English Learner Framework

2025-2026

KANSAS
STATE DEPARTMENT OF
EDUCATION

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Introduction

The Kansas Department of Education (KSDE) would like to extend our deepest appreciation to the ESOL teachers and administrators whose dedication, and instructional leadership are essential to the success of English learners and their families. Your commitment to fostering language development, academic achievement, and inclusive practices ensures that multilingual students are supported, empowered, and valued members of the school community.

In accordance with federal and state laws governing the education of English learners, this document serves as a foundational guide for the effective implementation and oversight of English to Speakers of Other Languages (ESOL) and Title III programs within Kansas public schools. It reflects current legal requirements, state policies, and evidence-based practices to support the academic success and language development of English learners.

This framework is intended to assist local education agencies (LEAs) in fulfilling their obligations under the Every Student Succeeds Act (ESSA) and related regulations to promote equitable access to high-quality instruction and services. It aims to ensure consistency, clarity, and alignment across programs serving English learners throughout the state of Kansas.

Additionally, it is designed to provide direction for a broad range of stakeholders who share responsibility for the educational outcomes of English learners including administrators, ESOL coordinators, program directors, educators, and other school personnel.

Local education agencies are encouraged to use this document as a reference to inform decision-making, guide program implementation/evaluation, and ensure compliance with applicable laws and regulations related to English learners. While this guidance does not establish new requirements, it aims to consolidate existing expectations and best practices to support effective service delivery.

The Kansas State Department of Education remains committed to providing technical assistance and support to districts and schools in their efforts to foster inclusive, linguistically responsive environments where all English learners can thrive academically and socially.

For additional information or clarification, please consult official state and federal resources (linked in the reference section) or contact Emily Scott, emily.scott@ksde.gov, ESOL/Title III Consultant at the Kansas State Department of Education.

INTRODUCTION

1.1 Navigation

This resource offers operational guidance for implementing an ESOL program in the local context. It supports both school districts and state auditors in ensuring compliance with State and Title III requirements, as well as alignment with research-based best practices to support teachers of English learners.

To aid in the readability of this document navigational symbols and embedded links have been added for ease of use. Information is also organized to streamline use by various stakeholders, (i.e., program coordinators versus classroom teachers) by being sorted into easily searchable section titles.

This symbol draws attention to a policy that is grounded in Federal/state statute or is in non-regulatory guidance (NRG)[1] from the U.S. Department of Education.

This symbol helps LEAs determine decisions that can be made locally, keeping in mind all state and federal requirements.

There is also benefit in accessing the document in its electronic format as there are many valuable links embedded throughout.

1.2 Disclaimer

This document is issued solely as guidance by the Kansas State Department of Education and does not impose binding requirements or obligations. It is intended to support understanding of current policies and practices while respecting local decision-making and control.

Strategic Overview

2.1 Defining English learner

According to Every Student Succeeds Act of 2015 (ESSA), an EL is an individual who[2]:

- Is aged 3 through 21.
- Is enrolled or preparing to enroll in an elementary school or secondary school.
- Meets one of the following criteria:
  1. Was not born in the United States, or whose native language is a language other than English.
  2. Is a Native American or Alaska Native, or a native resident of the outlying areas; and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency (ELP); or
  3. Is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant.
- Has difficulties in speaking, reading, writing, or understanding the English language, that may be sufficient to deny the individual:
  1. The ability to meet the challenging state academic standards;
  2. The ability to successfully achieve in classrooms where the language of instruction is English; or
  3. The opportunity to participate fully in society.

2.2 English learners in Kansas

As of 2023-2024 school year, there were approximately 9.4 percent[3] of Kansas students were identified as English learners (EL). Students who speak a variety of languages and represent diverse cultural backgrounds bring invaluable perspectives to our public schools and communities. These perspectives enhance the learning environments, fostering understanding and cross-cultural promote collaboration. It allows all students to develop important skills such as communication, adaptability, and respect for differences. Ultimately, the linguistic and cultural diversity of our students strengthens our schools and prepares all students for success in an interconnected world

2.3 KSDE ESOL/Title III Program Goals

The *English Learner Framework* has been designed to provide local education agencies (LEAs) with a framework within which they can grow their supports for English learners. Previously referred to as the *English for Speakers of Other Languages (ESOL)/Bilingual Education Program Guidance*[4] (KSDE, 2024), this document is more concisely referred to as the *English Learner Framework*.

Four goals for this framework have been established to help teachers and administrators feel confident in their ability to provide solid, research-based supports to English learners, while maintaining room for local control in their programs. It is important to remember that **KSDE does not endorse any set curricula or require any one program model**.

Ultimately, these goals should help programs align with KSDE's larger vision of Kansas leading the world in the success of each student.

GOAL ONE: Transparency

The over-arching goal of this document is to provide clear communication regarding compliance requirements. All information provided is supported by state and federal statutes and referenced for ease of use. There will be revisions made annually to communicate new information/regulations that come from the U.S. Department of Education and/or evidence-based practices in the field.

Outcome:

- LEAs can use this guidance to create/update their ESOL programs.

GOAL TWO: Empowering Student Voices

Educators working with English learners often foster an "asset-based" approach that demonstrates a shared belief that ALL learners can learn and excel in school. As language teachers, we can help **students expand their outlook** on learning a new language by encouraging them to **shift their perspective** on mistakes. Instead of seeing errors as setbacks, we can guide them to view them as natural steps in the learning process. By **embracing a growth mindset**, we create an environment where each new word learned, and every sentence practiced is seen as progress. When students realize that proficiency comes with patience and consistent effort, they are more likely to approach language learning with enthusiasm and confidence, knowing that each challenge is an opportunity to grow.

Outcome:

- Teachers and district leaders will be equipped with tools to allow them to create safe and supportive learning environments for ALL learners.

GOAL THREE: Setting High Expectations

As stated in the Kansas School Improvement Model, "*We have a culture of high expectations in our classrooms and provide each student access to grade-level standards and content through high-quality materials.*"

Educators set high expectations for students, because we truly believe in their potential to succeed. By a mindset of continuous improvement, students understand that mastering a new language is a journey where each challenge is a steppingstone toward fluency.

The goal is to empower students to push past their comfort zones, knowing that with consistent practice and dedication, they will achieve academic success. Encouraging students to embrace every opportunity to speak, write, read, and listen allows them to become confident, capable language users.

Outcomes:

- LEAs are able to use English learner data in a meaningful way as part of their accountability measures.
- Data drives high-quality instructional strategies and assessment for all English learners.
- ELs demonstrate English proficiency on the KELPA in a statistically significant way.

GOAL FOUR: Supporting Educators

Professional development for teachers of English learners focuses on empowering educators to expand their toolkit of strategies, resources, and techniques to foster success in the classroom. By providing guidance and training, teachers develop a deeper understanding of how language learners process and acquire new languages. This enables them to set high expectations while offering the necessary support for students to thrive.

Outcomes:

- By utilizing this guide as a foundation, professional development is tailored to the field to provide research-based strategies to support English learners in a more tailored approach.
- ALL educators have the knowledge and skills to support ELs in any school setting.

2.4 Non-Negotiables

To best provide equitable learning opportunities for English learners, districts must:*

- Identify students as potential ELs
- Assess potential EL student English Proficiency using an approved screener
- Communicate with parents and stakeholders, in a language they can understand (to the extent practicable)
- Develop an instructional program to best serve EL students that is:
    1. Recognized as sound by experts in the field or is considered a legitimate experimental strategy.
    2. Reasonably calculated to implement effectively.
    3. Produces results that, after a legitimate trial, indicate that students' language barriers are actually being overcome within a reasonable period of time.
- Ensure that necessary staff, curricular materials, and facilities are in place and used properly.
- Utilize the approved *Kansas Standards for English Learners*[5] (Kansas State Department of Education, 2018) to drive instruction.
- Annually assess the progress of students using either the KELPA or WIDA Alternate Assessment for ELs with most significant cognitive disabilities.
- Follow appropriate program exit criteria.
- Monitor exited students for two years.
- Maintain accurate and up-to-date records of EL progress.

Each of these will be explored further in this document.

For more information visit:
https://www.ed.gov/media/document/dcl-factsheet-el-students-201501pdf-21469.pdf

2.5 Important Dates 2025-2026

Condensed version available for print in Appendix F.

August/September

Prior to Sept. 20

☐ Receive Home Language Surveys 🏛

- All students must be given a Home Language Survey upon enrolling in a Kansas district for the first time. If a language other than English is indicated on any of the four questions, the student must be screened for English language proficiency.

☐ Screen students to determine eligibility for ESOL services 🏛

- Determine eligibility for services by using an approved screener:
  - **Preschool:** preLas[6] or Pre-IPT[7]
  - **K-12:** Kansas English Language Proficiency Assessment (KELPA) Screener or WIDA™ Alternate Screener. (see Section 4.3 Approved English Language Proficiency Screeners on page 25)
  - **Adult Learners:** The QIA (Quick Informal Assessment) or CASAS (Comprehensive Adult Student Assessment Systems), IPT and TABE (Tests of Adult Basic Education) are acceptable assessments for adult learners.

☐ Send home parent notification letter 🏛

- Under Title III, parents are to be notified (to the extent practicable, in a language that they understand) that their child qualifies for ESOL services within **30 days of the start of the school year**. If a student enrolls after the start of the year, notification must be sent within two weeks of the student's enrollment.

☐ Determine placement in ESOL services 🏛

- Eligible students must be offered services with an ESOL (English for Speakers of Other Languages) endorsed teacher (or paraprofessional who works in close proximity with an ESOL endorsed teacher – See **Section 6.6 Paraprofessionals** on page 37, for more information) . Service types include push-in, dual language, bilingual, ESL class period, modified instruction and pull-out. **Other types of services may be offered in some districts (**See **Section 5.3 Language Program Types** on page 31).

☐ Enter Student Information in KIDS System

- Student data must be entered into the KIDS system in order for the district to receive proper funding and to ensure an English Language Proficiency (ELP) Assessment (i.e., KELPA or WIDA™ Alternate ACCESS) is assigned for the student.
- Funding is determined using the ENRL collection.
- ELP assessments are assigned to students using the information on the TEST record collection.
- Additional KIDS File specifications can be found at: https://kidsweb.ksde.gov.

STRATEGIC OVERVIEW

☐ Calculate the EL Contact Time

- ESOL/Bilingual minutes reported in KIDS for Bilingual/English Learner students must be based on contact minutes the student received in an approved ESOL/Bilingual program on **Sept. 20**. Depending on how services are provided, a daily average may be used.
- **ESL Contact Calculator** can be found at https://www.ksde.gov/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing#AuditGuides.

☐ Create an Individual Learning Plan

- All ELs must have an Individual Learning Plan (ILP). This plan documents how the student scored on the proficiency assessment and lays out steps for ensuring the student is making progress throughout the year in attaining English proficiency.
- KELPA or WIDA Alternate ACCESS scores need to be recorded on the plan at the end of the year.
- The plan should also list any accommodations or modifications that the student requires.
- It is important to continuously monitor the ILP throughout the school year and make instructional adjustments as needed. Use spring English Language Proficiency Assessment (KELPA) scores to determine whether the student is on track for making progress in English language proficiency.
- Samples can be found on the KSDE website.[15]

☐ Document teacher/para meetings once service type and schedule is determined.

- The paraprofessional and the teacher should meet at least **once per week** to review lesson plans, instructional strategies, evaluation techniques, and weekly student progress/challenges.
- Documentation that such meetings are occurring, including brief details about the instruction provided and student progress/challenges must be kept on file. State auditors may verify that such frequent and productive meetings are occurring.

☐ Reminder all student data must be entered into KIDS by the September 20 count date*.

  * *If this date falls on a weekend the date will be on the following Monday.*

MISCELLANEOUS:

☐ **Memorandum of Understanding** must be signed by Aug. 31, 2025, for any LEAs participating in a consortium.

☐ **Private School Consultations** (on-going)

- The Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) requires that consultation occur between the local education agency and private school officials. More information available on the Title Services for Non-Public Schools website[8].

☐ Familiarize yourself with the Kansas Assessment Program Overview[9]

☐ Request access to the ESL listserv to receive the most up-to-date information by emailing Alysha.Nichols@ksde.gov.

October-December

☐ Screen new students to determine eligibility (within two weeks)

☐ Update Individual Learning Plans (as needed)

☐ Track academic progress for students on monitor status

January-March

☐ Screen new students to determine eligibility (within two weeks)

☐ Update Individual Learning Plans (as needed)

☐ Track academic progress for students on monitor status

☐ Complete Test Security and Ethics Training by the required date (see KAP website[10])

☐ Administer KITE practice tests[11] to allow students to gain familiarity with the student portal.

☐ Complete Rater Training for KELPA (see KAP website[12])

☐ Prepare for English Language Proficiency (ELP) assessment administration

- **NOTE:** Voluntary office hours will be available on Microsoft Teams; dates and times will be communicated by the ESOL education program consultant.

