

KESA

Compliance Guide:

2026 - 2027



Kansas leads the world in the success of each student.



Kansas State Board of Education

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Vision

Kansas leads the world in the success of each student.

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.

District 1



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District 9

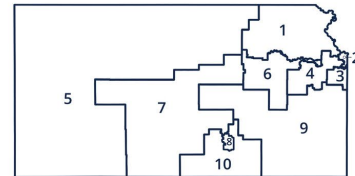


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District 10



Debby Potter
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Kansas divided into the ten State Board of Education districts.



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Division of Fiscal and
Administrative Services



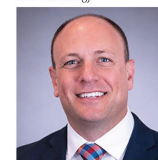
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May 27, 2026

KESA Compliance

Compliance: Definitions, Review Process, and Impact on Accreditation

General Definitions:

- In compliance - all required components as defined by the compliance area are in place
- Not in compliance - compliance issues still exist after two years of “working towards compliance” or the system has not resolved compliance within the school year as called for in certain compliance areas (e.g. Special Education, Title, and Child Nutrition and Wellness)

Who is ultimately responsible for making the decision on a system’s compliance status?

- The primary lead team for each compliance area will make the **annual determination** regarding each system’s compliance status.

How will being “Not in compliance” impact a system’s accreditation status?

- A snapshot of each system's accreditation status will be taken each year on June 1st. Any system that is not in compliance as of June 1st each year will be notified via an auto-email that will be sent to the Superintendent.
- If a system is “not in compliance” in a compliance area and it’s the first year, the ARC will be notified but the system’s accreditation status will not be affected.
- If a system is “not in compliance” in a compliance area and it’s the second consecutive year, the ARC will review the system at a deeper level and determine its recommendation of accreditation status for the system (accredited or accredited with conditions).
- Being “not in compliance” in the same area for two consecutive years could result in the ARC recommending a system to be “accredited with conditions”.

Compliance Areas Reviewed for Accreditation

ACT and WorkKeys Participation

Anti-Bullying Policy and Plan & Child Abuse and Neglect Mandated Reporter Training & Jason Flatt Act

Assessments

Child Nutrition and Wellness

Dyslexia

Individual Plan of Study (IPS)

Kindergarten Readiness Snapshot

Licensure

Special Education (IDEA)

Title Services

Note -

While there are many more things that a system must do to meet state and federal requirements, the areas outlined above and described in detail throughout this document are the areas that can impact a system's accreditation status if the system is persistently not in compliance (2 consecutive years).

Compliance Area	Primary and Secondary Contacts	What does my system need to submit? When does it need to be submitted?	When is compliance status updated in the KESA Application?
ACT and WorkKeys Participation	Julie Ewing (Julie.Ewing@ksde.gov) Lee Jones (Lee.Jones@ksde.gov)	What - Districts must select test dates for the present school year for ACT and WorkKeys no later than November 30 th . There is nothing to submit to KSDE.	November
• Anti-Bullying Policy and Plan & Child Abuse • Neglect Mandated Reporter Training • Jason Flatt Act	Trish Backman (Trish.Backman@ksde.gov)	By May 1 st , an email will be sent with the survey link to verify compliance. This form is due by August 1.	November
Assessments	Hayley Steinlage (Hayley.Steinlage@ksde.gov) Julie Ewing (Julie.Ewing@ksde.gov)	No reporting deadline. Each system's state assessment participation rate in ELA, Math, and Science is automatically calculated and recorded through KITE.	January
Child Nutrition and Wellness	Kelly Chanay (Kelly.Chanay@ksde.gov) Karen Campbell (Karen.Campbell@ksde.gov) Emily Bonilla (Emily.Bonilla@ksde.gov)	Food Safety Training must be taken and recorded in the KNCLAIM system by August 1 st .	August-September

Dyslexia	Dr. Laurie Curtis (Laurie.Curtis@ksde.gov) Mary Lonker (Mary.Lonker@ksde.gov)	There are two compliance requirements for dyslexia. 1. KSDE Dyslexia Training Survey. This requires reporting for KSDE Initial Training Modules for new teachers and Required Annual Dyslexia/ Structured Literacy Training (District Determined) . Survey sent in December and Due March 1st. 2. KSDE Dyslexia Universal Screening, PK- Grade 8. This information is provided through KEDS and is not a report. The deadline is October 10, 2026.	March
Individual Plan of Study (IPS)	Natalie Clark (Natalie.Clark@ksde.gov) Kevin Bronson (Kevin.Bronson@ksde.gov)	Annual IPS Survey. It is sent by email in April and is due 30 days later.	December-January

