

# ESEA Programs Directors Handbook and LCP Contacts

Year at a Glance

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## **Kansas State Department of Education**

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## About this Handbook

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*A Handbook for Title Directors and LCP Contacts* is intended to assist public school district personnel in managing their Title programs throughout the school year. The handbook is meant as a resource for busy Title directors and Local Consolidated Plan (LCP) contacts to plan their year. Please use the Kansas State Department of Education's (KSDE) website <http://www.ksde.gov/Home>, , and technical assistance sessions and conference calls as resources to complete your knowledge of Title Programs. The handbook is organized into categories that mirror the Title Program Review areas.

**Fiscal Procedures:** Contains timelines related to the maintenance of documentation describing how Title Program funds are spent and key dates related to the Title Programs grant application process.

**Parent/Guardian Communications:** Contains information related to involving parents as partners in the education of their children and related timelines for conveying time-sensitive information to parents about accountability, teacher qualifications, and parent involvement.

**Program Design and Evaluation:** Lists suggested dates for conducting annual activities related to identifying needs, evaluating efficacy and coordinating service delivery within schools.

**Data Collection and Management:** Contains information intended to assist Title Program directors in key recordkeeping tasks.

**Non-Public Schools:** Contains information related to the coordination of services for non-public school students and teachers.

**LCP Listserv:** Please contact Alysha Nichols, [Alysha.Nichols@ksde.gov](mailto:Alysha.Nichols@ksde.gov) to be added to the Local Consolidated Plan (LCP) listserv.

# Introduction to Title and State Programs

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## Title I, Part A

Title I, Part A provides federal dollars for supplemental educational opportunities for disadvantaged children who are most at risk of failing to meet the State's challenging content and performance standards. Title I gives districts the opportunity to create two types of school-based programs: Targeted Assistance and Schoolwide.

A **Targeted Assistance program** is one in which individual students in a school are targeted to receive Title I services based upon multiple, educationally related objective criteria. Title I teachers in Targeted Assistance schools are responsible for providing these services, coordinating with other school personnel as needed, and involving parents in the planning, implementation and evaluation of the Title I program.

A **Schoolwide program** permits an eligible school to use Title I funds in combination with State and local resources and most other federal education program funds to upgrade the entire educational program of the school to raise the academic achievement of all students. Districts/schools are required to involve parents in the planning, implementation and evaluation of the Title I program.

All Schoolwide plans, whether new or written prior to the passage of ESSA in December of 2015, will need to be housed within the KansaStar platform by the beginning of the 2020-2021 school year. This will require the completion of the Schoolwide Supplemental Form within KansaStar, as well as choosing an Indicator from each of the five Core Functions:

- 1) Leadership and Decision Making
- 2) Curriculum, Assessment and Instructional Planning
- 3) Classroom Instruction
- 4) Parent, School and Community
- 5) Tiered Support.

A Schoolwide program is intended to improve the entire educational system therefore chosen Indicators should align with KESA, Redesign, MTSS, or any other school improvement efforts.

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

<https://www.ksde.gov/Default.aspx?tabid=733>

## Education of Homeless Children and Youth (EHCY) / McKinney-Vento

The Education for Homeless Children and Youth program is intended to ensure that homeless children and youth have access to the same free, appropriate public education (including public preschool education) provided to children and youth that are housed. Kansas school districts should review and revise their laws and policies to eliminate barriers to the enrollment, attendance, and success in school of children and youth experiencing homelessness and provide such children and youth with the opportunity to meet the same challenging State student academic achievement standards to which all students are held.

School districts are required to set aside a portion of their Title IA allocation to ensure students experiencing homelessness are receiving services in accordance with the McKinney Vento Act. The minimum set aside in Kansas is \$500 for districts with an enrollment of less than 1,000 students and \$1,500 for a district with 1,000 or more students. The amount of set aside should be reviewed annually with the McKinney Vento district liaison so that adequate funding is reserved to serve the number of identified homeless children and youth. Students in homeless situations must not be separated from the mainstream school environment because of their homelessness.

<https://www.ksde.gov/Default.aspx?tabid=565>

## Children in Foster Care

New requirements under Title I of the ESEA, as amended by the ESSA, highlight the need to provide educational stability for children in foster care, with particular emphasis on collaboration between SEAs, LEAs, and child welfare agencies to ensure that students in foster care have the opportunity to achieve at the same high levels as their peers. These provisions emphasize the importance of limiting educational disruption by keeping children who move in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in their best interest to change schools. These provisions also ensure that, if it is not in their best interest to remain in their schools of origin, children in foster care are enrolled in their new schools without delay. In implementing these provisions, SEAs, LEAs, and child welfare agencies must ensure compliance with other applicable laws, such as Title VI of the Civil Rights Act of 1964 (Title VI), the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), among others.

Taken in totality, these provisions promote greater stability for children in foster care so that they can continue their education without disruption, maintain important relationships with peers and adults, and have the opportunity to achieve college- and career-readiness.

<https://www.ksde.gov/Default.aspx?tabid=575>

## Title I, Part C, Migrant

Migrant families are a highly mobile population, and the migrant lifestyle creates many obstacles for migrant children. The Kansas Migrant Education Program is designed to address the unique needs of identified migrant children and their families. To achieve this purpose, the Kansas State Department of Education helps the local educational agencies by providing the following:

- Support for high-quality and comprehensive educational programs for migrant children in order to reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
- Ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner; and
- Ensure that migrant children benefit from all state and local programs.

<https://www.ksde.gov/Default.aspx?tabid=576>

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

## Title I, Part D, Neglected and Delinquent

Federal grant programs covered under Title I, Part D (The Prevention and Intervention Program for Children and Youth Who Are Neglected, Delinquent, or At-Risk) assist the education of certain disadvantaged children. The goals of Title I, Part D are: improving educational services for youth who are neglected, delinquent, and at – risk of involvement with the juvenile justice system so they have the opportunity to meet challenging State academic content and achievement standards; providing them with services to transition successfully from institutional settings to further schooling or employment; preventing youth from dropping out of school; and providing a support system to ensure the continued education of youth who either have dropped out or are returning from correctional facilities. Title I, Part D pursues these goals through two programs: **Subpart 1** and **Subpart 2**.

The U.S. Department of Education allocates funds to Kansas through **Subpart 1** based on the number of children and youth in State correction and youth detention facilities and the State's average per-pupil educational expenditures. Once the allocation is determined, the KSDE makes subgrants to the Department of Corrections based on their proportionate share of the State's enrollment count of children and youth who are Part D-eligible.

The U.S. Department of Education allocates funds to Kansas through **Subpart 2** based on the number of children and youth living in locally operated juvenile correction facilities (including community day programs) as of October each year. In turn, KSDE awards subgrants to eligible school districts by formula. Administrators of Title I neglected or delinquent programs in such facilities apply for funds from local school districts.

<https://www.ksde.gov/Default.aspx?tabid=735>

## Title II, Part A Supporting Effective Instruction

The purpose of Title IIA is to increase the academic achievement of all students by helping schools and district improve teacher and principal quality and ensure that all teachers are highly qualified.

Title II A offers districts the flexibility to design and implement a wide variety of professional development activities based upon the districts' individual needs.

<https://www.ksde.gov/Default.aspx?tabid=738>



### **Title III, Part A Language Instruction for English Learners and Immigrant Students**

Under the Every Student Succeeds Act (ESSA) the purpose of Title III is to provide funding to support services designed to assist and enhance Limited English Proficient (LEP) students, ages 3-21, in learning English and meeting the challenging State academic content and student academic achievement standards.

For districts that generate the \$10,000 threshold for Title III monies, an application for a Title III subgrant is submitted to the Kansas State Department of Education (KSDE). Districts that don't qualify on their own, but have a minimum of 10 LEP students, may enter into a consortium with other LEAs and/or Regional Service Centers to qualify for Title III funds. The fiscal agent of that consortium submits the Title III application to KSDE.

