

Administration

Consequences of Not Funding this Program

The ability of KSDE to do the following would either be diminished or eliminated: process/audit state and federal aid payments to school districts; license teachers; accredit school districts; accredit teacher preparation programs; collect data from school districts; respond to requests for information from the Legislature and Governor; follow federal and state regulations for procurement; recruit and hire staff; comply with federal and state employment laws; and communicate to all public and nonpublic schools in Kansas.

	Statutory Basis	Mandatory vs. Discretionary	MOE/Match Rgt.	Priority Level
Specific	-KSA 72-5170 (school district accreditation) -KSA 72-1250-2167 (teacher licensure)	Mandatory	No	8
Specific	-KSA 72-5131-5176 (audit state aid payments)	Mandatory	No	8
Specific	-KSA 72-1167 (USD budgets) -KSA 72-5131-5176 (process state aid)	Mandatory	No	8
General	-Uniform Grant Guidance -State purchasing regulations	Discretionary	No	8
General	-KSA 72-1167 (post USD budgets) -KSA 72-2171 (USD accountability reports)	Discretionary	No	8
Specific	-National and Community Service Act of 1990 -Serve America Act of 2002	Discretionary	Yes	8

Program Goals

- A. Access and distribute state and federal revenues to local education agencies and other qualifying organizations.
- B. To verify the fiscal accountability of all USDs, special education interlocals, cooperatives, service centers, child care centers, and non-public entities.
- C. Ensure Kansas educators are qualified and prepared to improve the learning of Kansas students.
- D. To ensure that all educational systems in Kansas achieve Kansas Education Systems Accreditation (FY 2018 was the first year of KESA).
- E. Continue the development and enhancement of web-based applications for seamless communication and exchange of information with customers and funding agencies.
- F. Utilize federal SLDS grant to maximize standardization of data, increase interoperability of systems, and modernize overall P20W SLDS capabilities.

Program History

This program provides legal, human resource, communication, school finance, accounting, budgeting, purchasing, auditing, information technology, research, and legislative services to the entire agency. Additionally, it oversees the licensing of educators and accreditation of education systems in Kansas. These services have long existed in the Kansas State Department of Education and its predecessor agencies. However, certain services have become more important over time. In particular, information technology services have increased in importance as KSDE collects more data and operates more web-based applications.

Performance Measures

<i>Outcome Measures</i>	<i>Goal</i>	<i>FY 2019 Actuals</i>	<i>FY 2020 Actuals</i>	<i>FY 2021 Actuals</i>	<i>FY 2022 Previous Est.</i>	<i>FY 2022 Actuals</i>	<i>FY 2023 Est.</i>	<i>FY 2024 Est.</i>	<i>3- yr. Avg.</i>
1. Deployment of a statewide student information system or comparable platform	F	N/A	2%	5%	25%	10%	75%	100%	6%
2. Percent of assignments filled by fully licensed educators	C	90%	95%	95%	95%	93.2%	93%	94%	94%
3. Total amount of state aid savings generated by KSDE fiscal	B	\$ 17,760,541	\$ 18,645,980	\$ 22,562,435	\$ 17,000,000	\$ 30,113,406	\$ 18,820,000	\$ 18,820,000	\$ 23,773,940
<i>Output Measures</i>									
4. Number of state and federal aid payments distributed	A	507	432	450	440	487	490	490	456.3
5. Total number of licenses issued per year	C	20,323	20,570	24,551	22,000	26,976	27,000	27,000	24,032
<i>Additional Measures as Necessary</i>									

Kansas State Department of Education

6. Number of accredited systems in Kansas under KESA (cumulative)	D	28	51	79	173	173	360	88	101
7. Percent of educator program standards that have completed the comprehensive revision process and have been approved by KSBE	C	76.0%	75.0%	77.5%	80.0%	80.0%	90%	100%	77.5%
8. Number of new teachers being supported by multi-year approved mentoring support	C	4,841	4,513	4,829	4,500	5,184	5,000	5,000	4,842
9. Number of web-enabled applications maintained by KSDE	E	90	93	95	97	109	109	109	99

Funding

<i>Funding Source</i>	<i>FY 2019 Actuals</i>	<i>FY 2020 Actuals</i>	<i>FY 2021 Actuals</i>	<i>FY 2022 Approved</i>	<i>FY 2022 Actuals</i>	<i>FY 2023 Est.</i>	<i>FY 2024 Est.</i>	<i>3-yr. Avg.</i>
State General Fund	\$ 9,334,290	\$ 9,553,581	\$ 9,601,123	\$ 9,305,274	\$ 9,460,678	\$ 9,474,642	\$ 9,684,748	\$ 9,538,461
Non-SGF State Funds	3,541,452	3,099,344	2,819,299	4,239,135	3,396,700	4,642,979	5,212,995	3,105,114
Federal Funds	3,502,336	3,205,477	3,762,513	5,835,795	3,877,099	4,134,653	1,807,343	3,615,030
Total	\$ 16,378,078	\$ 15,858,402	\$ 16,182,935	\$ 19,380,204	\$ 16,734,477	\$ 18,252,274	\$ 16,705,086	\$ 16,258,605
FTE	145.5	145.4	141.3	144.3	144.3	130.2	130.2	143.7

Governance of Education

Consequences of Not Funding this Program

The constitutionally proscribed State Board of Education would not be able to carry out its duties to provide general supervision of the State's K-12 educational interests.

