



ESEA Program Administrator's Webinar

KSDE Special Education & Title Services Team
November 7th, 2025

November 7th, 2025



Agenda Item	Presenter
Title I, Part A Reminders	Roxanne Zillinger & Chris Macy
Neglected or Delinquent	Heather Terrill
McKinney-Vento Homelessness	Maureen Tabasko
ESOL/Title III & WIDA Alternate ACCESS	Emily Scott
Title IV, Part A Expenditure Survey	Roxanne Zillinger
State Assessment Accommodations 2025-2026	Cary Rogers
Dynamic Learning Maps	Cary Rogers
Foster Care: Ensuring Educational Stability	Joe Jewett
ESEA Consolidated Review & Local Consolidated Plan	Roxanne Zillinger
Kansas ESEA Waiver	Joe Jewett
Additional Reminders	Roxanne Zillinger

Title I, Part A

Joe Jewett & Roxanne Zillinger



Title IA Requirements



- Each District, Schoolwide Program, and Targeted Assistance Program is required to house required documents in KansaStar
 - Contact Roxanne Zillinger for account access
- KansaStar System Training – Available on the [KSDE Website](#) and within the KansaStar platform
- Due Dates
 - Schoolwide Action Plan & Targeted Assistance Plan – *District due date: November 26, 2025*
 - Districts must approve plans by November 26.
 - Districts will provide guidance to their Title I schools for their building submission due dates.
 - Title I, Part A Document Uploads – *Due date: November 26, 2025*
- [Title IA Submission Requirements Checklist](#) available

Title IA KansaStar Submissions #1



Expected for ALL Title IA Schoolwide and Targeted Assistance Programs

Note: Please reference the [Complete Forms](#) tab in KansaStar for sample forms

- Fall Submissions *(Nov. 26, 2025)*

- Schoolwide Action Plan
- Targeted Assistance Plan
- Parents' Right to Know Letter
- Access Report Card Letter
- Title I Annual Parent Information meeting (agendas, minutes, sign-in sheets)
- Parent-School Compact

Title IA KansaStar Submissions #2



Expected for ALL Title IA Schoolwide and Targeted Assistance Programs

Note: Please reference the Complete Forms tab in KansaStar for sample forms

- Spring Submissions *(May 15, 2026)*
 - Current School Family Engagement Policy
 - Title I Program Parent Evaluation AND Results
 - Title I Program Staff Evaluation AND Results

- As Needed Submissions
 - Parent Notification 4 Continuous Weeks Letter

KansaStar Login Page



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

A screenshot of the Indistar Login page. The page features a white background with a dark blue header. Below the header, there are two input fields: "Indistar Login" and "Password". Below these fields are two buttons: a dark blue "LOGIN" button and a yellow "Tech Support" button. The background of the screenshot shows a person in a white shirt and blue tie holding a tablet.

Reminder:

Title IA Schoolwide Action Plan



- KansaStar Platform
 - Enter a minimum of 2 Academic Goals
 - Select a minimum of 3 Evidence-Based Strategies (Indicators)
 - Enter a minimum of 3 Action Steps for EACH Strategy

Title I, Part A & D



Neglected or Delinquent

Heather Terrill

Neglected or Delinquent Reminders



Upcoming Dates

- Application and Neglected Overview
 - Due November 21, 2025
- *Annual Count information – This is what funding is based on for SY 2026 - 2027!
 - Due December 19, 2025
 - [Link](#) to TA provided on October 3, 2025
- Office Hours
 - November 21 @ 2 pm – 3pm

[Neglected or Delinquent Calendar Link](#)



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The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.



McKinney Vento Reminders

Education of Homeless Children and Youth (EHCY)

Maureen Tabasko



McKinney Vento Reminders



As you work to complete your LCP applications:

- Ensure the staff listed as the homeless contact is the person fulfilling the required responsibilities of the McKinney Vento liaison
 - The district liaison names are published on the KSDE web-page for public access
- The district liaison must complete an annual training



Maureen Tabasko
EHCY State Liaison
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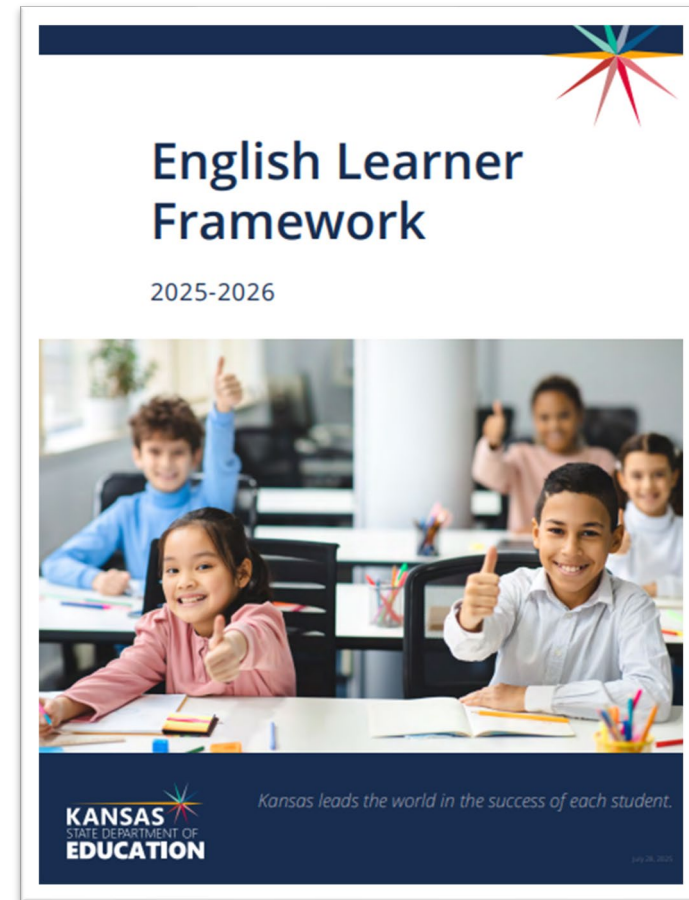
Title III/ESOL

