<input type="text"/> 0



Title III Allowable Activities

Allowable Activities

(Indirect cost should not be included in allowable activities)

Amount Available After Indirect Cost:

Amount Remaining for Allowable Activities:

English Learners

Public Funding

Non-Public Funding

Required Activities

- ☐ Supporting the development and implementation of LIEPs
- ☐ Providing professional development to teachers and other personnel serving ELs
- ☐ Providing parent, family, and community engagement activities
- ☐ If applicable, other activities and strategies that enhance or supplement LIEPs, including coordination and alignment across programs
- ☐ Other (Please explain)

Optional Activities

- ☐ Upgrading program objectives and instructional strategies
- ☐ Improving instruction for ELs through curricula, instructional materials, software, and assessment procedures
- ☐ Providing tutorials and academic or career and technical education
- ☐ Providing intensified supplemental instruction, including translated materials, interpreters, and translators
- ☐ Supporting LIEPs for preschool programs
- ☐ Implementing strategies to improve ELP and academic achievement for ELs
- ☐ Providing community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families
- ☐ Providing resources, including educational technology, electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs, to improve the instruction of ELs
- ☐ Offering programs to help ELs achieve success in postsecondary education
- ☐ Improving the instruction of ELs with disabilities

If other, please explain:



Immigrant Funding

- The allocation is based on whether a district has an increase of 50 or more immigrant students from the previous year.
- Please refer to the KIDS 2025-2026 Collection System File Specifications, field D55.
- “An indicator of whether or not the student is an immigrant, defined as being aged 3 through 21, not born in any state in the United States, and not being in attendance in schools in the states for more than three full academic years. This applies to foreign exchange students if they meet these criteria.”
- Questions? Contact Nicole Clark, nicole.clark@ksde.gov



Migrant Budget Grid – Regular School Year

Regular School Year

Total Migrant Funds Available: **\$0** Restricted Indirect Cost Rate: **0.0000**
 Maximum Indirect Cost Funds: **\$0**
 Amount Available after Maximum Indirect Cost: **\$0**

	1000 Instrctn	2100 Supt Svcs Students	2200 Supt Svcs Staff	2300 Supt Svcs Gen Adm	2400 Supt Svcs Schl Adm	2600 Oprtn Build Svcs	2700 Vehicle Oprtn Svcs	3100 Food Svcs Oprtn	REAP	TOTAL
100 Salaries	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
200 Employee Benefits	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
300 Purchased Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
400 Purchased Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
500 Other Prch Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
600 Supplies / Materials	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
700 Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
800 Other	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Indirect Cost										<input type="text" value="\$0"/>
TOTAL										<input type="text" value="\$0"/>



Migrant Budget Grid – Summer Session

Summer Session

	1000 Instrctn	2100 Supt Svcs Students	2200 Supt Svcs Staff	2300 Supt Svcs Gen Adm	2400 Supt Svcs Schl Adm	2600 Oprtn Build Svcs	2700 Vehicle Oprtn Svcs	3100 Food Svcs Oprtn	REAP	TOTAL
100 Salaries	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
200 Employee Benefits	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
300 Purchased Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
400 Purchased Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
500 Other Prch Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
600 Supplies / Materials	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
700 Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
800 Other	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>		\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
TOTAL										\$0

Calculate Totals and Save



Migrant FTEs and Positions

FTEs paid with Migrant Education funds

	Regular FTE	Regular Headcount	Summer FTE	Summer Headcount
Administrators	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Clerical Staff	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Guidance/Counseling	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Paraprofessionals	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Parent Liaison	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Professional Development Providers	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Pupil Transportation	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Social Work, Outreach or Advocacy	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>
Teachers	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>
FTE and Headcount Totals	<input type="text" value="0.00"/>	<input type="text" value="0"/>	<input type="text" value="0.00"/>	<input type="text" value="0"/>

Position

Position	Name	E-mail Address
Director	<input type="text"/>	<input type="text"/>
Data Coordinator	<input type="text"/>	<input type="text"/>
Recruiter	<input type="text"/>	<input type="text"/>



Migrant Needs Assessment and Content Areas

Needs Assessment

Purpose: The general purpose of the Migrant Education Program is to ensure that migrant children fully benefit from the same free public education provided to other children.