Statutory Basis	Mandatory vs. Discretionary	MOE/Match Rqt.	Priority Level
Specific KSA 72-243-72-263	Mandatory	No	7

Program Goals

- A. Kansas leads the world in the success of each student.
- B. Provide an effective educator in every classroom.
- C. Develop active communication and partnerships with families, communities, business stakeholders, constituents, and policy partners.

Program History

Article 6 of the Kansas Constitution provides for the Kansas State Board of Education. The State Board consists of 10 elected members, each representing a district comprised of four contiguous senatorial districts. Board members serve four-year terms with an overlapping schedule. Every other year, the State Board reorganizes to elect a chairman and vice-chairman. The State Board appoints a Commissioner of Education who serves as its executive director. The Kansas State Board of Education was created to replace the position of the Kansas State Superintendent of Public Instruction effective January 14, 1969.

Performance Measures

Outcome Measures	Goal	FY 2019	FY 2020	FY 2021	FY 2022	FY 2022	FY 2023	FY 2024	3- yr. Avg.
		Actuals	Actuals	Actuals	Previous Est.	Actuals	Est.	Est.	
1. Five-year postsecondary effectiveness rate	A	48.0%	48.3%	50.0%	50.0%	N/A	52%	53%	49.2%
2. Percent of assignments filled by fully licensed educators	B	90%	95%	95%	95%	93.2%	93%	94%	94%
<i>Output Measures</i>									
4. Total number of licenses issued per year	B	20,323	20,570	24,551	22,000	26,976	27,000	27,000	24,032
5. Statewide dropout rate	A	1.4%	1.3%	1.7%	1.4%	N/A	1.6%	1.5%	1.5%
<i>Additional Measures as Necessary</i>									
6. Percent of educator program standards that have completed the comprehensive revision process and have been approved by KSBE	B	76.0%	75.0%	77.5%	80.0%	80.0%	90%	100%	77.5%
7. Number of educator vacancies reported by USDs	A	540	648	839	700	1,381	1,500	1,400	956
8. HS graduation rate	A	87.5%	88.3%	88.1%	90.0%	N/A	90.0%	91.0%	88.2%
9. Percent of students scoring in levels 3 & 4 on the ELA assessment	A	36.6%	N/A	35.2%	37.0%	N/A	35.0%	38.0%	35.2%
10. Percent of students scoring in levels 3 & 4 on the math assessment	A	32.6%	N/A	27.9%	33.0%	N/A	33.5%	36.0%	27.9%
11. Percent of students scoring in levels 3 & 4 on the science assessment	A	35.6%	N/A	34.5%	36.0%	N/A	34.5%	37.0%	34.5%

Kansas State Department of Education

Funding

<i>Funding Source</i>	<i>FY 2019 Actuals</i>	<i>FY 2020 Actuals</i>	<i>FY 2021 Actuals</i>	<i>FY 2022 Approved</i>	<i>FY 2022 Actuals</i>	<i>FY 2023 Est.</i>	<i>FY 2024 Est.</i>	<i>3-yr. Avg.</i>
State General Fund	\$ 373,290	\$ 333,852	\$ 351,585	\$ 405,838	\$ 393,386	\$ 433,640	\$ 447,066	\$ 359,608
Non-SGF State Funds	-	-	-	-	-	-	-	-
Federal Funds	-	-	-	-	-	-	-	-
Total	\$ 373,290	\$ 333,852	\$ 351,585	\$ 405,838	\$ 393,386	\$ 433,640	\$ 447,066	\$ 359,608
FTE	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Child Nutrition and Wellness

Consequences of Not Funding this Program

Failure to fund the Child Nutrition and Wellness program would be the loss of approximately \$200 million in annual federal funding for school nutrition programs. As a result, children who depend on school nutrition programs for meals would no longer have access to free or reduced price meals.

Statutory Basis	Mandatory vs. Discretionary	MOE/Match Rgt.	Priority Level
Specific -42 USC 1751-1761, 1762a, 1765, 1766, 1772, 1773, 1776, 1779	Mandatory	Yes	5

Program Goals

- A. Sponsors provide participants with nutritious, appealing meals.
- B. Sponsors comply with federal and state requirements; operate efficient and effective programs; and receive reimbursement for meals and snacks served.
- C. Sponsors increase participants' awareness of the benefits of choosing nutritious foods.

