

Early Childhood, Special Education and Title Services

All Learners Means ALL

KEEN February 2015



ECSET Services Team

- Improve outcomes for all students.
- Provide support from State to District to School to Classroom to Student.
- Use data to inform decisions about monitoring and technical assistance.
- Funding for districts to provide services and support to educators and students.

ECSETS

- Administer and monitor Federal programs that support diverse student populations.
- Low SES – 50%
- Special Education – 13.7%
- ELL – 10%
- Migrant – 2%
- Homeless – 2%
- Native American – 1%
- Neglected and Delinquent <1%

ECSETS

- Over 50% of the students in Kansas are eligible for one or more of our programs, from birth to 22 years of age.
- All children are entitled to a Free and Appropriate Public Education (FAPE) within the general curriculum. Our programs ensure all children have a fair, equal and significant opportunity to obtain a high-quality education and reach proficiency on challenging State academic achievement standards and assessments.

Kansas MTSS



More Information and Resources

- <http://ksdetasn.org/cms/>
- <http://www.kansasmtss.org/index.html>

Definition

- MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve to high standards.

Focus

- The focus of MTSS is system level change across the classroom, school, district and state.

Core Beliefs

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the learning community continues to grow, learn and reflect
- Every leader at all levels is responsible for every child
- Change is intentional, coherent and dynamic



To Achieve These Beliefs

- Every child will be provided a rigorous and research-based curriculum
- Every child will be provided effective and relentless teaching
- Interventions will be provided at the earliest identification of need
- Policy will be based on evidence based practice
- Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice
- Resources will be intentionally designed and redesigned to match student needs
- Every leader will be responsible for planning, implementing and evaluating
- Academic and behavioral data will be used to inform instructional decisions
- Educators, families and community members will be part of the fundamental practice of effective problem-solving and instructional decision making
- An empowering culture will be enhanced/developed that creates collective responsibility for student success.



Title VII

Indian Education Formula Grant Program

- Districts apply for these Grants independently of KSDE.
- Minimum of 10 Native American students required to apply.
- Minimum Grant allowance is \$3,000.
- In FY 2014, 13 districts received a total of \$894,295 to provide services.

Special Education

- Currently 68,626 students identified for Special Education.
- 13 different exceptionalities.
- 13858 identified as Gifted.

Special Education

- Services provided through 20 Cooperatives, 20 Inter-locals and 34 individual school districts to every school in Kansas.
- Placements vary depending on individual student needs, with the goal of being educated in general education.

ESOL and Title III Overview



Overview

- Introduction
- ESOL in the state of Kansas
- Federal Regulations
- Special Education and ESOL
- Technical Assistance

ESOL in Kansas

- Acronyms
 - ESOL, ESL, ELL, EL, ELA, LEP, CLD
- Initial Placement
 - Home Language Survey, Placement Test, Parent Notification
- Across Kansas...
 - Current count 54,889
 - 7,402 endorsed teachers
 - Spanish, Chinese, Vietnamese, Arabic
- District populations
 - Kansas City, Wichita, Dodge City, Garden City, Liberal, Shawnee Mission

ESOL in the State of Kansas...continued

- PreK-Grade 12
- State Funding
 - Generated
 - Use of Funds
- Individual Learning Plan (ILP)
- Program models
 - Classroom Sheltered/Modified Instruction
 - Classroom Dual Language/Bilingual
 - Push-in/Co-teaching
 - ESOL Class
 - Pull-out
 - Newcomer
- How can services take place?
 - All learner first
 - MTSS framework

Federal Regulations

- Title III (includes immigrant)
- **LEP**
- Funding
 - Allocated
 - Use of Funds
- Number of students
- Ages 3-21
- Testing
- Annual Measurable Achievement Objectives



Special Education and ESOL

- Native language abilities
- Same native and age abilities
- Family Interviews
- Rate of Improvement
- IEP vs. ILP
 - Collaborative Services
 - 4,334 served

Technical Assistance

- Not just what, but how
- Cross-team collaborations
- TASN <http://ksdetasn.org/cms/>
- Support to the field
 - Endorsement Support
 - School Improvement
 - MTSS
 - Streamlining Documentation
 - Audits

Contact Information

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ESOL/Bilingual and Title III

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<http://www.ksde.org/Agency/DivisionofLearningServices/EarlyChildhoodSpecialEducationandTitleServices/TitleServices/TitleIIIStateESOL.aspx>

Title I Part C

Migrant Education Program



“Migratory Child”

- Not older than 21 years of age.
- Child is entitled to a FAPE (through grade 12).
- Migratory agricultural worker, or has a parent, spouse or guardian who is a migratory worker.
- Moved within the preceding 36 months to obtain qualifying work.
- Moved from one school district to another.



