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Kansas Elementary and Secondary Education Act Advisory Council (ESEA)

Orientation, July 2018

ESEA Notebook Contents – Jordan Christian

- 18-19 Meeting Dates
- Member Information
- KSDE staff and responsibilities
- Reimbursement Forms and procedures

Kansas ESEA Membership

- English Learners
- Indian Tribes
- Large Local Education Organization (LEA)
- Mid-size LEA
- Small LEA
- Private Schools
- Elementary Teachers
- Secondary Teachers
- Early Childhood Teachers
- Para Educator
- Special Education
- Special Education Schools
- Kansas School Boards
- Kansas School Administrators
- Parents/Families
- Communities
- Librarians
- Higher Education
- Music Education
- Kansas Educators
- Specialized Support-School Psychologists
- Specialized Support-Counselors

Representation

- One of the most significant contributions each Council member makes is that of **representing their stakeholder group.**

Advocacy

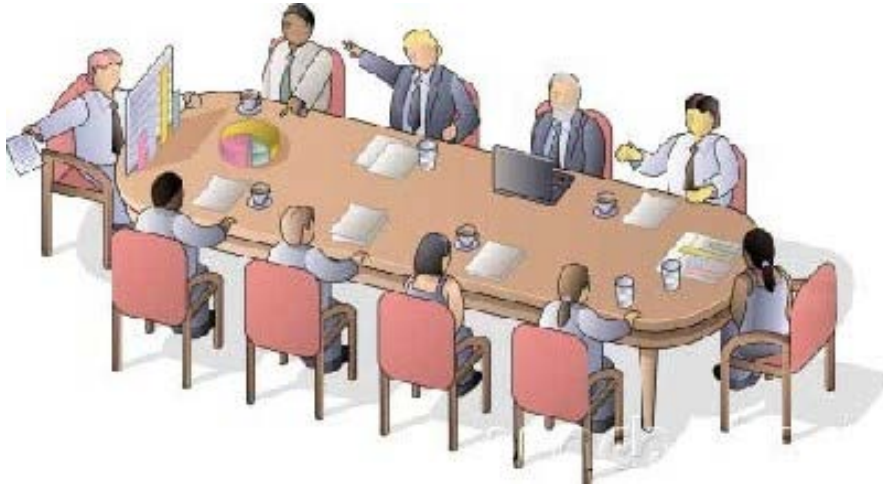
- **There is a place for advocacy at Council meetings.** During discussions you might take sides, favor a position or support a position. However, in the final analysis, hopefully the Council can come to consensus and provide meaningful advice that leads to change for children and youth with disabilities.

Special Interest Advocacy

- There are special groups in the State that are advocacy in nature
 1. Protection and Advocacy
 2. Disability Organizations
 3. Professional Organizations



Advisory



A Council's ROLE

- To give advice
- To inform
- To counsel
- To recommend
- To suggest
- To guide

Exercising Advisory Responsibilities

Issue/Priority

Member Perspective/Experience

Stakeholder Input

Member Discussion

Resource/Information

Objective Advice

Change

Improved services for
children and youth with disabilities

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Advisory Council Procedures

- Adhere to State Open Meeting laws. All advisory Council meetings and agenda items must be announced far enough in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings must be open to the public.
- If possible, provide meals or refreshments at Panel meetings.



Guests



It is important to have a separate seating section for guests and non-council individuals.

Recommendations for Advisory Panels

- Close working relationship with the State Director
- Membership orientation
- Understand council functions
- Advisory, not advocacy in nature
- Discuss current issues and trends

Kansas ESEA Advisory

- [http: www.ksde.org/Default.aspx?tabid=567](http://www.ksde.org/Default.aspx?tabid=567)
- Tate Toedman: ttoedman@ksde.org
- Colleen Riley: criley@ksde.org
- Jordan Christian: jchristian@ksde.org