Emily Scott & Teresa Cotton



English Learner Framework

- Available on the [KSDE website](#)
- [Feedback Form](#)
- This form will stay active, but we are asking for the majority of comments by November so that updates for next year can start being made.



KELPA vs. WIDA Alternate ACCESS

Testing Window: 2/2/26 to 3/13/26

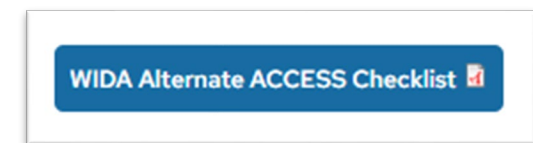
Assessment	Domains	Grades	Educator Training	Test Format	Scoring	Who takes the assessment?
KELPA	- Speaking* - Writing* - Listening - Reading	K-12	• KSDE Test Security & Ethics • KELPA Scoring	Kite	Human scoring of speaking and writing items must be completed by 4/6/26.	No exemption. Required for all identified EL students.
WIDA Alternate ACCESS	- Speaking - Writing - Listening - Reading	K-12	• WIDA Alternate ACCESS: Administration and Scoring training course	Paper/Pencil	N/A	EL students that qualify for the DLM.

*Human Scored



WIDA Alternate ACCESS

- WIDA Alternate ACCESS is given to identified English learners (ELs) with the most significant cognitive disabilities during the annual testing window.
- District Test Coordinators (DTC), Building Test Coordinators (BTC), and Test Administrators (TA) can utilize the [WIDA Alternate ACCESS Checklist](#) to stay informed on tasks that need to be completed before, during, and after the test window.



WIDA KS State Page



12/1/25 - 12/19/25

12/1/25 - 12/19/25

LEAs Load Pre-ID/Student Import File into WIDA AMS

1/21/26 - 1/22/26

Districts Receive Test Materials



2/2/26 - 3/13/26

Test Window

1/21/26 - 3/6/26

Additional Test Material Ordering Window in WIDA AMS

3/25/26

Deadline for Shipping Completed Test Materials to DRC -
Postmark date

4/27/26 - 5/1/26

Pre-Reporting Data Validation – LEAs in WIDA AMS

5/19/26

Alternate ACCESS Data Available to SEA - Posted in WIDA AMS

5/19/26

Districts Receive Alternate ACCESS Reports and Data - Posted in
WIDA AMS

6/9/26 - 6/10/26

Printed Reports Received in Districts



ELP Assessment Contacts

- **Cary Rogers** - *WIDA Alternate ACCESS eligibility*
 - Cary.Rogers@ksde.gov (785) 296-0916
- **Emily Scott** - *EL support, KELPA, and WIDA Alternate ACCESS*
 - Emily.Scott@ksde.gov (785) 296-4941
- **Chelsea Pelfrey** - *WIDA Secure Portal and WIDA AMS*
 - Chelsea.Pelfrey@ksde.gov (785) 296-0040



SY 25-26 ESOL/Title III PD Schedule

Month	Activity	Date	Time	Registration
November 2025	Webinar: ESOL/Title III Update	Thursday, November 13 th	1:00 p.m.	TASN
December 2025	Winter Break			
January 2026	Webinar: ESOL/Title III Update	Thursday, January 15 th	1:00 p.m.	TASN
	Office Hours: ELP Assessment Preparation	Wednesday, January 28 th	3:30 p.m.	N/A
February 2026	Webinar: ESOL/Title III Update	Thursday, February 19 th	1:00 p.m.	TASN
	Office Hours: ELP Assessment Administration/Scoring	Wednesday, February 25 th	3:30 p.m.	N/A
March 2026	Spring Break			
April 2026	Webinar: ESOL/Title III Update	Thursday, April 16 th	1:00 p.m.	TASN
May 2026	Webinar: ESOL/Title III Update	Thursday, May 14 th	1:00 p.m.	TASN



Stay Connected!

- [Register](#) for monthly ESOL/Title III webinars through TASN
- Email Alysha.Nichols@ksde.gov to join the ESL listserv and get the most up-to-date communication.





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Teresa Cotton
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Title IV, Part A

Roxanne Zillinger



Title IV, Part A Expenditure Survey

Federal Fiscal Year 2023

Survey Coming!!!

