



Kansas Title I, Part C Education Program

Service

Delivery

Plan

Kansas State Department of Education
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Kansas Title I, Part C Service Delivery Plan Committee Membership

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Abbreviations and Acronyms

CFR	Code of Federal Regulations
CAMP	College Assistance Migrant Program
CIG	Consortium Incentive Grant
CNA	Comprehensive Needs Assessment
COE	Certificate of Eligibility
CSPR	Consolidated State Performance Report
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
FERPA	Family Education Rights and Privacy Act
GED	General Educational Development (Diploma)
HEP	High School Equivalency Program
ID&R	Identification and Recruitment
IDEA	Individuals with Disabilities Education Act
IHE	Institution of Higher Education
IMEC	Interstate Migrant Education Council
IDRC	Identification and Recruitment Consortium
IMPACT	Inspire and Innovate: The Migrant Parent Action Coalition
KIAS	Kansas Integrated Accountability System
KSDE	Kansas State Department of Education
LEA	Local Education Agency
MDE	Minimum Data Element
MPAC	Migratory Parent Advisory Council
MPO	Measurable Program Outcome
MSIX	Migrant Student Information Exchange
NAC	Needs Assessment Committee
OME	Office of Migrant Education
OSY	Out-of-School Youth
PAC	Parent Advisory Council
PD	Professional Development
PFS	Priority for Services
QAD	Qualifying Arrival Date
QSI	Quality of Strategy Implementation
SDP	Service Delivery Plan
SEA	State Education Agency
STEM	Science, Technology, Engineering, and Math

Definition of Terms Related to the SDP

Area of Concern: A broad area based on the root causes of the unique characteristics of the target group. The Office of Migrant Education at the U.S. Department of Education has identified seven Common Areas of Concern for migratory children that include educational continuity, instructional time, school engagement, English language development, educational support in the home, health, and access to services.

Continuous Improvement Cycle: An approach to improving processes and increasing efficiency and effectiveness by identifying a problem, collecting relevant data to understand its root causes, developing and implementing targeted solutions, measuring results, and making recommendations based on the results.

Implementation Evaluation Question: An evaluation question that addresses the extent to which a strategy is implemented.

Measurable Program Outcomes: Outcomes (i.e., objectives) produced by a state's Title I, Part C program to meet the identified unique needs of migratory children and to help these children achieve the state's performance targets.

Migratory Child: Per Section 1309(3)(A)–(B) of the of the Elementary and Secondary Education Act (ESEA), as amended, migratory child means a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.

Priority for Services (PFS): ESEA Section 1304(d) establishes a PFS requirement. In accordance with this requirement, Title I, Part C programs must give PFS to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet the state's challenging academic standards or who have dropped out of school.

Results Evaluation Question: An evaluation question that addresses the level of improvement resulting from a program or strategy.

Service Delivery Plan: A comprehensive plan for delivering and evaluating Title I, Part C-funded services to migratory children. It is based on the results of an up-to-date statewide Comprehensive Needs Assessment and is intended to meet the unique needs of migratory children and their families.

Solution Strategy: A solution that addresses an identified need.

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Executive Summary

In accordance with the Elementary and Secondary Education Act (ESEA), as amended, state education agencies (SEAs) are required to submit to the U.S. Department of Education, as part of their Consolidated State Plan, long-term goals and measurements of interim progress designed to improve the academic achievement of all students in the state. In addition, ESEA requires each state that receives Title I, Part C (Education of Migratory Children) allocations to develop a program-specific plan to ensure that eligible migratory children make progress toward meeting the state's long-term goals and interim progress measures. This plan, known as the Service Delivery Plan (SDP), outlines how Title IC services will be delivered and evaluated to support migratory children.

A migratory child is defined as a child or youth, from birth to age 21, who made a qualifying move in the preceding 36 months as a migratory agricultural worker or migratory fisher; or with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher [Section 1309(3)(A)–(B)].

The SDP is informed by the results of a current, statewide Comprehensive Needs Assessment (CNA). It describes the services the SEA will provide -- either directly or through local education agencies (LEAs) -- to address the unique educational needs of migratory children. In essence, it serves as the SEA's operational blueprint for implementing the program. Eligible migratory students are entitled to receive *supplemental* services from Title IC. Therefore, Title IC-funded services should not supplant basic educational services provided by school districts and schools.

The Kansas Title IC Program conducted an update to its SDP during 2024-25 utilizing the results of the updated CNA conducted during 2023-24. During the two SDP stakeholder meetings, SDP Committee members developed service delivery strategies (based on the solution strategies created during the CNA) and measurable program outcomes (MPOs) to guide program implementation beginning in the 2025-26 performance period. The following are the key findings from the SDP stakeholder meetings.

- Federal, state, and local goals and the needs of migratory children were organized within five goal areas: (1) School Readiness; (2) English Language Arts [ELA] and Mathematics; (3) High School Graduation; (4) Completion of a High School Diploma; and (5) Non-Instructional Support Services.
- Needs assessment data demonstrate large achievement gaps between migratory and non-migratory students on Kansas state ELA and mathematics assessments indicating a need for Title IC supplemental reading and mathematics instructional services to increase migratory student skills, as well as support services to eliminate barriers to school success.
- Ten (10) service delivery strategies identified by the SDP Committee will be implemented beginning in the 2026-27 performance period.
- Progress toward the 13 MPOs aligned to the strategies will be reported in the 2026-27 evaluation report. This report will document the evaluation of program implementation and performance results and provide implications for making decisions about the Kansas Title IC program.

Introduction

Legislative Mandate for Service Delivery Planning

Title I, Part C of the ESEA of 1965 [Section 1306(a)(1)] reauthorized in 2015 as ESSA authorizes the program. Statute requires SEAs and LEAs to: (1) use Title IC funds to "supplement, not supplant" non-federal funds; and (2) provide services to migratory children with state and local funds that are at least comparable to services provided to non-migratory children [sections 1120A(b) and (c) of the statute]. Title IC funds may be used only to supplement the level of funds that would, in the absence of these funds, be made available from non-federal sources for the education of children participating in Title IC programs. SEAs and LEAs may not use Title IC funds to supplant (i.e., replace) non-federal funds.

Under ESSA, states must address the unique educational needs of migratory children in accordance with a comprehensive state plan that:

- ✓ is integrated with other federal programs;
- ✓ gives migratory children an opportunity to meet the same challenging state academic standards that all children are expected to meet;
- ✓ specifies measurable program goals and outcomes;
- ✓ encompasses the full range of services that are available for migratory children from appropriate local, state, and federal educational programs;
- ✓ is the product of joint planning among local, state, and federal programs, including programs under Title I, Part A, early childhood programs, and language instructional programs under Part A of Title III;
- ✓ provides for the integration of available program services with other federal, state, or local programs; and
- ✓ is periodically reviewed and revised, as necessary, to reflect changes in the state's strategies and programs provided under ESSA.

Further, regulations require that SEAs develop comprehensive state plans in consultation with the state Parent Advisory Council (PAC) in a format and language that the parents understand. [34 Code of Federal Regulations (CFR) § 200.83(b)(c)]

The following are components that are required to be included in a state Title IC SDP.

1. **Performance Targets.** Performance targets that the state has adopted for all migratory children for reading, mathematics, high school graduation, the number of school dropouts, school readiness (if adopted by the SEA), and any other performance target that the state has identified for migratory children. [34 CFR 200.83(a)(1)]
2. **Needs Assessment.** Identification and an assessment of the unique educational needs of migratory children that result from the children's mobile lifestyle; and other needs of migratory students that must be met for them to participate effectively in school. [34 CFR 200.83(a)(2)]
3. **Service Delivery Strategies.** Strategies for achieving the performance targets and MPOs. Service delivery strategies must address the unique educational needs of migratory children that result from

the children's migratory lifestyle, and other needs of migratory children that must be met to participate effectively in school. [34 CFR 200.83(a)(3)]

4. **Measurable Program Outcomes.** MPOs that the program will produce statewide through specific educational or educationally related services [1306(a)(1)(D)]. MPOs allow the program to determine whether and to what degree the program has met the special educational needs of migratory children that were identified through the CNA and help achieve the state's performance targets.
5. **Evaluation.** Description of how the state will evaluate whether and to what degree the program is effective in relation to the performance targets and MPOs. [34 CFR 200.83(a)(4)]

The following sections are recommended by the Office of Migrant Education (OME) at the U.S. Department of Education to ensure that Title IC services are targeted and delivered efficiently and to support local projects in implementing the SDP.

- **Project Plan.** A project plan based on the aligned components includes activities, timelines, persons responsible, and resources to operationalize the strategies.
- **Logic Model.** The logic model is a visual representation of the intent of the program. The logic model provides the foundation for assessing the effectiveness and progress of the program, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the program.
- **Migratory Children Identified to Receive Priority for Services (PFS).** The state's process for identifying those migratory children most in need of services, including the criteria the state established for prioritizing these students for services and ways to ensure that services are directed toward meeting their unique needs.
- **Identification and Recruitment (ID&R) Plan.** The process and structure for the ID&R plan includes staffing, training, and the types of accountability and quality assurances in place to ensure that sound eligibility determinations are made.
- **Parent and Family Engagement Plan.** Strategies that the state will implement to ensure that parents of migratory children are involved in the education of their children including information on state and local PACs, as well as access to support and resources for migratory parents.
- **Exchange of Student Records.** Policies and procedures for sending and receiving records for migratory children through intrastate and interstate transfer, Migrant Student Information Exchange (MSIX) policies and procedures, strategies for providing training and information on MSIX, strategies for cross-state collaboration, and ways the state student information system can assist with record transfer.
- **Implementation and Accountability in Local Programs.** A description of the ways the program will communicate with local programs to keep them informed about the SDP and to solicit feedback; a technical assistance plan to build the capacity of local projects to plan and implement their programs; strategies for ensuring that the local sub-granting process requires

applicants to implement the SDP; and a plan for local monitoring, including specific indicators for which LEAs will be held accountable.