@kansasdoe



@ksdehq

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DISTRICT 5

Sally Cauble

Bio | Contact



DISTRICT 6

Deena Horst

Bio | Contact



DISTRICT 4

Ann E. Mah

Bio | Contact



DISTRICT 1

Janet Waugh

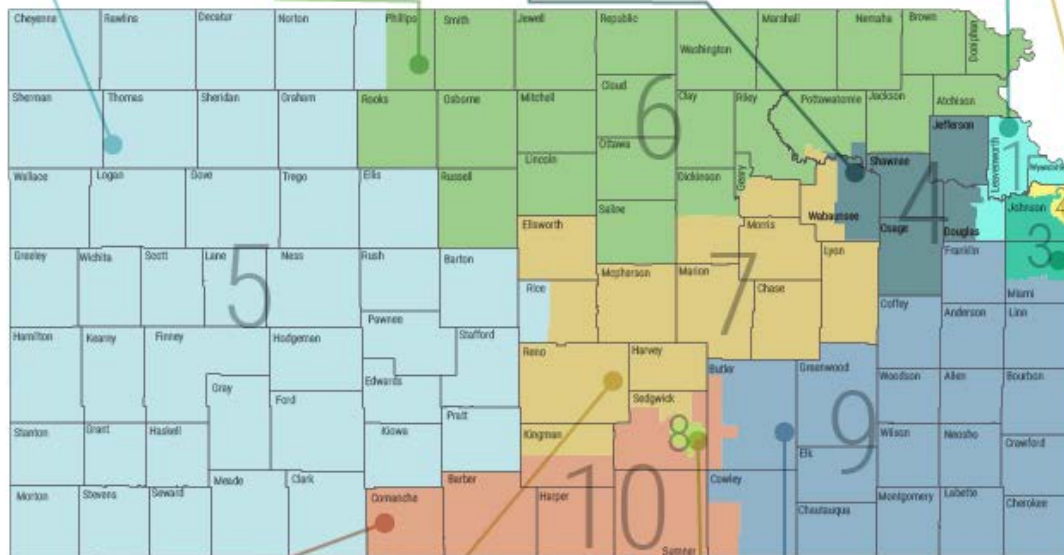
Bio | Contact



DISTRICT 2

Steve Roberts

Bio | Contact



DISTRICT 10

Jim McNiece

Bio | Contact



DISTRICT 7

Kenneth Willard

Bio | Contact



DISTRICT 8

Kathy Busch
Vice chair

Bio | Contact



DISTRICT 9

Jim Porter
Chairman

Bio | Contact



DISTRICT 3

John W. Bacon

Bio | Contact



VISION FOR KANSAS

Kansas leads the world in the success of each student.

MISSION

The Mission of the Kansas State Board of Education and the State Department of Education (KSDE) is one and the same:

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

KSDE operationalized the Kansas Vision and Mission by identifying our purpose and values which are the foundation of all of work to make the vision a reality.

KSDE PURPOSE

We are an agency of Kansans serving Kansans by inspiring, coaching and leading to create the conditions for each student's success.

Resources

- **Brad's DLS Monthly Newsletter & *Bi-Weekly Hot Topics* Update**

- <http://www.ksde.org/Agency/Division-of-Learning-Services>

- **Monthly Title I Directors/Coordinators Webinars**

- <https://ksde-tasn-webinar.adobeconnect.com/ks-title1-director-webmeeting/>

- **Monthly IDEA Directors/Coordinators Webinars**

- http://ksde-tasn.adobeconnect.com/ks_admin-web-meeting

- **TASN Monthly Newsletter**

- www.ksdetasn.org

Roberts Rules of Order

- Handout

Kansas Technical Assistance System Framework Update

- Crystal Davis

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Kansas Technical Assistance System Network (TASN) – Crystal Davis

TASN Projects & Providers serve the entire state of Kansas

- Professional learning
- Services
- Resources

Specially designed to support educators and families to improve student outcomes

- Confidence that all supports and services are evidence-based
- Meets required technical assistance for federal programs
- Easily accessible to all at www.ksdetasn.org

Kansas Learning Network Update

- Michele Hayes

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ESEA Updates- Tate Todeman

- State Plan
- AMOSS
- ESSA

Evidence-Based Practices

- ESSA
- K.S.A 72-5153
- [EBP website](#)
- Wednesday, 12:45, Maple Room

Supplement Not Supplant

- General
- Title I new requirement
- Title IV, Part A

Title IV, Part A

- [Student Support and Academic Enrichment](#) website
- [Allocations](#)
- Wednesday, 2:15, Cedar Room

Non-Public Schools

- Timely and Meaningful Consultation
- REAP-FLEX and Transferability
- [Title Services for Non-Public Schools](#)
- Allocations

McKinney-Vento PD

- Liaison required training
- All staff required training
- [EHCY website](#)
- Wednesday, 12:45, Maple

ESSA requirements

- Comprehensive Support and Improvement (CSI) schools
- Targeted Support and Improvement (TSI) schools
- Report Card

ESSA Requirements

- State Plan updates

Title conference

- Put link to flyer or ad here
- [ESEA national conference Kansas City](#)
- January 30th to February 2nd, 2019

Tate Toedman, *Assistant Director*

Kansas State Department of Education

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Suite 620

785-296-6714

ttoedman@ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3204



@kansasdoe



@ksdehq

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Public Comment

- Guests

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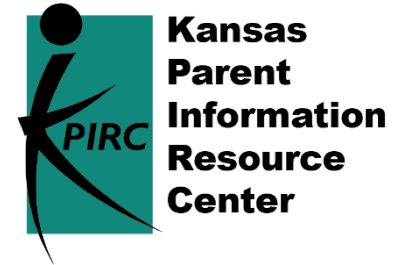
Council Member Updates