Needs Assessment: The purpose of the Needs Assessment is to ensure that the LEA in collaboration with the SEA will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan. The Migrant services must be developed in collaboration with parents of migratory children.

According to the data generated by the needs assessment, identify area(s) of need:

- School Readiness
- English Language Arts (ELA) and Mathematics
- Graduation/Completion of a High School Diploma
- Non-Instructional Support Services

Content Areas

- | | | | |
|--------------------------------------------------|----------------------------------------|------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Credit Accrual Recovery | <input type="checkbox"/> Language Arts | <input type="checkbox"/> Preschool | <input type="checkbox"/> Other (Please explain) |
| <input type="checkbox"/> GED Preparation | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Reading | |

If other, please explain:



Migrant Support Services, Delivery Systems and Allowable Activities

Support Services

- | | | |
|---------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Necessary Educational Supplies | <input type="checkbox"/> Social Services for Migrant Families |
| <input type="checkbox"/> Education Services | <input type="checkbox"/> Nutrition | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Health | <input type="checkbox"/> OSY Life Skills | |

Delivery Systems

- | | | | |
|------------------------------------------------|----------------------------------------------|--------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Before / After School | <input type="checkbox"/> In Home Instruction | <input type="checkbox"/> Pull-Out | <input type="checkbox"/> Summer School |
| <input type="checkbox"/> In-Class | <input type="checkbox"/> Preschool | <input type="checkbox"/> Saturday Programs | <input type="checkbox"/> Web Based Curriculum |

Allowable Activities (Indirect cost should not be included in allowable activities)

Amount Available After Indirect Cost: Amount Remaining for Allowable Activities:

- | | |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <input type="text" value="0"/> Public Funding | <input type="text" value="0"/> Non-Public Funding |
| <input type="checkbox"/> Electronic transfer of migrant student records | <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Family literacy services | <input type="checkbox"/> Programs to improve academic achievement |
| <input type="checkbox"/> Health, nutrition, and social services | <input type="checkbox"/> Using technology for student achievement and data management |
| <input type="checkbox"/> Parent Involvement | |



Migrant School Readiness - Outcomes

School Readiness Migrant

[School Readiness Help](#)

No migrant funds available. No entry required.

The Kansas MEP provides supplemental programs and services that support developmentally appropriate environments to prepare migrant pre-K students for lifelong success.

Measurable Program Outcomes

MPO 1A: By the end of the 2024-25 performance period, 70% of 3- and 4-year-old migratory children participating in early learning services fully or partially funded by the MEP will demonstrate age-appropriate skills leading toward kindergarten readiness on local school readiness post-test assessments.

MPO 1B: By the end of the 2024-25 performance period, 70% of eligible migratory children ages 3-5 not attending kindergarten will receive MEP instructional services.

School Readiness - Strategies/Activities to Meet Outcomes

- ☐ Coordinate with local preschool service providers and families to ensure that migratory children receive school readiness services.
- ☐ Coordinate/ provide high quality early learning instruction during the regular year and summer that is fully or partially funded by the MEP to 3- and 4-year-old migratory children who are not yet in school.
- ☐ Other (Please explain)

If other, please explain:

For each identified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution:



Migrant School Readiness

School Readiness - Migrant Resources Needed from KSDE to Implement these Services

- ☐ Professional Development
- ☐ Research Based Curriculum
- ☐ Technical Assistance from SEA

Name of Site Where Services will be Provided

Services Provided	District #	Bldg. #	Attendance Center	Building Level
<input type="checkbox"/>				Elementary
<input type="checkbox"/>				High School

District Totals

Age	Number of Children to be Served by Age	
3		<input type="text" value="0"/>
4		<input type="text" value="0"/>
5		<input type="text" value="0"/>
TOTAL		<input type="text" value="0"/>

Save and Continue School Readiness

Save and Go to English Language Arts (ELA) and Mathematics



Migrant ELA and Math - Outcomes

English Language Arts (ELA) and Mathematics Migrant

[English Language Arts \(ELA\) and Mathematics Hel](#)

No migrant funds available. No entry required.