Kindergarten Readiness Snapshot	Amanda Petersen (Amanda.Petersen@ksde.gov) Stacy Clarke (Stacy.Clarke@ksde.gov) Natalie McClane (Natalie.McClane@ksde.gov)	Kindergarten Readiness Snapshot (Ages & Stages Questionnaires) data in ASQ Online. Due in September.	January
Licensure	Shane Carter (Shane.Carter@ksde.gov) Sarah Eaverson (Sarah.Eaverson@ksde.gov)	1) Fall Vacancy Report (FVR) submitted through the Educator Data Collection System (EDCS), which is due September 25, 2026. EDCS can be accessed here: User Login for KSDE Web Applications. 2) Licensed Personnel Report, which will include the Spring Vacancy Report (LPR/SVR), which is due March 1, 2027. Also submitted through EDCS, which can be accessed here: User Login for KSDE Web Applications	FVR: September 25, 2026 LPR/SVR: March 1, 2027

Special Education (IDEA)	Lindsey Graf (Lindsey.Graf@ksde.gov) Brian Dempsey (Brian.Dempsey@ksde.gov)	Check with the primary or secondary lead for this area due to several deadlines related to Special Education.	April
Title Services	Twyla Sprouse (Twyla.Sprouse@ksde.gov) Joe Jewett (Joe.Jewett@ksde.gov)	Check with the primary or secondary lead for this area due to several deadlines related to Title Services.	October

Compliance Areas, Contacts, Rationale, and Expectations

Compliance Area - ACT & WorkKeys Participation

Contacts -

Primary: Julie Ewing (Julie.Ewing@ksde.gov)

Secondary: Lee Jones (Lee.Jones@ksde.gov)

Compliance Expectation:

Systems offer the opportunity for students to participate in ACT and WorkKeys.

In	Not
District has an active user in the ACT testing portal and has either tested students or verified no testing for the year.	District does not have an active user in the ACT testing portal and no testing or verification of no testing has been completed.

Compliance Area – Anti-Bullying Policy

Contacts -

Primary: Trish Backman (Trish.Backman@ksde.gov)

Compliance Expectation:

- Anti-bullying policy
 - Implementation of a plan to address bullying.
- Training for all employees addressing child abuse and neglect reporting requirements for suspected physical, mental, or emotional abuse or neglect or sexual abuse.
 - Written Policy Developed and Implemented
 - All staff trained prior to engaging with students annually
- 72-6284
 - Suicide awareness and prevention programming to all school staff
 - Parent or legal guardian notification that training materials at trainings are available.
 - Programming to include at a minimum: at least one hour of training each calendar year.
 - A building crisis plan developed for each school building that includes: steps for recognizing suicide ideation, appropriate methods of interventions, and a crisis recovery plan.

In	Not
District has submitted a link to their district website that demonstrates policies, procedures, and practices in these required areas: • Maintains a policy to prohibit bullying by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member. • Maintains and implements a plan to address bullying either by any student, staff member or parent towards a student or by a student, staff member or parent towards a staff member. • The plan addressing bullying includes provisions for the training and education for staff members and students. Procedures are clearly	District does not have Anti-Bullying Prevention requirements listed in the left column.

defined and posted. • Will adopt additional policies relating to bullying pursuant to subsection (e) of K.S.A. 72-1138, and amendments thereto, as needed. • Train staff, students, and parents annually	
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Compliance Area – Child Abuse & Neglect Training

Contacts -

Primary: Trish Backman (Trish.Backman@ksde.gov)

Compliance Expectation:

- Anti-bullying policy
 - Implementation of a plan to address bullying.
- Training for all employees addressing child abuse and neglect reporting requirements for suspected physical, mental, or emotional abuse or neglect or sexual abuse.
 - Written Policy Developed and Implemented
 - All staff trained prior to engaging with students annually
- 72-6284
 - Suicide awareness and prevention programming to all school staff
 - Parent or legal guardian notification that training materials at trainings are available.
 - Programming to include at a minimum: at least one hour of training each calendar year.
 - A building crisis plan developed for each school building that includes: steps for recognizing suicide ideation, appropriate methods of interventions, and a crisis recovery plan.