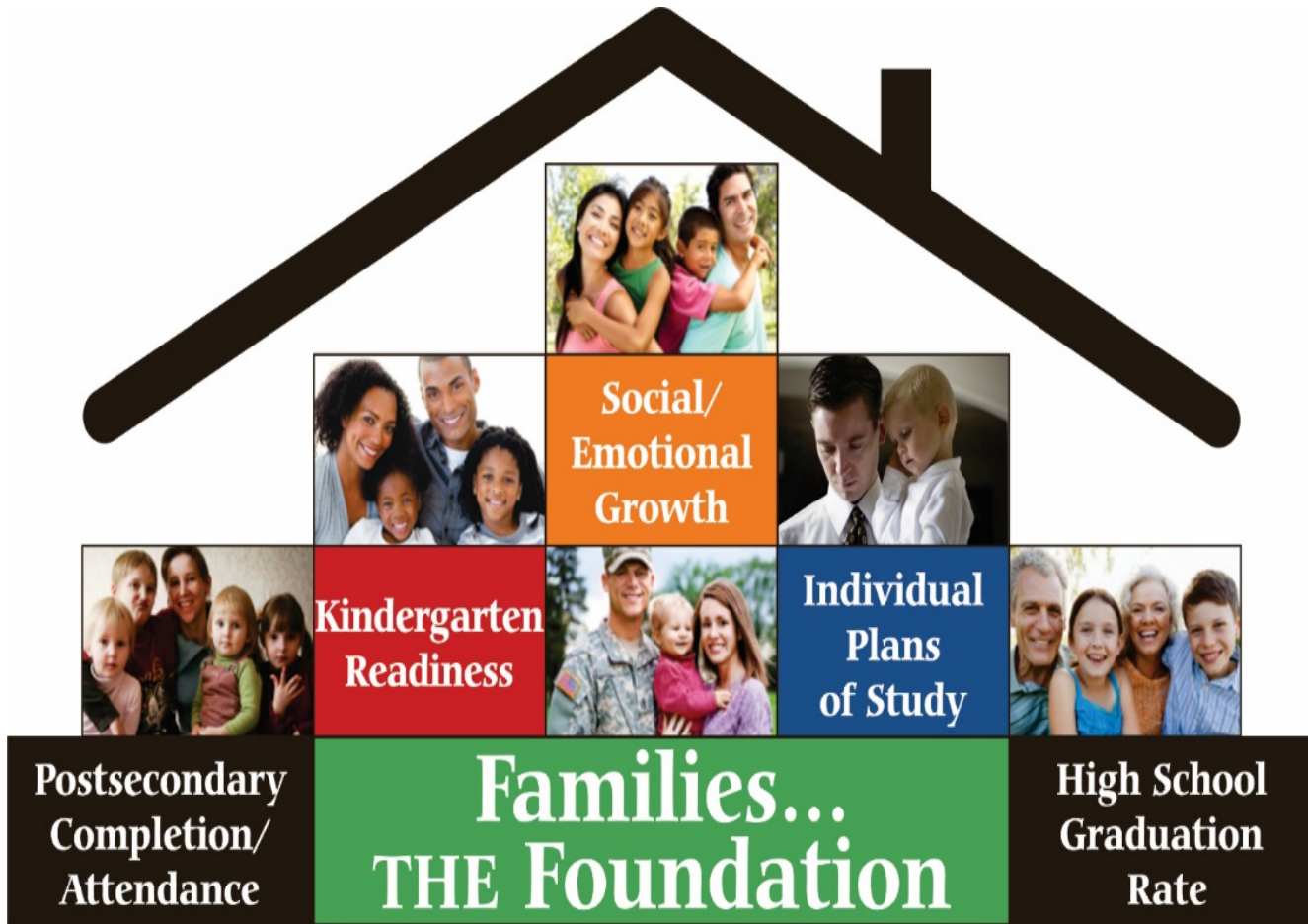
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KSDE: Technical Assistance Systems Network





A Solid Foundation for Family Engagement in Kansas: National Family School-Partnership Standards