In compliance with the guidance provided by OME, the Kansas Title IC Program will update the SDP whenever it: (1) updates the statewide CNA; (2) changes the performance targets and/or MPOs; (3) significantly changes the services that the program will provide statewide; or (4) significantly changes the evaluation design. This new SDP aligns with the needs identified in the CNA that was completed in January 2025.

Description of the Kansas Title IC Program

The primary purpose of the Kansas Title IC Program is to help migratory children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, dropping out, and other difficulties associated with a migratory lifestyle, in order that they might succeed in school. Furthermore, the Kansas Title IC Program must give priority for services to migratory children and youth who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.

Kansas Title IC data from the 2023-24 performance period indicates that there were 4,202 eligible migratory children and youth (birth to age 21) (4,020 migratory students ages 3-21 – Category 1 count) with the following demographics:

- 8% of migratory children/youth birth to age 21 were identified as having a disability through the Individuals with Disability Education Act (IDEA);
- 31% of migratory children/youth birth to age 21 had a qualifying arrival date (QAD) occurring within 12 months from the last day of the performance period (8/31/24);
- 32% of migratory children/youth ages 3-21 were categorized as having PFS; and
- 54% of migratory children/youth ages 3-21 were identified as being English learners (ELs).

During the 2023-24 performance period, 90% of the 4,202 eligible migratory students were served by the Kansas Title IC Program; 78% received instructional services and 86% received support services.

Funded projects and regional programs receive Title IC allocations through sub-grants from KSDE to provide services to migratory students in project- and non-project districts. Services provided to include a wide range of high quality, targeted services that are provided both during the regular school year and summer including:

- enrichment activities (e.g., science, technology, engineering, and math [STEM] learning, robotics);
- high school credit accrual courses and instruction;
- needs-based non-instructional support services (e.g., advocacy, transportation, interpretation) to eliminate barriers that hinder student success/achievement;
- preschool/school readiness instruction;
- services to dropouts and OSY (e.g., school re-engagement, high school equivalency diploma support, life skills instruction);
- student leadership camps and post-secondary/career readiness activities; and
- supplemental instruction in math, reading, and other content areas.

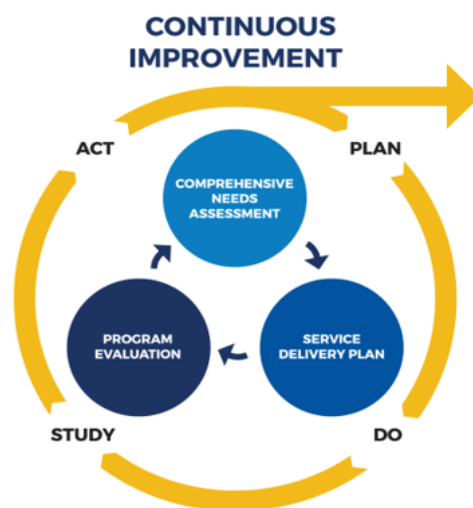
Because mobility, language barriers, and poverty can limit migratory students' access to educational excellence, the Kansas Title IC Program is committed to providing a high-quality educational experience that helps reduce academic disruptions and other challenges associated with frequent moves. During the regular school year, in areas with high concentrations of migratory children, funded projects operate in coordination with and in support of the regular school program. During the summer months, educational programs are offered exclusively for migratory children when regular school programs are not in session, or they are coordinated with summer services provided by local school districts.

Collaboration within the program occurs in multiple forms, including both interstate and intrastate coordination. Funded projects are required to work closely with existing stakeholders and community partners to expand opportunities for migratory students to succeed in academics and graduate from high school. Examples of collaborative activities include facilitating timely student records transfer, making referrals to community agencies, participating in Title IC Consortium Incentive Grant (CIG) initiatives, and conducting follow-up with local agencies to ensure effective coordination and ongoing collaboration efforts.

Description of the SDP Planning Process

The Kansas Title IC Program implements the required components of CNA, SDP, and evaluation through the Title IC Continuous Improvement Cycle (shown below) (U.S. Department of Education, 2018). In this cycle, each step in developing a program, assessing needs, identifying strategies, implementing strategies, and evaluating results, builds on the previous activity and informs the subsequent activity. The Continuous Improvement Cycle includes the following components.

- CNA: A 5-step process involving stakeholders identifying major concerns, gathering data to define needs, and selecting priority solutions.
- SDP: A multi-step process involving stakeholders selecting evidence-based strategies (based on the CNA findings) to meet the needs of migratory children and youth, developing a plan to implement the strategies, and establishing measurable goals and targets for accountability.
- Implementation of SDP: Information dissemination and training to align project services and goals with the statewide plan, roll-out of strategies, program implementation, and data collection for accountability.
- Evaluation: Measures the extent to which strategies were implemented with fidelity and the impact of those strategies on migratory student achievement.



The Kansas Title IC SDP resulted from a systematic process that involved a broad-based representation of stakeholders whose experience lent authenticity and whose expertise directed the development of the strategies and MPOs that are presented in this report. The SDP Committee was composed of individuals representing the community; migratory parent representatives; Title IC administrators; the SEA; and individuals with expertise in ELA, mathematics, graduation/dropout prevention, serving OSY, family literacy, professional development (PD), ID&R, and early childhood education. Several members of the SDP Committee also served on the CNA Committee to provide continuity to the comprehensive

process carried out to ensure that systems were aligned to meet migratory students' unique needs. Refer to the beginning of this document for a list of the SDP Committee members.

The SDP Committee was led through the service delivery planning process by [META Associates](#) as guided by the Title IC SDP Toolkit (U.S. Department of Education, 2018). In addition, the Committee reviewed the work of the Needs Assessment Committee (NAC) that was completed during the CNA process. To ensure that all requirements were met, the timelines and activities displayed below were set.

Kansas Title IC SDP Activities and Timeline

Activity	Timeline
<u>SDP Meeting #1</u> : Provide an overview of how the program planning process interacts with the statewide SDP, identify top instructional and/or support strategies implemented by the Kansas Title IC Program to address current needs; review concern statements and solutions from the CNA; identify service delivery strategies; review/finalize strategies for all goal areas; and identify ways to implement the strategies.	10/14/25
<u>SDP Meeting #2</u> : Review and edit the contents of the goal area SDP Decisions Planning Charts, determine MPOs, review MPOs for all goal areas, finalize MPOs, identify resources needed to implement the strategies, review resources and ways to implement strategies for all goal areas and provide feedback, provide input and arrive at consensus on evaluation strategies and tools, and brainstorm ways to communicate and implement the SDP.	10/15/25
Prepare a draft Kansas Title IC SDP report	02/27/26
Prepare a final Kansas Title IC SDP report	03/31/26

General Framework: Plan Alignment

This section shows the alignment of the required components of the SDP. Each component has its own function in the SDP, but all are aligned to provide a cohesive and consistent approach to enable migratory students to achieve the state's long-term goals and measurements of interim progress.

State Performance Goals

The Kansas state performance goals for migratory students in ELA, mathematics, and graduation work in concert with the priorities and goals for all students established by the state as part of its [ESSA Consolidated State Plan](#). This plan identifies measurements of interim progress toward meeting the long-term goals for academic achievement and graduation as shown below.

Kansas Interim and Long-Term Goals for Academic Achievement

	2025-26	2026-27	2027-28	2028-29	Long-Term 2032
English Language Arts	64.77%	67.30%	69.83%	72.36%	75.0%
Mathematics	62.07%	65.30%	68.53%	71.76%	75.0%
	2025	2026	2027	2028	Long-Term 2033
Graduation (4-Year Cohort)	91.54%	92.22%	92.90%	93.58%	95.0%

Source: Kansas ESSA Consolidated State Plan, Revised 2/20/24

Needs Assessment

During 2024-25, the NAC worked through the process outlined in the CNA Toolkit (U.S. Department of Education, 2018) as facilitated by META Associates. Data on migratory student needs, achievement, and outcomes were used by the NAC to develop concern statements. Data for the CNA was collected from the Kansas Title IC student information database, MIS2000; Kansas State Department of Education (KSDE) databases; and via surveys of staff, students, OSY, and parents/family members. Based on these data, a statewide data profile was prepared, possible solutions were identified, and priorities for services based on the data were determined. During the CNA meetings, the NAC reached consensus about the decisions on how to identify needs, additional issues/data to explore, and how to proceed with the next steps in determining a plan for addressing migratory student needs. This CNA process resulted in the development of the Kansas Title IC CNA Report (January 2025).

The CNA results provided the Kansas Title IC Program with clear direction for planning services to migratory children and youth. The needs assessment results described in the CNA Report were used as a foundation for the services described in this SDP Report. The following is the Kansas Migratory Student Profile using data from 2023-24 that lists the demographics and needs identified in numerous categories.

Kansas Migratory Student Profile (Data from 2023-24)

Eligible migratory children and youth	4,202
Grade distribution	Ages 0-2 (4%), Ages 3-5 (14%), Grades K-2 (22%), Grades 3-5 (19%), Grades 6-8 (18%), Grades 9-12 (19%), OSY (4%)
Priority for services	1,305 (32%) of the 4,020 eligible children ages 3-21
English learners (EL)	2,181 (54%) of the 4,020 eligible children ages 3-21

Disrupted schooling	1,296 (31%) had a QAD within the last 12 months
Migratory students served during the performance period	3,780 (90%)
Migratory students served during the summer	2,862 (68%)
Migratory students receiving instructional services	3,275 (78%) (87% of students served)
Migratory students receiving support services	3,601 (86%) (95% of students served)
Migratory students in grades 3-8 scoring proficient or above on state ELA and math assessments	ELA – 7.6% (33.8% for non-migratory students) Math – 8.7% (31.9% for non-migratory students)
High school graduation rate	84.1% (89.6% for non-migratory students)
Dropout rate	1.6% (1.2% for non-migratory students)

The CNA Report shows the final NAC recommendations for concerns, data sources for the concerns, need indicators, need statements, and the solutions for each goal area. The NAC identified possible solutions that the SDP Committee used for the development of service delivery strategies during the SDP planning process. The solutions are general guidelines based on the examination of migratory student needs. Prioritized solutions from the CNA can be found in the CNA Report and in the SDP Decisions and Planning Chart kept on file with the Kansas Title IC Program.

