

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Dwayne Umbarger at 1:36 p.m. on March 16, 2004 in Room 123-S of the Capitol.

All members were present except:

Senator Bill Bunten (excused)
Senator John Vratil (excused)
Senator Lana Oleen (excused)

Committee staff present:

Debra Hollon, Legislative Research
Theresa Kiernan, Office of the Revisor of Statutes
Judy Steinlicht, Committee Secretary

Conferees appearing before the committee:

Dr. Mary Cohen, Regional Representative, U.S. Department of Education

Others attending:

See Attached List

Update and Discussion on No Child Left Behind Act

Dr. Mary Cohen, Regional Representative, U.S. Department of Education came to discuss changes in the No Child Left Behind Act and answer any questions.

Dr. Cohen told the committee that one of the first changes was to special education. Originally the district could take off one-half percent of the most severely developmentally distressed children and after hearing so often that it wasn't enough, it was changed to one percent. Another change was for the limited English proficiency students. The first year they are in an American school, they do not have to be counted in the testing for that school. As these students became proficient, they were moved out of the group so the proficiency of that group never changed. Now the students can stay in that group so that the group can show improvement.

Dr. Cohen said changes were recently made regarding high quality teachers. Regulations have been eased up a little so that rural schools and areas having difficulty filling positions will have an easier time.
(Attachment 1)

Dr. Cohen heard in her travels that Kansas has been significantly been cut on their Title I money in the amount of approximately \$4 million. The last Title I adjustment was done based on the 1990 census and the 2000 census was the next census used to adjust the Title I allocations. The 2001-02 state per pupil funding also figures into that formula. Dr. Cohen provided a report showing the estimated amount that Kansas will receive from Title I funding, but stressed these figures were not final. Also included is a summary of key provisions for Title I regulations. (Attachment 2) Dr. Cohen said the decrease in Title I money had nothing to do with NCLB.

Another incorrect concept is that NCLB is an unfunded mandate. Kansas received \$162,766,045 in 2002, \$182,998,783 in 2003 and is estimated to receive \$178,248,263 in 2004. The reason 2004 is estimated is that the fiscal year is not over. The reason for the reduction in 2004 is that some programs have come to an end and the loss of Title I population.

Still another concern is that the act was perceived as "one size fits all". Every state had an accountability plan. There were some components that had to be in each plan, but for the most part states chose what tests they wanted to give and what their proficiency level should be and at what rate they wanted to improve. One thing that is common to each plan is the Reading and Math, National Assessment of Education Progress (NAEP) tests. (Attachment 3)

Dr. Cohen shared some positive comments that she received in her travels. In Nebraska, she was told that they never discussed in the past what they should be doing to increase children's educational

CONTINUATION SHEET

MINUTES OF THE SENATE EDUCATION COMMITTEE at 1:36 p.m. on March 16, 2004 in Room 123-S of the Capitol.

proficiency. Now it is discussed in every single meeting. Formerly, all of the information received from the district office was put in a drawer; now it is looked at very carefully and analyzed to see how the curriculum, delivery system and approach can be adjusted to make all children more proficient. Blue Valley Board of Education has commissioned an academic audit to be sure that they are teaching every child the very best that is possible. A board member from Missouri said that NCLB has given them the ammunition to do things that they previously found impossible or hard to do. Dr. Cohen is hearing more positive comments all the time and believes that people are beginning to see the good things about NCLB.

Dr. Cohen believes that Kansas has the very best Federal programs manager, Judy Miller, who was present in the Committee to assist in answering questions. Dr. Cohen believes that Kansas is far ahead of the curve. Kansas will soon have their testing on line and this will get the results and analysis back to the schools in 24 hours. Dr. Cohen knows of no other school that has testing on line. Kansas is ahead on technology with virtual schools and technological delivery of education.

During discussion, Dr. Cohen, advised that some paras are exempt from getting a 2 year associates degree. Those are paras that work in health areas assisting developmentally disabled children and paras that are interpreters. Those that actually deliver instruction need the 2 year associates degree or the equivalent, but they do have an option to be tested at a cost of approximately \$40.


Dr. Cohen was questioned about the concern of being labeled a "failing school" under NCLB. Dr. Cohen said that the word "failing" appears nowhere in the law. Dr. Cohen believes to get some schools to do their job, accountability has to be a part of NCLB. Education some of our children is no longer good enough, every child must be educated. Dr. Cohen agrees that 100% proficiency for every child may not be reached, but she does believe that every child will do better than they would have done and she believes that we must try.

It was questioned whether using the 2000 census figures for Title I distribution was appropriate. Since the year 2000, the economy has been in a downturn and the percentage of students qualifying for free and reduced price lunches has increased dramatically since the year 2000. Senator Downey provided information showing the percentage of students living in poverty using the 2000 census and the percentage based on free and reduced price lunches. She urged that a different set of data not be used to distribute Title I funds. (Attachment 4) Figures prepared by the Kansas State Department of Education were also given to Dr. Cohen estimating the amount of dollars that it is felt is needed to fully implement NCLB. (Attachment 5) Dr. Cohen said she would give these figures to the U.S. Department of Education. Dr. Cohen promised she would write in her report that the states need financial help to fully implement NCLB.

Meeting adjourned 2:30 p.m. The next meeting is scheduled for March 17, 2004.

SENATE EDUCATION COMMITTEE GUEST LIST

DATE - 3-16-04

<u>NAME</u>	<u>REPRESENTING</u>
Brenda Wilson	KNEA/USA
Scott Henson	USA/KNEA
Val de Fever	SQE
TERREY FORESITH	KNEA
KEAT HURN	USA
Henny Apt	USD # 500
MARK DESSETTI	KNEA
Connie Barton	
Kathleen Williams	KNEA
ALAN COBB	AZA, Inc
Hershel Rose	Lit
Sandy Braden	Hashes, Braden, Bullee
Jane Adam	Keep for District
Diana Gjerstad	White Public Schools
Janet Roebel	KSDE - SIA Team
KELLY SPURGEON	KSDE - AYP
Jackie Lakin	KSDE
Anna Tietze	KNEA; USD 437
Anna Moon Bradley	KNEA - USD 456
Allie Carroll	KNEA
	SRS
Jim Edwards	KASTB
LAUCA KELLY	KRPA



FACT SHEET

Dr. Mary Cohen
US Dept of Ed.



NEW NO CHILD LEFT BEHIND FLEXIBILITY: HIGHLY QUALIFIED TEACHERS

"Under *No Child Left Behind*, our nation made a commitment to ensuring that every student has a great teacher. These new policies will help us keep that promise so that every child can reach his or her potential."

-U.S. Secretary of Education Rod Paige

States are now preparing to meet the 2005-06 deadline for ensuring all of their teachers are highly qualified. Ahead of that deadline, the Department is providing three new areas of flexibility for teachers to demonstrate that they are highly qualified. This flexibility will benefit teachers, local and state administrators, and most importantly—students.

NEW FLEXIBILITY

I. Rural Teachers

Approximately one-third—or almost 5,000—of all school districts in the United States are considered rural. As Department officials have traveled the country listening to teachers and state and district officials, they frequently have heard that the highly qualified teacher provisions of the *No Child Left Behind* law don't adequately accommodate the special challenges faced by teachers in small, rural districts. Often, the teachers in these areas are required to teach more than one academic subject. This new flexibility is designed to recognize this challenge and provide additional time for these teachers to prove that they are highly qualified.

- Under this new policy, teachers in eligible, rural districts who are highly qualified in at least one subject will have three years to become highly qualified in the additional subjects they teach. They must also be provided professional development, intense supervision or structured mentoring to become highly qualified in those additional subjects.