The Kansas MEP provides programs and services in reading and mathematics to ensure that the special educational needs of migrant children are identified and addressed through evidence-based reading curriculum, instruction, and assessment. The MEP provides supplemental instruction after local, state, and other federal resources have been utilized to ensure that migrant students receive opportunities to meet the same challenging state academic content standards in reading and mathematics that all children are expected to meet.

Measurable Program Outcomes

MPO 2A.1: By the end of the 2024-25 performance period, 70% of migratory students receiving MEP-funded supplemental reading instruction will demonstrate a 2% gain on local reading assessments.

MPO 2A.2: By the end of the 2024-25 performance period, 55% of the migratory students served during the summer will receive needs-based ELA instruction.

MPO 2B.1: By the end of the 2024-25 performance period, 70% of migratory students receiving MEP-funded supplemental math instruction will demonstrate a 2% gain on local math assessments.

MPO 2B.2: By the end of the 2024-25 performance period, 40% of the migratory students served during the summer will receive needs-based math instruction.

English Language Arts (ELA) and Mathematics - Strategies/Activities to Meet Outcomes

- ☐ Coordinate/provide evidence-based, supplemental academic interventions/tutoring in ELA for migratory students according to individual student needs in reading during the school day, extended day, and in summer programs.
- ☐ Coordinate/provide evidence-based, supplemental academic interventions/tutoring in math for migratory students according to individual student needs in math during the school day, extended day, and in summer programs.
- ☐ Other (Please explain)

If other, please explain:

For each identified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution:



Migrant ELA and Math

English Language Arts (ELA) and Mathematics - Migrant Resources Needed from KSDE to Implement these Services

- ☐ Professional Development
- ☐ Research Based Curriculum
- ☐ Technical Assistance from SEA

Name of Site Where Services will be Provided

Services Provided	District #	Bldg #	Attendance Center	Building Level
<input type="checkbox"/>				Elementary
<input type="checkbox"/>				High School

District Totals

Grade Level	Number of Children to be Served by Grade Level
K-6	<input type="text" value="0"/>
7-8	<input type="text" value="0"/>
9-12	<input type="text" value="0"/>
TOTAL	<input type="text" value="0"/>

Save and Continue English Language Arts (ELA) and Mathematics

Save and Go to Graduation/Completion of a High School Diploma



Migrant Graduation - Outcomes

Graduation/Completion of a High School Diploma Migrant

[Graduation/Completion of a High School Diploma Help](#)

No migrant funds available. No entry required.

The Kansas program offers high school students supplementary programs and services to earn credit for missed or incomplete courses, helping them stay on track for graduation.

Measurable Program Outcomes

MPO 3A: By the end of the 2024-25 performance period, 70% of projects will rate their implementation of Strategy 3.1 (services to address SEL) as "succeeding" or "exceeding" on the QSI.

MPO 3B: By the end of the 2024-25 performance period, 80% of secondary aged migratory students/OSY enrolled in supplemental credit accrual opportunities and instruction will earn at least one-half credit toward graduation.

MPO 3C: By the end of the 2024-25 performance period, 80% of OSY responding to the OSY Survey who participated in MEP HSED preparation, post-secondary education, and career readiness services will report increased knowledge in those areas.