- This survey is requesting the amounts expended for each content area tied directly to the **FFY 2023** Title IVA Grant Award Notification (school year 2023/2024).
- Each GAN has a 27-month obligation period
 - FFY 2023 = July 1, 2023 – September 30, 2025
- Most districts spend the entire award during the 2023/2024 school year and don't have any carryover.





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State Assessments Accommodations 2025-2026

Cary Rogers



PNP Planning Tool

KANSAS STATE DEPARTMENT OF EDUCATION

RESOURCE SHEET



KAP PNP Planning Tool

Universal Features (available to all students)

- Breaks
- Calculator – Basic or TI-108 (Gr 6-8, 10)
- Calculator – TI Graphing (Gr 10)
- Calculator – TI Scientific (Gr 6-8)
- Calculator – Desmos (Coming Soon)
- Eraser
- Expandable Passage/Questions
- Guideline
- Handheld Calculator – Designated Sessions Only
- Help
- Highlighter
- Keyboard Navigation
- Library
- Mark for Review
- Notes
- Periodic Table
- Pointer
- Printed Kite Math Resource Sheet
- Scratch Paper
- Screen Magnification
- Search
- Separate Setting
- Sketch Pad
- Striker
- Tags
- Text-to-Speech – Directions & KAP Math and Science

Designated Supports (available to any student)

Embedded (available within Kite Student Portal (SP))

- Auditory Calming
- Color Contrast
- Color Overlay
- Magnification (2x, 3x, 4x, 5x)
- Masking (Answer Masking or Custom Masking)
- Reverse Contrast

Accommodations (students with an IEP, 504, or ILP)

Embedded (available within SP)

- American Sign Language (ASL)
- Single switches
- Keyword translation display (Spanish)
- Text to Speech – Questions & Responses (ELA)¹
- Text to Speech – Passages & Graphics²

Non-Embedded (provided outside of SP)

- ASL Interpreter
- Braille Form³ – UEB (Order by Nov 30)
- Scribe
- Specialized Calculator

¹ Available to ELA Grades 6-8 and 10 students with an IEP, 504 plan, or ILP.

² Available to all students with an IEP or 504 plan who cannot access printed text and require accessible educational materials (AEM) due to their disability may have the Text-to-Speech for passages and graphics submitted for approval to TTSpassages@ksde.gov by January 31st. This accommodation is appropriate for a student that has a specific disability that severely limits or prevents his or her ability to decode text, even after evidence-based instruction in reading for multiple years to teach the student to do so (i.e., not simply reading below grade level).

³ Students requiring a Screen Reader (e.g., JAWS or NVDA) should also have the Braille Form PNP Accommodation.

For more information about these tools and features and how they should be used with students, please see the Kansas Accessibility Manual and the Kite Accessibility Manual.



Kansas leads the world in the success of each student.

AUGUST 7, 2025



Ordering Braille Booklets

- Request braille booklets through the Personal Needs Profile (PNP) in Educator Portal.
- Booklets will be ordered for students who have "Braille" selected on the "Language & Braille" tab of their PNP.

Assessment	PNP Must Be Selected in Educator Portal by:
Fall and Spring Interim	September 19
Summative	November 21

- If any changes are made to your orders after these dates or if you have questions, please contact KAPaccommodations@ku.edu



TTS Universal Features

- Universal feature – available for all students
 - Synthetic voice is available to read directions on all assessments.
 - Synthetic voice is available to read assessment content on KAP math and science assessments.



Text to Speech Options

Questions & Responses (ELA)	Passages & Graphics – [Requires KSDE approval]
• For students in Grades 6-8 and 10. • Students must have an IEP, 504 plan, or ILP (for English learners) that states they must have questions and responses read aloud. • Synthetic voice reads questions and responses only, NOT PASSAGES. • This is for ELA only. • Math and Science automatically include TTS on all test content.	• For students with and IEP or 504 plan in all grades and subjects • Synthetic voice reads detailed descriptions of visual elements • Synthetic voice reads ELA passages • Must be approved by KSDE • Application due by January 31.

○ TTS Passages and Graphics FAQ



Text-to-Speech (TTS) Options

Embedded Text-to-Speech (TTS)	Available to all students?	Is PNP required?
TTS Directions	Yes	No
TTS Science	Yes	No
TTS Math	Yes	No
TTS ELA Questions and Responses (6th-10th IEP, 504, or EL ILP)	No	Yes
TTS Passages and Graphics (all grades)	No	Yes, AND requires KSDE approval



Fact Sheet on TTS

KANSAS STATE DEPARTMENT OF EDUCATION

FACT SHEET

Text-to-Speech Available on the Kansas Assessment Program (KAP)

Text-to-Speech (TTS)	English Language Arts (ELA)	Math	Science
Universal Feature	Not available.	Universal support available to all students.	Universal support available to all students.
Accommodations 1	Grades 6–8, and 10 ELA Questions and Responses.	Not available.	Not available.
Accommodations 2	Grades 3–8, and 10 read all text, including passages. Description of graphics.	Grades 3–8, and 10 all text read. Description of graphics.	Grades 5, 8, and 11 all text read. Description of graphics.

Universal Feature

Directions, Math and Science: The Kansas State Department of Education (KSDE) has moved Math TTS to a universal feature. All students can choose to have a synthetic voice read directions, test questions and answers choices on the math and science assessments.

