

February 6, 2026
KSDE SETS Special Education Administrators' Webinar
Agenda

Agenda Item	Presenter
Welcome	<u>TASN Coordination</u>
Director Updates • <u>The Next 100-day Checklist: Oct-Dec</u> • <u>Data Collection Window Reminders</u>	<u>Bert Moore</u>
<u>Teacher Licensure Reminders</u>	<u>Shane Carter</u>
<u>Personnel Categorical Aid</u>	<u>Evelyn Alden</u>
<u>Indicator 14 Reminders</u>	<u>Andy Ewing</u>
<u>Assessment Data</u>	<u>Cary Rogers</u>
<u>Part C Planning Updates</u>	<u>Tricia Waggoner (KDHE)</u>
<u>KASEA Updates</u>	<u>Angie Karraker</u>



SETS STATE DIRECTOR REPORT



February 5, 2026

Director Updates

- 100 Day Calendar – This calendar is located on the ksdetasn.org website. A copy has put in the chat. I have also prepared a shortened version I will review this morning.
 - [Download the Next 100 Day Checklist January-March](#)
- Differentiated Monitoring System – My team is working with the Office of Special Education Programs on corrective actions recommended as a result of the 2024 monitoring of Kansas.
- Adequate special education funding is necessary to ensure that each LEA has the financial resources necessary to meet the needs of its students with exceptionalities. Please reach out to your elected officials to share how added funding specific to educating students with disabilities would benefit your children, families, and programs.

Director Updates (Con't)

- The Special Education Quarterly #3 meeting will be held in Wichita on February 23. ALL special education administrators are encouraged to attend.
- Parent and Family Engagement is a priority for all LEAs as the SETS team addresses corrective action from the Office of Elementary and Special Education related to “Family and Parent Engagement” requirements.

Director Update (Con't)

- The 2024 State Performance Plan/Annual Performance Report was submitted on Friday, January 30. An area of concern that came up of interest was not meeting the 95% participation rate for high school ELA and Math participation for students with disabilities. Parents have the right to opt their child out of district and state assessments; however, it will have an impact on state and LEA data.
- Please contact any member of the SETS Team whenever you have questions or need support.



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Special Education Director Update- Teacher Licensure

February 6, 2026

SY 2025-2026 Reporting Requirements

- Licensed Personnel Report.
 - March 1, 2026.
 - Spring Vacancy Report.
 - Will not require an update of Fall Vacancy.
- Resources.
 - [Licensed Personnel](#)
- Waivers.
 - Waivers may be submitted through March 1, 2026.
- Mentoring Program.
 - [Not required.](#)



Licensure Resource

- [Licensed Personnel](#)
- [Science Of Reading Licensure Requirements](#)
- [User Login for KSDE Web Applications](#) (District Access)
- [KLAS User Authentication](#) (Applicant Access)



Fall 2025 Teacher Ed Graduates

- Initial/Temporary Nonrenewable Applications.
 - Degrees conferred end of December beginning of January.
 - Majority of applications received by the licensure team between January 10 – February 15.
 - The date payment is received is the effective date of the license.
 - Licenses will be backdated to the payment receipt date to cover processing time.
 - Fingerprint Background Check may delay issuance of license.



Seals of Literacy

Early Childhood Only Req.	Early Childhood Only SOL added	Early Childhood Only %	Elementary Teacher (Includes SPED) Req.	Elementary Teacher (Includes SPED) SOL added	Elementary Teacher (Includes SPED) %	School Specialist Req.	School Specialist SOL added	School Specialist 30	Administrators Req.	Administrators SOL Added	Admin %
1,407	494	35%	14,645	5,243	36%	723	246	34%	1,461	294	20%

- 9,734 Seals of Literacy added to licenses.
- Foundation Courses 511 completers.



Nontraditional Routes to the Classroom

- Limited Residency License (LRL).
 - For high incidence and low incidence.
 - Must hold bachelor's degree.
 - Experience requirement.
 - High Incidence – No para experience required.
 - Low Incidence – One year of experience as a special education para required.
- Teacher Apprentice License (TAP).
 - Only at Wichita State University.
 - Bachelor's degree and no bachelor's degree options.
 - Early childhood Unified, Birth to grade 3.
 - Elementary.
- Limited Elementary Residency License (LERP).
 - Elementary.
 - Must hold bachelor's degree.