Program History

The Child Nutrition and Wellness program administers several programs sponsored by the U.S. Department of Agriculture that provide health food to children including the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and several others. The National School Lunch Program was authorized in 1946 and the School Breakfast Program was made permanent in 1975, with other programs following. State law provides for state aid for school lunches, which is a match required under federal law.

Performance Measures

Outcome Measures	Goal	FY 2019	FY 2020	FY 2021	FY 2022	FY 2022	FY 2023	FY 2024	3-yr. Avg.
		Actuals	Actuals	Actuals	Previous Est.	Actuals	Est.	Est.	
1. Percent of programs that follow federal regulations and guidance	B	99.8%	99.6%	99.3%	99.0%	99.9%	99.0%	99.0%	99.6%
2. Number of meals/snacks served to participants in Child Nutrition Programs	A	102,065,303	87,060,622	83,177,067	103,184,608	96,987,146	95,000,000	95,000,000	89,074,945
3. Average reimbursement for each meal/snack served	B	\$ 1.87	\$ 2.16	\$ 3.11	\$ 2.62	\$ 3.82	\$ 3.16	\$ 2.11	\$ 3.03
Output Measures									
4. Percent of sponsors that had an administrative review and procurement review conducted by KSDE	B	50.3%	38.0%	31.3%	30.0%	37.5%	30.0%	30.0%	35.6%
5. Amount of reimbursement processed through KSDE's KN-CLAIM application	A	\$ 190,936,443	\$ 188,014,837	\$ 258,329,047	\$ 270,000,000	\$ 370,331,242	\$ 300,000,000	\$ 200,000,000	\$ 272,225,042
Additional Measures as Necessary									
6. Percent of KS elementary students who participated in the Body Venture health education exhibit	C	8.5%	6.4%	0.0%	10.0%	2.0%	10.0%	10.0%	2.8%
7. Number of Body Venture site visits	C	78	52	0	100	0	75	75	17

Funding

Funding Source	FY 2019	FY 2020	FY 2021	FY 2022	FY 2022	FY 2023	FY 2024	3-yr. Avg.
	Actuals	Actuals	Actuals	Approved	Actuals	Est.	Est.	
State General Fund	\$ 323,526	\$ 328,760	\$ 333,870	\$ 321,218	\$ 375,660	\$ 330,743	\$ 293,671	\$ 346,097
Non-SGF State Funds	267,479	264,789	27,548	65,750	282,261	16,500	31,000	191,533
Federal Funds	3,129,992	3,170,794	3,005,672	3,247,087	2,881,200	2,806,800	2,960,602	3,019,222
Total	\$ 3,720,997	\$ 3,764,343	\$ 3,367,090	\$ 3,634,055	\$ 3,539,121	\$ 3,154,043	\$ 3,285,273	\$ 3,556,851
FTE	35.5	35.4	32.8	32.7	32.7	32.7	32.7	33.6

Standards and Assessments

Consequences of Not Funding this Program

KSDE could not develop and implement the state assessments and academic standards required by both state and federal law.

Statutory Basis	Mandatory vs. Mandatory	MOE/Match Rqt. No	Priority Level 3
Specific –Every Student Succeeds Act –KSA 72-5170(b) –KSA 72-5170(c)			

Program Goals

A. Provide the resources educators need to ensure that Kansas graduates have the academic and cognitive preparations, technical and employability skills, and civic engagement experiences to be successful in (1) postsecondary education, (2) the attainment of an industry-recognized certification, or (3) the workforce, without the need for remediation.

Program History

State: In the 1980s, a state minimum competency law existed that required all schools in Kansas to participate in a minimum competency testing program in reading and mathematics developed by the University of Kansas. Beginning in 1992, the state law has required the State Board of Education to establish curriculum standards for mathematics, science, reading, writing, and social studies and to develop statewide assessments in those core subjects. State assessments must be administered at three grade levels, as determined by the State Board of Education.

Federal: The Elementary and Secondary Education Act of 1965 (ESEA) was originally passed as part of President Lyndon Johnson's broader anti-poverty initiative. The Improving America's Schools Act (IASA) attempted to coordinate federal resources and policies with the pre-existing efforts at the state and local levels to improve instructions for all students. This included adding math and reading/language arts standards to be used to assess student progress and provide accountability. In 2002, No Child Left Behind (NCLB) required states to test students in reading and mathematics annually in grades 3-8 and once in grades 10-12. It also required assessments during grades 3-5, 6-9, and 10-12 for science. Individual schools, school districts, and state were required to report overall test results and also scores for specific subgroups (i.e., low-income students, students with disabilities, English-language learners, and major racial and ethnic groups). In 2015, the Every Student Succeeds Act (ESSA) retained the testing schedule of NCLB but also required states to establish ambitious long-term goals for measurements of interim progress for all students and subgroups of students on state assessments, graduation rates, and English language proficiency for English-language learners. ESSA also requires comprehensive supports for the lowest performing 5% of Title I schools and targeted support for schools with consistently underperforming subgroups.