Title III, Part A, authorizes special subgrants to districts with a significant increase in the percent or number of immigrant students enrolled in a district to pay for activities that provide enhanced opportunities for immigrant children or youth. "Immigrant" is defined as a student who is between the ages of three and 21, was not born in any U.S. state, and has not been attending one or more schools in any one or more states for more than three full academic years.

<https://www.ksde.gov/Default.aspx?tabid=737>

### **ESOL/Bilingual State Funding**

The English for Speakers of Other Languages (ESOL) and Bilingual state funding program is designed to help off-set the cost Kansas school districts incur in their efforts to educate LEP students. ESOL services should provide students with the academic and social language they need to succeed in their educational pursuits.

ESOL funds must be utilized for improving the instruction for LEP students.

ESOL services may be delivered in conjunction with other State or Federal programs (e.g., Title I, Migrant, At-Risk, or community social services.)

<https://www.ksde.gov/Default.aspx?tabid=737>

### **Title IV, Part A, Student Support and Academic Enrichment**

Title IV, Part A, Student Support and Academic Enrichment grants should foster a safe and healthy learning environment that promotes student academic achievement. This grant authorizes subgrants to districts for funds to be used in three areas: Activities to Support Well-Rounded Educational Opportunities (section 4107), Safe and Healthy Students, (section 4108), and to Support the Effective Use of Technology (section 4109). Districts receiving \$30,000 or more are required to use a needs assessment to determine spending. Districts receiving over \$30,000 must spend at least 20% of the funds in both Well-Rounded Educational Opportunities and Safe and Healthy Students, and some funding in Effective Use of Technology. All districts may only use 15% of the amount in Effective Use of Technology towards infrastructure.

<https://www.ksde.gov/Default.aspx?tabid=792>

#### **Title IV, Part B, 21<sup>st</sup> Century Community Learning Centers (Competitive Grant)**

The purpose of 21st Century Community Learning Centers Program is to provide opportunities for communities to establish or expand activities in community learning centers that:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- Offer students a broad array of additional services, programs and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs and other ties to in-demand industry sector or occupations for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

<https://www.ksde.gov/Default.aspx?tabid=740>

#### **Title V, Rural Education Achievement Program**

The Rural Education Achievement Program (REAP) is designed to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants and receive formula grant allocations in amounts too small to be effective in meeting their intended purpose. REAP is comprised of three parts:

- REAP-Flex, which provides flexibility to eligible rural districts to use specific Federal formula funds to support activities under an array of Federal programs in order to assist them in addressing local academic needs more effectively.
- Small, Rural School Achievement Program, which authorizes formula grant awards directly to eligible rural districts to maintain a wide range of local activities that support student achievement.
- Rural and Low-Income School Program, which authorizes formula grant awards to eligible districts to maintain a wide range of local activities that support student achievement.
- SRSA grants are awarded directly from the USDE and RLIS grants are awarded by KSDE.

<https://www.ksde.gov/Default.aspx?tabid=652>

## Kansas At-Risk (K-12)

The intent of the At-Risk Pupil Assistance Program is to provide “additional educational opportunities” which are educational services offered to at-risk students that are above and beyond what is offered to all students.

At-risk students can be defined by one or more criteria. Predominantly, a student who is not working on grade level in either reading or mathematics is the major criteria used.

*An at-risk student is one who meets one or more of the following criteria:*

- is not working on academic grade level;
- is not meeting the requirements necessary for promotion to the next grade; is failing subjects or courses of study;
- is not meeting the requirements necessary for graduation from high school. (e.g., potential dropout);
- has insufficient mastery of skills or is not meeting state standards;
- has been retained;
- has a high rate of absenteeism;
- has repeated suspensions or expulsions from school;
- is homeless and/or migrant;
- is identified as an English Language Learner;
- has social emotional needs that cause a student to be unsuccessful in school; and/or
- is identified as a student with dyslexia or characteristics of dyslexia.

<https://www.ksde.gov/Default.aspx?tabid=429>

Kansas school districts must spend their K-12 State At-Risk funding on evidence-based practices and evidence-based programs for instruction. Please see the link below for details on evidence-based practices and programs. Districts will annually report these practices and programs at the end of the year on the K-12 State At-Risk section of the Annual Report.

<https://www.ksde.gov/Default.aspx?tabid=748>

# Title Director Support

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## Tips for New Title Directors

1. Visit the KSDE Title and LCP websites.  
<https://www.ksde.gov/Default.aspx?tabid=564>
2. Review your district's most recently approved components of the Local Consolidated Plan (LCP) System found in the Authenticated Applications on the KSDE website. LCP System components include: Consortium Assignment, Application, Annual Report, Revision and Carryover, Final Expenditure Report, and Carryover Final Expenditure Report.  
<https://apps.ksde.org/authentication/login.aspx>
3. Review the State report cards for your district and its schools for the most recent year.  
<https://ksreportcard.ksde.org/>
4. Visit your Title schools often. Familiarize yourself with their improvement plans and procedures for student selection, service delivery models, parent/guardian involvement, and staff certification requirements.
5. Visit any private schools that may be participating in Title programs and any local institutions or homes receiving Title I funds for neglected or delinquent youth. Familiarize yourself with the services being provided by the district for those students.
6. Read your district's policies governing parent/family involvement, data collection and use, professional development, and the dissemination of annual notices to parents (e.g., Report Cards and Parents' Right-to-Know).

## Hints for Organization and Record Keeping

1. Use this handbook and other resources to develop a calendar and process for collecting information and data throughout the year to ensure compliance and program quality.
2. Set up your files using the KSDE KIAS Title Self-Assessment as an organizational framework. Keep documents that will serve as evidence for each area.  
<https://www.ksde.gov/Default.aspx?tabid=572>
3. Maintain updated lists of students served in Targeted Assistance programs, including criteria by which students were selected, date of entry into program, date of exit, and reason for exit (e.g., academic exit, moved, dropped by parent request). Schools and districts should maintain records pertaining to federal programs for a minimum of five years.
4. Keep current copies of Schoolwide program plans on file. All Schoolwide plans will be moved to the KansaStar platform during the 2019-2020 school year.

## Activities

1. Make sure the LCP contact information for the KSDE is kept up-to-date by district personnel. This information is entered into a database at the KSDE that is used for various mailings.  
<https://www.ksde.gov/Portals/0/Title/LCP/LCP-ContactInfo.pdf>

## Title Program Updates

KSDE emails updates to all Title Program directors, the goal of these updates is to provide both timely reminders of Title Program related responsibilities and guidance to help meet those responsibilities.

