



ESEA Program Administrator's Webinar

KSDE Special Education & Title Services Team
February 6th, 2026

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ESEA Program Administrator's Webinar



Agenda Item	Presenter
2026 Kansas Federal Education Funds Administrative Forum	Helen Swanson & Dean Zajic
Kansas 2024 Census Data	Dean Zajic
ESEA Consolidated Review	Twyla Sprouse
Parent & Family Engagement Targeted Monitoring Update	Joe Jewett
Parent & Family Engagement	KPIRC/Jane Groff & Tamara Huff
Parent & Family Engagement in the Non-Public School	Twyla Sprouse
Title IA Program and Process Updates	Roxanne Zillinger
Title IV, Part A Expenditure Survey	Roxanne Zillinger
FFY2024 State Performance Plan/Annual Performance Report (SPP/APPR) – Indicator 3	Cary Rogers
Local Consolidated Plan (LCP)	Nicole Clark & Twyla Sprouse
Reminders	Twyla Sprouse

2026 Kansas Federal Education Funds Administrative Forum

Helen Swanson & Dean Zajic



Hurry, Claim Your Spot

2026 Kansas Federal Education Funds Administration Forum

- March 26-27
- Eugene M. Hughes Metropolitan Complex, Wichita

Bring your questions and documents to discuss with KSDE staff during interactive sessions





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Kansas 2024 Census Data for School Year 2026-2027

Dean Zajic



Memo Explanation



- Please review the data and verify the accuracy of the boundary survey data.
- Should questions arise, contact the Census Bureau at:
 - (301) 763-3193
 - sehsd.saipe@census.gov
 - Challenge period ends March 27, 2026.



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ESEA Consolidated Review

Twyla Sprouse



ESEA Consolidate Review Timeline



- Monitoring for Cohort 2 and any other LEAs notified.
- Notice of initial data collection generated on January 12.
- Reminders of the initial data collection window generated on February 2 and February 23.
- Please complete the Self-Assessment questions by the February 28, 2026, due date.
 - *Should the Self-Assessment not be completed, data verification will be **required** for all 72 questions.*

Question #36 Clarification



- Title I, Part C - Migrant Section: Can the LEA provide documentation that recruitment referrals are provided to state recruiting offices?
 - The question is directly related to the two MEP eligibility questions on the Home Language Survey.
 - Questions must be included on the paper copy of the HLS or in the student information system to be answered at enrollment.

Migrant Education Program Eligibility Questions



Migrant Education Program Information:

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

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

Yes ____ No ____

Have your children moved with or to join the worker above in the past 36 months?

Yes ____ No ____

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

MEP State Recruiting Offices



- If the answer to either of the Migrant Education Program eligibility questions is yes, please forward the Home Language Survey to Alejandro Cabero:
 - Alejandrocabero@eudoraschools.org
 - 785.542.4904 ext. 1504
- Please encrypt any email with Personally Identifiable Information (PII).

Question 64 Clarification



- ESSER Section: Does the LEA review, update, and make the plan for safe return publicly available on their website?
 - The question will drop off the Self-Assessment at the end of the 3-year cohort cycle.
 - LEAs do not need a plan for safe return posted on the website moving forward.
 - Must retain a copy of the last plan posted and must be readily available for state and/or federal monitoring.

Questions 66, 68, and 69



- ESSER Section:
 - Question 66: Does the LEA calculate the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students)?
 - Question 68: Does the LEA use academic measures to evaluate the impact of ESSER funded activities?
 - Question 69: Has the LEA made progress toward expected student, staff, and administrative outcomes with the use of ESSER funds?

Questions 66, 68, & 69 Evidence



- Assessment reports comparing data will look different for each district, therefore no examples are available on the ESEA Consolidated Review Self-Assessment Guidance document.
- Please ensure reports that are submitted demonstrate comparative data from multiple years from 2019 – current.

ESEA Consolidated Review Next Steps



- Notice of District Selection for Data Verification will occur on March 3, 2026.
- Data Verification window will be open March 3 to March 31.
- KSDE ESEA programs staff will begin reviewing documents in April.
- KIAS generated notices and reminders are sent via the LCP and Superintendents listserv. Please ensure the contact person for the ESEA Consolidated Review is up-to-date and signed up for one or both listservs.

ESEA Consolidated Review Resources



3-Year Monitoring Cohort List:

<https://www.ksde.gov/Portals/0/ECSETS/KIAS/3yrMonitorCohort.pdf>

ESEA Consolidated Review Self-Assessment Questions:

<https://www.ksde.gov/Portals/0/ECSETS/KIAS/ESEA-ConsolidatedReviewSelf-AssessmentQuestions.pdf>

ESEA Consolidated Review Self-Assessment Guidance (fillable):

<https://www.ksde.gov/Portals/0/ECSETS/KIAS/ESEA-ConsolidatedReviewSelf-AssessmentGuidance-Fillable.pdf>



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Parent and Family Engagement

Targeted Monitoring Update

Joe Jewett



Parent and Family Engagement Targeted Monitoring

- In July of 2025, Kansas was notified of Parent and Family Engagement Targeted Monitoring by the U.S. Department of Education.
 - Process.
 - Findings.
 - Moving forward.





