



Kansans **CAN**

TITLE III/ESOL WEBINAR UPDATE

Julie Ewing & Regina Peszat

August 22, 2017

Kansas leads the world in the success of each student.

SCHEDULE OF MONTHLY WEBINARS

August 22nd

September 26th

October- KSDE Annual Conference (no webinar)

November 28th

January 23rd

February 27th

March 27th

April 24th



All webinars will start at 9:00 am and be recorded

TODAY'S TOPICS

KELPA2 Results

Individual Learning Plans

Program Guidance

KIDS Changes

Every Student Succeeds Act (ESSA)

IDENTIFICATION FOR ENGLISH LEARNERS

Steps

Home Language Survey

Screeners

Notify parents (30 days from enrollment)

Complete Entrance Form (attain signatures)

Individual Learning Plan

KIDS system

WHAT'S IN A NAME?????

KELPA

KELPA-P

ELPA21

K-ELPA

KELPA2



KELPA2 RESULTS

KELPA2 results can be found on the KSDE Authenticated Web Application under AMOSS

Scores will not change and may be used for revising the student's individual learning plan (ILP)

Coming soon! Parent letters in AMOSS

KELPA2 REPORTS

1. Proficient for two years.
2. Complete KELPA2 Download
3. KELPA2 Participation

Resources:

2017 KELPA2 Reports Review Guide

KELPA2 RESULTS

Overall Proficiency Determination

1 = Not Proficient

2 = Nearly Proficient

3 = Proficient

DOMAINS TESTED



Reading

Writing

Speaking

Listening

PERFORMANCE LEVELS OF DOMAINS

5 = Advanced - Exhibits superior English language skills, as measured by KELPA2.

4 = Early Advanced - Demonstrates English language skills required for engagement with grade-level academic content instruction at the level comparable to non-ELs.

3 = Intermediate - Applies some grade-level English language skills and will benefit from EL Program support.

2 = Early Intermediate - Presents evidence of developing grade-level English language skills and will benefit from EL Program support.

1 = Beginning - Displays few grade-level English language skills and will benefit from EL Program support.



INDIVIDUAL LEARNING PLAN

All students that qualify for ESOL services will be required to have an Individual Learning Plan.

Plan documents must include:

- student's pre-screener score
- steps for making progress in English proficiency
- ELPA scores
- any accommodations and/or modifications needed

WHERE TO FIND INFORMATION

The screenshot shows the Kansas State Department of Education website. The header includes the KSDE logo and navigation menus for 'Teaching & Learning', 'Policy & Funding', 'Programs & Services', 'Data Central', 'Agency', and 'Board'. The main content area is titled 'English to Speakers of Other Languages (ESOL)' and contains introductory text, a list of 'ESOL Questions' with contact information for Julie Lwing, and 'ECSETS Team Pages' with various links. A large orange arrow points to the 'Kansas Program Guidelines and Regulations' section, which lists links for 'Program Guidelines 2017-2018 (PDF)', 'Individual Learning Plan', and sample documents.