Graduation/Completion of a High School Diploma - Strategies/Activities to Meet Outcomes

- ☐ Coordinate/provide migratory students with evidence-based support and services to address SEL factors that impact their learning and motivation.
- ☐ Coordinate/provide secondary-aged migratory students with supplemental credit accrual options, instruction leading toward graduation or a high school equivalency diploma, and post-secondary education and careers.
- ☐ Coordinate/provide support to migratory OSY on re-engagement/ HSED preparation, and post-secondary education and career readiness.
- ☐ Other (Please explain)

If other, please explain:

For each identified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution:



Migrant Graduation

Graduation/Completion of a High School Diploma - Migrant Resources Needed from KSDE to Implement these Services

- ☐ Professional Development
- ☐ Research Based Curriculum
- ☐ Technical Assistance from SEA

Name of Site Where Services will be Provided

Services Provided	District #	Bldg #	Attendance Center	Building Level
<input type="checkbox"/>				Elementary
<input type="checkbox"/>				High School

District Totals

Grade Level	Number of Children to be Served by Grade Level	
9		<input type="text" value="0"/>
10		<input type="text" value="0"/>
11		<input type="text" value="0"/>
12		<input type="text" value="0"/>
TOTAL		<input type="text" value="0"/>

Save All

Save and Go to Non-Instructional



Migrant Non-Instructional - Outcomes

Non-Instructional Support Services Migrant

[Non-Instructional Support Services Help](#)

No migrant funds available. No entry required.

The Kansas MEP provides additional counseling support, opportunities, materials and other resources to migrant students and families to support academic success.

Measurable Program Outcomes

MPO 4A: By the end of the 2024-25 performance period, 80% of staff responding to the Staff Survey will report that MEP professional development increased their capacity to provide needs-based services to migratory children and youth.

MPO 4B: By the end of the 2024-25 performance period, 80% of projects will rate their implementation of Strategy 4.2 (counseling and advocacy) as "succeeding" or "exceeding" on the QSI.

MPO 4C: By the end of the 2024-25 performance period, 80% of migratory parents responding to the Parent Survey will report that the MEP helped their children increase their knowledge of and access to services for which they are eligible.

MPO 4D: By the end of the 2024-25 performance period, 80% of migratory parents responding to the Parent Survey will report that MEP parent activities increased their skills for supporting their children's education.

Non-Instructional Support Services – Strategies/Activities to Meet Outcomes

- ☐ Coordinate/provide counseling and advocacy for all migratory students/OSY/families (e.g., college and career readiness, information on students' Individual Plan of Study [IPS]).
- ☐ Coordinate/provide needs-based support services to migratory children and youth (e.g., information on health, mental health, and social-emotional programs; advocacy to receive services for which they are eligible).
- ☐ Coordinate/provide professional development to MEP staff, school staff, programs, and community organizations to provide a culturally responsive and supportive academic environment for migratory children and youth.
- ☐ Provide flexible parent engagement activities to migratory parents addressing reading, math, school readiness, graduation, post-secondary/career readiness.
- ☐ Other (Please explain)

If other, please explain:

For each identified strategy, describe how it is carried out, along with the personnel involved and Migrant resources devoted to its execution:



Migrant Non-Instructional Support Services

Non-Instructional Support Services – Migrant Resources Needed from KSDE to Implement these Services

- ☐ Professional Development
- ☐ Research Based Curriculum
- ☐ Technical Assistance from SEA

Name of Site Where Services will be Provided

Services Provided	District #	Bldg #	Attendance Center	Building Level
<input type="checkbox"/>				Elementary
<input type="checkbox"/>				High School

Save All



Title IVA Budget Grid

Total Title IVA Funds Available: **\$0** Restricted Indirect Cost Rate: **0.0000**
 Total Title IVA Funds Available REAP Amount: **\$0** Maximum Indirect Cost Funds: **\$0**
 Total Title IVA Funds Available Less REAP: **\$0** Amount Available After Maximum Indirect Cost: **\$0**