☐ Administer KELPA and/or WIDA Alternate ACCESS

- Reference the links below for the most up-to-date information:
  - Kansas Assessment Program[10] (KAP)
  - WIDA Kansas Page[13]

April - July

☐ Screen new students to determine eligibility (within two weeks)

- **NOTE:** Because the testing window has closed for the current school year at this point, there will be a screen option available that allows you to "screen student for next academic year" in Kite.

☐ Speaking and Writing KELPA items scoring due (see KAP Assessment Calendar[9]).

MAY:

☐ Update ILPs with current ELP Assessment Scores

☐ Update Cumulative Folders with current data/forms

JULY:

☐ District Test Coordinator completes AMOSS Data Verification process

On-Going

☐ Screen students who enroll throughout the year within two weeks of enrollment and complete other entry procedures (as outlined in this list).

☐ Send home Parent Notification Letters for students who are eligible for services.

☐ Continuously Monitor Individual Learning Plan (ILP) Goals

- Continuously monitor the ILP throughout the school year and make instructional adjustments as needed. Use spring KELPA scores to determine whether the student is on track for making progress in English language proficiency.

☐ Professional Development

- Take advantage of any professional development offered by the Kansas State Department of Education (KSDE) or other organizations on ELs or cultural awareness. The EL population is a diverse group that is growing and changing quickly, and it is important to stay informed of the latest research, information and methods of instruction.
- Register for ESOL monthly webinars and other useful trainings through TASN.[14]

☐ Monitor KSDE ESOL Website

- Please visit the ESOL webpage[15] often for updates, forms and information on serving ELs.

Legal Requirements

3.1 Civil Rights

As of the 2023-2024 school year, 9.6% of students in Kansas schools were identified as English learners. Schools must ensure that **ALL** students, including English learner (EL) students, have equal access to a quality education that enables them to progress academically.

🏛 Among other requirements, LEAs must:

- Enroll all students regardless of the students' or their parents' or guardians' actual or perceived citizenship or immigration status;
- Protect students from discriminatory harassment on the basis of race, color, national origin (including EL status), sex, disability, or religion;
- **Not** prohibit national origin-minority group students from speaking in their primary language during the school day without an educational justification; and
- **Not** retaliate, intimidate, threaten, coerce, or in any way discriminate against any individual for bringing civil rights concerns to a school's attention or for testifying or participating in any manner in a school, OCR, or DOJ investigation or proceeding.

In 1970, the federal Office for Civil Rights (OCR) (U.S. Department of Justice et al., 2015)[16] issued a memo regarding school districts' responsibilities under civil rights law to provide an equal educational opportunity to ELs. This memorandum stated:

> ❝*Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.*❞

> Although the memo requires school districts to take affirmative steps, it does not prescribe the content of these steps. It does, however, explain that **federal law is violated if:**

- Students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- National origin minority students are inappropriately assigned to special education classes because of their lack of English skills;
- Programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead-end track; or
- Parents whose English is limited do not receive school notices or other information in a language they can understand

Citation:

School Obligations | NCELA - English Language Acquisition & Language Instruction Educational Programs. (2025). Ed.gov. https://ncela.ed.gov/school-obligations.

3.2 Federal Legislation

Timeline of Key Federal Rulings and Legislation Related to English Learners

1960	1970	1980	1990	2000	2010	2020

1965
Passage of Elementary and Secondary Education Act

1974
U.S. Supreme Court decision in *Lou v. Nichols*

1981
U.S. 5th Circuit Court of Appeals decision in *Castañeda v. Pickard*

1994
Passage of Improving America's School Act

2001
Passage of No Child Left Behind Act

2015
Passage of Every Student Succeeds Act

1968
Passage of Bilingual Education Act

1974
Passage of Equal Educational Opportunities Act

1964
Passage of Civil Rights Act

Image: Boyle, A., Bergey, R., & Garrett, R. (2024). Federal policy for English learners: Key milestones from 1964 to 2024. American Institutes for Research.

1964 The Civil Rights Act was established to prevent discrimination based on race, color, religion, sex, or national origin. It specifically banned such discrimination in federally funded programs and activities, including education.

1965 The Elementary and Secondary Education Act (ESEA), enacted in 1965, introduced the Title I program to allocate funds to districts and schools serving low-income students. At its inception, it did not specifically address the needs of English learners.

1968 The ESEA was revised to incorporate Title VII, known as the Bilingual Education Act, which was the first federal policy specifically targeting English learners. This amendment allocated funds for educational programs designed to support English learners, including bilingual education initiatives.

1994 The Improving America's Schools Act (IASA) mandated that states set "adequate yearly progress" targets for student performance and hold districts and schools receiving Title I funds accountable for achieving these targets. Additionally, it required public reporting on the performance of specific student groups, including English learners, though this reporting was not tied to accountability measures.

2001 The No Child Left Behind (NCLB) Act expanded on IASA by holding states, districts, and schools accountable for meeting "adequate yearly progress" targets specifically for English learners, with consequences for failing to meet these targets. Additionally, it required states to implement statewide English language proficiency (ELP) standards and aligned ELP assessments to guide and measure the English language development of English learners.

NCLB also introduced the federal Title III program, which provided supplemental funds for serving English learners. Districts receiving Title III funding were held accountable for meeting state-established targets for progress in English language proficiency development.

2015 In the latest federal policy update for English learner education, the Every Student Succeeds Act (ESSA) merged the two accountability measures for English learners under Title I requirements, encompassing student progress in English language proficiency development. Additionally, ESSA mandates that states implement standardized, statewide criteria to identify English learners.
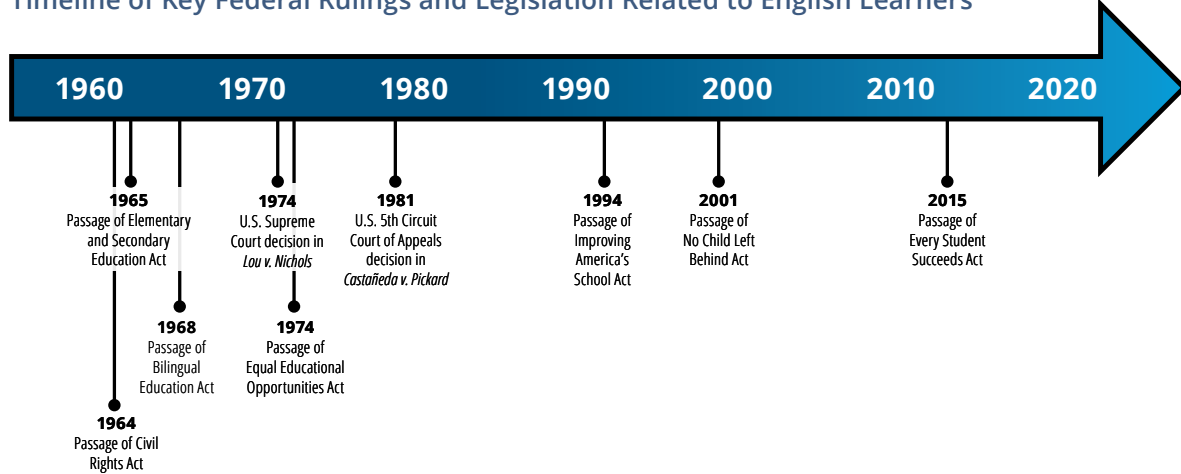
Reference:

Boyle, A., Bergey, R., & Garrett, R. (2024). *Federal policy for English learners: Key milestones from 1964 to 2024*. American Institutes for Research.

3.3 Landmark Cases

Lau v. Nichols, 414 U.S. 563 (1974)

Following the Civil Rights Act, school systems must provide students with appropriate instructional support to "overcome language barriers."

> **"** *There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.***"**
>
> *- Lau v. Nichols*, pg. 566 (Edward H. Steinman et al., 1974)[17]

Castañeda v. Pickard, United States Court of Appeals for the Fifth Circuit, 648 F.2d 989 (1981)

Considered to be the most significant court decision affecting language minority students after Lau, this decision established basic standards to ensure language programs are in compliance with EEOA (1974).

The "Castañeda test" includes the following criteria:

4. **Theory:** The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy.

5. **Practice:** The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality.

6. **Results:** The school must not persist in a program that fails to produce results.

Plyler v. Doe, 457 U.S. 202 (1982)

A state cannot prevent children of undocumented immigrants from attending public school unless a substantial state interest is involved (Plyler V. Doe, 457 U.S. 202 (1982), n.d.)[18].

For more information, visit the [Intercultural Development Research Association](#)[19] website.

Additional research can be found at:

Colorín Colorado. *A Chronology of Federal Law and Policy Impacting Language Minority Students.* https://www.colorincolorado.org/article/chronology-federal-law-and-policy-impacting-language-minority-students

3.4 Kansas State Statutes

72-3609. Definitions.

As used in this act:

(a) "School district" means any public school district.

(b) "Board" means the board of education of any school district.

(c) "State board" means the state board of education.

(d) "Department" means the state department of education.

(e) "Limited English proficient pupils" means national origin-minority pupils who because of their inability to speak, read, write and/or understand the English language are excluded from effective participation in the educational programs offered by a school district.

(f) "Qualified teacher" means a person employed by a school district for its bilingual education program who is:

1) A teacher qualified to instruct limited English proficient pupils as determined by standards established by the state board and who is so certified and endorsed by the state board; or

2) a paraprofessional qualified to assist certificated teachers in the instruction of limited English proficient pupils as determined by standards established by the state board and who is so approved by the state board.

(g) "Program" means a program of bilingual education designed primarily to develop the English language skills of limited English proficient pupils in order to integrate such pupils into regular educational programs and enable such pupils to progress toward the maximum of their abilities.

History: L. 1979, ch. 220, § 1; L. 1986, ch. 276, § 1; L. 1987, ch. 278, § 1; July 1.

72-3610. Standards and criteria; qualified teachers.

(a) Programs of bilingual education shall meet standards and criteria set by the state board.

(b) Boards shall employ qualified teachers for programs.

History: L. 1979, ch. 220, § 2; L. 1987, ch. 278, § 2; L. 1992, ch. 280, § 48; July 1.

72-3611. Cooperative agreements; financial provisions; termination, changes.

The boards of education of any two or more school districts may make and enter into agreements providing for cooperative operation and administration of a program of bilingual education on a shared-cost basis. Any school district which is a party to such a cooperative agreement may be designated the sponsoring district under such agreement. The agreement entered into shall provide for a separate fund of the sponsoring school district, to which each contracting district shall pay the moneys due from it under the agreement, and all such moneys received by the sponsoring district shall be credited to such fund. The expenses of a sponsoring district attributable to bilingual education shall be paid from such fund and payment of such expenses shall not be operating expenses of the sponsoring district. Payments from the general fund of a contracting district to a sponsoring district and transfers of money from the general fund of a sponsoring district to the separate fund provided for hereunder shall be operating expenses. Any agreement entered into under authority of this section shall be subject to change or termination by the legislature; and within the limitations provided by law, any such agreement may be changed or terminated by mutual agreement of the contracting school districts.

History: L. 1979, ch. 220, § 3; July 1.

72-3612. State Board of Education; administration, duties.

The state board may adopt rules and regulations for the administration of this act and shall:

(a) Prescribe and adopt criteria and procedures for assessment and identification of limited English proficient pupils including identification of the specific educational deficiencies of such pupils;

(b) establish standards and criteria for procedures, activities and services to be provided in a program to develop the English language skills and to reduce the educational deficiencies of limited English proficient pupils including entry and exit procedures based on the English language proficiency of such pupils; and

(c) establish standards and criteria for reviewing, evaluating and approving school district programs.

History: L. 1979, ch. 220, § 4; L. 1986, ch. 276, § 2; L. 1992, ch. 280, § 49; July 1.

72-3613. Bilingual education fund; use of money; reports to the state board.

(a) There is hereby established in every school district a fund which shall be called the bilingual education fund, which fund shall consist of all moneys deposited therein or transferred thereto according to law. The expenses of a school district directly attributable to such bilingual education programs shall be paid from the bilingual education fund. Moneys deposited in or otherwise transferred to the bilingual education fund shall only be expended for those costs directly attributable to the provision of bilingual education programs.

(b) Any balance remaining in the bilingual education fund at the end of the budget year shall be carried forward into the bilingual education fund for succeeding budget years. Such fund shall not be subject to the provisions of K.S.A. 79-2925 through 79-2937, and amendments thereto. In preparing the budget of such school district, the amounts credited to and the amount on hand in the bilingual education fund, and the amount expended therefrom shall be included in the annual budget for the information of the residents of the school district.

(c) Each year the board of education of each school district shall prepare and submit to the state board a report on the bilingual education program and assistance provided by the district. Such report shall include information specifying the number of pupils who were served or provided assistance, the type of service provided, the research upon which the district relied in determining that a need for service or assistance existed, the results of providing such service or assistance and any other information required by the state board.

History: L. 1979, ch. 220, § 8; L. 2005, ch. 152, § 41; L. 2006, ch. 197, § 27; L. 2011, ch. 107, § 14; L. 2012, ch. 155, § 16; L. 2013, ch. 121, § 16; L. 2015, ch. 4, § 65; L. 2017, ch. 95, § 93; July 1.

72-3614. Technical advice and assistance.

