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Janet Waugh
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Jean Clifford
District 5

Dr. Deena Horst
District 6

Ben Jones
District 7

Betty Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

TUESDAY, DECEMBER 13, 2022 MEETING AGENDA

- | | |
|-----------------|---|
| 10:00 a.m. | 1. Call to Order – Chair Jim Porter |
| | 2. Roll Call |
| | 3. Mission Statement, Moment of Silence and Pledge of Allegiance |
| | 4. Approval of Agenda |
| | 5. Approval of Minutes (November 9 and 10) |
| 10:05 a.m. | 6. Commissioner’s Report – Dr. Randy Watson |
| 10:30 a.m. | 7. Citizens’ Open Forum |
| 10:45 a.m. (RI) | 8. Continued Discussion on Academic Success |
| 11:05 a.m. | Break |
| 11:15 a.m. (RI) | 9. Sunflower Summer 2023/2024 |
| 11:35 a.m. (AI) | 10. Act on 2023 Legislative Priorities |
| Noon | Lunch |
| 1:35 p.m. (IO) | 11. Public Hearing on Licensure Regulations K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204, and 91-1-209 |

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Barbara Hughes at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting: January 10 and 11, 2023

Kansas leads the world in the success of each student.

- | | |
|----------------|---|
| 2:35 p.m. (AI) | 12. Act on Accreditation Review Council's November Recommendation(s) for KESA |
| 2:50 p.m. (RI) | 13. Receive Accreditation Review Council's Recommendation(s) for KESA |
| 2:55 p.m. | Break |
| 3:10 p.m. (IO) | 14. Student Showcase – Blue Valley CAPS |
| 3:40 p.m. (IO) | 15. Chronic Absenteeism Up-close |
| 4:10 p.m. (IO) | 16. Legislative Matters: Interim Committees Report |
| 4:30 p.m. (IO) | 17. Introduction to the Interstate Teaching Mobility Compact |
| 5:00 p.m. (AI) | 18. Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds |
| 5:15 p.m. | 19. Consent Agenda |
| | a. Receive monthly personnel report. |
| | b. Act on personnel appointments to unclassified position(s). |
| | c. Authorize out-of-state tuition contracts for students attending the Kansas School for the Deaf. |
| | d. Act on request to initiate contract bid process for the computer science professional development as required by HB 2266. |
| | e. Act to approve proposed amendment to the Holton Special Education Cooperative Agreement. |
| | f. Act to approve proposed renewal of the Southeast Kansas Education Service Center (Greenbush) Agreement. |
| | g. Act on recommendations of the Evaluation Review Committee for higher education program approval. |
| | h. Act on recommendations for licensure waivers. |
| | i. Act on appointments of new members to the Special Education Advisory Council. |
| | j. Act to enter process for procuring services needed to implement the IDEA State Personnel Development Grant award for School Mental Health. |
| | k. Act on request from USD 216, Deerfield, for capital improvement (bond and interest) state aid. |
| | l. Act on request from USD 216, Deerfield, to hold a bond election. |

5:25 p.m.

- 20. Chair Report and Requests for Future Agenda Items
 - (AI) A. Act on Board Travel
 - B. Committee Reports
 - C. Board Attorney Report
 - D. Requests for Future Agenda Items

5:45 p.m.

RECESS



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Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

WEDNESDAY, DECEMBER 14, 2022

MEETING AGENDA

- | | |
|-----------------|---|
| 9:00 a.m. | 1. Call to Order – Chair Jim Porter |
| | 2. Roll Call |
| | 3. Approval of Agenda |
| 9:05 a.m. (IO) | 4. Recognition of Ben Cutler and the Neodesha Promise Scholarship Program |
| 9:35 a.m. (IO) | 5. District Showcase - Cheney USD #268 |
| 10:05 a.m. (AI) | 6. Act on Licensure Regulations |
| 10:35 a.m. (RI) | 7. Kansas Board of Regents Statewide Dual Credit Agreement |
| 11:05 a.m. | 8. ADJOURN |

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
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Next Meeting: January 10 and 11, 2023

Kansas leads the world in the success of each student.



KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES FOR MEASURING PROGRESS

- Social/emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance



MINUTES



Kansas State Board of Education

Wednesday, November 9, 2022

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 1:00 p.m. Wednesday, November 9, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:09:05)

ROLL CALL

All Board members were present:

Betty Arnold	Ben Jones (not present for first 45 minutes)
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim McNiece
Melanie Haas	Jim Porter
Deena Horst	Janet Waugh

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman Porter read both the Board's Mission Statement and Kansans Can Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA

Chairman Porter asked to vote on consent agenda items c, d, e and f separately per Mrs. Dombrosky's request. Mrs. Clifford moved to approve the day's agenda as amended. Mrs. Arnold seconded. Motion carried 9-0.

MOTION
(00:11:36)

APPROVAL OF THE OCTOBER 11 AND 12 MEETING MINUTES

Dr. Horst moved to approve the minutes of the October 11 and 12 regular Board meeting. Mrs. Arnold seconded. Motion carried 9-0.

MOTION
(00:12:19)

AMENDMENT TO PREVIOUSLY APPROVED SEPTEMBER 14 MINUTES

Mrs. Dombrosky moved to amend the previously approved September minutes, page 2, to reflect that Dr. Horst was in opposition to the proposed KSHSAA amendment instead of Mrs. Haas, which was a clerical error. Mrs. Haas seconded. Motion carried 9-0.

MOTION
(00:12:35)

COMMISSIONER'S REPORT

Commissioner Randy Watson' monthly report to the Board focused on recognizing the work accomplished by efforts that began with previous Board members and carried out with the current

(00:13:10)

Board that led to the rigorous standards that now exist for education in Kansas.

After adoption of the vision and mission the Kansas State Board of Education charged KSDE with establishing higher standards and high cut scores. Additionally, the Board took action to establish a dyslexia position and spent over \$16 mil to train teachers in Kansas in the science of reading and mathematics.

CITIZENS' OPEN FORUM

(01:03:45)

Chairman Porter declared the Citizens' Forum open at 1:52 p.m. The two speakers this month and their topics were as follows: Susan Halstrom, teacher shortage concerns and Michelle Olson, asking for response from the Board from her presentation last month on "consent" being included in sexual education. Chairman Porter declared the Citizens' Forum closed at 2:01 p.m.

PARENT ENGAGEMENT IN SCHOOLS

(01:11:40)

Jane Groff and Tamara Huff (Kansas Parent Information Resource Center) along with Britton Hart (Kansas Association of School Boards and former Superintendent of Emporia USD #253) presented on the topic of family engagement in schools. Dr Groff and Ms. Huff focused on the need for a school to have a culture that engages every family, which includes having a welcoming environment, effective communication, support of student learning, and community involvement. Dr. Hart shared how he implemented student-led CAP (Career and Academic Planning) parent/teacher conferences at Emporia High School.

ACTION ON CONSENT AGENDA

Mrs. Dombrosky moved to approve Consent Agenda items 9 a and b. Dr. Horst seconded. Motion carried 10-0. In this action, the Board:

MOTION
(02:34:25)

- Received the monthly personnel report.
- Approved personnel appointments to unclassified positions.

SEPARATE ACTION ON CONSENT AGENDA

At the beginning of the meeting, Chairman Porter asked to vote consent items 9 c, d, e and f as one group, but separate from the other submissions. Dr. Horst moved to approve consent agenda items 9 c, d, e and f. Mr. Jones seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. In this action, the Board:

MOTION
(02:34:55)

- Approved recommendations for funding for the 2023 Volunteer Generation Fund grant awards.
- Approved recommendations of the Evaluation Review Committee for higher education accreditation and program approval.
- Approved recommendations for licensure waivers.
- Approved additional funds for existing grants and applications for the Mental Health Intervention Team Program for school year 2022-2023.

CHAIRMAN'S REPORT

Action on Board Travel —

Dr. Horst moved to approve travel requests and updates. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(02:35:55)

Action on New Appointments to the Professional Practice Commission —

Mr. Jones moved that the Kansas State Board of Education act to appoint Leigh Anne Rogers to serve on the Professional Practices Commission representing a Public School Classroom Teacher-At-Large position. The appointed nominee would serve a partial term effective November 15, 2022 through June 30, 2023. Mrs. Haas seconded. Motion carried 10-0.

MOTION
(02:42:30)

Mr. Jones moved that the Kansas State Board of Education act to appoint Ricardo Sanchez to serve on the Professional Practices Commission representing a Public School Classroom Teacher-At-Large position. The appointed nominee would serve a partial term effective November 15, 2022 through June 30, 2024. Mrs. Haas seconded. Motion carried 9-1 with Mrs. Arnold opposing.

MOTION
(02:45:45)

Committee Reports —

Mr. Jones reported that he and Dr. Horst attended the NASBE annual conference in Phoenix at the end of October.

(02:46:18)

Mrs. Mah reported that the Kansas Advisory Council for Indigenous Education Working Group is still on track to become a permanent committee mid-2023 and are continuing to work on curriculum that includes history on indigenous tribes in Kansas and data collection of Native American students in Kansas.

Board Attorney's Report —

Board Attorney Mark Ferguson reported on NICOSEA/NASBE conference attendance and also brought up the subject to keep an eye on would be Missouri's legalization of marijuana as the KC Metro area covers both states.

Requests for Future Agenda Items —

- Dr. Horst requested more information on the topic of chronic absenteeism.

EXECUTIVE SESSION

Mrs. Waugh moved that the Kansas State Board of Education recess into Executive Session for one hour to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters. Scott Gordon, Craig Neuenswander and Ben Proctor were invited to attend. Mrs. Mah seconded. Motion carried 10-0. The Board reconvened at 11:50 a.m.

MOTION
(03:23:50)

EXECUTIVE SESSION

Mrs. Waugh moved that the Kansas State Board of Education recess into Executive Session for one hour to discuss the subject of legal matters with legal counsel, which is justified pursuant to the exception for matters which would be deemed privileged in the Attorney-Client relationship under KOMA, in order to protect the privilege and the Board's communications with an attorney on legal matters. Scott Gordon, Craig Neuenswander and Ben Proctor were invited to attend. Mrs. Mah seconded. Motion carried 10-0. The Board reconvened at 11:50 a.m.

MOTION
(04:05:45)

RECESS

The meeting recessed at 5:20 p.m. until 9 a.m. Thursday.

Jim Porter, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education
Thursday, November 10, 2022

CALL TO ORDER

Chairman Jim Porter called the Thursday meeting of the Kansas State Board of Education to order at 9:00 a.m. Thursday, November 10, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:04:55)

ROLL CALL

The following Board Members were present:

Betty Arnold	Ben Jones
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim McNiece
Melanie Haas	Jim Porter
Deena Horst	Janet Waugh

APPROVAL OF AGENDA

Mrs. Arnold moved amend the agenda to add discussion on the PPC committee. Mrs. Waugh seconded. Motion passed 10-0. Mrs. Haas moved to approve the day's agenda as amended. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(00:05:20)

ACTION ON KANSAS ADVISORY COUNCIL FOR INDIGENOUS EDUCATION – WORKING GROUP (KACIE-WG) MASCOT REFORM STATEMENT AND RECOMMENDATIONS TO THE KANSAS STATE BOARD OF EDUCATION AND THE KANSAS BOARD OF REGENTS

Mrs. Mah moved to accept and affirm the Kansas Advisory Council for Indigenous Education Working Group Mascot Reform Statement and Recommendations to the Kansas State Board of Education and Kansas Board of Regents. The Board makes a strong recommendation to Kansas K-12 non-tribal schools to adopt the actions recommended in the statement and retire Indian-themed mascots and branding as soon as possible, but no longer than within the next 3-5 years. Mr. McNiece seconded. Motion carried 7-2-1 with Mrs. Dombrosky opposing and Mr. Jones and Mrs. Clifford abstaining.

(00:07:04)

MOTION
(00:07:40)

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS

Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations,

(00:35:00)

which included 7 ESSER II change requests totaling \$10.7M. As for ESSER III, 16 new districts have submitted ESSER III plans with a total value of \$20M. There are 6 ESSER III change requests this month totaling \$98.2M.

- Dr. Horst moved to accept the recommendations of the Commissioner’s Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change requests as presented for use of federal COVID-19 relief funds. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.
- Mrs. Arnold moved to accept the recommendations of the Commissioner’s Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans as presented for use of federal COVID-19 relief funds. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

MOTION
(00:36:40)

MOTION
(00:41:18)

FURTHER ACTION ON PPC APPROVAL ITEM FROM NOVEMBER 9, 2022

Mrs. Arnold moved to allow the PPC the opportunity to use the existing list of qualified candidates presented to the board on November 9, 2022 to fill open positions as they become available. Dr. Horst seconded. Motion carried 9-1.

MOTION
(00:41:41)

ACTION ON ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)

During the State Board meeting in October, Jay Scott, Director of Accreditation and Design, presented information on three systems that were ready for review of an accredited status recommendation. The systems that were received by the Board in October are USD 468 Healy, Lawrence Gardner High School, and Lakemary Center. Jay Scott brought these four systems back to the Board for action. Mrs. Mah made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to the three systems as presented. Mr. McNiece seconded. Motion carried 10-0.

(00:56:00)

MOTION
(01:01:50)

RECEIPT OF ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)

The Accreditation Review Council (ARC) originally was slated to recommend an accredited status for USD #377 Atchison and Z0060-0000 Accelerated Schools. However, there is a discrepancy in postsecondary data for Accelerated Schools so that is being pulled back for further review. Executive summaries, accountability reports and other narratives were provided to Board members for USD #377. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendation in December.

(01:02:20)

WORK BASED LEARNING INTERMEDIARY PRESENTATION

Natalie Clark, Keith Lawing (Workforce Alliance of South Central Kansas, Inc.) and three other of the five KansasWorks Executive Directors provided an update on the Kansas WBL (Work Based Learning) project and shared an example from their local workforce boards on the WBL partnerships.

(01:04:30)

ACT AND WORKKEYS PRESENTATION

Kaliko Oligo from ACT provided an update on state ACT and WorkKeys participation and results.

