

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 Rqt.	Priority Level
Specific –KSA 72-5170 (school district accreditation) –KSA 72-1250–2167 (teacher)	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)	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)	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-
 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
 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

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

Outcome Measures	Goal	FY 2019	FY 2020	FY 2021	3- yr. Avg.	FY 2022	FY 2023
1. Deployment of a statewide student information system or comparable platform	F	N/A	2%	5%	3.5%	25%	75%
2. Percent of assignments filled by fully licensed educators	C	90.0%	95.0%	95.0%	93.3%	95.0%	95.0%
3. Total amount of state aid savings generated by KSDE fiscal auditing	B	\$ 17,760,541	\$ 18,645,980	\$ 22,562,435	\$ 19,656,319	\$ 17,000,000	\$ 17,000,000
<i>Output Measures</i>							
4. Number of state and federal aid payments distributed	A	507	432	450	463	440	440
5. Total number of licenses issued per year	C	20,323	20,570	24,551	21,815	22,000	22,000
<i>Additional Measures as Necessary</i>							
6. Number of accredited systems in Kansas under KESA (cumulative)	D	28	51	79	53	173	360
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%	76.2%	80.0%	90.0%
8. Number of new teachers being supported by multi-year approved mentoring support	C	4,841	4,513	4,829	4,728	4,500	4,500
9. Number of web-enabled applications maintained by KSDE	E	90	93	95	93	97	99

Funding

Funding Source	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
State General Fund	\$ 8,674,274	\$ 9,334,290	\$ 9,553,581	\$ 9,601,123	\$ 9,305,274	\$ 9,312,303
Non-SGF State Funds	3,203,965	3,541,452	3,099,344	2,819,299	4,239,135	6,818,449
Federal Funds	3,043,286	3,502,336	3,205,477	3,762,513	5,835,795	5,455,146
Total	\$ 14,921,525	\$ 16,378,078	\$ 15,858,402	\$ 16,182,935	\$ 19,380,204	\$ 21,585,898

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	3- yr. Avg.	FY 2022	FY 2023
1. Five-year postsecondary effectiveness rate	A	48	48.3	48.3	48.2	50	52
2. Percent of assignments filled by fully licensed educators	B	90.0%	95.0%	95.0%	93.3%	95.0%	95.0%
<i>Output Measures</i>							
4. Total number of licenses issued per year	B	20,323	20,570	24,551	21,815	22,000	22,000
5. Statewide dropout rate	A	1.4	1.3	N/A	1.35	1.4	1.0
<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%	76.2%	80.0%	90.0%
7. Number of educator vacancies reported by USDs	B	540	648	839	675.7	700	700
8. HS graduation rate	A	87.5	88.3	88.1	88.0	90	91
9. Percent of students scoring in levels 3 & 4 on the ELA assessment	A	36.6	N/A	35.2	35.9	37	38.5
10. Percent of students scoring in levels 3 & 4 on the math assessment	A	32.6	N/A	27.9	30.3	33	34.5
11. Percent of students scoring in levels 3 & 4 on the science assessment	A	35.6	N/A	34.5	35.03	36	37.5

Funding

Funding Source	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
State General Fund	\$ 360,691	\$ 373,290	\$ 333,852	\$ 351,585	\$ 405,838	\$ 426,749
Total	\$ 360,691	\$ 373,290	\$ 333,852	\$ 351,585	\$ 405,838	\$ 426,749

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 Rqt.	Priority Level
Specific –42 USC 1751-1761, 1762a, 1765, 1766, 1772, 1773, 1776, 1779 –KSA 72-17,132 – 17,148	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	3- yr. Avg.	FY 2022	FY 2023
1. Percent of programs that follow federal regulations and guidance	B	99.8%	99.6%	99.3%	99.6%	99.0%	99.0%
2. Number of meals/snacks served to participants in Child Nutrition Programs	A	102,065,303	87,060,622	83,177,067	90,767,664	103,184,608	104,216,456
3. Average reimbursement for each meal/snack served	B	\$ 1.87	\$ 2.16	\$ 3.11	\$ 2.38	\$ 2.62	\$ 1.87
<i>Output Measures</i>							
4. Percent of sponsors that had an administrative review and procurement review conducted by KSDE	B	50.3%	38.0%	31.3%	39.9%	30.0%	30.0%
5. Amount of reimbursement processed through KSDE's KN-CLAIM application	A	\$ 190,936,443	\$ 188,014,837	\$ 258,329,047	\$ 212,426,776	\$ 270,000,000	\$ 194,774,266
<i>Additional Measures as Necessary</i>							
6. Percent of KS elementary students who participated in the Body Venture health education exhibit	C	8.5%	6.4%	0.0%	5.0%	10.0%	10.0%
7. Number of Body Venture site visits	C	78	52	-	43.3	100	100