## Year at a Glance

<b>July</b>	<ul style="list-style-type: none"> <li>• Review final allocations when available.</li> <li>• Register for Authenticated Applications access if you don't have a username/password.</li> <li>• Complete the application for Revision &amp; Carryover of Funds in LCP, Rural, Low-Income Grant and Delinquent Programs (due July 1).</li> <li>• Complete the Title I, Part D Subpart 1 and/or 2 Contact Information form (due mid-July).</li> <li>• Complete LCP Contact Information form (due mid-July).</li> </ul>
<b>August</b>	<ul style="list-style-type: none"> <li>• Begin the LCP Application (opens for data entry this month).</li> <li>• Complete the Home Language Surveys.</li> <li>• Complete Title III/ESOL initial placement testing and parent notifications within 30 days.</li> <li>• Disseminate parent/guardian notification of parents' right-to-know.</li> <li>• The district liaison ensures all staff receive homeless awareness training.</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• Complete the LCP Application.</li> <li>• Complete the Continuing Schoolwide Form in LCP.</li> <li>• Complete the Prayer Certification Form.</li> <li>• Document the criteria used for identifying students in Targeted Assistance Schools.</li> <li>• Collect signed School/Parent Compacts.</li> <li>• Develop teacher/para supervision schedules.</li> <li>• Hold annual Title I parents meeting and check Parental Involvement Policy.</li> <li>• Post the Public Notice of Educational Rights of Students in Homeless Situations.</li> <li>• Complete the Title I, Part D, Subpart 2 Application for Delinquent Programs (LEA).</li> <li>• Complete the Title I, Part A Local Neglected Programs Overview.</li> <li>• Enter Residency Verification Dates in Migrant Web for all eligible migrant students.</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Complete the LCP Carryover Final Expenditure Report.</li> <li>• Design evaluations for district and school parental involvement activities.</li> <li>• Review and update needs assessment and program evaluation procedures as needed.</li> <li>• Review system wide school enrollment based on the district's Kansas Individual Data on Students (KIDS) ENRL September 20 collection.</li> <li>• Initiate planning for new Schoolwide programs, if applicable.</li> <li>• Review and update school improvement plans for Title I Schools with accountability status, as well as Schoolwide program plans, if applicable.</li> <li>• Complete the Title I Comparability Report (Paper Form).</li> <li>• Complete the Title I, Part D, Subpart 1 Application (State Agency).</li> <li>• Complete the Title I, Part D, Subpart 2, Carryover Final Expenditure Report.</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Complete the Annual Survey for Neglected &amp; Delinquent Children.</li> <li>• Ensure Title I schools have created rank-ordered student selection lists of Title I students in Targeted Assistance programs, set up files, notified parents, and implemented targeted assistance services.</li> <li>• Ensure School/Parent Compacts are collected.</li> </ul>

<b>January</b>	<ul style="list-style-type: none"> <li>• Complete the LCP Final Expenditure Report.</li> <li>• Collect the Semi-Annual certifications (1 of 2).</li> <li>• Complete the Title I, Part D, Subpart 2, Final Expenditure Report.</li> <li>• KIAS Application Self-Assessment opens for completion.</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Submit the LCP Consortium Assignment Report.</li> <li>• Monitoring – Review/Verification of KIAS Self-Assessment, document submission.</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• Consult with eligible private schools and complete the Consultation form with participating private school officials (for the following school year).</li> <li>• Coordinate services with local neglected or delinquent facilities, if applicable (for the following school year).</li> <li>• Use available data (e.g., free and reduced lunch, other low-income data, or a combination of poverty indicators) to determine eligible schools for Title I services for the next school year.</li> <li>• KIAS – Correction of any noncompliance findings, both self-reported and randomly selected.</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• Ensure all services for migrant students have been entered in Migrant Web.</li> <li>• Update the Title Inventory List.</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Conduct a program evaluation with parental input.</li> <li>• Conduct a needs assessment based on the findings of the program evaluation.</li> <li>• Submit KansaStar Schoolwide Plan update.</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• Collect Semi-Annual certifications (2 of 2).</li> <li>• Complete the LCP Annual Report. (due July 15)</li> <li>• Encumber Summer School program funds by June 30.</li> <li>• Spend ESOL/Bilingual, Migrant, and At-Risk funds by June 30.</li> <li>• Prepare for Revision and Carryover for Title I and Title I, Part D (due July 1).</li> <li>• Review and update School/Parent Compact.</li> <li>• Review and update district parent/family involvement policy based on data (e.g., evaluations and surveys).</li> <li>• Complete LCP Assurances.</li> <li>• Submit KCAN records for migrant students receiving summer services and enter Residency Verification in Migrant Web on 6/1/20—enrollment line.</li> </ul>
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>• Submit requests to amend grants, as needed.</li> <li>• Collect signed Time and Effort records for split-funded staff.</li> <li>• Homeless Liaison receives professional development.</li> <li>• Continue to consult with nonpublic schools about their participation in Title services and professional development activities.</li> <li>• If scheduled for LCP Program Monitoring through the KIAS Application, organize documentation related to the district's Title programs for Title Program Review.</li> <li>• Enter services for migrant students in Migrant Web.</li> </ul>

## Fiscal Procedures

### Overview

Title I funds, allocated on an annual basis, are intended to provide supplemental funds for targeted services for needy students that add to the resources already available for such students; as such, federal funds must not replace local and state funds for these purposes. As part of a state or federal audit, local officials may be required to provide evidence that Title I funds are provided over and above the resources that would normally be provided.

Year at a Glance	
August	<ul style="list-style-type: none"><li>Update comparability procedure and make determination of comparability.</li></ul>
September	<ul style="list-style-type: none"><li>Submit the district's LCP Application.</li></ul>
October	<ul style="list-style-type: none"><li>Submit the LCP Carryover Final Expenditure Report.</li><li>Submit the Title I Comparability Report.</li><li>Document Title I expenditures per school building for the current and prior school years.</li></ul>
January	<ul style="list-style-type: none"><li>Submit the LCP Final Expenditure Report.</li></ul>
June	<ul style="list-style-type: none"><li>Review and update the Supplement, Not Supplant policy and procedure, if needed.</li><li>Submit the LCP Annual Report (due July 15).</li><li>Submit the Revision and Carryover Report for LCP programs (due July 1).</li></ul>
Ongoing	<ul style="list-style-type: none"><li>Submit requests to amend grants, as needed.</li><li>Verify financial status of Title programs (e.g., approved allocation to participating schools and appropriate expenditure of current year's funds).</li></ul>

**Maintenance of Effort:** Districts are required to demonstrate that the level of state and local funding remains relatively constant from year to year in order to receive the district's full Title I allocation. This calculation is performed by the KSDE School Finance team.

**Comparability of Services:** Districts are required to use district funds to provide educational services in Title I schools that are comparable to the services provided in non-Title I schools.

**Supplement, Not Supplant:** To ensure that funds made available under Title I, Part A are used to provide services that are in addition to the regular services normally provided by a school district for participating children, the district must use these funds to supplement, not supplant regular non-Federal funds.

**LCP Application:** Districts typically receive notice of their final Title allocations in June or July each year. Instructions and resources can be found on the KSDE website. <https://www.ksde.gov/Default.aspx?tabid=676>

**LCP Final Expenditure Report:** The district submits the Final Expenditure Report to the KSDE, accounting for the expenditure of funds received. <https://www.ksde.gov/Default.aspx?tabid=676>

**Carryover Funds:** Under ESSA, if a district receives more than \$50,000 in Title I funds, no more than 15 percent of the Title I, Part A funds allocated to a district for any fiscal year may be carried over into the next fiscal year. <https://www.ksde.gov/Default.aspx?tabid=676>

**Budget Amendments:** Throughout the year, the district may file budget amendments to ensure resources are allocated to support student achievement. <https://www.ksde.gov/Default.aspx?tabid=676>

**Transferability:** Under ESEA, LEAs have additional flexibility to transfer all or any lesser amount of funds from Title IIA and Title IVA. LEAs must calculate equitable services shares based on the total amount of funds available under a program **AFTER** a transfer. An LEA cannot transfer funds to a particular program solely to provide equitable services and in turn, cannot retain funds solely for this purpose.

**REAP-Flex:** ESEA allows SRSA-eligible LEAs greater flexibility in spending the funds they receive under Title IIA and Title IVA to best address the LEA's particular needs. REAP flexibility allows a District to use 100% or a portion of the original program's funds for activities in a different program. Title IIA program funds can be REAPed for activities in Title I, Title III, Title IVA and/or Migrant. Title IVA program funds can be REAPed for activities in Title I, Title IIA, Title III and/or Migrant.

LEAs must calculate equitable services shares based on the total amount of funds available under a program **AFTER** a REAP. An LEA cannot REAP funds to a particular program solely to provide equitable services and in turn, cannot retain funds solely for this purpose.



## Parent/Family Engagement

### Overview

Involving parents and families as full partners in the education of their children is a cornerstone of ESEA. When families support learning, children are more successful in school and school success helps children become successful adults. The district provides opportunities for parents/families to be actively involved in the planning, implementation, and review of school and district Title programs. Districts must develop and maintain a written school and district Parental Involvement Policy, which should be re-evaluated annually with input from parents/families of participating children.