(01:59:25)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL STANDARDS BOARD/TEACHER VACANCY AND SUPPLY COMMITTEE WORKING GROUP

In October, Shane Carter, Director of Teacher Licensure, proposed extending the Expanded Emergency Substitute License through the end of the 2022-2023 school year (currently expires December 2022). Mr. Jones moved that the Kansas State Board of Education modify the qualifications of the emergency substitute license to include high school diploma, completion of an online substitute training component, verification of hire in a state accredited local education agency (LEA) and be limited to no more than 15 consecutive days in the same assignment. This provision expires June 30, 2023. Mrs. Arnold seconded. Motion carried 7-2-1 with Mrs. Dombrosky and Mrs. Haas opposing and Mr. Porter abstaining.

(02:26:03)

MOTION
(02:46:50)

SCHOOLS OF EXCELLENCE RECOGNITION

Broken Arrow Elementary, Mill Creek Elementary and Shawnee Mission East High School (Shawnee Mission USD #512) were recognized by the Kansas PTA as Schools of Excellence for 2022.

(04:35:35)

GRADUATION REQUIREMENTS CONTINUED DISCUSSION ACTION

Discussion continued regarding the graduation requirements originally proposed in September with various alternatives discussed in October. Since the October meeting Dr. Watson discussed individually with Board members on the Graduation Task Force what they would like to see happen to move forward. After Dr. Watson shared the commonalities of those discussions, Dr. Horst moved to approve the graduation requirements as presented (see attached document). Mrs. Arnold seconded. Motion carried 8-1-1 with Mrs. Dombrosky in opposition and Mrs. Waugh abstaining.

(05:06:15)

MOTION
(06:07:55)

PRESENTATION BY JACKSON BEVAN, 4TH GRADER AT NORTHERN HILLS ELEMENTARY, SEAMAN USD #345

Fourth grader Jackson Bevan (Northern Hills Elementary – Seaman USD #345) shared how he became a vacuum expert, established his own vacuum repair business and his future dreams in the vacuum industry.

(06:20:40)

LEGISLATIVE LIASISON REORT/2023 LEGISLATIVE PRIORITIES DISCUSSION

Mr. Jones and Dr. Horst discussed the draft of items for consideration as 2023 Legislative Priorities. The Board will take decide at the December meeting by vote which items they will proceed with as priorities for 2023.

(06:31:11)

ADJOURNMENT

Chairman Porter adjourned the meeting at 4:28 p.m.

The next regular meeting for the State Board of Education is December 13 and 14, 2022.

Jim Porter, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Tuesday, October 11, 2022

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, October 11, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:13:24)

ROLL CALL

All Board members were present:

Betty Arnold	Ben Jones
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim McNiece
Melanie Haas	Jim Porter
Deena Horst	Janet Waugh

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman Porter read both the Board's Mission Statement and Kansans Can Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

APPROVAL OF AGENDA

Chairman Porter asked to vote on consent agenda items c, d, h and j separately per Mrs. Dombrosky's request. Dr. Horst moved to approve the day's agenda as amended. Mrs. Clifford seconded. Motion carried 10-0.

MOTION
(00:15:19)

APPROVAL OF THE SEPTEMBER 13 and 14 MEETING MINUTES

Mr. Jones moved to approve the minutes of the September 13 and 14 regular Board meeting. Mrs. Clifford seconded. Motion carried 10-0.

MOTION
(00:15:40)

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:02 a.m. The two speakers this month and their topics were as follows: Michelle Olson, "consent" should be a mandatory sexual education topic, not an optional topic and Steve Roberts, proposing that K-3 primary teachers should have 7-8 students per class and pay would be related. Chairman Porter declared the Citizens' Forum closed at 10:10 a.m.

(00:15:59)

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS

Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations,

(00:23:36)

which included three ESSER II change requests totaling \$1.3M. As for ESSER III, it was reported that two districts previously on the Board's slate for approval have now met stakeholder consultation requirements and have been fully approved. Those two districts are USD 344 Pleasanton and USD 463 Udall. Nine new districts have submitted ESSER III plans with a total value of \$180 million. There are seven ESSER III change requests this month totaling \$9.7M. The Task Force is also requesting to establish a deadline for receiving new ESSER III applications by December 16th. It was decided to hold the vote on all items until Wednesday as not all of the board members had been able to review the materials yet.

ACTION ON PROPOSAL FOR THE KANSAS PURPLE STAR SCHOOL DESIGNATION

In September, Deputy Commissioner Dr. Craig Neuenswander gave an overview of the proposed Kansas Purple Star School designation. Mr. Jones moved to approve the Kansas Purple Star School Designation, recognizing military-friendly schools that meet specific criteria and demonstrate a major commitment to serving students and families connected to our nation's armed forces. Mrs. Clifford seconded. Motion carried 10-0.

(00:37:04)

MOTION
(00:39:25)

ACTION ON RECOMMENDATIONS AMENDING THE KANSAS STATE BOARD OF EDUCATION GUIDELINES AND POLICIES

In September, Jean Clifford, Board member and Chair of the Policy Committee of the Kansas State Board of Education, presented the Committee's recommendations for amending the Board's Guidelines and Policies. Mrs. Clifford moved that the Kansas State Board of Education approve the recommended amendments to the Kansas State Board of Education Guidelines and Policies. Mrs. Dombrosky mentioned the Mission and Vision statements as needing looked at as they are part of the Policies and Guidelines documents as they were established before most of this Board was elected. Board Attorney, Mark Ferguson said that the motion on the table does not include the Mission and Vision as it there was not a recommendation to change it. Chairman Porter agreed the topic of the Mission and Vision of the Board of Education needs to be looked at in a future Board retreat. Dr. Horst seconded. Motion carried 10-0.

(00:43:45)

MOTION
(00:44:20)

RECEIPT OF ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)

The Accreditation Review Council (ARC) has recommended a conditionally accredited status for the next three systems awaiting recommendation. Executive summaries, accountability reports and other narratives were provided to Board members for the three systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in November. The systems that were received by the Board in October are USD 468 Healy, Lawrence Gardner High School, and Lakemary Center.

(00:52:00)

COMMISSIONER'S ANNUAL REPORT

This month Commissioner Randy Watson presented his annual report to the Kansas State Board of Education, looking back data related to the goals the Board has set in relation to Kansans CAN

(01:05:05)

outcomes for measuring success. Dr. Watson reflected back to the Kansans Can Vision timeline, which provides for systems that can withstand political changes and winds along a 10-year journey to be in place by 2026.

His review of the most current data released in 2022 included the demographics of public schools. The data shows that Caucasians and African American student populations are decreasing, while the Hispanic population has the greatest increase in K-12 students. One other group also shows an increase, and that is the "Other" category which refers to mixed races and Asian races. Students with disabilities is another area of increase in our state. The largest increase of disability is in area of autism, dyslexia, developmentally delayed. Another demographic trend being seen is the migration from rural to urban schools.

One problem that stood out in the student data is that that "Chronic Absenteeism" has jumped from 13.2% in 2018 to 25.7% in 2022 (defined as missing 10% or greater of the total numbers of days enrolled during the year. Some schools had Chronic Absenteeism rates of 50% or more in 2022. Dr. Watson urged that this must be looked at and change in order for students to learn.

He shared good news that graduation rates up are up overall across the state.

Post-secondary Effectiveness increased by 8% over the 6 years, as shown by the most recent studied group. Possibly the most powerful of the current data is that Kansas State assessment performance shows that level 2 students are NOT failing as some in Kansas would say. They have an over 90% graduation rate, 45-62% postsecondary success rate and an average act score of 21, which is the required college admission score. Dr. Watson ended his discussion on student data urging that work must be done to move students out of level 1 score range into level 2 as that is where the most gain in success indicators is being seen. He ended his presentation with recognizing schools obtaining STAR recognition status for 2022.

UPDATE ON TEACHER VACANCY AND SUPPLY COMMITTEE AND HIGHLIGHTS OF ANNUAL LICENSED PERSONNEL REPORT

(03:43:23)

The Kansas State Board of Education tasked the Teacher Licensure team, the Teacher Vacancy and Supply Committee (TVSC), and members of the Professional Standards Board to identify and recommend actions to address substitute teacher shortages. Shane Carter, Director of Teacher Licensure, provided the following recommendations for the Board to vote on in November:

- Expanded Emergency Substitute License extended through the end of the 2022-2023 school year (currently expires December 2022).
- "The Third Option" to qualify for an emergency substitute license should be made permanent, which requires the applicant have a high school diploma, completion of Greenbush+ Substitute Training Modules, a background check, application, and fee. It would carry the same limitation as an emergency substitute with (60) college credit hours only.
- All state-accredited LEAs create and maintain a substitute handbook/guidelines to ensure substitute teachers are supported.
- All emergency substitute licenses extended to be valid for two years.
- Creation of a "Legacy License" for retired teachers.

Additionally, Mr. Carter provided highlights from the most recent vacancy data and licensed personnel

data collected each year from school districts.

GRADUATION REQUIREMENTS CONTINUED DISCUSSION

(05:02:30)

Discussion continued regarding the graduation requirements proposed in September from the Graduation Requirements Task Force but with a new option that would increase total graduation credits to 22 (new option shown in **RED**).

Communications (4)

3.5 - ELA (reading, writing, literature, technical)

.5 - Communications (speech, debate, forensics, public speaking)

Society & Humanities (4) **(5)**

2.5 **(3)** - Social studies (world, US, government)

1.0 - Humanities/arts

.5 **(1)** - Fine Arts (music, dance, art, theater, etc.)

(Additional fine arts, additional history and government, foreign language, elective SS course)

STEM (7)

3 - Math (algebraic and geometric concepts)

3 - Science (physical, biological, earth/space)

1 - STEM elective (computer science, advanced math, advanced science, advanced CTE, advanced technology)

Employability & Life Skills (6)

.5 - Physical education

.5 - Health

.5 - Personal finance/financial literacy

.5 - Life Lessons (strongly asked for by students in surveys)

4.5 **(4)** - IPS choices (emphasis on CTE/Pathway courses)

Discussion will continue again in November with possible action by the Board.

PRESENTATION FROM AYANNA HENSLEY, MISS KANSAS 2022

Ayanna Hensley, Miss Kansas 2022, presented her social impact initiative as Miss Kansas 2022 - ACEs Low: Overcoming Adverse Childhood Experiences. As an individual directly affected by severe trauma, Ayanna knows what a child needs to overcome their realities and to break their generational cycles. She is working to educate by sharing that it is crucial for people of all ages to understand the importance of creating and supporting one-to-one mentoring relationships that ignite the power and promise of youth.

(05:44:12)

RECEIPT OF KANSAS ADVISORY COUNCIL FOR INDIGENOUS EDUCATION - WORKING GROUP (KACIE-WG) MASCOT REFORM STATEMENT AND RECOMMENDATIONS TO THE KANSAS STATE BOARD OF EDUCATION AND THE KANSAS BOARD OF REGENTS

(06:13:25)

Kansas State Board of Education member Ann Mah introduced the statement that the KACIE-WG requests the Board vote to show its support of. Dr. Alex Red Corn followed Mrs. Mah's introduction with research and other information as to why they are requesting this show of support for mascot

reform from the Board of Education. Other testimony from other members of the KACIE-WG and Native American community. Several of the Board members voiced their support of this statement. The November agenda will contain action on this item.

ACTION ON CONSENT AGENDA

Mrs. Arnold moved to approve Consent Agenda items 16 a, b, e, f, g, i, k, l. Mrs. Haas seconded. Motion carried 10-0. In this action, the Board:

- Received the monthly personnel report.
- Approved personnel appointments to unclassified positions.
- Approved recommendations for licensure waivers.
- Approved new appointments to the Professional Standards Board.
- Approved recommendation to appoint new Special Education Advisory Council member.
- Authorized Kansas State School for the Blind (KSSB) to contract with Bishop Ward High School for advance placement courses for KSSB students.
- Authorized Kansas State School for the Blind (KSSB) to renew contract with Quantum Resource Professionals for speech language pathology services.
- Authorized Kansas State School for the Blind (KSSB) to renew contract with Accessible Arts, Inc. for related services and facilities use.

MOTION
(07:15:05)

SEPARATE ACTION ON CONSENT AGENDA

At the beginning of the meeting, Chairman Porter asked to vote consent items 16 c, d, h and j as one group, but separate from the other submissions. Mrs. Arnold moved to approve consent agenda items 16 c, d, h and j. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. In this action, the Board:

- Approved request to amend contract for Adaptive Schools Training.
- Approved request to amend state assessment contract with the Achievement and Assessment Institute at the University of Kansas.
- Authorized out-of-state tuition contracts for students attending Kansas State School for the Blind.
- Authorized Kansas State School for the Blind (KSSB) to renew contract with Providence Medical Center for PT and OT services.

MOTION
(07:16:03)

CHAIRMAN'S REPORT

Action on Board Travel —

Dr. Horst moved to approve travel requests and updates. Mrs. Arnold seconded. Motion carried 10-0.

(07:16:30)

MOTION
(07:19:24)

Legislative Liaison Report —

Dr. Horst reported that the liaisons did not receive any suggestions/feedback from Board members regarding legislative priorities for the 2023 legislative session. She and Mr. Jones will compose a draft of priorities for discussion at the November meeting and will welcome input at that time from the Board.

Committee Reports —

Mrs. Mah reported that the Kansas Advisory Council for Indigenous Education Working Group are focusing mainly now on data collection and curriculum and are accomplishing the objectives of the Working Group in an efficient manner and ahead of the projected schedule.

Board Attorney's Report —

Board Attorney Mark Ferguson presented a report on the increasing cases of Fentanyl overdose, use of Narcan in schools and liabilities of doing so and other related subjects for schools to be considering.

Requests for Future Agenda Items —

- Mission/vision board retreat
- Legislative priorities
- HB 2567- what the Board will comply with and what they might choose not to
- Gender preference issues in schools; LGBTQ students feeling safe in school
- Hutchinson Magnet School at Allen – National Champions at the KidWind Challenge

RECESS

The meeting recessed at 5:31 p.m. until 9 a.m. Wednesday.

