

Education

C-1 Career Technical Education in Kansas

In 2012, legislation (SB 155) launched a new plan to enhance career technical education (CTE) in Kansas with the purpose of better preparing high school students for college and careers. Beginning with the 2012-2013 school year, Kansas high school students could qualify for free college tuition in approved technical courses offered at Kansas technical and community colleges. The program also initially provided school districts with a \$1,000 incentive for each high school student who graduated from that district with an industry-recognized credential in a high-need occupation.

The 2015 Legislature changed the incentive to a prorated amount not to exceed \$750,000 in total. During the 2016 Session, the appropriated amount decreased from \$750,000 to \$50,000 for fiscal year (FY) 2016 and FY 2017, which was estimated to cover the cost of the certification examinations only.

The 2017 Legislature moved the \$50,000 incentive funds from the Kansas Board of Regents (KBOR) to the Kansas State Department of Education (KSDE) for FY 2018 and FY 2019. The amount changed over the next two years and then was deleted in FY 2020.

The appropriated amount for tuition was prorated in FY 2016 and FY 2017, as there was no increase in appropriations and the amount did not cover all program participants. The program was fully funded in FY 2018, FY 2019, and FY 2020.

Occupations on the qualifying credential incentive list can be found on the KBOR website. The list currently includes, but is not limited to, the following occupations:

- Heavy and tractor-trailer truck drivers;
- Computer support specialists;
- Nursing assistants;
- Automotive service technicians and mechanics;
- Machinists;
- Dental assistants;
- Firefighters;
- Carpenters;
- Welders;
- Electricians;

- Plumbers and pipefitters;
- Sheet metal workers; and
- Heating, air conditioning, and refrigeration mechanics and installers.

technical education has grown, resulting in a growth of college credit hours generated and credentials earned by high school students. The following table, published on the KBOR website, summarizes the increase in participation over time per academic year (AY).

Student Participation

Since the program’s inception, the number of students participating in postsecondary career

Student Participation in CTE										
	AY 2011	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020*
Participating Headcount	3,475	3,870	6,101	8,440	10,275	10,023	10,660	11,690	13,675	13,934
College Credit Hours Generated	28,000	28,161	44,087	62,195	76,756	79,488	85,150	92,092	105,084	109,226
Credentials Earned	--	548	711	1,419	1,682	1,224	1,459	1,420	1,803	1,631
* preliminary numbers										

National Recognition

In 2013, the Career Technical Education Initiative received national recognition as one of the “Top Ten Innovations to Watch” from The Brookings Institution. The same year, Martin Kollman of

KSDE and Lisa Beck of KBOR published the article “Free CTE College Tuition and Certification Funding: KS SB 155 at Work” in the September issue of *Techniques*, a national monthly magazine published by the Association for Career and Technical Education.

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Kansas Legislator Briefing Book 2021

Education

C-2 Mental Health Intervention Team Pilot Program

2018 Legislation

In Sub. for SB 423 and House Sub. for SB 61, the 2018 Legislature created the Mental Health Intervention Team Pilot Program (Program) for fiscal year (FY) 2019 “to improve social-emotional wellness and outcomes for students by increasing schools’ access to counselors, social workers and psychologists statewide” (2018 Sub. for SB 423, Sec. 1(a)). The legislation required school districts and community mental health centers (CMHCs) to enter into partnerships through memorandums of understanding (MOUs) to implement the Program. Additionally, the legislation required mental health intervention teams to consist of school liaisons employed by the participating school districts, in addition to clinical therapists and case managers employed by the participating CMHCs. The legislation specified nine school districts that would participate in the Program.

The Legislature appropriated \$10.0 million from the State General Fund (SGF) to the Kansas State Department of Education (KSDE) to fund the Program. The appropriations included \$4.2 million to cover treatment costs for participating students. This included \$2.6 million in match for Medicaid costs and \$1.5 million for CMHCs. In addition, the appropriations included \$3.3 million to cover the costs associated with the school liaisons hired by participating school districts. Finally, \$2.5 million was included to create an online database to be used for the Program.

2019 Legislation

In House Sub. for SB 25, the 2019 Legislature reauthorized the Program for FY 2020. The Legislature appropriated \$8.0 million from the SGF. The Legislature also made several adjustments to the Program, reappropriating unused funds for the pilot program from FY 2019 to FY 2020, requiring a 25.0 percent local match for the school liaisons hired by participating school districts, and providing the State Board of Education (State Board) with the authority to expand the Program to additional school districts for FY 2020.