Accommodations

1. ELA Questions and Responses for 6–8, and 10 grades only: Students with Individualized Education Plan (IEP), 504 plan, or English learners who qualify for ESOL services on an Individual Learning Plan (ILP), who need the test items and answer choices for the ELA assessment, a synthetic voice will read test questions and responses. KSDE's expectation is these students have received evidence-based instruction in reading for multiple years. The student must be using TTS or a screen reader as the primary mode of accessing grade level text during instruction and assessment. This accommodation must be selected on student's personal needs profile (PNP).

Please note: This accommodation is not intended for students who are just slow readers. The read-aloud accommodation does not refer to an adult reading an occasional word, an occasional distractor, an occasional stem, or an occasional question to the student. However, an adult reading any words in the ELA passage is prohibited. **Students on SIT plans no longer qualify for this accommodation.**

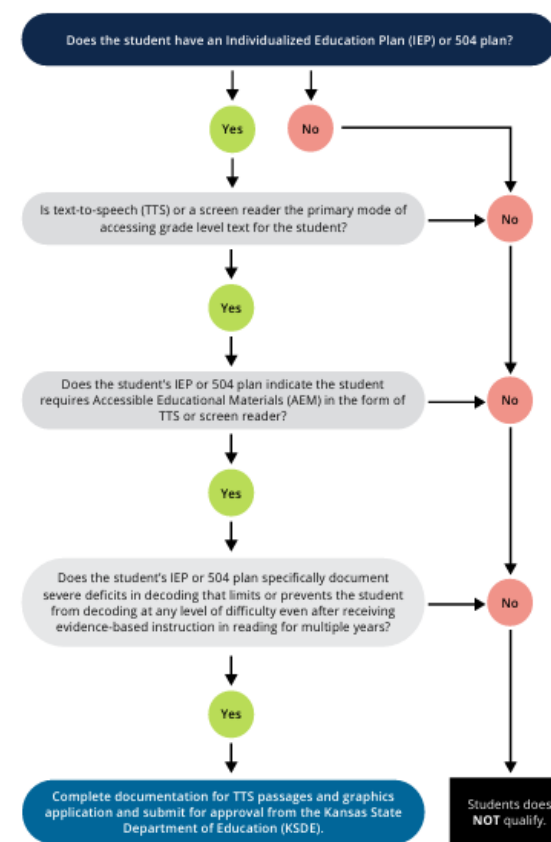
2. TTS passages and graphics: For a very limited number of students with disabilities, TTS of reading passages in ELA may be permitted. A synthetic voice will read the text including ELA passages and detailed description of the graphics. Students with an IEP or 504 plan who cannot access printed text and require accessible educational materials (AEM) due to their disability may have the Text-to-Speech Application submitted for approval to ttspassages@ksde.gov by Jan. 31 annually. This accommodation is appropriate for a student whose IEP/504 Plan explicitly indicates the student's primary mode of accessing printed materials is through text-to-speech or a screen reader.

A student who has a specific disability that severely limits or prevents his or her ability to decode text, even after evidence-based instruction in reading for multiple years to teach the student to do so. Students using Job Access With Speech (JAWS®) or NonVisual Desktop Access (NVDA) – the screen reader will navigate the page while the Kite TTS will provide the audio of the page content.

Kansas leads the world in the success of each student.

July 2, 2025

FACT SHEET TTS ON THE KAP



For more information, contact:

Cary Rogers
Education Program Consultant
Special Education and Title Services
785-296-0916
cary.rogers@ksde.gov



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
<https://www.ksde.gov>

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TTS for Passages and Graphics Application



KANSAS STATE DEPARTMENT OF EDUCATION

Text-to-Speech for Passages and Graphics Application

FOR KSDE USE ONLY

All checklists for the district must be submitted by the district test coordinator in **one** pdf to ttspassages@ksde.gov by January 31.

10-digit SSID/KIDS ID: Grade: Current IEP/504 date:

District name: USD Number:

CHECKLIST

1. The student qualifies for an IEP or 504 plan and utilizes text to speech or a screen reader as the primary means for accessing grade level text.

☐ Yes

☐ No

2. Does the IEP/504 plan indicate the student requires Accessible Educational Material (AEM) or a screen reader in the form of Text to Speech to access grade level text?

☐ Yes

☐ No

3. Does the student's IEP or 504 plan specifically document severe deficits in decoding that limits or prevents the student from decoding at any level of difficulty even after receiving evidence-based instruction in reading for multiple years?

☐ Yes

☐ No

4. Please mark all that apply to the reading accommodations listed on the student's IEP/504 plan.

What?

☐ Text-to-Speech/screen reader

☐ Human reader

When?

☐ State assessments

☐ Classroom assessments

☐ Classroom assignments

5. What is the student's Lexile level (use the tool the district is using for benchmark testing) without Text-to-Speech (TTS) or audio accommodations?

Lexile level (must be under 500):

Tool used:

Date administered:

6. What are the student's results from the **Protocol for Accommodations in Reading** (<https://ksdeasn.gov/resources/3928>) (PAR or uPAR)?

Start at the student's grade level and administer the Text Reader with the PAR passage. Record the percentage the student received on the comprehension questions after listening to the PAR text with a text reader. If the student's score was below 50%, move down grade levels until the student is able to perform at 50% or above. We have to be able to see that the student is benefiting from the accommodation when comparing to the Lexile level.

