Kansas Preschool Program: Four Year Old At-Risk
KSDE Approved Assessments to determine eligibility for ESOL Services

To qualify as having Limited English Proficiency (LEP) for KSDE's Four Year Old At-Risk program, the following criteria must be met:

Step one: A language other than English must be indicated on the Home Language Survey on at least one of the Student Information questions (1-4).

Step two: If the Home Language Survey indicates that a language other than English is used in the home, the student must be assessed for his/her English proficiency using one of the following two assessments:

- The Pre-Language Assessment Scales (LAS)
- The Pre-Idea Proficiency Test (IPT)

Step three: If the pre-Las or the Pre-IPT indicates that the student is limited in his/her English proficiency, s/he qualifies for the LEP criteria for the Four Year old at-risk program AND for ESOL services.

To order the Pre-LAS, contact:

CTB Publishers
20 Ryan ranch Road
Monterey, CA 93940

Toll-free: 800-538-9547
Fax: 800-282-0266

Kansas Service person: Cherie Nowacki
Cherie_Nowacki@ctb.com
Website address to order:
www.ctb.com/products_services/

To order the Pre-IPT, contact:

Ballard & Tighe, Publishers
480 Atlas Street
Brea, CA 92821
Tel. 800-321-4332
Http://www.ballard-tighe.com

Home Language Survey:
Four Year Old At-Risk Program

Upon enrollment, every student or parent/guardian should be given a Home Language Survey. This survey will be used to determine which students should be tested for English proficiency. **If a language other than English is marked for any of the numbers 1-4, the student must be assessed for his/her English proficiency to determine whether or not the student needs English to Speakers of Other Languages (ESOL) support services.** The preschools assessments approved by Kansas State Department of Education to determine eligibility for ESOL services include: the Pre- Language Assessment Scales (Pre-LAS), and the Pre-Idea Proficiency Test (IPT), the Language Proficiency Test Series (LPTS), and the Kansas English Language Proficiency Assessment (KELPA). If a student scores below proficient in any of the language domains: listening, speaking, reading, or writing, s/he is eligible for ESOL services. Please complete one form for each child.

Student Information:

Student's Name_____Student's Grade _____

Student's Date of Birth _____ Student's Address _____

Student's Phone Number _____

On which date did your child first enroll in school in the USA? _____

Student Language Information:

1. What language did your child first learn to speak/use?
   English _____ Spanish _____ Other (please specify) _____

2. What language does your child most often speak/use at home?
   English _____ Spanish _____ Other (please specify) _____

3. What language do you most often speak to/use with your child?
   English _____ Spanish _____ Other (please specify) _____

4. What language do the adults at home most often speak/use?
   English _____ Spanish _____ Other (please specify) _____

Parent/Guardian Information:

In which language do you read/write? English ___Spanish ___

Other (please specify) _____

_____

Signature of Parent or Guardian Date

KANSAS STATE DEPARTMENT OF EDUCATION – REQUIREMENTS FOR GENERATING STATE ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES) FUNDING

Guidance – August, 2006

The following guidance is being issued in response to the need for statewide standardization and compliance regarding criteria for: 1) ESOL program placement and 2) requirements for teachers and paraprofessionals providing instruction to English Language Learners (ELLs)/Limited English Proficient (LEP) students and how such requirements may generate state ESOL funding. The revised guidance should assist both school districts and state auditors in ensuring that state-funded programs for ELLs are in compliance with state and federal statutes.

Guideline 1) Qualifying Criteria for Admission to an ESOL Program

(Effective school year 2006-2007) To qualify as an English Language Learner (ELL) and eligibility for ESOL services, the following criteria must be met:

Step one: A language other than English must be indicated on the Home Language Survey (sample attached in Appendix A).