The state board, in cooperation with the advisory committee on Hispanic affairs and with other appropriate agencies and organizations, may provide any board, upon its request therefor, with technical advice and assistance in the establishment and operation of a program of bilingual education, including assistance in conducting in-service training programs for qualified teachers, and may make studies and gather and disseminate information relating to materials, resources, procedures, programs and qualified teachers which are or may become available to school districts for utilization in such programs of bilingual education.

History: L. 1979, ch. 220, § 10; L. 1986, ch. 302, § 2; L. 1987, ch. 278, § 4; July 1.

Identifying English Learners

Identification Process

Step 1	Step 2	Step 3	Step 4	Step 5
A **new student** enrolls in the district.	A **Home Language Survey** is completed for all students during the enrollment process.	If a **language other than English** is indicated, the student is screened to determine eligibility for ESOL services.	If the student scores "**not proficient**" on the screener, they are eligible for services.	**Parents** must be **notified** if a student has been identified as an EL.

To qualify as an English learner (EL) and be eligible for ESOL services, the following criteria must be met:

- A language other than English must be indicated on the **Home Language Survey**[20].

AND

- If the Home Language Survey indicates a history of a language other than English, the student must be assessed for his/her English proficiency using one of the following **approved assessment screeners**. If the student scores "not proficient" on the approved screener, they are eligible for ESOL services.

Schools have **30 days** to notify parents if the child enrolls at the beginning of the school year. If the child enrolls after school has begun, the school has **10 days** to notify parents.

Note: An LEA may **NOT** use Title III funds for purposes relating to identification of ELs, including a screening assessment, home language survey, or other related tools because the obligation to identify all ELs is part of an LEA's civil rights obligations under Title VI and the EEOA. (NRG,[1] Question A-8, pg. 10.)

4.1 Home Language Survey

Who should receive the Home Language Survey?

All students new to the district should receive a Home Language Survey upon enrollment. This document should only be filled out at the student's initial enrollment and kept in the student's cumulative folder.

The four questions on the Survey asked to determine eligibility include:

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

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

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

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

NOTE: Online forms of the Home Language survey may be used, however, documentation must be accessible upon request in paper format or PDF for state auditing purposes.

Why is the Home Language Survey given?

The answers provided on the Home Language Survey:

1. Help to properly identify students who qualify for ESOL services

2. Assist the district in meeting federal requirements that, to the extent practicable, communication with parents is provided in a language they can understand. This is still required even if a student has exited or been exempted from ESOL services but their parents request communication in a language other than English.

BACKGROUND

The Home Language Survey is the first step in identifying students who may be eligible for English Language support. Students who have a language other than English in their background will be screened using an English language proficiency assessment to determine their level of proficiency in English as it is used in school. Students identified as English learners (ELs) will be provided specific instruction suited to their individual needs as their English continues to develop and improve.

Teachers should be made aware of each ELs level of proficiency and plan instruction according to the latest research and practice regarding second language acquisition as it relates to the core curriculum. Students who have a language other than English in the home or as a first language should be encouraged to expand and develop that language. In addition, English language development and support must be provided to all ELs until they meet the ESOL program exit criteria established by KSDE (see **Section 8.3 Reinstating English Learners** on page 44).

The Home Language Survey attempts to inform the district of the possible impact on a child's English language development due to transfer, influence, exposure to a language other than English. **It is not at all to be assumed that a child who has a language other than English is less proficient in English as a result of knowing another language.**

Moreover, the questions can also help identify parents who speak or read a language other than English for the purposes of making available interpreters and translation for important meetings with school staff, parent teacher conferences, notifications of grades, meeting invitations, etc.

> "*Local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) ... in a format and,* **to the extent practicable, in a language** *such parents understand.*"
>
> - [ESSA (2015), § 1116(f))](#)[21]

It is important to note that the questions on the HLS are not intended to identify children who are learning a language other than English by watching educational media that teach languages, words, or phrases other than English. They are also not intended to identify children who are studying a world language for the purpose of becoming bilingual or more knowledgeable about languages other than English.

- Examples:
  - Taking a Saturday German class
  - Taking Spanish as a graduation requirement in high school
  - Being instructed informally by someone in the home who wishes to encourage a child to learn another language

Additionally, the questions on the home language survey are not intended to identify for language support services children whose parents speak a language other than English outside the home, or with people other than children for whom the form is being completed (for example, language instructors, interpreters, conversations with friends or colleagues, etc.).

The questions on the home language survey are also not intended to identify for language support services children whose parents or other adults living in the home are able to speak and understand another language for example, parents who studied Russian in college), but for home English is the language used for communication.

4.2 Additional Entry/Exit Criteria Considerations

ENTRY

The Building Leadership Team/Student Improvement Team recommendation can override the criterion of the Home Language Survey for entry into the program under unique circumstances.

- Student entrance into the program through this team decision **would** generate ESOL/Bilingual funding if the student is not proficient in English and the HLS is dated on or before the September 20 count day.
- If the student qualifies for services, it is recommended that the school personnel communicate with the family and suggest they fill out a new Home Language Survey confirming that student has a history of a language other than English.

This can be documented and kept for your local records. see Section Appendix B: Entrance Criteria for ESOL Program on page 61.

EXIT

There is NO Building Leadership Team/Student Improvement Team override option for exiting a student. KSDE utilizes the WIDA Alternate ACCESS Assessment, for students who have a most cognitive disability.

- See **Section 4.3**, for screener information.
- See **Section 7.3** on page 24, for more information about WIDA Alternate ACCESS Assessment.

4.3 Approved English Language Proficiency Screeners

PRESCHOOL

If the **preLAS**[6] or **Pre-IPT**[7] is given in the spring prior to the student entering Kindergarten, the student does not need to complete the KELPA Screener upon entering Kindergarten. Please retain record of the screener given in preschool for audit purposes.

3 years	4 years	5 years *(prior to kindergarten)*
Oral only	Fall: Oral	Fall: Oral
	Spring: Oral AND Preliteracy	Spring: Oral AND Preliteracy

K-12

The Kansas English Language Proficiency Assessment (KELPA) Screener or the WIDA Alternate Screener for students with the most cognitive disability are the two approved screeners.

- Please see KAP[10] for the KELPA Screener Manual or the WIDA Kansas State page[13] as these will include the most current information.

Kansas WIDA™ Alternate Screener
Participation Decision Tree

Has the student been identified as a potential English learner (EL) — for example, on a home language survey?

Yes

No

Does the student have the most significant cognitive disabilities as defined by your state? Refer to the KSDE Dynamic Learning Maps® (DLM®) Participation Guidelines for Determining Student Eligibility for the Kansas Alternative Assessment (DLM®)

The student does not need to be screened for language proficiency.

Yes

No

The student is eligible to participate in WIDA™ Alternate Screener.

The student is eligible to participate in KELPA Screener.

Assessment participation must be made by the Individualized Education Program (IEP) team, not an individual.

ADULT LEARNERS

The QIA (Quick Informal Assessment) or CASAS (Comprehensive Adult Student Assessment Systems), IPT and TABE (Tests of Adult Basic Education) are acceptable assessments for adult learners.

4.4 Screener Reports

Students who score "proficient/fluent" on an approved English language proficiency screener are **NOT ELIGIBLE** for ESOL services.

For these students, document the screener test name, test date, and result on an Individual Learning Plan or local system of record-keeping and file for auditing purposes.

If one of the state-approved English language proficiency screener assessments determines that the student is **limited in any domain of English proficiency** (listening, speaking, reading, writing, or a composite of the four domains), the student must receive ESOL services by a "qualified teacher" (See **Section 3.4 Kansas State Statutes** on page 18, for the definition of a "qualified teacher" according to Kansas Statute).

4.5 Transfer Students

STUDENTS ENROLLING IN A U.S. SCHOOL FOR THE FIRST TIME (Newcomers)

For students who have recently arrived in the United States, the KELPA Pre-Screener is a four-question survey in Kite Educator Portal[22] that is used to determine if a student should take the KELPA Screener.

- If the student can answer at least two questions, click Submit for Screener.
  - The student should be further evaluated with the Screener in the Kite Student Portal.
- If the student fails to answer at least two questions, click Bypass Screener.
  - The student would not pass the screener and qualifies for ESOL services.
- If the teacher believes the student's non-response is due to fear, cease testing.
  - Evaluate at another time.

IN-STATE TRANSFERS

- If no screener or Summative results are found for the student, contact the sending district to determine if the student completed the screener.
- If the sending district does not respond in a timely manner, administer the KELPA Screener.
- If the student's original screener becomes available after retesting, base program eligibility on the results of the first screener.

NOTE: After screening, it is essential that the student's KELPA Screener record be **linked with an SSID within Kite**. If a student transfers to another district in Kansas, the same SSID will connect the student to their Screener report. Screener reports will be available only during the academic year in which they were administered. For the reports to be available to other districts, students must be linked with their SSID before the **end of July** each year.

For this reason, all District Test Coordinators should make a habit of linking KELPA Screener students to their SSID as soon as it is available. KELPA Screener student data are removed at the end of July each year. Unless linked with an SSID, the student's Screener report will be removed, and those data will be lost.

To link a screened student to an SSID, see the Registering Students section of the KELPA Screener Manual, and edit the student record either through the User Interface or through CSV upload.

OUT-OF-STATE TRANSFER STUDENTS

- If the student has not been enrolled in a Kansas public school for the past 12 months, the student must take the KELPA screener to determine eligibility.
- Students who transfer from out-of-state and who meet identification requirements on the HLS must be given either the KELPA or WIDA Alternate Screener, regardless of whether the student has already been identified in another state.

Program Implementation

Students who meet specific criteria may additionally qualify for a variety of specialized programs, such as gifted education, Multi-Tiered System of Supports (MTSS), special education, or migrant programs, as well as support for homeless students in addition to the English Language Development supports they receive.

An addendum to this document is being developed to provide guidance on these important topics and other best practices for improving services for ML students.

It is important to remember that "LEAs have the flexibility to choose the EL services and programs that meet civil rights requirements and best meet the needs of their EL population (EL Toolkit[23], Chapter 2, pg. 1)." **KSDE does not endorse any set curricula or require any one program model.**

As mentioned in the introduction, this document is designed as a framework that offers direction to LEAs to ensure they are meeting state and federal compliance requirements. In doing so, we take steps in the right direction toward our state vision: Kansas leads the world in the success of each student and create a more equitable future for all students.

Included in this section, you can find information on the stages of language acquisition, instructional program types, and options for choosing the best method for providing services for your local context.

5.1 Stages of Second Language Acquisition

In order to plan appropriate instruction, it is important to understand the continuum of language development stages. It is important to note that progression through the five stages of second language development may take six years or longer (Thomas & Collier[24], 2002). Therefore, *"when an ELL struggles, we must first consider whether the instructional and language demands are appropriate for his or her language proficiency level, and if not, provide appropriate instruction before considering intrinsic factors as causal"* (Esparaza-Brown & Sanford, 2011[25]).

Stages of Second Language Acquisition

STAGE	CHARACTERISTICS	APPROXIMATE TIME FRAME IN EACH STAGE*
Silent/Receptive/ Pre-producion Stage	They have very few oral skills and may only respond nonverbally by pointing, gesturing, nodding, or drawing.	0-6+ months
Easy Production Stage	They listen with greater understanding and can produce a limited number of words, phrases, and simple sentences.	6 months-1+ year
Speech Emergence Stage	They have better comprehension and produce simple sentence and make common pronunciation errors.	1-3+ years
Intermediate Fluency Stage	They demonstrate increased levels of accuracy and correctness and are able to express thoughts and feelings.	3-5+ years
Advanced Fluency Stage	They produce language utilizing varied grammatical structures and vocabulary, comparable to native speakers of the same age.	5-7+ years

* Students advancing through these stages is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking. ELs are tremendously heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as:

- A school's program type.
- Age at which the student entered the program.
- Initial proficiency level.
- Native language literacy.
- Linguistic and cultural background.
- Life and educational experiences.
- Additional needs (e.g., health, disability).

* More information can be found in the *Kansas Standards for English Learners (2018)*.[5]

PROGRAM IMPLEMENTATION

5.2 Language Instruction Education Programs (LIEP)

What Language Instruction Educational Program (LIEP) types are available?

🏛 *"Consistent with ESEA section 3124, the [U.S.] Department does not recommend any particular curricula, program of instruction, or instructional materials, nor does it prohibit any language instruction educational program used with ELs that is consistent with Title III of the ESEA and other laws, including Title VI and the EEOA."*

- NRG,[1] p. 20, q. C-4

Reminder, whichever approach, program model, and implementation method is chosen, the EL program must be evaluated to ensure it meets the three-pronged Castañeda standard[26], as first introduced in **Section 3.3**.

Language Instruction Programs
Castañeda Standard

03 Does the program succeed in producing results indicating that students' language barriers are being overcome within a reasonable period of time?

02 Are the programs and practices (including resources and personnel) reasonably calculated to implement this theory effectively?

01 Is the program based on a sound educational theory?

How do we choose a program type for the ENRL record in KIDS?

Many EL supports/practices are comprised of a variety of program models based on the staffing available, school structure, EL student population, and EL proficiency levels.