Program Overview

Scope of Program

As implemented by KSDE, the Program focuses on providing care to two groups of students.

The “alpha group” consists of youth who are Children in Need of Care (CINC) and are in state custody. These students have experienced multiple placements and moved school districts multiple times throughout the school year.

The “beta group” consists of all other youth (non-CINC) who are in need of mental health support services.

Duties of Intervention Team Members

The duties of school liaisons employed by participating school districts include, but are not limited to:

- Identifying appropriate referrals;
- Acting as a liaison between the school district and the CMHC;
- Helping the CMHC prioritize interventions for identified students;
- Facilitating connections between identified students’ families and the CMHC staff;
- Communicating with child welfare contacts to get the educational history of a student who has moved schools; and
- Gathering outcomes to monitor the effectiveness of the program.

The duties of clinical therapists employed by participating CMHCs include, but are not limited to:

- Helping the school liaison identify appropriate referrals and prioritize interventions for identified students;
- Conducting a clinical assessment of the identified student and making appropriate treatment recommendations;
- Providing individual and family therapy;

- Communicating with school personnel to help them understand a student’s diagnosis, family circumstance, and suggested interventions; and
- Gathering outcome data to monitor the effectiveness of the Program.

The duties of case managers employed by participating CMHCs include, but are not limited to:

- Working with the school liaison and clinical therapist to identify and prioritize students for treatment interventions;
- Providing outreach to students, families, and child welfare contacts to help engage in treatment;
- Helping maintain communication between all entities involved, including family, student, school, clinician, child welfare, and community;
- Making referrals to appropriate community resources; and
- Helping to reconnect students and families when they are not following through with the treatment process.

Memorandums of Understanding

Participating school districts are required to enter into two MOUs for the Program.

The first MOU is with KSDE; it outlines the basic requirements of the Program and specifies how funding received for the Program is to be spent. The second MOU is between the school district and its partner CMHC. This MOU outlines how the school district and CMHC will cooperate in the implementation of the Program. (KSDE produced and distributed a standard memorandum for this agreement, but did not require school districts to use it.)

Additionally, KSDE has entered into a MOU with the Kansas Department of Health and Environment (KDHE) to cover the distribution of the funding for Medicaid-related costs. During FY 2019, the Medicaid funding for the program was distributed to the participating school districts. The school districts then made payments to

KDHE. For FY 2020, however, KSDE paid KDHE directly for Medicaid-related costs.

Breakdown of Funding

Total funding for the Program for FY 2020 was \$9.3 million. This included the \$8.0 million appropriated by the 2019 Legislature and \$1.3 million reappropriated from FY 2019 to FY 2020.

Most of the funding for the Program flowed through the participating school districts. The following is a description of the two different grants to school districts and the payments made to KDHE.

School Liaison Grant. This grant is distributed to school districts on a monthly basis. School districts submit requests each month to cover anticipated expenditures. Allowable expenditures for this grant include salary, fringe benefits, travel expenses, and a computer that must be used exclusively by the school liaison. Beginning in FY 2020, participating school districts must cover 25.0 percent of the cost of the liaisons. School liaison grant funding for FY 2020 was \$4.0 million, compared to \$3.3 million in FY 2019.

CMHC Grant. This grant is distributed quarterly to school districts. School districts must forward all payments to the participating CMHC to cover the cost for treatment and services for students who are uninsured or underinsured.

Grant funding for FY 2020 was \$2.1 million, compared to \$1.5 million in FY 2019.

KDHE Payments. As mentioned above, KSDE will make payments directly to KDHE to cover Medicaid costs related to the Program. KDHE payments for FY 2020 were \$2.6 million, which is the same as in FY 2019.

Reporting Requirements

KSDE requires participating school districts to submit, in conjunction with their partner CMHC, two reports during the fiscal year. A report covering the first half of the school year was due December 20, 2019. The second report covering the entire year was due June 30, 2020.

These reports track the number of students served and various academic performance measures, including attendance, behavior, and graduation. In FY 2020, 3,266 total students received services from CMHCs through the program, including 343 students in foster care.

Additionally, the year-end report includes a financial report on program expenditures for the fiscal year. In the 2018-19 school year, state expenditures totaled \$7.3 million, including \$2.9 million for school district liaisons and \$1.5 million for CMHCs. In the 2019-20 school year, state expenditures totaled \$9.0 million, including \$4.0 million for school district liaisons and \$2.1 million for CMHCs.