In	Not
District has submitted a link to their district website that demonstrates policies, procedures, and practices in these required areas: Jason Flatt Regulation • The district trained each employee or staff who engages with their students in at least 1 hour of suicide prevention training that addresses risk and protective factors for prevention signaling, screening protocols and expectations, safe reintegration practices, and postvention measures. • Each building in the district has identified members of their School Mental Health Team as well as the lead of the District Mental Health Team. • The district has a plan for prevention, intervention, reintegration, and	Districts will submit the date they are planning to train staff on each statute requirement using the Survey Monkey form. If a district has not gotten the training scheduled, they say "no" and contact the content lead, Trish Backman, at trish.backman@ksde.gov for guidance on how to proceed and meet compliance.

postvention approved by the local Board of Education and available, either in print or electronically, for parents to view. • Train staff annually	
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Compliance Area – Jason Flatt Act

Contacts -

Primary: Trish Backman (Trish.Backman@ksde.gov)

Compliance Expectation:

- Anti-bullying policy
 - Implementation of a plan to address bullying.
- Training for all employees addressing child abuse and neglect reporting requirements for suspected physical, mental, or emotional abuse or neglect or sexual abuse.
 - Written Policy Developed and Implemented
 - All staff trained prior to engaging with students annually
- 72-6284
 - Suicide awareness and prevention programming to all school staff
 - Parent or legal guardian notification that training materials at trainings are available.
 - Programming to include at a minimum: at least one hour of training each calendar year.
 - A building crisis plan developed for each school building that includes: steps for recognizing suicide ideation, appropriate methods of interventions, and a crisis recovery plan.

In	Not
District has submitted a link to their district website that demonstrates policies, procedures, and practices in these required areas: Jason Flatt Regulation • The district trained each employee or staff who engages with their students in at least 1 hour of suicide prevention training that addresses risk and protective factors for prevention signaling, screening protocols and expectations, safe reintegration practices, and postvention measures. • Each building in the district has identified members of their School Mental Health Team as well as the lead of the District Mental Health Team. • The district has a plan for prevention, intervention, reintegration, and	District does not have one of more components of the Jason Flatt requirements listed in the left column.

postvention approved by the local Board of Education and available, either in print or electronically, for parents to view. • Train staff and students annually	
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Compliance Area - Assessments

Contacts -

Primary: Hayley Steinlage (Hayley.steinlage@ksde.gov)

Secondary: Julie Ewing (Julie.Ewing@ksde.gov)

Compliance Expectation:

In	Not
1. Participation (95%) based on Section 1111(c)(4)(E) of ESEA has been met. 2. Students are taking statewide assessments in the core academic areas of mathematics, science, reading, writing and social studies (K.S.A. 72-6479 (c)).	1. Federal requirement of 95% participation for statewide assessments of all students has not been met. 2. State requirement of statewide testing in core academic areas has not been met.

Compliance Area – Child Nutrition and Wellness

Contacts -

Primary: Kelly Chanay (Kelly.Chanay@ksde.gov)

Secondary: Emily Bonilla (Emily.Bonilla@ksde.gov)

Karen Campbell (Karen.Campbell@ksde.gov)

Compliance Expectation:

Progress toward implementation of Kansas Wellness Policy Model Guidelines per KSA 72-5128.

- In compliance with all federal guidelines for Child Nutrition Programs administered which can include National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Child & Adult Care Food Program, At Risk After School Meals, Summer Food Service Program, Seamless Summer Option, Special Milk Program, Fresh Fruit & Vegetable Program.
- Meet Kansas Food Safety Training Requirements.

Wellness Policy Model Guidelines:

<https://cnw.ksde.org/snp/food-service-facts/chapters/chapter-21-local-school-wellness-policies>

Here is the link for Food Safety Requirements:

<https://cnw.ksde.org/snp/food-service-facts/chapters/chapter-22-food-safety-sanitation>

In	Not
1. USDA School Nutrition Program Administrative Review is Closed -School District is in Compliance, and 2. The School District has made progress in at least one area of the Kansas School Wellness Policy Model Guidelines, and 3. Food Safety Training has been completed as required.	1. USDA School Nutrition Program Administrative Review is Open and not able to be closed due to a required nutrient analysis or recalculation of meals served from the previous school year, or 2. Wellness Impact Tool shows no progress toward implementing the KansasSchool Wellness Policy Model Guidelines, or 3. Food Safety Training has not been completed as required.