Funding

Funding Source	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
State General Fund	\$ 320,351	\$ 323,526	\$ 328,760	\$ 333,870	\$ 321,218	\$ 331,875
Non-SGF State Funds	367,908	267,479	264,789	27,548	65,750	16,500
Federal Funds	3,363,284	3,129,992	3,170,794	3,005,672	3,247,087	2,774,618
Total	\$ 4,051,543	\$ 3,720,997	\$ 3,764,343	\$ 3,367,090	\$ 3,634,055	\$ 3,122,993

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

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	FY 2020	FY 2021	3- yr. Avg.	FY 2022	FY 2023
1. Five-year postsecondary effectiveness rate	A	48.0%	48.3%	48.3%	48.2%	50.0%	52.0%
2. Five-year postsecondary success	A	55.0%	55.9%	55.7%	55.5%	58.0%	60.0%
3. SGF cost per assessment administered	A	\$ 1.20	N/A	\$1.39	\$ 1.30	\$ 1.17	\$ 1.12
4. Total cost per assessment administered	A	\$ 5.13	N/A	\$5.97	\$ 5.24	\$ 5.08	\$ 4.78
<i>Output Measures</i>							
4. Number of ELA, math, and science assessments administered	A	603,133	N/A	487,388	545,261	605,000	605,000
5. Total number of state interim assessments administered (regular and predictive)	A	565,382	544,540	518,155	542,692	575,000	650,000
<i>Additional Measures as Necessary</i>							
6. Percent of students scoring in levels 3 & 4 of the ELA assessment	A	36.6%	N/A	35.20%	35.9%	37.0%	38.5%
7. Percent of students scoring in levels 3 & 4 of the math assessment	A	32.6%	N/A	27.90%	30.3%	33.0%	34.5%
8. Percent of students scoring in levels 3 & 4 of the science assessment	A	35.6%	N/A	34.50%	35.0%	36.0%	37.5%
9. HS graduation rate	A	87.5%	88.3%	88.10%	88.0%	90.0%	91.0%

Funding

Funding Source	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
State General Fund	\$ 2,501,317	\$ 2,609,381	\$ 2,657,697	\$ 2,626,987	\$ 2,864,142	\$ 2,949,148
Non-SGF State Funds	389,288	388,528	328,647	30,103	287,047	280,112
Federal Funds	7,058,537	7,255,704	6,949,124	6,707,998	6,552,624	6,369,303
Total	\$ 9,949,142	\$ 10,253,613	\$ 9,935,468	\$ 9,365,088	\$ 9,703,813	\$ 9,598,563