When choosing a program type that will be recorded in the KIDS ENRL record, **choose the program where the student spends most of the time during count week**. If a student spends almost the same amount of time in two different program types, choose the program that is most beneficial for the student.

If the program type changes after the KIDS ENRL window closes, does the new program type need to be updated?

Yes. The submission window for the ENRL record is Sept. 20, 2025-Oct. 10, 2025. The program type will be reported during the EOYA record submission, as well.

The submission window for EOYA is May 11, 2026-June 30, 2026. If the program type changes after it has been reported in the ENRL collection, submit the change in the EOYA collection.

Districts must enter appropriate codes in the KIDS database element of ESOL/Bilingual Program Participation Code field to generate funding.

KIDS field specifications can be found at kidsweb.ksde.gov.

5.3 Language Program Types

The following codes are used to correctly identify students in the KIDS system.

PROGRAM TYPE	CODE	KIDS DEFINITION	EXAMPLES/MORE INFORMATION
01	Transitional Bilingual Education (TBE) or Early-Exit Bilingual Education	This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the EL student's transition to an all English instructional program while receiving academic subject instruction in the native language to the extent necessary.	Example- a Bilingual Program for Pre-K – 2nd grade that utilizes student's primary language with gradual release to English instructional program.
02	Dual Language or Two-way Immersion	Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that usually consists of half native English-speakers and half native speakers of the other language.	This may apply to one-way immersion programs if the EL student is learning half the day in their native language.

PROGRAM IMPLEMENTATION

PROGRAM TYPE	CODE	KIDS DEFINITION	EXAMPLES/MORE INFORMATION
03	ESL or ELD English as a Second Language or English Language Development	A program of techniques, methodology and special curriculum designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language	Example- a student is pulled out during the day by EL staff for structured language support/intervention or an ESOL Endorsed teacher/or Paraprofessional under direct supervision of ESOL Endorsed Teacher provides ESL or ELD support/intervention in class-room, in small group setting or to individual EL student.
04	Content Classes with integrated ESL support	This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.	Example- a student in the general education classroom receiving ESOL support from an ESOL endorsed teacher or para, includes push-in and co-teaching. Given the district is obligated to provide ESOL support, additional examples applicable to this code are as follows: ELs that have refused services, ELs on IEPs not directly receiving services, ELs that are "high flyers" that do not need much support but it is available.
05	Newcomer programs	Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).	This code is meant for programs that serve their newcomer students in a program of study as described. If newcomer students are integrated throughout the day with their English-speaking peers with ESOL support, another code might be more appropriate.

PROGRAM TYPE	CODE	KIDS DEFINITION	EXAMPLES/MORE INFORMATION
06	Maintenance Bilingual Education	MBE, also referred to as late-exit bilingual education, is a program that uses two languages, the student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas.	Example- provide student the same curriculum, materials, and resources in both English and their primary language. This type of program allows EL's to maintain their own language and culture while learning English.
07	Sheltered English Instruction	An instructional approach used to make academic instruction in English understandable to EL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.	The focus is on teaching language through content. The course is taught by an ESOL endorsed teacher and the class is made up of mostly EL students.
08	Submersion Program	A submersion program places EL students in a regular English-only program with no support services on the theory that they will pick up English naturally. This program should not be confused with a structured English immersion program.	Examples- a student is classified or eligible for ESOL support, however, parents have declined services and the student does not receive indirect or consult ESOL support. A student is classified as ESOL that has not passed the KELPA but, based on other data, does not require ESOL support. A student does not have any ESOL contact minutes and/or does not receive any indirect ESOL support.

Providing High-Quality Instruction

Quality Instruction is one of the Four Fundamentals of the current Kansas School Improvement Model. With that, "We [as a state] have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials," (Kansas School Improvement Model).

Additionally, Section 1111 (b)(1)(F) of ESEA requires that "each State plan shall demonstrate that the State has adopted English language proficiency standards that:
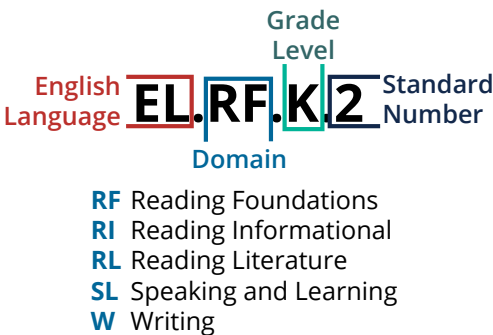
(i)   are derived from the 4 recognized domains of speaking, listening, reading, and writing;

(ii) address the different proficiency levels of English learners; and

(iii) are aligned with the challenging State academic standards."

These requirements in Title I are essentially identical to the requirements that were previously in Title III of the ESEA prior to the ESSA amendments.

6.1 ESOL Standards

The *Kansas Standards for English Learners (2018)*[5] are designed for use by all educators who are involved in the teaching and support of English learners (ELs). The premise of these standards is supporting individual students in gaining a level of proficiency with the English language that allows them to be highly successful in obtaining grade level academic standards in as short of time as possible. Both social English and academic English are required to attain mastery of the English language and of school success. When each teacher that has an English learner "takes ownership" for that student and supports him/her through appropriately scaffolded, highly experiential and collaborative instruction that is based on grade level curriculum, English proficiency can be expedited for a student.

How to Read the English Language Standards Codes

Grade
Level

English
Language **EL.RF.K.2** Standard
Number

Domain

RF Reading Foundations
RI Reading Informational
RL Reading Literature
SL Speaking and Learning
W Writing

6.2 Instructional Strategies for Supporting ELs

In order to best support students, a mindset shift is necessary in how we teach and understand language. Traditional ESL teaching theories sought to simplify activities and teach skills in an isolated context. Current theories suggest teaching language through active interaction that weaves in complex tasks and understands that meaningful communication is a nonlinear, dynamic process.

> *"To learn academic language, ELs need opportunity to actively participate in meaningful, high-level learning and communication in core classrooms. They need opportunities to use language imperfectly in speaking and writing as they make meaning from complex texts, problem solve, and express their own thinking with high-level tasks. ELs benefit from language teaching and scaffolds that help them make meaning from complexity and communicate effectively in academic conversations and tasks across curriculum"*
>
> - Singer[27], p. 90, 2018

Essential Questions to Choose and Adjust Supports for ELs

	Content Learning	**Language Learning**
Expect	What are my goals for student learning?	What aspects of language must students understand and use to excel with these goals?
Engage and Observe	What do students say and do as they engage? What do their words and actions reveal about what they can understand and do related to my goals?	What language choices do students make? What do these reveal about their strengths and needs with language essential for success with this task?
Support	What instruction and supports will I provide to help students build from current understandings to succeed with the goal?	What instruction and scaffolds will I provide to build and support language connected to these goals?
Reflect	How did my instruction and supports impact student's content understanding and success with my goals?	How did my instruction and supports influence students' understanding and/or use of language?

Optional Resource: Refer to *"Go To" Strategies for Teachers of English Language Learners*[28] for a quick 1-pager of some strategies that can be used in any classroom setting.

PROVIDING HIGH-QUALITY INSTRUCTION

6.4 EL Teacher of Record

Under Kansas state statute 72-3609(f) Qualified teacher" means a person employed by a school district for its bilingual education program who is:

1. A teacher qualified to instruct limited English proficient pupils as determined by standards established by the state board and who is so certified and endorsed by the state board; or

2. A paraprofessional qualified to assist certificated teachers in the instruction of limited English proficient pupils as determined by standards established by the state board and who is so approved by the state board.

The teacher of record is a qualified teacher in the district who:

- Holds a Kansas teaching license with an ESOL endorsement on count day
- Has a Kansas ESOL approved waiver on count day
- Has a Kansas ESOL provisional license on count day
- Has one of the following Kansas restricted pre-standard licenses with ESOL endorsement on count day:
    - Visiting International teacher (VIT)
    - Transitional, Interim Alternative, One-year nonrenewable (TN)
- Has completed state-approved ESOL content-specific learning, passed the ESOL PRAXIS and has applied to KSDE Teacher Licensure team for endorsement before the official count day. Information about state-approved ESOL content-specific learning can be found at: Options for English Speakers of Other Languages (ESOL) license endorsement requirements[29]
- Has an ESOL Endorsement Plan of Study on file at the district office prior to the count day (with courses having begun prior to count day)

6.5 Licensure

ESOL waiver and an ESOL provisional license

The district must have a university plan of study, transcripts of completed courses, and proof of enrollment at the university on file for the teacher in order to submit a waiver request.

The university plan of study must be from one of the Kansas universities that have approved ESOL endorsement programs, OR an out-of-state college or university with an ESOL program that is approved by the state's accrediting/approval authorities.

When the teacher becomes eligible for a provisional license by completing **50% of the coursework** on the plan of study, they should coordinate with the Teacher Licensure and the institution to submit the provisional license application.

Questions regarding out-of-state ESOL endorsement programs should be directed to KSDE Teacher Licensure website.[30]

- Approved programs in Kansas and Institutional Contacts can also be found on the Teacher Licensure website.[30]

Endorsement Plan of Study

The Teacher/District ESOL Endorsement Plan of Study must consist of the following:

- A **signed agreement** with the district showing that the teacher will complete all ESOL endorsement coursework and obtain the Kansas ESOL endorsement **within three years**.
    - The three-year timeline begins the first day of the first class on the plan of study.
- Teachers must make annual progress toward completion.
    - Teachers must complete at least one course each 12-month period
- Teachers must receive a passing score on the PRAXIS and apply for/receive the ESOL endorsement from Teacher Licensure within three years from the date they first began the endorsement program.

For audit purposes, be able to provide documentation from the college showing the courses completed and claimed on the ESOL Endorsement Plan of Study.

- For the 2025-26 school year, **annual** progress will be fulfilled if the teacher has taken a class in any of the following college semesters:
    - Spring 2025
    - Summer 2025
    - Fall 2025
    - Spring 2026

The plan of study will follow the teacher. If a teacher begins the plan in one district and then obtains a job in a different district, the plan is still good as long as the three-year limit has not been reached.

Important: If the endorsement is not yet in the teacher's/district's possession on the count day, a record that the teacher has applied for the KSDE ESOL endorsement prior to the count day must be on file in the district office.

6.6 Paraprofessionals

What criteria must be met for paraprofessional contact hours with students to generate State ESOL funding?

A paraprofessional who is providing services to English learners must be under the direct supervision of an ESOL qualified teacher. **Best-practice is that a qualified teacher should not supervise more than five paraprofessionals simultaneously per year.** The paraprofessional may not be assigned to the building principal or other administrative personnel unless that person has an ESOL endorsement.

Guidelines for counting FTEs are that the paraprofessionals **must no**t be:

- Solely responsible for ESOL instructional or related service;
- Responsible for selecting, programming, or prescribing educational activities or materials for ELs without the supervision and guidance of the supervising teacher;
- Solely responsible for preparing lesson plans or initiating original concept instruction; or
- Used as substitute ESOL teachers, unless they hold the appropriate Kansas license.

The supervising teacher and the paraprofessional **must work in close and frequent proximity**. In cases where the paraprofessional is not assigned to the same classroom as the teacher, the supervising teacher and paraprofessional must be in close proximity to one another and must hold frequent and productive meetings.

PROVIDING HIGH-QUALITY INSTRUCTION

- "*Close proximity*" is defined as being in an adjoining or adjacent building or structure.
- "*Frequent and productive*" means that the paraprofessional and the teacher are meeting **at least once per week** to review: lesson plans, instructional strategies, evaluation techniques, and weekly student progress/challenges.