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High Impact Family Engagement

A Core Strategy for School Improvement



Jane A. Groff, Ph.D., Executive Director
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Tamara Huff, Ed.D., Project Coordinator
thuff@kpirc.org

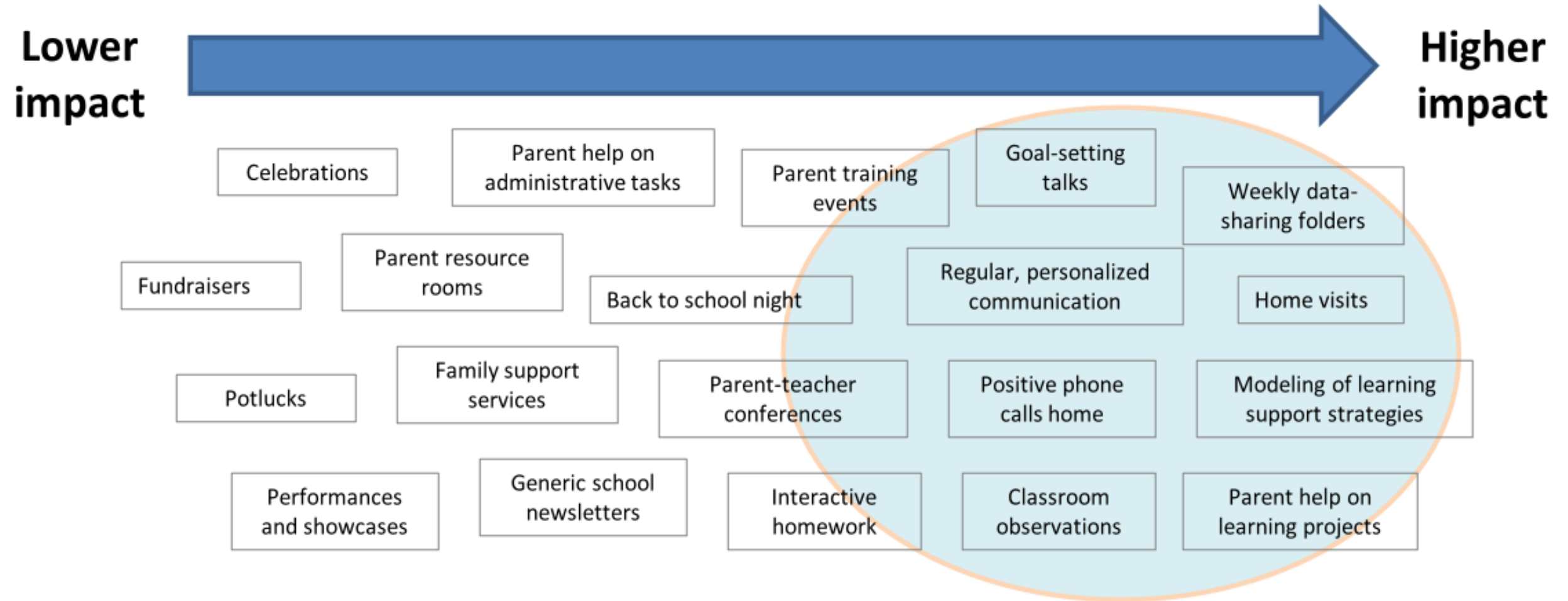




KS DE: Technical
Assistance
Systems Network
(TASN)



Impact of Family Engagement Strategies on Student



Elementary and Secondary Education Act: ESSA Definition of Parent Involvement

The participation of parents in **regular, two-way**, and **meaningful** communication involving student **academic learning** and other school activities; including ensuring.....(Title 1 Part A Section 1116).



The Educator Mandate

1

that parents play an **integral role** in assisting their child's learning;

2

that parents are **encouraged** to be actively involved in their child's education at school;

3

that parents are **full partners** in their child's education and are included, as appropriate, in **decision making** and on advisory committees to assist in the education of their child;

4

that carrying out of other activities, such as those in Title I, Sec 1116.

KSBE Endorsed Standards (2008)



FAMILY ENGAGEMENT STANDARDS DEFINITIONS

1. **Welcome All Families:** The school treats families as valued partners in their child's education and facilitates a sense of belonging in the school community.
2. **Communicate Effectively:** The school supports staff to engage in proactive, timely, and two-way communication so that all families can easily understand and contribute to their child's educational experience.
3. **Support Student Success:** The school builds the capacity of families and educators to continuously collaborate to support students' academic, social and emotional learning.
4. **Speak Up for Every Child:** The school affirms family and student expertise and advocacy so that all students are treated fairly and have access to relationships and opportunities that will support their success.
5. **Share Power:** The school partners with families in decisions that affect children and families and together—and as a team, inform, influence and create policies, practices and programs.
6. **Collaborate with Community:** The school collaborates with community organizations and members to connect students, families and staff to expanded learning opportunities, community services and civic participation.