Performance Measures

Outcome Measures	Goal	FY 2019 Actuals	FY 2020 Actuals	FY 2021 Actuals	FY 2022 Previous Est.	FY 2022 Actuals	FY 2023 Est.	FY 2024 Est.	3- yr. Avg.
1. Five-year postsecondary effectiveness rate	A	48.0%	48.3%	50.0%	50.0%	N/A	52%	53%	49.2%
2. Five-year postsecondary success rate	A	55.0%	55.9%	55.7%	58.0%	N/A	60%	61%	55.8%
3. SGF cost per assessment administered	A	\$ 1.20	N/A	\$ 1.39	\$ 1.17	N/A	\$ 1.07	\$ 1.03	\$ 1.39
4. Total cost per assessment administered	A	\$ 5.13	N/A	\$ 5.97	\$ 5.08	N/A	\$ 4.60	\$ 4.43	\$ 5.97
<i>Output Measures</i>									
5. Number of ELA, math, and science assessments administered	A	603,133	N/A	487,388	605,000	N/A	605,000	605,000	487,388
6. Total number of state interim assessments administered (regular	A	565,382	544,540	518,155	575,000	627,662	700,000	750,000	563,452
<i>Additional Measures as Necessary</i>									
7. Percent of students scoring in levels 3 & 4 of the ELA assessment	A	36.6%	N/A	35.2%	37.0%	N/A	35.0%	38.0%	35.2%
8. Percent of students scoring in levels 3 & 4 of the math assessment	A	32.6%	N/A	27.9%	33.0%	N/A	33.5%	36.0%	27.9%
9. Percent of students scoring in levels 3 & 4 of the science assessment	A	35.6%	N/A	34.5%	36.0%	N/A	34.5%	37.0%	34.5%
10. HS graduation rate	A	87.5%	88.3%	88.1%	90.0%	N/A	90.0%	91.0%	88.2%

Kansas State Department of Education

Funding

<i>Funding Source</i>	<i>FY 2019 Actuals</i>	<i>FY 2020 Actuals</i>	<i>FY 2021 Actuals</i>	<i>FY 2022 Approved</i>	<i>FY 2022 Actuals</i>	<i>FY 2023 Est.</i>	<i>FY 2024 Est.</i>	<i>3-yr. Avg.</i>
State General Fund	\$ 2,609,381	\$ 2,657,697	\$ 2,626,987	\$ 2,864,142	\$ 2,741,207	\$ 3,212,818	\$ 3,181,969	\$ 2,675,297
Non-SGF State Funds	388,528	328,647	30,103	314,242	96,484	309,592	270,073	151,745
Federal Funds	7,255,704	6,949,124	6,707,998	6,525,429	6,906,813	8,365,947	9,849,834	6,854,645
Total	\$ 10,253,613	\$ 9,935,468	\$ 9,365,088	\$ 9,703,813	\$ 9,744,504	\$ 11,888,357	\$ 13,301,876	\$ 9,681,687
FTE	27.0	25.1	26.2	26.2	26.2	30.2	30.2	25.8

Special Education Services

Consequences of Not Funding this Program

Failure to fund the Special Education Services program will diminish the amount of support and assistance KSDE can provide to students in special education programs throughout Kansas. Additionally, failure by the State to provide necessary services opens up the State to legal consequences, including court orders and the loss of federal funding.

Statutory Basis	Mandatory vs. Discretionary	MOE/Match Rqt.	Priority Level
Specific –Individuals with Disabilities Education Act –KSA 72-3403, et seq.	Mandatory	Yes	2

Program Goals

- A. Provide leadership, technical assistance, and financial support to local education agencies to ensure high-quality special education programs and success for all students with disabilities.
- B. To support local agencies providing early learning opportunities and to collaboratively strengthen early childhood services in Kansas so that each student enters kindergarten at age five socially, emotionally, and academically prepared for success.
- C. Assist local education agencies in employing highly-qualified teachers, administrators, and support staff.

Program History

A special education division was created in the State Department of Public Instruction (the predecessor to KSDE) in 1949. The first appropriations for financing special education classes were made in 1951. In 1975, Congress passed the Education for all Handicapped Children Act (EHA) in order to ensure that all students with disabilities have access to a free and appropriate education. In addition, financial assistance to state was authorized to allow compliance with the new law. Congress has periodically updated and reauthorized the law to improve the structure of supports and accountability. In 1990, the EHA was reauthorized and the title changed to the Individuals with Disabilities Education Act (IDEA). The most recent reauthorization of the IDEA was in 2004. The Kansas Special Education for Exceptional Children Act was passed in 1974. The state law largely mirrors the IDEA, but also includes gifted students and children enrolled in private schools as students eligible to receive a free and appropriate public education. This program also oversees all early childhood education programs administered by KSDE.