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	3- yr. Avg.	FY 2022	FY 2023
1. Percent of students with disabilities enrolled in higher education or some other postsecondary education or training program, or employed within	A	73.0%	75.0%	75.6%	74.5%	73.4%	73.6%
2. Percent of preschool-aged children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early	B	89.7%	89.1%	89.7%	89.5%	86.5%	86.5%
<i>Output Measures</i>							
3. Number of technical assistance and training events sponsored by TASN to improve student performance	A	439	438	591	489	600	605
4. Number of USDs with approved preschool-aged at-risk programs	B	215	226	244	228	255	260
<i>Additional Measures as Necessary</i>							
5. Percent of students with disabilities scoring in levels 3 & 4 on the reading assessment (by grade)	A						
4th Grade		20.5%	N/A	22.8%	20.5%	20.5%	22.0%
8th Grade		7.3%	N/A	7.6%	7.3%	7.5%	9.0%
High School		7.0%	N/A	6.7%	7.0%	7.0%	8.5%
6. Percent of students with disabilities scoring in levels 3 & 4 on the math assessment (by grade)	A						
4th Grade		14.5%	N/A	13.5%	14.5%	14.5%	16.0%
8th Grade		5.7%	N/A	5.1%	5.7%	6.5%	7.5%
High School		4.5%	N/A	4.0%	4.5%	5.5%	6.0%
7. Percent of students with disabilities graduating from high school	A	77.5%	78.4%	80.0%	78.6%	80.5%	81.0%
8. Number of positions fill through the use of the Kansas Education Employment Board	C	257	215	144	205	280	300
9. Total number of children enrolled in preschool in public school districts	B	22,588	23,421	21,544	22,518	22,900	25,100
10. Number of attendees participating in student performance technical assistance and training events sponsored by TASN	A	9,968	7,917	14,429	10,771	15,100	15,200
11. Number of agencies participating in students performance technical assistance and training events sponsored by TASN	A	335	317	348	333	355	375

Funding

Funding Source	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
State General Fund	\$ 519,198	\$ 508,062	\$ 601,749	\$ 547,422	\$ 577,425	\$ 581,762
Non-SGF State Funds	56,878	24,337	11,704	4,246	15,547	32,458
Federal Funds	13,540,923	13,872,165	17,155,328	17,509,406	12,056,019	16,736,378
Total	\$ 14,116,999	\$ 14,404,564	\$ 17,768,781	\$ 18,061,074	\$ 12,648,991	\$ 17,350,598

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.

Statutory Basis	Mandatory vs. Discretionary	MOE/Match Rqt.	Priority Level
Specific Elementary and Secondary Education Act (20 USC 6301, et seq.)	Mandatory	No	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

Outcome Measures	Goal	FY 2019	FY 2020	FY 2021	3-yr. Avg.	FY 2022	FY 2023
1. Percent of economically disadvantaged students scoring in levels 3 & 4 on state assessments:							
English language arts		22.9%	N/A	21.1%	22.9%	23.0%	24.5%
Math		19.3%	N/A	14.8%	19.3%	19.5%	21.0%
2. Percent of English-language learner students scoring in levels 3 & 4 on state assessments:							
English language arts		7.5%	N/A	6.00%	7.5%	7.50%	9.00%
Math		9.4%	N/A	6.2%	9.4%	9.5%	11.0%
<i>Output Measures</i>							
4. Number of technical assistance resources for teachers made available through TASN		1,829	2,146	2,353	2,109	2,400	2,450
5. Number of contacts made by TASN staff to local agencies and school districts with the purpose of assisting in improving student academic performance		1,632	1,570	1,779	1,660	1,800	1,900
<i>Additional Measures as Necessary</i>							
6. Percent of migrant students scoring in levels 3 & 4 on state assessments:							
English language arts		13.2%	N/A	13.6%	13.2%	13.5%	15.0%
Math		11.5%	N/A	9.1%	11.5%	12.0%	13.0%
7. Percent of homeless students scoring in levels 3 & 4 on state assessments:							
English language arts		17.4%	N/A	18.4%	17.4%	17.5%	19.0%
Math		13.8%	N/A	11.0%	13.8%	14.0%	15.5%
8. Percent of students who graduate from high school:							
English learners		82.6%	83.7%	82.6%	83.2%	85.5%	86.0%
Economically disadvantaged		80.2%	81.2%	81.0%	80.7%	82.5%	83.0%
Migrant		79.4%	78.3%	81.4%	78.9%	83.5%	84.0%
Homeless		67.1%	68.3%	68.8%	67.7%	71.5%	72.0%

Funding

Funding Source	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
State General Fund	\$ 44,867	\$ 45,915	\$ 48,769	\$ 43,825	\$ 48,634	\$ 50,019
Non-SGF State Funds	11,785	4,301	4,875	850	3,665	1,442
Federal Funds	3,362,404	4,050,808	8,960,749	4,154,985	4,158,496	9,337,073
Total	\$ 3,419,056	\$ 4,101,024	\$ 9,014,393	\$ 4,199,660	\$ 4,210,795	\$ 9,388,534

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.