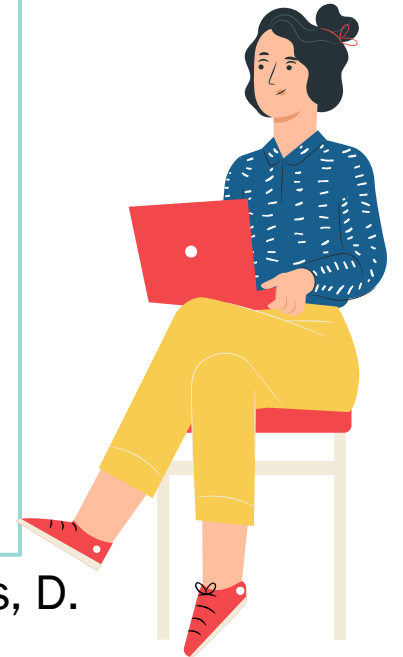
Overall Findings



5/5

When families are engaged at home and at school:

A synthesis of the research concluded that “the evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.”



Beyond the Bake Sale (2007). Henderson, A., Mapp, K., Johnson, V., Davies, D.

School Practices are KEY!

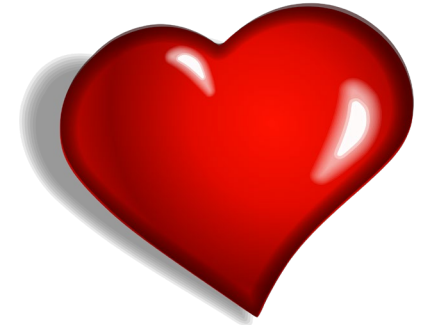
What predicts whether families are engaged?

Specific school programs *and* teacher practices that invite, encourage and guide parents to become involved.

Dr. Joyce Epstein
Johns Hopkins University



The Why Matters!!!!



- *The phrase "compliance isn't always where the heart is" highlights that superficial adherence to rules, policies, or commands does not necessarily reflect genuine commitment, internal alignment, or positive intent.*
- *"The Why Matters:" Compliance often fails when it focuses only on the "what" (tasks) rather than the "why" (purpose). When people understand the purpose, they are more likely to internalize the rules.*

Every Child Deserves a Family-School Partnership!

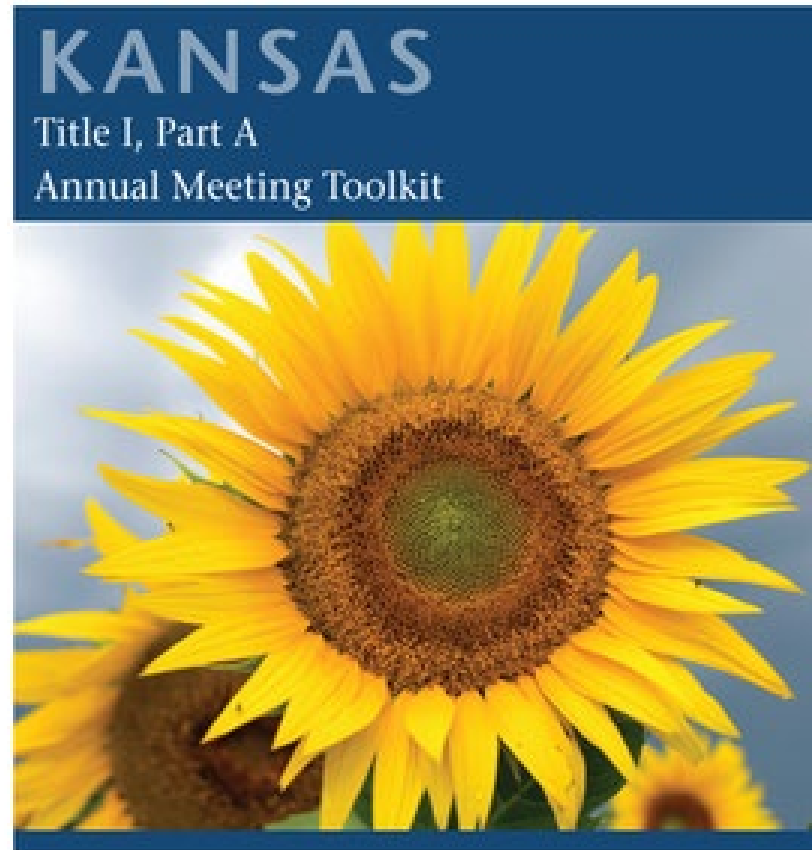
(Favorite quote for 2026!)