Jim Porter, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education
Wednesday, October 12, 2022

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, October 12, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:03:38)

ROLL CALL

The following Board Members were present:

Betty Arnold	Ben Jones
Jean Clifford	Ann Mah
Michelle Dombrosky	Jim McNiece
Melanie Haas	Jim Porter
Deena Horst	Janet Waugh

APPROVAL OF AGENDA

Dr. Horst moved to approve the day's agenda, amending it to add action on the ESSER information received yesterday during the Board meeting. Mrs. Arnold seconded. Motion carried 9-0 as Ben Jones was not in the room yet for the vote.

MOTION
(00:04:08)

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS

After presentation of the slate of applications and change requests presented yesterday during the Board meeting, the following action was taken:

(00:04:46)

- Dr. Horst moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change requests as presented for use of federal COVID-19 relief funds. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.
- Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.
- Mr. McNiece moved to set the deadline for ESSER III submissions for December 16, 2022. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

MOTION
(00:05:06)

MOTION
(00:05:32)

MOTION
(00:05:56)

PRESENTATION FROM THE 2022 KANSAS TEACHER OF THE YEAR TEAM

(00:06:26)

2022 Kansas Teacher of the Year Susanne Stevenson (ESOL Instructional Coach, Dodge City USD 443) along with 2022 Regional Teachers of the Year Amber Carithers (Hutchinson USD 308), Natalie Johnson-Berry (Kansas City USD 500), Amanda Ketterling (Bonner Springs USD 204), Lisa Martinez (Topeka USD 501) and Kristin Salazar (Goddard USD 265) recapped their year as Kansas's Teacher of the Year team. Highlights included 18 college visits, professional development opportunities, advocating at the Capitol, and touring 8 school districts.

UPDATE FROM KANSAS SCHOOL FOR THE DEAF

(00:35:05)

Kansas School for the Deaf Superintendent Luanne Barron presented their quarterly report to the Board. Highlights include the addition of services to Grant and Steven counties in 2022 along with the creation of a virtual tour video of the school and its programs that will be a welcomed addition to their efforts to spread the word about what the school does versus hosting multiple site visits for families that often are disruptive to the learning of the current students. There currently is a waiting list for students requesting services as the number of students needing services across the state continues to rise. They are also working on new service delivery models to serve their students more effectively and efficiently.

UPDATE FROM KANSAS STATE SCHOOL FOR THE BLIND

(00:58:30)

Superintendent Jon Harding, KSSB, shared the school's 2021-2022 Annual Report with the Board. He highlighted many of the activities that support the following 5-year goals:

- Grow Outreach
- Expand Professional Development
- Increase Visibility
- Improve Transitions

Next steps/needs of KSSB include coordinating statewide vision services (i.e. teacher shortages), better informed parents of their child's specific academic and functional skills, and focusing on 0-3 with more staff, better identification methods, referrals, etc.

ANNUAL REPORT FROM KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION

(01:29:30)

Bill Faflick, Executive Director of the Kansas State High School Activities Association, presented a summary of the organization's past year. He introduced newest staff member Kyle Doperalski, Assistant Executive Director, whose primary responsibilities will be administering the activities of cross country, basketball and track & field. Mr. Faflick also announced the upcoming retirement of long time KSHSAA staff member Fran Martin, who will be missed by all. His "year in review" touched on risk minimization (introduction of the use of the Wet Bulb Globe Thermometer), legislative issues (proposed classification rule change), inclusion, sportsmanship (Student Advisory Team input), public-private school topics, name/image/likeness topics, officials, coaches, and celebrations. Topics of focus moving forward continue to include student health and safety (including mental health),

officials, coaches, transfer rule, coach/athlete summer opportunities and expectations, and classification to name few.

KESA RETREAT/WORKING LUNCH

(02:32:20)

The Board ended their meeting with a learning and discussion time on the Kansas Education System Accreditation. Many of the current Board members were elected after the launch of the KESA program. Topics for this retreat session included questions that KSDE staff had for the Board (what is feedback they hear from systems within their Board district, etc.); what educators have shared with KSDE in regard to possible improvements to the process; the current state of KESA and what KSDE's response is to what educators have shared (i.e., future state of KESA).

ADJOURNMENT

Chairman Porter adjourned the meeting at 2:00 p.m.

The next regular meeting for the State Board of Education is November 9 and 10, 2022.

Jim Porter, Chair

Barbara Hughes, Board Secretary



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Janet Waugh District 1	Melanie Haas District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

Item Title: Citizens' Open Forum

During the Citizens' Open Forum, the State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board.

Each speaker shall be allowed to speak for three minutes. Any person wishing to speak shall complete a presenter's card, giving his or her name and address, and the name of any group he or she is representing. (Ref. Board Policy 1012) The speaker's card should be completed prior to 10:30 a.m.

If written material is submitted, 13 copies should be provided.



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Item Title: Continued Discussion on Academic Success

The Board will continue discussing Academic Success... what that looks like, how its measured, etc.

Agenda Number: 9

Meeting Date: 12/13/2022



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Item Title: Sunflower Summer 2023/2024

From:

At the September Board meeting Michael Koonce and Janine Hron presented a a recap of KSDE's 2022 Sunflower Summer program that is designed to provide a wide variety of ways for families to get out, explore something new, and enjoy time together. Sunflower Summer is an experiential approach to learning that can support the transition of school-aged children into the fall school term. This month they will present information on moving forward with the program in 2023 and beyond.

Kansas leads the world in the success of each student.

Item Title:

Act on 2023 State Board of Education Legislative Priorities

Recommended Motion:

It is moved that the legislative positions for the Kansas State Board of Education be adopted as discussed for the 2023 session.

Explanation of Situation Requiring Action:

The Kansas State Board of Education develops education-related legislative priorities to help identify the Board's position, by general consensus, on topics impacting K-12 schools. In November, the State Board's Legislative Liaisons Deena Horst and Ben Jones led a discussion on establishing the Board's legislative priorities for the 2023 session, considering existing and potential issues.

2023 Legislative Positions – Kansas State Board of Education

It is our desire to work in concert with legislators to improve PreK-12 educational opportunities for each Kansas student. The Kansas State Board of Education has exclusive constitutional authority for general supervision of public schools which includes setting, but not limited to, course standards, determining high school graduation requirements and licensure of PreK-12 educators. The vision of the State Board is to lead the world in the success of each student. As an elected body of 10 members, the State Board has, by general consensus, established the following positions supporting existing and potential legislative issues of educational interest.

Academic Support Efforts: The Kansas State Board of Education supports the following:

- The goal of moving toward providing the first 12 post-secondary credit hours, tuition-free, during high school.

Social and Emotional Issues: The Kansas State Board of Education supports:

- The ongoing work and recommendations of the School Mental Health Advisory Council, including, but not limited to: bullying prevention; efforts for suicide prevention and awareness; and child abuse and neglect program.

Health and Safety Issues: The Kansas State Board of Education supports the following:

- Support for expanded funding for Safe and Secure Schools to meet demand.
- The legislative recommendations of the School Bus Stop Arm Violation Committee.
- The efforts to reduce human trafficking in Kansas.
- All efforts to reduce the Opioid epidemic in Kansas, including making fentanyl test strips legal.
- The ongoing work of the Juvenile Justice Oversight Committee.

Funding Issues: The Kansas State Board of Education is supportive of the following:

- The recommended funding levels approved by the Kansas Supreme Court and is appreciative of the Legislature's efforts to date to meet that agreement.
- Education public funds being provided to only public schools.
- Following state statute and moving toward funding 92% of the excess cost of special education.
- Continued coordination and investment in career and technical education programs that are aligned to workforce needs.
- Of opportunities to expand early childhood and kindergarten readiness.
- Of funding transportation of students in all unsafe situations, regardless of mileage.

Meeting Student Needs: The Kansas State Board of Education supports the following:

- The concept of public-private partnerships with business, and industry, etc. to allow for internships, mentoring, etc.
- The legislation which requires that the State Board of Education and the Legislature work together to monitor the success of the Foster Child Report Card.

Education Policy Governance: The Kansas State Board of Education supports:

- The constitutional authority given to the State Board of Education, the Kansas Legislature and the Governor.
- The governance responsibilities assigned to the Kansas State High School Activities Association.
- The authority of local boards of education.

The Kansas State Board of Education looks forward to working with the Legislature on initiatives proven to mold a successful Kansas high school graduate including academic preparation, kindergarten readiness, social-emotional learning, individualized plan of study and civic engagement. Working together, Kansans Can lead the world in the success of each student.

11-9-21

Member Recommendations:

Add one FTE for Native American Education Consultant.

Agenda Number: 11

Meeting Date: 12/13/2022



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Item Title: Public Hearing on Licensure Regulations K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204, and 91-1-209

From: Scott Gordon

The Kansas State Board of Education will conduct a public hearing on proposed amendments to the Licensure Regulations. A copy of the regulations is attached. A copy of the Joint Committee on Administrative Rules and Regulations comments will be provided to members of the State Board. If no changes are needed, the State Board is asked to adopt the regulations on December 14, 2022.

Procedures for any public hearing of the State Board are as follows:

Any person having an interest in the subject of the hearing shall have a right to provide oral and written testimony to the State Board on the subject of the hearing.

Any person wishing to speak at the hearing shall sign in prior to the commencement of the hearing by providing his/her name and identifying whether he/she represents an opinion of a group or organization.

The presiding officer will conduct the hearing. Speakers shall be recognized in the order in which they signed in.

Each speaker will have 5 minutes to make his or her presentation.

If written testimony is submitted, 13 copies should be provided.

Kansas leads the world in the success of each student.

91-1-200. Definition of terms. Each of the following terms, as used in this article of the department's regulations, shall have the meaning specified in this regulation:

(a) "Accomplished teaching license" means a license issued to an individual who has successfully completed an advanced performance assessment designated by the state board for the purpose of identifying accomplished teaching, or who has achieved national board certification.

(b) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. ~~A minimum of~~ At least 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

~~(c) "All levels" means early childhood through late adolescence and adulthood (prekindergarten through grade 12).~~

(d) "Alternative teacher education program" means a program to prepare persons to teach by a means other than the traditional, college-based, approved program.

(d) "Approved mentoring program" means a program based on state board-approved program guidelines that is established and maintained by an LEA for the purpose of providing educators employed under initial licenses with professional support and continuous assistance from a mentor.

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(e) "Approved program" means a teacher education program approved by the state board for content and pedagogy.

(f) "Content area" means a defined domain of knowledge and skill in an academic program.

~~(f)~~ (g) "Content assessment" means an assessment designated by the state board to measure subject matter knowledge for an endorsement.

~~(g)~~ (h) "Deficiency plan" means a detailed schedule of instruction from an approved program that, if completed, will qualify an individual for full endorsement in a subject. The individual who is to receive the instruction and a representative of the institution at which the instruction is to be given shall sign each deficiency plan.

~~(h) "Duplication of a license" means the issuance of a license to replace a license that is lost or destroyed.~~

(i) "Early adolescence through late adolescence and adulthood" means grades six through 12.

(j) "Early childhood" means any level from birth through grade three.

(k) "Early childhood through late adolescence and adulthood" means any level from prekindergarten through grade 12.

(l) "Early childhood through late childhood" means any level from prekindergarten through grade six.

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(m) "Early childhood unified" means an endorsement that provides access to teach in a general education classroom or to provide special education instruction and support services for any level from birth through grade three.

(n) "Elementary education unified" means an endorsement that provides access to teach in a general education classroom or to provide special education instruction and support services for early childhood through late childhood.

(†) (o) "Emergency substitute teaching license" means a license issued to an individual that allows access to practice as a substitute teacher as defined by K.A.R. 91-31-34(b).

(†) (p) "Endorsement" means the legend printed on each license that identifies the subject in which an individual has specialization.

(†) (q) "Evidence-centered assessment" means an assessment designated by the state board to measure an individual's knowledge of subject matter and ability to implement the knowledge and skills of a teacher leader.

(†) "Exchange license" means a two-year license issued under the exchange license agreement.

(r) "Initial," when used to describe a license, means the first tier of license provided to an individual who meets all requirements to begin practice and may be issued for school leadership, school specialist, or teaching.

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(s) "Initial school leadership license" means the first license that an individual holds to begin practice as a school leader while preparing for the professional school leadership license.

(t) "Initial school specialist license" means the first license that an individual holds to begin practice as a school specialist while preparing for the professional school specialist license.

~~(m)~~ (u) "Initial teaching license" means the first license that an individual holds to begin practice teaching while preparing for the professional teaching license.

~~(n) "Institutional verification" means acknowledgment that an individual has successfully completed a program within an accredited unit.~~

~~(o)~~ (v) "Interim alternative license" means a license that allows temporary access to practice to an individual who has completed an alternative teacher education program and been issued a license in another state.

(w) "Late childhood through early adolescence" means grades five through eight.

~~(p)~~ (x) "Licensure" means the granting of access to practice teaching, administration, or school services in Kansas public schools.

(y) "Limited-use teaching license" means a license that allows an individual limited access to practice in an LEA under an arrangement by which the LEA is developing the teacher through a specified approved plan of study.

~~(q)~~ (z) "Local education agency" and "LEA" mean any governmental agency authorized or required by state law to provide education to children, including each

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unified school district, special education cooperative, school district interlocal, state school, and school institution.

(f) (aa) “Mentor” means a teacher, a school specialist, or an administrator who holds a professional teaching license, school specialist license, or leadership license assigned by an LEA to provide support, modeling, and conferencing to a beginning professional.

(bb) “Middle-level generalist,” when used to describe an endorsement, means an endorsement that allows access to teach mathematics, English language arts, history, government and social studies, and science for late childhood through early adolescence.

(g) (cc) “Official transcript” means a student record that includes grades and credit hours earned and that is affixed with the official seal of the college and the signature of the registrar.

(h) (dd) “One year of teaching experience” means accredited experience that constitutes one-half time or more in one school year, while under contract.