Kansas Family Engagement and Partnership Standards for Early Childhood

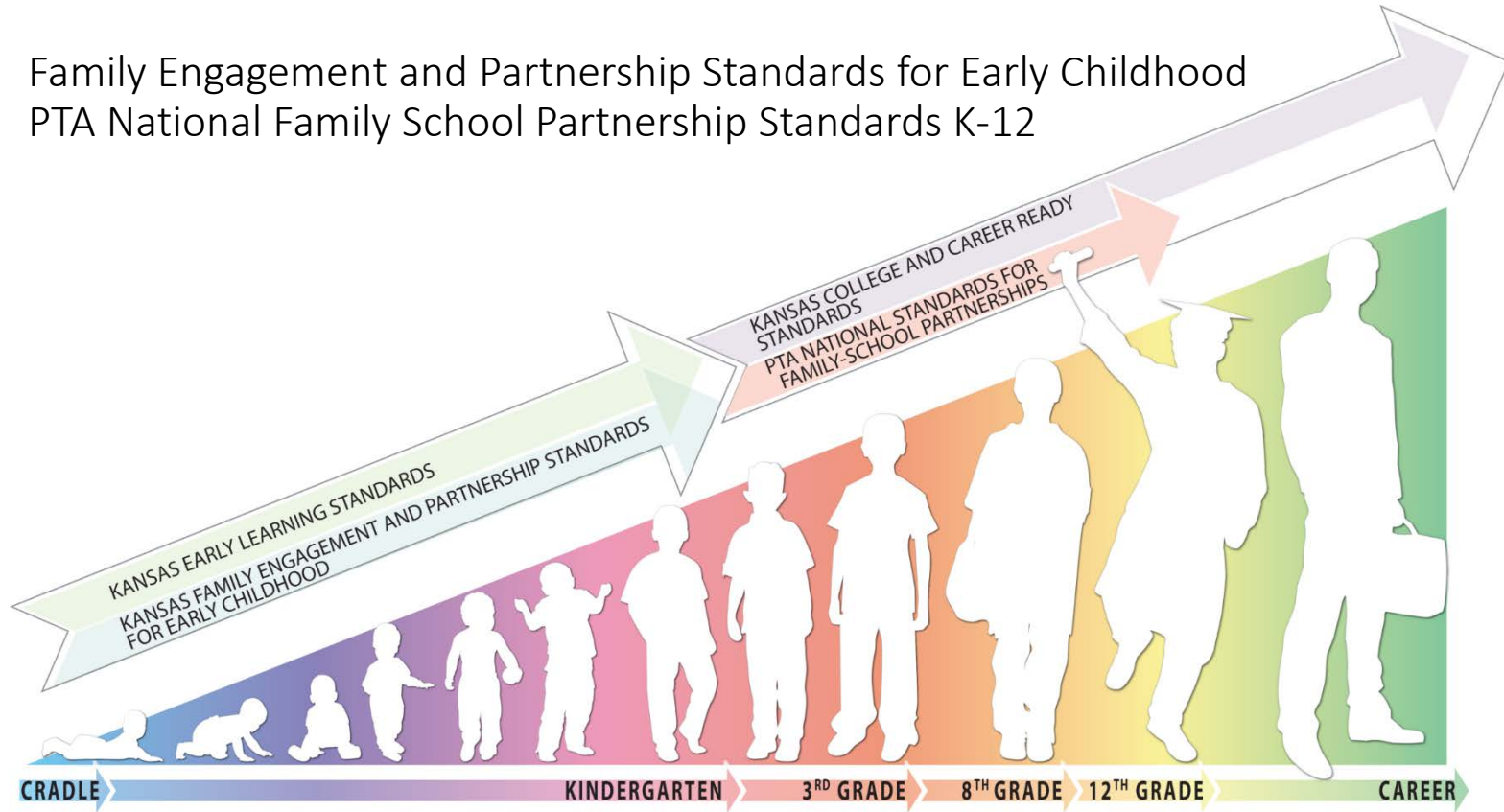


Families as...

- Foundation
- Communicators
- Advocates
- Partners
- Community Members

Family Engagement and Partnership Standards for Early Childhood

PTA National Family School Partnership Standards K-12



Statewide Family Engagement Survey

How well do we
engage families
in their
children's learning?

DistrictTools.org is a **free resource** that Kansas school districts can use to administer the **Family Engagement Survey** (Noonan, Gaumer Erickson, & Groff, 2015).

This brief, 15-item survey is aligned with the PTA National Family School Partnership Standards. Survey items are grouped into **five key categories** addressing the PTA standards:

- Welcoming All Families into the School Community
- Communicating Effectively
- Supporting Student Success
- Sharing Power and Speaking Up for Every Child
- Collaborating with the Community



The website homepage includes complete instructions for administering the **Family Engagement Survey** and viewing real-time summaries.

Results are graphed automatically and PDF reports of both district-level and building-level data are available for download.

Participant responses are confidential and your district/building-level results will not be shared with anyone other than users that you invite to view your district dashboard.



Visit **DistrictTools.org** today to request access!

Please contact tasneval@ku.edu if you have questions or need technical assistance.