Compliance Area - Dyslexia

Contacts -

Primary: Dr. Laurie Curtis (Laurie.Curtis@ksde.gov)

Secondary: Mary Lonker (Mary.Lonker@ksde.gov)

Rationale:

To identify students who may be at risk for reading failure, systems will use a universal screener that provides specific sub scores relative to determining risk. K-3 utilizes specific screeners to report spring scores: K - Phoneme Segmentation, 1st – Nonsense Word Fluency, 2nd – Oral Reading Fluency (rate and accuracy), 3rd - Oral reading fluency (rate and accuracy), and 8th grade comprehension. **(Be Advised: This guidance will be changing for the 2027-2028 academic year due to legislative changes.)**

Providing professional development centered on dyslexia, structured literacy, and/or tiered frameworks of support is required.

Compliance Expectation:

Students are screened according to the KSDE required protocol. Universal Screening (Dyslexia Initiative) Spring Data is uploaded to KIDS

Required Structured Literacy/ Dyslexia Training (Initial and Annual) Completed and Verified

In	Not
KSDE Required Screening for Reading Risk/ Dyslexia - All students are screened according to KSDE Screening protocol for Universal Screening for Reading Risk. - Spring data is uploaded to KIDS/ KEDS according to KSDE Screening for Reading Risk/ Dyslexia requirements. KSDE Required Initial Training for Dyslexia - All new teachers (or teachers new to teaching in Kansas) who have not previously received the KSDE initial required training and who are endorsed: - Elementary education - Early childhood unified - High incidence SPED (K-12) - ELA 5-12 - Reading Specialist - School Psychologist received training using the KSDE Required Dyslexia Training Modules and are reported via survey by March 1st.	KSDE Required Screening for Reading Risk/ Dyslexia Students are not screened according to KSDE Screening protocols for Universal Screening for Reading Risk/ Dyslexia Spring data is not uploaded or uploaded data is not complete according to KSDE Screening for Reading Risk/ Dyslexia requirements. KSDE Required Initial Training for Dyslexia There was no initial training for all new teachers (or teachers new to teaching in Kansas) using the KSDE Required Dyslexia Training Modules who are endorsed: - Elementary education - Early childhood unified - High incidence SPED (K-12) - ELA 5-12 - Reading Specialist - School Psychologist

KSDE Required Annual Structured Literacy/ Dyslexia Training

All teachers who are endorsed:

- Elementary education
- Early childhood unified
- High incidence SPED (K-12)
- ELA 5-12
- Reading Specialist
- School Psychologist

are documented as participating in annual structured literacy/ dyslexia training as determined by their district and defined [here](#). Verification was reported via survey and received by March 1st.

or training was not verified via survey by March 1st.

KSDE Required Annual Structured Literacy/ Dyslexia Training

All teachers who are endorsed:

- Elementary education
- Early childhood unified
- High incidence SPED (K-12)
- ELA 5-12
- Reading Specialist
- School Psychologist

were not documented as participating in annual structured literacy/ dyslexia training as defined [here](#) and/ or verification was not reported via survey and received by March 1st.

Compliance Area – Individual Plan of Study

Contacts -

Primary: Natalie Clark (Natalie.Clark@ksde.gov)

Secondary: Kevin Bronson (Kevin.Bronson@ksde.gov)

Rationale:

All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans. A student's IPS is developed cooperatively between the student, school staff members, and family members.

Compliance Expectation:

There are four minimum components of a student's IPS:

- A graduated series of strengths finder and career interest inventories to help students identify preference toward career clusters.
- Eighth- through 12th-grade course-builder function with course selections based on career interests.
- A general postsecondary plan (workforce, military, certification program, two- or four-year college).
- A portable electronic portfolio.

The vision requires that every middle and high school student in Kansas will have an IPS.

Question 7 (7-11).

What level of implementation is your building at?