(i) (ee) “Pedagogical assessment” means an assessment designated by the state board to measure teaching knowledge.

(j) (ff) “Performance assessment” means an assessment designated by the state board to measure an individual’s ability to implement the knowledge and skills of a teacher, administrator, or school services provider.

(k) (gg) “Prekindergarten” means a program for children three and four years old.

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DEPT. OF ADMINISTRATION

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SEP 20 2022

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(hh) "Professional," when used to describe a license, means achievement of the second tier of licensure based upon successful completion of a performance assessment while practicing under an initial license and may be awarded for school leadership, school specialist, or teaching.

(ii) "Professional occupational license" means the license required to practice in Kansas for the profession of speech language pathologist, audiologist, or licensed master social worker.

(jj) "Professional school leadership license" means a school leadership license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

(kk) "Professional school specialist license" means a school specialist license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

~~(x)~~ (ll) "Professional teaching license" means a teaching license issued to an individual based on successful completion of a performance assessment and maintained by professional development.

~~(y)~~ (mm) "Provisional school specialist endorsement license" means a license issued to an individual that allows access to practice as a school specialist while the individual is in the process of completing requirements for the school specialist license.

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SEP 16 2022

DEPT. OF ADMINISTRATION

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SEP 20 2022

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~~(z)~~ (nn) "Provisional teaching endorsement license" means a license issued to an individual that allows access to practice in an endorsement area while the individual is in the process of completing requirements for that endorsement.

~~(aa)~~ (oo) "Recent credit ~~or recent experience~~" means valid credit or experience earned during the six-year period immediately preceding the filing of an application.

(pp) "Recent experience" means accredited experience earned during the six-year period immediately preceding the filing of an application.

(qq) "Restricted school specialist license" means a license that allows an individual limited access to practice as a library media specialist or a school counselor under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.

~~(bb)~~ (rr) "Restricted teaching license" means a license that allows an individual limited access to practice under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.

(ss) "School leadership license" means a license that allows an individual to hold a position with the primary responsibility for supervision or management of a local education agency, a school system, a school building, or school programs.

(tt) "School specialist" means a person other than a teacher or school leader who is required to hold an educator license to provide specialized professional support services to students or teachers.

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SEP 16 2022

DEPT. OF ADMINISTRATION

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SEP 20 2022

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(uu) "School specialist program" means an approved program provided by teacher education institutions to prepare individuals for licensure as a school specialist.

(vv) "Secondary education unified" means an endorsement that provides access to teach academic subjects for which the content assessment has been passed and to provide special education support services for early adolescence through late adolescence and adulthood.

~~(ee)~~ (ww) "Standard," when used to describe a license, means that the license is ~~current~~, unrestricted, nonprobationary, nonprovisional, nonsubstitute, nonlimited-use, or nontemporary; is issued by the state board or a comparable agency in another state; and allows an individual to work as a teacher, administrator, or school specialist in accredited school systems in Kansas or another state.

~~(dd)~~ (xx) "Standards board" means the teaching and school administration professional standards advisory board.

~~(ee)~~ (yy) "State board" means Kansas state board of education.

~~(ff)~~ (zz) "STEM license" means a license that allows an individual to teach only an approved subject life science, physical science, earth and space science, mathematics, engineering, computer technology, finance, or accounting subjects in a hiring LEA, as specified in K.A.R. 91-1-203 (m).

~~(gg)~~ (aaa) "Subject" means a specific teaching area within a general instructional field.

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SEP 16 2022

DEPT. OF ADMINISTRATION

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SEP 20 2022

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~~(hh)~~ (bbb) "Substitute teaching license" means a license issued to an individual that allows access to practice as a substitute as defined in K.A.R. 91-31-34(b).

~~(ii)~~ (ccc) "Teacher education institution" means a college or university that has an accredited administrative unit for the purpose of preparing teachers.

~~(jj)~~ (ddd) "Transitional license" means a license that allows an individual to temporarily practice if the individual held a license but does not meet recent credit, recent experience, or the renewal requirements to qualify for an initial teaching license or a professional teaching license, an initial school specialist license or a professional school specialist license, or an initial school leadership license or a professional school leadership license.

~~(kk)~~ (eee) "Valid credit" and "credit" mean a semester hour of credit earned in, or validated by, a college or university that is on the accredited list maintained by the state board.

~~(fff)~~ "Visiting international teaching license" means a license issued to an individual participating in the visiting international teacher program, allowing the individual to be employed by a local education agency and be assigned to teach that individual's native language or the content area of that individual's teacher preparation.

~~(ll)~~ (ggg) "Visiting scholar teaching license" means a license that allows an individual who has ~~documented exceptional talent or outstanding distinction in a particular subject area~~ documentation verifying the individual's qualifications for the license as described on the application to practice on a temporary, limited basis. (Authorized by and

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SEP 16 2022

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SEP 20 2022

implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003;
amended July 1, 2003; amended July 18, 2008; amended Aug. 28, 2009; amended
Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014;
amended P-_____.)

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SEP 16 2022

DEPT. OF ADMINISTRATION

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SEP 20 2022

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91-1-201. Type of licensure. (a) The following types of licenses shall be issued by the state board:

- (1) Accomplished teaching license;
- (2) initial licenses, including the following:
 - (A) Initial school leadership license;
 - (B) initial school specialist license; and
 - (C) initial teaching license;
- (3) emergency substitute teaching license;
- (4) ~~exchange school specialist license;~~
- ~~(5) exchange teaching license;~~
- ~~(6) foreign exchange teaching license;~~
- ~~(7) interim alternative license;~~
- (5) limited-use teaching license;
- ~~(8) (6) professional licenses, including the following:~~
 - (A) Professional school leadership license;
 - (B) professional school specialist license; and
 - (C) professional teaching license;
- ~~(9) (7) provisional school specialist endorsement license;~~
- ~~(10) (8) provisional teaching endorsement license;~~
- ~~(11) (9) restricted school specialist license;~~
- ~~(12) (10) restricted teaching license;~~

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~~(13)~~ (11) STEM license;

~~(14)~~ (12) substitute teaching license;

~~(15)~~ (13) transitional license; and

~~(16)~~ (14) visiting international teacher license; and

(15) visiting scholar teaching license.

(b)(1) Each initial license shall be valid for two years from the date of issuance.

(2) An initial teaching license may be issued for one or more of the following levels:

(A) Early childhood (~~birth through kindergarten, birth through grade 3, or
prekindergarten through grade 3~~);

(B) early childhood through late childhood (~~kindergarten through grade 6~~);

(C) late childhood through early adolescence (~~grades 5 through 8~~);

(D) early adolescence through late adolescence and adulthood (~~grades 6 through
12~~); or

(E) early childhood through late adolescence and adulthood (~~prekindergarten
through grade 12~~).

(3) Each initial school leadership license shall be issued for all levels.

(4) Each initial school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(c) (1) Each professional license shall be valid on the date of issuance. Each license shall expire on the license holder's fifth birthdate following issuance of the license.

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DEPT. OF ADMINISTRATION

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SEP 08 2022

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(2) A professional teaching license may be issued for one or more of the following levels:

(A) Early childhood (~~birth through kindergarten, birth through grade 3, or prekindergarten through grade 3~~);

(B) early childhood through late childhood (~~kindergarten through grade 6~~);

(C) late childhood through early adolescence (~~grades 5 through 8~~);

(D) early adolescence through late adolescence and adulthood (~~grades 6 through 12~~); or

(E) early childhood through late adolescence and adulthood (~~prekindergarten through grade 12~~).

(3) Each professional school leadership license shall be issued for all levels.

(4) Each professional school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(d) (1) Each accomplished teaching license shall be valid for 10 years from the date of issuance.

(2) An accomplished teaching license may be issued for one or more of the following levels:

(A) Early childhood (~~birth through kindergarten, birth through grade 3, or prekindergarten through grade 3~~);

(B) early childhood through late childhood (~~kindergarten through grade 6~~);

(C) late childhood through early adolescence (~~grades 5 through 8~~);

APPROVED

JAN 14 2021

APPROVED

JAN 22 2021

APPROVED

SEP 08 2022

(D) early adolescence through late adolescence and adulthood (~~grades 6 through 12~~); or

(E) early childhood through late adolescence and adulthood (~~prekindergarten through grade 12~~).

(e) Each substitute teaching license shall be valid on the date of issuance and shall be issued for all levels. Each substitute license shall expire on the license holder's fifth birthdate following issuance of the license.

(f) The first emergency substitute teaching license issued to an individual shall be valid for the school year in which it is issued and shall be issued for all levels. Each subsequent renewal of an emergency substitute license shall be valid for two consecutive school years.

(g) Each visiting scholar teaching license shall be valid through June 30 of the school year for which it is issued and shall be issued for the level corresponding with the teaching assignment.

~~(h) (1) Each exchange license shall be valid for two years from the date of issuance.~~

~~(2) An exchange teaching license may be issued for one or more of the following levels:~~

~~(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);~~

~~(B) early childhood through late childhood (kindergarten through grade 6);~~

~~(C) late childhood through early adolescence (grades 5 through 8);~~

APPROVED

FEB 04 2021

DIVISION OF THE BUDGET

APPROVED

FEB 09 2021

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

~~(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or~~

~~(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).~~

~~(3) Each exchange school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.~~

~~(i) (h) Each foreign exchange teaching visiting international teacher license shall be valid through June 30 of the school year for which it is issued and shall be valid for the level corresponding with the teaching assignment.~~

~~(i) (i) (1) Each restricted teaching license shall be valid for the school year in which the license is issued. Any restricted teaching license may be reissued for two additional consecutive school years if progress reports are submitted as required in K.A.R. 91-1-203 (h)(2).~~

~~(2) A restricted teaching license may be issued for one or more of the following levels:~~

~~(A) Late childhood through early adolescence (grades 5 through 8);~~

~~(B) early adolescence through late adolescence and adulthood (grades 6 through 12); or~~

~~(C) early childhood through late adolescence and adulthood (prekindergarten through grade 12).~~

APPROVED

MAR 19 2021

APPROVED

MAR 22 2021

APPROVED

SEP 08 2022

~~(k)~~ (j) (1) Each restricted school specialist license shall be valid for three consecutive school years from the date of issuance.

(2) Each restricted school specialist license shall be issued for all levels.

~~(h)~~ (k) (1) Each transitional license shall be valid for the school year in which the license is issued.

(2) Each transitional license shall be nonrenewable.

(3) A transitional license may be issued for one or more of the following levels:

(A) Early childhood (~~birth through kindergarten, birth through grade 3, or prekindergarten through grade 3~~);

(B) early childhood through late childhood (~~kindergarten through grade 6~~);

(C) late childhood through early adolescence (~~grades 5 through 8~~);

(D) early adolescence through late adolescence and adulthood (~~grades 6 through 12~~); or

(E) early childhood through late adolescence and adulthood (~~prekindergarten through grade 12~~).

~~(m)~~ (l) (1) Each interim alternative license shall be valid for one year from the date of issuance.

(2) The initial one-year term shall be automatically extended for one additional one-year term if the licensee demonstrates progress toward achieving an initial or professional license. Each interim alternative license shall be nonrenewable after two years.

APPROVED

FEB 04 2021

DIVISION OF THE BUDGET

APPROVED

FEB 09 2021

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

(3) An interim alternative license may be issued for one or more of the following levels:

(A) Early childhood (~~birth through kindergarten, birth through grade 3, or prekindergarten through grade 3~~);

(B) early childhood through late childhood (~~kindergarten through grade 6~~);

(C) late childhood through early adolescence (~~grades 5 through 8~~);

(D) early adolescence through late adolescence and adulthood (~~grades 6 through 12~~); or

(E) early childhood through late adolescence and adulthood (~~prekindergarten through grade 12~~).

~~(n)~~ (m) (1) Each limited-use teaching license shall be valid only for the school year in which the license is issued. Any limited-use teaching license may be reissued for additional consecutive school years at the request of the employing LEA.

(2) A limited-use teaching license may be used to teach in grades 6 through 12 but shall not be used to provide special education services.

(n) (1) Each provisional teaching endorsement license shall be valid for two years from the date of issuance.

(2) A provisional teaching endorsement license may be issued for one or more of the following levels:

(A) Early childhood (~~birth through kindergarten, birth through grade 3, or prekindergarten through grade 3~~);

APPROVED
FEB 04 2021

DIVISION OF THE BUDGET

APPROVED
FEB 09 2021

DEPT. OF ADMINISTRATION

APPROVED
SEP 08 2022

ATTORNEY GENERAL

(B) early childhood through late childhood (~~kindergarten through grade 6~~);

(C) late childhood through early adolescence (~~grades 5 through 8~~);

(D) early adolescence through late adolescence and adulthood (~~grades 6 through 12~~); or

(E) early childhood through late adolescence and adulthood (~~prekindergarten through grade 12~~).

(o) (1) Each provisional school specialist license shall be valid for two years from the date of issuance.

(2) A provisional school specialist endorsement license shall be issued for all levels.

(p) (1) A nonrenewable license shall be issued to each applicant who meets all other requirements for an initial license except the assessments.

(2) Each nonrenewable license shall be valid only through June 30 of the school year for which the license is issued.

(q) (1) Each STEM license shall be valid only through June 30 of the school year for which the license is issued.

(2) Each STEM license shall be valid for grades 8 through 12. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 25, 2006; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014; amended P- _____.)

APPROVED
MAR 19 2021

APPROVED
MAR 22 2021

APPROVED
SEP 08 2022

91-1-202. Endorsements. (a) Each license issued by the state board shall include one or more endorsements.

(b) Except as otherwise provided in subsections (l) through (p), endorsements available for teaching at the early childhood license level (~~birth through kindergarten, birth through grade 3, or prekindergarten through grade 3~~) shall be as follows:

- (1) Early childhood;
- (2) early childhood unified;
- (3) deaf or hard-of-hearing;
- (4) prekindergarten general education;
- (5) visually impaired; and
- ~~(5)~~ (6) school psychologist.