Year at a Glance	
August	<ul style="list-style-type: none"><li>Review and update parent/family notification of parents' right-to-know.</li><li>Ensure Title I schools have identified students, set up files, notified parents, and implemented targeted assistance services.</li></ul>
September	<ul style="list-style-type: none"><li>Plan and conduct Annual Title I parent/family meeting.</li><li>Distribute School/Parent Compact.</li></ul>
October	<ul style="list-style-type: none"><li>Notify parents/families that District Report Cards will be available on the KSDE website after State Board of Education approval.</li></ul>
November	<ul style="list-style-type: none"><li>Ensure School/Parent Compacts are collected.</li></ul>
April	<ul style="list-style-type: none"><li>Design evaluations for district and school parent/family involvement activities for the following school year.</li></ul>
June	<ul style="list-style-type: none"><li>Review and update District Parental Involvement Policy based on data (e.g., evaluations and surveys).</li><li>Review and update School/Parent Compact.</li></ul>
Ongoing	<ul style="list-style-type: none"><li>Engage in parent/family outreach and involvement while maintaining documentation of these activities.</li><li>Implement jointly-developed School/Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.</li><li>Notify parents/families when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not state certified at grade level and content area.</li></ul>

**Parent/Family Notifications:** Districts receiving Title I funds prepare and disseminate annual Report Cards for the district and each of its schools containing certain information related to assessment, accountability, and teacher quality. Moreover, the district annually notifies the parents/families of each student attending any Title I school that they may request information regarding certain professional qualifications of the student's classroom teachers. Districts must also notify parents/families when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not state certified.

**District and School Parent Involvement Activities:** Districts and schools must involve parents/families of students served by Title I funds in a Targeted Assistance program. In a Schoolwide program, the parents/families of all students in the school must be involved. <https://www.ksde.gov/Default.aspx?tabid=741>

Districts and schools should refer to the PTA National Standards (located at the link above) when developing the district/school policies on parent/family engagement.

Additional resources are available on the Kansas Technical Assistance Network (TASN). The following link will take you directly to Parent and Family Engagement – [KSDE TASN](#)

# Program Design and Evaluation

## Overview

The Title I director ensures that each Title I program in the district is focused on high quality, standards-based teaching and learning for public school and eligible private school students. Through the provision of supports for teachers and students in Targeted Assistance and Schoolwide programs, and the collection of data on the efficacy and impact of those supports, the Title I director helps ensure enriched learning experiences for Title I eligible students.

Year at a Glance	
September	<ul style="list-style-type: none"><li>Initiate planning for new Schoolwide programs, if applicable.</li><li>Submit continuing and new Schoolwide program plans, if applicable.</li></ul>
October	<ul style="list-style-type: none"><li>Review and update needs assessment and program evaluation procedures as needed.</li><li>Review and update school improvement plans for Title I Schools with accountability status.</li><li>Design evaluations for Title I funded professional development activities for impact on student learning.</li></ul>
February	<ul style="list-style-type: none"><li>Coordinate with early childhood centers to plan transition of preschool students.</li></ul>
May	<ul style="list-style-type: none"><li>Conduct a program evaluation and write a summary of that evaluation.</li><li>Conduct a needs assessment based on findings of the program evaluation.</li></ul>
Ongoing	<ul style="list-style-type: none"><li>Attend information sessions and professional development activities to stay abreast of current policies, practices, and research.</li></ul>

**Needs Assessment and Program Evaluation:** The term "needs assessment" describes the systematic processes that a district and its schools conduct in order to establish priorities for action and to make appropriate decisions about the allocation of resources (e.g., people, materials, time, and fiscal). Program evaluations are conducted at the end of a program year and are intended to measure the efficacy and impact of the district's Title I program.

**Schoolwide Plans and Targeted Assistance Program Plans:** A Targeted Assistance program is one in which individual students in a school are targeted to receive Title I services, while a Schoolwide program permits an eligible school to use Title I funds in combination with State and local resources and most other federal education program funds to upgrade the entire educational program of the school. In both programs, school staff meets on an ongoing basis to monitor and evaluate the effectiveness of the programs and adjust them to changing student needs.

**Early Childhood Center Coordination:** A schoolwide program must include plans for assisting preschool children in the transition from early childhood programs. Targeted assistance programs must coordinate with and support the school's regular education program, which may include services to assist preschool children in the transition from early childhood programs. <https://www.ksde.gov/Default.aspx?tabid=514>

**Evidence-based best practices:** ESSA and the Kansas Legislature requires states and districts to implement programs and practices with a proven track record of improving student academic achievement. Resources can be found at the Kansas Technical Assistance System Network (TASN) website <https://ksdetasn.org> and <https://www.ksde.gov/Default.aspx?tabid=748>

## Data Collection and Management

### Overview

Title I funds are intended to provide supplemental funds for targeted services for needy students that add to the resources already available for such students; as such, federal funds must not replace local and state funds for these purposes. As part of a state or federal audit, local officials may be required to provide evidence that Title I funds are provided over and above the resources that would normally be provided.

Year at a Glance	
August	<ul style="list-style-type: none"><li>Review and update the student selection criteria sheet and student selection procedures for Targeted Assistance programs.</li><li>Ensure Title I schools have created rank-ordered student selection lists of Title I students in Targeted Assistance programs, set up files, notified parents, and implemented targeted assistance services.</li></ul>
September	<ul style="list-style-type: none"><li>Review and update Title I personnel lists by building.</li></ul>
October	<ul style="list-style-type: none"><li>Review system wide school enrollment based on the district's Kansas Individual Data on Students (KIDS) ENRL September 20 collection.</li></ul>
November	<ul style="list-style-type: none"><li>Submit the Annual Survey for neglected/delinquent facilities (determines funding for the following school year).</li></ul>
January	<ul style="list-style-type: none"><li>Collect semi-annual certifications (1 of 2) for staff whose compensation is funded solely from any single federal program.</li></ul>
March	<ul style="list-style-type: none"><li>Use available data (e.g., free and reduced lunch, other low-income data, or a combination of poverty indicators) to identify eligible schools for Title I services for the next school year.</li></ul>
April	<ul style="list-style-type: none"><li>Begin collecting Title I, Title III, and State At-Risk data for submission via the LCP Annual Report on KSDE's Authenticated Applications.</li></ul>
May	<ul style="list-style-type: none"><li>Record Migrant services provided during the regular school year.</li></ul>
June	<ul style="list-style-type: none"><li>Collect semi-annual certifications (2 of 2) for staff whose compensation is funded solely from any single federal program.</li><li>Submit Title I data (for previous fiscal year) via the LCP Annual report on KSDE's Authenticated Applications Portal.</li></ul>
July	<ul style="list-style-type: none"><li>Submit Title I, Part D Subparts 1 and 2 Evaluations.</li><li>Ensure data is entered for Migrant Summer Services.</li></ul>
Ongoing	<ul style="list-style-type: none"><li>Collect signed Time and Effort records for split-funded staff.</li><li>If scheduled for KIAS Monitoring, organize documentation for Program Review.</li></ul>

**Time and Effort Records:** School districts are required to maintain auditable "time and effort" documentation that shows how each Title I employee spent his or her compensated time. <https://www.ksde.gov/Default.aspx?tabid=675>

**Student Selection Criteria:** Each district must have a procedure outlining the process used in Targeted Assistance schools to identify students failing, or most at-risk of failing to meet the State's challenging student academic achievement standards. Identification is based on multiple, educationally related objective criteria established by the district and supplemented by the school.

**Title Data:** The KSDE is required to collect certain information and data from all districts receiving Title funds on an annual basis.