Documentation that such meetings are occurring, including brief details about the instruction provided and student progress/challenges must be kept on file and state auditors may verify that such frequent and productive meetings are occurring. (see **Appendix A: Home Language Survey** on page 60 for sample documentation forms**.**)

The State of Kansas has no statewide requirements for employment as a paraeducator or paraprofessional in a school, however state and federal funding for some positions may have requirements. Each district sets their own requirements for employment as a para, so individual districts may have additional requirements for employment.
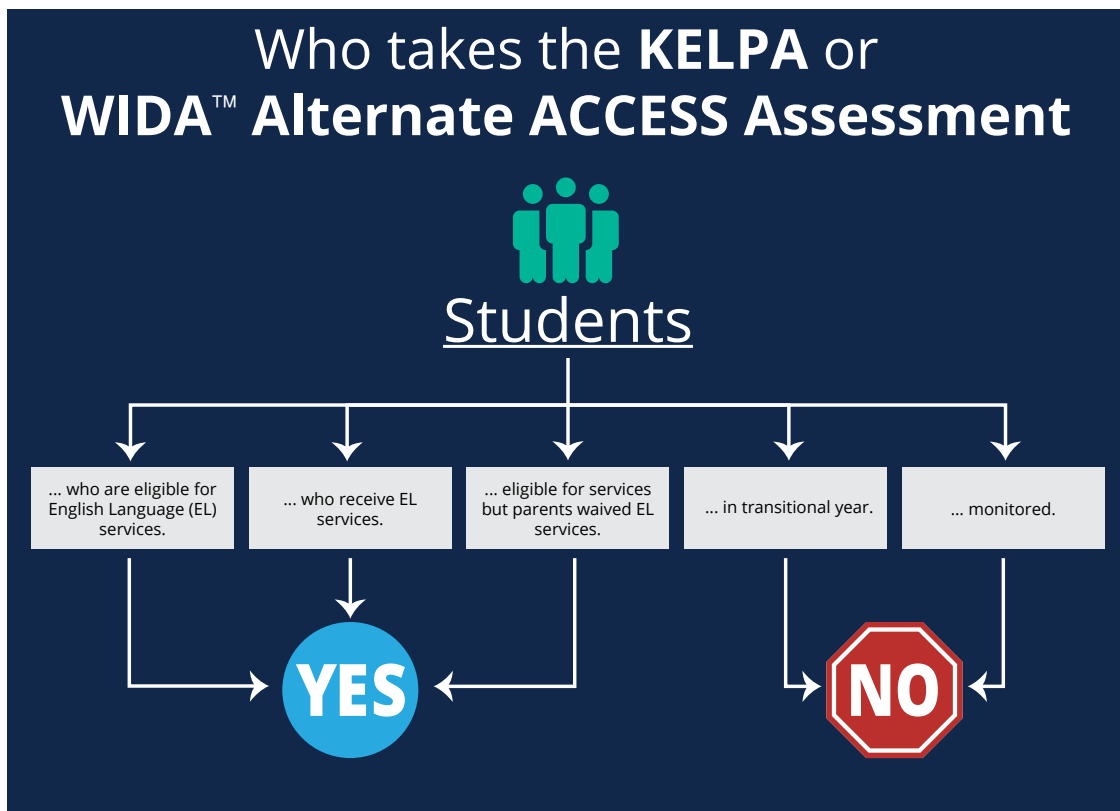
The Kansas Technical Assistance System Network (TASN)[31] provides para training on a variety of topics. Additional information can be found on the Paraprofessionals in Kansas Public Schools[32] website.

Assessing English Learners

7.1 Background

The Elementary and Secondary Act (ESEA) requires that all ELs enrolled in schools served by the State "must be assessed annually using the State's English language proficiency assessment. (ESEA Section 1111(b)(2)(G), emphasis added). State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA's obligation to assess 100 percent of ELs using the annual English language proficiency assessment," (NRG,[1] p. 30).

- The primary ELP assessment given to measure progress toward proficiency for grades K-12 is the Kansas English Language Proficiency Assessment (**KELPA**). See **Section 7.2**.
- The WIDA Alternate ACCESS is administered to students in grades K-12 who are identified as English learners with the most significant cognitive disabilities. see **Section 7.3**.
- The testing window for both exams is available on the Kansas Assessment Program website.
- **ALL K-12 ELs must be assessed annually**, including students who qualify for ESOL services but for whom the district does not receive funding, and those ELs whose parents have waived ESOL services.
- Students who miss being assessed with the either the KELPA or WIDA Alternate ACCESS Assessment during the assessment window for whatever reason must still be assessed annually for funding purposes.

Who takes the **KELPA** or **WIDA**™ **Alternate ACCESS Assessment**

Students

| ... who are eligible for English Language (EL) services. | ... who receive EL services. | ... eligible for services but parents waived EL services. | ... in transitional year. | ... monitored. |

YES — NO

7.2 KELPA

The [Kansas English Language Proficiency Assessment (KELPA)](#)[33] measures the English language proficiency of English learners and evaluates student progress toward such proficiency based on Kansas ESOL standards. These standards were strategically designed to streamline the process of learning in English and to meet Kansas standards in academic subject areas by allowing students to gain English proficiency and to learn other subjects simultaneously. Students are assessed across four domains: reading, writing, listening, and speaking.

Important Reminders:

- Complete Security and Ethics training and sign the abide-by agreement BEFORE test administration.
- Accommodations must be documented on the student's Individualized Education Program (IEP), 504, or Individualized Learning Plan (ILP) and noted on the student's Personal Needs Profile (PNP) BEFORE the testing window begins.
- Training manuals, guides, videos, and other resources are available on the [KAP website](#).[10]
- Educators are also encouraged to refer to the Kite Help Tab for additional resources, however this is a secure testing portal and cannot be linked here.

7.3 WIDA Alternate ACCESS

WIDA Alternate ACCESS is a test administered to students in grades K-12 who are identified as English learners with the most significant cognitive disabilities. WIDA Alternate ACCESS measures students' English language skills in listening, reading, speaking, and writing.

Visit the [WIDA Kansas State page](#)[13] for more information, including:

- Testing dates
- Contact information
- Kansas WIDA Alternate ACCESS Checklist
- State Testing Requirements
- Test Preparation and Training
- Manuals, Guides, and Test Materials

When accessing the link for Kansas specific manuals (*Test Administrator Manual*, *Test Coordinator Manual*, and *Accessibility and Accommodations Manual*), users will be directed to the WIDA Secure Portal to login.

District Test Coordinators will be the primary users assigned accounts in the DRC INSIGHT/WIDA AMS portal to upload student records and order materials.

WIDA Alternate ACCESS Quick Facts

- Students must have a home language survey that indicates a language other than English and be eligible for the Dynamic Learning Maps (DLM®) Alternate Assessment System[34] in order to take the Alternate ELP assessment

- The testing window is the same as KELPA[26]. See the KAP website[10] for more information.

- LEAs are required to administer an approved screening assessment to students who enroll in the first month of school within 30 calendar days of enrollment. For students who enroll later, a screening assessment must be administered within 10 school days of enrollment.

- All ELs with the most significant cognitive disability must be tested annually using the Alternate ACCESS assessment. When students earn an Overall Composite Score of 4 or higher they are considered proficient in English. Students are then reclassified to either transitional for one year and /or monitored status for 2 years. Students are not required to take the WIDA Alternate ACCESS assessment once they are reclassified. The LEA may use appropriate data, evaluation, and team-based problem solving to consider reclassifying the student as EL if, while in monitoring status, the student demonstrate consistent and continued need for increased language support services.

- WIDA Alternate ACCESS is a paper-based assessment for all grades, Kindergarten through Grade 12.

- To be certified to administer and score the WIDA Alternate ACCESS assessment, test administrators must annually complete the WIDA Alternate ACCESS: Administration and Scoring training course, located in the WIDA Secure Portal. If you do not have a WIDA Secure Portal account, please contact your District Test Coordinator (DTC).

- Refer to the Kansas Participation Decision Tree to determine if a student is eligible to participate in testing with WIDA Alternate ACCESS.

- After using the Kansas Participation Decision Tree teams should refer to the Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM®) for students in grades K-2 who are not already participating in the Alternate State Assessment (DLM®).

7.4 ELP Assessment Frequently Asked Questions

May an EL with a disability whose disability precludes his or her assessment in one or more domains of the State ELP assessment be exited from language services?

No. Per the *Addendum to Sept. 23, 2016 Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA)*[35], as Amended by the Every Student Succeeds Act (ESSA), "under 34 C.F.R. §200.6(h)(4)(ii), if it is determined on an individualized basis that an EL has a disability that precludes assessment in one or more domains of the ELP assessment (speaking, listening, reading and writing), such that there are no appropriate accommodations for the affected domain or domains, a [State Education Agency] SEA must assess the child's English language proficiency based on the remaining domains in which it is possible to assess the student" (e.g., a non-verbal English learner who because of an identified disability cannot take the speaking portion of the assessment)."

> ❝*The [U.S.] Department expects that only in very rare circumstances will children need to be assessed in fewer than four domains due to a disability that precludes assessment in a particular domain, and that the vast majority of ELs with disabilities will be able to be assessed in all four domains, with appropriate accommodations as needed, or by taking an alternate ELP assessment for ELs who are students with the most significant cognitive disabilities.*❞

- NRG,[35] addendum, Q 9, p.5-6

Is there reciprocity among states score reports?

KSDE does not accept score reports from other states.

How are students who graduate in December/drop-out before the testing window coded in KITE?

Only a student who is enrolled in the district during the test window is tested in Kite. No TEST record should be sent for these students.

How do schools get access to the ELP Assessments?

For KELPA, schools will mark the appropriate code in the KELPA field of the KIDS TEST submission. This information will then be uploaded and prepopulated into KITE.

KIDS field specifications can be found at kidsweb.ksde.gov.

Students meeting requirements for the WIDA Alternate ACCESS Assessment will not be uploaded into KITE. Please contact your District Test Coordinator (DTC) for setup in WIDA AMS.

How are testing accommodations decided?

Please refer to the Kansas Accessibility Manual[36] for more information regarding accommodations.

What is the Recently Arrived in the U.S. exemption date for KAP?

Please refer to the Kansas Assessment Program Overview Calendar[9] for more information.

Supporting Former English Learners

8.1 Exiting English Learners

If a student demonstrates proficiency on the KELPA (or WIDA Alternate ACCESS Assessment), they may be exited from services and placed on transition or monitor status. See **Section 8.2** for more information.

> **"** *The requirement that an EL be exited from EL status for ESEA purposes when the student satisfies the criteria included in the State's standardized statewide exit procedures applies to an EL with a disability* as well.* **"**

8.2 Monitoring Procedures after Exiting the Program

Once a student scores proficient on the KELPA or WIDA Alternate ACCESS Assessment, there are two options for coding them for the following year. Students move to either a transitional year for one year to continue EL services and then to monitored status OR move to monitored status for the next two years after scoring proficient one year. It is important to continue to maintain proper documentation on student progress. There are sample forms available on the KSDE website.[15]

IMPORTANT: Students scoring proficient must be exited from ESOL and placed on either transitional or monitored status.

1. **Transitional Status**: 1 year

    a. Data suggests the student would benefit from an additional year of services, even though they demonstrated proficiency on the ELP assessment.

    b. Provide services and receive funding for the student.

    c. Minutes served must be documented in KIDS.

    d. After one year as transitional, the student will be moved to monitored status for two years, unless data suggests they should be tested with the state-approved screener to determine possible re-entry into the program.

2. **Monitored Status:** 2 years

    a. Data suggests the student will be able to participate in the standard instructional program without additional support.

    b. The school does not receive any funding for students.

    c. Students are exited from the program and placed on monitored status to ensure that:

        i. The students have not been prematurely exited.

        ii. Any academic deficits they incurred as a result of participation in the EL program have been remedied.

        iii. They are meaningfully participating in the standard instructional program comparable to their never-EL peers (*Dear Colleague*,[16] pg. 34)
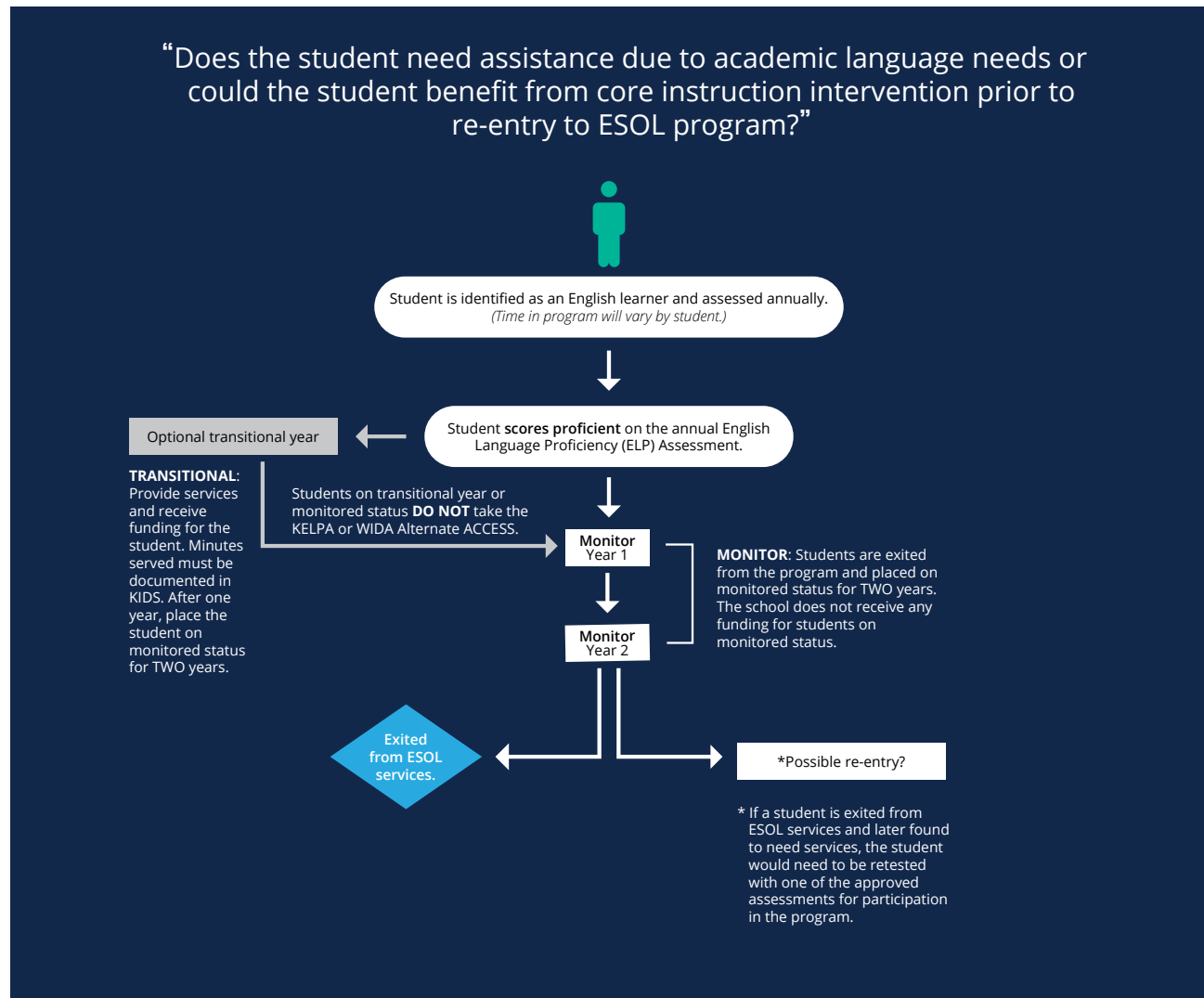
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*   As used in this document, the term "EL with a disability" or "ELs with disabilities" refers to students who are children with disabilities under the IDEA as well as students who are not IDEA-eligible but who have disabilities under Section 504 or Title II of the ADA.