Family Engagement Survey

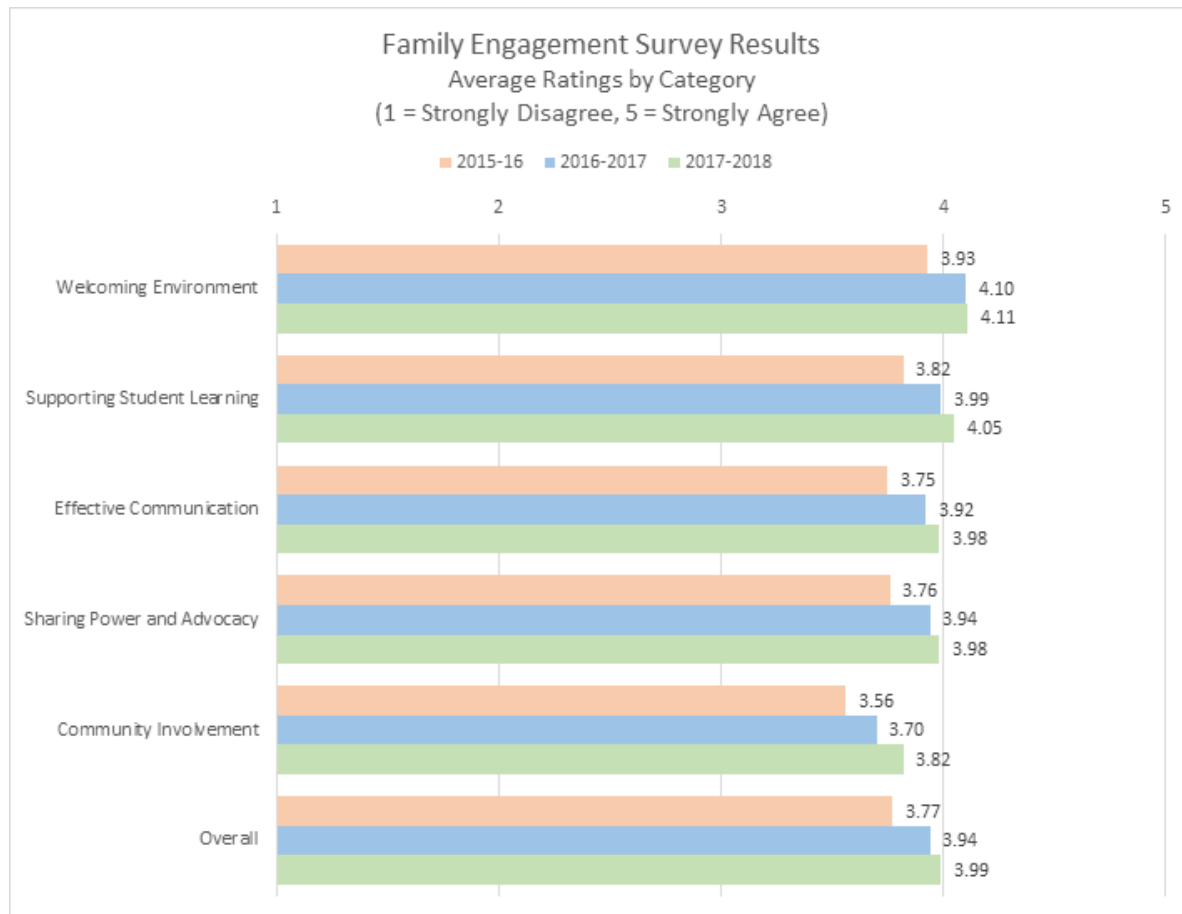
Directions: Please **CHECK ONE** response that best describes your child's school. If an item is not applicable to you, please leave it blank. The information will be used to help your school better engage families in their children's learning.

District _____	School _____	Strongly Disagree	1	2	3	4	5	Strongly Agree
1. In this school, staff (e.g., administrators, teachers, counselors) build positive relationships with families.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. When I walk into this school, I feel welcome.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. I am invited to a variety of events about student learning (e.g., open house, new family orientation, back to school nights, or literacy/math nights).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The school offers an easy-to-navigate website with meaningful information.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. School staff listen to my concerns.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. I'm provided understandable data on my child's progress.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. In this school, staff regularly communicates with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. I'm provided clear information about policies, programs, improvement efforts and events.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. School staff consult me before making important decisions about my child's education.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. If my child receives additional supports, I am provided with information about these supports.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. School staff keep me well informed about how my child is doing in school.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. I have a good working relationship with school staff in which we solve problems together.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. I'm provided useful information about how to support my child's learning.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. The school partners with businesses and community organizations in a variety of ways (e.g. volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. The school helps my family connect with community resources that we need.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

01/11/16

Noonan, P.M., Gaumer Erickson, A.S., Groff, J. (2015). Family Engagement Survey. Kansas Technical Assistance System Network (TASN). Adapted from Family Engagement: A critical component to building an empowering culture in Kansas Multi-Tier System of Supports (MTSS). Topeka, KS: TASN. Available from <http://tsd.tasn.org/resources/40/>.