Performance Measures

Outcome Measures	Goal	FY 2019	FY 2020	FY 2021	FY 2022	FY 2022	FY 2023 Est.	FY 2024 Est.	3- yr. Avg.
		Actuals	Actuals	Actuals	Previous Est.	Actuals			
1. Percent of students with disabilities enrolled in higher education or some other postsecondary education or training program, or employed within one year	A	73.0%	75.0%	75.6%	73.4%	73.4%	76.6%	79.1%	74.7%
	B	89.7%	89.1%	89.7%	86.5%	87.6%	88.9%	86.5%	88.8%
<i>Output Measures</i>									
3. Number of technical assistance and training events sponsored by TASN to improve student performance and outcomes	A	439	438	591	600	839	864	891	623
	B	215	226	244	255	255	262	265	242
4. Number of USDs with approved preschool-aged at-risk programs									

Kansas State Department of Education

Additional Measures as Necessary

5. Percent of students with disabilities scoring in levels 3 & 4 on the reading assessment (by grade):

- 4th Grade
- 8th Grade
- High School

- A
- A
- A

	20.5%	N/A	22.8%	20.5%	N/A	22.0%	23.5%	22.8%
	7.3%	N/A	7.6%	7.5%	N/A	7.5%	10.5%	7.6%
	7.0%	N/A	6.7%	7.0%	N/A	8.5%	10.0%	6.7%

6. Percent of students with disabilities scoring in levels 3 & 4 on the math assessment (by grade)

- 4th Grade
- 8th Grade
- High School

- A
- A
- A

	14.5%	N/A	13.5%	14.5%	N/A	17.5%	20.0%	13.5%
	5.7%	N/A	5.1%	6.5%	N/A	7.5%	9.0%	5.1%
	4.5%	N/A	4.0%	5.5%	N/A	6.0%	7.5%	4.0%

7. Percent of students with disabilities graduating from high school

A

	77.5%	78.4%	80.0%	80.5%	78.4%	84.5%	81.0%	78.9%
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8. Number of positions fill through the use of the Kansas Education Employment Board

C

	257	215	144	280	120	130	140	160
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9. Total number of children enrolled in preschool in public school districts

B

	22,588	23,421	20,148	22,900	22,579	23,600	24,600	22,049
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10. Number of attendees participating in student performance technical assistance and training events sponsored by TASN

A

	9,968	7,917	14,429	15,100	19,362	19,942	20,541	13,903
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11. Number of agencies participating in students performance technical assistance and training events sponsored by TASN

A

	335	317	348	355	421	434	447	362
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Funding

<i>Funding Source</i>	<i>FY 2019 Actuals</i>	<i>FY 2020 Actuals</i>	<i>FY 2021 Actuals</i>	<i>FY 2022 Approved</i>	<i>FY 2022 Actuals</i>	<i>FY 2023 Est.</i>	<i>FY 2024 Est.</i>	<i>3-yr. Avg.</i>
State General Fund	\$ 508,062	\$ 601,749	\$ 547,422	\$ 577,425	\$ 513,702	\$ 614,942	\$ 588,116	\$ 554,291
Non-SGF State Funds	24,337	11,704	4,246	15,574	7,466	32,458	31,476	7,805
Federal Funds	13,872,165	17,155,328	17,509,406	12,056,019	17,272,010	16,684,605	17,459,340	17,312,248
Total	\$ 14,404,564	\$ 17,768,781	\$ 18,061,074	\$ 12,649,018	\$ 17,793,178	\$ 17,332,005	\$ 18,078,932	\$ 17,874,344
FTE	25.5	25.3	26.3	26.6	26.6	25.5	25.5	26.1

Title Programs and Services

Consequences of Not Funding this Program

Reductions or elimination in funding will significantly reduce supplemental supports and assistance to Kansas students, including to subgroups identified as at-risk.

<u>Statutory Basis</u>	<u>Mandatory vs. Discretionary</u>	<u>MOE/Match Rqt.</u>	<u>Priority Level</u>
Specific Elementary and Secondary Education Act (20 USC 6301, et seq.)	Mandatory	Yes	4

Program Goals

A. Provide leadership, technical assistance, and financial support to local education agencies to ensure the success of all at-risk and special population students.

Program History

Congress passed the Elementary and Secondary Education Act (ESEA) in 1965 to provide supplemental assistance to local school districts to support the academic success of low-income children (Title I, Part A). Since enactment, the ESEA has been expanded to include a variety of other at-risk students, including English-language learners (Title III, Part A), students in rural areas (Title IV, Part B), migrant students (Title I, Part C), and neglected and delinquent youth (Title I, Part D). Additionally, ESEA provides funds to train and recruit high-quality teachers (Title II, Part A), funds Student Support and Enrichment Grants (Title IV, Part A), and funds 21st Century Community Learning Grants (Title IV, Part B). All of this federal grant funding is expended through KSDE's Financial Aid program, but the grants are administered by the Title Programs and Services program.