Out of State Licensure

- Statute 48-3406.
 - Valid out of state license.
 - Experience within the last year.
 - Complete application.
 - Complete background check.
 - Will receive an equivalent Kansas license.
- Teacher Mobility Compact.
 - Bachelor's degree.
 - Valid unencumbered out of state license.
 - Application and fee.
 - Pass background check.
 - Will receive equivalent Kansas license.



Teacher Mobility Compact

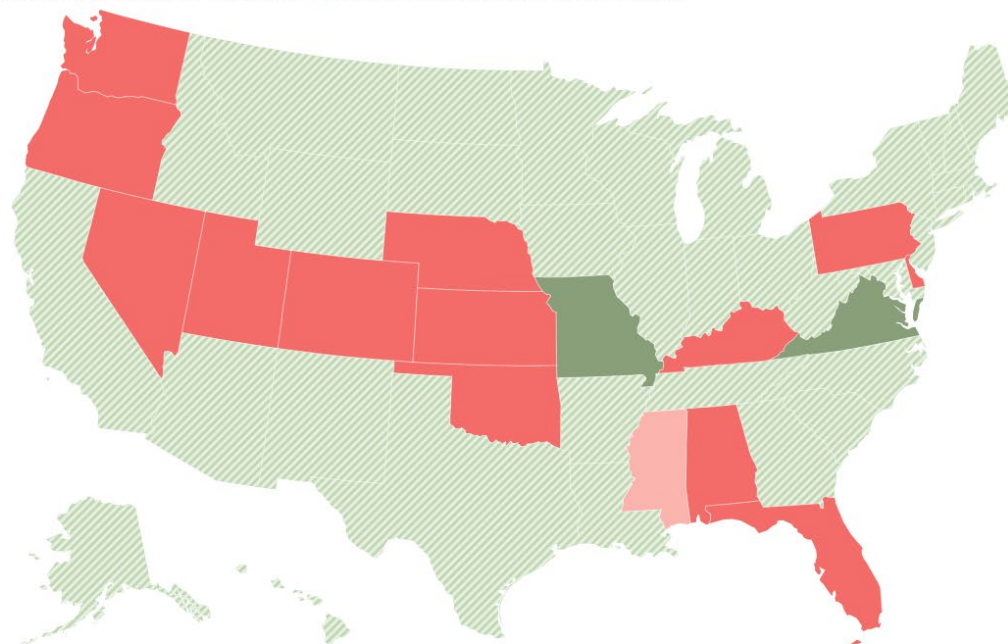
 <https://teachercompact.org/compact-map/>

COMPACT MAP

Interstate Teacher Mobility Compact Map

Status

■ Legislation Filed
 ■ Legislation Enacted - Compact Member
 ■ Enacted with material language changes
 ■ No Active Legislation



[Get the data](#) • [Embed](#) • [Download image](#) • Created with [Datawrapper](#)

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School Psychologist Compact

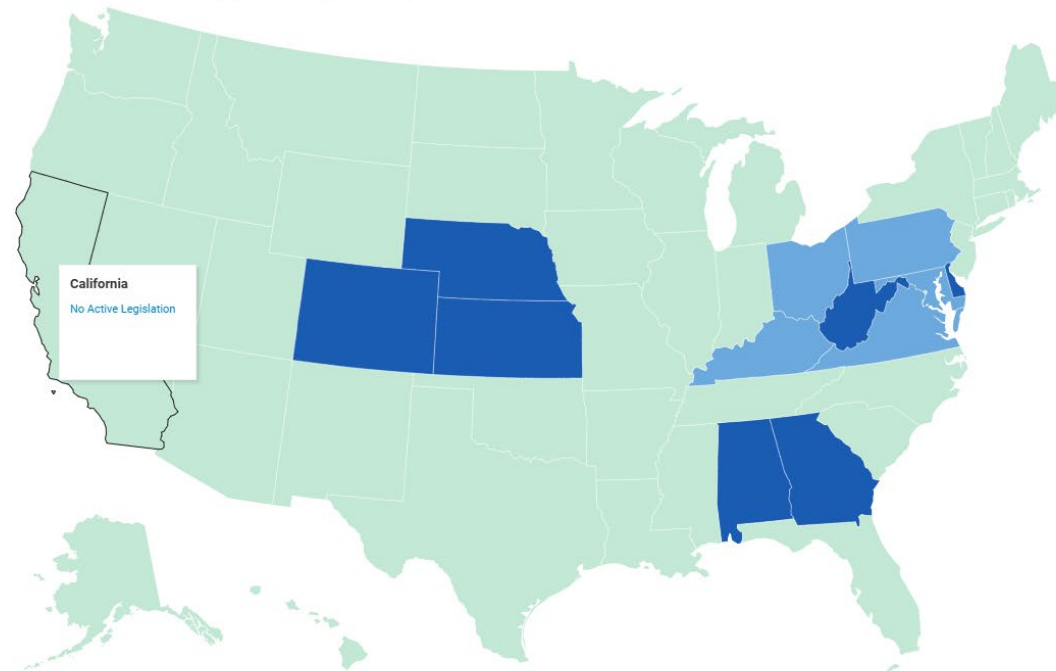
<https://schoolpsychcompact.org/compact-map/>

