



Title III/ESOL Update

Twyla Sprouse

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Education Program Consultant

Special Education and Title Services
Team

Title III/English for Speakers of Other
Languages (ESOL)



Joann McReil

Project Director - Humanities

Career, Standards and Assessment
Services



2023-2024 Webinar Schedule



- September 12
- October 10
- November 7
- January 9
- February 13
- April 9
- May 14

Webinars will begin at 9:05 a.m.

Register @ www.ksdetasn.org

Any links referenced during the webinar will be included, along with the Zoom link.

Updates will be recorded and available on the TASN website and KSDE website.

Agenda



- Regulations Changes – Added Endorsements
- U.S. Immigration Policy Presentation – *Additional Information*
- Q & A; Responses from April 2024 Webinar
- English Language Proficiency Assessments in Kansas
- SY24-25 Enrollment
- Additional Training Opportunities
- Reminders

Regulations Changes



English Speakers of Other Languages Endorsement

*The Kansas State Board of Education on February 14, 2023
voted to approve a set of pending regulations regarding licensure.

Mr. Shane Carter

Director

Teacher Licensure

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Option 1 to Add ESOL to a Standard Teaching License



- Option one is to complete a Kansas state approved ESOL program through a university or college that offers the program and pass the state approved ESOL content exam. The updated regulation did not affect this option. Waivers and Provisional licenses are available if an educator decides to pursue an ESOL endorsement by completion of the full program while serving in an ESOL position.

Option 2 – Test Plus



- With the addition of the professional learning and assessment of the professional learning, test only is no longer an option. Educators must provide proof of completion of the professional learning/assessment and submit a passing score on the Kansas state approved ESOL content exam.

Test Plus Requirement



- The professional learning and assessment opportunities will take place through college/universities that have approved ESOL programs.
- Districts will be provided a list of each college/university offering the test plus option and required coursework for the endorsement.
- Colleges/Universities that may offer the professional learning opportunity are Bethany College, Fort Hays State University, Kansas State University, McPherson College, Newman University, Pittsburg State University, University of Kansas, Washburn University, and Wichita State University. Institutions may opt out.

When will changes take effect?



- To transition higher education institutions and districts to the new requirements, the Teacher Licensure team will continue to accept and process test only applications to add the ESOL endorsement through **January 1, 2025**.
- English to Speakers of Other Languages Praxis test may be found at www.ets.org

U.S. Immigration Policy



Additional Information from TESOL 2024 Presentation

U.S. Immigration Policy 101: What Educators Need to Know



- Presented by Roger Rosenthal, Esq., Migrant Legal Action program.
- Educators may not ask about the immigration status of a student or family member.
- U.S. Supreme Court Ruling *Plyler v. Doe* [457 U.S. 202 (1982)]
- Undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other children, undocumented students are obliged under state law to attend school until they reach a mandated age.

Plyler v. Doe [457 U.S. 202(1982)]



- As a result of the Plyler ruling, public schools may not:
 - Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
 - Treat a student disparately to determine residency.
 - Engage in any practices to “chill” the right of access to school.
 - Require students or parent to disclose or document their immigration status.
 - Make inquiries of students or parents that may expose their undocumented status.
 - Require social security numbers from all students, as this may expose undocumented status.

Plyler v. Doe [457 U.S. 202(1982)] Reference



- Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program for a student need only state on the application that they do not have a social security number.
- <https://www.idra.org/resource-center/immigrant-students-rights-to-attend-public-schools-2/>

Q & A

Responses from the April 2024 Title III/ESOL Webinar



Screening Process

- Q: Have there been considerations for updating the screening process? Also, will there be work for determining a diagnostic for districts to use for identifying language proficiency?
- A: At this time, there are no considerations for updating the screening process. The screener is meant to determine proficiency or not and there are no plans to add a diagnostic piece.



KELPA Screener

- Q: Has there been any data gathered to see if there was an increase/decrease in ESOL qualification after all districts have been required to use the KELPA Screener? It would be interesting to see those that qualified with the KELPA Screener and then were proficient on the KELPA that same year.
- A: Yes, KU is working on the research as KELPA results come in. More information will be shared in the future.