Participating School Districts

During the first year of the Program, there were a total of 9 participating school districts, serving 82 schools.

Using the authority provided in 2019 House Sub. for SB 25, the State Board expanded the Program for FY 2020. The Program served students in 180 schools in 32 school districts during the 2019-2020 school year.

According to information provided by KSDE, the Program will serve 232 schools in 56 school districts during the 2020-21 school year.

The tables on the following pages include a list of all school districts participating in the Program during the 2021-21 school year, along with the total state aid requested for each school district.

Mental Health Intervention Team Pilot Program 2020-2021 Applications					
USD	District Name	County	State Aid Request	State Aid Request	Total State Aid Request
			School Liaisons	Mental Health Provider	
204	Bonner Springs*	Wyandotte	\$ 138,750	\$ 46,250	\$ 185,000
233	Olathe*	Johnson	109,242	36,414	145,656
239	North Ottawa Co.	Ottawa	44,760	14,920	59,680
255	South Barber*	Barber	34,500	11,500	46,000
259	Wichita	Sedgwick	1,300,201	1,049,031	2,349,232
262	Valley Center	Sedgwick	91,065	30,355	121,420
266	Maize	Sedgwick	89,503	29,834	119,337
270	Plainville	Rooks	20,222	6,741	26,963
271	Stockton*	Rooks	20,174	6,725	26,899
272	Waconda*	Mitchell	10,734	3,578	14,312
282	West Elk*	Elk	46,740	15,580	62,320
286	Chautauqua County	Chautauqua	46,092	15,364	61,456
293	Quinter*	Gove	63,491	21,164	84,655
305	Salina	Saline	279,000	93,000	372,000
306	Southeast of Saline	Saline	42,748	14,249	56,997
307	Ell-Saline*	Saline	34,500	11,500	46,000
309	Nickerson*	Reno	39,145	13,048	52,193
310	Fairfield	Reno	32,785	10,928	43,713
311	Pretty Prairie	Reno	41,099	13,700	54,799
323	Rock Creek*	Pottawatomie	41,813	13,938	55,751
329	Wabaunsee County	Wabaunsee	38,648	12,883	51,531
337	Royal Valley*	Jackson	19,530	6,510	26,040
349	Stafford	Stafford	44,939	14,980	59,919
382	Pratt	Pratt	52,512	17,504	70,016
383	Manhattan	Riley	114,873	38,291	153,164
402	Augusta	Butler	60,945	20,315	81,260
413	Chanute*	Neosho	50,224	16,741	66,965
435	Abilene	Dickinson	78,961	109,088	188,049
438	Skyline	Pratt	38,202	12,734	50,936
445	Coffeyville*	Montgomery	45,000	15,000	60,000
446	Independence	Montgomery	74,172	24,724	98,896
447	Cherryvale	Montgomery	41,674	13,891	55,565
453	Leavenworth	Leavenworth	40,871	13,624	54,495
457	Garden City	Finney	60,808	55,500	116,308
461	Neodesha	Wilson	45,580	15,193	60,773
462	Central of Burden*	Cowley	36,443	12,148	48,591
484	Fredonia	Wilson	101,709	33,903	135,612
489	Hays	Ellis	104,292	34,764	139,056
490	El Dorado	Butler	85,170	28,390	113,560

Mental Health Intervention Team Pilot Program 2020-2021 Applications					
USD	District Name	County	State Aid Request	State Aid Request	Total State Aid Request
			School Liaisons	Mental Health Provider	
500	Kansas City	Wyandotte	\$ 842,090	\$ 280,697	\$ 1,122,787
501	Topeka	Shawnee	424,441	208,000	632,441
503	Parsons	Labette	58,875	48,000	106,875
506	Labette County*	Labette	43,125	14,375	57,500
332	Cunningham*	Kingman	41,808	13,936	55,744
Total Aid Requested Statewide:			\$ 5,071,456	\$ 2,519,010	\$ 7,590,466
* indicates a new applicant					