	1000 Instrctn	2100 Supt Svcs Students	2200 Supt Svcs Staff	2300 Supt Svcs Gen Adm	2400 Supt Svcs Schl Adm	2600 Oprtn Build Svcs	2700 Vehicle Oprtn Svcs	3100 Food Svcs Oprtn	REAP	TOTAL
100 Salaries	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
200 Employee Benefits	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
300 Purchased Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
400 Purchased Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
500 Other Prch Services	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
600 Supplies / Materials	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
700 Property	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
800 Other	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
										Indirect Cost <input type="text" value="\$0"/>
										GRAND TOTAL <input type="text" value="\$0"/>
<div>Calculate Totals and Save</div>										



Title IVA FTE

FTEs Paid with Title IVA Funds

<input type="text" value="0.00"/>	Administrators	<input type="text" value="0.00"/>	Professional Development Providers
<input type="text" value="0.00"/>	Clerical Staff	<input type="text" value="0.00"/>	Social Work, Outreach or Advocacy
<input type="text" value="0.00"/>	Guidance/Counseling	<input type="text" value="0.00"/>	Teachers
<input type="text" value="0.00"/>	Paraprofessionals		
Total FTEs:	<input type="text" value="0.00"/>		



Title IVA Funding

Specifications Based on Award Amount

- 1) **Well-Rounded Education** - *A minimum of 20% of Title IV, Part A grant funds **must** be used in this area if the district or consortium has an allocation over \$30,000.*
- 2) **Safe and Healthy Students** - *A minimum of 20% of Title IV, Part A grant funds **must** be used in this area if the district or consortium has an allocation over \$30,000.*
- 3) **Support the Effective Use of Technology** - *A maximum of 15% of funds allocated in this content area may be used for technological infrastructure. A portion of funds **must** be used in this area if the district or consortium has an allocation over \$30,000.*



Title IVA LCP Application

At the time of the submission of the Local Consolidated Plan application (LCP) the LEA shall identify objectives/goals for each of the content areas that Title IVA funding is utilized for.

- If you use funds in all three content areas, then you will have a minimum of three goals.
- If you use funds in two content areas, then you will have a minimum of two goals.
- If funding is used in one content area, then you will have a minimum of one goal.

LEA shall identify an objective/goal for each activity selected within a content area.

- If you select two activities under Well-Rounded Education, then you will enter two goals in the designated box.

**Please keep in mind that if you have over \$30,000 in funding it has to be distributed in all three areas (20%/20%/Some), so you will be required to have a minimum of 3 goals (one in each content area).



Title IVA Allowable Activities

LEA shall identify an objective/goal for each activity selected within a content area.

- If you select two activities under Well-Rounded Education, then you will enter two goals in the designated box.

Allowable Activities (Indirect cost should not be included in Allowable Activities)
Amount Available After Indirect Cost: Amount Remaining for Allowable Activities:

Well-Rounded Educational Opportunities
 Public Funding Non-Public Funding

For the 2024-2025 school year, what is your school district's goal when utilizing funding for the Well-Rounded Educational Opportunities section?

In the table below you can add, edit, and/or delete a maximum of 5 goals for this section by selecting the "Show Details" or the arrows in the right hand corner of the text box:

Add Well-Rounded Educational Opportunities Goal (Hide Details...)	
<input type="button" value="Insert Well-Rounded Educational Opportunities Goal"/>	
No Well-Rounded Goal have been submitted.	

- ☐ College and career counseling
- ☐ Music and arts education
- ☐ Science, technology, engineering, and mathematics (STEM), including computer science
- ☐ Accelerated learning programs, including Advanced Placement (AP) and International Baccalaureate (IB) programs
- ☐ Dual or concurrent enrollment programs and early college high school courses
- ☐ American history, civics, economics, geography, or government
- ☐ Foreign language instruction
- ☐ Environmental education
- ☐ Volunteerism and community involvement
- ☐ Multi-disciplinary programs
- ☐ Social emotional learning
- ☐ Career and technical education
- ☐ Other (Please explain)

If other, please explain:

--



Title IVA Goals

Learning objectives should be brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place. The learning objectives can be based on three areas of learning: knowledge, skills, and attitudes.

