

# ESOL/Title III Update

September 2025



# Emily Scott

Coordinator

Special Education and Title Services Team

Email: [emily.scott@ksde.gov](mailto:emily.scott@ksde.gov)

Phone: 785.296.4941



# Agenda

---



- Connections Before Content
- FAQs - Audit
- Quick Hitters
- Strategy Spotlight
- PD Opportunities
- Resources & Reminders

# THANK YOU!





# Questions & Answers

Commonly Asked Audit Questions (*with help from one of the auditors!*)

# Common Audit Questions

- **Read aloud:** If the read aloud is in a class setting with the teacher participating as needed, it can be counted.
- **Morning meeting:** Depends on what the morning meetings consist of. Some schools use it as a time to check electronics, take lunch counts, etc., this is not countable. Some schools use that time to discuss local news topics and current events and that is fine.
- **Reminder:** Any time counted should be instructional, structured educational time. Think of it as putting the teacher (or para) in front of the student and they are providing services to the student(s).



# Absences

- **If a TEACHER is absent, they must have an endorsed substitute to count minutes that day? Or since they are USUALLY there (just sick that day) it doesn't matter?**
  - If a teacher is absent on count day and requires a sub, we advise them to count the contact minutes as if the teacher were there, what would have typically occurred if the teacher was there. We even have districts that don't have school on count day or another day during count week that we use to calculate the contact minutes, we provide them the same guidance, what would have typically occurred.
- **If a STUDENT is absent one of the days listed audit week, are we unable to count that student's minutes in the weekly average for that day?**
  - Their ESL contact minutes can still be counted. They should be reported as if the student was in attendance. Absences of teachers and students occur, and we don't want to remove funding for occasional absences, so they report the student's typical ESL contact minutes. If students don't meet normal attendance requirements, the ESL contact minutes will be removed through removing them for attendance ([Enrollment Handbook](#), pg. 7).



# What documentation is required?

---



- Home Language Survey
- Screener Results
- Individual Learning Plan (ILP)
- EL Contact Time Calculator
- Teacher/Para meeting documentation
- Student/bell schedules
- *If students are transitional or in year one or two of monitoring, those forms must also be completed and reviewed regularly.*

# Cumulative Folder Checklist

- Available on the [KSDE ESOL](https://www.ksde.org/ESOL) website
- Recommended to help minimize “loss” of EL-related student records if a student transfers

**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



# Fiscal Auditing Checklist

- Checklist for School Districts' Annual KSDE Audit 25-26

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
	<b>Elementary</b>	
	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)	<i>if not already provided</i>
	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.
	<b>Middle School / High School</b>	
	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, days, time and total minutes students were provided ESL learning services.
	Bell Schedule(s)	<i>if not already provided</i>
	Student Schedules	<i>individual student schedules identifying endorsed teachers/qualifying paras and identifying minutes of ESL learning services provided</i>
	<b>License / Plan of Study</b>	
	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



# Preparing for KSDE Audit

Please visit the [Fiscal Auditing](#) website for the most current requirements, including the ESL Contact Minutes Calculator and [Enrollment Handbook](#).

## Fiscal Auditing Office

785-296-4976

[auditing@ksde.gov](mailto:auditing@ksde.gov)