COMPACT MAP

Interstate School Psychologist Map

Status

■ Legislation Enacted - Compact Member ■ Legislation Filed ■ No Active Legislation



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RTAP

- Application window for Fall 2026 open.
 - Due date June 1, 2026.
- RTAP Pilots.
 - Youth Apprenticeship.
 - Nontraditional license educators.
 - Restricted, Limited Residency License (LRL), Limited Elementary Residence Program (LERP).
 - Open statewide Fall 2026.

*Contact Joel Gillaspie at joel.gillaspie@ksde.gov.

*Resource Website: [Registered Teacher Apprenticeship](#).



Leadership Survey

- We invite you to reflect on your full leadership preparation experience and the preparation of leaders you may supervise.
- The areas of review are:
 - Coursework and training through higher education institutions
 - District-provided professional learning
 - Mentoring, coaching, or other support systems
- Here is the link to the survey:
<https://www.surveymonkey.com/r/KLBYN75>



Registration Open!



2ND ANNUAL BOOST SUMMIT

BUILDING OPPORTUNITIES FOR OUTSTANDING TEACHERS

[Register for the Boost Summit](#)

REGISTER HERE:
<https://bit.ly/4jurYBc>

**THE BOOST SUMMIT IS AN
OPPORTUNITY FOR KANSAS LEADERS
TO COLLABORATE, EXCHANGE
INNOVATIVE IDEAS, AND DEVELOP
PROACTIVE SOLUTIONS TO IMPROVE
EDUCATOR RECRUITMENT AND
RETENTION!**



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Questions





Shane Carter

Director

Teacher Licensure

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Deadlines



The remaining payments pay on **ELIGIBLE FTE!**

- March 2nd – Final day to enter/update before third payment
- **March 2nd – New waiver deadline for year**
- April 1st – Final day to enter/update before fourth payment
- April 15th – – Final day to enter/update Vacancy report for special education staff
- May 1st – Final day to enter/update staff and positions for the year.
- June 1st – Final day to enter/update inservice

Deadlines are in Appendix A of the Reimbursement Guide and in the KIAS calendar.



Personnel Categorical Aid (KGRS)



- Make sure the person doing the report is aware of staff changes and has a way to get information.
- Remember to set aside time to go over reports.
 - Errors-the words tell where the issue is -NO FUNDING
 - Discrepancy-the person is licensed correctly, but not for the entire time -PARTIAL FUNDING

<https://www.ksde.gov/Portals/0/SES/funding/CatAid/KGRS-PCA-ErrorChecking.pdf>

- If you don't understand why someone is an error or discrepancy, contact me (email is best and don't be afraid to include names and/or ID numbers.)
 - It's not "bothering me", it's "justifying my employment"



Discrepancies



Claimed				Eligible		
Start Date	End Date	FTE	Hours	Start Date	End Date	FTE
8/17/2021	5/25/2022	1.00	1116.00	8/17/2021	4/21/2022	0.81

When someone is a discrepancy on the payment report (an "X" in the end column), it means they are qualified, but not for the entire time claimed.

Comparing the Claimed start/end dates and the Eligible start/end dates will tell you if the discrepancy is at the start or end. End means the person needs to renew!

All expiring KSDE staff can apply for renewal now!