(c) Except as otherwise provided in subsections (l) through (p), endorsements available for teaching at the early childhood through late childhood license level (~~kindergarten through grade 6~~) shall be as follows:

- (1) Elementary education;
- (2) elementary education, unified;
- (3) English for speakers of other languages (ESOL);
- (4) gifted;
- (5) high-incidence special education; and
- (6) low-incidence special education.

APPROVED

JAN 19 2022

DIVISION OF THE BUDGET

APPROVED

JAN 20 2022

DEPT. OF ADMINISTRATION

APPROVED

SEP 20 2022

ATTORNEY GENERAL

(d) Except as otherwise provided in subsections (l) through (p), endorsements available for teaching at the late childhood through early adolescence license level ~~(grades 5 through 8)~~ shall be as follows:

- (1) English for speakers of other languages ~~(ESOL)~~;
- (2) English language arts;
- (3) gifted;
- (4) high-incidence special education;
- (5) history, government, and social studies;
- (6) low-incidence special education;
- (7) mathematics; ~~and~~
- (8) middle-level generalist; and
- (9) science.

(e) Except as otherwise provided in subsections (l) through (p), endorsements available for teaching at the early adolescence through late adolescence and adulthood license level ~~(grades 6 through 12)~~ shall be as follows:

- (1) Advanced mathematics;
- ~~(2)~~ (2) agriculture;
- ~~(3)~~ (3) biology;
- ~~(4)~~ (4) business;
- ~~(5)~~ (5) chemistry;
- ~~(6)~~ (6) communication technology;

APPROVED

SEP 16 2022

APPROVED

SEP 20 2022

- (6) driver education;
- (7) earth and space science;
- ~~(7)~~ (8) English for speakers of other languages (ESOL);
- ~~(8)~~ (9) English language arts;
- ~~(9)~~ (10) family and consumer science;
- (11) general mathematics;
- ~~(10)~~ (12) gifted;
- ~~(11)~~ (13) high-incidence special education;
- ~~(12)~~ (14) history, government, and social studies;
- ~~(13)~~ (15) journalism;
- ~~(14)~~ (16) low-incidence special education;
- ~~(15)~~ mathematics;
- ~~(16)~~ (17) physics;
- ~~(17)~~ power, energy, and transportation technology;
- ~~(18)~~ production technology;
- ~~(19)~~ (18) psychology;
- (19) secondary education unified;
- (20) speech and theatre; and
- ~~(21)~~ special education generalist, high incidence; and
- ~~(22)~~ (21) technology and engineering education.

APPROVED
JAN 07 2022

APPROVED
JAN 12 2022

APPROVED
SEP 20 2022

(f) Except as otherwise provided in subsections (l) through (p), endorsements available for teaching at the early childhood through late adolescence and adulthood level (~~prekindergarten through grade 12~~) shall be as follows:

- (1) Art;
- (2) deaf or hard-of-hearing;
- (3) English for speakers of other languages (~~ESOL~~);
- (4) ~~foreign language~~;
- ~~(5)~~ gifted;
- ~~(6)~~ (5) health;
- ~~(7)~~ (6) high-incidence special education;
- ~~(8)~~ (7) instrumental music;
- ~~(9)~~ (8) low-incidence special education;
- ~~(10)~~ (9) music;
- ~~(11)~~ (10) physical education;
- ~~(12)~~ (11) visually impaired; and
- ~~(13)~~ (12) vocal music; and
- (13) world language.

(g) Endorsements available for all school leadership licenses at all levels shall be as follows:

- (1) Building leadership; ~~and~~
- (2) director of special education; and

APPROVED

JAN 19 2022

DIVISION OF THE BUDGET

APPROVED

JAN 20 2022

DEPT. OF ADMINISTRATION

APPROVED

SEP 20 2022

ATTORNEY GENERAL

(3) district leadership.

(h) Endorsements available for all school specialist fields ~~at all levels~~ shall be as follows:

(1) Library media specialist;

(2) reading specialist;

(3) school counselor;

(4) school psychologist; and

(5) teacher leader.

(i) Endorsements available for the ~~foreign-exchange-teaching~~ visiting international teacher license shall be issued in the content area for which the individual is qualified and valid only for the local education agency approved by the commissioner of education.

(j) Endorsements available for the restricted teaching license shall be issued in the state board-approved content area and valid only for the state board-approved local education agency ~~approved by the state board~~.

(k) Endorsements available for the limited-use teaching license shall be issued in the content area and valid only for the employing local education agency.

(l) Endorsements available for the provisional teaching endorsement license at the early childhood through late childhood license level ~~(kindergarten through grade 6)~~ shall be as follows:

(1) English for speakers of other languages ~~(ESOL)~~;

APPROVED

JAN 19 2022

APPROVED

JAN 20 2022

APPROVED

SEP 20 2022

(2) gifted;

(3) high-incidence special education; and

(4) low-incidence special education.

~~(4)~~ (m) Endorsements available for the provisional teaching endorsement license at the early childhood license level ~~(birth through kindergarten, birth through grade 3, or prekindergarten through grade 3)~~ shall be as follows:

(1) Early childhood; and

(2) early childhood unified.

~~(m)~~ (n) Endorsements available for the provisional teaching endorsement license at the late childhood through early adolescence license level ~~(grades 5 through 8)~~ shall be as follows:

(1) English for speakers of other languages (ESOL);

(2) English language arts;

(3) gifted;

(4) high-incidence special education;

(5) history, government, and social studies;

(6) low-incidence special education;

(7) mathematics; and

(8) science.

APPROVED

JAN 07 2022

APPROVED

JAN 12 2022

APPROVED

SEP 20 2022

~~(n)~~ (o) Endorsements available for the provisional teaching endorsement license at the early adolescence through late adolescence and adulthood license level ~~(grades 6 through 12)~~ shall be as follows:

- (1) Advanced mathematics;
- ~~(2)~~ (2) agriculture;
- ~~(2)~~ (3) biology;
- ~~(3)~~ (4) business;
- ~~(4)~~ (5) chemistry;
- ~~(5)~~ communication technology;
- (6) earth and space science;
- (7) English for speakers of other languages ~~(ESOL)~~;
- (8) English language arts;
- (9) family and consumer science;
- (10) general mathematics;
- ~~(11)~~ (11) gifted;
- ~~(11)~~ (12) high-incidence special education;
- ~~(12)~~ (13) history, government, and social studies;
- ~~(12)~~ (14) journalism;
- ~~(13)~~ (15) low-incidence special education;
- ~~(14)~~ mathematics;
- ~~(15)~~ (16) physics;

APPROVED

JAN 07 2022

APPROVED

JAN 12 2022

APPROVED

SEP 20 2022

~~(16) power, energy, and transportation technology;~~

~~(17) production technology;~~

~~(18) (17) psychology;~~

~~(19) (18) speech and theatre; and~~

~~(20) (19) technology and engineering education; and~~

~~(21) history, government, and social studies.~~

~~(e) (p)~~ Endorsements available for the provisional teaching endorsement license at the early childhood through late adolescence and adulthood level ~~(prekindergarten through grade 12)~~ shall be as follows:

(1) Art;

(2) deaf or hard-of-hearing;

(3) English for speakers of other languages ~~(ESOL)~~;

(4) ~~foreign language~~;

~~(5) gifted~~;

~~(6) (5) health~~;

~~(7) (6) high-incidence special education~~;

~~(8) (7) instrumental music~~;

~~(9) (8) low-incidence special education~~;

~~(10) (9) music~~;

~~(11) (10) physical education~~;

~~(12) (11) visually impaired; and~~

APPROVED

JAN 07 2022

APPROVED

JAN 12 2022

APPROVED

SEP 20 2022

DEPT. OF ADMINISTRATION

ATTORNEY GENERAL

~~(13)~~ (12) vocal music; and

(13) world language.

~~(p)~~ (q) Endorsements available for provisional school specialist endorsement license at all levels shall be as follows:

(1) Library media specialist;

(2) reading specialist; and

(3) school counselor.

~~(q)~~ (r) Each applicant for a license with a low-incidence or high-incidence special education endorsement, or a gifted, visually impaired, or deaf or hard-of-hearing endorsement, shall have successfully completed one of the following:

(1) A state-approved program to teach general education students; or

(2) a professional education component that allows students to acquire competency in the following:

(A) The learner and learning: learner development, learning differences, and learning environments;

(B) content: content knowledge and application of content;

(C) instructional practice: assessment, planning for instruction, and instructional strategies;

(D) professional responsibility: professional learning and ethical practice, leadership, and collaboration; and

APPROVED

JAN 07 2022

APPROVED

JAN 12 2022

DEPT. OF ADMINISTRATION

APPROVED

SEP 20 2022

ATTORNEY GENERAL

(E) the ability to apply the acquired knowledge to teach general education students.
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effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended Aug. 10,
2007; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June
30, 2014; amended Oct. 24, 2014; amended P- _____.)

APPROVED
JAN 07 2022

APPROVED
JAN 12 2022

APPROVED
SEP 20 2022
ATTORNEY GENERAL

DIVISION OF THE BUDGET

DEPT. OF ADMINISTRATION

91-1-203. Licensure requirements. (a) Initial licenses.

(1) Each applicant for an initial teaching license shall submit to the state board the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from an accredited institution by the unit head or designee of completion of a teacher education program;

(C) verification of successful completion of a pedagogical assessment ~~as determined by the state board~~;

(D) verification of successful completion of ~~an endorsement~~ a content assessment ~~as determined by the state board~~;

(E) verification of eight semester hours of recent credit;

(F) an application for an initial license; and

(G) the licensure fee.

(2) Each applicant for an initial school leadership license shall submit to the state board the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

APPROVED

FEB 04 2021

DIVISION OF THE BUDGET

APPROVED

FEB 09 2021

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

(C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of an approved building leadership or director of special education program;

(D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate leadership program coursework;

(E) verification of successful completion of a state board-approved school leadership assessment ~~as determined by the state board~~;

(F) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(G) an application for an initial school leadership license;

(H) the licensure fee; and

(I) verification of five years of experience in a state-accredited school while holding a standard teaching or school specialist license and having achieved the professional-level license, a professional ~~clinical~~ occupational license, or a full career and technical education certificate.

(3) Each applicant for an initial school specialist license shall submit to the state board the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;

APPROVED
JAN 07 2022

APPROVED
JAN 12 2022

APPROVED
SEP 08 2022

(C) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate school specialist program coursework;

(E) if application is made for a library media specialist endorsement or reading specialist endorsement, a currently valid professional teaching license;

(F) if application is made for a school counselor endorsement, verification of one of the following:

(i) A currently valid initial teaching license or professional teaching license; or

(ii) ~~verification that the applicant successfully completed~~ applicant's successful completion of additional field experiences consisting of two three-credit-hour courses or at least 70 clock-hours over at least two semesters during the approved program specified in paragraph (a)(3)(B);

(G) verification of successful completion of a state board-approved school specialist ~~assessment as determined by the state board~~;

(H) an application for an initial school specialist license; and

(I) the licensure fee.

(b) Professional licenses.

(1) Each applicant for an ~~initial~~ a professional teaching license shall submit to the state board the following:

APPROVED

MAR 10 2021

DIVISION OF THE BUDGET

APPROVED

MAR 11 2021

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

(A) Verification of successful completion of the teaching performance assessment prescribed by the state board while the applicant holds an initial teaching license and is employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board as listed on the Kansas state department of education's web site;

(B) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(C) an application for professional ~~teacher~~ teaching license; and

(D) the licensure fee.

(2) Each applicant for an initial a professional school leadership license shall submit to the state board the following:

(A) Verification of successful completion of the school leadership performance assessment prescribed by the state board while the applicant holds an initial school leadership license and is employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board as listed on the Kansas state department of education's web site;

(B) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(C) an application for professional school leadership license; and

(D) the licensure fee.

APPROVED

JAN 19 2022

APPROVED

JAN 20 2022

APPROVED

SEP 08 2022

(3) Each applicant for an ~~initial~~ a professional school specialist license shall submit to the state board the following:

(A) ~~(i)~~ Verification of successful completion of the school specialist performance assessment prescribed by the state board while the applicant is employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board as listed on the Kansas state department of education's web site and while the applicant holds an initial school specialist license; ~~or~~

~~(ii) if the applicant was issued an initial school specialist license with endorsement for school counselor as specified in paragraph (a)(3)(F)(ii), verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency;~~

(B) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(C) an application for professional school specialist license; and

(D) the licensure fee.

(4) Each applicant for an ~~initial~~ a professional school specialist license with endorsement for teacher leader shall submit to the state board the following:

APPROVED

JAN 19 2022

APPROVED

JAN 20 2022

APPROVED

SEP 08 2022

(A) An official transcript verifying the granting of a graduate degree;

(B) ~~(i)~~ verification from an accredited institution by the unit head or designee of completion of a graduate-level teacher leader program and verification of successful completion of an evidence-centered assessment; ~~or~~

~~(ii) verification by a teacher who has acquired the competencies established by the teacher leader standards of successful completion of an evidence-centered assessment;~~

(C) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(D) verification of at least five years of accredited experience as a teacher, as a library media specialist or reading specialist, or as a school counselor ~~meeting the requirements of paragraph (a)(3)(F)(i);~~

(E) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate teacher leader program coursework;

(F) verification of a currently valid professional teaching license;

(G) an application for ~~an initial~~ a professional school specialist license for teacher leader; and

(H) the licensure fee.

~~Paragraphs (b)(4)(B)(i) and (ii) shall remain in effect only through July 1, 2016.~~

(5) When required by this subsection, the performance assessment for professional teaching and school specialist licenses licensees shall be completion of at least a year

APPROVED
JAN 07 2022

APPROVED
JAN 12 2022

APPROVED
SEP 08 2022

ATTORNEY GENERAL

long ~~two-year~~ approved mentoring program ~~based on model mentoring program guidelines and chosen by the local education agency.~~ The performance assessment for professional school specialist licensees shall be completion of at least a year-long approved mentoring program. The performance assessment for professional school leadership licenses licensees shall be completion of at least a year-long approved mentoring program ~~chosen by the local education agency and based on guidelines developed by a research-based leadership institute.~~

(c) Accomplished teaching licenses. Each applicant for an ~~initial~~ accomplished teaching license shall submit to the state board the following:

- (1) Verification of achieving national board certification issued by the national board for professional teaching standards;
- (2) verification of a currently valid Kansas professional teaching license;
- (3) an application for an accomplished teaching license; and
- (4) the licensure fee.