II. Science Teachers

Science teachers, like rural teachers, are often needed to teach in more than one field of science. Some states allow such science teachers to be certified under a general science certification, while others require a subject-specific certification (such as physics, biology or chemistry). In science, where demand for teachers is so high, the Department is issuing additional flexibility for teachers to demonstrate that they are highly qualified.

- Now, states may determine—based on their current certification requirements—to allow science teachers to demonstrate that they are highly qualified either in "broad field" science or individual fields of science (such as physics, biology or chemistry).

III. Current Multi-subject Teachers

Current teachers do not have to return to school or take a test in every subject to demonstrate that they meet highly qualified requirements. *No Child Left Behind* allows states to create an alternative method (High, Objective, Uniform State Standard of Evaluation or HOUSSE) for teachers not new to the field—as determined by each state—to certify they know the subject they teach. But, for multi-subject teachers, this alternate process could become unnecessarily protracted and repetitive as they go through the HOUSSE process for each subject.

- Under the new guidelines, states may streamline this evaluation process by developing a method for current, multi-subject teachers to demonstrate through one process that they are highly qualified in each of their subjects and maintain the same high standards in subject matter mastery.

Senate Education
3-16-04
Attachment 1

EXISTING FLEXIBILITY

A common theme emerged from frequent meetings, visits and listening sessions with teachers and state and local officials across the country: States haven't been taking full advantage of flexibility (in requirements and in funding) already at their disposal through No Child Left Behind. Outlined below are some of these untapped areas:

I. HOUSSE for Current Teachers

No Child Left Behind does not require current teachers to return to school or get a degree in every subject they teach to demonstrate that they are highly qualified. The law allows them to provide an alternate method (HOUSSE) for experienced teachers to demonstrate subject-matter competency that recognizes, among other things, the experience, expertise, and professional training garnered over time in the profession.

II. Middle School Teacher Requirements

Importantly, states have the authority to define which grades constitute elementary and middle school. States may determine, by reviewing the degree of technicality of the subject matter being taught and the rigor of knowledge needed by the teacher, whether demonstrating competency as an elementary or as a middle school teacher is appropriate. In addition, states may approve rigorous content-area assessments that are developed specifically for middle school teachers aligned with middle school content and academic standards.

III. Testing Flexibility

NCLB provides flexibility in developing assessments for teachers to demonstrate subject-matter competency. States may tailor teacher tests to the subjects and level of knowledge needed for effective instruction.

IV. Special Education Teachers

The highly qualified teacher requirements apply only to teachers providing direct instruction in core academic subjects. Special educators who do not directly instruct students in core academic subjects or who provide only consultation to highly qualified teachers in adapting curricula, using behavioral supports and interventions or selecting appropriate accommodations, do not need to demonstrate subject-matter competency in those subjects.

Congress, in the context of the Individuals with Disabilities Education Act (IDEA) reauthorization, is considering modifying how the highly qualified teacher provisions of NCLB apply to special education teachers. The Department looks forward to working with Congress in addressing this need.

TERMS TO KNOW: HIGHLY QUALIFIED TEACHERS

- **Highly Qualified Teachers:** To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.
- **State Requirements:** NCLB requires states to 1) measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students, 2) adopt goals and plans to ensure all teachers are highly qualified and, 3) publicly report plans and progress in meeting teacher quality goals.
- **Demonstration of Competency:** Teachers (in middle and high school) must prove that they know the subject they teach with: 1) a major in the subject they teach, 2) credits equivalent to a major in the subject, 3) passage of a state-developed test, 4) HOUSSE (for current teachers only, see below), 5) an advanced certification from the state, or 6) a graduate degree.
- **High, Objective, Uniform State Standard of Evaluation (HOUSSE):** NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Proof may consist of a combination of teaching experience, professional development, and knowledge in the subject garnered over time in the profession.

U.S. DEPARTMENT OF EDUCATION AWARDS TO THE STATE GOVERNMENT OF KANSAS
(from 10/1/2000 to 9/30/2003)

FORMULA AWARDS DURING FY 2003

CFDA	CFDA TITLE	RECIPIENT	AMOUNT	ED OFFICE	START DATE	END DATE	TYPE	GRANT NO
84.002A	Adult Ed - State Grant Program	KANSAS BOARD OF REGENTS	\$ 1,801	OVAE	01-Jul-02	30-Sep-03	Formula	V002A020016
84.002A	Adult Ed - State Grant Program	KANSAS BOARD OF REGENTS	\$ 4,013,544	OVAE	01-Jul-03	30-Sep-04	Formula	V002A030016
84.010A	Title I Grants to Local Educational Agencies	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 21,313,244	OESE	01-Jul-03	30-Sep-04	Formula	S010A030016
84.010A	Title I Grants to Local Educational Agencies	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 50,581,653	OESE	01-Jul-02	30-Sep-03	Formula	S010A020016
84.011A	Migrant Ed - Basic State Grant Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 219,203	OESE	01-Jul-02	30-Sep-03	Formula	S011A020016
84.011A	Migrant Ed - Basic State Grant Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 11,864,423	OESE	01-Jul-03	30-Sep-04	Formula	S011A030016
84.013A	Title I Program for Neglected and Delinquent Children	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 445,001	OESE	01-Jul-03	30-Sep-04	Formula	S013A030016
84.013A	Title I Program for Neglected and Delinquent Children	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 17,544	OESE	01-Jul-02	30-Sep-03	Formula	S013A020016
84.027A	Special Ed - Grants to States / Part B	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 29,770,009	OSERS	01-Jul-03	30-Sep-04	Formula	H027A030031
84.027A	Special Ed - Grants to States / Part B	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 48,344,433	OSERS	01-Jul-02	30-Sep-03	Formula	H027A020031
84.048A	Vocational Ed - Basic Grants to States	KANSAS STATE DEPARTMENT OF EDUCATION, STATE AND FED PROGRAMS	\$ 8,125,401	OVAE	01-Jul-02	30-Sep-03	Formula	V048A020016
84.048A	Vocational Ed - Basic Grants to States	KANSAS STATE DEPARTMENT OF EDUCATION -- CAREER AND TECH ED COORDINATOR	\$ 4,113,258	OVAE	01-Jul-03	30-Sep-04	Formula	V048A030016
84.069A	State Student Incentives Grants / Leveraging Educational Assistance Partnership (LEAP) Program	KANSAS BOARD OF REGENTS	\$ 370,119	OPE	01-Jul-03	30-Jun-04	Formula	P069A030017
84.069A	State Student Incentives Grants / Leveraging Educational Assistance Partnership (LEAP) Program	KANSAS BOARD OF REGENTS	\$ 370,119	OPE	01-Jul-03	30-Jun-04	Formula	P069A030056
84.069B	State Student Incentives Grants / Special Leveraging Educational Assistance Partnership (SLEAP) Program	KANSAS BOARD OF REGENTS	\$ 400,000	OPE	01-Jul-03	30-Jun-04	Formula	P069B030012
84.069B	State Student Incentives Grants / Special Leveraging Educational Assistance Partnership (SLEAP) Program	KANSAS BOARD OF REGENTS	\$ 115,851	OPE	01-Jul-02	30-Jun-03	Formula	P069B020013
84.126A	Rehab Services - Vocational Rehabilitation Grants to States / Basic Support	KANSAS DIVISION OF REHABILITATION SVCS -- DEPT OF SOCIAL & REHAB SVCS	\$ 24,448,819	OSERS	01-Oct-02	30-Sep-04	Formula	H126A030022
84.161A	Rehab Services - Client Assistance Program for Handicapped Individuals	CLIENT ASSISTANCE PROGRAM -- KANSAS REHAB. SERVICES	\$ 122,459	OSERS	01-Oct-02	30-Sep-04	Formula	H161A030017