School-Parent Compact <https://ksdetasn.org/resources/2889>



Annual Meeting Policy

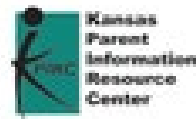
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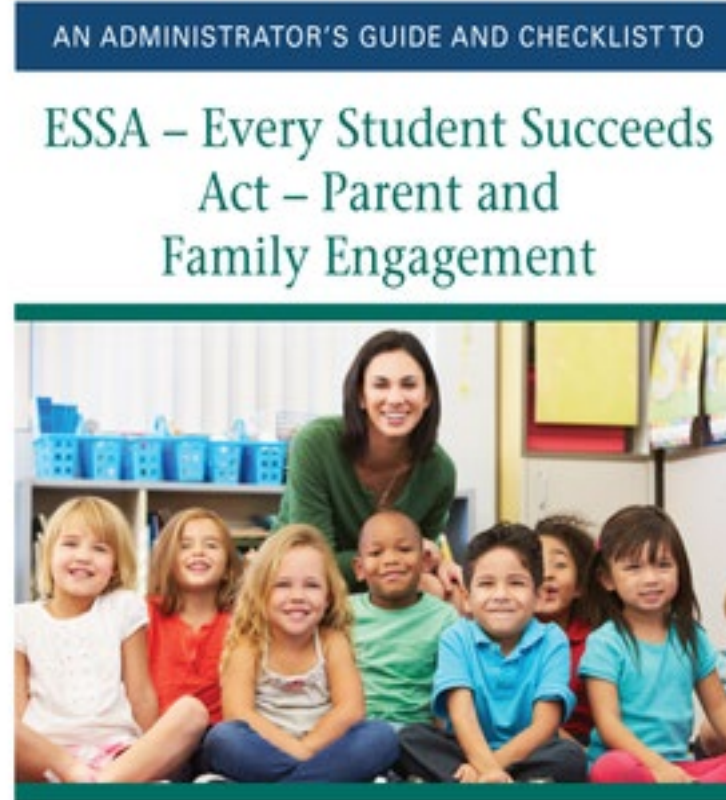
Family Engagement Policy

<https://ksdetasn.org/resources/2888>

Writing a Parent and Family Engagement Policy



Administrator Checklist <https://ksdetasn.org/resources/2846>

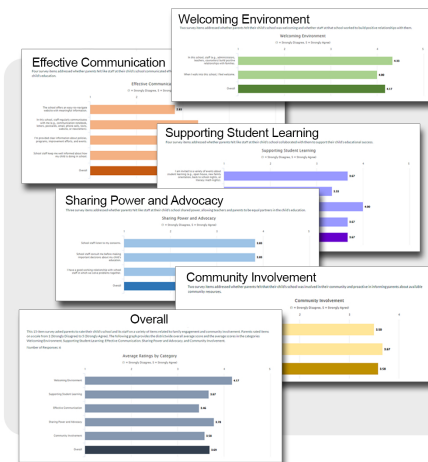


How well do we **engage families** in their **children's learning?**

DistrictTools.org is a **free resource** that Kansas school districts can use to administer the **Family Engagement Survey** (Noonan, Gaumer Erickson, & Groff, 2015).

This brief, 15-item survey is aligned with the PTA National Family School Partnership Standards. Survey items are grouped into **five key categories** addressing the PTA standards:

- Welcoming All Families into the School Community
- Communicating Effectively
- Supporting Student Success
- Sharing Power and Speaking Up for Every Child
- Collaborating with the Community



The website homepage includes complete instructions for administering the **Family Engagement Survey** and viewing real-time summaries.

Results are graphed automatically and PDF reports of both district-level and building-level data are available for download.

Participant responses are confidential and your district/building-level results will not be shared with anyone other than users that you invite to view your district dashboard.



Visit **DistrictTools.org** today to request access!

Please contact tasneval@ku.edu if you have questions or need technical assistance.



Kansas School Improvement Model

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

Educator Evaluation

Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.

Professional Learning

District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

Professional Collaboration

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Tiered System of Supports

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Family, Community and Business Partnerships

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

Lead Indicators

(Actions that support implementation of the Fundamentals)

Measures of Progress

(How we know the action is being implemented effectively)

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target





KPIRC Thanks You!



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Private/Non-Public Schools



Twyla Sprouse

ESEA Equitable Services



1. In many ESEA programs, the law provides for equitable participation of private school students, teachers, and other educational personnel, and, in some cases, families.
2. Consultation must be timely and meaningful.
3. Funds generated for equitable services must be equal on a per-pupil basis.
4. A public agency must control funds. Private schools do not receive funds.
5. Services must be secular, neutral, and non-ideological; supplemental; and costs must be allowable, necessary, and reasonable.
6. Private school officials have the right to file a formal complaint.