TEST COORDINATOR OR BUILDING ADMINISTRATOR

☐ I have reviewed and verified this student's checklist including the IEP/504 plan indicating the student is receiving TTS or audio supports on a regular basis for instruction and assessment.

Name:

Position:

Date:

For more information, contact:

Cary Rogers
Education Program Consultant
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(785) 296-0916
cary.rogers@ksde.gov

**KANSAS**
STATE DEPARTMENT OF
EDUCATION

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Question 1 and 2

The student qualifies for an IEP or 504 plan and utilizes text to speech or a screen reader as the primary means for accessing grade level text.

Yes

No

Does the IEP/504 plan indicate the student requires Accessible Educational Material (AEM)) or a screen reader in the form of Text-to-Speech to access grade level text?

Yes

No

**Considerations for
Accessible Educational
Materials (PDF)**



Question 3 and 4

Does the student's IEP or 504 plan specifically document severe deficits in decoding that limits or prevents the student from decoding at any level of difficulty even after receiving evidence-based instruction in reading for multiple years?

Yes

No

Please mark all that apply to the reading accommodations listed on the student's IEP/504 plan.

What

- ☐ Text-to-speech/screen reader
- ☐ Human reader

When?

- ☐ State assessments
- ☐ Classroom assessments
- ☐ Classroom assignments



Documentation Accommodations in the IEP

- Example 1: Consistent with the accommodations that Sean is using in the classroom, he will receive the following accommodations on statewide assessments: Simultaneous visual and auditory access to text through the independent use of text-to-speech for all allowable parts of the assessment.
- Example 2: The district will apply for approval of TTS for passages and graphics on the state assessment. If approved the student would receive TTS for passages and graphics, if it is not approved, the student would receive questions and responses for ELA through TTS when allowed (grades 6-8 and 10).
- [Examples of Frequency, Location, and Duration for Accommodations & Modifications](#) (PDF)
- [Assuring the Documentation of Frequency, Location, and Duration of Accommodations on the IEP](#) (PDF)
- [Documenting Frequency, Location, and Duration of Accommodations and Modifications on the IEP during the school year](#) (PDF)



Question 5

What is the student's Lexile level (use the tool the district is using for benchmark testing) without Text-to-Speech (TTS) or audio accommodations?

Lexile level

Tool used

Date administered

- Lexile level must be from current school year.
- Must provide Lexile not grade level.
- The Lexile level will help support severe deficits in decoding skills.
- A Lexile of 500 or above will not be approved.
- If a Lexile can't be determined without TTS due to visual impairment/blindness, please indicate that on the form.



Question 6

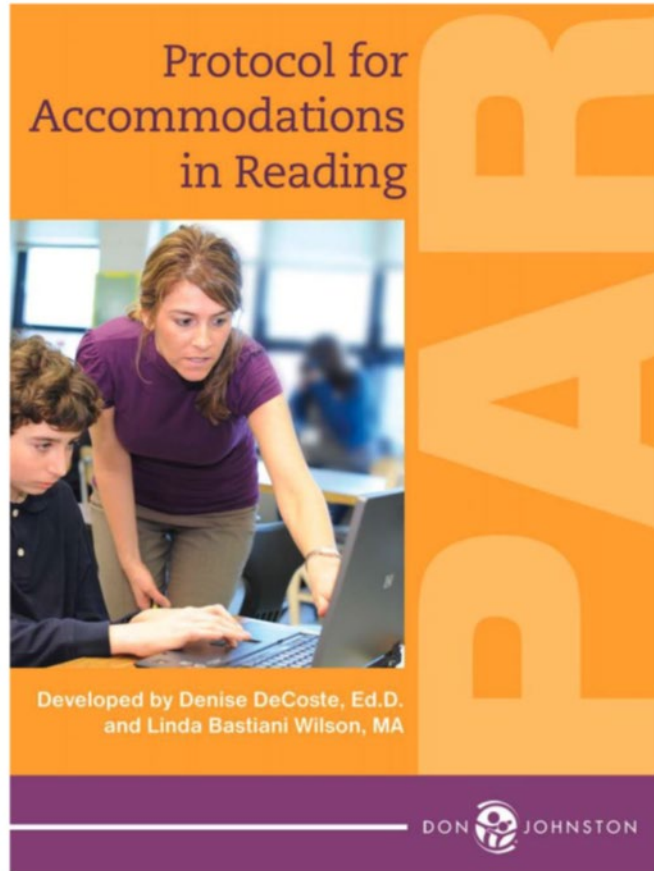
What are the student's results from the Protocol for Accommodations in Reading (PAR or **כיתוב**)

GRADE LEVEL	TEXT READER ACCURACY PERCENTAGE
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	

- Start at the student's grade level and administer the Text Reader with the PAR passage.
- Record the percentage the student received on the comprehension questions after listening to the PAR text with a text reader.
- If the student's score was below 50%, move down grade levels until the student is able to perform at 50% or above.
- Student's not achieving a 50% at any grade level will not be approved.
- We have to see that the student is benefiting from the accommodation when comparing to the Lexile level.