**Title I Personnel Lists:** Districts must maintain a list of all Title I instructional personnel in the district. <https://www.ksde.gov/Default.aspx?tabid=812>

**Title I Program Review:** Every three years, each school district in the State is scheduled for a KIAS Monitoring Review of state and federal programs. This review helps ensure that all children in Kansas have a fair, equal, and significant opportunity to obtain a high-quality education. <https://www.ksde.gov/Default.aspx?tabid=572>

## Non-Public Schools

### Overview

Districts are required to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits, such as professional development, parent/family involvement, or materials and supplies (on loan from the public schools) that are equitable to those provided to eligible public school children, their teachers and their families. Districts should work with the KSDE Private School Ombudsman when questions arise.

<https://www.ksde.gov/Default.aspx?tabid=745>

Year at a Glance	
August-September	<ul style="list-style-type: none"><li>• Begin programs and services.</li><li>• Consult with private school officials about current programs and services implementation and modify as necessary.</li></ul>
October	<ul style="list-style-type: none"><li>• Continue consultation about current programs and services implementation.</li></ul>
November-December	<ul style="list-style-type: none"><li>• Consult with private school officials about the status of current programs and services.</li><li>• Obtain complete list of all private schools with appropriate contact names for later use in mailing "Intent to Participate in Federal Education Programs" forms.</li></ul>
January	<ul style="list-style-type: none"><li>• Continue consultation with private school officials about the status of current programs and services.</li><li>• Send "Intent to Participate" forms to all private schools in the LEA with a February deadline for returning the forms.</li></ul>
February – March	<ul style="list-style-type: none"><li>• Continue consultation with private school officials about the status of current programs and services.</li><li>• Conduct a district-wide consultation meeting with all private school officials and provide a general overview of programs that will be available to their students and teachers in the next school year.</li><li>• Consult with private school officials to identify students' and teachers' needs, discuss services and estimated funding figures, design programs, and establish priorities for the next school year.</li></ul>
April-May	<ul style="list-style-type: none"><li>• Evaluate programs and services for the current school year and make suggestions for modifying programs that will be implemented again in the next school year.</li><li>• Continue consultation and planning for programs and services for next school year.</li><li>• Complete plans for programs and services and set dates for when they will begin in the next school year.</li><li>• Develop consultation timeline for the next school year.</li></ul>
July-August	<ul style="list-style-type: none"><li>• Inform private school officials about the readiness of programs and services for the upcoming school year.</li><li>• Provide program funding figures to private school officials for upcoming school year.</li></ul>

### 3-Year Monitoring Cycle Cohorts

#### Cohort 1 (Enters monitoring cycle in 2024-25 school year)

District #	District Name
101	Erie-Galesburg
106	Western Plains
108	Washington Co. Schools
110	Thunder Ridge Schools
113	Prairie Hills
114	Riverside
200	Greeley County Schools
204	Bonner Springs
206	Remington-Whitewater
207	Ft Leavenworth
212	Northern Valley
224	Clifton-Clyde
225	Fowler
227	Hodgeman County
232	De Soto
235	Uniontown
243	Lebo-Waverly
246	Northeast
250	Pittsburg
252	Southern Lyon County
254	Barber County North
259	Wichita
260	Derby
267	Renwick
271	Stockton
273	Beloit
284	Chase County
287	West Franklin
290	Ottawa
298	Lincoln
300	Comanche County
303	Ness City
306	Southeast of Saline
307	Ell-Saline

District #	District Name
309	Nickerson
310	Fairfield
314	Brewster
315	Colby
322	Onaga-Havensville-Wheaton
323	Rock Creek
327	Ellsworth
336	Holton
339	Jefferson County North
341	Oskaloosa Public Schools
344	Pleasanton
346	Jayhawk
348	Baldwin City
353	Wellington
356	Conway Springs
359	Argonia Public Schools
360	Caldwell
364	Marysville
365	Garnett
366	Woodson
369	Burrton
378	Riley County
380	Vermillion
382	Pratt
384	Blue Valley
389	Eureka
390	Hamilton
392	Osborne County
394	Rose Hill Public Schools
397	Centre
400	Smoky Valley
401	Chase-Raymond
409	Atchison

District #	District Name
410	Durham-Hillsboro-Lehigh
418	McPherson
420	Osage City
421	Lyndon
423	Moundridge
426	Pike Valley
429	Troy Public Schools
439	Sedgwick Public Schools
443	Dodge City
445	Coffeyville
448	Inman
453	Leavenworth
454	Burlingame Public School
456	Marais Des Cygnes Valley
460	Hesston
468	Healy Public Schools
469	Lansing
471	Dexter
479	Crest
483	Kismet-Plains
491	Eudora
498	Valley Heights
500	Kansas City Kansas
501	Topeka Public Schools
502	Lewis
507	Satanta
509	South Haven
511	Attica
622	ESSDACK
608	Keystone
602	Northwest Educational Service Center

## Cohort 2 (Enters monitoring cycle in 2025-26 school year)

District #	District Name
105	Rawlins County
111	Doniphan West Schools
115	Nemaha Central
205	Bluestem
208	Trego County
210	Hugoton Public Schools
214	Ulysses
215	Lakin
216	Deerfield
217	Rolla
223	Barnes
226	Meade
229	Blue Valley
230	Spring Hill
233	Olathe
237	Smith Center
241	Wallace County
244	Burlington
245	LeRoy-Gridley
247	Cherokee
256	Marmaton Valley
258	Humboldt
261	Haysville
262	Valley Center Pub Sch
263	Mulvane
264	Clearwater
266	Maize
272	Waconda
274	Oakley
275	Triplains
281	Hill City
282	West Elk
283	Elk Valley

District #	District Name
291	Grinnell Public Schools
292	Wheatland
312	Haven Public Schools
320	Wamego
325	Phillipsburg
326	Logan
329	Mill Creek Valley
331	Kingman - Norwich
335	North Jackson
337	Royal Valley
338	Valley Falls
347	Kinsley-Offerle
349	Stafford
350	St John-Hudson
351	Macksville
352	Goodland
357	Belle Plaine
362	Prairie View
363	Holcomb
368	Paola
374	Sublette
376	Sterling
383	Manhattan-Ogden
385	Andover
386	Madison-Virgil
402	Augusta
403	Otis-Bison
407	Russell County
412	Hoxie Community Schools
413	Chanute Public Schools
416	Louisburg
419	Canton-Galva
422	Kiowa County

District #	District Name
428	Great Bend
431	Hoisington
432	Victoria
434	Santa Fe Trail
435	Abilene
436	Caney Valley
440	Halstead
446	Independence
449	Easton
457	Garden City
459	Bucklin
461	Neodesha
462	Central
463	Udall
466	Scott County
470	Arkansas City
473	Chapman
474	Haviland
480	Liberal
481	Rural Vista
482	Dighton
487	Herington
489	Hays
490	El Dorado
494	Syracuse
496	Pawnee Heights
499	Galena
504	Oswego
506	Labette County
508	Baxter Springs
609	Greenbush
626	Southwest Plains Regional Service Center
S0604	School for the Blind

### Cohort 3 (Enters monitoring cycle in 2026-27 school year)

District #	District Name
102	Cimarron-Ensign
103	Cheylin
107	Rock Hills
109	Republic County
112	Central Plains
202	Turner-Kansas City
203	Piper-Kansas City
209	Moscow
211	Norton Community Schools
218	Elkhart
219	Minneola
220	Ashland
231	Gardner Edgerton
234	Fort Scott
239	North Ottawa County
240	Twin Valley
242	Weskan
248	Girard
249	Frontenac Public Schools
251	North Lyon County
253	Emporia
255	South Barber
257	Iola
265	Goddard
268	Cheney
269	Palco
270	Plainville
285	Cedar Vale
286	Chautauqua Co Community
288	Central Heights
289	Wellsville
293	Quinter Public Schools
294	Oberlin