Substitute problems

- If the error is “Substitute not approved”, the main reason is the wrong ID is being used or the license is expired.
- If the error is “Substitute in process” and has been for a while, there is a problem. Possible reasons:
 - The substitute is actually licensed correctly. This will be approved faster if you let me know you don’t want full reimbursement.
 - There is a problem with the assignment or the FTE
 - Fill positions or let me know that a position was new or unfilled
 - Be sure the FTE is appropriate for the time. 1.0 is too much FTE for one semester!
- **Staff should be claimed for the FTE they are working, not according to their license type**



KSDE License lookup



Educator Credentials

Report date: 1/30/2018

Name: [REDACTED]

Print License

License 1
Currently
Licensed

The current license displays first. Please scroll down to see

Application Status

Name	Educator ID	Disciplinary Action	Application Status	Status Date
[REDACTED]	01110207001		APPLICATION	11/1/2018
[REDACTED]		NONE	IN PROCESS	

License 2
FP needed

Application Status Definitions:
Active License: License is active; no application processing
Application in Process: Application is processing with KSDE
Expired License: License expired, and no application is processing with KSDE

Fingerprint Card and Background Check Required with next application:
☒ YES ☐ NO

- Two different licenses are displayed here. The top portion shows the “Print License” button. If that button is NOT there, then the information displayed may not be valid.
- The Application Status section shows the status date. After 90 days of inactivity, an application MAY be deleted.



Categorical Aid Contacts

Authenticated Applications

Problems logging in or
creating/removing accounts:

helpdesk@ksde.gov

(785) 296-7935

Categorical Aid

questions/issues:

cataid@ksde.gov

Teacher Licensure

questions/issues

(including waivers)

TLALicense@ksde.gov



Categorical Aid page

<https://www.ksde.gov/Default.aspx?tabid=538>

Special Teacher Reimbursement

Evelyn Alden evelyn.alden@ksde.gov

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Catastrophic/Non-Public Equivalency

Mason Vosburgh

Mason.Vosburgh@ksde.gov

(785) 296-4945

Transportation

RoseMary Ireland

RoseMary.Ireland@ksde.gov

Medicaid

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KSDE-Medicaid Replacement

Daniel Kalas Daniel.Kalas@ksde.gov





Indicator 14 Update Feb 2026

February 6 Director's Webinar

Our Vision for Kansas ...



Kansas leads the **world** in the success of each student



Opt In!

A record number of districts chose to opt in and conduct interviews last year! Thanks for your commitment to getting to better outcomes for your students!

Here's the response breakdown:

	Opt-in District Data	Call Center District
# in Census	1,474	2,900
# of Respondents	781	373
Response Rate	52.99%	12.86%



Indicator 14 Data 23-24

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status
A. Enrolled in higher education (1)	220	923	22.71%	23.21%	23.84%	Y
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	532	923	56.20%	56.70%	57.64%	Y
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3)	619	923	67.75%	68.25%	67.06%	N



Indicator 14 Data 24-25

Measure	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2023 Data	FFY 2024 Target	FFY 2024 Data	Status
A. Enrolled in higher education (1)	284	1154	23.84%	23.71%	24.61%	Y
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	631	1154	57.64%	57.20%	54.68%	N
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3)	784	1154	67.06%	68.75%	67.94%	N



What's Coming Up?

- Changes to Outcomes Post School Web Application
- Opt-in emails – sent multiple times starting in late February
- Contact information data upload: April - May
- Text message/email blast: June
- Summer Interviews: July (opt-in districts may begin when they have received their official contact list in June)



Transition Tuesday Feedback

We had some great questions from our January Transition Tuesday Webinar

Why do we complete senior exit surveys and why do we contact students one year later?

Best Practices for getting students to participate?

Questions on the annual survey seem personal...

Do I complete the survey for students continuing in 18-21 services?





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Assessment Data



Importance of Accurate Data

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

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

Indicator 3: Assessments for students with disabilities



Indicator 3A – FFY 2024 Reading Assessment Participation

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

Indicator 3A Reading – Slippage Statement (HS)

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

Indicator 3A – FFY 2024 Math Assessment Participation

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

Indicator 3A Math – Slippage Statement (HS)

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

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

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

Indicator 3C – FFY 2024 Reading (Alternate Assessment)

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

Indicator 3C – FFY 2024 Math (Alternate Assessment)

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

Indicator 3C Math – Slippage Statement (Grades 4)

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

Indicator 3C Math – Slippage Statement (Grades 8)