Protocol for Accommodations in Reading (PAR)



- The Protocol for Accommodations in Reading (PAR) is a **formative assessment tool** that can be used with any student struggling with reading.
- The PAR is intended to help educators **make informed decision about reading accommodations.**



Unique Accommodations



- If you have a unique situation and accommodation request for a student, please email cary.rogers@ksde.gov or call Cary Rogers at 785-296-0916 to discuss the student's specific needs.
 - We do have a Unique Accommodations form that we will provide to the DTC after the initial conversation.

Alternate Assessment (DLM) Justifications

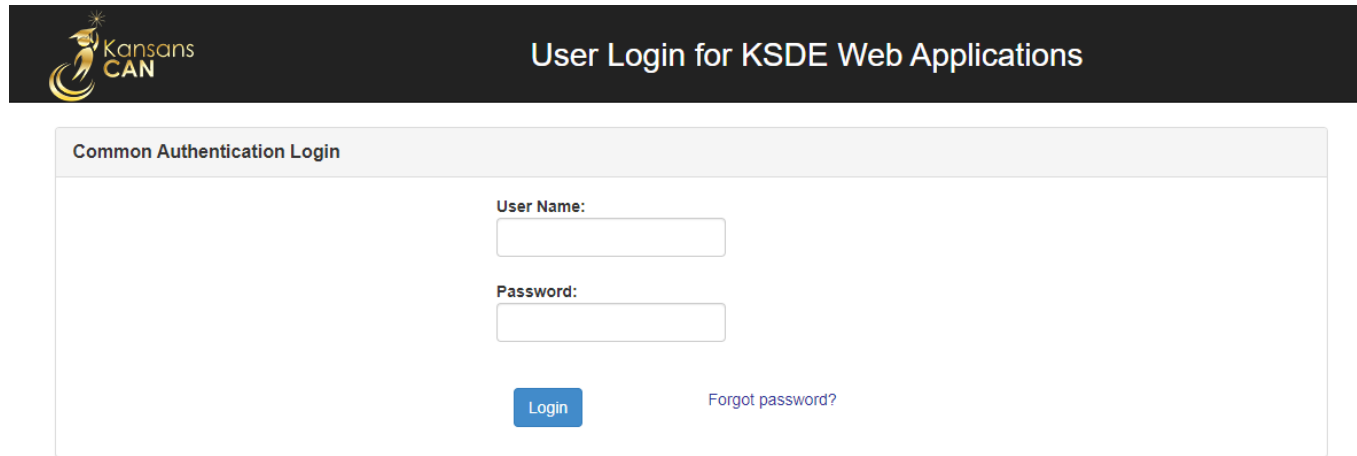
Justification window open December 1-22, 2025

Cary Rogers



Kansas integrated accountability system (KIAS)

- Alternate Assessment Justifications are completed in the KIAS Authenticated Applications
- Notices will go out Dec. 1 to directors and superintendents



 User Login for KSDE Web Applications

Common Authentication Login

User Name:

Password:

[Forgot password?](#)



Data collection

1. Subjects and DLM Percent

Subjects and DLM Percent			
Subject	DLM	Total	DLM Percent
Math	13	1297	1.00%
Reading	13	1288	1.01% 
Science	5	530	0.94%

USDOE is calculating 1.01% as being over the 1%, therefore, justifications will be required by districts if any subject is 1.01% or higher.



Data collection

- What does our district data show?
 - Disability categories taking the DLM
 - Percentage of students performing at target or advanced on the DLM for the school year (students performing a 3 or 4 according to AMOSS data)
 - Risk ratio data to determine disproportionality by subgroup (A risk ratio greater than 3.0 needs to be addressed.)



Disproportionality Data

10/16/2025 10:35:29 AM

Alternate Assessment Participation by Subject Subgroup - Reading

Page 1

Monitoring School Year: 2024 - 2025 | Assessment School Year: 2023 - 2024 | All Districts

Student Sub-Group	Comparison Group	Students Participating in Regular Assessment	# Students Participating in Alternate Assessment	Total # Students Assessed	Percentage Participating in Alternate Assessment	Percent of Comparison group participating in Alternate Assessment	Risk Ratio
		Year 1, Year 2, Year 3	Year 1, Year 2, Year 3	Year 1, Year 2, Year 3			
All Students	N/A	237151 236740 232977	2263 2295 2251	239414 239035 235228	0.954073061		
American Indian or Alaska Native	All Other Races	1713 1619 1690	20 18 20	1733 1637 1710	1.141732283	0.952727714	1.198382566
Asians	All Other Races	6460 6664 6550	76 67 80	6536 6731 6630	1.120771976	0.949292283	1.180639510
Native Hawaiian or Pacific Islander	All Other Races	542 532 553	7 8 8	549 540 561	1.393939394	0.953053747	1.462603131
African-American Students	All Other Races	15687 15539 15079	207 224 212	15894 15763 15291	1.369600409	0.924813530	1.480947634
White	All Other Races	148958 147914 144558	1310 1340 1271	150268 149254 145829	0.880429145	1.076302706	0.818012572
Multi-Racial	All Other Races	14241 14655 14759	140 133 138	14381 14788 14897	0.932691871	0.955480122	0.976149948
Hispanic	All Other Races	49550 49817 49788	503 505 522	50053 50322 50310	1.015363175	0.937668741	1.082859149
Free and Reduced Lunch	All Self-Paid Lunch	103438 116130 114750	1310 1495 1487	104748 117625 116237	1.267534922	0.671080100	1.888798255
Migrant	All non-Migrant Students	1149 1055 1044	6 10 8	1155 1065 1052	0.733496333	0.955088999	0.767987417