(d) Substitute teaching license. Each applicant for an ~~initial~~ a substitute teaching license shall submit to the state board the following:

- (1) An official transcript from an accredited institution verifying the granting of a bachelor's degree;
- (2) verification from an accredited institution of completion of an approved teacher education program;
- (3) an application for substitute teaching license; and

APPROVED
JAN 07 2022

APPROVED
JAN 12 2022

APPROVED
SEP 08 2022

(4) the licensure fee.

(e) Emergency substitute teaching license. Each applicant for an emergency substitute teaching license shall submit to the state board the following:

(1) An official transcript verifying the completion of at least 60 semester hours of general education coursework, professional education coursework, or a combination of these types of coursework;

(2) an application for emergency substitute teaching license; and

(3) the licensure fee.

(f) Visiting scholar teaching license.

(1) Each applicant for a visiting scholar teaching license shall submit to the state board the following:

(A) An application for a visiting scholar teaching license and the appropriate licensure fee;

(B) written verification from an administrator of an accredited or approved local education agency that the applicant will be employed if the license is issued; and

(C) ~~documentation of exceptional talent or outstanding distinction in one or more subjects or fields~~ documentation verifying the applicant's qualifications for the license as described on the application.

(2) Upon receipt of an application for a visiting scholar teaching license, the following requirements shall be met:

APPROVED
JAN 07 2022

APPROVED
JAN 12 2022

APPROVED
SEP 08 2022

(A) The application and documentation submitted shall be reviewed by the commissioner of education or the commissioner's designee. ~~As deemed necessary, other steps shall be taken by the commissioner of education or the commissioner's designee to determine the applicant's qualifications to be issued a visiting scholar teaching license.~~

(B) A recommendation to the state board shall be made by the commissioner of education or the commissioner's designee on whether this a visiting scholar teaching license should be issued to the applicant.

(3) The decision of whether a visiting scholar teaching license should be issued to any applicant shall be made by the state board.

(g) ~~Foreign-exchange teaching~~ Visiting international teacher license.

(1) Each applicant for a ~~foreign-exchange teaching~~ visiting international teacher license shall submit to the state board the following:

(A) An application for a ~~foreign-exchange teaching~~ visiting international teacher license and the appropriate licensure fee;

(B) an official credential evaluation by a credential evaluator approved by the state board and listed on the state board's web site;

(C) verification of employment from the local education agency, including the teaching assignment, which shall be to teach in the content area of the applicant's teacher preparation or to teach the applicant's native language; and

APPROVED
JAN 07 2022

DIVISION OF THE BUDGET

APPROVED
JAN 12 2022

DEPT. OF ADMINISTRATION

APPROVED
SEP 08 2022

ATTORNEY GENERAL

(D) verification of the applicant's participation in the ~~foreign-exchange-teaching~~ visiting international teacher program.

(2) The ~~foreign-exchange-teaching~~ visiting international teacher license may be renewed for a maximum of ~~two~~ four additional school years if the licensee continues to participate in the ~~foreign-exchange-teaching~~ visiting international teacher program, the district will continue to employ the teacher, and the district certifies that the teacher's evaluation is at the effective level.

(h) Restricted teaching license.

(1) Each applicant for a restricted teaching license shall submit to the state board the following:

(A) An application for a restricted teaching license and the ~~appropriate~~ licensure fee;

(B) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area or with equivalent coursework in the area for which the restricted teaching license is sought. Heritage language speakers shall qualify as having met content equivalency for their heritage language;

(C) verification of a minimum 2.75 grade point average on a 4.0 scale for the most recent 60 semester credit hours earned;

(D) verification that the applicant has attained a passing score on the content ~~assessment required by the state board of education;~~

(E) verification that the local education agency will employ the applicant if the license is issued;

APPROVED
FEB 04 2021

DIVISION OF THE BUDGET

APPROVED
FEB 09 2021

DEPT. OF ADMINISTRATION

APPROVED
SEP 08 2022

ATTORNEY GENERAL

(F) verification that the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant;

(G) verification that the applicant has completed a supervised practical training experience through collaboration of the teacher education institution and the hiring local education agency;

(H) a statement from the licensing officer of a ~~Kansas~~ Kansas teacher education institution in Kansas attesting to the following:

(i) The applicant has on file a written plan that will qualify the applicant for ~~full~~ standard licensure in the content area for which the restricted teaching license is sought;

(ii) the plan for program completion can be completed in not more than two years and contains a specific designation of the coursework that is to be completed each year;

(iii) the program provided to the applicant will meet the teacher education institution's approved professional education standards; and

(iv) the teacher education institution will provide the applicant with on-site support at the employing local education agency, including supervision of the applicant's teaching experience; and

(l) a statement verifying that the local education agency and the teacher education institution have collaborated regarding the approved program that the applicant will pursue and the support that the applicant will receive.

APPROVED

MAR 10 2021

DIVISION OF THE BUDGET

APPROVED

MAR 11 2021

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

(2) The teacher education institution providing a plan of study for any person holding a restricted teaching license shall coordinate the submission of a progress report before July 1 of each year during the effective period of the restricted teaching license. This progress report shall verify the following:

(A) The applicant's contract will be renewed.

(B) The local education agency will continue to assign ~~an experienced~~ a mentor teacher to the applicant.

(C) The applicant has ~~made appropriate progress~~ completed at least 50 percent of the toward completion of the applicant's plan to qualify for full standard licensure.

(D) The institution will continue to support the applicant, on-site, as necessary.

(E) The applicant has attained at least a 2.75 GPA on a 4.0 scale in those courses specified in the applicant's plan for full standard licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (h)(2) shall no longer be eligible to hold a restricted teaching license.

(i) Restricted school specialist license.

(1) Each applicant for a restricted school specialist license with endorsement for ~~school-library media~~ specialist or school counselor shall submit to the state board the following:

(A) An application for a restricted school specialist license and the appropriate fee;

(B) an official transcript or transcripts verifying completion of a graduate degree in the content area of counseling or library media;

APPROVED

MAR 10 2021

APPROVED

MAR 11 2021

APPROVED

SEP 08 2022

(C) verification of at least three years of full-time professional counseling or librarian experience;

(D) verification of a minimum 3.25 cumulative grade point average on a 4.0 scale in graduate school specialist program coursework; and

(E) documentation that the following conditions are met:

(i) The local education agency has made reasonable attempts to locate and hire a licensed person for the restricted school specialist position that the applicant is to fill;

(ii) the local education agency will employ the applicant if the license is issued;

(iii) the local education agency has an agreement with an experienced school specialist in the same content area to serve as a mentor for the applicant;

(iv) the local educational agency will provide, within the first six weeks of employment, an orientation or induction program for the applicant;

(v) the local education agency has collaborated with a ~~Kansas~~ teacher education institution in Kansas regarding the program that the applicant will pursue to obtain ~~full~~ standard licensure; and

(vi) the local education agency will provide release time for the candidate to work with the mentor and to work on progress toward program completion; and

(F) a statement from the licensing officer of a ~~Kansas~~ teacher education institution in Kansas attesting to the following:

APPROVED

MAR 10 2021

DIVISION OF THE BUDGET

APPROVED

MAR 11 2021

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

(i) The applicant has on file a written plan that will qualify the applicant for ~~full~~ standard licensure in the school specialist content area for which the restricted school specialist license is sought;

(ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;

(iii) the program provided to the applicant will meet the teacher education institution's approved professional education standards;

(iv) the teacher education institution will provide the applicant with on-site support; and

(v) the teacher education institution has collaborated with the employing local education agency concerning the applicant's program.

(2) Each local education agency that employs a person holding a restricted school specialist license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted school specialist license. This progress report shall include the following:

(A) Verification that the applicant has attained passing scores on the content assessment ~~required by the state board~~ by the end of the first year;

(B) verification from the chief administrative officer of the employing local education agency attesting to the following:

(i) The applicant's contract will be renewed; and

APPROVED
MAR 10 2021

APPROVED
MAR 11 2021

APPROVED
SEP 08 2022

(ii) the local education agency will continue to assign ~~an experienced~~ a mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for ~~full~~ standard licensure;

(C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:

(i) The applicant has ~~made appropriate progress toward completion~~ completed 50 percent of the applicant's plan to qualify for ~~full~~ standard licensure; and

(ii) the teacher education institution will continue to support the applicant, on-site, as necessary; and

(D) an official transcript verifying that the applicant has attained at least a 3.25 GPA on a 4.0 scale in the courses specified in the applicant's plan for ~~full~~ standard licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (i)(2) shall no longer be eligible to hold a restricted school specialist license and shall return any previously issued restricted school specialist license to the state board.

(j) Transitional license.

(1) Each applicant for a transitional license shall submit to the state board the following:

(A) Verification of meeting the requirements for ~~an~~ any initial license or any professional license as provided in ~~K.A.R. 91-1-203~~ subsection (a) or (b) or in K.A.R. 91-1-204(c), except for recent credit or recent experience; or

APPROVED

MAR 10 2021

DIVISION OF THE BUDGET

APPROVED

MAR 11 2021

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

(B) verification of having previously held an any initial or any professional Kansas license or certificate issued by the state board that has been expired for six months or longer;

(C) an application for a transitional license; and

(D) the licensure fee.

(2) Any person who holds a transitional license issued under paragraph (j)(1)(A) may upgrade that transitional license to an initial license or a professional license by submitting to the state board the following:

(A) Verification of accredited experience during the term of the transitional license; or

(B) (i) Verification of having successfully completed eight hours of recent credit; or

(ii) verification of meeting the requirements in K.A.R. 91-1-205(b)(3)(C), if the person meets the requirements of K.A.R. 91-1-206 and ~~K.A.R. 91-1-215 through 91-1-219.~~

~~(3) Any person who holds a transitional license issued under paragraph (j)(1)(B) may upgrade that license to an initial or professional license by submitting to the state board verification of meeting the requirements in K.A.R. 91-1-205(a)(2) or (b).~~

(k) Provisional teaching endorsement license.

(1) Each applicant shall hold a currently valid initial teaching license or professional teaching license at any level and shall submit to the state board the following:

(A) Verification of completion of at least 50 percent of an approved teacher education program in the requested endorsement field;

APPROVED

JAN 07 2022

APPROVED

JAN 12 2022

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

DIVISION OF THE BUDGET

(B) a deficiency plan to complete the approved program requirements from the licensing officer of a teacher education institution;

(C) verification of employment and assignment to teach in the provisional endorsement area;

(D) an application for a provisional teaching endorsement ~~teaching~~ license; and

(E) the licensure fee.

(2) Each applicant for a provisional teaching endorsement license for high-incidence special education, low-incidence special education, deaf or hard-of-hearing, gifted special education, or visually impaired shall hold a currently valid initial teaching license or professional teaching license and shall submit to the state board the following:

(A) Verification of completion of coursework in the areas of methodology and the characteristics of exceptional children and special education, and completion of a practicum in the specific special education field;

(B) a deficiency plan to complete the ~~approved program~~ requirements for from the licensing officer of a teacher education institution;

(C) verification of employment and the assignment to teach in the provisional endorsement area;

(D) an application for a provisional teaching endorsement ~~teaching~~ license; and

(E) the licensure fee.

APPROVED

MAR 10 2021

DIVISION OF THE BUDGET

APPROVED

MAR 11 2021

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

(l) Provisional school specialist endorsement license. Each applicant ~~shall hold a currently valid professional license as described in K.A.R. 91-1-201 (a)(8) and shall~~ submit to the state board the following:

(1) Verification of completion of 50 percent of ~~an approved~~ a school specialist program;

(2) a deficiency plan for completion of the approved school specialist program from the licensing officer at a teacher education institution;

(3) verification of employment and assignment in the school specialty endorsement area for which licensure is sought;

(4) for a provisional library media or reading specialist endorsement license, verification of a currently valid professional teaching license;

(5) for a provisional school counselor endorsement license, the following:

(A) Verification from the employing local education agency that a person holding a professional school counselor specialist license will be assigned to supervise the applicant during the provisional licensure period; and

(B) (i) Verification of a currently valid initial teaching license or professional teaching license; or

(ii) verification from the licensure officer at the teacher education institution that the applicant has successfully completed additional field experiences consisting of at least one of the three-credit-hour courses or at least 35 of the 70 clock-hours specified in

APPROVED
MAR 10 2021

APPROVED
MAR 11 2021

APPROVED
SEP 08 2022

paragraph (a)(3)(F)(ii) and that the applicant will be supervised on-site by the teacher education institution during the first semester of the provisional license;

~~(5)~~ (6) an application for a provisional school specialist license; and

~~(6)~~ (7) the licensure fee.

(m) STEM license.

(1) Each applicant for a STEM license shall submit to the state board the following:

(A) An official transcript verifying the granting of an undergraduate or graduate degree in one of the following subjects: life science, physical science, earth and space science, mathematics, engineering, computer technology, finance, or accounting;

(B) verification of at least five years of full-time professional work experience in the subject;

(C) verification that a local education agency will employ the applicant and assign the applicant to teach only the subject specified on the STEM license if the STEM license is issued;

(D) verification that the hiring local education agency will provide professional learning opportunities determined as appropriate by the hiring local education agency;

(E) an application for the STEM license; and

(F) the licensure fee.

(2) Any ~~applicant~~ STEM licensee may apply for a STEM license valid for subsequent school years by submitting the following:

APPROVED

MAR 10 2021

DIVISION OF THE BUDGET

APPROVED

MAR 11 2021

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

(A) ~~The verification~~ verifications specified in paragraphs (m)(1)(C) and (D);

(B) an application for renewal; and

(C) the licensure fee.