Performance Measures

<i>Outcome Measures</i>	<i>Goal</i>	<i>FY 2019 Actuals</i>	<i>FY 2020 Actuals</i>	<i>FY 2021 Actuals</i>	<i>FY 2022 Previous Est.</i>	<i>FY 2022 Actuals</i>	<i>FY 2023 Est.</i>	<i>FY 2024 Est.</i>	<i>3- yr. Avg.</i>
1. Percent of economically disadvantaged students scoring in levels 3 & 4 on state assessments:									
English language arts	A	22.9%	N/A	21.1%	23.0%	N/A	21.0%	23.0%	21.1%
Math	A	19.3%	N/A	14.8%	19.5%	N/A	19.0%	21.0%	14.8%
2. Percent of English-language learner students scoring in levels 3 & 4 on state assessments:									
English language arts	A	7.5%	N/A	6.0%	7.5%	N/A	7.0%	9.0%	6.0%
Math	A	9.4%	N/A	6.1%	9.5%	N/A	10.0%	12.0%	6.1%
<i>Output Measures</i>									
3. Number of technical assistance resources for teachers made available through TASN	A	1,829	2,146	2,353	2,400	2,562	2,638	2,718	2,354
4. Number of contacts made by TASN staff to local agencies and school districts with the purpose of assisting in improving student academic performance	A	1,632	1,570	1,779	1,800	3,380	3,481	3,585	2,243
<i>Additional Measures as Necessary</i>									
5. Percent of migrant students scoring in levels 3 & 4 on state assessments:									
English language arts	A	13.2%	N/A	13.6%	13.5%	N/A	15.0%	16.5%	13.6%
Math	A	11.5%	N/A	9.1%	12.0%	N/A	13.0%	14.5%	9.1%
6. Percent of homeless students scoring in levels 3 & 4 on state assessments:									
English language arts	A	17.4%	N/A	18.4%	17.5%	N/A	19.0%	20.5%	18.4%
Math	A	13.8%	N/A	11.0%	14.0%	N/A	15.5%	17.0%	11.0%

Kansas State Department of Education

7. Percent of students who graduate from high school:									
English learners	A	82.6%	83.7%	82.6%	85.5%	N/A	84.0%	86.5%	83.2%
Economically disadvantaged	A	80.2%	81.2%	81.0%	82.5%	N/A	83.0%	83.5%	81.1%
Migrant	A	79.4%	78.3%	81.4%	83.5%	N/A	84.0%	84.5%	79.9%
Homeless	A	67.1%	68.3%	68.8%	71.5%	N/A	72.0%	72.5%	68.6%

Funding Source	Funding							
	FY 2019 Actuals	FY 2020 Actuals	FY 2021 Actuals	FY 2022 Approved	FY 2022 Actuals	FY 2023 Est.	FY 2024 Est.	3-yr. Avg.
State General Fund	\$ 45,915	\$ 48,769	\$ 43,825	\$ 48,634	\$ 36,624	\$ 52,226	\$ 41,932	\$ 43,073
Non-SGF State Funds	4,301	4,875	850	3,665	2,396	897	2,041	2,707
Federal Funds	4,050,808	8,960,749	4,154,985	4,158,496	4,242,123	9,373,548	4,250,809	5,785,952
Total	\$ 4,101,024	\$ 9,014,393	\$ 4,199,660	\$ 4,210,795	\$ 4,281,143	\$ 9,426,671	\$ 4,294,782	\$ 5,831,732
FTE	15.0	15.0	14.5	14.8	14.8	14.3	14.3	14.8

Career and Technical Education

Consequences of Not Funding this Program

Not funding the Career and Technical Education program would limit the amount of CTE courses available to students in Kansas middle and high schools, which would make Kansas graduate less prepared to enter a highly technical labor market. Additionally, eliminating or reducing State funding would place federal funding at risk.

<u>Statutory Basis</u>	<u>Mandatory vs. Mandatory</u>	<u>MOE/Match Rqt. Yes</u>	<u>Priority Level 6</u>
Specific –Strengthening Career and Technical Education for the 21st Century Act (20 USC 2301, et seq.) –KSA 72-3810, et seq.			

Program Goals

A. Provide technical assistance and support to local school districts to ensure every middle school and high school student has an Individual Plan of Study in place and is engaged in a quality career pathway leading to success in postsecondary education or in the workforce.

Program History

In 1917, Congress enacted the Smith-Hughes Act which authorized federal funds for the establishment and support of secondary and postsecondary vocational training in agriculture, home economics, and trade and industry. The 1985 Carl D. Perkins Vocational Education Act aimed to expan, improve, modernize, and develop quality vocational education programs to meet the needs of the workforce and promote economic growth, as well as meet the needs of specific populations, including handicapped and disadvantaged individuals. The Perkins Act was reauthorized in 2018 and now allows school districts to use federal funds to provide all students, not just those enrolled in CTE courses, career exploration and development activities. Since July 1, 2004, the Kansas Board of Regents has served as the lead agency for the Perkins Grant. Funding is split evenly between KBOR and KSDE.