3 Year Survey Data

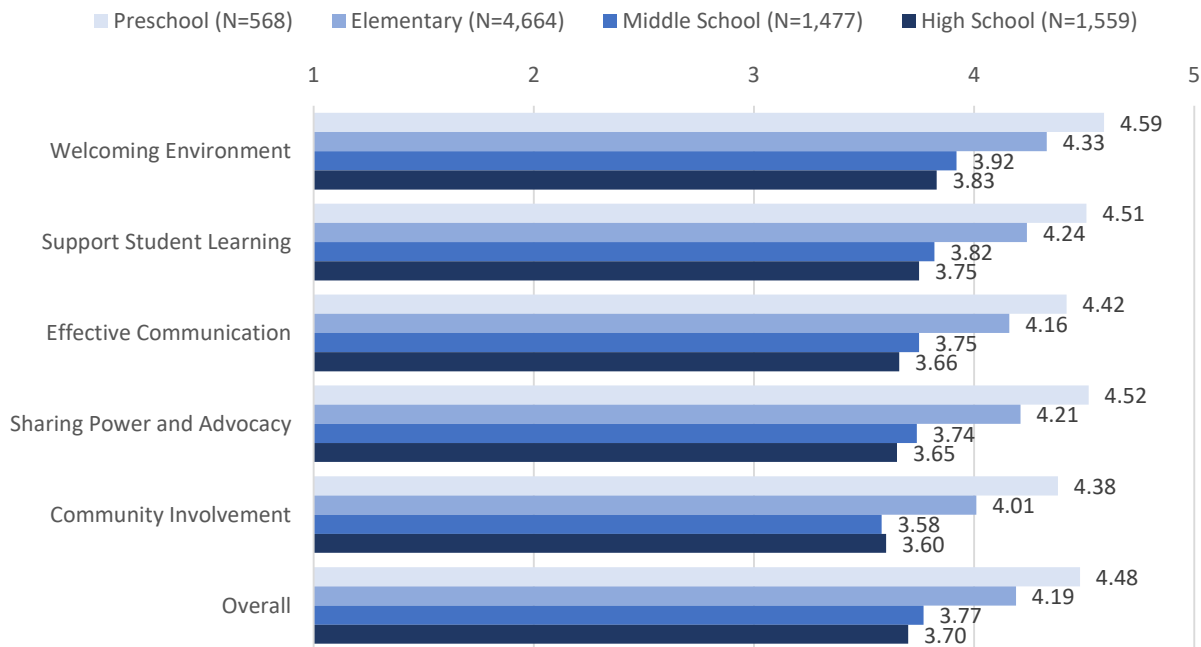


Survey Results Across Grade Levels 2017-18

Statewide Family Engagement Survey Results

2017-18 Average Ratings by Category

(1 = Strongly Disagree, 5 = Strongly Agree)



Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

Framework: The Five Rs

The Five Rs are equivalent to each other in their importance to the quality of a system and that they encompass every concept contained in the ideas of quality education and continual improvement. *Everything* that educational professionals and stakeholders do, say, believe, model, teach, expect, and desire about education can be classified in *at least one* of the Five Rs. KESA supports the belief that the work within the first four Rs leads to improvement, or growth, in the data, evidence, and artifacts that make up the fifth R (Results).

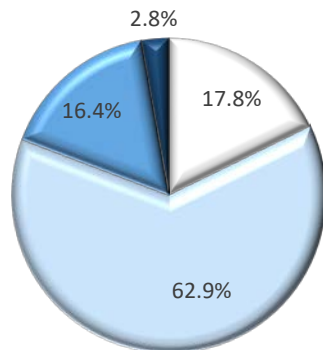
RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
<p>Defining Relationships: "a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments" (KSDE, 2010, p. 40)</p>	<p>Defining Relevance: "the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant" (KSDE, 2010, p. 42).</p>	<p>Defining Responsive Culture: "one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community" (KSDE, 2010, p. 48).</p>	<p>Defining Rigor: "a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world" (KSDE, 2010, p. 44).</p>	<p>Defining Results: "witnessable evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner." (KSDE, 2010, p. 46).</p>
<p>COMPONENTS:</p> <ul style="list-style-type: none">• Staff• Students• Families• Community	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Curriculum• Instruction• Student Engagement• Technology	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Leadership• Early Childhood• District Climate• Nutrition and Wellness	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Career & Technical Ed• Professional Learning• Resources• Data	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Social-Emotional Factors• Kindergarten Readiness• Individual Plans of Study• High School Graduation• Postsecondary Completion/Attendance

KESA Family Engagement Rubric Ratings

All Categories for Public Districts

Public School Districts' KESA Family Engagement Rubric Ratings

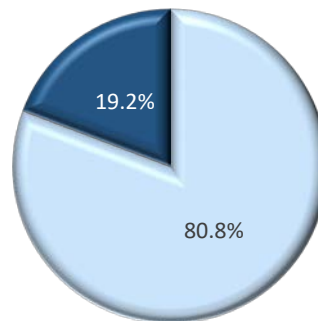
■ No Evidence ■ Implementing ■ Transitioning ■ Modeling