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

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

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

DLM Spring Test Window

- February 2 – April 24, 2026
 - ELA and math are instructionally embedded.
 - Science is end of year.
- WIDA Alternate ACCESS Test Window
 - February 2nd – March 13th, 2026

Contact Information



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2026 Kansas Federal Education Funds Administrative Forum

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

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

[Registration webpage for this event](#)

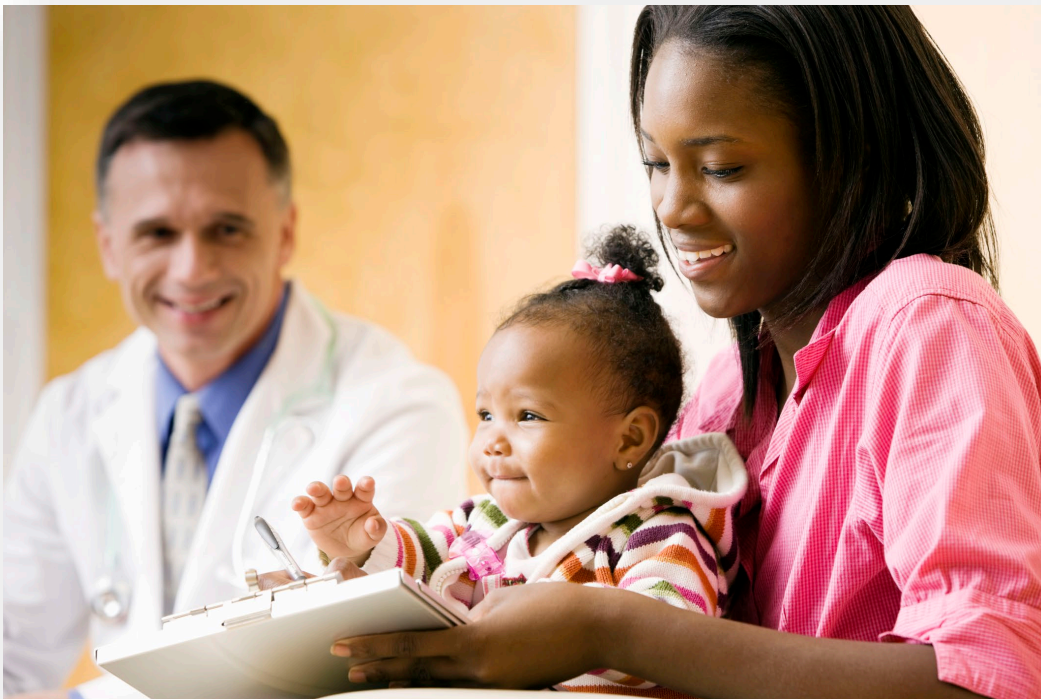




Hosting Infant Toddler Services

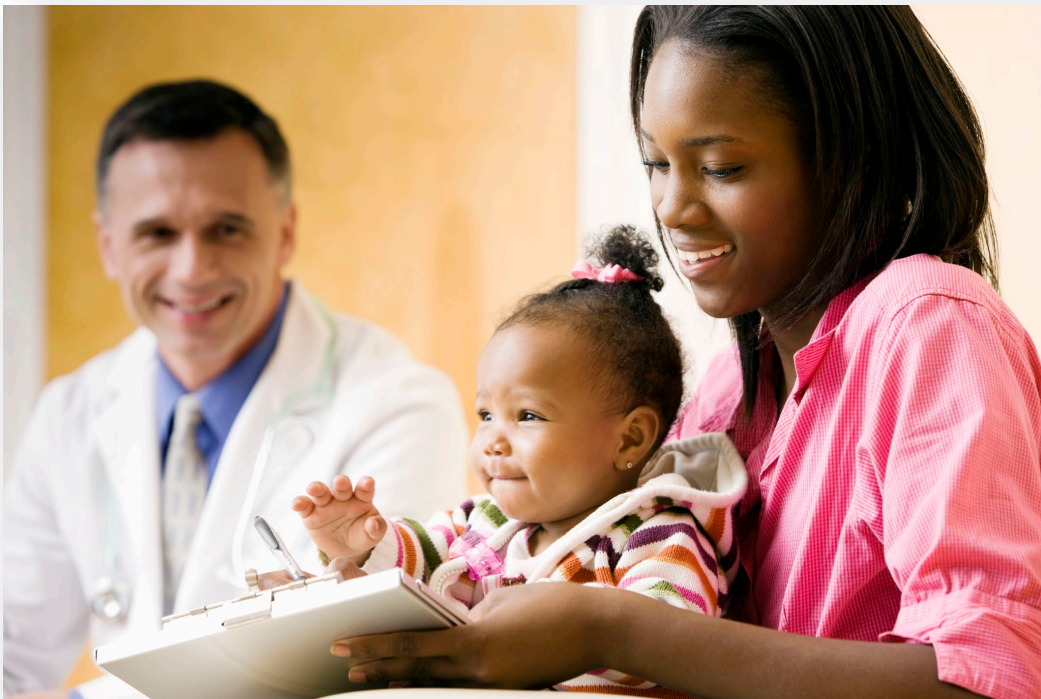
Tricia Waggoner | 02/06/2026

USDs and Infant Toddler Services



- When an Infant Toddler Services Program has a school district as a Local Lead Agency there are things that the school district needs to be aware of.
 - School districts are familiar with IDEA through Special Education.
 - Infant Toddler Services Programs are also authorized by IDEA, but they are different from Special Education.

One Law (IDEA), Two Programs



- Part C: Early Intervention
- Part B: Special Education

Part C: Early Intervention

- Kansas Early Childhood Developmental Services (KECDS) is a program of Kansas Department of Health and Environment (KDHE)
- KECDS oversees 29 Infant Toddler Services of Kansas Programs throughout the State.
- These 29 Programs are responsible for providing Early Intervention.

Though Authorized by IDEA, Part B and C are Different- Part 1

Part C (Infant Toddler Services)