*State Education
3-16-04
Attachment 2*

Dr. Mary Cohen, U.S. Dept. of Education

84.169A	Independent Living - State Grants	KANSAS DEPT OF SOCIAL & REHAB SERV - REHABILITATION SERV	\$ 295,647	OSERS	01-Oct-02	30-Sep-04	Formula	H169A030023
173A	Special Ed - Preschool Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 4,400,930	OSERS	01-Jul-03	30-Sep-04	Formula	H173A030034
84.177B	Rehab Services - Independent Living Services for Older Individuals who are Blind	KANSAS DEPT OF SOC & REHAB S -- REHAB CENTER F/T BLIND	\$ 241,755	OSERS	01-Oct-02	30-Sep-04	Formula	H177B030016
84.181A	Special Ed - Grants for Infants and Families with Disabilities / Infants and Toddlers with Disabilities	KANSAS DEPT OF HEALTH & ENVIRONMENT	\$ 4,044,802	OSERS	01-Jul-03	30-Sep-04	Formula	H181A030032
84.184C	Safe and Drug-Free Schools and Communities - National Programs / Community Service for Expelled or Suspended Students	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 395,507	OSDFS	01-Jul-03	30-Sep-04	Formula	S184C030017
84.185A	Robert C. Byrd Honors Scholarship Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 393,000	OPE	01-Jul-03	30-Jun-04	Formula	P185A030017
84.186A	Safe and Drug-Free Schools and Communities - State Grants / State and Local Programs	KANSAS STATE BOARD OF EDUCATION	\$ 809,968	OSDFS	01-Jul-03	30-Sep-04	Formula	S186A030017
84.186A	Safe and Drug-Free Schools and Communities - State Grants / State and Local Programs	KANSAS STATE BOARD OF EDUCATION	\$ 2,108,956	OSDFS	01-Jul-02	30-Sep-03	Formula	S186A020017
84.186B	Safe and Drug-Free Schools and Communities - State Grants / Governors Grants	KANSAS OFFICE OF ATTORNEY GENERAL	\$ (142,695)	OSDFS	01-Jul-02	30-Sep-03	Formula	S186B020017
84.186B	Safe and Drug-Free Schools and Communities - State Grants / Governors Grants	KANSAS OFFICE OF THE GOVERNOR	\$ 202,492	OSDFS	01-Jul-03	30-Sep-04	Formula	Q186B030057
84.186B	Safe and Drug-Free Schools and Communities - State Grants / Governors Grants	KANSAS OFFICE OF THE GOVERNOR	\$ 669,934	OSDFS	01-Jul-02	30-Sep-03	Formula	Q186B020057
84.187A	Supported Employment Services for Individuals with Severe Disabilities / SESG	KANSAS DEPT OF SOC & REHAB SERVS	\$ 321,867	OSERS	01-Oct-02	30-Sep-04	Formula	H187A030023
84.196A	Education for Homeless Children and Youth	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 406,420	OESE	01-Jul-03	30-Sep-04	Formula	S196A030017
84.196A	Education for Homeless Children and Youth	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 3,603	OESE	01-Jul-02	30-Sep-03	Formula	S196A020017
84.213C	Even Start - State Educational Agencies	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 1,651,432	OESE	01-Jul-03	30-Sep-04	Formula	S213C030017
84.243A	Tech-Prep Education	KANSAS STATE DEPARTMENT OF EDUCATION -- CAREER AND TECH ED COORDINATOR	\$ 1,102,067	OVAE	01-Jul-03	30-Sep-04	Formula	V243A030016
84.287C	21st Century Community Learning Centers/After School Learning Centers	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 39,446	OESE	01-Oct-01	30-Sep-03	Formula	S287C020016
84.287C	21st Century Community Learning Centers/After School Learning Centers	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 3,849,671	OESE	01-Jul-03	30-Sep-04	Formula	S287C030016
84.298A	Innovative Education Program Strategies / Title V	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 917,105	OESE	01-Jul-03	30-Sep-04	Formula	S298A030016
84.298A	Innovative Education Program Strategies / Title V	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 2,699,736	OESE	01-Jul-02	30-Sep-03	Formula	S298A020016
84.318X	Enhancing Education Through Technology	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 4,739,996	OESE	01-Jul-03	30-Sep-04	Formula	S318X030016
84.331A	Grants to States for Workplace and Community Transition Training for Incarcerated Youth Offenders	KANSAS DEPARTMENT OF CORRECTIONS	\$ 155,913	OSDFS	01-Jul-03	30-Sep-04	Formula	V331A030049

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84.332A	Comprehensive School Reform Demonstration	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 2,367,577	OESE	01-Jul-03	30-Sep-04	Formula	S332A030017
.357A	Reading First	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 5,806,606	OESE	01-Jul-03	30-Sep-04	Formula	S357A030017
84.357A	Reading First	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 6,612,390	OESE	01-Jul-02	30-Sep-03	Formula	S357A020017
84.358B	Rural Education Achievement Program / Rural and Low-Income Schools	KANSAS DEPARTMENT OF EDUCATION	\$ 392,626	OESE	01-Jul-03	30-Sep-04	Formula	S358B030016
84.365A	English Language Acquisition: State Formula Grant Program	KANSAS STATE DEPARTMENT OF EDUCATION -- STATE AND FEDERAL PROGRAMS	\$ 2,564,194	OELA	01-Jul-03	30-Sep-04	Formula	T365A030016
84.366B	Mathematics and Science Partnerships	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 706,027	OESE	01-Jul-03	30-Sep-04	Formula	S366B030017
84.367A	Improving Teacher Quality State Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 8,993,976	OESE	01-Jul-02	30-Sep-03	Formula	S367A020015
84.367A	Improving Teacher Quality State Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 13,638,472	OESE	01-Jul-03	30-Sep-04	Formula	S367A030015
84.367B	Improving Teacher Quality Grants - State Agencies for Higher Ed (SAHEs)	KANSAS BOARD OF REGENTS	\$ 363,886	OESE	01-Jul-03	30-Sep-04	Formula	S367B030016
84.367B	Improving Teacher Quality Grants - State Agencies for Higher Ed (SAHEs)	KANSAS BOARD OF REGENTS	\$ 240,317	OESE	01-Jul-02	30-Sep-03	Formula	S367B020016
84.369A	Grants for State Assessments and Related Activities	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 5,141,300	OESE	01-Jul-03	30-Sep-04	Formula	S369A030017

FY 2003 FORMULA TOTAL:

51 Awards \$ 280,771,804

DISCRETIONARY AWARDS DURING FY 2003

CFDA	CFDA TITLE	RECIPIENT	AMOUNT	ED OFFICE	START DATE	END DATE	TYPE	GRANT NO
84.235P	Special Projects & Demos for Providing Voc Rehab Services to Individuals with Severe Disabilities / Literacy	DIVISION OF REHABILITATION SERVICES	\$ 190,480	OSERS	30-Dec-03	30-Dec-08	Discretionary	H235P030003
84.265A	Rehab Training - State Vocational Rehabilitation Unit In-Service Training	KANSAS REHABILITATION SERVICES - DEPARTMENT OF SRS	\$ 62,886	OSERS	01-Oct-00	30-Sep-05	Discretionary	H265A000041
84.282A	Public Charter Schools	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 2,500,000	OII	01-Oct-03	30-Sep-06	Discretionary	U282A030007
84.323A	Special Ed - State Program Improvement Grants for Children with Disabilities	KANSAS ST DEPT OF EDUCATION - STUDENT SUPPORT SERVICES	\$ 900,000	OSERS	01-Feb-99	31-Jan-04	Discretionary	H323A990009
84.326C	Special Ed - Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities / Projects for Children & Young Adults who are Deaf-Blind	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 128,122	OSERS	01-Oct-03	30-Sep-08	Discretionary	H326C030039
84.326X	Special Ed - Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities / IDEA General Supervision Enhancement Grant	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 27,000	OSERS	01-Oct-02	30-Sep-04	Discretionary	H326X020012
84.330B	Advanced Placement Fee Payment Program / Test Fee Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 20,000	OII	01-Oct-03	30-Sep-06	Discretionary	U330B030008