District #	District Name
297	St Francis Comm Sch
299	Sylvan Grove
305	Salina
308	Hutchinson Public Schools
311	Pretty Prairie
313	Buhler
316	Golden Plains
321	Kaw Valley
330	Mission Valley
332	Cunningham
333	Concordia
334	Southern Cloud
340	Jefferson West
342	McLouth
343	Perry Public Schools
345	Seaman
355	Ellinwood
358	Oxford
361	Anthony-Harper
367	Osawatomie
371	Montezuma
372	Silver Lake
373	Newton
375	Circle
377	Atchison Co Comm Schools
379	Clay Center
381	Spearville
387	Altoona-Midway
388	Ellis
393	Solomon
395	LaCrosse
396	Douglass Public Schools
398	Peabody-Burns

District #	District Name
399	Paradise
404	Riverton
405	Lyons
408	Marion-Florence
411	Goessel
415	Hiawatha
417	Morris County
430	South Brown County
437	Auburn Washburn
438	Skyline Schools
444	Little River
447	Cherryvale
450	Shawnee Heights
452	Stanton County
458	Basehor-Linwood
464	Tonganoxie
465	Winfield
467	Leoti
475	Geary County Schools
476	Copeland
477	Ingalls
484	Fredonia
492	Flinthills
493	Columbus
495	Ft Larned
497	Lawrence
503	Parsons
505	Chetopa-St. Paul
512	Shawnee Mission Pub Sch
629	Smoky Hill
628	Orion Education and Training
S0610	School for the Deaf
	Department of Corrections (all)



## KSDE LCP Contacts

USD #	USD Name	Consultant
101	Erie	ES
102	Cimarron-Ensign	TS
103	Cheylin	JJ
105	Rawlins County	JJ
106	Western Plains	JJ
107	Rock Hills	JJ
108	Washington County	SN
109	Republic County	JJ
110	Thunder Ridge	JJ
111	Doniphan West	SN
112	Central Plains	JJ
113	Prairie Hills	SN
114	Riverside	ES
115	Nemaha Central	ES
200	Greeley	RZ
202	Turner	ES
203	Piper	TS
204	Bonner Springs	ES
205	Bluestem (Leon)	PH
206	Remington-Whitewater	RZ
207	Ft Leavenworth	ES
208	Wakeeney	JJ
209	Moscow	TS
210	Hugoton	TS
211	Norton Comm	JJ
212	Northern Valley	JJ
214	Ulysses	TS
215	Lakin	TS
216	Deerfield	TS
217	Rolla	RZ
218	Elkhart	TS
219	Minneola	RZ
220	Ashland	RZ
223	Barnes	NC
224	Clifton-Clyde	NC
225	Fowler	RZ
226	Meade	RZ
227	Hodgeman County	RZ
229	Blue Valley	ES
230	Spring Hill	ES
231	Gardner-Edgerton	JJ
232	De Soto	TS
233	Olathe	TS
234	Ft Scott	ES
235	Uniontown	MT
237	Smith Center	JJ
239	North Ottawa	NC

USD #	USD Name	Consultant
240	Twin Valley	NC
241	Wallace Co	JJ
242	Weskan	JJ
243	Lebo-Waverly	MT
244	Burlington	MT
245	LeRoy-Gridley	MT
246	Northeast	ES
247	Cherokee	MT
248	Girard	ES
249	Frontenac	MT
250	Pittsburg	TS
251	North Lyon	TS
252	Southern Lyon	CM
253	Emporia	TS
254	Barber North	RZ
255	South Barber	RZ
256	Marmaton Valley	MT
257	Iola	MT
258	Humboldt	MT
259	Wichita	PH
260	Derby	PH
261	Haysville	PH
262	Valley Center Public Schools	RZ
263	Mulvane	RZ
264	Clearwater	PH
265	Goddard	PH
266	Maize	PH
267	Renwick	PH
268	Cheney	PH
269	Palco	JJ
270	Plainville	JJ
271	Stockton	JJ
272	Waconda	JJ
273	Beloit	JJ
274	Oakley	JJ
275	Triplains	JJ
281	Hill City	JJ
282	West Elk	RZ
283	Elk Valley	PH
284	Chase Co	TS
285	Cedar Vale	PH
286	Chautauqua	PH
287	West Franklin	MT
288	Central Heights	MT
289	Wellsville	MT
290	Ottawa	JJ
291	Grinnell	JJ
292	Wheatland	JJ

USD #	USD Name	Consultant
293	Quinter	JJ
294	Oberlin	JJ
297	St Francis	RZ
298	Lincoln	RZ
299	Sylvan Grove	RZ
300	Comanche	RZ
303	Ness City	RZ
305	Salina	CM
306	Southeast of Saline	ES
307	Ell-Saline	SN
308	Hutchinson	CM
309	Nickerson	TS
310	Fairfield	SN
311	Pretty Prairie	SN
312	Haven	SN
313	Buhler	TS
314	Brewster	RZ
315	Colby	RZ
316	Golden Plains	RZ
320	Wamego	ES
321	Kaw Valley	ES
322	Onaga-Havensville-Wheaton	ES
323	Rock Creek	JJ
325	Phillipsburg	RZ
326	Logan	RZ
327	Ellsworth	RZ
329	Wabaunsee	SN
330	Mission Valley	ES
331	Kingman-Norwich	CM
332	Cunningham	SN
333	Concordia	ES
334	Southern Cloud	TS
335	North Jackson	ES
336	Holton	ES
337	Royal Valley	ES
338	Valley Falls	SN
339	Jefferson North	ES
340	Jefferson West	ES
341	Oskaloosa	SN
342	Mc Louth	SN
343	Perry	SN
344	Pleasanton	MT
345	Seaman	CM
346	Jayhawk	MT
347	Kinsley-Offerle	TS
348	Baldwin City	MT



USD #	USD Name	Consultant
349	Stafford	RZ
350	St John-Hudson	RZ
351	Macksville	TS
352	Goodland	RZ
353	Wellington	PH
355	Ellinwood	RZ
356	Conway Springs	PH
357	Belle Plaine	PH
358	Oxford	PH
359	Argonia	RZ
360	Caldwell Public	PH
361	Chaparral	RZ
362	Prairie View	MT
363	Holcomb	RZ
364	Marysville	ES
365	Garnett	MT
366	Woodson (Yates Center)	MT
367	Osawatomie	MT
368	Paola	MT
369	Burrton	CM
371	Montezuma	RZ
372	Silver Lake	CM
373	Newton	PH
374	Sublette	RZ
375	Circle	RZ
376	Sterling	CM
377	Atchison Co Comm	ES
378	Riley	CM
379	Clay Center	TS
380	Vermillion	ES
381	Spearville	RZ
382	Pratt	TS
383	Manhattan-Ogden	CM
384	Blue Valley	CM
385	Andover	PH
386	Madison-Virgil	PH
387	Altoona-Midway	MT
388	Ellis	RZ
389	Eureka	RZ
390	Hamilton	PH
392	Osborne	RZ
393	Solomon	CM
394	Rose Hill	PH
395	La Crosse	RZ
396	Douglass	PH
397	Centre	CM
398	Peabody-Burns	CM
399	Paradise	RZ
400	Smoky Valley	CM

USD #	USD Name	Consultant
401	Chase-Raymond	CM
402	Augusta	RZ
403	Otis-Bison	RZ
404	Riverton	MT
405	Lyons	CM
407	Russell	JJ
408	Marion-Florence	CM
409	Atchison Public	TS
410	Durham-Hillsboro-Lehigh	CM
411	Goessel	CM
412	Hoxie	JJ
413	Chanute	MT
415	Hiawatha	RZ
416	Louisburg	ES
417	Morris Co	CM
418	Mc Pherson	CM
419	Canton-Galva	CM
420	Osage City	CM
421	Lyndon	MT
422	Kiowa County (Greensburg)	TS
423	Moundridge	CM
426	Pike Valley	JJ
428	Great Bend	JJ
429	Troy	SN
430	South Brown	ES
431	Hoisington	JJ
432	Victoria	JJ
434	Santa Fe Trail	MT
435	Abilene	CM
436	Caney Valley	PH
437	Auburn Washburn	CM
438	Skyline	RZ
439	Sedgwick	PH
440	Halstead	RZ
443	Dodge City	TS
444	Little River	CM
445	Coffeyville	ES
446	Independence	RZ
447	Cherryvale	PH
448	Inman	CM
449	Easton	RZ
450	Shawnee Heights	CM
452	Stanton Co	RZ
453	Leavenworth	ES
454	Burlingame	RZ
456	Marais Des Cygnes Valley	MT
457	Garden City	TS
458	Basehor-Linwood	ES