(n) Limited-use teaching license. Each applicant for a limited-use teaching license shall submit to the state board the following:

(1) An official transcript verifying the granting of any bachelor's degrees and any graduate degrees;

(2) verification that an LEA will employ the applicant and assign the applicant to teach only the subject and grade level specified on the license if the license is issued;

(3) verification of the applicant's content knowledge in the subject of the applicant's assignment. Verification shall include one or more of the following:

(A) A degree in the subject;

(B) coursework equivalent to a major in the field;

(C) a passing score on the subject content assessment; or

(D) 4,000 hours of occupational experience in the subject;

(4) verification from the hiring LEA that the LEA will be responsible for developing the applicant through delivery of pedagogy coursework from an approved program in the subject;

(5) verification from the hiring LEA that the LEA has assigned a mentor to the applicant;

(6) an application for a limited-use teaching license; and

APPROVED
JAN 07 2022

APPROVED
JAN 12 2022

APPROVED
SEP 08 2022

(7) the licensure fee. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan. 2, 2004; amended Aug. 5, 2005; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014; amended P-_____.)

APPROVED
MAR 10 2021

DIVISION OF THE BUDGET

APPROVED
MAR 11 2021
DEPT. OF ADMINISTRATION

APPROVED
SEP 08 2022
ATTORNEY GENERAL

91-1-204. Licensure of out-of-state and foreign applicants. As used in this regulation, "accredited institution" shall mean any college or university outside of Kansas that has successfully completed an evaluation process through an educational association recognized for that purpose by the United States department of education.

(a) Despite any other licensure regulation, any person who meets the requirements of this regulation may be issued a license by the state board.

~~(b) Any applicant for an initial Kansas teaching or school specialist license who holds a valid teaching or school specialist license with one or more full endorsements issued by a state that has been approved by the state board for exchange licenses may be issued a two-year license, if the applicant's endorsements are based on completion of a state-approved program in that state.~~

~~(c)~~ (1) Any person who holds or has held a valid standard teaching, school leadership, or school specialist license issued by another state may apply for either an initial teaching license, an initial school specialist license, or an initial school leadership license or a professional teaching license, a professional school specialist license, or a professional school leadership license.

(2) To obtain an initial teaching license, each applicant specified in paragraph ~~(c)~~(1) ~~(b)~~(1) shall submit the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant

APPROVED
JAN 19 2022

APPROVED
JAN 20 2022

APPROVED
SEP 08 2022

is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;

(C) verification of successful completion of a pedagogical assessment prescribed by the state board or evidence of successful completion of a pedagogical assessment in the state in which the applicant holds or has held a standard license;

(D) verification of successful completion of ~~an endorsement~~ a content assessment ~~prescribed by the state board~~ or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds or has held a standard license;

(E) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(F) a copy of the applicant's out-of-state standard license;

(G) an application for a Kansas license; and

~~(G)~~ (H) the licensure fee.

(3) To obtain a professional teaching license, each applicant specified in paragraph ~~(e)(4)~~ (b)(1) shall submit the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be

APPROVED
JAN 07 2022

APPROVED
JAN 13 2022

APPROVED
SEP 08 2022

DIVISION OF THE BUDGET

DEPT. OF ADMINISTRATION

ATTORNEY GENERAL

required if the applicant submits verification of having secured a commitment for hire from a local education agency;

(C) a copy of the applicant's ~~currently valid~~ out-of-state standard teaching license;

(D) (i) Evidence of successful completion of pedagogical, content, and performance assessments prescribed by the state board or evidence of successful completion of the three assessments in the state in which the applicant holds or has held the standard license;

(ii) verification of at least three years of recent ~~accredited~~ experience under a standard license; or

(iii) verification of at least five years of accredited experience under a standard license;

(E) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(F) an application for a Kansas license; and

(G) the licensure fee.

(4) To obtain an initial school leadership license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

APPROVED

JAN 07 2022

DIVISION OF THE BUDGET

APPROVED

JAN 13 2022

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

(C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of ~~an~~ a state-approved building leadership program;

(D) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;

(E) verification of successful completion of a school leadership content assessment as determined by the state board or documentation of successful completion of an appropriate leadership content assessment in the state in which the applicant holds or has held a standard leadership license;

(F) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(G) a copy of the applicant's out-of-state standard leadership license;

(H) an application for initial school leadership license;

~~(H)~~ (I) the licensure fee; and

~~(H)~~ (J) verification of five years of experience in a state-accredited school while holding a standard teaching license or standard school specialist license and having achieved the professional-level license, a professional ~~clinical~~ occupational license, a leadership license, or a full career and technical education certificate.

(5) To obtain an initial school specialist license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

APPROVED

JAN 19 2022

DIVISION OF THE BUDGET

APPROVED

JAN 20 2022

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;

(C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;

(D) (i) If application is made for a library media specialist endorsement, ~~school counselor endorsement~~, or reading specialist endorsement, a currently valid professional teaching license; or

(ii) if application is made for a school counselor endorsement, a standard teaching license;

(E) verification of successful completion of a school specialist content assessment as determined by the state board;

(F) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(G) a copy of the applicant's out-of-state standard school specialist license;

(H) an application for an initial school specialist license; and

~~(H)~~ (I) the licensure fee.

(6) To obtain a professional school leadership license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

APPROVED

JAN 07 2022

DIVISION OF THE BUDGET

APPROVED

JAN 13 2022

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

(C) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;

(D) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(E) verification of five years of experience in a state-accredited school while holding a standard teaching license or standard school specialist license and having achieved the professional-level license, a professional ~~clinical~~ occupational license, a leadership license, or a full career and technical education certificate;

(F)(i) Evidence of successful completion of the school leadership content assessment and completion in a state-accredited school of the school leadership performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds or has held a standard school leadership license;

(ii) verification of at least three years of recent ~~accredited~~ experience in a school leadership position while holding a standard school leadership license; or

(iii) verification of at least five years of accredited school leadership experience under a standard school leadership license;

(G) a copy of the applicant's out-of-state standard school leadership license;

(H) an application for the professional school leadership license; and

~~(H)~~ (I) the licensure fee.

APPROVED
JAN 07 2022

DIVISION OF THE BUDGET

APPROVED
JAN 13 2022

DEPT. OF ADMINISTRATION

APPROVED
SEP 08 2022

ATTORNEY GENERAL

(7) To obtain a professional school specialist license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level specialist program;

(C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;

(D) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(E) (i) If application is made for a library media specialist endorsement, ~~school counselor endorsement~~, or reading specialist endorsement, a currently valid professional teaching license; or

(ii) if application is made for a school counselor endorsement, a standard teaching license;

(F)(i) Evidence of successful completion of the school specialist content assessment and completion in a state-accredited school of the school specialist performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds or has held a standard school specialist license;

(ii) verification of at least three years of recent ~~accredited~~ experience in a school specialist position while holding a valid standard school specialist license; or

APPROVED
JAN 07 2022

APPROVED
JAN 13 2022

APPROVED
SEP 08 2022

(iii) verification of at least five years of accredited school specialist experience under a standard school specialist license;

(G) a copy of the applicant's out-of-state standard school specialist license;

(H) an application for the professional school specialist license; and

~~(H)~~ (I) the licensure fee.

(8) Any person who holds a valid initial or professional school specialist license as a school counselor in another state where the counselor license is issued without a classroom teaching requirement may apply for an initial or professional school specialist license with endorsement for school counselor.

(A) To obtain an initial school specialist license with endorsement for school counselor, each applicant specified in paragraph ~~(e)(8)~~ (b)(8) shall submit to the state board the following:

(i) An official transcript verifying the granting of a graduate degree;

(ii) verification from an accredited institution by the unit head or designee of completion of a graduate-level school counselor program;

(iii) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate school specialist program coursework;

(iv) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit; ~~and~~

(v) evidence of successful completion of the school counselor content assessment prescribed by the state board or evidence of successful completion of a school

APPROVED

JAN 07 2022

APPROVED

JAN 13 2022

APPROVED

SEP 08 2022

counselor ~~content~~ assessment in the state in which the applicant holds or has held a standard school specialist license;

(vi) a copy of the applicant's out-of-state standard school specialist license;

(vii) an application for the school specialist license; and

(viii) the licensure fee.

~~(B) Each applicant who is issued an initial school specialist license with endorsement for school counselor as specified in paragraph (c)(8)(A) shall upgrade to the professional school specialist license by submitting to the state board verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency.~~

~~(C) To obtain a professional school specialist license with endorsement for school counselor, each applicant specified in paragraph (c)(8) (b)(8) shall submit to the state board verification of all documentation specified in paragraph (c)(8)(A) (b)(8)(A) and one of the following:~~

~~(i) Verification of at least three years of recent accredited experience as a school counselor while holding a valid, standard school counselor license;~~

APPROVED

JAN 07 2022

APPROVED

JAN 13 2022

APPROVED

SEP 08 2022

~~(ii) verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds a standard school counselor license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency; or~~

(iii) (ii) verification of at least five years of accredited school counselor experience under a standard school counselor license.

~~(d)(1)~~ (c)(1) Any person who holds a valid professional teaching license in another state and has earned national board certification issued by the national board for professional teaching standards may apply for an accomplished teaching license, which shall be valid for as long as the national board certificate is valid.

(2) To obtain an accomplished teaching license, each applicant specified in paragraph ~~(d)(1)~~ (c)(1) shall submit the following:

- (A) Evidence of current national board certification;
- (B) verification of a valid professional teaching license issued by another state;
- (C) an application for an accomplished teaching license; and
- (D) the licensure fee.

~~(e)(1)(A)~~ (d)(1)(A) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program may apply for an interim alternative license.

APPROVED
JAN 07 2022

APPROVED
JAN 13 2022

APPROVED
SEP 08 2022

ATTORNEY GENERAL

(B) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program and who has five or more years of accredited experience earned under a standard license, three years of which are continuous in the same local education agency, may apply for a professional teaching license by meeting the requirements of paragraph ~~(e)(3)~~ (b)(3).

(2) To obtain an interim alternative license, each applicant specified in paragraph ~~(e)(1)(A)~~ (d)(1)(A) shall submit to the state board the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) a copy of the applicant's currently valid out-of-state license;

(C) verification of completion of the alternative teacher-education program;

(D) verification of at least one year of recent ~~accredited~~ experience or at least eight semester hours of recent credit;

(E) an application for an interim alternative license; and

(F) the licensure fee.

(3) Each person who holds an interim alternative license shall submit to the commissioner of education, within ~~the first six months of validity~~ the term of the interim alternative license, a request for review of the application by the licensure review committee.

(A) Upgrading the interim alternative license to the standard initial license shall require verification of the following:

APPROVED

APPROVED

APPROVED

JAN 13 2022

SEP 08 2022

JAN 07 2022

DEPT. OF ADMINISTRATION

ATTORNEY GENERAL

(i) Successful completion of all requirements set by the licensure review committee and approved by the state board; and

(ii) successful completion of a pedagogical assessment ~~prescribed by the state board~~ and successful completion of an endorsement a content assessment prescribed by the state board.

(B) Upgrading the interim alternative license to the professional level license shall require verification of the following:

(i) A recommendation from the licensure review committee and approval by the state board with no additional requirements specified; and

(ii) verification that the person meets the requirements of ~~K.A.R. 91-1-204(e)(3)(D)~~ paragraph (b)(3)(D).

(f) ~~(e)~~ Any person who has completed an education program from a foreign institution outside of the United States may receive an initial license if, in addition to meeting the requirements for the initial license as stated in K.A.R. 91-1-203, that person submits the following:

(1) An official credential evaluation by a credential evaluator approved by the state board; and

(2) if the person's primary language is not English, verification of passing scores on an English proficiency examination prescribed by the state board. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended

APPROVED

JAN 07 2022

DIVISION OF THE BUDGET

APPROVED

JAN 13 2022

DEPT. OF ADMINISTRATION

APPROVED

SEP 08 2022

ATTORNEY GENERAL

Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014;
amended Oct. 24, 2014; amended P-_____.)

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JAN 07 2022

DIVISION OF THE BUDGET

APPROVED
JAN 13 2022
DEPT. OF ADMINISTRATION

APPROVED
SEP 08 2022
ATTORNEY GENERAL

91-1-209. Additional endorsements. (a) Any person who holds a any currently valid teaching, school ~~service~~ specialist, or school leadership license may add additional endorsements to that license by submitting to the state board the following:

(1) Verification from an accredited institution by a unit head or designee of completion of an approved content area program;

(2) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;

(3) an application for an added endorsement; and

(4) the application fee.

~~(b)(1) Any person who holds a currently valid teaching license with a science endorsement at the early adolescence through late adolescence and adulthood level may add an additional science endorsement for that level by submitting to the state board the following:~~

~~(A) Verification of successful completion of the appropriate science endorsement content assessment prescribed by the state board;~~

~~(B) an application for an added endorsement; and~~

~~(C) the application fee.~~

~~(2) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(c)(1) Any person who holds a currently valid teaching license at any level may add a content area endorsement for the late childhood through early adolescence level by submitting to the state board the following:~~

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~~(A) Verification from an accredited institution by a unit head or designee of completion of 15 semester credit hours in the content area for which endorsement is sought;~~

~~(B) verification of one of the following:~~

~~(i) A pedagogy course for the late childhood through early adolescence level;~~

~~or~~

~~(ii) recent accredited experience of one year or more in one of the grades 5 through 8;~~

~~(C) verification of successful completion of the appropriate content assessment prescribed by the state board;~~

~~(D) an application for an added endorsement; and~~

~~(E) the application fee.~~

~~(2) Teaching endorsements for adaptive, functional, gifted, deaf or hard of hearing, and visually impaired shall not be available under this subsection.~~

~~(3) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(d)(1) Any person who holds a currently valid teaching license with a content area endorsement at the early adolescence through late adolescence and adulthood level may add an additional content area endorsement for that level by submitting to the state board the following:~~

~~(A) Verification from an accredited institution by a unit head or designee of completion of 50 percent or more of an approved content area program, including the content methods course;~~

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JAN 22 2021

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~~(B) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;~~

~~(C) an application for an added endorsement; and~~

~~(D) the application fee.~~

~~(2) Any person who holds a currently valid teaching license with a content area endorsement at the late childhood through early adolescence level may add the same content area endorsement at the early adolescence through late adolescence and adulthood level by submitting to the state board verification of meeting the requirements specified in paragraph (d)(1).~~

~~(3) Teaching endorsements for adaptive, functional, gifted, deaf or hard of hearing, and visually impaired shall not be available under this subsection.~~

~~(4) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(e) (1) Any person who holds a valid out of state teaching license with an additional endorsement that was earned by completion of coursework specified by the other state may add that endorsement to the person's Kansas license by submitting to the state board the following:~~

~~(A) A copy of the out of state license showing the endorsement;~~

~~(B) verification that the person completed the specified coursework;~~

~~(C) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds a license;~~

~~(D) an application for an added endorsement; and~~

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~~(E) the licensure fee.~~

~~(2) This subsection shall remain in force and effect only through June 30, 2012.~~

~~(f)(1) Except as prescribed specified in paragraph ~~(f)(2)~~ (b)(2), any person who holds a valid teaching license may add an additional teaching ~~endorsement~~ endorsements by submitting to the state board the following, for each endorsement:~~

(A) Verification of successful completion of the endorsement content assessment prescribed by the state board;

(B) an application for an the added endorsement; and

(C) the application fee.