Service Delivery Strategies

The service delivery strategies identified by the SDP Committee took into consideration the needs and solution strategies identified during the CNA process. There are two strategies addressing school readiness, two strategies addressing ELA and mathematics, two strategies addressing high school graduation, one strategy addressing completion of a high school diploma, and three strategies addressing non-instructional support services. The strategies serve as the foundation for the implementation of the Kansas Title IC Program at the local level.

Measurable Program Outcomes

The SDP Committee created MPOs to reflect the state performance goals, needs, and solutions identified during the CNA process. MPOs are the desired outcomes of the strategies that quantify the difference that the Title IC program will make for migratory students, parents, and/or staff. MPOs provide the foundation for the SDP and can be clearly communicated, implemented with fidelity, and evaluated. The alignment of the MPOs to the strategies can be found in the Alignment Chart on the following pages.

Evaluation Questions

The SDP Committee developed an Evaluation Plan for implementation of strategies and results aligned with the state performance goals, the national Title IC performance measures, and the Kansas Title IC MPOs. The CNA/SDP/Evaluation Alignment Chart that follows provides the structure for the Title IC evaluation (see following section of the SDP Report for the Evaluation Plan).

Kansas Title I, Part C CNA/SDP/Evaluation Alignment Chart

GOAL AREA #1: SCHOOL READINESS

State Performance Goal: The delivery of school readiness services to migratory preschool children is a provision under Title IC. There is no specific Kansas state performance target for school readiness.

Concern Statements: We are concerned that... migratory parents report not having the resources/knowledge to provide school readiness preparation in the home; migratory preschool children do not have adequate access to preschool/school readiness programs and summer services; and migratory preschool children did not meet the MPO goal of 70% at age level on the Ages and Stages Questionnaire (ASQ).

Data Summary: In 2022-23, 64% of migratory preschool children assessed demonstrated age-appropriate school readiness skills which was six percentage points short of the MPO target, and 74% received services in summer 2023, short of the MPO target by six percentage points. In 2024, 41% of parents (47% of staff) of migratory children birth to age five surveyed reported that they need to learn skills for preparing their child for school, and their children need preschool/school readiness instruction (42% of staff); 23% reported that they need assistance finding preschool programs; 30% (50% of staff) reported that preschool children need summer school; and 48% of staff reported that preschoolers need school readiness skills.

Need Statement: The percentage of migratory preschool children scoring at age level on school readiness assessments and receiving services during the summer needs to increase by at least six percentage points each.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions	
		Results	Implementation
Strategy 1-1: Coordinate/provide information and resources to families of eligible migratory children to help them build their skills to support their child's school readiness.	MPO 1A: By the end of the 2026-27 performance period, 80% of migratory families surveyed who participated in Title IC training on school readiness will report that they increased their capacity to support their child's school readiness.	What percentage of migratory parents/family members surveyed reported that the information and resources they received from Title IC helped them increase their capacity to support their child's school readiness?	What types of information and resources addressing school readiness were provided?
Strategy 1-2: Coordinate/provide high quality early learning instruction during the regular school year and summer to 3- and 4-year-old migratory children who are not yet in school.	MPO 1B: By the end of the 2026-27 performance period, 65% of 3- and 4-year-old children assessed and who received Title IC early learning instruction will demonstrate age-appropriate skills on local school readiness post-test assessments.	What percentage of 3- and 4-year-old children assessed and who received Title IC early learning instruction demonstrated age-appropriate skills on local school readiness post-test assessments?	How many 3- and -4-year-old migratory children received instruction? What types of instructional services were provided to preschool children?

GOAL AREA #2: ELA and MATHEMATICS

State Performance Goal: In 2026-27, 67.3% of students will score proficient on Kansas Assessment Program General Summative Assessments in ELA, and 65.3% will score proficient or above in mathematics.

Concern Statements: We are concerned that mobility is contributing to fewer migratory students reaching proficiency in ELA and mathematics on Kansas state assessments, compared to their non-migratory peers.

Data Summary: On 2023-24 state assessments, 7.6% of migratory students scored proficient in ELA and 8.7% scored proficient in math compared to 33.8% and 31.9% of non-migratory students, respectively. In 2024, 85% of staff surveyed reported that students need to improve reading skills (64% math skills); 58% of parents surveyed reported that their children need reading/writing instruction (41% math instruction); 41% of students surveyed reported that they need to improve writing skills, 38% reading skills, and 30% math skills; and 52% of OSY surveyed reported they need to improve reading skills (37% math skills). In 2023-24, 29% of migratory 10th grade students completed Algebra I before entering 11th grade.

Need Statement: The percentage of migratory students scoring proficient on state assessments needs to increase by 26.2 percentage points in ELA and 23.2 percentage points in math to eliminate the gap between migratory and non-migratory students.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions	
		Results	Implementation
Strategy 2-1: Coordinate/provide evidence-based, supplemental academic interventions/tutoring for migratory students according to individual student needs in ELA during the regular school year and summer. Strategy 2-2: Coordinate/provide evidence-based, supplemental academic interventions/tutoring for migratory students according to individual student needs in math during the regular school year and summer.	MPO 2A: By the end of the 2026-27 performance period, 70% of migratory students served will receive needs-based ELA instruction. MPO 2B: By the end of the 2026-27 performance period, 60% of migratory students served will receive needs-based math instruction. MPO 2C: By the end of the 2026-27 performance period, 70% of migratory students receiving Title IC ELA instruction will demonstrate a 2% gain on local ELA assessments. MPO 2D: By the end of the 2026-27 performance period, 70% of migratory students receiving Title IC math instruction will demonstrate a 2% gain on local math assessments.	What percentage of migratory students received needs-based ELA and math instruction? What percentage of migratory students gained by at least 2% on local ELA and math assessments?	What types of ELA and math instructional services were provided? How many students received ELA and math instruction? How many students were assessed on local ELA and math assessments?

GOAL AREA #3: HIGH SCHOOL GRADUATION

State Performance Goal: In 2027, the graduation rate for all students will be 92.22%.

Concern Statements: We are concerned that... secondary migratory students lack access to information about graduation and post-secondary options including careers, trade schools, and college; migratory students and youth lack needed executive, employability, study skills; and social-emotional issues are impacting student learning and motivation at the secondary level.

Data Summary: In 2023-24, the graduation rate of migratory students (84.1%) was 5.5 percentage points below the non-migratory student graduation rate (89.6%). In 2024, only 38% of students surveyed reported that they understand their graduation requirements; 39% reported a need for counseling on high school credits/graduation, and 23% reported a need for counseling on options after high school; 49% of parents surveyed reported that their HS children need information about opportunities after HS, and 28% reported a need for counseling on HS credits/graduation. The experts on the NAC have observed increased social-emotional learning needs of secondary migratory students due to mobility. In 2024, 23% of secondary students surveyed reported that they need health care; 55% of staff surveyed reported that students need social-emotional support; and 35% of parents surveyed reported that their children need health care.

Need Statement: The number of secondary migratory students receiving information about graduation and options after high school needs to increase, and the number of secondary students receiving services and support for social-emotional learning needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions	
		Results	Implementation
Strategy 3-1: Coordinate/provide migratory high school students with supplemental credit accrual options, instruction leading toward graduation, and post-secondary education and career exploration.	MPO 3A: By the end of the 2026-27 performance period, 80% of staff surveyed will report that Title IC services impacted students' progress toward graduation, post-secondary education, and careers.	What percentage of staff surveyed reported that Title IC services impacted students' progress toward graduation, post-secondary education, and careers?	What information was provided to migratory high school students regarding graduation, post-secondary education, and careers?
	MPO 3B: By the end of the 2026-27 performance period, 80% of staff surveyed will report that Title IC services impacted students' knowledge of post-secondary options.	What percentage of staff surveyed reported that Title IC services impacted students' knowledge of post-secondary options?	What services were provided to migratory high school students?
Strategy 3-2: Coordinate/provide migratory high school students with targeted, evidence-based support and services to address factors that impact student success in school and beyond (e.g., life skills, soft skills, employability skills).	MPO 3C: By the end of the 2026-27 performance period, 80% of projects will rate their implementation of Strategy 3-2 as "succeeding" or "exceeding" on the Quality of Strategy Implementation (QSI).	What percentage of projects rated their implementation of Strategy 3-2 as "succeeding" or "exceeding" on the QSI?	In what ways did projects implement Strategy 3-2?

GOAL AREA #4: COMPLETION OF A HIGH SCHOOL DIPLOMA

State Performance Goal: The delivery of services to migratory OSY is a provision under Title IC. There is no specific Kansas state performance target for OSY. However, the goal of Title IC is to assist OSY so they graduate from high school. The 2027 Kansas state graduation rate goal is 92.22%.

Concern Statements: We are concerned that migratory OSY are not engaged in activities leading to school re-engagement, high school equivalency diploma (HSED) preparation, or other needed educational and life skills offerings.

Data Summary: In 2023-24, 6% of eligible migratory OSY were enrolled in a High School Equivalency Program (HEP), programs leading to an HSED, credit-bearing high school courses, or credential/certificate programs. In 2024, 89% of OSY surveyed reported a need for improving English language skills; 52% reported a need for improving their reading skills; and 78% reported a need for tutoring/instruction in their home. The experts on the NAC have observed a low rate of OSY acceptance into HEP programs due to low level skills. HEP performance measures hinder collaboration with the Title IC program and OSY acceptance.