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

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 eEducation 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

Outcome Measures	Goal	FY 2019	FY 2020	FY 2021	3- yr. Avg.	FY 2022	FY 2023
1. Number of CTE career clusters/pathway programs meeting standards and implemented at the local level	A	2,988	3,245	3,415	3,216	3,491	3,500
2. Number of high school students enrolled in tuition-free college, career, and technical education courses	A	13,675	13,934	10,000	12,536	14,000	14,000
<i>Output Measures</i>							
4. Number of students participating in CTE organizations	A	23,555	23,441	20,068	22,355	23,000	23,500
5. 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	20,000	24,807	25,000	26,000
<i>Additional Measures as Necessary</i>							
6. Percent of middle and high school students that have developed IPS	A	96.8%	97.0%	100.0%	97.9%	100.0%	100.0%

Funding

Funding Source	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
State General Fund	\$ 1,099,952	\$ 1,058,605	\$ 1,122,668	\$ 1,113,986	\$ 718,913	\$ 706,616
Non-SGF State Funds	10,010	13,782	10,183	2,800	11,403	11,624
Federal Funds	803,955	945,527	629,189	595,627	801,774	843,556
Total	\$ 1,913,917	\$ 2,017,914	\$ 1,762,040	\$ 1,712,413	\$ 1,532,090	\$ 1,561,796

Financial Aid

Consequences of Not Funding this Program

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

Statutory Basis	Mandatory vs. Discretionary	MOE/Match Rqt.	Priority Level
Specific –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	FY 2020	FY 2021	3- yr. Avg.	FY 2022	FY 2023
1. Outcome Measure #1 2. Outcome measure #2 3. Outcome measure comparing outcomes to dollars							
<i>Output Measures</i>							
4. Additional Output Measure 5. Additional Output Measure							

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 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
State General Fund	\$ 3,377,337	\$ 3,480,745	\$ 3,962,795	\$ 3,916,185	\$ 4,159,380	\$ 4,347,182
Non-SGF State Funds	1,051,864	1,051,170	1,039,399	1,053,113	1,069,353	1,142,378
Federal Funds	449,911	454,502	397,120	481,399	464,298	420,917
Total	\$ 4,879,112	\$ 4,986,416	\$ 5,399,315	\$ 5,450,697	\$ 5,693,032	\$ 5,910,477

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. Discretionary	MOE/Match Rqt.	Priority Level
Specific –KSA 38-2103	Mandatory	Yes	

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	FY 2020	FY 2021	3- yr. Avg.	FY 2022*	FY 2023*
1. Percent of classrooms funded by the Early Childhood Block Grant meeting high quality standards for classroom instruction: Toddler classrooms Pre-K classrooms	A. 74% 74%	74% 74%	59% 62%	75% 72%	69.3% 69.3%	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.	
2. Percent of classrooms funded by Communities Aligned in Early Development and Education meeting high quality standards for classroom instruction: Toddler classrooms Pre-K classrooms	A. 44% 20%	44% 20%	55% 35%	44% 14%	47.7% 23.0%		
Output Measures							
4. Number of children served through ECGB programs	A.	7,457	7,163	6,074	6,898		
5. Number of children served through CAEDE programs	A.	343	653	511	502		
Additional Measures as Necessary							
6. Percent of providers funded by the Child Care Quality Initiative meeting high-quality standards at initial assessment	A.	N/A	42.0	45.0	43.5		
7. Number of children receiving services through the Child Care Quality Initiative	A.	372	527	484	461		
8. Number of professionals receiving professional development through the Autism Diagnosis Program	A.	153	91	62	102		

Funding

Funding Source	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Non-SGF State Funds	17,013,051	20,234,400	20,131,307	20,281,709	21,212,516	22,766,156
Federal Funds	963,194	822,652	790,697	16,610,314	10,040,463	9,672,052
Total	\$ 17,976,245	\$ 21,057,052	\$ 20,922,004	\$ 36,892,023	\$ 31,252,979	\$ 32,438,208