7. Relating Academic/Interests Assessment to Career
8. Interest, Ability, Profilers and Skills Assessments
9. Course Mapped to Interests
10. Postsecondary Plan
11. Exportable, Electronic Portfolio

No Evidence = 0 / Implementing = 1 / Transitioning = 2 / Modeling = 3

Compliance Area – Individual Plan of Study (continued)

In	Not
All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans. A student's IPS is developed cooperatively between the student, school staff members, and family members. Compliance Expectation: There are four minimum components of a student's IPS: • A graduated series of strengths finder and career interest inventories to help students identify preference toward career clusters. • Eighth- through 12th-grade course-builder function with course selections based on career interests. • A general postsecondary plan (workforce, military, certification program, two- or four-year college). • A portable electronic portfolio. The vision requires that every middle and high school student in Kansas will have an IPS. All four minimum components of a student's IPS are in place for every middle and high school student. [A Spring Survey on Individual Plan of Study (IPS) Implementation is sent to buildings that include students in 7th grade and up.]	A Spring Survey on Individual Plan of Study (IPS) Implementation is sent to buildings that include students in 7th grade and up. The survey results are cleaned and analyzed by R and E. The CTE Team reviews the survey results to determine buildings/districts that may have zeros on required elements. Districts are contacted and asked to participate in IPS Technical Assistance to work on components identified by the IPS Spring Survey with all zeros. Districts that responded with all zeros on the IPS Spring Survey are contacted and asked to participate in IPS Technical Assistance to work on components identified. Those districts who do not participate in the technical assistance offered are not compliant. Districts who marked zeros on any of the four minimum components will also be contacted to offer guidance or technical assistance.

Compliance Area – Kindergarten Readiness Snapshot (ASQ)

Contacts -

Primary: Amanda Petersen (Amanda.Petersen@ksde.gov)

Secondary: Stacy Clarke (Stacy.Clarke@ksde.gov) and

Natalie McClane (Natalie.McClane@ksde.gov)

Rationale:

Engaging families as children transition into kindergarten supports kindergarten readiness and later student success. All Kansas elementary schools are required to partner with families of incoming kindergarten students to complete the Kansas Kindergarten Readiness Snapshot (the Ages & Stages Questionnaires, Third Edition (ASQ-3) and the Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2), as outlined in K.A.R. 91-31-32: Each education system seeking accreditation shall meet the following requirements...have in place a method of data collection approved by the state board for collecting kindergarten-entry data.

Questionnaires should be completed by the September Count Day. KSDE will establish a September deadline for systems to finalize data in the ASQ Online system. The KSDE analysis of a system's Kindergarten Readiness Snapshot data, including the system's participation rate for incoming kindergarten students, is available to the system in the KSDE Kindergarten Readiness Snapshot authenticated application. A system's compliance status will delete "then" be updated in the KESA authenticated application in the springtime.

In	Not
All Kansas elementary schools are required to partner with families of incoming kindergarten students to complete the Kansas Kindergarten Readiness Snapshot (the Ages & Stages Questionnaires®, Third Edition (ASQ-3) and Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2)). A system will be "in compliance" if 25% or more of incoming kindergarten students complete both the ASQ-3 and the ASQ:SE-2.	Participation rate of less than 25% of incoming kindergarten students complete both the ASQ-3 and the ASQ:SE-2.

Compliance Area - Licensure

Contacts -

Primary: Shane Carter (Shane.Carter@ksde.gov)

Secondary: Sarah Eaverson (Sarah.Eaverson@ksde.gov)

Compliance Expectation:

In	Not
Fall Vacancy Report (FVR): System submits the FVR on or before September 25 of the reporting year.	System did not submit the most recent report on or before the due date.
Licensed Personnel Report (LPR): System submits the LPR on or before March 1 of the reporting year.	
Spring Vacancy Report (SVR): System submits the SVR (as part of the LPR) on or before March 1 of the reporting year.	
*Assignments covered by an appropriately licensed educator: At least 90% of core subject-area assignments are filled by educators that are appropriately licensed and endorsed.	Less than 90% of core subject-area assignments are filled by educators that are appropriately licensed and endorsed.
At least 75% of non-core subject-area assignments are filled by educators that are appropriately licensed and endorsed.	Less than 75% of non-core subject-area assignments are filled by educators that are appropriately licensed and endorsed.

Compliance Area – Special Education (IDEA)

Contacts -

Primary: Lindsey Graf (Lindsey.Graf@ksde.gov)

Secondary: Brian Dempsey (Brian.Dempsey@ksde.gov)

Rationale:

Meet the Individuals with Disabilities Education Act (IDEA) general supervision requirements.