Mental Health Intervention Team Program 2020-2021 Applications					
Membership District		County	Sponsoring District		County
240	Twin Valley	Ottawa	239	N. Ottawa Co. (240)	Ottawa
403	Otis-Bison	Rush	271	Stockton	Rush
291	Grinnell Public Schools	Gove	293	Quinter (291, 292, 274, 275, 468)	Gove
292	Wheatland	Gove	293	Quinter (291, 292, 274, 275, 468)	Gove
274	Oakley	Logan	293	Quinter (291, 292, 274, 275, 468)	Gove
275	Triplains	Logan	293	Quinter (291, 292, 274, 275, 468)	Gove
468	Healy Public Schools	Lane	293	Quinter (291, 292, 274, 275, 468)	Gove
312	Haven Public Schools	Reno	311	Pretty Prairie (312)	Reno
393	Solomon	Dickinson	435	Abilene (393, 473, 487)	Dickinson
473	Chapman	Dickinson	435	Abilene (393, 473, 487)	Dickinson
487	Herington	Dickinson	435	Abilene (393, 473, 487)	Dickinson
511	Attica	Harper	332	Cunningham (511)	Kingman
USD 239 includes USD 239 (North Ottawa County) and USD 240 (Twin Valley).					
USD 311 includes USD 311 (Pretty Prairie) and USD 312 (Haven).					
USD 435 includes USD 435 (Abilene), USD 393 (Solomon), USD 473 (Chapman), and USD 487 (Herington).					
Per KSDE, multiple smaller school districts may join together in a consortium to file one application. In this situation, one district serves as the sponsoring district for reporting and financial purposes. The sponsoring district receives all payments from KSDE and files all reports. The other districts are member districts that file reports and receive funding through the sponsoring district.					

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Education

C-3 School Finance—Recent Legislative Changes

The 2015 through 2020 Legislatures passed major changes to school finance.

2015

In House Sub. for SB 7, the 2015 Legislature created the Classroom Learning Assuring Student Success (CLASS) Act and repealed the School District Finance and Quality Performance Act (SDFQPA), which was passed in 1992. The CLASS Act provided funding for each school district for school years 2015-2016 and 2016-2017 *via* block grants.

2016

The 2016 Legislature, in both its regular session and its special session, passed school finance legislation. In its special session, the Legislature passed Senate Sub. for HB 2001, which altered and amended legislation passed by the 2016 Legislature. Senate Sub. for HB 2001 included the following:

- Reinstated the Supplemental General State Aid and Capital Outlay State Aid formulas in effect prior to the enactment of the CLASS Act for fiscal year (FY) 2017, which the 2016 Legislature fully funded;
- Reduced the amount of funding school districts were entitled to receive under the block grant for full-time virtual school students for FY 2017 from \$5,600 to \$5,000; and
- Directed the State Board of Education (State Board) to review applications for funds from the Extraordinary Need Fund (ENF).

Additionally, Senate Sub. for HB 2001 set expenditure limits on the ENF at \$13.0 million and provided that no moneys could be expended from the ENF in FY 2017 until the sale or merger of the Kansas Bioscience Authority was complete. The legislation directed the first \$25.0 million in proceeds from the sale or merger to be deposited in the State General Fund. If the remaining proceeds were less than \$13.0 million, the amount of money appropriated to the ENF was to be reduced by the amount of the shortfall.

2017

The 2017 Legislature passed the Kansas School Equity and Enhancement Act, which reinstated a weighted enrollment formula similar to the SDFQPA. Weightings include at-risk students, declining enrollment, high-density at-risk students, bilingual students, low enrollment, high enrollment, new school facilities, ancillary school facilities, cost-of-living, career technical education, and transportation.

The weighted enrollment of a school district is once again multiplied by a coefficient to determine the aid the district receives in its general fund. This multiplier—formerly known as base state aid per pupil—is now referred to as base aid for student excellence (BASE).

2018

In House Sub. for SB 423, the 2018 Legislature increased the BASE over a five-year period to arrive at an amount of \$4,713 by school year 2022-2023 and created the Mental Health

Intervention Team Pilot Program. House Sub. for SB 423 also made changes to weightings associated with transportation, at-risk students, career and technical education, and bilingual students. Finally, the legislation added aid for special education, early childhood education, and college and career entry exams.

2019

In House Sub. for SB 16, the 2019 Legislature further increased the BASE over a four-year period to arrive at an amount of \$4,846 by school year 2022-2023. House Sub. for SB 16 also made changes to various school accountability, auditing, and reporting provisions. Finally, the legislation requires the State Board to identify and approve evidence-based at-risk programs.

2020

In SB 66, the 2020 Legislature extended through FY 2022 the high-density at-risk student weighting, which was set to end on July 1, 2020.

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