



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

August 11, 2009

Norma Cregan  
Assistant Director of Title Programs and Services  
Kansas State Department of Education  
120 SE 10<sup>th</sup>  
Topeka, KS 66612

Dear Ms. Cregan:

On June 29, 2009, the Kansas State Department of Education (KSDE) submitted a response to the monitoring report that resulted from a program review conducted by the Academic Improvement and Teacher Quality Programs office of the U.S. Department of Education's Office of Elementary and Secondary Education. The program office team reviewed your State's progress in meeting the highly qualified teacher provisions of the Elementary and Secondary Education Act and your State's administration of the ESEA Title II, Part A Improving Teacher Quality State Grants program. Thank you for sending this response to the monitoring report.

This response, in combination with additional information submitted on August 3, August 5, and August 6, satisfactorily addresses the findings identified in the monitoring report. The KSDE has taken steps to ensure that teachers hired to teach in Title I programs and teachers paid with Title II, Part A funds are highly qualified. The KSDE has also taken steps to ensure that, in the future, local report cards will include all required information about teachers and to revise its State plan for the equitable distribution of teachers. The KSDE has also implemented new procedures for ensuring that non-geographic LEAs receive their full allocation of Title II, Part A funds and that equitable services are provided to non-public schools using Title II, Part A State-level activity funds. The Department will follow up with the KSDE to ensure that progress is being made on these issues and that all agreed upon deadlines are met.

During the State agency for higher education (SAHE) portion of the monitoring review, the program team determined the SAHE was not using an appropriate definition of "high-need LEA" in awarding subgrants and that it was not implementing the 50 percent rule. The SAHE has submitted plans for addressing both concerns, satisfying the further action requirements for the SAHE portion of the monitoring report.

We commend your excellent work in responding to the concerns raised by the monitoring report. We look forward to continuing to work with you and your staff to ensure that all teachers meet the highly qualified requirements and to help improve the delivery of ESEA Title II, Part A services in Kansas.

Sincerely,

Elizabeth A. Witt  
Program Officer

cc: Jean Redeker

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