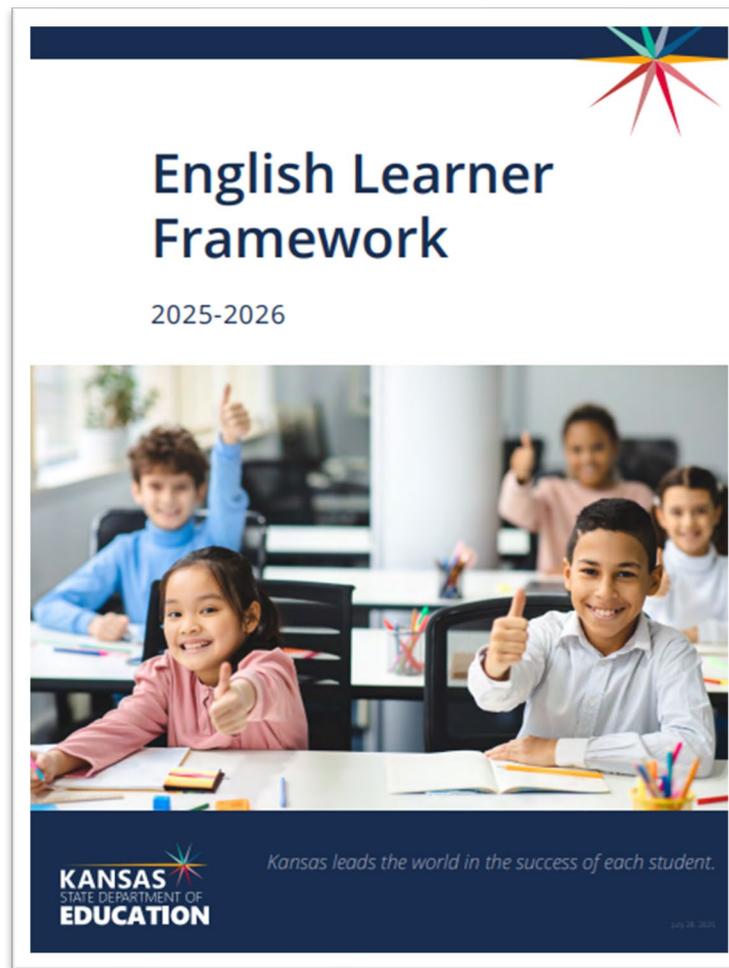


# Quick Hitters

# English Learner Framework

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

[Feedback Form](#): Comments will be collected until November 1<sup>st</sup> so that updates for next year can start being made.



# General Reminders

---



- If a student is enrolled on the **first day** of school, screening must be completed within **30 days**. If a student enrolls **after the first day** of school, screening must be completed within **2 weeks**.
- Complete an Individual Learning Plan (ILP) for all English Learners.
- Complete the *ESL Contact Time Calculator*.
  - <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing>
- Contact hours will be calculated using contact hours the week of the September 22<sup>nd</sup> count day.

# Home Language Survey Reminders

---



- Completed when a student is **new** to the district.
- The HLS does not need to be completed each year for returning students.
- Many student information systems either require or allow parents to review the HLS information during enrollment.
- Should a parent make a change on the answer to question(s) 1-4 with a language other than English, screening would be required.

# Entrance via BLT or SIT Team Decision

---



- The Building Leadership Team/Student Improvement Team recommendation can override the first criterion of the Home Language Survey. Student **entrance** into the program through this team decision would generate ESOL/Bilingual funding if the student is not proficient in English.
- To generate ESOL/Bilingual funding, the HLS must be dated on or before count day.