Performance Measures

<u>Outcome Measures</u>	<u>Goal</u>	<u>FY 2019 Actuals</u>	<u>FY 2020 Actuals</u>	<u>FY 2021 Actuals</u>	<u>FY 2022 Previous Est.</u>	<u>FY 2022 Actuals</u>	<u>FY 2023 Est.</u>	<u>FY 2024 Est.</u>	<u>3-yr. Avg.</u>
1. Number of CTE career clusters/pathway programs meeting standards and implemented at the local level	A	2,988	3,245	3,415	3,491	3,493	3,482	3,490	3,384
2. Number of high school students enrolled in tuition-free college, career, and technical education courses	A	13,675	13,934	12,529	14,000	13,000	13,500	14,000	13,154
Output Measures									
3. Number of students participating in CTE organizations	A	23,555	23,441	23,441	23,000	23,657	23,800	24,000	23,513
4. Number of CTE students who have earned at least two credits in an approved CTE career cluster/pathway course sequence	A	24,502	29,920	26,187	25,000	26,250	26,500	27,000	27,452
Additional Measures as Necessary									
5. Percent of middle and high school students that have developed IPS	A	96.8%	97.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.0%

Funding

<u>Funding Source</u>	<u>FY 2019 Actuals</u>	<u>FY 2020 Actuals</u>	<u>FY 2021 Actuals</u>	<u>FY 2022 Approved</u>	<u>FY 2022 Actuals</u>	<u>FY 2023 Est.</u>	<u>FY 2024 Est.</u>	<u>3-yr. Avg.</u>
State General Fund	\$ 1,058,605	\$ 1,122,668	\$ 1,113,986	\$ 718,913	\$ 652,493	\$ 697,806	\$ 688,110	\$ 963,049
Non-SGF State Funds	13,782	10,183	2,800	11,403	4,010	11,624	-	5,664
Federal Funds	945,527	629,189	595,627	801,774	734,535	852,231	917,471	653,117
Total	\$ 2,017,914	\$ 1,762,040	\$ 1,712,413	\$ 1,532,090	\$ 1,391,038	\$ 1,561,661	\$ 1,605,581	\$ 1,621,830
FTE	14.9	14.0	12.9	13.4	13.4	12.4	12.4	13.4

Financial Aid

Consequences of Not Funding this Program

School districts would not have the funding to effectively operate and educate Kansas students.

Specific	Statutory Basis	Mandatory vs. Discretionary	MOE/Match Rgt.	Priority Level
	-KSA 72-5131-5176 (KSEEA) -KSA 72-53,126 (Capital Outlay) -KSA 72-5462 (Capital Improvement) -KSA 72-3422, 72-3425, & 72-3440 (SPED) -KSA 72-17,132-17,148 (Food Service) -KSA 72-4161-4166 (Parents as Teachers) -KSA 72-4005-4010 (Driver Education) -KSA 72-1173 (Juvenile Detention Facilities) -Elementary and Secondary Education Act -Individuals with Disabilities Education Act -42 USC 1751-1779	Mandatory	Yes	1

Program Goals

A. To provide financial support that will assist local education agencies in meeting the educational needs of students.

Program History

The distribution of state aid has always been the responsibility of the Department of Education or its predecessor agencies. The amount of state aid distributed has been significantly impacted by legislative changes and court challenges. Major school finance formulas have included the State Foundation Aid of 1965; School District Equalization Act of 1972; School District Finance and Quality Performance Act of 1992; Classroom Learning Assuring Student Success Act of 2015; and the Kansas School Equity and Enhancement Act of 2017. Significant court challenges include *Mock v. State of Kansas*, *USD 229 v. State of Kansas*, *Montoy v. State of Kansas*, and *Gannon v. State of Kansas*. Additionally, KSDE has distributed the vast majority of federal aid to school districts since 1947, which is when the Legislature authorized school districts to participate in the National School Lunch Program. Other major federal aid programs include Title I and special education funding. Performance measures for the Financial Aid program are those identified for KSDE's other programs, excluding those for the Kansas Children's Cabinet. Accurately implementing the Financial Aid program assists these programs in meeting their performance measures.

Performance Measures

Outcome Measures	Goal	FY 2019 Actuals	FY 2020 Actuals	FY 2021 Actuals	FY 2022 Previous Est.	FY 2022 Actuals	FY 2023 Est.	FY 2024 Est.	3-yr. Avg.
		Performance measures for the Financial Aid Program are those identified for the other seven programs: Administration, Governance of Education, Child Nutrition and Wellness, Standards and Assessment Services, Special Education Services, Title Programs and Services, and Career and Technical Education. Accurately implementing the Financial Aid Program assists these seven programs in meeting their performance measures.							