Qualifying Work

- Farms and Ranches
- Feedlots
- Packing Plants
- Nurseries
- Orchards
- Poultry Operations
- Swine Operations
- Dairies
- Elevators
- Wineries

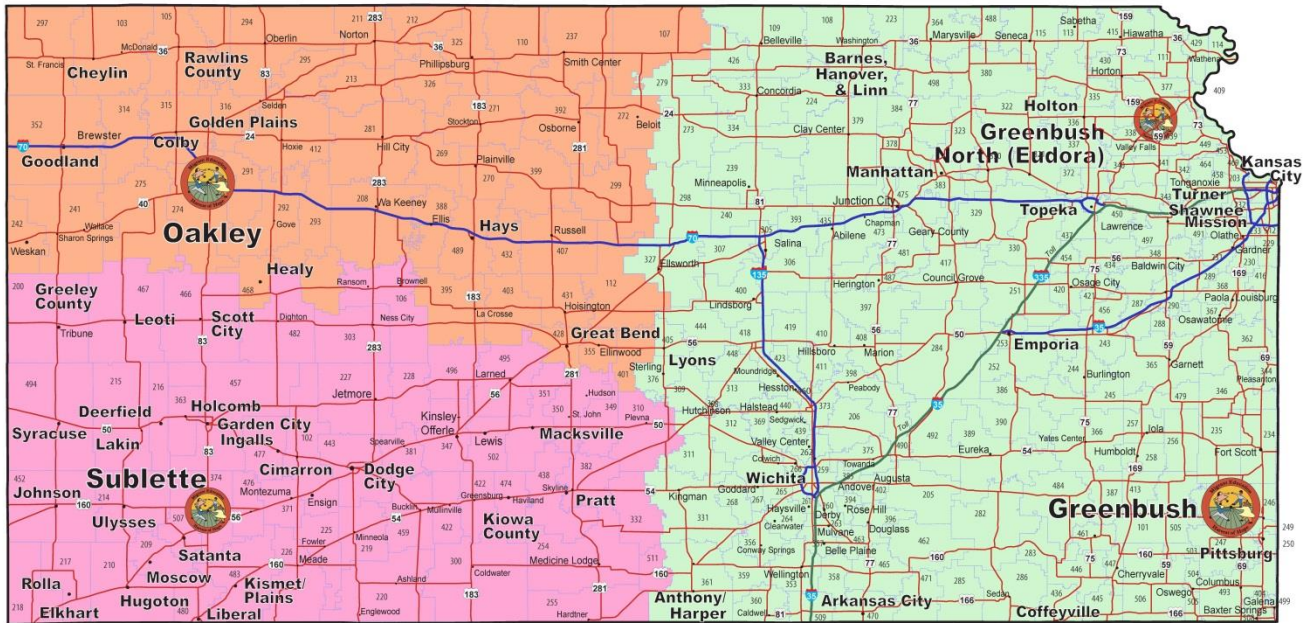
By the Numbers

- Approximately 5,300 migrant students identified across the state.
- An additional 430 are classified as Continuation of Services (COS), not counted but eligible for services.
- 46 School districts have a large enough enrollment to receive a migrant allocation and be considered a migrant Project.
- 3 Service Centers provide services to the non-project districts, as well as the out of school youth population (OSY).

Providing Services



Kansas Migrant Education Program 2014-2015 K-12/OSY Non-Project Service Areas



<p>Southwest Kansas (Sublette) 51 School Districts Approx. 22,365 sq. miles</p>	<p>Northwest Kansas (Oakley) 48 School Districts Approx. 24,458 sq. miles</p>	<p>Southeast Kansas (Greenbush) 180 School Districts Approx. 27,810 sq. miles</p>
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Revised 10/23/2014

Providing Services

- Migrant funds are intended to supplement any other programs students are eligible for, i.e.; Title I, Title III, ESOL, At-Risk, Sp. Ed., etc.
- Examples of Services:
 - Reading and Math instruction (supplemental – not core), language support (beyond what is in place), before/after school tutoring, para support, summer session, advocacy, health, nutrition, social services, educational supplies, transportation.
- Eligible for services for 3 years from Qualifying Arrival Date.



Additional Grants

- Migrant Family Literacy (MFL) - Migrant Family Literacy supports family literacy services for parents with low literacy skills or who have limited English proficiency, and their children, primarily birth through grade 3. Nine districts are currently receiving MFL Grants.
- Specialized Summer Services –
 - Reading Instruction
 - Mathematics Instruction
 - Pre-K Jump Start
 - Secondary Credit Accrual
- 10 Districts participated in the summer of 2014.

Out of School Youth (OSY)

Youth through the age of 21 who meet the definition of migratory child;

- Not enrolled in a K-12 school.
- May have dropped out of school.
- Working on a GED outside of a K-12 system.
- “Here to work” only.
- May or may not be emancipated youth.