8.3 Reinstating English Learners

If, after collecting data, a monitored student still seems to be struggling with core content, stakeholders must consider, "Does the student need assistance due to academic language needs or could the student benefit from core instruction intervention prior to re-entry to ESOL program?"

If it is determined that the student might benefit from re-entry into the ESOL program, use the KELPA or WIDA Alternate Screener to determine possible re-entry. Ensure accurate record keeping of this process.

"Does the student need assistance due to academic language needs or could the student benefit from core instruction intervention prior to re-entry to ESOL program?"

Student is identified as an English learner and assessed annually.
(Time in program will vary by student.)

Student **scores proficient** on the annual English Language Proficiency (ELP) Assessment.

Optional transitional year

TRANSITIONAL: Provide services and receive funding for the student. Minutes served must be documented in KIDS. After one year, place the student on monitored status for TWO years.

Students on transitional year or monitored status **DO NOT** take the KELPA or WIDA Alternate ACCESS.

Monitor Year 1

Monitor Year 2

MONITOR: Students are exited from the program and placed on monitored status for TWO years. The school does not receive any funding for students on monitored status.

Exited from ESOL services.

*Possible re-entry?

* If a student is exited from ESOL services and later found to need services, the student would need to be retested with one of the approved assessments for participation in the program.

Engaging with English Learner Families

9.1 Parent Notification Requirements

Title I requires that every local education agency (LEA) that uses funds under either Title I or Title III for services to ELs must provide a parent with notification that outlines their child's identification as an EL and placement in an LIEP. (ESEA Section 1112(e)(3)).

As noted in Identifying English Learners on page 45, Federal laws allow for thirty days after the beginning of the school year (or within 2 weeks for students that enroll during any other time during the school year) to provide this notification.

The parental notification must include:

☐ The reason for identification of the child as an EL;

☐ The child's level of English language proficiency, how the level was assessed, and the status of the child's academic achievement;

☐ Methods of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ;

☐ How the program will meet the educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards;

☐ Exit requirements for the program, expected rate of transition to a classroom not tailored for EL students, and expected rate of high school graduation;

☐ In the case of a child with a disability, how the program meets the annual goals in the child's individualized education program (IEP); and

☐ Information regarding parents' right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available.

- ESEA 1112(e)(3)(A))[37]

NOTE: Sample Parent Notification Letters can be found on the KSDE ESOL website[15] in multiple languages.

9.2 Parent Right to Waive Services

Parents have the right to withdraw their child from an ESOL program at any time by submitting written documentation to that effect. Schools should provide documented consultation with parents choosing this option, ensuring that they are aware of the benefits of ESOL services before withdrawing their child.

"School districts may not recommend that parents decline all or some services within an EL program for any reason, including facilitating scheduling of special education services or other scheduling reasons. A parent's decision to opt out of an EL program or particular EL services must be knowing and voluntary."

- [Dear Colleague Letter](#)[16], pg. 30

A sample form is available on the [KSDE ESOL and Title III website](#).[15]

9.3 Translation and Interpretation

It is important to note that federal regulations require LEAs to communicate with parents in an "*understandable and uniform format and, to the extent practicable, in a language that the parent can understand*." (Title III, Part A, Subpart 2, Section 3302 (c)) (Zacarian,[26] 2012, p. 17)

This means that it is the responsibility of the LEAs to make every effort to communicate with parents in a manner that is accessible.

There is often confusion around using translation and interpretation interchangeably. Translation refers to the process of converting the meaning of a written message (text) from one language to another, while interpretation conveys the meaning of the spoken word from one language to another.

Additional resources are available on the [KSDE ESOL and Title III website](#).[15]

Accountability for English Learner Programs

10.1 Program Review and Monitoring Protocol

The Kansas Integrated Accountability (KIAS) is KSDE's general supervision system and integrated monitoring protocol to improve outcomes for students and ensure compliance with state and federal law. This includes oversight and support of federal Title programs, federal and state special education programs, and certain state programs.

Title III Monitoring is part of the ESEA Consolidated Review Self-Assessment process.

Please see the Kansas Integrated Accountability System (KIAS) website[38] for more information.

10.2 Reporting

Title I (ESEA Section 1111(h)(1), (h)(2)) requires that States and LEAs annually report on student progress in:

- Achieving English language proficiency.
- Attainment of English language proficiency.
- Academic achievement.
- High school graduation rates.

Under Title III, these are general summaries of the reporting requirements ; for specific requirements see ESEA section 3121. LEAs must also report (NRG,[1] p. 37, Questions H-1 through H4):

- Title III programs and activities.
- Number and percentage of ELs making progress toward English language proficiency.
- Number and percentage of ELs who attain proficiency and exit LIEPs.
- Number and percentage of former ELs who meet academic content standards (for 4 years).
- Number and percentage of ELs who have not exited LIEPs after 5 years as an EL.

Additionally under ESEA Section 3121, there are two reporting elements in which it is required that an LEA disaggregate EL data by the number and percentage of English learners with disabilities (NRG,[1] p. 37, Questions H-2):

- Number and percentage of ELs making progress toward English language proficiency.
- Number and percentage of former ELs meeting State academic standards for each of the four years after they no longer receive Title III services.

For these two data elements, an LEA should report in the aggregate (all ELs, including English learners with disabilities) and report separately on English learners with disabilities.

Please note, these are general summaries of the reporting requirements. For specific requirements see ESEA, section 3121,[35] and NRG,[1] p. 37, Questions H-1 through H4.

ACCOUNTABILITY FOR ENGLISH LEARNER PROGRAMS

10.3 Fiscal Auditing

Student Contact Hours (aka September 20 counts)

Student contact hours equal the actual number of hours that the district's ELs receive specialized English language instruction.

Time counted for a student will **not** include the following:

- Passing periods
- Study hall
- Seminar
- Lunch
- Any other non-instructional times

For example, if the district has five ELs who each receive two hours a day of specialized English language instruction, the district should claim a total of 10 student contact hours.

In a district that mainstreams ELs, those students should be counted as follows:

- **Classroom:** A student who spends time in a class in which the instructor is ESOL endorsed or working toward an ESOL endorsement, and classroom course content is modified for the ELs, count time the student is scheduled in this class, for example a class that meets from 8:00 to 8:50 would count 50 minutes. Classes that meet on a block schedule will be computed based on the daily average time in class.
- **Pull-out or Other Program Model:** A student who is pulled out from the regular classroom to receive ESOL instruction will count for that portion of the day that s/he receives specialized ESOL instruction from qualified personnel.
- **Paraprofessional:** A student who has the support of a qualified paraprofessional, under the direct supervision (see section 6.4 for definition of "direct supervision") of ESOL certified personnel, will count for the actual time that the paraprofessional provides specialized ESOL instructional support.
  - LEAs **may not** count both paraprofessional time and ESOL endorsed teacher time for students receiving English support services.

Contact hours will be calculated using contact hours the week of September 20 count day. The bilingual contact time calculator can be found at: https://www.ksde.gov/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing#AuditGuides.

Districts will receive bilingual weighting of total clock hours or total bilingual headcount, whichever is higher. This is not an option that districts will choose, but all districts will report total clock hours for the week of September 20th and then the weighting will be determined at the state level.

10.4 Maintaining Documentation of Services

Districts must ensure accurate record keeping to remain in compliance with State and Federal requirements. Sample documentation forms are available are available on the KSDE ESOL website:[15]

- Home Language Survey
- Parent Notification Letters
- Individual Learning Plans
- English Learner Services Waiver
- Monitoring Sample forms
- Transitional Sample forms
- Entry/Exit/Reinstatement forms

10.5 Cumulative Folder Review

Adapted from Indiana Department of Education English Learner Guidebook and Kish Russel exemplars.

When working with cumulative folders, school staff must keep all information intact, confidential, and safe. It is important to update all information in cumulative folders at the **end** of each school year or when a student **transfers** to another school or school district.

The Family Educational Rights and Privacy Act (FERPA) applies to student records housed in cumulative folders (20 U.S.C. § 1232g; CFR Part 99[39]).

Maintaining accurate record keeping is paramount to providing appropriate services, especially in the event a student transfers to a new school or district. A checklist is a good tool to help schools ensure that information s*pecific to identified English learner students* is included in the cumulative folder. It is understood that some districts maintain electronic records, so this guidance pertains to records stored both in physical paper folders and electronically.

An optional checklist is available on the KSDE ESOL website.[15]

10.6 Developing and Evaluating District Plans

📍 Effective EL programs help students achieve English proficiency and equal access to the standard instructional program within a reasonable time. LEAs should collect data to help measure progress to that goal.

If programs do not meet these goals, it is advised that LEAs re-evaluate the program and make necessary adjustments.

- As you are evaluating the effectiveness of your program, some data elements to look for can include:
- Scores on state and local assessments.
- Scores on annual English language proficiency tests.
- Grades in content courses.
- Retention in grade.
- Reclassification/exit rates.
- Graduation and dropout rates.
- Participation rates in gifted and advanced courses (e.g., honors, Advanced Placement (AP), gifted and talented, and International Baccalaureate (IB) courses).
- Enrollment rates in pre-kindergarten, magnet, and other choice programs.
- Enrollment rates in special education and related services · Mobility and attendance rates.
- Participation in extracurricular programs.
- Suspension rates.
- Other indicators of college and career readiness.

See Chapter 9 (pg. 5-10) of the English Learner Toolkit[40] for more information.

These data points can also be useful in KESA 2.0 conversations during School Improvement Days. Please see the KESA website[41] for the most up-to-date information.

Funding English Learner Programs

11.1 State ESOL Funding

🏛 Districts are required to provide "a program of bilingual education designed primarily to develop the English language skills of limited English proficient pupils in order to integrate such pupils into regular educational programs and enable such pupils to progress toward the maximum of their abilities," regardless of whether a district receives Title III grant monies (**K.S.A. 72-3609**,).

11.2 Allowable activities for State ESOL Funding

State ESOL funds may be utilized for:

- Teacher or paraprofessional salaries and benefits.
- Instructional materials and supplies for ELs.
- Professional development related to improving instruction for ELs.

Any balance remaining in the bilingual education fund at the end of the budget year may be carried forward into the bilingual education fund for succeeding budget years. (**K.S.A. 72-3613**,)
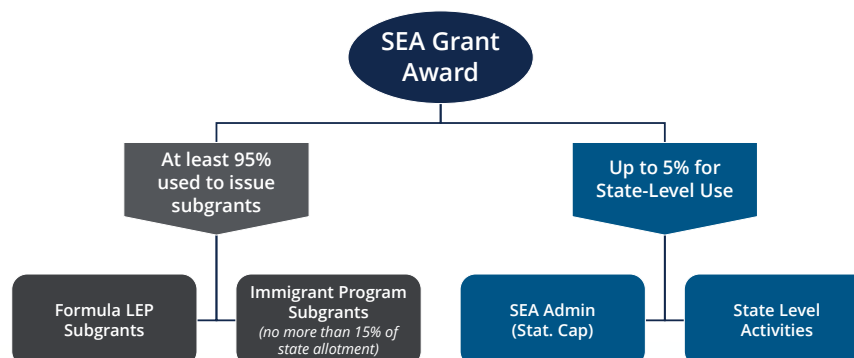
11.3 Title III Funding

🏛 Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of ELs.

- The state educational agency (SEA) receives funds for both Title III state formula grants and grants for immigrant children and youth based on the number of ELs and immigrant children and youth in the state.
- The SEA reserves a small percentage of its grant to carry out state-level activities and uses the rest to make sub-grants to individual local educational agencies (LEAs) or to consortia.[42]

Allocation of Title III Funds

Infographic: Brustein and Manasevit, PLLC © 2017. All rights reserved.

11.4 Required and Activities under Title III

- Provide high-quality language instruction education programs (LIEPs).
- Provide effective professional development.
- Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which:
  a. Include parent, family, and community engagement activities and
  b. May include strategies that serve to coordinate and align related programs.