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84.346A	Occupational and Employment Information State Grants / Career Resource Network State Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 116,238	OVAE	21-Jul-00	20-Jul-04	Discretionary	V346A000019
84.350B	Transition to Teaching Program - Statewide	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 407,790	OII	01-Oct-02	30-Sep-07	Discretionary	S350B020040

FY 2003 DISCRETIONARY TOTAL:

9 Awards \$ 4,352,516

FORMULA AWARDS DURING FY 2002

CFDA	CFDA TITLE	RECIPIENT	AMOUNT	ED OFFICE	START DATE	END DATE	TYPE	GRANT NO
84.002A	Adult Ed - State Grant Program	KANSAS BOARD OF REGENTS	\$ 4,002,315	OVAE	01-Jul-02	30-Sep-03	Formula	V002A020016
84.010A	Title I Grants to Local Educational Agencies	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 48,767,580	OESE	01-Jul-01	30-Sep-02	Formula	S010A010016
84.010A	Title I Grants to Local Educational Agencies	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 22,557,322	OESE	01-Jul-02	30-Sep-03	Formula	S010A020016
84.011A	Migrant Ed - Basic State Grant Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 199,283	OESE	01-Jul-01	30-Sep-02	Formula	S011A010016
84.011A	Migrant Ed - Basic State Grant Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 11,864,423	OESE	01-Jul-02	30-Sep-03	Formula	S011A020016
84.011B	Migrant Ed - Basic State Grant Program / Consortium Incentive Grant Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 29,803	OESE	01-Jul-02	30-Sep-03	Formula	S011B020016
84.013A	Title I Program for Neglected and Delinquent Children	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 352,318	OESE	01-Jul-02	30-Sep-03	Formula	S013A020016
84.013A	Title I Program for Neglected and Delinquent Children	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 3,076	OESE	01-Jul-01	30-Sep-02	Formula	S013A010016
84.027A	Special Ed - Grants to States / Part B	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 22,548,892	OSERS	01-Jul-02	30-Sep-03	Formula	H027A020031
84.027A	Special Ed - Grants to States / Part B	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 48,848,202	OSERS	01-Jul-01	30-Sep-02	Formula	H027A010031
84.048A	Vocational Ed - Basic Grants to States	KANSAS STATE DEPARTMENT OF EDUCATION - TECHNICAL EDUCATION	\$ 8,126,186	OVAE	01-Jul-01	30-Sep-02	Formula	V048A010016
84.048A	Vocational Ed - Basic Grants to States	KANSAS STATE DEPARTMENT OF EDUCATION, STATE AND FED PROGRAMS	\$ 4,096,349	OVAE	01-Jul-02	30-Sep-03	Formula	V048A020016
84.069A	State Student Incentives Grants / Leveraging Educational Assistance Partnership (LEAP) Program	KANSAS BOARD OF REGENTS	\$ 334,466	OPE	01-Jul-02	30-Jun-03	Formula	P069A020018
84.069B	State Student Incentives Grants / Special Leveraging Educational Assistance Partnership (SLEAP) Program	KANSAS BOARD OF REGENTS	\$ 400,000	OPE	01-Jul-02	30-Jun-03	Formula	P069B020013
84.126A	Rehab Services - Vocational Rehabilitation Grants to States / Basic Support	KANSAS REHAB SVCS	\$ 24,101,168	OSERS	01-Oct-01	30-Sep-03	Formula	H126A020022
84.161A	Rehab Services - Client Assistance Program for Handicapped Individuals	CLIENT ASSISTANCE PROGRAM -- KANSAS REHAB. SERVICES	\$ 120,724	OSERS	01-Oct-01	30-Sep-03	Formula	H161A020017
84.169A	Independent Living - State Grants	KANSAS DEPT OF SOCIAL & REHAB SERV - REHABILITATION SERV	\$ 297,581	OSERS	01-Oct-01	30-Sep-03	Formula	H169A020023
84.173A	Special Ed - Preschool Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 4,426,665	OSERS	01-Jul-02	30-Sep-03	Formula	H173A020034

84.177B	Rehab Services - Independent Living Services for Older Individuals who are Blind	KANSAS DEPT OF SOC & REHAB S -- REHAB CENTER F/T BLIND	\$ 225,000	OSERS	01-Oct-01	30-Sep-03	Formula	H177B020016
.181A	Special Ed - Grants for Infants and Families with Disabilities / Infants and Toddlers with Disabilities	KANSAS DEPT OF HEALTH & ENVIRONMENT	\$ 3,884,393	OSERS	11-Jul-02	30-Sep-03	Formula	H181A020032
84.184C	Safe and Drug-Free Schools and Communities - National Programs / Community Service for Expelled or Suspended Students	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 402,775	OSDFS	01-Jul-02	30-Sep-03	Formula	S184C020017
84.185A	Robert C. Byrd Honors Scholarship Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 396,000	OPE	01-Jul-02	30-Jun-03	Formula	P185A020017
84.186A	Safe and Drug-Free Schools and Communities - State Grants / State and Local Programs	KANSAS STATE BOARD OF EDUCATION	\$ 2,180,580	OSDFS	01-Jul-01	30-Sep-02	Formula	S186A010017
84.186A	Safe and Drug-Free Schools and Communities - State Grants / State and Local Programs	KANSAS STATE BOARD OF EDUCATION	\$ 840,854	OSDFS	01-Jul-02	30-Sep-03	Formula	S186A020017
84.186B	Safe and Drug-Free Schools and Communities - State Grants / Governors Grants	KANSAS OFFICE OF ATTORNEY GENERAL	\$ 210,214	OSDFS	01-Jul-02	30-Sep-03	Formula	S186B020017
84.186B	Safe and Drug-Free Schools and Communities - State Grants / Governors	KANSAS OFFICE OF ATTORNEY GENERAL	\$ 545,145	OSDFS	01-Jul-01	30-Sep-02	Formula	S186B010017
84.187A	Supported Employment Services for Individuals with Severe Disabilities	KANSAS DEPT OF SOC & REHAB SERVS	\$ 327,437	OSERS	01-Oct-01	30-Sep-03	Formula	H187A020023
84.196A	Education for Homeless Children and Youth	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 351,980	OESE	01-Jul-02	30-Sep-03	Formula	S196A020017
84.213C	Even Start - State Educational Agencies	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 1,574,942	OESE	01-Jul-02	30-Sep-03	Formula	S213C020017
84.243A	Tech-Prep Education	KANSAS STATE DEPARTMENT OF EDUCATION, STATE AND FED PROGRAMS	\$ 1,146,711	OVAE	01-Jul-02	30-Sep-03	Formula	V243A020016
84.287C	21st Century Community Learning Centers/After School Learning Centers	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 2,178,601	OESE	01-Oct-01	30-Sep-03	Formula	S287C020016
84.298A	Innovative Education Program Strategies / Title VI	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 2,742,924	OESE	01-Jul-01	30-Sep-02	Formula	S298A010016
84.298A	Innovative Education Program Strategies / Title V	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 921,747	OESE	01-Jul-02	30-Sep-03	Formula	S298A020016
84.318X	Enhancing Education Through Technology	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 4,295,513	OESE	01-Oct-01	30-Sep-03	Formula	S318X020016
84.331A	Grants to States for Workplace and Community Transition Training for Incarcerated Youth Offenders	KANSAS DEPARTMENT OF CORRECTIONS	\$ 145,001	OSDFS	01-Jul-02	30-Sep-03	Formula	V331A020049
84.332A	Comprehensive School Reform Demonstration	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 2,388,373	OESE	01-Jul-02	30-Sep-03	Formula	S332A020017
84.340A	Class Size Reduction	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 9,245,799	OESE	01-Jul-01	30-Sep-02	Formula	S340A010017
84.358B	Rural Education Achievement Program / Rural and Low-Income Schools	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 542,632	OESE	01-Jul-02	30-Sep-03	Formula	S358B020016
84.365A	English Language Acquisition: State Formula Grant Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 2,461,055	OELA	01-Jul-02	30-Sep-03	Formula	T365A020016
84.367A	Improving Teacher Quality State Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 12,962,217	OESE	01-Jul-02	30-Sep-03	Formula	S367A020015