- Part C and is housed in the Kansas Department of Health and Environment (KDHE).
- Serves children 0-3.
- Eligibility:
 - Developmental Delay
 - Established Risk
 - Informed Clinical Opinion

Part B (Special Education)

- Part B (including 619) is housed in the Kansas Department of Education (KSDE).
- Serves children 3-21.
- Two-Pronged Eligibility:
 - Prong One: The child has an exceptionality
 - Prong Two: Child needs special education and/or related services to access education

Hosting an Infant Toddler Services

Though Authorized by IDEA, Part B and C are Different- Part 2

Part C (Infant Toddler Services)

- Federal Regulation: 34 CFR § 303.
- Federal Grant: Infants, Toddlers and Families (84.181).
 - Payor of Last Resort
- State Funding Allocation:
 - KDHE Infant Toddler Services
 - Children's Initiatives Fund
- Must Maintain Effort (MOE)

Part B (Special Education)

- Federal Regulation: 34 CFR § 300.
- Federal Grants: Preschool Grants (84.173)/Special Education Grants to States (84.027).
- State Funding Allocation:
 - State Foundation Aid
 - Special Education State Aid
- Must Maintain Effort (MOE)

Separate Funding Needs Separate Accounting

Though Authorized by IDEA, Part B and C are Different – part 3

Part C (Infant Toddler Services)

- Housed in local nonprofits:
 - School Districts
 - Special Education Coops
 - Interlocals
 - Hospitals
 - County Health Departments
 - Independent Agencies
- Under contract with KDHE

Part B (Special Education)

- Housed in Local Educational Agencies:
 - School District
 - Special Education Coops
 - Interlocals
- Established by the State Board of Education