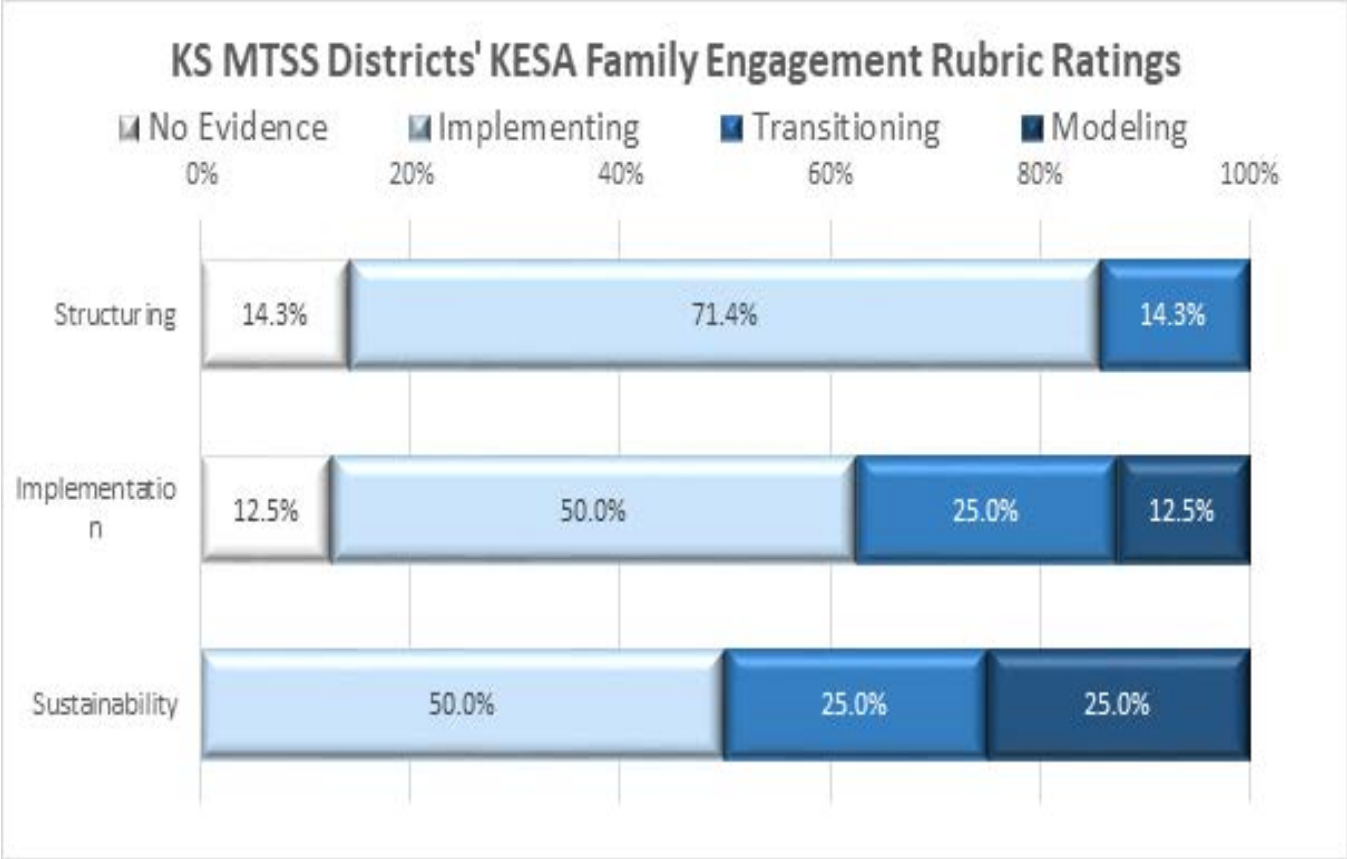
Combined Lowest Two Categories for Districts

Public School Districts' KESA Family Engagement Rubric Ratings

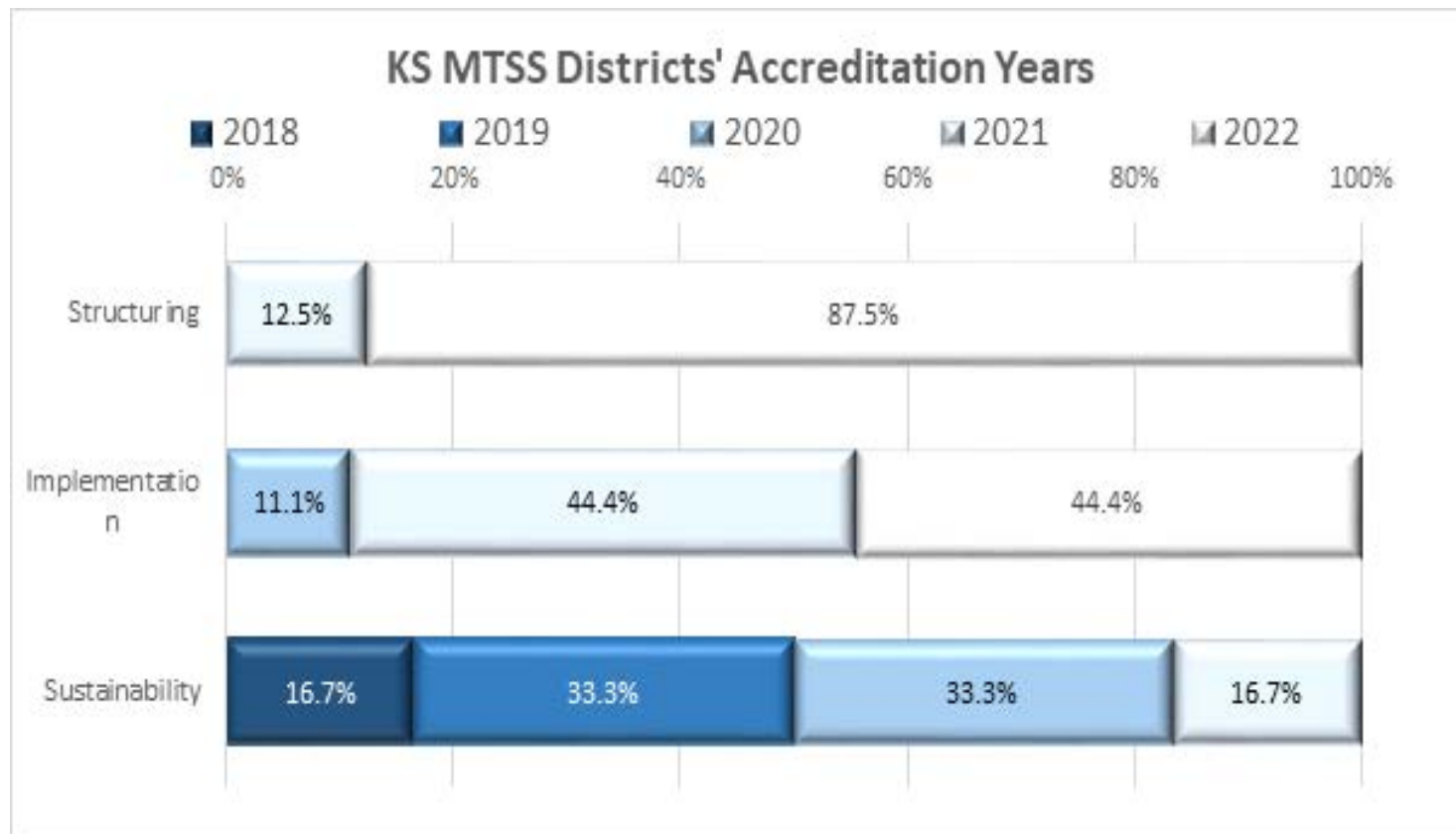
■ No Evidence or Implementing ■ Transitioning or Modeling