Compliance Expectation:

- Districts correct all identified noncompliance through correction of noncompliance process within one year of identification for the following file reviews, Federal Fiscal, Indicator 13 Secondary Transition, Indicator 11 Initial Evaluation, Indicator 12, Transition C to B, and IDEA/Gifted.
- Meet special education timely and accurate data submissions and internal controls.
- Substantially compliant for the following State Performance Plan (SPP) compliance indicators:
 - Indicator 4B: Suspension/Expulsion
 - Indicator 9: Disproportionate Representation
 - Indicator 10: Disproportionate Representation-Disability Category
 - Indicator 11: Initial Evaluation timeline
 - Indicator 12: Preschool Transition, Part C to Part B
 - Indicator 13: Secondary Transition

In	Not
LEAs must meet all compliance indicators in the State Performance Plan/Annual Performance Report. LEAs have one year from the date of notice of non-compliance, to meet compliance for identified areas of deficiency. These areas include: 1. Indicator 4B: Suspension/Expulsion with significant discrepancy by race/ethnicity; 2. Indicator 9: Disproportionate Representation of racial/ethnic groups due to inappropriate identification; 3. Indicator 10: Disproportionate Representation of racial/ethnic groups in specific disability categories due to inappropriate identification; 4. Indicator 11: Child Find percent of children evaluated within 60 school days of parental consent; 5. Indicator 12: Early Childhood Transition	Any LEA identified as non-compliant that requires corrective action that is not corrected within one year from the identification of non-compliance.

percent of children found Part B eligible with IEP implemented by 3rd birthday; 6. Indicator 13: Secondary Transition percent of youth ages 14+ with measurable, annual IEP goals and appropriate transition assessments, services, and courses. Additional compliance areas include correction of any file review discrepancies, as well as dispute resolution findings requiring corrective action. Also, if the agency conducts any on-site review due to a credible allegation of non-compliance.	
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Compliance Area – Title Services

Contacts -

Primary: Twyla Sprouse (Twyla.Sprouse@ksde.gov)

Secondary: Joe Jewitt (Joe.Jewitt@ksde.gov)

Compliance Expectation:

Improving Academic Achievement of Disadvantaged Students, Public Law 114-95 the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized by Every Student Succeeds Act of 2015 (ESSA), schools identified for ESSA and requirements being met.

ESEA programs include:

- Title I, Part A-Supporting Basic Programs Operated by Local Educational Agencies
- Title I Part C - Education of Migratory Children
- Title I Part D - Neglected or Delinquent
- Title II, Part A-Supporting Effective Instruction
- Title III, Part A-English Learners & Immigrant Education
- Title IV, Part A-Student Support & Academic Enrichment
- Title IV, Part B- 21st Century Community Learning Centers
- Title V, Part B-Rural Education Initiative (REAP/SRSA)
- Title VI, Part A-Indian, Native Hawaiian, and Alaska Native Education
- Title VII, Part B-McKinney-Vento, Education for Homeless Children and Youth

In	Not
All required parts of the Local Consolidated Plan (LCP) have been submitted, following the due dates and timeline. • LCP Consortium Assignments (if applicable) • LCP Application • LCP Annual Report • LCP Revision and Carryover • LCP Final Expenditure • LCP Carryover Final Expenditure Report All cohort monitoring information is completed and submitted in the Kansas Integrated Accountability System (KIAS). • Federal Fiscal File Review • Self-Assessment • Data Verification (if applicable) • Potential Non-Compliance (if applicable)	All required parts of the Local Consolidated Plan (LCP) have not been submitted, following the due dates and timeline. • LCP Consortium Assignments (if applicable) • LCP Application • LCP Annual Report • LCP Revision and Carryover • LCP Final Expenditure • LCP Carryover Final Expenditure Report All cohort monitoring information is not completed and/or submitted in the Kansas Integrated Accountability System (KIAS). • Federal Fiscal File Review

• ESEA Consolidated Review Self-Assessment Data Verification (if applicable) Potential Non-Compliance (if applicable)	- Self-Assessment Data Verification (if applicable) Potential Non-Compliance (if applicable) • ESEA Consolidated Review Self-Assessment Data Verification (if applicable) Potential Non-Compliance (if applicable)
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