Data collection (continued)

- Please provide a narrative that includes the data types and processes that the IEP teams are utilizing to qualify students for the Alternate Assessment (DLM).
- What are the district's next steps to ensure that annually the appropriate test is administered to each student?
- Based on the data for our district, our LEA needs additional training. (Yes/No)



District DLM assurances

2024 - 2025 District DLM Assurances

Please submit assurances for each of the following five items:

- ☒ 1. Individualized Education Program (IEP) teams have correctly identified students with the Most Significant Cognitive Disability. <http://www.ksde.gov/Default.aspx?tabid=887>
- ☒ 2. The district has measured the achievement of, at least 95% of all students, including students with disabilities in tested grades.
- ☒ 3. Students who will be participating in an alternate assessment receive instruction aligned to the alternate academic achievement standards, the Essential Elements. <http://www.ksde.gov/Default.aspx?tabid=887>
<https://dynamiclearningmaps.org/kansas>
- ☒ 4. Parents are informed of their child's participation in an alternate assessment and implications of participating.
- ☒ 5. Addresses any disproportionality in the percentage of students in any subgroup taking the alternate assessment.

- ☒ I understand that the assurances submitted will be posted by KSDE in accordance with federal regulations. (34 CFR 200.6(c)(3)(iv))

By Submitting this form, the district verifies that all students participating in the DLM meet the KSDE participation criteria (<http://www.ksde.gov/Default.aspx?tabid=887>) or will request technical assistance to meet the criteria (<https://www.ksdetasn.org/>).

Superintendent Name

Date

Special Education Director Name

Date



DLM fall test window

Test window closes December 20th

Cary Rogers



DLM Monitoring

- Dashboard
 - First Contact Survey Status: not started, in progress, Ready to Submit, and Completed
 - Testing Outside Hours
 - Short Duration Testing
- Reports – Data Extracts – Test Administration and Monitoring
 - DLM Instructionally Embedded Monitoring - Monitor this extract to ensure blueprint requirements are met for both ELA and Math
 - TIP Access – This extract identifies if the teacher accessed the testlet information page prior to administering the testlet. This is required.



Data Extract – DLM Instructionally Embedded Monitoring

State	District	School ID	School Name	Grade	Student Last Name	Student First Name	Student State ID	Window	ELA Educator Last Name	Blueprint Requirement ELA % Met	Total Number of ELA Testlets Taken	ELA Blueprint Requirement 1	ELA Blueprint Requirement 2	ELA Blueprint Requirement 3	ELA Blueprint Requirement 4	Math Educator Last Name	Blueprint Requirement Math % Met	Total Number of Math Testlets Taken	Math Blueprint Requirement 1	Math Blueprint Requirement 2	Math Blueprint Requirement 3	Math Blueprint Requirement 4	Science Educator Last Name	Science Testlets Completed
Kansas				6				Fall Window		50	4	Met	Not Met	Not Met	Met		25	3	Not Met	Not Met	Not Met	Met	NA	NA
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0
Kansas				8				Fall Window		100	7	Met	Met	Met	Met		100	7	Met	Met	Met	Met		0



Contact Information



Cary Rogers
Education Program Consultant
Special Education and Title Services Team
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Ensuring Educational Stability for Children in Foster Care

Joe Jewett



Ensuring Educational Stability



- B.I.D. Process updates
 - More collaboration between DCF and LEAs
 - Meet ESSA requirements
 - Working through the draft document and feedback to have a final document with guidance.
- Next Meeting:
 - 11/20, 8:30am – 9:30am
 - Updates, feedback, and a B.I.D. process working session



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ESEA Consolidated Review

Roxanne Zillinger

Timeline and Resources



- Monitoring for Cohort 2.
- Initial data collection window will open 01/15/2026.
- Please complete the Self-Assessment questions by the 2/28/2026 due date.
 - *Should the Self-Assessment not be completed, data verification will be required for all questions.*
- Reference the [ESEA Consolidated Review Self-Assessment Guidance Document](#) to prepare for monitoring.

ESEA Consolidated Review Guidance Document



- Each Title Section Contains:

- Area of Compliance
- Acceptable LEA Evidence
- Resources (with links)
- Notes Section

USD Name and # _____

TITLE I, PART A			
https://www.ksde.gov/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Federal-Programs/Title-I-Part-A			
Area of Compliance	Acceptable LEA Evidence	Resources	Notes
1. Does <u>the LEA</u> have documentation that shows multiple criteria are being used for identification of students in Targeted Assistance buildings? Reference: Title I Part A Subpart 1 Sec. 1115 (a)-(h)	☐ Schools Targeted Assistance Plan ☐ Identification/assessment criteria	• Targeted Assistance Schools • Appendix A: Title I Targeted Assistance Plan Example	
2. Does the LEA maintain documentation that lists the eligible students that are identified for Title I in Targeted Assistance buildings? Reference: Title I Part A Subpart 1 Sec. 1115 (a)-(h)	☐ Roster/list of students that have met the criteria for Title I	• Appendix B: Title I Targeted Assistance Roster Example	
3. Does the LEA keep documentation of signed parent/school compacts? Reference: Title I Part A Subpart 1 Sec. 1116(d)	☐ Log documenting completed compacts ☐ Signed parent/school compacts	• Developing a School Parent Compact • Appendix C: Parent/Student/Teacher Compact Example	



Local Consolidated Plan (LCP)

Roxanne Zillinger

Who is my LCP contact?