The Kansas MEP

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<http://www.ksde.org/Default.aspx?tabid=576>

www.ksmigrant.org

Title I, Part D Neglected or Delinquent Youth



Title I, Part D – Neglected or Delinquent

The goals of Title I, Part D, are to

- Improve educational services for these children so they have the opportunity to meet challenging State ***academic*** content and achievement standards;
- Provide them with services to successfully ***transition*** from institutionalization to further schooling or employment; and
- Prevent youth who are at-risk from dropping out of school, and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their ***continued education***.

Title I, Part D – Neglected or Delinquent

In 2013-14:

- The program served approximately 4,700 students
- 24 Facilities
- Average age of students: 16
- Males: 78% of total NorD population
- Percentage of students in SPED: 33%
- Average Length of Stay at the Facility: 65 days

In 2014-15:

- USDOE funding of \$2 million

Title I, Part D – Neglected or Delinquent

In 2013-14:

- Compared to 12-13, increases in the number of youth:
 - earning high school credits
 - earning a GED
 - earning high school diploma

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- Common uses of funds
 - Provide personnel for tutoring after school to help overcome gaps in education
 - Additional education materials to cover the diverse academic needs of youth

Resources



The National Evaluation and Technical Assistance Center for the
Education of Children and Youth who are Neglected, Delinquent or At-Risk

- <http://www.neglected-delinquent.org/>



Kansas Children's Service League

- <http://www.kcsl.org/resources.aspx>



Office of Juvenile Justice
and Delinquency Prevention

Working for Youth Justice and Safety



- <http://www.ojjdp.gov/>



Contact Information

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Educating Homeless Children and Youth (EHCY) Program McKinney-Vento Homeless Assistance Act

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<http://www.ksde.org/Agency/DivisionofLearningServices/EarlyChildhoodSpecialEducationandTitleServices/TitleServices/EducatingHomelessChildrenandYouth.aspx>



McKinney-Vento Homeless Assistance Act

Program Purpose: The McKinney-Vento Homeless Education Assistance Act requires school districts to remove barriers to the enrollment, attendance, and opportunity to succeed in school for homeless children and youth. All school districts are required to designate a homeless liaison, pro-actively identify homeless children and youth, and provide transportation to stabilize the educational experiences of homeless students.

Definition of a Homeless Student

Children who **lack a fixed, regular, and adequate nighttime residence—**

- Sharing the housing of others due to economic hardship or similar reason (domestic violence, natural disasters, etc.)
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative housing
- Living in emergency or transitional shelters
- Abandoned in hospitals



Definition of a Homeless Student

- Awaiting foster care placement
- Living in a public or private place not designed for sleeping
- Living in cars, parks, abandoned buildings, bus or train stations, etc.
- Migratory - living in circumstances described above



Kansas Homeless Data

2005-2006	45 districts	3,064 students
2006-2007	57 districts	3,569 students
2007-2008	65 districts	4,890 students
2008-2009	90 districts	6,700 students
2009-2010	126 districts	8,452 students
2010-2011	119 districts	8,996 students
2011-2012	128 districts	8,911 students
2012-2013	133 districts	9,330 students
2013-2014	155 districts	10,378 students

National Data

2010-2011 1,065,794 students identified

2011-2012 1,168,354 students identified

2012-2013 1,258,182 students identified

Kansas 2012-2013 9,330 students identified

Regional Data (2012-2013)

Kansas	9,330 homeless students
Colorado	22,958 homeless students
Iowa	6,968 homeless students
Nebraska	3,278 homeless students
Missouri	26,505 homeless students
Oklahoma	22,806 homeless students

Funding

\$483,238 from USDE for 2014-2015 school year

- McKinney-Vento grants- currently 9 districts
- KSDE

- All districts have Title I Homeless set asides to assist in serving homeless students

McKinney-Vento Homeless Assistance Act

Use of Funds: Outreach and identification of homeless children and youth, enrollment assistance, transportation assistance, school records transfer, immunization referrals, tutoring, counseling, school supplies, professional development for educators, and referrals for community services.

Homeless Program Personnel

- State Coordinator of Homeless Education—Each state has a coordinator of state-level activities including collecting data, providing trainings and technical assistance, communicating with USDE.
- Local Homeless Liaison—Each school district must appoint a liaison to assist homeless families with enrollment, services, and disputes. Liaisons are required to ensure that homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies.

Resources

- National Association for the Education of Homeless Children and Youth (NAEHCY)
202-364-7392
<http://www.naehcy.org>
- National Center for Homeless Education (NCHE)
1-800-308-2145
<http://www.serve.org/nche>
- National Network for Youth
202-783-7949
<http://www.nn4youth.org>
- National Law Center on Homelessness & Poverty (NLCHP)
202-638-2535
<http://www.nlchp.org>

Contact Information

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