11.5 Supplement not Supplant

Federal funds made available under Title III must be used to **supplement** the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in **no case to supplant** such Federal, State, and local public funds.
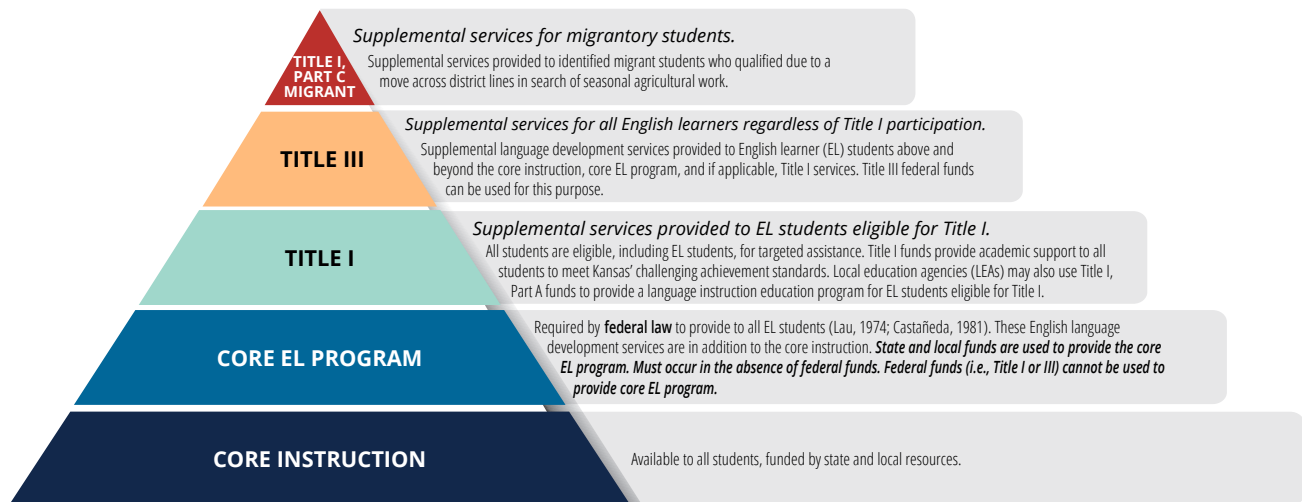

TITLE I, PART C MIGRANT
Supplemental services for migrantory students.
Supplemental services provided to identified migrant students who qualified due to a move across district lines in search of seasonal agricultural work.

TITLE III
Supplemental services for all English learners regardless of Title I participation.
Supplemental language development services provided to English learner (EL) students above and beyond the core instruction, core EL program, and if applicable, Title I services. Title III federal funds can be used for this purpose.

TITLE I
Supplemental services provided to EL students eligible for Title I.
All students are eligible, including EL students, for targeted assistance. Title I funds provide academic support to all students to meet Kansas' challenging achievement standards. Local education agencies (LEAs) may also use Title I, Part A funds to provide a language instruction education program for EL students eligible for Title I.

CORE EL PROGRAM
Required by **federal law** to provide to all EL students (Lau, 1974; Castañeda, 1981). These English language development services are in addition to the core instruction. *State and local funds are used to provide the core EL program. Must occur in the absence of federal funds. Federal funds (i.e., Title I or III) cannot be used to provide core EL program.*

CORE INSTRUCTION
Available to all students, funded by state and local resources.

Image inspired by Image – Indiana Department of Education EL Guidebook 2024-2025, pg. 40

11.6 Title III Allowable Activities

The purpose of Title III is to provide funding to support services designed to assist and enhance English learners (EL) including immigrant children and youth ages 3-21, in learning English and meeting the challenging State academic content and student academic achievement standard requirements.

Allowable to 3115(d) of the ESEA, allowable activities include:

- Upgrading program objectives and effective instructional strategies.
- Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
- Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families.
- Improving the English language skills of English learners.
- Assisting parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- Improving the instruction of English learners, which may include English learners with a disability, by providing for:
  - The acquisition or development of educational technology or instructional materials.
  - Access to, and participation in, electronic networks for materials, training, and communication.
- Offering early college high school or dual/concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

11.7 Allowable Funding Frequently Asked Questions

What portion of an LEA subgrant may be used for administrative expenses?

An LEA may use no more than 2% of its subgrant for administrative costs.

Are indirect costs included in the 2% administrative cap under Title III?

Title III specifies that a subgrantee may use no more than two (2) percent of its funds each fiscal year for administrative costs. This limitation not only encompasses direct administrative costs, but also indirect costs. Hence, a Title III subgrantee cannot use more than 2 percent of its Title III subgrant for the combination of direct administrative costs and indirect costs.

Can Title III subgrantees use all of the 2% administrative costs for indirect costs only?

A Title III subgrantee can, if it chooses, use all of its allowable administrative costs, 2 percent of its subgrant, for indirect costs. If it did this, however, it would not be able to pay for any direct administrative costs.

Are salaries for personnel such as resource teachers or coordinators considered part of administrative costs and do these expenses count toward the 2% administrative cap?

If in the absence of a Title III grant, an LEA would not have hired resource teachers or coordinators, then the use of Title III funds for the salaries of these positions would be appropriate. If the work of these employees were related to matters of program implementation, then it would be appropriate not to count their salaries toward the 2% administrative cap.

Can Title III funds be used to pay for transportation for students to attend and after school program?

Title III funds can be used to provide transportation services to Title III students attending an after school or summer enrichment programs offered by Title III school districts in cases where this would be the only way that these students would be able to attend these types of programs, and these programs would be effective in increasing LEP students' English proficiency and student academic achievement in the core academic subjects.

However, if these same programs are being offered to all students by the school district, and normally the district would provide transportation to ensure that all students had the opportunity to attend these programs, then the responsibility of providing transportation belongs to the school district. The district, to avoid a non-supplanting violation, would need to determine if these are the types of costs that it would have paid for if it were not receiving a Title III grant. If the answer to that question is yes, the Title III funds cannot be used for that purpose.

What are required subgrantee activities for Title III?

To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel that is:

- Designed to improve the instruction and assessment of LEP children;
- Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children;
- Scientifically research based in demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have positive and lasting impact on the teacher's performance in the classroom.

To increase the English proficiency of LEP children by providing high quality language instruction educational programs that are based on SBR demonstrating the effectiveness of the programs in increasing:

- English proficiency; and
- Student academic achievement in the core academic subjects.

What are authorized subgrantee activities for Title III?

Subject to required activities in the previous question, an eligible entity receiving Title III monies may use the funds to achieve one of the purposes by undertaking one or more of the following activities (If an LEA enters into an MOU with an outside contractor; it is not permissible for the LEA to engage in activities without the consultation of the contractor and send receipts for reimbursement):

- Upgrading program objectives and effective instruction strategies;
- Improving the instruction program for LEP children by identifying, acquiring, and upgrading curricula, instructional materials, educational software and assessment procedures; (If an outside contractor purchases any of the above materials and/or software for the LEA, it remains the property of the LEA)
- Providing tutorials and academic or vocational education for LEP children and intensified instruction;
- Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services;
- Improving the English proficiency and academic achievement of LEP children;
- Providing community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families;
- Providing for the acquisition or development of educational technology or instructional materials;
- Providing access to, and participation in, electronic networks for materials, training, and communication.

11.8 Consortia

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** (34 CF4 § 76.303[43]).

Please see the Memorandum of Understanding Between the Title III Consortium Fiscal Agent and Member Districts document on the KSDE ESOL website[15] for more information.

Kansas ESOL and Title III Glossary (K-12)

Accommodations: Refer to the **Kansas Accessibility Manual**[44] for more information.

Basic Interpersonal Communication Skills (BICS): Social language used in everyday communication, typically acquired within 1–2 years.

Bilingual Education Program: A program designed primarily to develop the English language skills of limited English proficient pupils to integrate them into regular educational programs. (**K.S.A. Statute 72-3609**, see page 20)

Castañeda's Three-Part Test: Programs for language-minority students must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective in helping students overcome language barriers.

Cognitive/Academic Language Proficiency (CALP): Focuses on proficiency in academic language or language used in the classroom in the various content areas.

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.

Content Classes with integrated ESL support: This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English is used as the medium of instruction.

Cultural Competency: The ability to understand, appreciate, and interact with people from cultures or belief systems different from one's own.

Culturally and Linguistically Diverse (CLD): Refers to students from diverse cultural and language backgrounds.

Dual Language or Two-way Immersion: Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that usually consists of half native English-speakers and half native speakers of the other language.

Dual Language learner: A child who is learning a second language while continuing to develop his/her home language.

English as a Second Language (ESL)/English Language Development (ELD): A program of techniques, methodology, and special curriculum designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

English learner (EL): A student whose first language is not English and who is in the process of learning English. Multilingual learner or Emergent Bilingual are also used interchangeably in some contexts.

Entry Criteria: The guidelines that designate student eligibility for the ESOL program. In Kansas, this includes a language other than English indicated on the Home Language Survey AND a score determination of not proficient on the KELPA Screener (K-12), WIDA Alternate Screener or Pre-LAS/Pre-IPT (Preschool).

Equal Educational Opportunities Act (EEOA) of 1974: A federal law that prohibits discrimination in education based on race, color, sex, or national origin.

Exit Criteria: Students must demonstrate proficiency on either the KELPA or WIDA Alternate Assessment to exit the ESOL program. Once they score proficient, they may be placed on an optional transition year or placed directly on monitor status. Students must be monitored for two years to ensure they have not been prematurely exited.

Family Educational Right to Privacy Act (FERPA): A federal law that protects the privacy of student education records.

Home Language Survey (HLS): A form given to ALL parents at enrollment which is used to identify if a language other than English at home is used in the home.

Immigrant children and youth: The term "immigrant children and youth," which is defined in Section 3201(5) of the ESEA, refers to individuals who: (A) are aged 3 through 21; (B) were not born in any State; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Individual Learning Plan (ILP): A customized plan developed for each EL student used to set language development goals, outline strategies for achieving them, document accommodations, and record assessment data.

Interpretation: Conveys the meaning of the spoken word from one language to another.

Kansas English Language Proficiency Assessment (KELPA): The KELPA summative assessment measures the English language proficiency of English learners (ELs) in the state of Kansas for students K-12. The assessment measures student progress toward such proficiency based on *Kansas Standards for English Learners (2018)*.[5] More information can be found on the Kansas Assessment Program website.

KELPA Screener: The approved Kansas screener to determine student eligibility to receive services for English for Speakers of Other Languages (ESOL) in grades K-12. More information can be found on the Kansas Assessment Program website.

L1 / L2 (First Language / Second Language): Used to describe a student's native language (L1) and English as their second (L2)

Language Instruction Educational Program (LIEP): Any program designed to teach ELs English and help them meet academic standards.

Limited English Proficient (LEP): An older term for English learners, now largely replaced by "English learner (EL)."

Linguistically and Culturally Diverse (LCD): Commonly used to identify communities where English is not the primary language of communication, although some individuals within the community may be bilingual or monolingual English speakers.

Local education agency (LEA): A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools. § 34 CFR 303.23

Long-term English learner: A student who has been enrolled in U.S. schools for more than six years but continues to struggle academically due to limited English proficiency.

Maintenance Bilingual Education (MBE), also referred to as late-exit bilingual education: A program that uses two languages, the student's primary language and English, as a means of instruction.

Migrant Education Program (MEP): A federally funded program providing support to children of migratory agricultural workers.

Native Language: The first language someone learns. Sometimes referred to as the "home language."

Newcomer Program: Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants.

KANSAS ESOL AND TITLE III GLOSSARY (K-12)

Office for Civil Rights (OCR): OCR enforces Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal funds from ED.

Office of English Language Acquisition (OELA): A division of the U.S. Department of Education that supports ELs.

Opt-out: Often used when a parent has knowingly and voluntarily declined having their student receive ESOL services. Also known as "waiving" services.

Paraprofessional: Also known as instructional aides and teachers' aides, these individuals provide assistance to teachers in the classroom.

Parental Notification: Under Title III, parents are to be notified (to the extent practicable, in a language they understand) that their child qualifies for ESOL services within 30 days of the start of the school year or within 10 days if they enroll during the school year.

Pre-IPT/Pre-LAS: The KSDE approved screeners to determine student eligibility to receive services for English for Speakers of Other Languages (ESOL) in Preschool.

Primary language: The primary language is the language in which bilingual/multilingual speakers are most fluent, or which they prefer to use.

Productive Language: The aspects of communication used to share a message to someone else (speaking and writing).

Professional Development (PD): Training for teachers which includes strategies for teaching English learners.

Proficient: Students are proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level, content-related academic tasks in English.

Qualified Teacher: A teacher employed by a school district for its bilingual education program who meets specific qualifications set by the Kansas State Board of Education.

Receptive Language: The aspect of communication that involve understanding a information from others (listening and reading).

Seal of Biliteracy: The Kansas Seal of Biliteracy[45] will be awarded to students who have attained proficiency in English and one or more other world languages by the time of graduation.