Cutoff Date for KELPA

- Q: Could we consider having a cutoff date for KELPA? For example, I had a student enroll the last week the KELPA window was open and had to screen the student then upload the student and give all four domains within 3 days. KAP has a cutoff date.
- A: Federal guidelines prohibit a need not test day for KELPA. All students present during the KELPA assessment window must take the assessment.



Extended Time for ELs in School

- Q: Is there an extended age/time period that ESOL students can stay in school due to a need for English acquisition, such as students with special needs having the choice to stay until they turn 22?
- A: Yes, the students can attend high school until their cohort graduates and then complete their education in an adult education program.



Documentation for the Auditor



- Q: What documentation does the auditor need?
- A: Home Language Survey, Screener Results, ILP, EL Contact Time Calculator, Teacher/Para meeting documentation, schedule, and a sample lesson plan. If students are transitional or in year one or two of monitoring, the forms must be completed and reviewed regularly. Always consider core instruction interventions and document!
- <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Title-III-State-ESOL>

Transitional Students



- Q: What documentation does the auditor need?
 - Because services are being provided and funding received by the district, all items in the previous questions should be on file, along with the Transitional Form.
 - Always consider core content interventions and collect data for documentation.
 - Transitional students do NOT take the KELPA.
 - Transitional Sample Form may be found at:
<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Title-III-State-ESOL>

Transitional Sample Form



This student has reached a level of English proficiency that indicates he/she still needs limited ESOL services. After the transitional year, the student will be placed on monitored status.

Student Name: _____ Date: _____ School: _____

Grade: _____ Birthdate: _____ Student ID: _____

Parent/Staff Concerns:

<u>Documentation</u>	Reading	Language Arts	Math	Other (Specify)	Date
Classroom Grades	_____	_____	_____	_____	_____
State Assessment Scores	_____	_____	_____	_____	_____
Formative Assessments <i>(i.e. DIBELS, Aimsweb)</i>	_____	_____	_____	_____	_____
Attendance & Behavior Data	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

- After transitional year, the student is performing successfully in the general education classroom(s).
- After transitional year, the student is having difficulties in one or more general education classroom(s).

After transitional year

It is recommended that (check one):

- Move to monitored status
- Content teacher observation/ EL staff observation (use a separate page)
- Academic Intervention (provide start date and description)

- Test with state approved screener to determine possible re-entry into

Monitoring Students – Years 1 & 2



- Q: What documentation does the auditor need?
 - The Monitoring Sample Form may be found at:
 - <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Title-Services/Title-III-State-ESOL>
 - Always consider core content interventions and collect data for documentation.
 - Monitored students do NOT take the KELPA.

Monitoring Sample Form



This student has reached a level of English proficiency that indicates he/she may no longer need *ESOL* services. The student will be **monitored for two years**.

Student Name: _____ Date: _____ School: _____

Grade: _____ Birthdate: _____ Student ID: _____

Parent/Staff concerns:

<u>Documentation</u>	Reading	Language Arts	Math	Other (Specify)	Date
Classroom Grades	_____	_____	_____	_____	_____
State Assessment Scores	_____	_____	_____	_____	_____
Formative Assessments <i>(i.e. DIBELS, AIMSweb)</i>	_____	_____	_____	_____	_____
Attendance & Behavior Data	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

- After year 1 of monitoring, the student is performing successfully in the general education classroom(s).
- After year 1 of monitoring, the student is having difficulties in one or more general education classroom(s).