Step two: If the Home Language Survey indicates that a language other than English is used in the home, the student must be assessed for his/her English proficiency using one of the following assessments (for grades Pre-K through 12):

- The Language Assessment Scales (LAS)/LAS LINKS and Pre-LAS
- The Idea Proficiency Test (IPT) and Pre-IPT
- The Language Proficiency Test Series (LPTS)
- The Kansas English Language Proficiency Assessment (KELPA) – state mandated assessment to measure annual growth
- The KELPA – P (for placement): available school year 2006-2007

Step three: If one of the state-approved ELP assessments determines the student to be limited in any domain (listening, speaking, reading, writing, or a composite of the four domains) of English proficiency, that student must receive ESOL services by a “qualified” teacher. (See Guideline 2)

Guideline 2) Qualifying Criteria to Receive State ESOL Funding based on Contact Hours (FTEs) between Qualified Teacher/Paraprofessional and English Language Learner

Step One: The student has been identified as an ELL under Guideline 1.

Step Two A): The student is receiving ESOL services by a qualified teacher who:

- Holds a Kansas ESOL endorsement;
- Has a Kansas ESOL waiver;
- Has a Kansas ESOL provisional license; or
- Has a "Teacher/district ESOL Endorsement Plan of Study" on file at the district office, assuring that the teacher will complete the ESOL endorsement within five years.

NOTE 1: Under Kansas state statute 72-9501 (f) a "qualified teacher" means a person employed by a school district for its bilingual education program who is: (1) A teacher qualified to instruct limited English proficient pupils as determined by standards established by the state board and who is so certified and endorsed by the state board; or (2) a paraprofessional qualified to assist certificated teachers in the instruction of limited English proficient pupils as determined by standards established by the state board and who is so approved by the state board.

NOTE 2: (Effective school year 2007-2008): Teachers ASSIGNED to teach the subject ESOL (not content classroom teachers with ELLs in their classes) who are not yet fully ESOL endorsed must hold a waiver or provisional ESOL endorsement for the FTEs to generate state funding AND to be appropriately licensed to meet QPA Quality Criteria # 5. For school year 2006-2007, teachers ASSIGNED to teach ESOL who are not yet fully ESOL endorsed may have a "Teacher/district ESOL Endorsement Plan of Study" to generate state ESOL funding.

NOTE 3: (Effective school year 2006-2007) Content classroom teachers who are serving ELLs in their classes, who are not yet ESOL endorsed, do not need to possess a waiver/provisional ESOL endorsement to generate state ESOL funding. Instead, the content classroom teacher must either hold an ESOL endorsement or have a "Teacher/district ESOL Endorsement Plan of Study" on file at the district office for FTEs to generate state ESOL monies.

Step Two B): (Effective school year 2006-2007) The student is receiving services from a paraprofessional under the *direct supervision* of an ESOL teacher meeting one of the criteria under STEP TWO – A.

The guidelines for counting FTEs of paraprofessionals working with ELLs under *direct supervision* include:

a) The supervising teacher must not supervise more than five paraprofessionals per year.

b) Paraprofessionals must not be: a) solely responsible for ESOL instructional or related service; b) responsible for selecting, programming, or prescribing educational activities or materials for ELLs without the supervision and guidance of the teacher meeting the criteria under STEP TWO - A; c) solely responsible for preparing lesson plans or initiating original concept instruction; or d) used as substitute ESOL teachers, unless they hold the appropriate Kansas certification.

c) The teacher meeting the criteria under STEP TWO – A and the paraprofessional must work in close and frequent proximity. In cases where the paraprofessional is not assigned to the same class as the teacher, frequent and productive meetings between the two individuals must occur. *Frequent and productive* means that the paraprofessional and the teacher are meeting at least once per week to review: lesson plans, instructional strategies, evaluation techniques, and weekly student progress. Documentation that such meetings are occurring must be kept on file and state auditors may verify that such *frequent and productive* meetings are occurring.