Goals should be well-defined, measurable and include a timeline.

A Goal should:

- Tie directly to an activity.
- State what the specific objective/goal of the activity is.
- State how the goal will be measured to determine success.
- Include an implementation timeframe for successful execution.



Non-Public Information

Non-Public Information

- ☐ District does not have any Non-Public schools within its boundaries.
☐ All Non-Public schools do not wish to participate.
☒ District does have Non-Public schools that participate.

[Click here to download a copy of the required consultation document that needs to be submitted to KSDE.](#)

Title I*	Title IIA	Title III	Immigrant	Title IVA	Migrant
54418	18378	0	0	7154	0

* Title I funds on this page are determined by the Non-Public Total Allocation/Set Aside on Step 3 of the Building Allocation screen.

Add Schools (Show Details...)

Non-public school name, address, city, state and zip			Title I		Title IIA	Title III	Immigrant	Title IVA	Migrant
Edit Delete			Reading/ Lang Arts Students	Mathematics Students	Staff 24	Students 0 Staff 0	Students 0 Staff 0	Students 177 Staff 24	Students 0 Staff 0
			0	0					
Edit Delete			Reading/ Lang Arts Students	Mathematics Students	Staff 0	Students 0 Staff 0	Students 0 Staff 0	Students 72 Staff 21	Students 0 Staff 0
			72	72					



Private/Non-Public School Definition

- In all cases, must be a not for profit elementary or secondary school as defined in ESSA.
 - May be accredited or not accredited.
- Not for profit status should be provided to the LEA as part of the eligibility determination.
- Home schools in Kansas typically do not qualify because they are not an elementary or secondary school.



Updated Consultation Form

In 2025-2026, 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

 In 2025-2026, the private school has chosen not to participate

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 Signature	Date	Private School Official Signature	Date
 USD# and Name		 Private School Official Name & School Name	



Private / Non-Public Schools

- Ongoing Consultation throughout the year.
- Consultations for the 2025-26 school year:
 - Began in spring 2025.
 - Continue throughout the school year.
 - Document communication.
- Consultation forms must be received by **9/30** for the LCP application to be approved.
- Public control of funds through the LEA.
- All services and materials must be secular, neutral and non-ideological.
- Property belongs to the LEA.



Equitable Services

- The federal requirement for set-aside funds for ESEA programs, reauthorized by ESSA, is that equitable services are provided in the year the LEA receives the grant award.
- Every opportunity should be given for students to benefit from equitable services.
- If a circumstance arises where services are not provided within the specified year, the funds would still be available to provide services for the non-public school (27-month grant award availability).
- Case specific and continue consultation process.



Allocations

- If private schools will not be expending the Title allocations, those funds must be offered to other private schools within district boundaries.
- If funds are remaining, they may be absorbed by the district to be used in the specific Title program.
- Do not consider until June/July prior to funds expiring September 30.
- This should be a last resort and communicated in writing with KSDE ESEA Programs leadership.



KSDE LCP Contacts & Assurances

- District Name, USD #, Consultant's Initials on pp. 23-25.
- Consultant's contact information is on page 25.
- Assurances are located on pp. 26-31.
 - Please read the bottom of page 31 carefully!
 - "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)."





Question and Answer Session

ESEA Programs Team



**Please check your email for a TASN
survey.
Thank you for attending!**



Twyla Sprouse, Ph.D.
Assistant Director
Special Education & Title Services
(785) 296-6714
Twyla.Sprouse@ksde.gov

Joe Jewett
Assistant Director
Special Education & Title Services
(785) 296-6000
Joe.Jewett@ksde.gov

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