Need Statement: The number of OSY engaged in activities leading to school re-engagement, HSED preparation, or other educational offerings needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions	
		Results	Implementation
Strategy 4-1: Coordinate/provide migratory OSY support on re-engagement/high school equivalency diploma preparation, and post-secondary education and career readiness.	MPO 4A: By the end of the 2026-27 performance period, 80% of migratory OSY surveyed who participated in Title IC high school equivalency diploma preparation, post-secondary education, and/or career readiness services will report increased knowledge in those areas.	What percentage of migratory OSY surveyed reported that Title IC HSED preparation, post-secondary education, and/or career readiness services increased their knowledge in those areas.	What type of information was provided to migratory OSY regarding HSED preparation, post-secondary education, and/or career readiness?

GOAL AREA #5: NON-INSTRUCTIONAL SUPPORT SERVICES

State Performance Goal: The delivery of non-instructional support services to migratory students is a provision under Title IC. There is no specific Kansas state performance target for non-instructional support services.

Concern Statements: We are concerned that... migratory students have limited access to non-instructional support services; face challenges in establishing consistent relationships with teachers, peers, and community members; professional development is needed for Title IC/school staff and the community to provide academically and culturally relevant and supportive learning environments for migratory children; and parents face barriers that impact their engagement in their child's education and overall well-being leading to academic and social challenges for their children.

Data Summary: In 2024, parents surveyed reported that their children need health care and nutrition/meals (35%), school supplies (44%), books (28%), transportation (25%); 39% reported that they need educational materials for their home, strategies for supporting their children with reading/math and homework (34%), help communicating with staff about their child's needs (39%). Students (23%) and OSY (26%) surveyed reported a need for health care, support to stay in school (13% students), improved English language skills (41% students, 89% OSY), and life skills (23% students, 28% OSY). Staff surveyed reported that students need translation/interpretation (69%), transportation (64%), health care and books/materials/supplies (56%), social-emotional support (55%), support locating school and community resources (47%), individualized student support (52%), life skills (47%), study skills (32%); and 68% reported that parents need training and support to improve communication with schools/teachers.

Need Statement: The percentage of migratory children receiving support services needs to increase, the percentage of families receiving resources and access to instructional and support services needs to increase, and the percentage of staff receiving professional development on skills and strategies addressing the unique needs of migratory students needs to increase.

Strategies	Measurable Program Outcomes (MPOs)	Evaluation Questions	
		Results	Implementation
Strategy 5-1: Coordinate/provide migratory students with needs-based support services to promote their overall well-being, strengthen their ability to focus on learning, and enhance their sense of belonging, motivation, and success in school.	MPO 5A: By the end of the 2026-27 performance period, 80% of families of migratory students surveyed will report that Title IC helped their children access needs-based support services for which they are eligible.	What percentage of families surveyed reported that the program helped their children access needs-based support services?	What types of support services were provided? How many students received support services?
Strategy 5-2: Coordinate/provide ongoing, targeted professional development for Title IC and school staff to build their capacity to provide academically and culturally relevant and supportive learning environments for migratory students.	MPO 5B: By the end of the 2026-27 performance period, 80% of staff surveyed will report that Title IC professional development helped them increase their capacity to provide needs-based learning opportunities for migratory students.	What percentage of staff surveyed reported that Title IC PD helped them increase their capacity to provide needs-based learning opportunities for migratory students?	What types of PD opportunities were offered to staff?
Strategy 5-3: Coordinate/provide families of migratory children with communication, education, and support to address barriers while helping them to actively participate in their students' education and well-being.	MPO 5C: By the end of the 2026-27 performance period, 80% of families of migratory children surveyed will report that Title IC services helped them participate in their students' education and well-being.	What percentage of parents surveyed reported that Title IC services helped them participate in their students' education and well-being?	What types of information and resources were offered to parents?

Evaluation Plan

Components of the Kansas Title IC Statewide Evaluation

The statewide Title I C evaluation measures the effectiveness of the Kansas Title IC Program, examining the fidelity between the implementation of the service delivery strategies as stated in this SDP, and determining migratory student progress toward the state performance targets, the national Title IC performance measures, and the Kansas Title IC MPOs. The following are the key required data components of the Kansas Title IC evaluation.

1. Collect, analyze, summarize, and prepare reports that contain Title IC progress toward state performance targets related to the percentage of students attaining proficiency in reading/ language arts and mathematics for each grade, and the percentage of students who graduate from high school, disaggregated for PFS, non-PFS, and non-migratory students. [34 CFR Sections 200.83 and 200.84]
2. Collect, analyze, summarize, and prepare reports that contain performance results data on the Title IC MPOs established in the SDP, disaggregated for PFS and non-PFS migratory students. [34 CRF Section 200.83]
3. Collect, analyze, summarize, and prepare reports that contain performance results data on the Government Performance and Results Act measures (now referred to by OME as the national Title IC performance measures). [34 CFR Section 80.40]
4. Collect, analyze, summarize, and prepare reports that provide specific implementation results that demonstrate the level of fidelity in the implementation of program activities and service delivery strategies contained in the SDP. [34 CRF Section 200.84]
5. Based on data comparing implementation and performance results to performance targets, prepare and report implications and recommendations to inform SEA decision making for the improvement of program services (e.g., data needed for an update to the CNA; updated performance targets in the SDP based on overachievement of MPOs). [34 CFR Section 200.85]

The CNA/SDP/Evaluation Alignment Chart in the previous section guides the program evaluation. The Alignment Chart lists the required components of the SDP (state performance targets, needs assessment, service delivery strategies, MPOs, and evaluation) and the alignment of these components. Each of the components are linked to provide a cohesive and consistent approach to enable migratory students to achieve the Kansas state performance goals and interim targets and guide the evaluation.

States are required to evaluate the effectiveness of the Title IC program and provide guidance to LEAs on how to conduct local evaluations. The Kansas Title IC evaluation allows the state and its LEAs to:

1. determine whether the program is effective and document its impact on migratory children;
2. improve program planning by comparing the effectiveness of different types of interventions;
3. determine the degree to which projects are implemented as planned and identify problems that are encountered in program implementation; and
4. identify areas in which children and youth may need different program services.

To accomplish this end, the Kansas Title IC evaluation examines both program implementation and program results (or outcomes) as required by OME. In evaluating program implementation, the evaluation of the Kansas Title IC Program will address the following questions.

- ✓ What types of parent/family information and resources addressing school readiness were provided?
- ✓ How many 3- and -4-year-old migratory children participated in preschool programming?
- ✓ What types of instructional services were provided to migratory preschool children?
- ✓ What types of ELA and math instructional services were provided to migratory students?
- ✓ How many students received ELA and math instruction?
- ✓ How many students were assessed on local ELA and math assessments?
- ✓ What type of information was provided to migratory high school students regarding graduation, post-secondary education, and careers?
- ✓ What services were provided to migratory high school students?
- ✓ In what ways did projects implement Strategy 3-2?
- ✓ What type of information was provided to migratory OSY regarding HSED preparation, post-secondary education, and/or career readiness?
- ✓ What types of support services were provided to migratory children and youth?
- ✓ What types of PD opportunities were offered to staff?
- ✓ What types of information and resources were offered to migratory parents?

Local implementation of the service delivery strategies identified in the Kansas SDP is measured using the **Quality of Strategy Implementation** rubric that is anchored to the service delivery strategies identified in this SDP. Ratings on the QSI are self-assigned by funded projects after reviewing the ways in which each strategy was implemented and coming to consensus on their project's ratings. Ratings on the QSI are based on a 5-point rubric that measures the degree of implementation from "not evident" to "exceeding".

As part of the performance results evaluation, progress is measured and reported toward the state performance targets, the national Title IC performance, and the Kansas Title IC MPOs to evaluate the impact of program services for migratory students. Data are collected and submitted using surveys, student assessment results, records reviews, and other sources identified in this Evaluation Plan. Evaluation questions that will be answered by outcome data follow.

- ✓ What percentage of migratory parents/family members surveyed reported that the information and resources they received from Title IC helped them build their skills to support their child's school readiness?
- ✓ What percentage of 3- and 4-year-old children assessed and who received early learning instruction demonstrated age-appropriate skills on local school readiness post-test assessments?
- ✓ What percentage of eligible migratory students received instructional services?
- ✓ What percentage of migratory students demonstrated a 2% gain on local ELA and math assessments?
- ✓ What percentage of staff surveyed reported that program services impacted students' progress toward graduation, post-secondary education, and careers?
- ✓ What percentage of staff surveyed reported that program services impacted students' knowledge of post-secondary options?
- ✓ What percentage of projects rated their implementation of Strategy 3-2 (services to address factors that impact student success in school) as "succeeding" or "exceeding" on the QSI?
- ✓ What percentage of migratory OSY surveyed reported that Title IC HSED preparation, post-secondary education, and/or career readiness services increased their knowledge in those areas.

- ✓ What percentage of families surveyed reported that the program helped their children access needs-based support services for which they were eligible?
- ✓ What percentage of migratory children and youth received support services during the performance period?
- ✓ What percentage of staff surveyed reported that PD helped them increase their capacity to provide needs-based learning opportunities for migratory students?
- ✓ What percentage of parents surveyed reported that program services helped them participate in their child's education and well-being?

Evaluation Data Collection Plan

For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), evaluation data and demographic information is compiled, analyzed, and summarized by the external evaluator (META Associates) in collaboration with Kansas Title IC staff. These activities help the state determine the degree to which the Title IC program is effective in relation to the state performance targets, and strategies and MPOs. Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the program. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection, the individual or agency responsible, and the source of the data.