84.367B	Improving Teacher Quality Grants - State Agencies for Higher Ed (SAHEs)	KANSAS BOARD OF REGENTS	\$ 346,348	OESE	01-Jul-02	30-Sep-03	Formula	S367B020016
369A	Grants for State Assessments and Related Activities	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 5,045,029	OESE	01-Jul-02	30-Sep-03	Formula	S369A020017

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FY 2002 FORMULA TOTAL:

42 Awards \$ 256,437,623

DISCRETIONARY AWARDS DURING FY 2002

CFDA	CFDA TITLE	RECIPIENT	AMOUNT	ED OFFICE	START DATE	END DATE	TYPE	GRANT NO
84.215V	Fund for the Improvement of Education / Partnerships in Character Ed	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 250,000	OSDFS	01-Oct-99	30-Sep-03	Discretionary	R215V990004
84.265A	Rehab Training - State Vocational Rehabilitation Unit In-Service Training	KANSAS REHABILITATION SERVICES - DEPARTMENT OF SRS	\$ 63,466	OSERS	01-Oct-00	30-Sep-05	Discretionary	H265A000041
84.282A	Public Charter Schools	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 3,000,000	OII	01-Oct-00	30-Sep-04	Discretionary	S282A000004
84.323A	Special Ed - State Program Improvement Grants for Children with Disabilities	KANSAS ST DEPT OF EDUCATION - STUDENT SUPPORT SERVICES	\$ 1,325,000	OSERS	01-Feb-99	31-Jan-04	Discretionary	H323A990009
84.326C	Special Ed - Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities / Deaf Blind Centers	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 137,766	OSERS	01-Oct-99	30-Sep-04	Discretionary	H326C990001
84.326X	Special Ed - Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities / IDEA General Supervision Enhancement Grant	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 276,731	OSERS	01-Oct-02	30-Sep-04	Discretionary	H326X020012
84.330A	Advanced Placement Fee Payment Program / State Grant	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 310,000	OII	01-Jul-00	30-Jun-03	Discretionary	S330A000014
84.336A	Teacher Quality Enhancement Grants for State and Partnerships / State Grant	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 1,611,242	OPE	01-Sep-00	31-Aug-04	Discretionary	P336A000004
84.346A	Occupational and Employment Information State Grants / Career Resource Network State Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 104,984	OVAE	21-Jul-00	20-Jul-04	Discretionary	V346A000019
84.350B	Transition to Teaching Program - Statewide	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 436,419	OII	01-Oct-02	30-Sep-07	Discretionary	S350B020040

FY 2002 DISCRETIONARY TOTAL:

10 Awards \$ 7,515,608

FORMULA AWARDS DURING FY 2001

CFDA	CFDA TITLE	RECIPIENT	AMOUNT	ED OFFICE	START DATE	END DATE	TYPE	GRANT NO
84.002A	Adult Ed - State Grant Program	KANSAS STATE BOARD OF REGENTS	\$ 3,723,871	OVAE	01-Jul-01	30-Sep-02	Formula	V002A010016
84.010A	Title I Grants to Local Educational Agencies	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 45,019,036	OESE	20-Jul-00	30-Sep-01	Formula	S010A000016
84.010A	Title I Grants to Local Educational Agencies	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 12,492,093	OESE	01-Jul-01	30-Sep-02	Formula	S010A010016
84.011A	Migrant Ed - Basic State Grant Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 10,973,355	OESE	01-Jul-01	30-Sep-02	Formula	S011A010016

84.011A	Migrant Ed - Basic State Grant Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 73,976	OESE	01-Jul-00	30-Sep-01	Formula	S011A000016
J11B	Migrant Ed - Basic State Grant Program / Consortium Incentive Grant Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 29,487	OESE	01-Jul-01	30-Sep-02	Formula	S011B010016
84.013A	Title I Program for Neglected and Delinquent Children	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 345,265	OESE	01-Jul-01	30-Sep-02	Formula	S013A010016
84.027A	Special Ed - Grants to States / Part B	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 35,613,500	OSERS	01-Jul-00	30-Sep-01	Formula	H027A000031
84.027A	Special Ed - Grants to States / Part B	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 11,322,530	OSERS	01-Jul-01	30-Sep-02	Formula	H027A010031
84.048A	Vocational Ed - Basic Grants to States	KANSAS STATE DEPARTMENT OF EDUCATION - TECHNICAL EDUCATION	\$ 3,243,877	OVAE	01-Jul-01	30-Sep-02	Formula	V048A010016
84.048A	Vocational Ed - Basic Grants to States	KANSAS DEPT OF EDUCATION - COMMUNITY COLLEGES/TECHNICAL ED	\$ 8,318,767	OVAE	01-Jul-00	30-Sep-01	Formula	V048A000016
84.069A	State Student Incentives Grants / Leveraging Educational Assistance Partnership (LEAP) Program	KANSAS BOARD OF REGENTS	\$ 335,563	OPE	01-Jul-01	30-Jun-02	Formula	P069A010018
84.069B	State Student Incentives Grants / Special Leveraging Educational Assistance Partnership (SLEAP) Program	KANSAS BOARD OF REGENTS	\$ 300,000	OPE	01-Jul-01	30-Jun-02	Formula	P069B010013
84.126A	Rehab Services - Vocational Rehabilitation Grants to States / Basic Support	KANSAS REHAB SVCS	\$ 23,459,628	OSERS	01-Oct-00	30-Sep-02	Formula	H126A010022
84.161A	Rehab Services - Client Assistance Program for Handicapped Individuals	KANSAS REHAB SERVICES - CLIENT ASSISTANCE PROGRAM	\$ 118,241	OSERS	01-Oct-00	30-Sep-02	Formula	H161A010017
84.162A	Emergency Immigrant Education Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 1,324,555	OELA	01-Jun-01	30-Sep-02	Formula	T162A010011
84.169A	Independent Living - State Grants	KANSAS DEPT OF SOCIAL & REHAB SERV - REHABILITATION SERV	\$ 297,581	OSERS	01-Oct-00	30-Sep-02	Formula	H169A010023
84.173A	Special Ed - Preschool Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 4,426,665	OSERS	01-Jul-01	30-Sep-02	Formula	H173A010034
84.177B	Rehab Services - Independent Living Services for Older Individuals who are Blind	KANSAS DEPT OF SOC & REHAB S - REHAB CENTER F/T BLIND	\$ 225,000	OSERS	01-Oct-00	30-Sep-02	Formula	H177B010016
84.181A	Special Ed - Grants for Infants and Families with Disabilities / Infants and Toddlers with Disabilities	KANSAS DEPT OF HEALTH & ENVIRONMENT	\$ 3,511,726	OSERS	01-Jul-01	30-Sep-02	Formula	H181A010032
84.185A	Robert C. Byrd Honors Scholarship Program	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 400,500	OPE	01-Jul-01	30-Jun-02	Formula	P185A010017
84.186A	Safe and Drug-Free Schools and Communities - State Grants / State and Local Programs	KANSAS STATE BOARD OF EDUCATION	\$ 651,442	OSDFS	01-Jul-01	30-Sep-02	Formula	S186A010017
84.186A	Safe and Drug-Free Schools and Communities - State Grants / State and Local Programs	KANSAS STATE BOARD OF EDUCATION	\$ 2,198,742	OESE	01-Jul-00	30-Sep-01	Formula	S186A000017
84.186B	Safe and Drug-Free Schools and Communities - State Grants / Governors	KANSAS OFFICE OF ATTORNEY GENERAL	\$ 549,686	OESE	01-Jul-00	30-Sep-01	Formula	S186B000017
84.186B	Safe and Drug-Free Schools and Communities - State Grants / Governors	KANSAS OFFICE OF ATTORNEY GENERAL	\$ 162,860	OSDFS	01-Jul-01	30-Sep-02	Formula	S186B010017
84.187A	Supported Employment Services for Individuals with Severe Disabilities	KANSAS DEPT OF SOC & REHAB SERVS	\$ 333,183	OSERS	01-Oct-00	30-Sep-02	Formula	H187A010023