Consultation



- An LEA is **required to consult** with private school officials regarding the provision of equitable services.
- Consultation must occur during the **design, development, and implementation** of the respective program.
- Consultation must occur **before the LEA makes any decision** that affects the opportunity of eligible private school students and teachers to participate and must continue throughout the implementation and assessment of services.

ESEA sections 1117(b)(3) and 8501(c)(3)

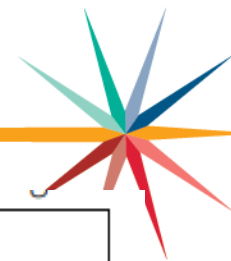
Consultation Continued



- Meaningful consultation provides a **genuine opportunity** for all parties to **express views**, and to have the views **seriously considered**.
- Timely consultation provides **adequate notice** to private school officials.
- Successful consultation establishes **positive and productive working relationships**.
- Consultation should be **ongoing**.

ESEA sections 1117(b)(3) and 8501(c)(3)

2026-2027 Consultation Form



_____ The private school official should initial here if they agree that timely and meaningful consultation occurred before the local education agency made decisions that affected the participation of eligible private school children in the following Title program services: Title I A, Title I C, Title II A, Title III, and Title IV A.

In 2026-2027, the private school will participate in the following programs:

- ☐ Title I, Part A Improving Basic Programs Operated by State and Local Education Agencies
- ☐ Title I, Part C Education of Migratory Children
- ☐ Title II, Part A Preparing, Training, and Recruiting High Quality Teachers, Principals and Other School Leaders
- ☐ Title III, Language Instruction for English Learners and Immigrant Students
- ☐ Title IV, Part A, Student Support and Academic Enrichment Grants

_____ In 2026-2027, the private school has chosen not to participate.

Parent and Family Engagement in the Non-Public School



Parent & Family Engagement – Requirements for Non-Public Schools

- ❑ LEA should send written notification to the students' parents explaining the goals of the Title I program and the services to be provided.
- ❑ The letter should specify when, where, and how often services will occur.
- ❑ Parents should be asked to formally accept the offer of services and be given the opportunity to decline if they so choose.
- ❑ The notice should be provided in a language the parents can understand.
- ❑ The LEA should ensure that the Title I teacher convenes a meeting with Title I parents, either at the private school's regular *Back to School* night, or at another time, to explain the services being provided and convey teacher expectations.
- ❑ Activities for private school parents must meaningfully enhance their ability to help their children meet challenging academic standards and should focus on the needs of the Title I students.



Parent & Family Engagement – Activities for Non-Public Schools

- ❑ Activities should include :
 - A written agreement between the LEA and parents of private school participants regarding the responsibilities of the LEA and parents in the Title I program.
 - Parent meetings.
 - Communication between the Title I teachers and parents on students' academic progress.
 - Parent-teacher conferences.
 - Parent education.
- ❑ An LEA may conduct parent involvement activities of parents of participating students either in conjunction with the LEA's program for public school parents or independently.
- ❑ Extending an invitation to activities designed for public school parents is not sufficient.
- ❑ To determine activities that will meet the specific needs of participating private school parents, the LEA should convene a meeting with private school officials and participating parents to identify specific needs of participating parents.