USD #	USD Name	Consultant
459	Bucklin	RZ
460	Hesston	PH
461	Neodesha	MT
462	Central	PH
463	Udall	RZ
464	Tonganoxie	ES
465	Winfield	PH
466	Scott Co	RZ
467	Leoti	RZ
469	Lansing	RZ
470	Arkansas City	RZ
471	Dexter	CM
473	Chapman	RZ
474	Haviland	CM
475	Geary Co	RZ
476	Copeland	TS
477	Ingalls	MT
479	Crest	TS
480	Liberal	CM
481	Rural Vista	RZ
482	Dighton	RZ
483	Kismet-Plains	TS
484	Fredonia	MT
487	Herington	CM
489	Hays	JJ
490	El Dorado	PH
491	Eudora	RZ
492	Flinthills	RZ
493	Columbus	MT
494	Syracuse	RZ
495	Ft Larned	RZ
496	Pawnee Heights	RZ
497	Lawrence	TS
498	Valley Heights	RZ
499	Galena	ES
500	Kansas City	JJ
501	Topeka	JJ
502	Lewis	RZ
503	Parsons	MT
504	Oswego	MT
505	Chetopa-St Paul	MT
506	Labette Co	MT
507	Satanta	RZ
508	Baxter Springs	MT
509	South Haven	RZ
511	Attica	PH
512	Shawnee Mission	TS
602	NW KS Ed Serv Center	JJ
609	Greenbush (SE KS Ed Serv Ctr)	MT

USD #	USD Name	Consultant
622	ESSDACK	PH
626	SW Plains Reg Serv Center	TS
628	South Cent KS Ed Serv Ctr (Orion)	PH

Legend	
Chris Macy (785) 296-3287	CM
Emily Scott (785) 296-4641	ES
Joe Jewett (785)-296-2600	JJ
Maureen Tabasko (785) 296-1101	MT
Nicole Clark (785) 296-4925	NC
Pat Hill (785) 296-3137	PH
Roxanne Zillinger (785) 296-7260)	RZ
Stacey Noll (785) 296-3129	SN
Twyla Sprouse (785) 296-6714	TS

## Local Consolidated Plan (LCP) Application Assurances

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### CONSOLIDATED APPLICATION FOR FEDERAL ASSISTANCE UNDER THE EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA)

Title IA: Improving Basic Programs Operated by State and Local Educational Agencies

Title IC: Education of Migratory Children

Title IIA: Supporting Effective Instruction

Title IIIA: Language Instruction for English Learners and Immigrant Students

Title IVA: Student Support and Academic Enrichment Grants

Title IXA: Education for the Homeless

#### AND THE FOLLOWING STATE PROGRAMS:

State ESOL

State K-12 At-Risk

#### Assurances

The programs proposed herein will be administered in accordance with all applicable statutes, regulations, program plans and applications:

- the control of funds provided under each such program and title to property acquired with programs will be in a public agency;
- the public agency will administer such funds and property to the extent required by authorizing statutes.

The applicant will adopt and use proper methods of administering these programs including:

- the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
- the correction of deficiencies in program operations that are identified through audits, monitoring or evaluation.

Funds will be used to supplement, not supplant, state and local funds that in the absence of those funds, would otherwise be spent for activities authorized by the programs in this application.

The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State Educational Agency (SEA), the Secretary or other federal officials.

The applicant will use such fiscal control and accounting procedures to ensure proper disbursement of, and accounting for federal funds paid to the applicant under each program.

The applicant will make reports to the SEA as may be necessary to enable the SEA to perform the SEA's duties under each such program.

The applicant will maintain such records, provide such information and afford access to the records as the SEA or the Secretary may find necessary to carry out the SEA's or the Secretary's duties.

The applicant will ensure that equitable participation of nonpublic participants (if any) will be provided. The applicant will consult with officials of nonpublic schools in a meaningful and timely manner, provide nonpublic participants genuine access to equitable services and equal expenditure of funds in accordance with section 1117.

The applicant will afford a reasonable opportunity for public comment on the plan and consider such comment before the plan is submitted to the SEA.

The applicant will comply with all requirements of the ESEA programs included in their consolidated applications, whether or not the program statute identifies these requirements as a description or assurance that LEAs would have addressed, absent this consolidated application, in a program-specific plan.

The applicant will comply with the use of evidence-based programs, evidence-based practices, and evidence-based instruction in applicable programs.

The applicant will comply with P.L. 101-226 "Americans with Disabilities Act."

### **Title I, Part A Program Specific Assurances**

The applicant will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part.

The applicant will work in consultation with schools as they develop plans and activities for parental involvement and professional development under sections 1118 and 1119.

The applicant will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics.

The applicant will coordinate and integrate services provided under this part with other educational services at the local education agency (LEA) or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The applicant will collaborate with the State or local child welfare agency to:

- designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and
- by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:
  - ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
  - ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:
    - the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
    - the LEA agrees to pay for the cost of such transportation; or
    - the LEA and the local child welfare agency agree to share the cost of such transportation.

The applicant will implement the Title I educational stability requirements for children in foster care, including ensuring that:

- a child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- if it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and
- the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records (ESEA section 1111(g)(1)(E)(i)-(iii)).

The applicant will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

The applicant will inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

The applicant will provide technical assistance and support to schoolwide programs.

If a LEA chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, the applicant will ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

The applicant will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.

At the beginning of each school year, a LEA that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum the following:

- whether the student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether the student's teacher is teaching under emergency or other provisional status through which State qualifications have been waived;
- whether the student's teacher is teaching in the field of discipline of the certification of the teacher; and
- whether the child is provided services by paraprofessionals and, if so, their qualifications.

A school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student:

- information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
- timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

At the beginning of each school year, a LEA that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the LEA will provide the parents on request (an in a timely manner), information regarding student participation in any assessments mandated by sections 1111(b)(2) and by the State or LEA, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

Each LEA that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, on the website of each school served by the LEA) for each grade served by the LEA, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the LEA, including:

- the subject matter assessed;
- the purpose for which the assessment is designed and used;
- the source of the requirement for the assessment; and
- where such information is available
- the amount of time students will spend taking the assessment, and the schedule for the assessment; and
- the time and format for disseminating results.

Each LEA using funds under this part or Title III, Part A to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program of:

- the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for the program, including the expected rate of transition from such program into

classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;

- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- information pertaining to parental rights that includes written guidance:
  - detailing the right that parents have to have their child immediately removed from such program upon their request;
  - detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
  - assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the LEA shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction education program consistent with subparagraph (A).

Each LEA receiving funds under this part shall implement an effective means of outreach (this shall include holding and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or Title III) to parents of English learners to inform the parents regarding how the parents can:

- be involved in the education of their children; and
- be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

The applicant will ensure that a student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

The applicant will provide information to parents in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The applicant will ensure that the methodology used to allocate State and local funds to each school receiving assistance under Title I, Part A ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A.

#### **Title I, Part C Program Specific Assurances**

Applicants receiving a migrant allocation are required to use the MSIX consolidated record for the purposes of enrollment, placement, and credit accrual as outlined in the SEA's Interconnection Agreement. Therefore, each LEA receiving a migrant allocation must have at least one staff member with an active MSIX account, trained in the use of the consolidated record.

Applicants receiving a migrant allocation are required to have a staff member trained to recruit and write Certificates of Eligibility (COEs).