Family Engagement Rubric Ratings

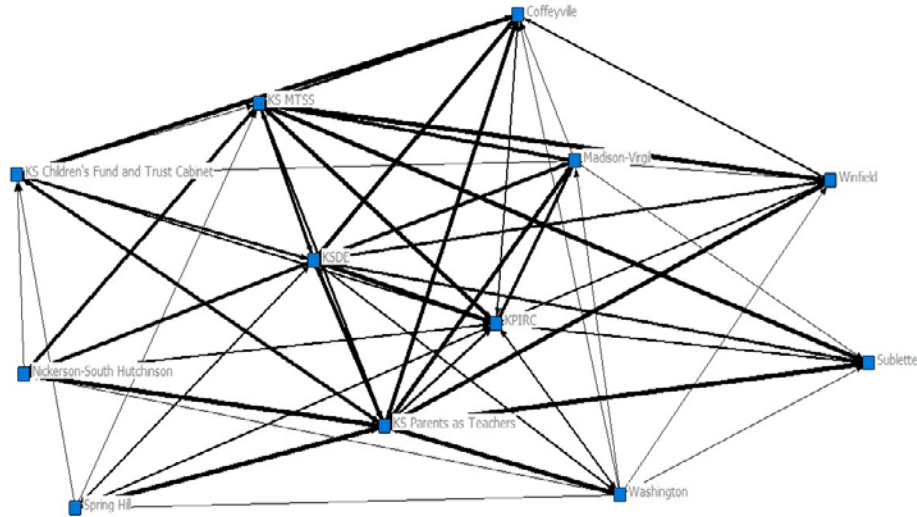


Accreditation Confidence Timeline

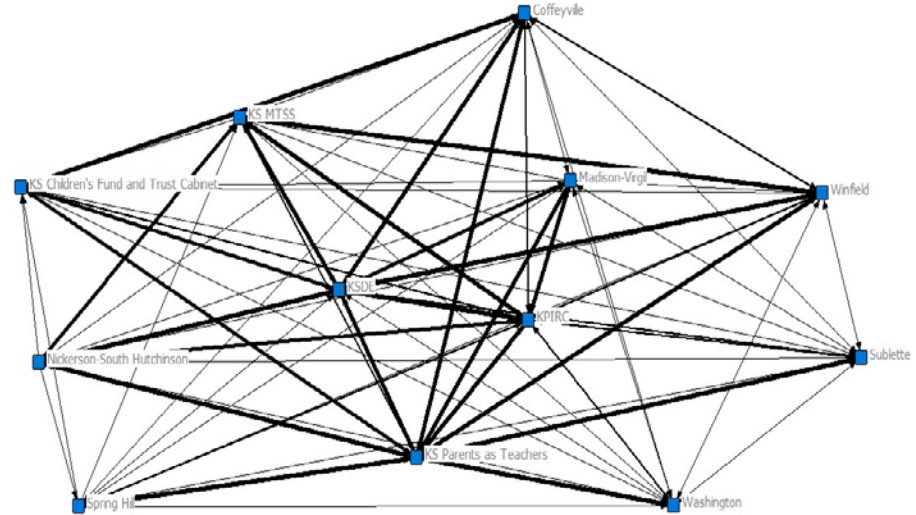


Collaborative Scale (Measuring Increased Collaboration)

Pre



Post



Contact Information

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- jgroff@kpirc.org
- www.ksdetasn.org/kpirc





Kansas leads the world
in the success of each student.

Kansans
CAN

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