# BLT/SIT Team Process

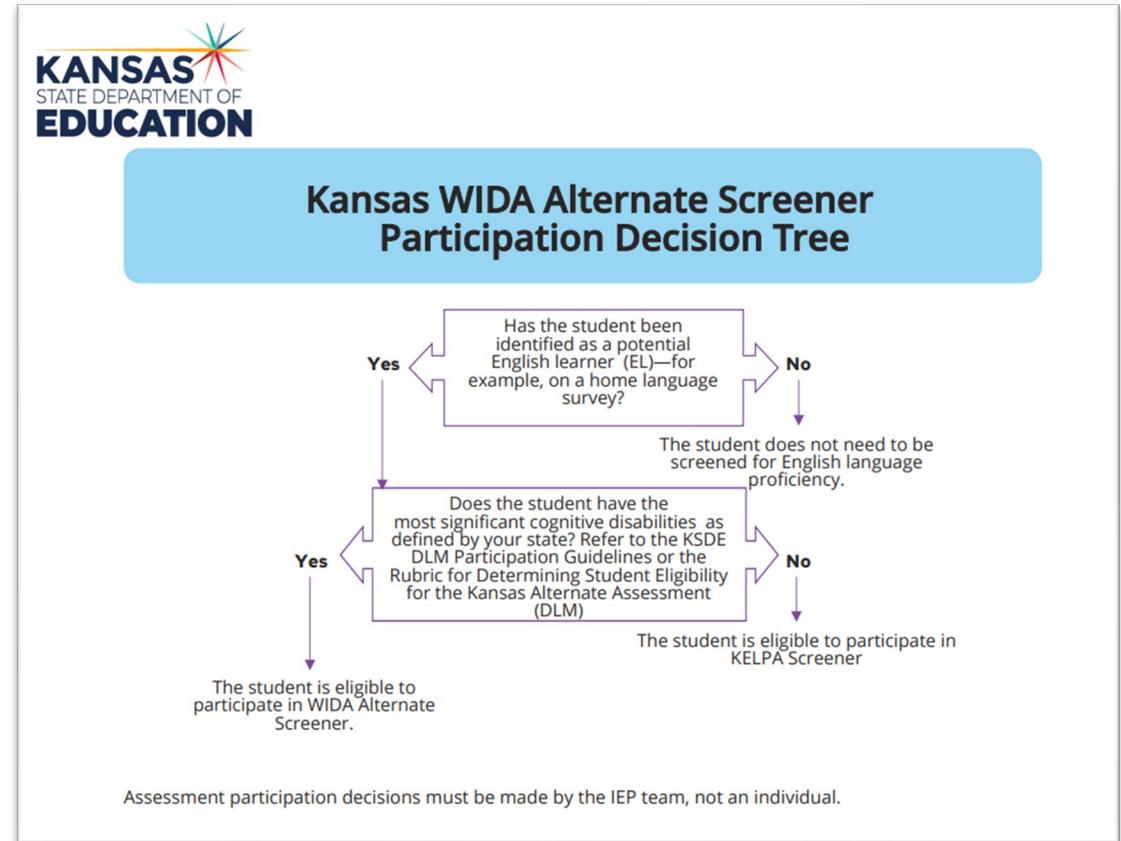
---



- Communicate with the Building Leadership Team and/or Student Improvement Team when student concerns arise.
  - In this example, the answer to question(s) 1-4 on the HLS is English.
- A team decision would be followed with screening to determine whether student is proficient or not proficient.
- Follow *next steps* if not proficient.
- After communication with the parent, the Home Language Survey would be updated for accuracy and auditing purposes.

# WIDA Alternate Screener

- Used to identify English learners (ELs) in grades K-12 with the most significant cognitive disabilities
- All resources can be found on the [WIDA Kansas State Page](#).



# Training for WIDA Alternate Screener

- Before you begin administering Alternate Screener, you will need to complete the **WIDA Alternate Screener: Administration and Scoring** course.
- Plan on spending anywhere from 1-2 hours to complete the training course and explore related resources.
  - You can start and return to the courses as needed.
- The training course includes a quiz, which test administrators must pass with an 80% or higher.
- Don't forget to click on the participation agreement and mark Done to get your certificate.





# Strategy Spotlight

# Strategy Running List

- An ongoing list of strategies highlighted during our monthly webinars to refer to as you need!
- Disclaimer: The strategies and resources shared each month during this webinar are for professional learning purposes only and are not mandated, required, or officially endorsed.