Funding

Funding Source (in Thousands)	FY 2019 Actuals	FY 2020 Actuals	FY 2021 Actuals	FY 2022 Approved	FY 2022 Actuals	FY 2023 Est.	FY 2024 Est.	3-yr. Avg.
State General Fund	\$ 3,480,745	\$ 3,962,795	\$ 3,916,185	\$ 4,111,185	\$ 4,104,279	\$ 4,467,803	\$ 4,400,871	\$ 3,994,420
Non-SGF State Funds	1,051,170	1,039,399	1,053,113	1,079,972	1,080,274	1,116,980	1,137,283	1,057,595
Federal Funds	454,502	397,120	481,399	463,998	643,660	590,161	634,190	507,393
Total	\$ 4,986,417	\$ 5,399,314	\$ 5,450,697	\$ 5,655,155	\$ 5,828,214	\$ 6,174,944	\$ 6,172,343	\$ 5,559,408
FTE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Kansas Children's Cabinet

Consequences of Not Funding this Program

Reduction or elimination of services to Kansas families and children in a variety of areas, including child abuse and neglect prevention, early childhood education, mental and behavioral health screening, training for parents and health care providers, and access to healthcare.

Statutory Basis	Mandatory vs. Mandatory	MOE/Match Rgt. Yes	Priority Level
Specific –KSA 38-2103			

Program Goals

A. The Children's Cabinet will develop and implement a coordinated, comprehensive delivery system to improve the health and well-being of families and children in Kansas and evaluate programs funded with Children's Initiatives Funds.

Program History

In 1980, Kansas was the first state to establish a special fund, the Kansas Family and Children Trust Fund, dedicated to the prevention of child abuse and neglect by funding community-based prevention programs. In 1992, the Legislature created the Corporation for Change, which was given the responsibility for administering the Children's Trust Fund. In 1998, the Corporation for Change was replaced by the Governor's Advisory Committee on Children and Families. In 1999, the Governor's Advisory Committee on Children and Families was abolished and the Children's Cabinet was created. The Children's Cabinet was tasked with advising the Governor and Legislature on how best to use the tobacco Master Settlement Agreement moneys credited to the Children's Initiatives Fund and to assist the Governor in developing a coordinated, comprehensive system to serve children and families in Kansas. From its creation through June 30, 2016, the Department of Social and Rehabilitative Services and the Department for Children and Families served as the fiscal agent for the Children's Cabinet. Since July 1, 2016, the Kansas State Department of Education has served as the Cabinet's fiscal agent.

Performance Measures

Outcome Measures	Goal	FY 2019 Actuals	FY 2020 Actuals	FY 2021 Actuals	FY 2022 Previous Est.	FY 2022 Actuals	FY 2023 Est.	FY 2024 Est.	3- yr. Avg.
1. Percent of classrooms funded by the Early Childhood Block Grant meeting high quality standards for classroom instruction:					The COVID-19 crisis has posed special challenges to programs serving children and families, which have often needed to reallocate resources to meet the changing needs of the families they serve, adopt new health and safety protocols, and maintain adequate staffing in an increasingly tight labor market. These disruptions are likely to continue, and, in the absence of increased funding, will affect the number of children programs can serve, as well as the resources that can be devoted to professional development and quality improvement.				
Toddler Classrooms	A	74%	59%	75%		78%			71%
Pre-K Classrooms	A	74%	62%	72%		76%			70%
2. Percent of classrooms funded by Communities Aligned in Early Development and Education meeting high quality standards for classroom instruction:									
Toddler classrooms	A	44%	55%	44%		47%			49%
Pre-K Classrooms	A	20%	35%	14%		N/A			25%
Output Measures									
3. Number of children served through ECGB programs	A	7,457	7,163	6,074		6,719			6,652
4. Number of children served through CAEDE programs	A	343	653	511		937			700
Additional Measures as Necessary									
5. Percent of providers funded by the Child Care Quality Initiative meeting high-quality standards at initial assessment	A	N/A	42%	45%		65%			51%
6. Number of children receiving services through the Child Care Quality Initiative	A	372	527	484		443			485
7. Number of professionals receiving professional development through the Autism Diagnosis Program	A	153	91	62		95			83

Kansas State Department of Education

Funding

<i>Funding Source</i>	<i>FY 2019 Actuals</i>	<i>FY 2020 Actuals</i>	<i>FY 2021 Actuals</i>	<i>FY 2022 Approved</i>	<i>FY 2022 Actuals</i>	<i>FY 2023 Est.</i>	<i>FY 2024 Est.</i>	<i>3-yr. Avg.</i>
State General Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Non-SGF State Funds	20,234,400	20,131,307	20,281,709	21,212,516	20,229,292	23,698,350	27,264,800	20,214,103
Federal Funds	822,652	790,697	16,610,314	10,040,463	11,532,162	10,357,175	4,875,735	9,644,391
Total	\$ 21,057,052	\$ 20,922,004	\$ 36,892,023	\$ 31,252,979	\$ 31,761,454	\$ 34,055,525	\$ 32,140,535	\$ 29,858,494
FTE	3.0	3.0	7.0	7.0	7.0	7.0	7.0	5.7