64.196A	Education for Homeless Children and Youth	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 254,747	OESE	01-Jul-01	30-Sep-02	Formula	S196A010017
213C	Even Start - State Educational Agencies	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 1,600,558	OESE	01-Jul-01	30-Sep-02	Formula	S213C010017
84.216A	Capital Expenses / Private Schools	KANSAS STATE DEPARTMENT OF EDUCATION	\$ (25,000)	OESE	01-Jul-00	30-Sep-01	Formula	S216A000016
84.216A	Capital Expenses / Private Schools	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 40,586	OESE	01-Jul-01	30-Sep-02	Formula	S216A010016
84.243A	Tech-Prep Education	KANSAS STATE DEPARTMENT OF EDUCATION - TECHNICAL EDUCATION	\$ 1,120,100	OVAE	01-Jul-01	30-Sep-02	Formula	V243A010016
84.281A	Eisenhower Professional Development State Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 3,016,552	OESE	01-Jul-01	30-Sep-02	Formula	S281A010016
84.281B	Eisenhower Professional Development State Grants / Higher Ed	KANSAS BOARD OF REGENTS	\$ 574,581	OESE	01-Jul-01	30-Sep-02	Formula	S281B010016
84.281C	Eisenhower Professional Development State Grants / Standards, Assessment, and Accountability	KANSAS STATE DEPARTMENT OF EDUCATION -- 120 SOUTH EAST TENTH AVENUE	\$ 371,690	OESE	01-Jul-01	30-Sep-02	Formula	S281C010016
84.298A	Innovative Education Program Strategies / Title VI	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 2,723,723	OESE	01-Jul-00	30-Sep-01	Formula	S298A000016
84.298A	Innovative Education Program Strategies / Title VI	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 936,492	OESE	01-Jul-01	30-Sep-02	Formula	S298A010016
84.318X	Enhancing Education Through Technology / TLCF State Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 3,041,404	OESE	01-Oct-00	01-Mar-02	Formula	S318X010016
84.331A	Grants to States for Workplace and Community Transition Training for Incarcerated Youth Offenders	KANSAS DEPARTMENT OF CORRECTIONS	\$ 142,919	OSDFS	02-Jul-01	30-Jun-02	Formula	V331A010049
84.332A	Comprehensive School Reform Demonstration	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 1,983,942	OESE	01-Jul-01	30-Sep-02	Formula	S332A010017
84.340A	Class Size Reduction	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 7,223,280	OESE	01-Jul-00	30-Sep-01	Formula	S340A000017
84.340A	Class Size Reduction	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 3,732,028	OESE	01-Jul-01	30-Sep-02	Formula	S340A010017
84.348A	Title I Accountability Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 1,630,619	OESE	01-Jul-01	30-Sep-02	Formula	S348A010016
84.352A	Grants for School Repair and Renovation / School Renovation, IDEA and Technology Program	KANSAS STATE DEPARTMENT OF EDUCATION -- 120 SOUTH EAST TENTH AVENUE	\$ 7,535,437	OESE	02-Jul-01	30-Sep-02	Formula	S352A010017

FY 2001 FORMULA TOTAL:

43 Awards \$ 205,354,787

DISCRETIONARY AWARDS DURING FY 2001

CFDA	CFDA TITLE	RECIPIENT	AMOUNT	ED OFFICE	START DATE	END DATE	TYPE	GRANT NO
84.194Q	Bilingual Ed Support Services / State Grant	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 100,000	OELA	01-Oct-01	30-Sep-02	Discretionary	T194Q010013
84.215V	Fund for the Improvement of Education / Partnerships in Character Ed	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 250,000	OSDFS	01-Oct-99	30-Sep-03	Discretionary	R215V990004
84.265A	Rehab Training - State Vocational Rehabilitation Unit In-Service Training	KANSAS REHABILITATION SERVICES - DEPARTMENT OF SRS	\$ 63,466	OSERS	01-Oct-00	30-Sep-05	Discretionary	H265A000041

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84.282A	Public Charter Schools	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 3,520,000	OII	01-Oct-00	30-Sep-04	Discretionary	S282A000004
323A	Special Ed - State Program Improvement Grants for Children with Disabilities	KANSAS ST DEPT OF EDUCATION - STUDENT SUPPORT SERVICES	\$ 900,000	OSERS	01-Feb-99	31-Jan-04	Discretionary	H323A990009
84.326C	Special Ed - Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities / Deaf Blind Centers	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 137,766	OSERS	01-Oct-99	30-Sep-04	Discretionary	H326C990001
84.330A	Advanced Placement Fee Payment Program / State Grant	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 325,000	OII	01-Jul-00	30-Jun-03	Discretionary	S330A000014
84.336A	Teacher Quality Enhancement Grants for State and Partnerships / State Grant	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 1,693,756	OPE	01-Sep-00	31-Aug-04	Discretionary	P336A000004
84.346A	Occupational and Employment Information State Grants / Career Resource Network State Grants	KANSAS STATE DEPARTMENT OF EDUCATION	\$ 98,375	OVAE	21-Jul-00	20-Jul-04	Discretionary	V346A000019

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FY 2001 DISCRETIONARY TOTAL: 9 Awards \$ 7,088,363