Parent and Family Engagement Resources

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



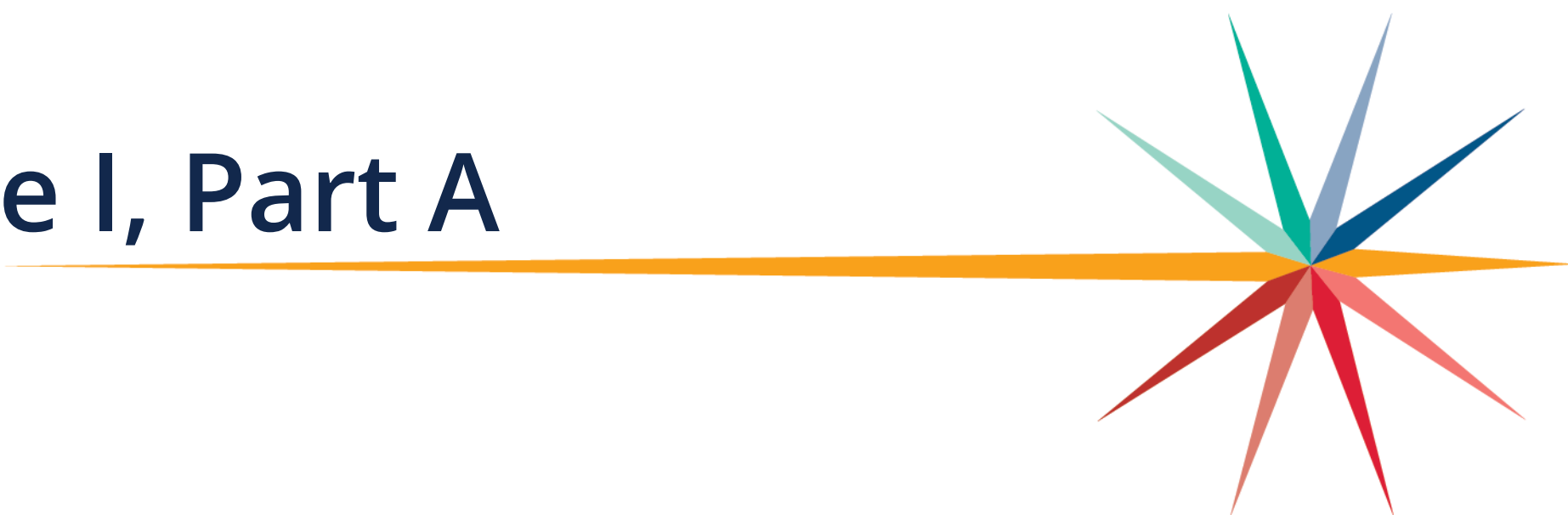


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Title I, Part A



Title IA Requirements

- Each District, Schoolwide Program, and Targeted Assistance Program must house required documents in KansaStar
- First round of submissions were due November 25, 2026
 - SW and TAS Plans, Dated Notification Letters, School Parent Compact, Title IA Annual Information Meeting.
 - Please access your account to ensure components were completed
- Next round of submissions due May 15, 2026
 - Spring Documents – PFE Policy, Parent Evaluation, Staff Evaluation
- Announcement of New District KansaStar Upload Requirement
 - District Parent & Family Engagement Policy – more details to come

Contact Roxanne Zillinger for school or district KansaStar account access





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Title IV, Part A

Roxanne Zillinger



Title IV, Part A Expenditure Survey FFY 2023

- Survey was released January 8
- Due February 6, 2026
- Requesting expenditure data tied directly to FFY 2023 Grant Award Notification expended between July 1, 2023 – September 30, 2025
- Will be submitted to the U.S. Department of Education

Link to Survey: <https://www.surveymonkey.com/r/RP5XX23>





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Assessment Data



Importance of Accurate Data

- It is vital that districts ensure all student with disabilities (IEPs) are marked as with disability (WD) in the SIS system so that TEST and EOYA records reflect WD.
- KSDE is required to report to OSEP on assessment data for students with disabilities.
- KSDE has been reaching out to districts that did not have accurate KIDS data for students approved for TTS passages and graphics last year.
 - KSDE also sent District Test Coordinators information on the number of students who didn't use their TTS accommodation that was set last year.



FFY2024 State Performance Plan/Annual Performance Report (SPP/APPR)



Indicator 3: Assessments for students with disabilities

Indicator 3A – FFY 2024 Reading Assessment Participation

Grade	FFY 2024 Target	FFY 2024 Data	Status	Slippage
4	95.00%	96.61%	Yes	No
8	95.00%	95.62%	Yes	No
HS	95.00%	93.88%	No	Yes



Indicator 3A Reading – Slippage Statement (HS)

- Slippage in high school reading was primarily due to increased nonparticipation in several large LEAs. Six large LEAs experienced an average participation decrease of 5.20% from FFY 2023 to FFY 2024, with nonparticipating students increasing from 60 to 122. These LEAs represent over 28% of high school students with disabilities and accounted for nearly 41% of all nonparticipants statewide.



Indicator 3A – FFY 2024 Math Assessment Participation

Grade	FFY 2024 Target	FFY 2024 Data	Status	Slippage
4	95.00%	96.86%	Yes	No
8	95.00%	95.45%	Yes	No
HS	95.00%	93.59%	No	Yes



Indicator 3A Math – Slippage Statement (HS)

- Slippage in high school math participation was driven by increased nonparticipation in six large LEAs. These LEAs saw an average participation decrease of 5.59% from FFY 2023 to FFY 2024. Nonparticipating students increased from 71 to 129, accounting for nearly 41% of all nonparticipants while representing over 28% of the statewide high school population.



Indicator 3B – Baseline and Targets (Grade-Level Proficiency)

Subject	Grade	Baseline (FFY 2024)	FFY 2024 Target	FFY 2025 Target
Reading	4	22.85%	22.85%	22.95%
Reading	8	11.27%	11.27%	11.37%
Reading	HS	10.41%	10.41%	10.51%
Math	4	19.39%	19.39%	19.49%
Math	8	10.31%	10.31%	10.41%
Math	HS	8.11%	8.11%	8.21%



Indicator 3C – FFY 2024 Reading (Alternate Assessment)

Grade	FFY 2024 Target	FFY 2024 Data	Status	Slippage
4	48.76%	39.45%	No	No
8	24.26%	26.44%	Yes	No
HS	18.67%	12.14%	No	No



Indicator 3C – FFY 2024 Math (Alternate Assessment)