Sheltered English Instruction: An instructional approach used to make academic instruction in English understandable to EL students.

State education agency (SEA): The State board of education or other agency or officer primarily responsible for the State supervision of public elementary schools and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law. 34 CFR § 300.41

Students with Limited or Interrupted Formal Education (SLIFE): ELs who may have gaps in their education due to various circumstances.

Submersion Program: A submersion program places EL students in a regular English-only program with no support services.

Supplement, Not Supplant: Federal funds made available under this subpart shall be used to supplement, not replace, state and local funds.

Teachers of English to Speakers of Other Languages (TESOL): Both a professional organization and a term used for teacher credentialing/programs.

Title III: A section of the Elementary and Secondary Education Act that provides federal funds to improve the education of English learners and immigrant students.

Transitional Bilingual Education/Early-Exit Bilingual Education: This program uses a student's primary language in instruction while transitioning to an all-English instructional program.

Translation: The process of converting the meaning of a written message (text) from one language to another.

World-Class Instructional Design and Assessment (WIDA): A consortium that provides language development standards and assessments.

WIDA Alternate ACCESS Assessment: An English Language Proficiency assessment administered to students with the most significant cognitive disabilities.

Appendices

Appendix A: Home Language Survey

Upon enrollment, every student or parent/guardian must be given a Home Language Survey. This survey will be used to determine which students should be assessed for English proficiency. Knowledge of, or exposure to another language does not, in and of itself, qualify a student for ESOL services. If a language other than English is indicated in any of questions 1-4, the student will be assessed to determine eligibility for English for Speakers of Other Languages (ESOL) services using an approved screener.

Name: _____ Grade: _____

Address: _____Phone Number: _____

Date of Birth_____/_____/_____

Date first enrolled in a school in the U.S. _____/_____/_____

Student Language Information:

1. What language did your child first learn to speak/use? English _____ Other (please specify) _____

2. What language does your child speak/use at home? Do not include language learned in a class or through television or other such programming. English _____ Other (please specify) _____

3. What language do you speak/use with your child? English _____ Other (please specify) _____

4. What language do the adults regularly present or living in the home speak/use while in presence of the child? English _____ Other (please specify) _____

Parent/Guardian Information:

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

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

Have you or a member of your family moved in the last 36 months to do, or apply for, agriculture or fishing related work, including dairies, nurseries, meat or vegetable processing, feed yards, or field work?

Yes _____No _____

Have your children moved with or to join the worker above in the past 36 months? Yes _____ No _____

For the School: If the answer to either of the previous two questions is Yes, please contact Alejandro Cabero at alejandrocabero@eudoraschools.org or 785-542-4904 ext. 1504 and provide him a copy of this survey.

Parent/Legal Guardian signature

Date

Appendix B: Entrance Criteria for ESOL Program

State Student ID: _____

Grades PreK-12: To enter a student into English for Speakers of Other Languages (ESOL) services (and generate State ESOL funding), the criteria in box 1 must be met. This shows that the student is not proficient in all domains of listening, speaking, reading, writing.

This form must be signed by all members of the Building Leadership Team (BLT) or Student Improvement Team (SIT), including representation from the ESOL administrator, ESOL teacher, classroom teacher, and school principal with an explanation of why the student is recommended for entrance into the program. In order to generate ESOL/Bilingual Funding must be dated on or before September 20 count day.

The only state approved English language proficiency screeners used for entrance into the ESOL program are Pre-LAS, Pre-IPT for preschool, and the KELPA Screener or WIDA Alternate Screener for K-12.

Box 1: Overall proﬁciency on approved English Language Proﬁciency Screener

Date	Test Administered	Proficient	Not Proficient

*Please provide an explanation of the team decision, signed by all members, to enter the student into ESOL services based on criterion in box 1. ELs who also receive SPED services should be given the opportunity to demonstrate their progress in English proficiency.

Title	Signature	Date
ESOL Teacher		
Classroom Teacher		
ESOL Administrator		
Principal		

NOTE: If the student qualifies for services, communication should take place with the parents. If appropriate, ask the parents to fill out a new Home Language Survey indicating all languages present in the child's life.

Appendix C: Sample Teacher/District ESOL Endorsement Plan of Study

District name	USD number

TEACHER INFORMATION

First	M.I.	Last	Social Security number

Address

City	State	Zip

Email	Phone

School of Employment

Position

Mark current degree:

○ None ○ Associate's ○ Bachelor's ○ Master's ○ Specialist ○ Ph.D./Ed.D.

Current Kansas license endorsement areas	Date in which ESOL coursework began

Target date to obtain ESOL endorsement *(No more than three years from the date coursework began.)*

(Proposed) College or University of study

Expected teaching position and district upon obtaining endorsement

APPENDICES | APPENDIX C: SAMPLE TEACHER/DISTRICT ESOL ENDORSEMENT PLAN OF STUDY

PLAN OF STUDY *(attach official copy from university and transcripts confirming completion of class)*
List the coursework to be completed each year. (Teachers must take at least one course per 12-month period in order to meet the annual progress requirements. Teachers must pass the ESOL PRAXIS within one year of last course and within three years of the date coursework began.

COURSE NUMBER	COURSE TITLE	CREDIT HOURS	GRADE	INSTITUTION	ESTIMATED DATE OF COMPLETION	ACTUAL DATE OF COMPLETION	OFFICE USE ONLY Verification of completion received

Applicant's signature	Date

Director/Coordinator's signature	Date

◯ Approved   ◯ Disapproved

Appendix D: Sample Teacher/Para Meeting Log

ESOL Teacher/Para Collaboration

Date	Time

Agenda

◯ Lesson planning   ◯ Student behavior   ◯ Professional development   ◯ Other:

Successes

Areas of Concern

Action Items

1.

2.

3.

Teacher's signature	Date

Para's signature	Date

Appendix E: Cumulative Folder Checklist

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

Documentation	Date completed
☐ Original Home Language Survey	
☐ KELPA or WIDA Alternate Screener Report (K-12) or preLAS/Pre-IPT (Preschool)	
☐ Most recent annual Parent Notification Letter	
☐ Parent Waiver of Services (if applicable)	
☐ Copy of the student's current Individual Learning Plan	
☐ 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.	
☐ Other:	
☐ Other:	

Exit/Monitor Documentation

Documentation	Date completed
☐ Transitional year (optional)	
☐ Monitor: Year 1	
☐ Monitor: Year 2	

Update Log

Name	Initials	Date	Notes (Optional)

Appendix F: ESOL Checklist (Condensed)

August/September

Prior to Sept. 20

☐ Receive Home Language Surveys 🏛

- All students must be given a Home Language Survey upon enrolling in a Kansas district for the first time. If a language other than English is indicated on any of the four questions, the student must be screened for English language proficiency.

☐ Screen students to determine eligibility for ESOL services 🏛

- Determine eligibility for services by using an approved screener:
  - **Preschool:** preLas[46] or Pre-IPT[47]
  - **K-12:** Kansas English Language Proficiency Assessment (KELPA) Screener or WIDA Alternate Screener.
  - **Adult Learners:** The QIA (Quick Informal Assessment) or CASAS (Comprehensive Adult Student Assessment Systems), IPT and TABE (Tests of Adult Basic Education) are acceptable assessments for adult learners.

☐ Send home parent notification letter 🏛

- Under Title III, parents are to be notified (to the extent practicable, in a language that they understand) that their child qualifies for ESOL services within **30 days of the start of the school year**. If a student enrolls after the start of the year, notification must be sent within two weeks of the student's enrollment.

☐ Determine placement in ESOL services 🏛

- Eligible students must be offered services with an ESOL (English for Speakers of Other Languages) endorsed teacher (or paraprofessional who works in close proximity with an ESOL endorsed teacher – See **Section 6.6 Paraprofessionals** on page 37, for more information) . Service types include push-in, dual language, bilingual, ESL class period, modified instruction and pull-out. **Other types of services may be offered in some districts**.

☐ Enter Student Information in KIDS System

- Student data must be entered into the KIDS system in order for the district to receive proper funding and to ensure an English Language Proficiency (ELP) Assessment (i.e., KELPA or WIDA Alternate ACCESS) is assigned for the student.
- Funding is determined using the ENRL collection.
- ELP assessments are assigned to students using the information on the TEST record collection.
- Additional KIDS File specifications can be found at: https://kidsweb.ksde.gov.

☐ Calculate the EL Contact Time

- ESOL/Bilingual minutes reported in KIDS for Bilingual/English Learner students must be based on contact minutes the student received in an approved ESOL/Bilingual program on **Sept. 20**. Depending on how services are provided, a daily average may be used.
- **ESL Contact Calculator** can be found at https://www.ksde.gov/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing#AuditGuides.

☐ Create an Individual Learning Plan

- All ELs must have an Individual Learning Plan (ILP). This plan documents how the student scored on the proficiency assessment and lays out steps for ensuring the student is making progress throughout the year in attaining English proficiency.
- KELPA or WIDA Alternate ACCESS scores need to be recorded on the plan at the end of the year.
- The plan should also list any accommodations or modifications that the student requires.
- It is important to continuously monitor the ILP throughout the school year and make instructional adjustments as needed. Use spring English Language Proficiency Assessment (KELPA) scores to determine whether the student is on track for making progress in English language proficiency.
- Samples can be found on the KSDE website.

☐ Document teacher/para meetings once service type and schedule is determined.

- The paraprofessional and the teacher should meet at least **once per week** to review lesson plans, instructional strategies, evaluation techniques, and weekly student progress/challenges.
- Documentation that such meetings are occurring, including brief details about the instruction provided and student progress/challenges must be kept on file. State auditors may verify that such frequent and productive meetings are occurring.

☐ Reminder all student data must be entered into KIDS by the September 20 count date*.

   * If this date falls on a weekend the date will be on the following Monday.

MISCELLANEOUS:

☐ **Memorandum of Understanding** must be signed by Aug. 15, 2025, for any LEAs participating in a consortium.

☐ **Private School Consultations** (on-going)

- The Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) requires that consultation occur between the local education agency and private school officials. More information available on the **Title Services for Non-Public Schools website**.[8]

☐ Familiarize yourself with the Kansas Assessment Program Overview[9]

☐ Request access to the ESL listserv to receive the most up-to-date information by emailing Alysha.Nichols@ksde.gov.

October-December

☐ Screen new students to determine eligibility (within two weeks)

☐ Update Individual Learning Plans (as needed)

☐ Track academic progress for students on monitor status

January-March

☐ Screen new students to determine eligibility (within two weeks)

☐ Update Individual Learning Plans (as needed)

☐ Track academic progress for students on monitor status

☐ Complete Test Security and Ethics Training by the required date (see KAP website[10]

☐ Administer KITE practice tests[48] to allow students to gain familiarity with the student portal.

☐ Complete Rater Training for KELPA (see KAP website[49])

☐ Prepare for English Language Proficiency (ELP) assessment administration

- **NOTE:** Voluntary office hours will be available on Microsoft Teams; dates and times will be communicated by the ESOL education program consultant.

☐ Administer KELPA and/or WIDA Alternate ACCESS

- Reference the links below for the most up-to-date information:
  - Kansas Assessment Program[10] (KAP)
  - WIDA Kansas Page[13]

April - July

☐ Screen new students to determine eligibility (within two weeks)

- **NOTE:** Because the testing window has closed for the current school year at this point, there will be a screen option available that allows you to "screen student for next academic year" in Kite.

☐ Speaking and Writing KELPA items scoring due (see KAP Assessment Calendar,[9]).

MAY:

☐ Update ILPs with current ELP Assessment Scores

☐ Update Cumulative Folders with current data/forms.

JULY:

☐   District Test Coordinator completes AMOSS Data Verification process

On-Going

☐   Screen students who enroll throughout the year within two weeks of enrollment and complete other entry procedures (as outlined in this list).

☐   Send home Parent Notification Letters for students who are eligible for services.

☐   Continuously Monitor Individual Learning Plan (ILP) Goals

- Continuously monitor the ILP throughout the school year and make instructional adjustments as needed. Use spring KELPA scores to determine whether the student is on track for making progress in English language proficiency.

☐   Professional Development

- Take advantage of any professional development offered by the Kansas State Department of Education (KSDE) or other organizations on ELs or cultural awareness. The EL population is a diverse group that is growing and changing quickly, and it is important to stay informed of the latest research, information and methods of instruction.
- Register for ESOL monthly webinars and other useful trainings through TASN.[14]

☐   Monitor KSDE ESOL Website

- Please visit the ESOL webpage[15] often for updates, forms and information on serving ELs.

Endnotes

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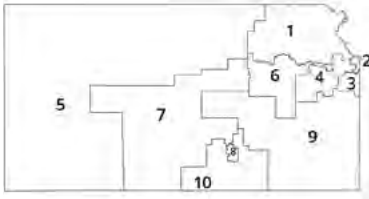
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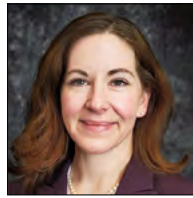
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SUCCESS DEFINED

A successful Kansas high school graduate has the

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

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

OUTCOMES

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

MISSION

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

VISION

Kansas leads the world in the success of each student.

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