FY 2003 FORM & DISC TOTAL: 60 Awards \$ 285,124,320

FY 2002 FORM & DISC TOTAL: 52 Awards \$ 263,953,231

FY 2001 FORM & DISC TOTAL: 52 Awards \$ 212,443,150

REPORT GRAND TOTAL: 164 Awards \$ 761,520,701

TITLE I REGULATION ON ALTERNATE ACHIEVEMENT STANDARDS

SUMMARY OF KEY PROVISIONS

DECEMBER 4, 2003 -- DRAFT

1. States may use alternate achievement standards for students with the most significant cognitive disabilities in meeting the Title I requirements, if certain criteria are met. An alternative achievement standard is an expectation of performance that differs in complexity from a grade-level achievement standard.
 - Alternate assessment based on alternate achievement standards must be aligned with a State's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible (See §200.1(d)). These standards will be considered during each States' peer review of its standards and assessment system.
2. Alternate achievement standards may be used for students with the most significant cognitive disabilities.
 - Each State that wishes to use alternate achievement standards must establish clear and appropriate guidelines for individualized education program (IEP) teams to apply in determining when a child's significant cognitive disability justifies an assessment based on alternate achievement standards.
 - The regulation does not create a separate category of disability. Rather, the term "students with the most significant cognitive disabilities" includes that small number of students who are (1) within one or more of the 13 existing categories of disability (e.g., autism, multiple disabilities, traumatic brain injury, etc.) and (2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction.
3. When measuring Adequate Yearly Progress (AYP), States and school districts have the flexibility to count the "proficient" and "advanced" scores of students with the most significant cognitive disabilities who take alternate assessments based on alternate achievement standards—as long as the number of those proficient and advanced scores does not exceed one percent of all students in the grades tested (about nine percent of students with disabilities). Without this flexibility, those scores would have to be assessed against grade-level standards and would be considered "not proficient."

- Any proficient and advanced scores based on alternate achievement standards (from either alternate or out-of-level assessments) above the 1.0 percent cap must be counted as not proficient relative to grade-level standards. No scores (including those from alternates or out-of-level assessments) may be excluded from AYP calculations. For an alternate assessment based on grade-level achievement standards, all proficient and advanced scores may be counted in AYP calculations.
- The 1.0 percent cap applies to the number of proficient and advanced scores that may be included in AYP determinations. It does not limit the number of students taking an assessment based on alternate achievement standards. In consideration of small schools and those that provide special services, the 1.0 percent cap is not applied at the school level. This does not mean, however, that the use of alternate achievement standards is unlimited at the school level. For most schools, the expectation is that only a small portion of students with disabilities – those with the most significant cognitive disabilities – will participate in an alternate assessment based on alternate achievement standards and all other students with disabilities will be assessed against grade-level achievement standards.
- In those circumstances in which a district has more than 1.0 percent of its students score proficient or advanced on an alternate assessment based on alternate achievement standards, the State must determine which proficient scores are counted as non-proficient at schools in the district responsible for students who took an alternate assessment based on alternate achievement standards. This ensures that schools do not have an incentive to inappropriately increase the number of students assessed with an assessment based on alternate achievement standards.

4. If students with the most significant cognitive disabilities take out of level assessments, States may include their advanced and proficient scores as results of alternate assessments based on alternate achievement standards, if certain requirements are met.

- States are expected to assess as many students as possible with academic assessments aligned to grade-level achievement standards. If a State allows out-of-level assessments as an alternate assessment, the advanced and proficient results from those assessments may be included in AYP calculations only if the alternate achievement standards associated with the out-of-level assessments meet the requirements of §200.1(d).
- Alternate achievement standards associated with out-of-level assessments meet the alternate achievement standards under §200.1(d) only if they are aligned with the State's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible.
- All results from out-of-level assessments must be included within the 1.0 percent cap for the purposes of calculating AYP, because the achievement standards associated

with the content and skills measured by out-of-level assessments are clearly different in complexity from grade-level achievement standards.

5. The final regulation does not dictate how individual students must be assessed.

- Under IDEA, IEP teams do not have complete discretion regarding the assessment of students with disabilities. The team decides how a student participates, not whether the student participates in the assessment. Under this Title I regulation, States must develop and disseminate guidelines to inform IEP teams about how students may be assessed appropriately.
- The final rule does not alter the responsibility of the IEP team to make individual determinations about how a child is assessed. Instead, it restricts, solely for purposes of calculating AYP, the number of scores based on alternate achievement standards that can be counted as proficient or advanced.
- If an IEP team decides that a student will not participate in any part of the regular assessment, even with appropriate accommodations, the team must identify why the assessment is not appropriate for the child and determine how the child will be assessed, such as through an alternate assessment.

6. Districts and States must work together to manage the use of alternate achievement standards.

- State guidelines for the use of alternate achievement standards should be communicated to local schools and districts early in the school year to ensure consistency between instruction and assessments and to prevent confusion during test administration. The district should provide information to school personnel and IEP teams about the statewide assessments, appropriate accommodations, and alternate assessments based on alternate achievement standards.
- Districts should also provide access to appropriate training to support sound IEP decisions about which students should participate in an alternate assessment based on alternate achievement standards. These decisions should always be made on a case-by-case basis and should support access to the most challenging curriculum possible for the individual student. Finally, districts should monitor implementation of assessments based on alternate achievement standards to ensure that alternate achievement standards are being used consistent with the best instructional practices known for students with the most significant cognitive disabilities.

7. States or districts may submit data and make a case to exceed the 1.0 percent cap.

- States may apply to the Secretary for exceptions in order to slightly exceed the 1.0 percent cap. Likewise, districts may apply for exceptions from their State using a similar process. To ensure that states make timely AYP determinations based on

2003-2004 assessment data, we will inform States of the process and deadline for submitting applications to exceed the 1.0 percent cap. In these applications States must:

1. Document that the incidence of students with the most significant cognitive disabilities exceeds 1.0 percent of all students in the combined grades assessed.
 2. Describe the circumstances that explain why the incidence of such students exceeds 1.0 percent of all students in the combined grades assessed, such as school, community, or health programs in the State that have drawn large numbers of families of students with the most significant cognitive disabilities, or such a small overall student population that it would take only a very few students with the most significant cognitive disabilities to exceed the 1.0 percent cap.
 3. Document that it is fully and effectively meeting the requirements of §200.6(a)(2)(iii), which includes requirements that states develop guidelines for IEP teams to apply in determining when a child should be assessed based on alternate achievement standards and ensuring that parents are informed that their child's achievement will be based on alternate achievement standards. In addition, States must report on the use of alternate assessments, and be able to document that students with the most significant cognitive disabilities are, to the extent possible, included in the general curriculum and in assessments aligned with that curriculum.
- States with significant numbers of students taking alternate assessments based on alternate achievement standards should contact the Department as soon as possible.



Dr. Mary Cohen
U.S. Dept of Education



Kansas
Reading and Math Summary
National Assessment of Educational Progress (NAEP)

READING

FOURTH GRADE

Kansas fourth-graders scored 220 in 2003 compared to 222 in 2002, and 221 in 1998.

In 2003, 33% of Kansas fourth graders scored at or above "Proficient," compared to 34% in 2002, and 34% in 1998.

Kansas fourth grade reading achievement by race/ethnicity:

White:	<u>37%</u> at or above Proficient	<u>71%</u> at or above Basic
Black:	<u>14%</u> at or above Proficient	<u>40%</u> at or above Basic
Hispanic:	<u>19%</u> at or above Proficient	<u>51%</u> at or above Basic

EIGHTH GRADE

Kansas eighth-graders scored 266 in 2003, compared to 269 in 2002, and 268 in 1998.

In 2003, 35% of Kansas eighth-graders scored at or above "Proficient," compared to 38% in 2002, 36% in 1998.

Kansas eighth grade reading achievement in 2003 by race/ethnicity:

White:	<u>40%</u> at or above Proficient	<u>82%</u> at or above Basic
Black:	<u>10%</u> at or above Proficient	<u>53%</u> at or above Basic
Hispanic:	<u>17%</u> at or above Proficient	<u>55%</u> at or above Basic

MATHEMATICS

FOURTH GRADE

Kansas fourth-graders scored 242 in 2003, compared to 232 in 2000.