Data Element	Who collects?	How collected?	When collected?
Number of eligible migratory students recruited	KSDE & Title IC staff	MIS2000	Daily updates
Documentation of certificate of eligibility (COE) accuracy	COE approval team; ID&R Coordinator; rolling re-interview process	Reviewer checks COE at writing; approval team at submission and at COE data entry. Also during re-interview.	Immediately at submission for supervisor review and then at approval team level. Annual re-interview process.
Number of students, by age/grade, participating in Title IC school year and summer services	Title IC staff	MIS2000	Daily updates
Number and type of intra/interstate coordination activities	KSDE & Title IC staff	Program documentation	At time of activity
Number of parents involved through attendance at MPAC/PAC/parent meetings; participation in workshops, classes, parent training; and school/classroom visits	MPAC Coord. & Title IC staff	Records kept by MPAC Coord. & on the QSI	At time of function
Number of staff attending professional development and specifics on training	KSDE and Title IC staff	QSI and PD records	At time of function
Documentation on monitoring and technical assistance review findings	KSDE	Onsite visits Monitoring tool	After visit
Number of migratory students who graduate from high school	KSDE	KSDE database	Fall/Winter
Number of migratory students who score proficient in ELA and math on State assessments	KSDE	KSDE database	Fall/Winter
Level of implementation of the strategies	Title IC staff	QSI	Program year end

School Readiness MPOs	Who collects?	How collected?	When collected?
MPO 1A: By the end of the 2026-27 performance period, 80% of migratory families surveyed who participated in Title IC training on school readiness will report that they increased their capacity to support their child's school readiness.	Title IC staff	Family Survey	Program year end
MPO 1B: By the end of the 2026-27 performance period, 65% of 3- and 4-year-old children assessed and who received Title IC early learning instruction will demonstrate age-appropriate skills on local school readiness post-test assessments.	Title IC staff	Director Tracking Form (Indication if child's post-test score is age appropriate)	Program year end

ELA and Mathematics MPOs	Who collects?	How collected?	When collected?
MPO 2A: By the end of the 2026-27 performance period, 70% of migratory students served will receive needs-based ELA instruction.	Title IC staff	MIS2000	Ongoing
MPO 2B: By the end of the 2026-27 performance period, 60% of migratory students served will receive needs-based math instruction.	Title IC staff	MIS2000	Ongoing
MPO 2C: By the end of the 2026-27 performance period, 70% of migratory students receiving Title IC ELA instruction will demonstrate a 2% gain on local ELA assessments.	Title IC staff	Director Tracking Form (Pre/post-test reading scores)	Program year end
MPO 2D: By the end of the 2026-27 performance period, 70% of migratory students receiving Title IC math instruction will demonstrate a 2% gain on local math assessments.	Title IC staff	Director Tracking Form (Pre/post-test math scores)	Program year end

HS Graduation MPOs	Who collects?	How collected?	When collected?
MPO 3A: By the end of the 2026-27 performance period, 80% of staff surveyed will report that Title IC services impacted students' progress toward graduation, post-secondary education, and careers.	Title IC staff complete online survey	Staff Survey	Program year end
MPO 3B: By the end of the 2026-27 performance period, 80% of staff surveyed will report that Title IC services impacted students' knowledge of post-secondary options.	Title IC staff complete online survey	Staff Survey	Program year end
MPO 3C: By the end of the 2026-27 performance period, 80% of projects will rate their implementation of Strategy 3-2 as "succeeding" or "exceeding" on the QSI.	Title IC staff complete QSI	QSI	Program year end

Completion of a HS Diploma MPO	Who collects?	How collected?	When collected?
MPO 4A: By the end of the 2026-27 performance period, 80% of migratory OSY surveyed who participated in Title IC HSED preparation, post-secondary education, and/or career readiness services will report increased knowledge in those areas.	Title IC staff distribute QR code/link to OSY	OSY Survey	Program year end

Non-Instructional Support Services MPOs	Who collects?	How collected?	When collected?
MPO 5A: By the end of the 2026-27 performance period, 80% of families of migratory students surveyed will report that Title IC helped their children access needs-based support services for which they are eligible.	Title IC staff distribute QR code/link to families	Family Survey	Program year end
MPO 5B: By the end of the 2026-27 performance period, 80% of staff surveyed will report that Title IC professional development helped them increase their capacity to provide needs-based learning opportunities for migratory students.	Title IC staff complete online survey	Staff Survey	Program year end
MPO 5C: By the end of the 2026-27 performance period, 80% of families of migratory children surveyed will report that Title IC services helped them participate in their students' education and well-being.	Title IC staff distribute QR code/link to families	Family Survey	Program year end

Data on migratory students and services will be collected by the Kansas Title IC Program from each funded project. Data sources, as indicated above, include student assessment results (e.g., state ELA and mathematics assessments, local ELA and mathematics assessments, school readiness assessments) as documented on KSDE databases and Title IC data collection tools; the QSI; MIS2000; and stakeholder surveys (staff, OSY, and parents/family members).

Data analysis procedures include inferential and descriptive statistics (e.g., means, frequencies, t-tests); trend analysis noting substantial tendencies in the data summarized according to notable themes; and analyses of representative self-reported anecdotes about successful program features and aspects of the program needing improvement. For all services, the progress monitoring plan calls for the collection of data on student participation, coordination activities (including inter/intrastate coordination and home/school partnerships), and stakeholder and program beneficiary perceptions about program effectiveness, program strengths, and areas needing improvement.

Interpreting and Using Evaluation Results

The Kansas Title IC Program supports funded programs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- distributing materials to support PD activities among staff during program meetings and statewide training;
- providing opportunities for projects to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- reviewing program monitoring results and actions for the use of evaluation results for improvement;
- sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- including language in the Title IC application asking projects to discuss how evaluation results will be used for program improvement purposes;
- coordinating with the external evaluator to review processes, procedures, and supports provided to projects;
- sharing information among projects from state and national reading, mathematics, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and

- offering training-of-trainers sessions for staff to support their efforts in assisting projects to use evaluation results to make mid-course corrections and improve program services.

Written Evaluation Report

To comply with federal requirements and guidelines, the Kansas Title IC Program will perform an annual performance results evaluation in order to inform SEA decision-making and prepare a written evaluation report that contains implementation and performance results data. The written report will include implications and recommendations for improving program services based on implementation and performance results to help ensure that the unique educational needs of migratory students are being met by the Kansas Title IC Program.

An external evaluation firm (META Associates) has been contracted to help ensure objectivity in evaluating the Kansas Title IC Program, to examine the effectiveness of services, and to make recommendations to improve the quality of the services provided to migratory students. To evaluate the services, the external evaluators have responsibility for:

- creating evaluation data collection forms and the systems and timelines for submitting evaluation data requirements;
- collecting and analyzing evaluation data;
- conducting evaluation site visits and/or facilitating evaluation planning team meetings; and
- preparing evaluation reports to determine the extent to which progress was made and MPOs were met.

The evaluators will collect and report formative and summative evaluation data to determine the level of implementation of the service delivery strategies contained in the SDP; and determine the extent to which progress was made toward state performance goals addressing state ELA/math assessments and graduation rates, the Kansas Title IC MPOs, and the national Title IC performance measures.

Project Plan and Logic Model

Project Plan

The SDP Committee developed a **project plan** to begin the process of identifying ways to implement the service delivery strategies in this SDP, and identified resources needed to operationalize the strategies (e.g., staffing, funding, materials). Funded programs have flexibility to determine activities from within the options provided to implement the strategies and achieve the MPOs, based on the needs of their migratory student population.

School Readiness Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 1-1 Coordinate/provide information and resources to families of eligible migratory children to help them build their skills to support their child's school readiness.	• Coordinate/provide required training on school readiness skills for Title IC staff (e.g., ASQ, other local assessments). • Coordinate/provide school readiness resources in the home and model how to use them. • Coordinate/provide training on school readiness skills to families. • Identify and model how to use specific technology and tools/resources that support school readiness skills.	- 1-800-Children - ASQ Activity Book and resources - Child Care Aware - Child development centers - Child referrals/resource centers (daycare provider training) - College literacy programs - Colorin' Colorado - Dolly Parton Imagination Library - Early childhood instructors - Head Start programs - IMPACT CIG preschool resources - Kansas Early Learning Standards - Kansas Masonic Literacy Center - Kansas Title IC Portal - KPIRC - Libraries/librarians - Parents as Teachers - PBS - Preschool programs - TASN - United Way
Strategy 1-2 Coordinate/provide high quality early learning instruction during the regular school year and summer to 3- and 4-year-old migratory children who are not yet in school.	• Coordinate with summer programs in the community/schools that provide school readiness instruction. • Coordinate/provide home visits to migratory preschool children who are not enrolled in a community/district PreK program. • Identify and coordinate with local preschool and community programs to ensure migratory children are receiving services. • Provide families with lists of resources, information, and support available in the community.	- 1-800-Children - Advocates/liaisons - ASQ Activity Books - Dolly Parton Imagination Library - Early childhood staff - IMPACT CIG preschool resources - Kansas Masonic Literacy Center - KCSL - KPIRC - KSDE - Local preschool programs - School districts - Service centers - TASN

ELA and Mathematics Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 2-1 Coordinate/provide evidence-based, supplemental academic interventions/ tutoring for migratory students according to individual student needs in ELA during the regular school year and summer.	• Coordinate with the general education program to provide evidence-based supplemental academic interventions. • Identify PFS students to inform staff of hierarchy of needs. • Identify specific skills gaps utilizing local assessments and classroom teacher feedback to target Title IC interventions. • Prioritize students receiving ELA instruction during the summer.	- Culturally relevant materials - ESOL staff - Evidence-based ELA and math instructional resources - KSDE at-risk evidence-based program - Migratory student profile/targeted needs assessment for students - Public libraries - Reading A-Z
Strategy 2-2 Coordinate/provide evidence-based, supplemental academic interventions/ tutoring for migratory students according to individual student needs in math during the regular school year and summer.	• Provide targeted ELA and math instruction to migratory students in the regular school year. • Provide targeted ELA and math instruction to migratory students in the summer. • Provide training to Title IC staff on evidence-based instructional strategies and interventions. • Provide tutoring/interventions throughout the performance period (e.g., before school, after school, regular school day, summer). • Share Title IC practices across the state.	