Though Authorized by IDEA, Part B and C are Different- part 4

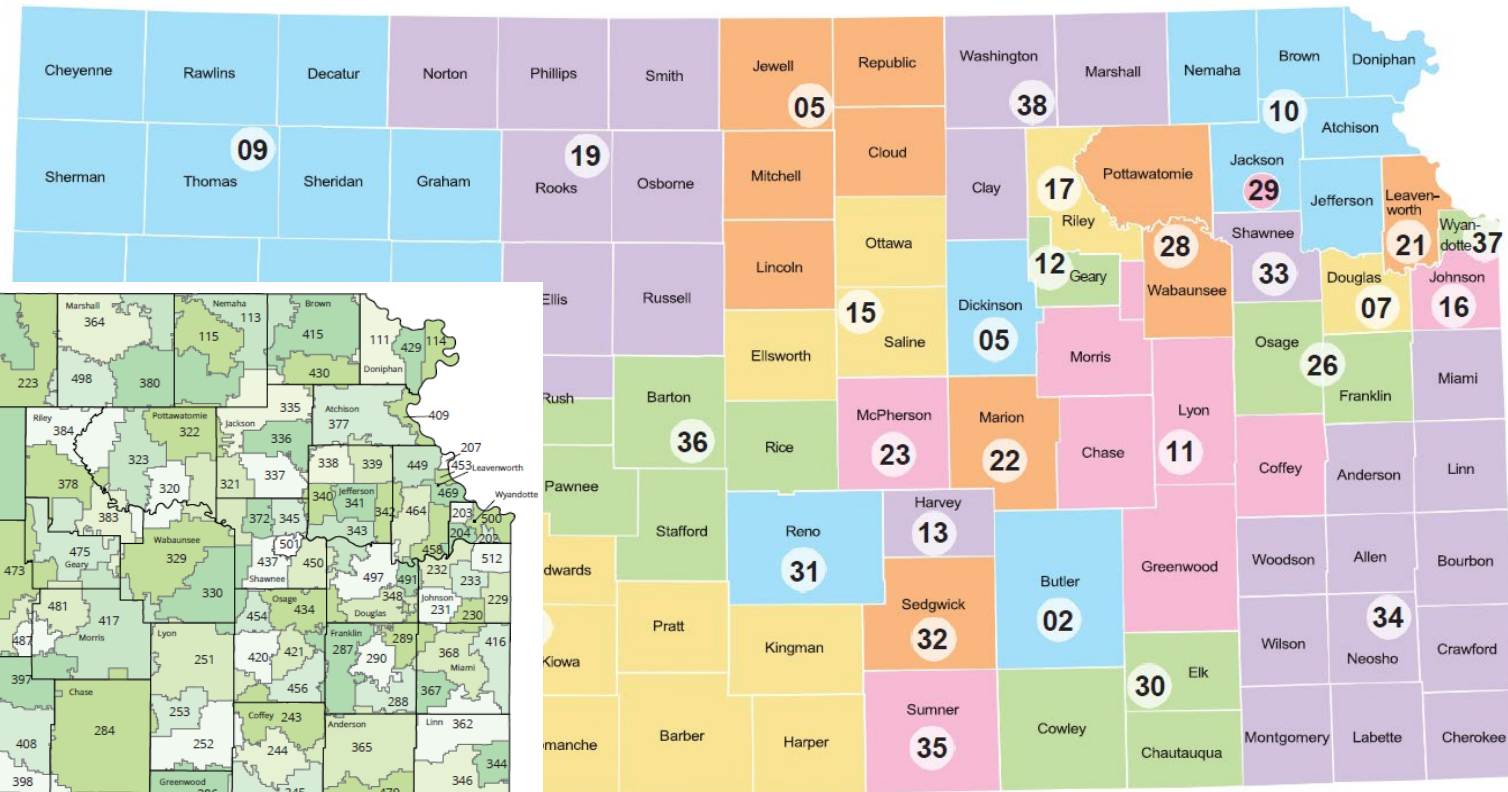
Part C (Infant Toddler Services)

- Local Programs headed by Part C Coordinators:
 - Responsible for staff oversight.
 - Responsible for compliance to IDEA Part C.
 - Responsible for budget and spending.
 - Single point of contact for KDHE.
 - Responsible for negotiation of agreements with Local Special Education and other programs.
 - Ensuring information is reported timely and accurately.

Part B (Special Education)

- Local Programs headed by Directors of Special Education
 - Responsible for staff oversight.
 - Responsible for compliance to IDEA Part B.
 - Responsible for budget and spending.
 - Liaison between families, administrators and school staff to support IEP consensus.
 - Ensuring information is reported timely and accurately.

There are a lot fewer Infant Toddler Programs than School Districts



- If a school district houses an Infant Toddler Program, it is responsible for services outside of their district borders.

Thank you/Questions



Winter Conference

- Social 2/23/26 River City Brewery
- Membership Meeting 2/24/26

KASEA at the Capitol

- Region Schedule
- KASEA 2026 Issue Brief Folder

Professional Development

- CASE Law and Leadership April 21-23
- CASE Low-Incidence Disabilities Series
- CASE BOOK STUDY: Six Shifts to Improve Special Education and Other Interventions

Calendar of Events

KASEA Monthly Updates



Thank you for Joining us today!!!

Next webinar is scheduled for March 6, 2026