In 2003, 41% of Kansas fourth-graders scored at or above "Proficient," compared to 29% in 2000.

Kansas fourth grade math achievement in 2003 by race/ethnicity:

White:	<u>47%</u> at or above Proficient	<u>90%</u> at or above Basic
Black:	<u>13%</u> at or above Proficient	<u>55%</u> at or above Basic
Hispanic:	<u>19%</u> at or above Proficient	<u>78%</u> at or above Basic

EIGHTH GRADE

Kansas eighth-graders scored 284 in 2003, compared to 283 in 2000.

In 2003, 34% of Kansas eighth-graders scored at or above "Proficient," compared to 34% in 2000.

Kansas eighth grade math achievement in 2003 by race/ethnicity:

White:	<u>39%</u> at or above Proficient	<u>83%</u> at or above Basic
Black:	<u>8%</u> at or above Proficient	<u>35%</u> at or above Basic
Hispanic:	<u>16%</u> at or above Proficient	<u>49%</u> at or above Basic

Source: NCES NAEP Data Tables (Public School Sample)

Note: "----" denotes absence of data or insufficient sample size to produce reliable data.

Senate Education
3-16-04
Attachment 3



National Public School

Reading and Math Summary

National Assessment of Educational Progress (NAEP)



READING

FOURTH GRADE

All Public School fourth-graders scored 216 in 2003 compared to 217 in 2002, and 213 in 1998.

In 2003, 30% of All Public School fourth graders scored at or above "Proficient," compared to 30% in 2002, and 28% in 1998.

All Public School fourth grade reading achievement by race/ethnicity:

White:	<u>39%</u> at or above Proficient	<u>74%</u> at or above Basic
Black:	<u>12%</u> at or above Proficient	<u>39%</u> at or above Basic
Hispanic:	<u>14%</u> at or above Proficient	<u>43%</u> at or above Basic

EIGHTH GRADE

All Public School eighth-graders scored 261 in 2003, compared to 263 in 2002, and 261 in 1998.

In 2003, 30% of All Public School eighth-graders scored at or above "Proficient," compared to 31% in 2002, 30% in 1998.

All Public Schools eighth grade reading achievement in 2003 by race/ethnicity:

White:	<u>39%</u> at or above Proficient	<u>82%</u> at or above Basic
Black:	<u>12%</u> at or above Proficient	<u>53%</u> at or above Basic
Hispanic:	<u>14%</u> at or above Proficient	<u>54%</u> at or above Basic

MATHEMATICS

FOURTH GRADE

All Public School fourth-graders scored 234 in 2003, compared to 224 in 2000.

In 2003, 31% of All Public School fourth-graders scored at or above "Proficient," compared to 22% in 2000.

All Public School fourth grade math achievement in 2003 by race/ethnicity:

White:	<u>42%</u> at or above Proficient	<u>87%</u> at or above Basic
Black:	<u>10%</u> at or above Proficient	<u>54%</u> at or above Basic
Hispanic:	<u>15%</u> at or above Proficient	<u>62%</u> at or above Basic

EIGHTH GRADE

All Public Schools eighth-graders scored 276 in 2003, compared to 272 in 2000.

In 2003, 27% of All Public Schools eighth-graders scored at or above "Proficient," compared to 25% in 2000.

All Public Schools eighth grade math achievement in 2003 by race/ethnicity:

White:	<u>36%</u> at or above Proficient	<u>79%</u> at or above Basic
Black:	<u>7%</u> at or above Proficient	<u>39%</u> at or above Basic
Hispanic:	<u>11%</u> at or above Proficient	<u>47%</u> at or above Basic

Source: NCES NAEP Data Tables (Public School Sample)

Note: "----" denotes absence of data or insufficient sample size to produce reliable data.

CHRISTINE DOWNEY

SENATOR, 31ST DISTRICT
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TOPEKA

SENATE CHAMBER

COMMITTEE ASSIGNMENTS

RANKING MINORITY MEMBER: WAYS AND MEANS
RANKING MINORITY MEMBER: EDUCATION
RANKING MINORITY MEMBER: AGRICULTURE
MEMBER: NATURAL RESOURCES
LEGISLATIVE EDUCATIONAL PLANNING
COMMITTEE
JOINT COMMITTEE ON CHILDREN'S ISSUES

March 16, 2004

Ms. Mary Cohen
Regional Representative
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Ms. Cohen:

I understand that the U.S. Department of Education intends to use new estimates of child poverty that are of questionable appropriateness for the distribution of Title I No Child Left Behind Act funds in Fiscal Year 2004.

I believe that the changes contemplated by the Department of Education are inconsistent with the requirement in the act that states explicitly in section 1124(c)(3) that the data used must be deemed "reliable" and "appropriate" for the purpose of distributing education funds.

I am concerned that preliminary allocations from the U.S. Department of Education indicate the amount of No Child Left Behind funding to be awarded to the State of Kansas will decrease by approximately \$8.5 million for the 2004-2005 school year due to the first time use of 2000 census data. I am very concerned about the reliability of the census data for some of our school districts, as shown below.

School District	Percentage of Students Living in Poverty - 2000 Census	Percentage of Students Qualifying for Free and Reduced Price Lunches - 1999-2000 school year
Emporia USD 253	13.63%	44.86%
Wichita USD 259	13.23%	50.35%
Junction City USD 475	15.95%	56.33%
Lawrence USD 497	8.30%	28.77%
Kansas City USD 500	21.54%	67.85%
Topeka USD 501	15.20%	56.97%

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Attachment 4

A policy change at this time would cause significant disruption in thousands of school districts across the country, beginning July 1, 2004. According to Congressional Research Service estimates, it will cause sudden cuts in federal education funding in more than 7,000 school districts nationwide.

These new estimates of child poverty should not be used, because they are of questionable reliability with respect to the needs in our schools.

Four year old data and the current recession have significantly impacted the poverty level in hundreds of communities in Kansas. I urge you to rethink this idea and not redistribute funds using a different set of data from that used during the decision-making phase of appropriations.

Thank you for your consideration.

Sincerely,

Sen. Christine Downey

Senator Christine Downey



Kansas State Department of Education

120 S.E. 10th Avenue
Topeka, Kansas 66612-1182

February 5, 2004

TO: Senator David Adkins, Chair
Senate Ways and Means Education Subcommittee

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: No Child Left Behind

The computation of the cost of the federal law No Child Left Behind is extremely difficult. Some states such as Ohio have employed a consulting firm to compute the estimated cost.

After reviewing the law, we believe that the attached estimates are reasonable and what it would take to fully implement NCLB, on an annual basis, and still have a potential chance for success. The majority of these costs will be incurred by the local school districts.

We hope this information will be helpful as you deliberate on the needs of Kansas children.

h:leg:SWM--NCLB

COST FOR NO CHILD LEFT BEHIND



Extended Learning Time—25% of students for the equivalent of six weeks of instruction	\$ 88,125,000
<hr/> Student Transportation Costs	<hr/> 6,000,000
Staff Development—5 days concentration on NCLB standards, curriculum indicators, review of state assessments, and realignment of curriculum	41,447,000
<hr/> Technical Assistance—Non-Title I schools as required by law	<hr/> 2,500,000
Data Collection System—Track each student academically through K-12 career	5,000,000
<hr/> Operating Cost for State Assessments—Includes contracting and administration	<hr/> 5,000,000
<hr/> Paraprofessional Salary Adjustment	<hr/> 1,000,000
Subtotal	\$ 149,072,000
Less FY 2004 NCLB Federal Aid Increase	(18,000,000)
<hr/> TOTAL	<hr/> \$ 131,072,000

h:leg:NCLB—Proposed Cost