Grade	FFY 2024 Target	FFY 2024 Data	Status	Slippage
4	21.27%	11.08%	No	Yes
8	12.30%	10.40%	No	Yes
HS	14.77%	16.67%	Yes	No



Indicator 3C Math – Slippage Statement (Grades 4)

- To determine possible reasons for slippage, the state looked at various data points, among which a decrease in students taking the alternate assessment and a large number of low-incidence vacancies in the state stood out.
- Kansas had a decrease of 19% of students taking the alternate assessment at the 4th grade level from last year. This decrease could be attributed to the work KSDE has done around ensuring that only those students with a most significant cognitive disability take the alternate assessment aligned with alternate academic achievement standards. With this smaller number of students, the percentage is impacted more. Small populations of students taking the alternate assessment can result in data volatility.
- An analysis of the statewide vacancy report showed KS has 139 vacancies for low incidence special education teachers, this may have impacted the proficiency of students taking the alternate assessment.



Indicator 3C Math – Slippage Statement (Grades 8)

- To determine possible reasons for slippage, the state looked at various data points, among which a decrease in students taking the alternate assessment and a large number of low-incidence vacancies in the state stood out.
- Kansas had a decrease of 30% of students taking the alternate assessment at the 8th grade level from last year. This decrease could be attributed to the work KSDE has done around ensuring that only those students with a most significant cognitive disability take the alternate assessment aligned with alternate academic achievement standards. With this smaller number of students, the percentage is impacted more. Small populations of students taking alternate assessments can result in data volatility.
- An analysis of the statewide vacancy report showed KS has 139 vacancies for low incidence special education teachers, this may have impacted the proficiency of students taking the alternate assessment.



Indicator 3D – Baseline and Targets (Gap in Proficiency)

Subject	Grade	Baseline (FFY 2024)	FFY 2024 Target	FFY 2025 Target
Reading	4	29.78%	29.78%	29.68%
Reading	8	30.00%	30.00%	29.90%
Reading	HS	28.70%	28.70%	28.60%
Math	4	23.03%	23.03%	22.93%
Math	8	27.69%	27.69%	27.59%
Math	HS	25.86%	25.86%	25.76%



DLM Spring Test Window

- February 2 – April 24, 2026
 - ELA and math are instructionally embedded.
 - Science is end of year.



KELPA/WIDA Alternate ACCESS Test Window

- February 2nd – March 13th, 2026
 - KELPA Scoring Window: February 2nd – April 6th, 2026





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Ensuring Educational Stability for Children in Foster Care

Joe Jewett, Assistant Director



Ensuring Educational Stability



Foster Care: Upcoming Dates

- 9/18, 8:30am - 9:30am: Foster Care 101
- 10/1: KSDE data matching
- 10/16, 1:00pm – 2:30pm: Collaboration meeting with foster care points of contact and child welfare agency education liaisons
- 11/20, 8:30am – 9:30am: Foster Care Webinar



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

Foster Care and Special Education
Brian Dempsey
Assistant Director
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(785) 296-5522
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Local Consolidated Plan (LCP)



Twyla Sprouse

Who is my LCP contact?



[Kansas ESEA Programs Director's Handbook](#) (pg. 22-25)

To access the handbook and other important information, please visit KSDE's [Title Services](#) website.

Additional Resources & Information

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



LCP System School Year Overlap



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

LCP Consortium Assignments

- The Local Consolidated Plan (LCP) Consortium Assignments tool serves three purposes:
 - Informs KSDE whether a LEA is retaining or relinquishing federal funds. The information is then pre-loaded into the next year's LCP Application.
 - To determine Title III English Language Acquisition allocations for the next year, it is important that every LEA indicate English Learners (ELs) enrolled, and whether the LEA intends to participate in Title III as an individual district or part of a Consortium.
 - To determine Title IVA allocations for the next year, it is important that every LEA indicate if they intent to participate in Titel IVA as an individual district or part of a Consortium.
- Due Date: February 27, 2026





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Kansas 21st CCLC Grant Competition

Chris Macy



21st CCLC Grant Program



- Offers academic enrichment and youth development to students and their families when school is not in session (before school, after school, summer, etc.)
 - Particularly serves students in high poverty, low achieving schools
 - Goal is to meet state and local standards in core subjects.
- Provides literacy and other educational services to families of participating students

Activities



- Provides a broad array of activities
 - Examples
 - Drug and alcohol prevention counseling
 - Counseling
 - Art
 - Music
 - Drama
 - Recreation
 - Technology
 - Career and technical programs
 - Financial literacy
 - Character education programs

Absolute Priority



- Kansas is required to make awards only to those applicants that will primarily serve students where at least 40% of the students qualify for free or reduced cost meals.
- Free and reduced percentages can be located on the “Data Central” page on the Kansas State Department of Education website (www.ksde.gov) or directly at the following URL: http://datacentral.ksde.org/report_gen.aspx. (2025-2026 data)