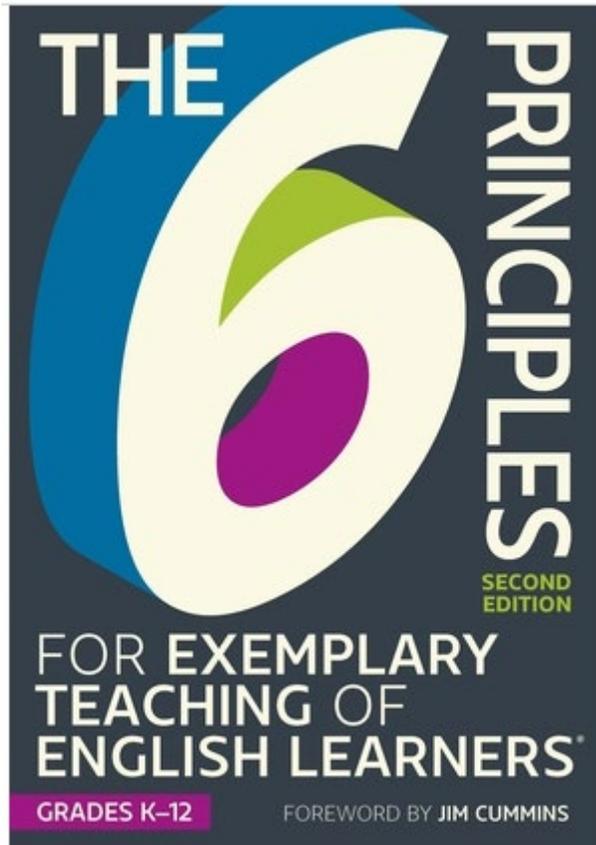


# Strategy Categories

Category	Description
<b>Creating Welcoming Learning Environments</b>	Fostering belonging, cultural responsiveness, and positive teacher-student relationships
<b>Culturally &amp; Linguistically Responsive Pedagogy</b>	Integrating students' backgrounds, home languages, and prior knowledge into instruction
<b>Language Development Practices</b>	Promoting opportunities for speaking, listening, reading and writing in all lessons
<b>Scaffolding &amp; Differentiation</b>	Adapting instruction, tasks, and materials to meet all proficiency levels
<b>Content-Area Integration</b>	Embedding language supports with math, science, social studies, and other subjects
<b>Literacy Development</b>	Strengthening reading comprehension, academic vocabulary, and writing skills
<b>Assessment and Progress Monitoring</b>	Using formative and summative approaches to track language growth and inform instructions
<b>Family &amp; Community Engagement</b>	Building strong partnerships to extend learning beyond the classroom
<b>Collaboration and Co-Teaching</b>	Fostering effective teamwork between general educators, EL Specialists, and support staff
<b>Professional Growth</b>	Engaging in reflective practices and continuous professional learning



# The 6 Principles for Exemplary Teaching of English Learners: Grades K-12



TESOL International Association. (2024). The 6 Principles for exemplary teaching of English learners: Grades K-12 (2<sup>nd</sup> ed.). TESOL Press.

<https://www.the6principles.org/>

*Reminder: The 6 Principles for Exemplary Teaching of English Learners: Grades K-12 is being shared as a resource only.*

# 1. Know your learners

Teachers learn basic information about their students' families, languages, cultures, and educational backgrounds to engage them in the classrooms and prepare and deliver lessons more effectively.



## 2. Create conditions for language learning

Teachers create a classroom culture that will ensure that students feel comfortable in the class. They make decisions regarding the physical environment, the materials, and the social integration of students to promote language learning.



# 3. Design high-quality lessons

Teachers plan meaningful lessons that promote language learning and help students develop learning strategies and critical thinking skills. These lessons evolve from the learning objectives.



# 4. Adapt lesson delivery as needed

Teachers continually assess as they teach—observing and reflecting learners' responses to determine whether the students are reaching the learning objectives. If students struggle or are not challenged enough, teachers consider the possible reasons and adjust their lessons.



# 5. Monitor and assess

Language learners learn at different rates, so teachers regularly monitor and assess their language development to advance their learning efficiently. Teachers also gather data to measure student language growth.



## 6. Engage and collaborate within a CoP (Community of Practice)

---



Teachers collaborate with others in the profession to provide the best support for their learners with respect to programming, instruction, and advocacy. They also continue their own professional learning.



# PD Opportunities

# Upcoming PD through WIDA

**Friday, October 17<sup>th</sup>, 2025 11:00 a.m. – 12:15 p.m.**

***Instruction and Collaboration to Support Multilingual Learners With Disabilities***

Join professional learning facilitator Lori Hanna and professional learning curriculum specialist Emily Kurth on Friday, October 17, from 11:00 a.m.–12:15 p.m. CT.

- In this WIDA webinar, you'll explore instructional planning and collaborative practices designed to meet the diverse strengths and needs of multilingual learners with disabilities. You'll gain tools to support both language development and accessibility, along with strategies for fostering collaborative planning that brings together multiple perspectives to better understand the intersection of language and disability.



# DTC Webinar

---



- Kansas District Test Coordinators (DTCs), Building Test Coordinators (BTCs), and Technology Coordinators are invited to join [monthly training webinars](#).
- Topics: General KAP updates, KELPA/WIDA Alternate Screener and Assessment updates, KITE technology updates, DLM reminders, and ACT information.
- **Next Webinar:** September 18<sup>th</sup> , 2025 1:00-2:00 p.m. CST



# Resources & Reminders

# Mark Your Calendars!

---



## ESOL/Title III Webinar

- Important Updates; Set agenda
- Thursdays, 1:00 pm CST
- All webinars will be recorded and will be posted on the KSDE ESOL website, along with a PDF of the slide presentation.
- Registration is available @ [www.ksdetasn.org](http://www.ksdetasn.org).