PROGRAM GUIDANCE

Funding

Criteria for identifying an English Language Learner

Assessment

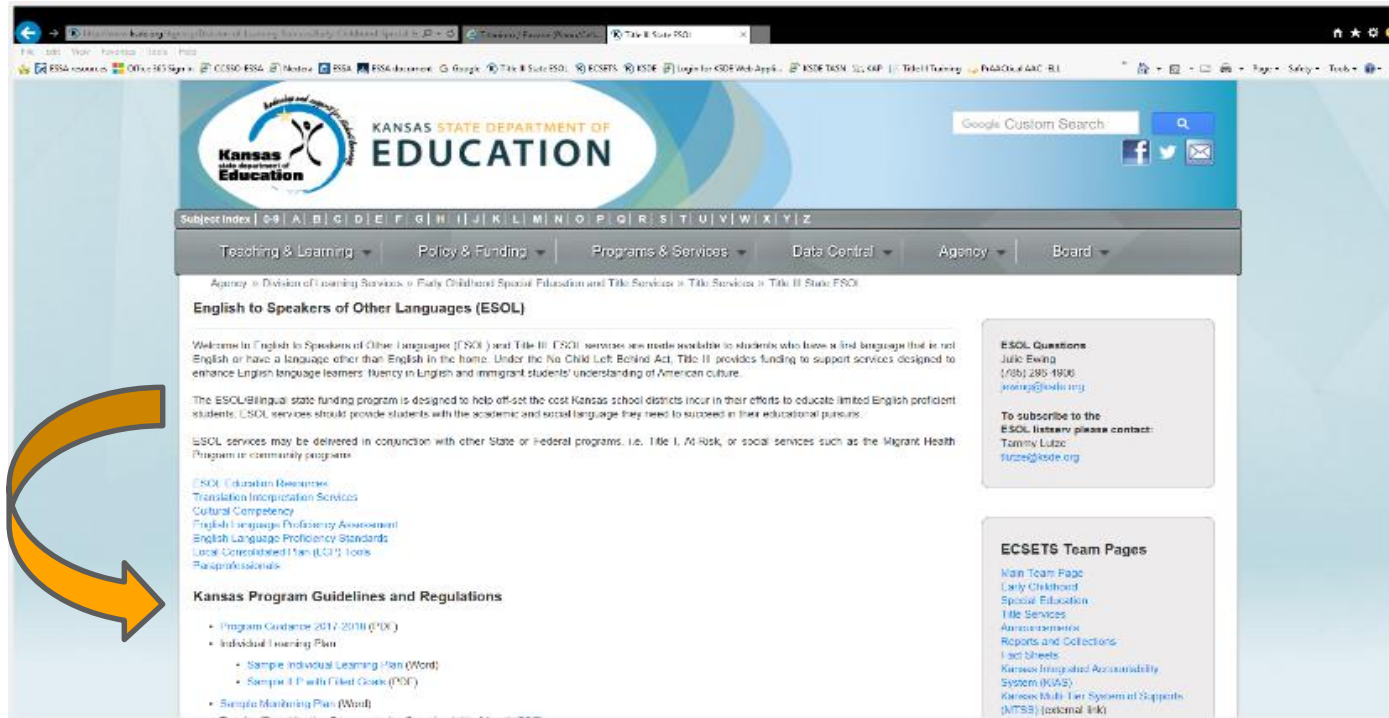
Contact hours for teachers and paras

ESOL endorsement, credentials, waivers

Samples



PROGRAM GUIDANCE



Kansas State Department of Education

Subject Index | [0-9](#) | [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#)

Teaching & Learning | Policy & Funding | Programs & Services | Data Central | Agency | Board

Agency » Division of Learning Services » Early Childhood Special Education and Title Services » Title Services » Title II State ESOL

English to Speakers of Other Languages (ESOL)

Welcome to English to Speakers of Other Languages (ESOL) and Title III (ESOL) services now made available to students who have a first language that is not English or have a language other than English in the home. Under the No Child Left Behind Act, Title II provides funding to support services designed to enhance English language learners' fluency in English and immigrant students' understanding of American culture.

The ESOL/bilingual state funding program is designed to help offset the cost Kansas school districts incur in their efforts to educate limited English proficient students. ESOL services should provide students with the academic and social language they need to succeed in their educational pursuits.

ESOL services may be delivered in conjunction with other State or Federal programs, i.e. Title I, At-Risk, or social services such as the Migrant Health Program or community programs.

[ESOL Curriculum Resources](#)
[Transition/Integration Services](#)
[Cultural Competency](#)
[English Language Proficiency Assessment](#)
[English Language Proficiency Standards](#)
[Local Consolidated Plan \(LCP\) Tools](#)
[Paraprofessionals](#)

Kansas Program Guidelines and Regulations

- Program Guidance 2017-2018 (PDF)
- Individual Learning Plan
 - Sample Individual Learning Plan (Word)
 - Sample I.P. with Exit Goals (PDF)
- Sample Monitoring Plan (Word)

ESOL Questions:
Julie Ewing
(785) 295-4906
jewing@ksde.org

To subscribe to the ESOL listserv please contact:
Tammy Lutz
tlutz@ksde.org

ECSETs Team Pages

- Main Team Page
- Early Childhood
- Special Education
- Title Services
- Assessments
- Reports and Collections
- Fact Sheets
- Kansas Integrated Accessibility System (KIAS)
- Kansas Multi-Tier System of Supports (MTSS) (external link)

KIDS REQUIRED INFORMATION (NO CHANGES)

Field

- D36 ESOL/Bilingual Program Entry Date
- D37 First Entry Date into a school in the U.S.
- D38 First Language
- D39 ESOL/Bilingual Program Participation Code
- D40 ESOL/Bilingual Program Ending Date
- D41 **ESOL/Bilingual Student Contact Minutes**

ESOL/BILINGUAL STUDENT CONTACT MINUTES



Bilingual weighting for 2017-18 will be the greater of either:

- 1. the FTE enrollment.** The FTE calculation will be based on EL contact hours and calculated as before: total minutes for the five school days (for the week that includes count day) and divide by 5 to get minutes per day, then divide by 60 to get contact hours, then divide by 6 to get student FTE) x 0.395 or
- 2. (*new) the number of EL students (headcount) enrolled in approved bilingual programs x 0.185**

ALL districts will report total contact minutes for the week of September 20

MEMORANDUM OF UNDERSTANDING

Just a reminder to the districts that indicated they will belong to a consortium earlier this year:

MOUs must be signed and returned to KSDE by
August 31, 2017

ESSA- POSITIVE IMPLICATIONS FOR ELS

- Change from “Limited English Proficient” (LEP) to English Learners (ELs)
- Move of English Language Proficiency Standards and Assessments from Title III to Title I raises its importance in school accountability plans
- Requirement for an EL subgroup means needs of ELs can’t be ignored
- More flexibility in goal setting, interventions

Specific interventions may be required for schools with poor EL performance

ESSA UPDATES- CHANGES FOR 2017-2018

Reporting changes: Number and percentage of English Learners:

1. making progress in English Language Proficiency
with Subgroup –English learners with disabilities
2. attaining English language proficiency
3. exiting from English language services
4. meeting challenging State academic standards for four years after student is no longer receiving services
5. who have NOT attained English proficiency with 5 years of initial classification as an English learner.

ESOL LISTSERV

If you would like to join the listserv, please contact Julie Ewing at jewing@ksde.org

Please note: Tammy Lutze only sends the messages, please do not contact her with your questions.

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QUESTIONS



CONTACT US...



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