Kansas ESEA Programs Director's Handbook

Title Services

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 Annual Report

- Please submit any outstanding LCP Annual Reports!
- LCP Annual Report must be approved before the LCP Application can be approved.
- Questions? Please call or email the district's LCP contact.



LCP Application Timeline

- LCP Application were due on October 15th.
- KSDE consultants review & disapprove, if corrections are necessary.
- Please make revisions and resubmit for additional review.
- Please ensure Title I Schoolwide forms and Private School Consultation forms are submitted.
- Questions? KSDE LCP Contacts are listed on pages 23-25 of the Kansas ESEA Programs Director's Handbook.



Upcoming LCP Due Dates

- The LCP Final Expenditure Report is due January 15, 2026.
- Please contact Nicole Clark @ Nicole.Clark@ksde.gov with any questions.



Availability of Allocations

- Federal funds will be available on the form 240 to draw for December 2025 payment.





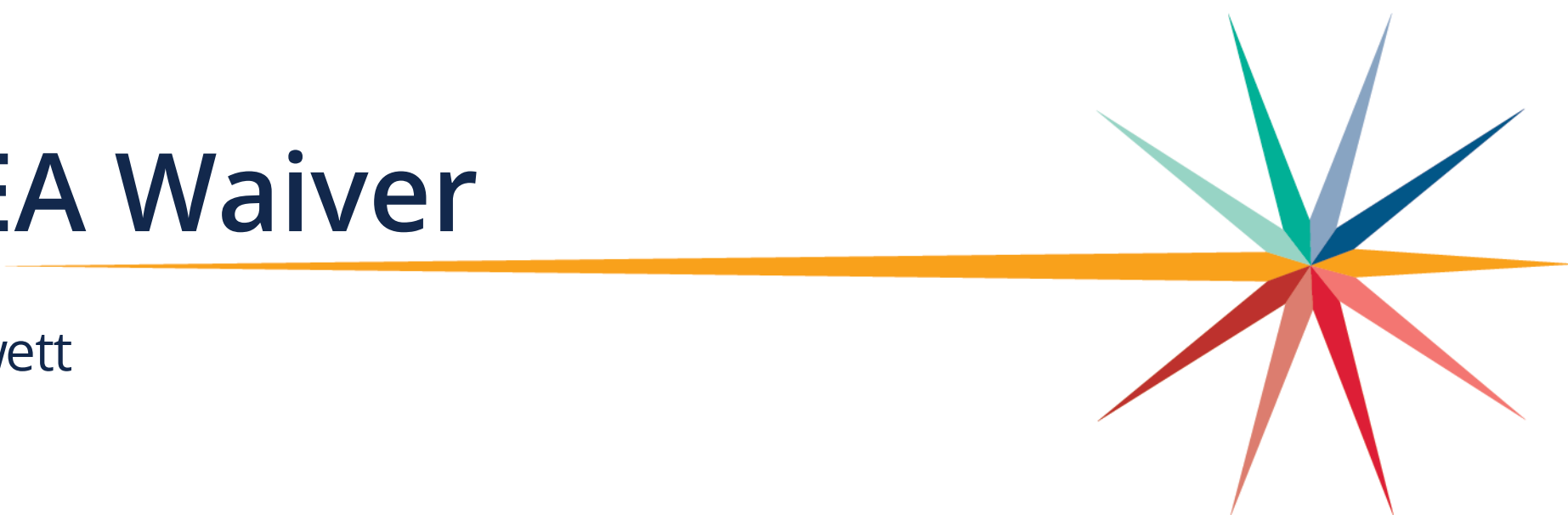
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Nicole Clark
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ESEA Waiver



Joe Jewett

Waiver Overview

Kansas Is Requesting Three Waivers:

- Delay new identifications of ISI, CSI, TSI, and ATS schools until 2028-2029.
- Delay the exit of currently identified schools until no later than the 2027–2028 school year.
- Extend 1003(a) school improvement funds for currently identified schools.



Supporting Information:

- [July 29, 2025 Dear Colleague Letter](#)
- [Ask a question here](#)
- [Submit Public Comments](#)



Reminders

Roxanne Zillinger



KSDE Weekly & Listserv Information

- The KSDE Weekly 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



Thank you for joining us!
The next webinar is scheduled:

December 5th, 10:30am

***ESEA Webinars will be held on the same day as the SPED Administrator's Webinar and are scheduled to run from 10:30am – 11:45am.*



Upcoming ESEA Programs Webinar Series

Register @

<https://ksdetasn.org/events/gvXHng>

Format: Virtual

Time: 10:30 AM-11:45 AM CST

- December 5, 2025
- February 6, 2026
- March 6, 2026
- April 10, 2026
- May 8, 2026





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