After year 1 of monitoring

It is recommended that (check one):

- Continue monitoring
- Content teacher observation/ EL staff observation *(use separate page)*
- Academic Intervention *(provide start date and description)*

- Test with state approved screener to determine possible re-entry into ESOL services _____

English Language Proficiency Assessments in Kansas

KELPA & WIDA Alternate ACCESS



Post-KELPA Update - Screener



- Screener will continue working and you can continue screening students.
- Final Check:
 - Ensure the student's State Student ID number is assigned to the student's Screener Student profile to retain proficiency reports.
 - https://ksassessments.org/sites/default/files/documents/KELPA/KELPA_Screener_Manual.pdf
 - Page 34: *Linking Screener Students to Their State Student Identifier*
 - Please do so *before the end of July each year.*

Screening for SY2024-2025



- When administering the KELPA Screener for the 2024-2025 school year:
 - Select *“Screen student for next academic year.”*
 - The selection is intended for students not yet enrolled.

WIDA Alternate ACCESS Assessment



- **Tuesday, 9/24/2024:** Digital versions of the Alternate ACCESS reports and data files will become available to both KSDE and LEAs in DRC Insight/WIDA AMS. Reports include Individual Student Reports (ISRs), Frequency Reports, Roster Reports, and Summative State/District Student Response files.
- **Monday, 10/14/2024:** Districts are scheduled to receive their shipments of printed copies of the reports listed above.
- The information will be communicated with District Test Coordinators in late May and a reminder early in SY24-25.

Contact Information



WIDA Alternate ACCESS

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SY24-25 Enrollment



KIDS Collection System File Specifications Field D40



- D40 ESOL/Bilingual Program Entry Date
 - The date an English Learner (EL) qualifies for services in an English for Speakers of Other Languages (ESOL)/Bilingual Program. The ESOL Program Entry Date must be on or after the State Entry Date. Qualification is based on an English Language Proficiency placement test. This field is blank if the student is not an ESOL or ESOL eligible student. See D43: ESOL/Bilingual Program Participation Code.
 - The ELP placement test would be:
 - Preschool: Pre-IPT or Pre-LAS.
 - K-12: KELPA Screener.

KIDS Collection System File Specifications Field D43



- D43 ESOL/Bilingual Program Participation Code
 - 0=Not an ESOL Eligible student and not an ESOL monitored student.
 - 1=Title III Funded.
 - 2=State ESOL/Bilingual Funded.
 - 3=Both Title III and State ESOL/Bilingual Funded.
 - 5=ESOL program eligible, based on ELP test, but not currently receiving ESOL program services. Example: Parents that have waived their child out of ESOL services, but the district is still obligated to provide ESOL support and tested with KELPA.

Field D43 Continued



- D43 ESOL/Bilingual Program Participation Code
 - 6=Receives ESOL services and not funded with Title III and/or State ESOL Funding.
 - 7=Optional Transitional year, for a student scoring 3/Proficient on last year's KELPA, but services are still needed for EL support. If EL services are not provided, select monitored status. Minutes must be provided and entered in field D45: ESOL/Bilingual Student Contact Minutes. A transitional student will either be placed on monitored status the following year and remain two years, or become eligible to re-enter the ESOL program, receive services and testing requirements.

Field D43 Final



- D43 ESOL/Bilingual Program Participation Code
 - In reference to #7/Transitional Year:
 - Overall Proficiency:
 - Level 1: Not Proficient
 - Level 2: Nearly Proficient
 - Level 3: Proficient (Domain Score must be a 4 in Speaking, Writing, Listening, and Reading)
 - 8=Monitored, for a student scoring proficient on last year's KELPA and is not receiving EL support minutes (transitional year not chosen) OR is in second year monitored status. For EOYA D45: ESOL/Bilingual Student Contact Minutes must be blank.

KIDS Collection System File Specifications Field D44



- D44 Language Instruction Education Program Type
 - 00=Not an ESOL student.
 - 01=Transitional Bilingual Education or Early-Exit Bilingual Education.
 - 02=Dual Language or Two-way Immersion.
 - 03=ESL or ELD.
 - 04=Content Classes with integrated ESL support.
 - 05=Newcomer programs.
 - 06=Maintenance Bilingual Education.