Competitive Priorities



- Competitive Priority I for Comprehensive, Targeted or Additional Targeted Support and Improvement Schools
- Competitive Priority II for Programming in the Northwest Region of Kansas (<http://www.kcceo.org/county-clerks/northwest/>)
- Competitive Priority III for High School Programs

Program Operation Requirements (Elementary)



Elementary programs

- Must operate a minimum of 300 hours per grant year (July 1 – June 30).
- Elementary school applicants must provide this programming for at least 1.5 hours after the regular school day to provide consistency and to affect student growth.
- Elementary programs must operate a minimum of four days per week. (This includes summer programming.)
- Programs proposing less than 300 hours or that cannot meet the 1.5 hours after the regular school day must provide justification in both the Need for Program and Quality of Program Design sections of the application.

Program Operation Requirements (MS/HS)



Middle School and High School Programs

- Must operate a minimum of 250 hours per grant year (July 1 – June 30).
- Programs must operate for at least 1 hour after the regular school day.
- Middle and high school programs must run a minimum of three days per week. (This includes summer programming.)

Two RFAs (New Applicant/Re-Applicant)



- A NEW Application should be completed if:
 - The applicant is applying for a **SITE** that has never received 21st CCLC funds; or
 - The applicant is applying for a **SITE** that has not received 21st CCLC funds within the past five years.
- A RE-Application should be completed if:
 - The applicant is in the fifth and final year of the current 21st CCLC grant cycle; or
 - The applicant has received 21st CCLC funds within the past five years

Time Period/Funding Amounts



- A Kansas 21st CCLC Grant cannot exceed five years.
- By statute, the grant funds may not be awarded for less than \$50,000 per year.
- The maximum award for a new applicant is \$150,000 for each of grant years 1-3. (Amount diminishes in Years 4 & 5)
- The maximum award for a RE-applicant is \$125,000 for each of grant years 1-3. (Amount diminishes in Years 4 & 5)

21st CCLC Transportation Allowance



Additional 21st CCLC Funding (Limited)

- Applicants proposing to serve students in districts that are REAP (Rural Education Achievement Program) eligible may request up to \$25,000 annually, in addition to the maximum grant award for transportation costs. (The additional allowance may only be used for daily transportation to and from the programs.)

Application/Due Date



- Grant applications are due **March 24th** (both hard copy and electronic copy).
- The Request for Application (both NEW and RE-APPs) can be found on the KSDE website at:

[Title IV Part B - 21st Century Community Learning Centers](#)



Christine Macy
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Special Education & Title Services
(785) 296-3287
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McKinney-Vento

Education of Homeless Children and Youth

Maureen Tabasko



McKinney-Vento Webinar Options



School House Connection:

Practical Strategies for Strengthening Title I Supports for Homeless Students

Feb 4, 2026, at 01:30 PM

Feb 18, 2026, at 01:30 PM

Mar 4, 2026, 01:30 PM

[Registration Link for Title I Set Aside Series](#)

Updates



- Continuation Grant for 2026 – 2027
- Grant recipient monitoring
 - 19 districts received grants
 - In the process of planning visits
 - Annual grant recipient meeting is April 9



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McKinney-Vento Coordinator
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Reminders

Twyla Sprouse



Neglected or Delinquent Reminders



- Final Expenditure Report due February 27.
- If your district is in Cohort 3 AND the Neglected or Delinquent program, the self-assessment is due February 27.
 - Email your completed documents to heather.terrill@ksde.gov.
- Neglected or Delinquent Calendar

KSDE Weekly & Listserv Information

The KSDE Weekly newsletter is the primary source of communication for the agency.

Click [here](#) to have KSDEweekly sent to your inbox.

Curriculum Leaders Listserv

Pat Bone, (785) 296-2303

Pat.Bone@ksde.gov

ESL Listserv

Emily Scott, (785) 296-4941

Emily.Scott@ksde.gov

Homeless Listserv

Maureen Tabasko, (785) 296-1101

Maureen.Tabasko@ksde.gov

Kansas Alternate Assessment Listserv

Cary Rogers, (785) 296-0916

Cary.Rogers@ksde.gov

LCP listserv

Alysha Nichols, (785) 296-6066

Alysha.Nichols@ksde.gov



Upcoming Events



- ESEA Title IA Office Hours
 - Monday, February 23, 2026, 9:00 – 10:00 am
 - Registration Link: [ESEA Title IA February Office Hours](#)
- ESOL/Title III Update Webinar
 - Thursday, February 19, 2026, 1:00 – 2:00 pm
 - Registration Link: [ESOL/Title III Update Webinar](#)
- Highly Mobile Office Hours
 - Tuesday, February 24, 2026, 2:00 – 4:00 pm
 - Registration Link: [Highly Mobile Office Hours](#)

Thank you for joining us!



The next webinar is scheduled for:
March 6th, 2026
10:30 a.m.



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