Guideline 3) Criteria for "Teacher/District ESOL Endorsement Plan of Study"(formerly referred to as "Plan on File")

(Effective school year 2006-2007) The classroom teacher providing instruction to ELLs must have a "Teacher/district ESOL Endorsement Plan of Study" on file at the district office in order for the FTEs between teacher and ELL to generate state ESOL funding. All of the following criteria must be met:

A) The teacher has signed an agreement with the district that s/he will complete ALL ESOL endorsement coursework and obtain Kansas ESOL endorsement within five years of the time s/he began taking the coursework. This is referred to as the "Teacher/District ESOL Endorsement Plan of Study" (sample attached in appendix B).

B) Coursework completed at one of the eight Kansas universities that have approved ESOL endorsement programs, which include: Emporia State University, Fort Hays State University, Kansas University, Kansas State University, McPherson College, Newman University, Pittsburg State University, and Wichita State University OR an out-of-state institution of higher education with an ESOL program that is approved by that state's accrediting/approval authorities (questions regarding out-of-state ESOL Endorsement programs should be directed to Teacher Education and Licensure at KSDE). The university's "Plan Of Study" must be attached to the "Teacher/District ESOL Endorsement Plan of Study" and coursework from the two "plans" must match.

C) Coursework must be leading towards ESOL endorsement, which includes coursework that addresses: 1) Cultural Diversity; 2) Linguistics/Language Acquisition; 3) Assessment of ELLs; 4) Methods/Materials for ELLs; 5) Literacy Development; and 6) an ESOL practicum.

D) The teacher must make ANNUAL progress towards completion and has five years to complete all coursework (from the date s/he first began an ESOL endorsement program), receive a passing score of 500 on the Praxis, and apply for/receive the ESOL endorsement from Teacher Education and Licensure (TEAL) at KSDE. If the endorsement is not yet in the teacher/district's possession, a record that the teacher has APPLIED for Kansas ESOL endorsement must be on record at the district office.

Guideline 4) Criteria for an ELL to EXIT an ESOL Program

(Effective school year 2006-2007) The state criteria to exit a student from an ESOL program (and therefore, from generating State ESOL funding) has been expanded. The following criteria are allowed by KSDE for a student to remain classified as an ELL and, therefore, generate State ESOL funding (assuming teacher/para meet requirements listed under Guidelines 2 and 3).

A) Student scores "proficient" or "fluent" in the domains of listening, speaking, reading, and writing (or "fluent" on the composite score) on the ELP assessments: KELPA, KELPA-P, IPT/Pre-IPT, LAS/Pre-LAS, or LPTS <u>for two consecutive years.</u>

B) School Improvement Team (SIT) recommendation that student be exited from receiving ESOL services.

The SIT team recommendation can trump criterion A, allowing flexibility for cases in which a score of “proficient/fluent” for two consecutive years on one of the approved ELP assessments is not adequate enough data. Some students may not meet criteria A due to reasons that are NOT a result of limited English proficiency, such as: motivation, test anxiety, disabilities, to name a few; conversely, the SIT team may decide to exit a student scoring “proficient/fluent” on the ELP assessment after one year. Also, parents at any time have the right to withdraw their child from an ESOL program, automatically “exiting” them (a sample of an exit criteria table is provided in Appendix C).

Appendix A : Sample "Teacher/District ESOL Endorsement Plan of Study"

District USD Name and Number: _____

Teacher name: _____ SS #_____
(last) (First) (Middle)

Address:_____ Phone:_____

School of Employment:_____ Position:_____

Circle Current Degree:
None Associate's Bachelor's Master's Specialist Ph.D/Ed.D.

Current KS License Endorsement Areas:_____

Date on which ESOL Endorsement coursework began: _____

Target date to obtain ESOL Endorsment (must be no more than five years from beginning date):_____

(Proposed) College or University of Study:_____

Plan of Study (attach official copy from University to verify + transcripts confirming completion of class)

List coursework to be completed for full Endorsement				Institution	Estimated Date of Completion	Date of Completion	Office Use Only Verification of Completion Received
Course Number	Course Title	Credit Hours	Grade				

_____ _____ ____ Approved _____Disapproved
Applicant's Signature Date

_____
Director/Coordinator