Field D44 Continued



- D44 Language Instruction Education Program Type
 - 07=Sheltered English Instruction.
 - 08=Submersion Program.
 - **Note:** Pick the program that the child receives the most time in during the week.
 - Source:
https://kidsweb.ksde.org/Portals/0/training_documents/KIDS%20File%20Specifications%20for%202023-2024_v1.10.pdf?ver=2024-03-05-131414-753

KIDS Collection Appendix D



- Common Education Data Standards (CEDDS) First Language Codes, pp. 94-100.
- Please check at enrollment for accuracy.
- If Undetermined (und), KSDE will contact the school district to in turn, contact the family for accurate information.
 - Source:
https://kidsweb.ksde.org/Portals/0/training_documents/KIDS%20File%20Specifications%20for%202023-2024_v1.10.pdf?ver=2024-03-05-131414-753

Additional Training Opportunities



ESOL Workshops – June 3, 2024



- Training with Margarita Calderon.
- Every ESOL teacher that signs up must bring a General Education teacher to learn the content.
- Series of 3 workshops: academic language, reading, and writing for grades 6-12.
- Fall 2024, the same workshop format and topics will be available for K-5 ESOL and General Education teachers.
- Link to sign up:
https://docs.google.com/forms/d/e/1FAIpQLSdw2JblmDnnbpbKC1p7EwgU5LGi5GNaaAvO_3wdyABB7567Tw/viewform

DTC Virtual Training Webinar



- DTC Virtual Training Webinar
 - Kansas District Test Coordinators (DTCs), Building Test Coordinators (BTCs), and Technology Coordinators are invited to join monthly training webinars. Webinars are recorded and available for review.
 - Training, May 14th, at 1:00 p.m.
 - Topics: TBD
 - [DTC Virtual Training | Kansas Assessment Program \(ksassessments.org\)](https://ksassessments.org/dtc-virtual-training)
 - Educators > KELPA > View Resources > Training Tab
 - <https://ksassessments.org/dtc-virtual-training>

Lessons from the Field Webinar Series



- Welcoming Newcomer Students 3/13/2024
 - [Lessons from the Field Webinar - Welcoming Newcomer Students | National Center on Safe Supportive Learning Environments \(NCSSLE\) \(ed.gov\)](#)
- Supporting Newcomer Students 9/6/2023
 - [Lessons from the Field Webinar - Supporting Newcomer Students | National Center on Safe Supportive Learning Environments \(NCSSLE\) \(ed.gov\)](#)

Resources



- Plyler v. Doe [457 W.S. 202(1982)] Reference
 - <https://www.idra.org/resource-center/immigrant-students-rights-to-attend-public-schools-2/>
- Newcomer Toolkit
 - https://ncela.ed.gov/sites/default/files/2023-06/NewcomerToolkit-06222023-508_OELA.pdf
- English Learner Toolkit
 - https://ncela.ed.gov/sites/default/files/legacy/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf
- English Learner Family Toolkit
 - <https://ncela.ed.gov/educator-support/toolkits/family-toolkit>

Reminders



2024-2025 Title III/ESOL Webinar Dates

- August 15, 2024
 - September 12, 2024
 - October 17, 2024
 - November 14, 2024
 - January 16, 2025
 - February 13, 2025
 - April 17, 2025
 - May 15, 2025
- Time: 1:00 pm CST
 - All webinars will be recorded and will be posted on the ESOL Education Resources Page, along with a PDF of the slide presentation.
 - Registration will be available in August @ www.ksdetasn.org.



Opportunity for Feedback

- A survey will be sent to the email used to register through the TASN site.
- Webinars will include:
 - Updates on policies, procedures, and timelines.
 - Screening information, KELPA, & WIDA Alternate ACCESS.
 - Additional resources & professional learning.
- What topics will help improve support for ELs in Kansas?
- Please share your feedback.
- I will continue to use the information to prepare a webinar that is meaningful to the field.
- I look forward to more opportunities to connect in person.



Thank YOU!



- Thank you for joining the webinar today.
- I've enjoyed working alongside you this school year and appreciate your patience.
- Have a great week!



Additional Contact Information



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