## Office Hours

- No set agenda
- Wednesdays, 3:30 pm CST
- Additional opportunity to ask questions and collaborate
- No registration required
- Not mandatory or recorded
- Focused on supporting those new in their roles

# SY 25-26 Title III/ESOL PD Schedule

Month	Activity	Date	Time	Registration
September 2025	<b>Webinar:</b> ESOL/Title III Update	Thursday, September 16th	1:00 p.m.	<a href="#">TASN</a>
	<b>Office Hours:</b> September 20	Wednesday, September 17 <sup>th</sup>	3:30 p.m.	N/A
October 2025	<b>Webinar:</b> ESOL/Title III Update	Thursday, October 23 <sup>rd</sup>	1:00 p.m.	<a href="#">TASN</a>
November 2025	<b>Webinar:</b> ESOL/Title III Update	Thursday, November 13 <sup>th</sup>	1:00 p.m.	<a href="#">TASN</a>
December 2025	<i>Winter Break</i>			
January 2026	<b>Webinar:</b> ESOL/Title III Update	Thursday, January 15 <sup>th</sup>	1:00 p.m.	<a href="#">TASN</a>
	<b>Office Hours:</b> ELP Assessment Preparation	Wednesday, January 28 <sup>th</sup>	3:30 p.m.	N/A
February 2026	<b>Webinar:</b> ESOL/Title III Update	Thursday, February 19 <sup>th</sup>	1:00 p.m.	<a href="#">TASN</a>
	<b>Office Hours:</b> ELP Assessment Administration/Scoring	Wednesday, February 25 <sup>th</sup>	3:30 p.m.	N/A
March 2026	<i>Spring Break</i>			
April 2026	<b>Webinar:</b> ESOL/Title III Update	Thursday, April 16 <sup>th</sup>	1:00 p.m.	<a href="#">TASN</a>
May 2026	<b>Webinar:</b> ESOL/Title III Update	Thursday, May 14 <sup>th</sup>	1:00 p.m.	<a href="#">TASN</a>
June 2026	<i>Summer Break</i>			



# Collaborate. Innovate. Elevate.

- Are you interested in sharing your expertise while deciding your own capacity to support?
- Consider completing an [interest inventory](#) (not an application) to become a Field Educator (FE) to help move the work of supporting EL teachers and students in Kansas.
- This is a contracted-by-project opportunity and does not constitute employment by KSDE.
- In this capacity, you might be called upon to:
  - **Provide** high-quality and dynamic professional development.
  - **Facilitate** and **provide feedback** that is authentic, constructive, and actionable.
  - **Create authentic and constructive products** to strengthen best practices within the discipline.
  - **Elevate, empower, and train teachers** within the professional education community.



# Feedback from December 2024 Survey

21. Please prioritize the following in the order of **greatest need** in your setting. *(From most critical to least)*

[More details](#)

1 Professional Development for **General Education Staff**



2 MTSS/Evidence-Based Interventions



3 Professional Development for **EL Staff**



4 Professional Development for **Administrators**



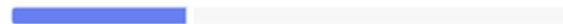
5 Professional Development for **EL Paraprofessionals**



6 Information related to remaining in compliance with State and Federal requirements



7 Access to KSDE resources *(Space to provide more feedback in Section 3)*



# Important Links

---



## [Title III State ESOL Website\\*](#)

- IT is working on website updates on the backend.
- Site will be under construction (*estimated completion - ??*)
- If you are looking for something specific, please email me.

## [Kansas Assessment Program \(KAP\)](#)

- 2025-2026 Kansas Assessment Program Overview
- 2025-2026 KELPA Screener Manual

## [KS WIDA State Page](#)

- WIDA Alternate Screener

# Additional Resources

---



- [USDE](#): English Language Acquisition State Grants; Title III, Part A
- English Learners [Dear Colleague Letter](#) (2015) – *Rescinded*
- [Title III Non-Regulatory Guidance](#) (2016)
  - [Addendum](#) (September 2016)
- National Clearinghouse for English Language Acquisition ([NCELA](#))
  - Newcomer, English learner, and Family Toolkits
- Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs ([DOJ/OCR – Undated](#)) – *Rescinded*
- Plyler v. Doe [457 W.S. 202(1982)] (Reference)

<https://www.idra.org/resource-center/immigrant-students-rights-to-attend-public-schools-2/>



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

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities 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.