High School Graduation Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 3-1 Coordinate/provide migratory high school students with supplemental credit accrual options, instruction leading toward graduation, and post-secondary education and career exploration.	• Coordinate/provide PD to advocates on graduation requirements, KSDE post-secondary assets, and post-secondary options. • Provide information to students and their families about graduation requirements, KSDE post-secondary assets, and options after high school. • Provide migratory students and families with information on post-secondary options including college, careers, and trade school. • Provide migratory students with access to job shadowing and career showcases. • Provide opportunities for students to participate in college visits.	- Advocates/mentors - College Assistance Migrant Programs (CAMP) - College staff/students, retired teachers - Community resources on academic advancement - Family training resources - KSDE resources (fact sheet about college athlete eligibility, post-secondary asset list) - School counselors - Staff training resources and materials - Student training resources and materials - Upper class grade mentors
Strategy 3-2 Coordinate/ provide migratory high school students with targeted, evidence-based support and services to address factors that impact student success in school and beyond (e.g., life skills, soft skills, employability skills).	• Identify and share community resources with students and families to address targeted needs. • Provide professional development to service providers to address targeted non-academic skills necessary for student success.	- Community resources - HEP programs/staff - iSOSY CIG resources - Project Frontier - School counselors - TASN - What Works Clearinghouse

Completion of a High School Diploma Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 4.1 Coordinate/provide migratory OSY support on re-engagement/high school equivalency diploma preparation, and post-secondary education and career readiness.	• Provide PD to staff serving OSY on assisting/mitigating skill gaps and deficits to support OSY acceptance in HEP programming. • Coordinate with HEP programs to support OSY who have an interest in participating in HEP programming. • Coordinate/provide migratory OSY with educational and life skills opportunities as well as post-secondary, workforce, and career readiness development.	- Adult education programs/staff - iSOSY resources (entrepreneurial course, career awareness toolkit, pathway guides, etc.) - Kansas library website - PASS courses - Technology devices and connectivity - Title IC Advocates

Non-Instructional Support Services Project Plan

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 5-1 Coordinate/provide migratory students with needs-based support services to promote their overall well-being, strengthen their ability to focus on learning, and enhance their sense of belonging, motivation, and success in school.	• Build student awareness and support services during school orientation or Title IC events, inform students about what services academic, emotional, etc. are available. • Collaborate and partner with community organizations. • Conduct orientations sessions for families. • Coordinate/host extracurricular fairs. • Coordinate/organize periodic school and community welcome events. • Coordinate/provide leadership opportunities during the school year and summer. • Coordinate/provide mobile support services to eliminate barriers to transportation. • Coordinate/provide support, motivation, and needed resources to migratory students to participate in extracurricular activities. • Coordinate/provide virtual and after-hours engagement options. • Organize school welcome events or community gatherings that celebrate migratory families and cultures. • Provide after-school learning opportunities for migratory students. • Provide flexible service hours and remote service options. • Provide information about support services to migratory students. • Provide more opportunities for collaboration among the projects (e.g., virtual café/statewide). • Provide necessary school supplies and educational materials. • Provide referrals to community service providers/resources. • Provide services that help students increase motivation and sense of belonging. • Partner with community-based programs.	- 4-H programs - Advocates/liaisons - Chambers of Commerce - Community colleges and universities - Community health centers - Future Farmers of America - iSOSY resources - Kansas library website - Libraries - Mexican Consulate - Migrant Farmworker Health - Places of worship - School staff - Title IC staff - Translators/interpreters - Transportation - Workforce centers

Strategies	Ideas for Strategy Implementation	Resources Needed
Strategy 5-2 Coordinate/provide ongoing, targeted professional development for Title IC and school staff to build their capacity to provide academically and culturally relevant and supportive learning environments for migratory students.	• Collaborate with community organizations for training opportunities and during Title IC training. • Collaborate/provide online learning modules for flexibility. • Communicate district PD opportunities to Title IC staff. • Coordinate with school PD/Title IC PD to ensure that there is an emphasis on the needs of migratory students. • Establish PD/staff feedback mechanisms for continuous support and follow-up. • Incorporate family and community perspectives in staff PD. • Integrate cultural awareness into curriculum/services planning. • Provide mentorship programs for staff. • Provide PD on developing supportive and inclusive learning environments for migratory students. • Provide PD on migratory lifestyles.	- KPIRC - Organization cross training - Partnerships with community service providers - PD for project districts - PD providers - Staff PD needs assessments - Venues for in-person training
Strategy 5-3 Coordinate/provide families of migratory children with communication, education, and support to address barriers while helping them to actively participate in their students' education and well-being.	• Advocate for parents of migratory children to serve on building site councils. • Collaborate with families and community partners. • Coordinate with the community organizations that support migratory families to provide joint trainings or bilingual resources. • Coordinate/provide cultural orientation sessions. • Coordinate/provide language support programs. • Coordinate/provide family education workshops. • Involve families and former migratory students as guest speakers during PD or staff meetings to share perspectives. • Maintain regular communication with families in multiple formats. • Provide families with flexible meeting times and virtual options. • Provide guidance and leadership on the Parent Advisory Council (PAC). • Provide support for frequent transitions.	- 1800-Children - ASQ resources - Community resource providers - Dolly Parton Imagination Library - Family activities - Farmworker Health - Health care providers - KPIRC - Mexican Consulate - MPAC - Public libraries - Resources to support academic skills such as books, literacy/math activities - United Way

Logic Model

The Logic Model on the following page is a visual representation of the intent of the Kansas Title IC Program. The logic model provides the foundation for assessing the effectiveness and progress of the program, ensures a realistic picture of what the program can expect to accomplish, and helps tell the story and show the impact of the program. The evaluation of the Kansas Title IC Program has as its foundation this Logic Model.

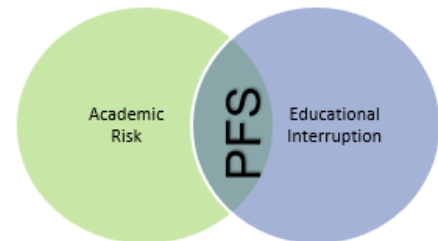
Kansas Title I, Part C Program Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Mid-term Outcomes	Long-term Outcomes
Systems: -Title I, Part C allocation -Title IC staff (KSDE, local) -State CNA, SDP, Evaluation -Intrastate coordination -Interstate coordination -State Title IC initiatives -Collaborators (e.g., other state/federal programs, community agencies, institutions of higher education [IHES]) Information: -PFS determinations -Student records -Demographic data -Assessment data (state and local) -Graduation rates -MIS2000 data -MSIX data -Needs assessment data -Evaluation data (results and implementation) Materials: -Technology -Evidence-based curriculum -College awareness and HSED/GED materials -Family engagement materials -Professional development materials	Student services: -Supplemental instructional services (e.g., ELA/language, mathematics, school readiness, summer programs, home- or center-based, virtual/hybrid) -Secondary student services (e.g., credit accrual and recovery, leadership activities, college and career readiness activities) -Technology support at home and school -Support services (e.g., dental, medical, mental health, transportation, advocacy) Family services: -Family engagement (e.g., family literacy events, evidence-based resources) -Parent education activities -Parent Advisory Council (statewide and local) Staff training: -Title IC staff professional development Programming -Continuous Improvement Cycle -SEA monitoring/technical assistance -Identification and recruitment	Student outputs: -Participation in supplemental ELA and mathematics instruction -PFS students served -Assessments provided and results recorded -Participation in credit-bearing courses, advising, and college and career readiness activities -Enrollment in preschool programs and school readiness instruction provided -Health screenings completed -Services to migratory students provided by collaborators Family outputs: -Participation in family engagement and literacy activities Staff outputs: -Participation in staff training -Use of evidence-based curriculum and instructional strategies Programmatic outputs: -Migratory children identified and recruited -Continuous Improvement Cycle implemented -Programs monitored and receiving technical assistance and support	Student outcomes: -Increased number of students receiving Title IC services and/or receiving services from other programs for which they are eligible -Increased student ELA and mathematics skills -Secondary students obtaining high school credits -Title IC staff develop relationships with migratory students -Support services help reduce barriers to migratory student success in school Family outcomes: -Families involved in supporting their children's education -Parents understand and access available services -Family emergent needs addressed through advocacy Staff outcomes: -Staff trained -Staff have increased knowledge and use of evidence-based strategies to support migratory students Programmatic outputs: -Improved identification and recruitment of students -Evaluation results used to inform programming and services	Student outcomes: -Interim performance targets met on state ELA and math assessments -Increased percentage of students completing Algebra I by the 11 th grade -Increased percentage of students in grades 7-11 that are promoted to the next grade level -Increased percentage of students graduating from high school -Increased academic achievement (reading and mathematics skills, school readiness) -Increased student participation in Title IC services (instructional, support, summer, regular year) -Increased student/OSY awareness about credit accrual options -Increased number of secondary students/OSY on-track for graduation Family outcomes: -Increased parent skills for supporting their children's education Staff outcomes: -Increased staff skills for supporting migratory students Programmatic outcomes: -Title IC services found effective through the evaluation sustained	Student outcomes: -Increased percentage of migratory students scoring proficient on state ELA and math assessments -Increased number of migratory children entering kindergarten ready for school -Increased high school graduation rates -Decreased dropout rates -Increased percentage of migratory students that enter and succeed in post-secondary education -Increased percentage of migratory students with the 21 st Century skills to be successful in post-secondary education and careers Family outcomes: -Advocacy and self-efficacy in the educational environment Staff outcomes: -Increased capacity of staff to advocate on behalf of migratory students

Migratory Children Identified to Receive Priority for Services

In accordance with the ESEA [Section 1304(d)], Title IC programs must give priority for services to migratory children who meet the following definition:

In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging state academic standards; or (2) have dropped out of school.



The definition of PFS is operationalized in Kansas by having an educational interruption and meeting at least one academic risk criterion below.