Applicants receiving a migrant allocation must set aside part of their allocation to provide summer services for migrant students.

#### **Title II, Part A Program Specific Assurances**

The applicant will ensure that all funded activities will be developed collaboratively and based on input of teachers, principals, administrators, paraprofessionals, and other school personnel.

The applicant will ensure through incentives for voluntary transfers, the provision of professional development, recruitment programs, and other effective strategies, low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

#### **Title III, Part A Program Specific Assurances**

Funds will be used to supplement, not supplant federal, state and local funds that in the absence of those funds, would otherwise be spent for activities authorized by the programs in this application.

The applicant certifies that all teachers in any language instruction educational program for limited English proficient children will be fluent in English and any other language used for instruction, including having written and oral communication skills.

The applicant will ensure the program will enable children to speak, read, write, and comprehend the English language and meet state standards.

The applicant will assess the English proficiency of all children with limited English proficiency using the Kansas English Language Proficiency Assessment (KELPA).

The applicant will base its plan on evidence-based research on teaching limited English proficient children.

The applicant will consult with teachers, researchers, school administrators and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education in developing a Title III plan.

The applicant ensures it is not in violation of any state or federal law regarding education of English Learners, consistent with sections 3125 and 3126.

The applicant will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

#### **Title IV, Part A Program Specific Assurances**

The applicant will prioritize the distribution of funds to schools served by the LEA or consortium, that:

- are among the schools with the greatest needs, as determined by such LEA or consortium;
- have the highest percentages or numbers of children counted under section 1124(c);
- are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);
- are implementing targeted support and improvement plans as described in section 1111(d)(2); or
- are identified as a persistently dangerous public elementary school under section 8532.

The applicant will comply with section 8501 (regarding equitable participation by private school children and teachers).

The applicant will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107.

The applicant will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4108.

The applicant will use a portion of funds received under this subpart to support one or more activities under section 4109(a), including an assurance that the LEA or consortium will comply with section 4109(b).

The applicant will annually report to the SEA for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).

#### **Title IX, Part A Program Specific Assurances**

The applicant will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.

The applicant will designate an appropriate staff person, able to carry out the duties described in paragraph (6)(A), who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths.

The applicant will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin (as determined under paragraph (3)), in accordance with the following as applicable:

- If the child or youth continues to live in the area served by the LEA in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the LEA in which the school of origin is located.
- If the child's or youth's living arrangements in the area served by the LEA of origin terminate and the child or youth, though continuing the child's or youth's education in the school of origin, begins living in an area served by another

LEA, the LEA of origin and the LEA in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the LEAs are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

The applicant will adopt policies and practices to ensure participation by liaisons described in clause (ii) in professional development and other technical assistance activities provided pursuant to paragraphs (5) and (6) of subsection (f), as determined appropriate by the Office of the Coordinator.

### **Gun-Free Schools**

The applicant will be in compliance with the State law requiring districts to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school or to have possessed a firearm at a school except that such State law allows the superintendent of the district to modify such expulsion requirement on a case-by-case basis if such modification is in writing.

The applicant will have a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by the district.

**The [certifications](#) regarding lobbying, debarment, suspension and other responsibility matters; and drug-free workplace requirements.**

<https://apps.ksde.org/LCPSys4/Application/Documents/LCP%20Certifications%20-%20updated%208-3-15.pdf>

HEREBY CERTIFY that all records necessary to ensure the correctness of the information provided by the agency will be kept for at least three years beyond the final reporting date, or for such period as may be required, and access to such records will be provided to the SEA; that, on behalf of the participating public educational agencies, all applicable state and federal statutes, rules, and regulations will be complied with, including the uniform grant guidance Title 2 C.F.R. 200 of the federal regulation, and the Education Department General Administrative Regulations (EDGAR).

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812)."



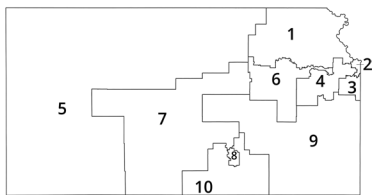
## Acronyms

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ACES:	Adverse Childhood Experiences		Project)
AMO:	Annual Measurable Objective	KLN:	Kansas Learning Network
AMOSS:	Academic Measures of Student Success	KPP:	Kansas Preschool Program
APQC:	American Productivity and Quality Center	LCP:	Local Consolidated Plan
APR:	Annual Performance Report	LEA:	Local Education Agency
ATS:	Additional Targeted Support and Improvement	LEP:	Limited English Proficient
21 <sup>st</sup> CCLC:	21 <sup>st</sup> Century Community Learning Centers	LOD:	Levels of Determination
CCSSO:	Council of Chief State School Officers	LRE:	Least Restrictive Environment
COE:	Certificate of Eligibility	MEP:	Migrant Education Program
CSI:	Comprehensive Support and Improvement	MFL:	Migrant Family Literacy
CSPR:	Consolidated State Performance Report	MIS:	Management Information System
CTE:	Career & Technical Education	MOA:	Memorandum of Agreement
DLM:	Dynamic Learning Maps (Assessment)	MOE:	Maintenance of Effort
EC:	Early Childhood	MOSS:	Measures of Student Success
ECSE:	Early Childhood Special Education	MOU:	Memorandum of Understanding
EDEN:	Education Data Exchange Network	MTSS:	Multi-Tier System of Supports
EDGAR:	Education Department General Administrative Regulations	NAESPA:	National Association of ESEA State Program Administrators
EIPA:	The Educational Interpreter Performance Assessment	NASDME:	National Association of State Directors of Migrant education
EIS:	Early Intervening Services	NASDSE:	National Association of State Directors of Special Education
EL:	English Learners	N&D:	Neglected & Delinquent
ELP:	English Language Proficient	OMB:	Office of Management and Budget
ESEA:	Elementary & Secondary Education Act of 1964	OSS:	Office of State Support (Title programs)
ESI:	Emergency Safety Interventions	OSEP:	Office of Special Education Programs
ESL:	English as a Second Language	OVT:	Onsite Visitation Team
ESSA:	Every Student Succeeds Act	OWS:	Outcomes Web System
FAPE:	Free & Appropriate Public Education	PD:	Professional Development
FAQ:	Frequently Asked Questions	PII:	Personally Identifiable Information
FERPA:	Family Educational Rights & Privacy Act	SEA:	State Education Agency
ICC:	Interagency Coordinating Council	SEAC:	Special Education Advisory Council
IDEA:	Individuals with Disabilities Education Act	SEEK:	System for the Education Enterprise in Kansas
IEP:	Individualized Education Program	SICC:	State Interagency Coordinating Council
IHE:	Institution of Higher Education	SIG:	School Improvement Grant
KASEA:	Kansas Association of Special Education Administrators	SNP:	School Nutrition Program
KCCRAAC:	Kansas College and Career Ready Assessments Advisory Council	SPDG:	State Personnel Development Grant
KDHE:	Kansas Department of Health and Environment	SPM:	Strategic Performance Management
KELPA:	Kansas English Language Proficiency Assessment	SPP:	State Performance Plan
KESA:	Kansas Education Systems Accreditation	SSIP:	State Systemic Improvement Plan
IAS:	Kansas Integrated Accountability System	SW:	Schoolwide
KIDS:	Kansas Individual Data on Students	TAESE:	Technical Assistance for Excellence in Special Education
KIRC:	Kansas Instructional Resource Center (TASN Project)	TASN:	Technical Assistance Systems Network
KISN:	Kansas Instructional Support Network (TASN	TSI:	Targeted Support and Improvement
		YODA:	Youth Outcomes Driven Accountability



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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



# Kansas State Board of Education

## BOARD MEMBERS

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DISTRICT 2



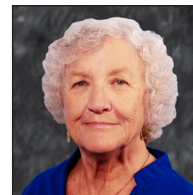
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## MISSION

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.

## MOTTO

Kansans Can

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