1. Have made a qualifying move within the previous 1-year period

MIS2000 will auto-calculate the QAD and Enroll Date to make the determination

AND

2. Are failing, or most at risk of failing, to meet the challenging State academic standards

- A. Student scored below proficient on Kansas state ELA or math assessments
- B. Student scored below age/grade level on local reading or math assessments
- C. Student is below grade level on any K-3 reading diagnostic assessment
- D. Student is classified as non-English or limited English proficient on LAS, IPT, LPTS, or Kansas English Proficiency Assessment (KELPA2)
- E. Student is behind in accruing credits toward graduation requirements
- F. High school student is placed in a class that is not age-appropriate
- G. Middle/high school student with grades below average performance in math, language arts, sciences, or social studies
- H. Student repeated a grade level or course
- I. Student is an OSY/dropout
- J. Preschool-age student (3-5) not served by any other program
- K. Student qualifies for the McKinney-Vento Homeless Program

Every funded project in Kansas is required to maintain a list of eligible migratory students as well as a listing of the students receiving Title IC services. The eligibility list indicates whether or not a student is determined to have PFS. It is important that every Title IC program enter into MIS2000 each student's "at-risk information" whether or not an eligible migratory student meets the PFS criteria, as it provides documentation if the student moves to another district or state. Further, the at-risk designation is used in determining Title IC allocations.

Identification and Recruitment Plan

The identification and recruitment (ID&R) of eligible migratory children is key to Title IC. “Identification” is the process of determining the location and presence of migratory children. “Recruitment” is defined as making contact with migratory families, explaining the Title IC program, securing the necessary information to make a determination that the child is eligible for the program, and recording the basis of the child’s eligibility on a COE.

Statewide ID&R is conducted by the State ID&R Office in Eudora. The center provides year-round ID&R coverage for the entire state with a focus on all aspects of the migratory population. It supports services required by the unique demands of mobility and blends local and statewide perspectives into a substantial and resourceful system of support. Across the state, recruiters and liaisons work together to ensure collaboration, coordination, and a statewide perspective to ensure all eligible migratory students have the opportunity to meet the same state academic standards as non-migratory students.

The State ID&R Coordinator oversees ID&R for the state. The responsibilities of the State ID&R Coordinator are to:

- review the time and effort logs of all recruiters;
- direct the ID&R efforts for the state;
- coordinate the activities of Tier II recruiters;
- identify the training/mentor needs of individual recruiters;
- collaborate with the Staff Development Specialist;
- review qualifying activities;
- evaluate the quality of recruiter performance; and
- evaluate the effective use of strategies learned during professional development.

Statewide recruiters cover the entire assigned area to identify and recruit all eligible migratory children and youth. One of the strategies used to increase the effectiveness of ID&R is to create networks by coordinating with organizations and agencies that provide services to migratory workers and their families. The recruiter prioritizes the resources that migratory students, youth, or workers may need during home visits to determine if the family may qualify for Title IC. If the family fails to be eligible due to type of work, length of stay, employment condition, and time since movement, contact with the family discontinues. However, if the family information indicates reasonable potential for eligibility, the recruiter collects the necessary information sufficient to determine if the family is eligible to receive Title IC services. The recruiter documents this information on a completed COE signed by the parent (actual or electronic) and electronically submits the COE for review.

The ID&R Coordinator ensures that recruiters follow the statutory guidelines and the SDP. Quality control is a key activity in Kansas, and the Coordinator is responsible for professional development statewide to ensure the quality of ID&R services. This Coordinator is responsible for developing and presenting fall and spring ID&R meetings; providing staff development sessions; developing and providing training for all new recruiters and seasoned recruiters; implementing individual ID&R staff development plans addressing the specific training needs of recruiters; and providing one-day onsite visitations with each recruiter to review their staff development plans and progress toward meeting the plan’s objectives. Further information describing ID&R quality control procedures is available on the [KSDE Title IC Website](#) and the [Kansas Title IC Website](#).

Parent and Family Engagement Plan

Structures to Support Migratory Parents/Families

Title I supports parent involvement by enlisting parents to help their children do well in school. In order to receive Title IC funds, projects must implement programs, activities, and procedures that effectively involve migratory parents. As the first teachers of their children, parents know the needs of their children best and can provide insight into their children's strengths and challenges. As such, migratory parents can play a pivotal role in planning the educational programs in which their children participate.

Involving migratory parents in planning the Title IC program builds their capacity to assist in their children's learning at home and enables parents to understand the program and have informed conversations with program/school staff regarding their children's education. Through their participation in the planning process, migratory parents also are more likely to become advocates and supporters of the program because they have a personal stake in its success. Title IC parent and family activities include, but are not limited to, the following.

State Title IC Parent Advisory Council (MPAC)

- Members consist of migratory parents, former migratory parents, school officials, community leaders, and/or other individuals involved with migratory families.
- Provide parents the opportunity to express concerns in the planning, implementation, and evaluation of the Kansas Title IC program.
- Provide parents with the knowledge and skills needed to be an effective advocate for their child.
- Provide parents the opportunity to provide support to school programs.

Local MPACs and Parent/Family Meetings

- Local MPACs and parent/family meetings are provided to educate parents on the importance of their involvement in their children's education; create connections between parents and school districts; identify parental needs that will better equip parents to participate in their children's education; distribute resources that will aid parents' development as contributors to their children's education; and recruit parents and school district officials to serve on the State MPAC.
- Local MPAC activities provide parents with an opportunity to provide input on programming and services; enhance migratory parents' ability to advocate for their children, as well as to be more involved in their children's education; and provide parents with the communication and technical skills they need to effectively participate in their children's education. Training topics include, but are not limited to, becoming community leaders, technological literacy, cross-cultural training, reading with their child, how to prepare their preschool child for school; graduation requirements, and preparing for post-secondary education and careers.
- Local parent meetings include collaboration with local service providers and school district parent resource centers to provide training on a variety of topics. Collaboration occurs with school districts, local libraries, Adult Basic Education, and other local service providers to provide classes.

Surveys and evaluations

- Anonymous surveys and evaluations are distributed to migratory parents to determine the impact of the Kansas Title IC Program and needs of their children and their families.
- Migratory parents provide responses about their preferences and needs regarding topics to be discussed and presentations or trainings to be held during parent/family activities.

Home visits and phone calls

- Home visits are conducted with migratory families to collect information for the families' needs soon after their recruitment, and to ensure that Title IC staff have current information on the family. Home visits also are used in lieu of parent/family meetings in areas with small numbers of families, where families live too far from each other, and with families who are unable to attend due to unexpected changes in their work schedule, sudden illness, and/or other issues.
- Phone calls are used frequently to follow-up on discussions that have taken place during parent/family activities, as a reminder of events, and to follow-up on resolution of individual family issues, etc.

Parent/Family Resources

The Kansas Title IC Program offers information for parents and family members to learn about the schools and the program, seek assistance related to adult education, assist with instruction in the home, and provide guidance to parents on how to help their child make school and career choices. In addition, through Title IC, parents learn strategies for involvement, ways to understand the ID&R process to determine whether their family (or others) qualifies for the program, and ideas on helping their child experience success in school.

Involvement in the planning of the Title IC program enables parents and family members to better understand the program and have more informed conversations with Title IC and school staff about their children's education. The Kansas Title IC Program and local projects consult with the State MPAC about the CNA and the SDP. MPAC representatives participate on CNA and SDP committees and MPEC members review the draft documents. The Kansas Title IC Policy Guidance governs the MPAC.

The State MPAC goals and objectives are to have an active MPAC at every project in the state of Kansas, train local MPAC representatives to become advocates and leaders of their communities, create a strong MPAC network throughout the state, and empower parents as primary educators of their children. Local MPACs are supported by the State MPAC but have autonomy to make decisions about parent and family engagement at the local level. Local MPACs are comprised of a representative sample of parents/family members of eligible migratory children and individuals who represent the interests of such parents. In collaboration with the funded projects, local MPACs meet once per month during the regular school year at times that are convenient for parents to accommodate their work schedules. The LEA is responsible for establishing meeting rules that support open discussion and providing meeting agendas, minutes, and other materials in a language and format that parents understand.

Projects may use Title IC funds to provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance. Projects are required to retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by KSDE. Kansas employs a statewide MPAC Coordinator.

On the [KSDE Title IC Website](#) and the [Kansas Parent Information Resource Center Website](#), parents can access information about programs and resources designed to build their skills for supporting their children's learning at home and being more involved in their children's education.

Exchange of Student Records

Kansas Title IC Data Collection and Reporting System

The Kansas Title IC Program is responsible for promoting inter/intrastate coordination of services for migratory children, including providing educational continuity through the timely transfer of pertinent school records. To assist with this requirement, Kansas utilizes MIS2000. The system is a web-based application that captures and stores migratory student records to facilitate educational continuity. Every funded project must enter all relevant data on this system.

MIS2000 maintains the necessary information on migratory students as identified in Section 1308(b)(2)(A) of ESSA; and can accommodate new data elements as mentioned in Section 1308(b)(B). MIS2000 incorporates all of the required Minimum Data Elements (MDEs) for daily transfer to the national MSIX system as mentioned in Section 1308(b)(1).

National Title IC Data Collection and Reporting System

Established and administered by a contract with the U.S. Department of Education, [MSIX](#) is the technology that allows states to share educational and health information on migratory children who travel from state to state and who, as a result, have student records in multiple states' information systems. MSIX works in concert with existing state-based migratory student information systems to manage their Title IC data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migratory children nationwide.

Kansas is operational in MSIX with MIS2000 interfacing successfully to allow the state to complete reports based on inter/intrastate student records. Kansas is able to provide student data, as required, for the Consolidates State Performance Report (CSPR) and to meet other federal/state data requirements. Systems are in place to ensure the protection of student information based on the Family Education Rights and Privacy Act (FERPA). Ongoing training is provided on all of these systems.

MSIX produces a single “consolidated record” for each migratory child that contains information from each state in which the child was enrolled. Upon enrollment and/or a change of residence to a new district or state, service providers review the consolidated record for relevant information related to school enrollment, grade and course placements, accrual of high school credits, and participation in Title IC. Contacts from previous enrollments are used if further information is needed.

A key feature of MSIX is the [Student Move Alert](#) sent via email. Immediately upon receipt of a move alert, the recruiter should initiate efforts to locate the family/youth and schedule a time to conduct an eligibility interview. Most of the time, this information is very current and, therefore, can provide timely information about children coming into the recruitment region. If recruiters receive an MSIX Student Move Alert, they should contact the sender for additional information that would assist them in identifying the family.

Kansas Title IC staff also should send move notifications via MSIX when they become aware of a family moving to another state. Staff are strongly encouraged to provide as much information as possible to aid in locating the family at the next destination and to respond promptly to any requests for additional information made by the “receiving” program/state. Staff must be cautious not to enter personally identifiable information in email messages.

Implementation and Accountability in Local Programs

Communicating the SDP

Full implementation of the SDP will begin in the fall of 2026 to follow the work that has been done to align Kansas Title IC systems (i.e., application, sub-allocation process, evaluation systems) to the new SDP. The Kansas Title IC Program will “roll-out” the new SDP to staff, parents, stakeholders, and the community through a series of trainings and meetings.

During SDP Meeting #2, the SDP Committee suggested providing comprehensive training and communication on the new SDP through regional or central meetings, virtual trainings and webinars, presentations to district and school staff (including at the beginning of the school year and at new teacher orientations), sessions for Title IC staff, trainings for school and district leadership, and information shared at parent meetings.

Professional Development and Technical Assistance

The Kansas Title IC Program provides extensive professional development to prepare staff and educators to adapt instruction to address the unique educational needs of migratory students, implement CIG initiatives, and coordinate with other states and service providers. Training is provided to help teachers learn strategies needed to implement the SDP, with an emphasis on math and literacy, early learning, high school graduation, completion of a high school equivalency diploma, and college/career readiness.

Professional development is part of this SDP and an expectation for funded projects. State objectives supporting the professional development of Kansas Title IC staff include:

- collaboration with higher education and other agencies to ensure educators have the preparation and background to employ evidence-based techniques in a variety of settings for students from various backgrounds;
- networks of services providers and educational entities to provide effective practices for highly mobile secondary aged students; and
- creation of a professional development framework to support sustained, ongoing, instructional improvement.

Within this framework, the Kansas Title IC Program and its LEAs offer and/or participate in professional development activities such as the U.S. Department of Education’s Annual Directors’ Meeting, state CNA and SDP Committee meetings, collaborative meetings with Kansas service providers, ID&R meetings for recruiters and project administrators, interstate coordination and CIG meetings/training, state/regional training and conferences, and statewide and local MPAC meetings.

The Kansas Title IC Program ensures that Title IC staff and school personnel that work with migratory children have access to local, state, and national professional development resources and opportunities. The following are examples of [national resources for professional development](#).

- The mission of the Interstate Migrant Education Council ([IMEC](#)) is to advocate policies that ensure the highest quality education and other needed services for migratory children. The Kansas Title IC Program is a member of IMEC.

- The What Works Clearinghouse ([WWC](#)) reports on effective and evidence-based educational programs, practices, and products.
- [iSOSY](#) is a Title IC CIG to build capacity in states to serve secondary aged migratory students and OSY. Kansas is a member of this CIG.
- The Migratory Literacy Net ([MLN](#)) is a website of reading and math resources for migratory students and parents developed by the Migratory Parent Empowerment Consortium (MPEC) CIG.
- The Identification and Recruitment Consortium ([IDRC](#)) is a CIG designed to assist states in conducting effective ID&R. Kansas is a member of this CIG.
- The Inspire and Innovate: the Migratory Parent Action Coalition ([IMPACT](#)) CIG was established to increase parent engagement and empowerment.
- The National Association of State Directors of Migrant Education ([NASDME](#)) offers its annual conference each spring to educators and staff serving migratory students.
- The National Center for Families Learning ([NCFL](#)) offers information/materials on family literacy.
- The U.S. Department of Education's Office of English Language Acquisition ([OELA](#)) provides a Summit for ELs with a strand and sessions for the Title IC program.
- [Colorín Colorado](#) is a bilingual site for families and educators of ELs.
- The High School Equivalency Program ([HEP](#)) is aimed at migratory students aged 16 or above (or who are OSY) to obtain a high school diploma or equivalent, gain employment, or enroll in postsecondary institutions or training.
- The College Assistance Migrant Program ([CAMP](#)) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an IHE. Funding supports the completion of the first year of studies.
- The [Handbook for Educators Working with Children of Mexican Origin](#) provides support to educators working with children of Mexican origin.

Examples of state and regional PD resources that Kansas shares among local projects follow.

- The [KSDE Website](#) provides a portal to information with sections for teachers, parents and family, and communities.
- The [KSDE Title IC Website](#) and the [Kansas Title IC Website](#) provide information and resources for program staff and others wanting to learn about the Kansas Title IC Program.
- A designated state professional learning technical support network that consults with Kansas Title IC sites to identify needs in professional development and marshal resources to address those needs.
- The Kansas Technical Assistance Network ([TASN](#)) provides technical assistance to support school districts' systematic implementation of evidence-based practices. Any parent or educator in Kansas can visit the TASN and select the *Request Assistance* button to ask for the support or service that is needed.

Sub-granting Process

The SDP is implemented at the local level through sub-grants to LEAs. The Kansas Title IC Program uses the grantmaking process as a means of ensuring that the LEAs are implementing the program in accordance with the SDP. Section 34 CFR § 200.83(c) requires the SEA to ensure its LEAs comply with the SDP. In the requirements for the local Title IC applications, the KSDE has established expectations for what LEAs must address to receive funding.

State Monitoring Process and Timelines

The Kansas Title IC Program participates in the Kansas Integrated Accountability System (KIAS). This program utilizes a continuous improvement model of data collection, reporting, verification, and improvement to ensure compliance with federal and state program requirements.

The ESEA Consolidated Review is the KSDE Special Education and Title Services monitoring tool to ensure Kansas LEAs are following all statutes as outlined in ESEA, as amended. All LEAs in the state are divided among three cohorts, with the monitoring occurring once in a three-year cycle. The following federal programs, as well as other applicable requirements and LEA demographics, are included in the monitoring process.

- Title I, Part A – Improving Basic Programs Operated by State and LEAs
- Equitable Services to Non-Public Schools
- Title II, Part A – Supporting Effective Instruction
- Title I, Part C – Education of Migratory Children
- Title III/ESOL – Language Instruction for English Learners and Immigrant Students
- Title IV, Part A – Student Support and Academic Enrichment Grants
- Title VII – Indian, Native Hawaiian, and Alaska Native Education
- At-Risk
- ESSER – Elementary and Secondary School Emergency Relief

The process includes the following.

- ESEA Consolidated Review Self-Assessment Completed by the LEA
- Data Verification Selection by KSDE
- Data Verification Submission by the LEA
- Data Verification Review by KSDE
- Compliance Verification Submission by the LEA
- Compliance Verification Review by KSDE

[ESEA Consolidated Review Self-Assessment Questions](#) (PDF). The document includes questions related to each of the federal programs, other applicable requirements, and demographics included in the ESEA Consolidated Review monitoring process. The ESEA Consolidated Review Self-Assessment is the first step in the monitoring process, and each LEA is expected to submit to KSDE within a specified timeframe.

[ESEA Consolidated Review Self-Assessment Guidance \(Fillable\)](#) (PDF). The ESEA Consolidated Review Self-Assessment Guidance document provides LEAs a reference guide for the monitoring process. Within the document, an LEA will find the area of compliance, question, ESEA reference(s), acceptable LEA evidence, links to resources, along with an appendix with sample documents. The resource is a fillable PDF, allowing LEAs to download, complete, and use as internal documentation.

The accuracy of documentation for COEs and other quality control processes are verified by KSDE as part of the monitoring process. The way in which LEAs collaborate with the State ID&R Office for data is reviewed by KSDE and verified. To further support the quality of the Title IC program, KSDE reviews professional development for Title IC recruiters and other staff.

Looking Forward

The Kansas Title IC Program updated the CNA in 2024-25 and then utilized these results to inform the update of the SDP in 2025-26. The systematic service delivery planning process described in this report engaged a broad group of stakeholders, including educators, administrators, Title IC staff, parents, and community members knowledgeable about migratory students, programs, and services.

Moving forward, the Kansas Title IC Program will prepare for full implementation of the new SDP during the 2026-27 program year by undertaking the following activities.

- Revisit all data collection decisions and examine current procedures to ensure alignment with the evaluation plan outlined in this SDP.
- Develop evaluation instruments to measure the extent to which the MPOs have been achieved.
- Conduct an evaluation of the implementation of the new SDP in 2027-28, utilizing data collected during the 2026-27 performance period.
- Develop frameworks for professional development and parent and family engagement to ensure training includes both general and specific information about the new SDP, as well as guidance for implementing SDP strategies.
- Review and revise the subgrantee application to align with the new MPOs, strategies, suggested implementation approaches, and identified resources.
- Design and deliver training on the SDP, including technical assistance on aligning services with SDP strategies, using updated evaluation data collection instruments, and reporting on progress toward the strategies and MPOs.
- Revise the Kansas Title IC monitoring tool to incorporate accountability measures related to progress toward MPOs and other key components of the SDP.
- Update the QSI rubric to align with the new strategies and implementation approaches, and establish procedures for observing and evaluating strategy implementation. This will support local projects in using the QSI as a tool to inform program planning and implementation, while ensuring that the data necessary for the implementation evaluation are systematically collected and incorporated into the annual evaluation report.

The Kansas Title IC Program will review the SDP annually and make revisions as needed based on evaluation findings, changing migratory student needs, adjustments to program activities or resources, shifts in fiscal resources, or new statutory requirements, regulations, or non-regulatory guidance from OME.

Consistent with guidance found in the Title IC CNA Toolkit, the Kansas Title IC Program will revisit the CNA every two to three years (or more frequently if there are substantial changes in migratory student demographics or program services) to update data and solution strategies as needed. The SDP will then be revised accordingly as part of the ongoing Title IC Continuous Improvement Cycle.