(2) Teaching endorsements for early childhood, early childhood unified, early childhood through late childhood ~~generalist~~, adaptive high-incidence special education, ~~functional~~ low-incidence special education, elementary education unified, secondary education unified, gifted, deaf or hard-of-hearing, or visually impaired shall not be available under paragraph ~~(f)(1)~~ (b)(1).

(3) Each applicant adding a subject endorsement for technology and engineering education, family and consumer science, agriculture, or English for speakers of other languages shall verify completion of content-specific professional learning and assessment of the learning in addition to the requirements of paragraph (b)(1). The assessment shall be designed and administered by any teacher education institution providing a state board-approved program in the subject endorsement and shall address the essential knowledge and skills prescribed in the program standards, including student

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safety where applicable. The professional learning and assessment shall be reviewed during each teacher education institution's program review process as required in K.A.R. 91-1-235 and K.A.R. 91-1-236.

(4) An endorsement for driver education may be added to a currently valid standard teaching license by submitting to the state board the following:

(A) An official transcript verifying completion of six semester hours of credit in driver education and three semester hours of credit in general safety from an approved program;

(B) an application for the driver education endorsement; and

(C) the application fee. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended July 27, 2012; amended P-_____.)

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JAN 24 2022

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JAN 26 2022

DEPT. OF ADMINISTRATION

APPROVED
SEP 20 2022

ATTORNEY GENERAL

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:
Jay Scott

Director:

Commissioner:
Randy Watson

Meeting Date: 12/13/2022

Item Title:

Act on Accreditation Review Council's November Recommendations for KESA

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status of accredited to USD 377 Atchison County.

Explanation of Situation Requiring Action:

In accordance with the Kansas Educational Systems Accreditation (KESA) process, systems reviewed by the Accreditation Review Council (ARC) for an accreditation status recommendation, are forwarded to the State Board of Education one month prior to the board acting. Last month, one (1) system was forwarded to the State Board of Education for their review of an accredited status recommendation.

The following system is once again being presented for action on an accreditation status:

USD 377 Atchison County

Last school year (2021-2022) there are 95 public and private systems scheduled for review by the ARC to provide an accreditation status recommendation. Staff will be available for any questions.

Agenda Number: 13

Meeting Date: 12/13/2022



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Receive Accreditation Review Council's Recommendations for KESA

From: Jay Scott

This school year, 2022-2023, one hundred and seventy-nine (179) systems (157 public, 1 state, and 21 private) are scheduled for accreditation. Of these 179 systems, 174 entered the KESA process as year one and did pause. Five systems are going through their second cycle of accreditation and did not pause; these five systems are also utilizing Cognia.

Beginning this month and through the month of July, it is expected that the State Board will receive the Accreditation Review Council's (ARC) accreditation recommendation for all 179 systems. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to taking action on the accreditation recommendation.

In November, the ARC met and took its action on the accreditation recommendation for three (3) public systems. These three systems are:

USD 308 Hutchinson

USD 343 Perry

USD 463 Udall



Hutchinson Public Schools USD 308

1520 North Plum, Hutchinson, KS 67501
(620) 615-4000
www.usd308.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Michael Folks**

Demographics

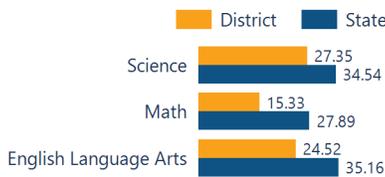


4,180 Students

African American 3.85%
Hispanic 21.91%
Other 8.73%
White 65.50%

Academically Prepared for Postsecondary Success

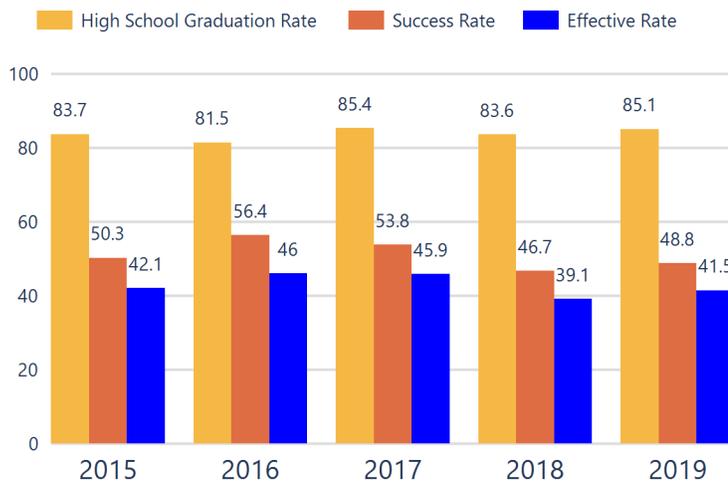
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				★
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
83.9%

Five-Year Success Avg
51.1%

Five-Year Effective Avg
42.9%

95% Confidence Interval for the Predicted Effectiveness Rate
38.2 - 41.6%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - Student enrolled in Postsecondary in both the first and second year following High School graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

84.3% State: **88.1** District ESSA Expenditures Per Pupil

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

93.6% State: **93.8** Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

22.0% State: **17.5** [Click here for State Financial Accountability.](#)

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

3.0% State: **1.7**

Hutchinson Public Schools USD 308

K.S.A. 72-5178 Accountability Report 2020-2021



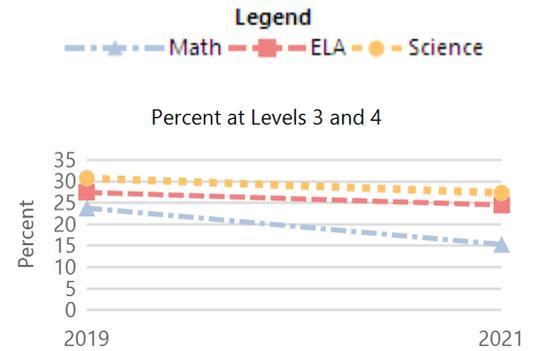
District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

Academically Prepared for Postsecondary Success

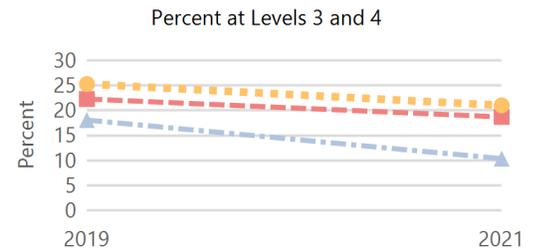
ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.64	39.20	41.64	N/A	N/A	N/A	45.95	40.59	45.06
Level 2	39.54	33.33	27.58	N/A	N/A	N/A	38.70	34.87	27.57
Level 3	17.74	23.27	22.57	N/A	N/A	N/A	11.83	20.62	20.38
Level 4	6.06	4.18	8.20	N/A	N/A	N/A	3.50	3.90	6.97



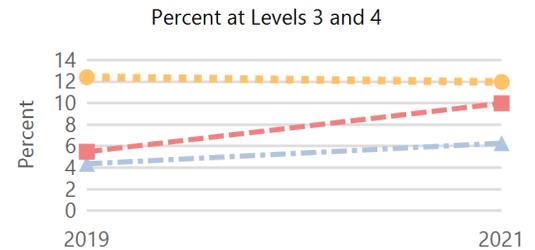
FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.69	45.57	45.78	N/A	N/A	N/A	52.98	46.53	51.42
Level 2	40.20	32.11	28.91	N/A	N/A	N/A	36.61	34.73	27.53
Level 3	14.23	19.67	19.44	N/A	N/A	N/A	7.87	16.88	16.13
Level 4	3.86	2.63	5.85	N/A	N/A	N/A	2.52	1.84	4.90



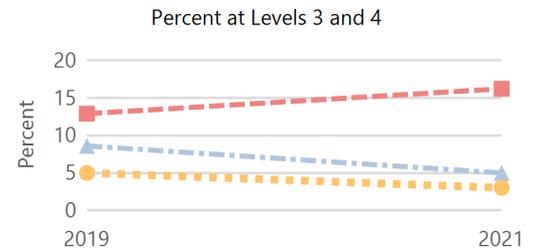
STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	71.42	77.29	75.14	N/A	N/A	N/A	70.27	68.37	71.87
Level 2	24.19	17.20	12.42	N/A	N/A	N/A	23.42	21.62	16.14
Level 3	3.22	4.81	11.29	N/A	N/A	N/A	5.11	8.83	9.89
Level 4	1.15	0.68	1.12	N/A	N/A	N/A	1.18	1.16	2.08



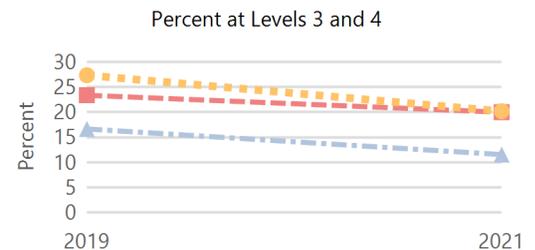
AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.13	62.36	70.00	N/A	N/A	N/A	61.25	67.56	66.66
Level 2	32.25	24.73	25.00	N/A	N/A	N/A	33.75	16.21	30.30
Level 3	8.60	11.82	5.00	N/A	N/A	N/A	5.00	16.21	0.00
Level 4	0.00	1.07	0.00	N/A	N/A	N/A	0.00	0.00	3.03



HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.47	43.08	44.81	N/A	N/A	N/A	50.00	42.85	53.53
Level 2	40.85	33.53	27.83	N/A	N/A	N/A	38.42	37.14	26.26
Level 3	13.21	21.34	19.81	N/A	N/A	N/A	9.95	16.90	15.65
Level 4	3.45	2.03	7.54	N/A	N/A	N/A	1.62	3.09	4.54



N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

District	19.1
State	19.8



Accreditation Summary

Date: 11/20/2022

System: D0308 Hutchinson Public Schools (0000)

City: Hutchinson

Superintendent: Dawn Johnson

OVT Chair: Kathy Robertson

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

According to KSDE, this system is in compliance.

2. Foundational areas are **assuredly** addressed.

ARC Comment

All foundational structures demonstrate evidence that the school district has focused on each area to support students, curricular alignments, and community involvement.

Tiered Framework of Support - Over the past five years, Hutchinson Public Schools have put into place foundational structures and programs that are essential for PreK-12 students to be successful. Certified staff have and continue to use data to determine PreK-12 students' needs and respective tiers of support. Staff has tiered interventions for math and reading while considering student needs based on academic and behavior data.

Family, Business, and Community Partnerships - USD 308 has instilled family values along with business and community partnerships. Over the past five years, these partnerships have grown exponentially. This includes increased participation in parent-teacher conferences, as well as business partnerships that include high school students' job shadowing. This brings the school into the community and the community into the school.

Diversity, Equity, and Access - Hutchinson public schools serve approximately 4,400 students K-12. A five-year head count, however, shows a decrease in enrollment. USD 308 percent of students living in poverty, along with public assistance programs, is above Reno County and the State of Kansas average. A variety of services for student and family support is utilized to sustain both the academic and social/emotional well-being of students.

Communication and Basic Skills - Hutchinson public schools, over the five-year cycle, has increased stakeholder involvement and communication with the community. A district-wide strategic plan has been implemented to engage all stakeholders. There has been a commitment to transparency and ongoing communication with the Hutchinson community.

Civic and Social Engagement - USD 308 involves civic and social learning that is integrated at each level in the school system. Some projects include service projects and civic programs including Veterans Day, Kansas Day, and a wax museum. Other activities include successful careers in the local community.

Physical and Mental Health - The school district has a well-established wellness committee that focuses on the health and well-being of staff and students. Hutchinson public schools continue to address the social/emotional needs of staff and students by embedding social/emotional standards across the

curriculum. KSDE has recognized the social/emotional program in its Star Recognition.

Arts and Cultural Appreciation - Hutchinson public schools embed arts and cultural appreciation throughout their curriculum. The music program demonstrates a cultural appreciation by including the learning and singing of songs in other languages, researching displays of multiple cultures, and exploring the culture of the local community.

Postsecondary and Career Preparation - Hutchinson school district offers opportunities and support in future planning for postsecondary careers. Their IPS includes the platform of Xello, focusing on interest inventories and careers. In the past five years, elementary IPS teams aligned curriculum and activities to create a K-12 scope and sequence as part of the district KESA goals.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

- Goal 1 - Career Tech Plan

By May of 2023, USD 308 will develop and implement a plan in which educators collaborate to provide resources and support for all stakeholders in order to set learning goals, provide instruction, and infuse 21st Century technical skills across the grade levels and curriculum.

Hutchinson Public School's growth measures include Professional Learning Communities, with the addition of Special Education staff, now attending meetings to review data and progress monitoring goals, district-wide professional development, increased academic achievement, graduation rate, and postsecondary success. Staff is monitoring student progress within the grade levels on an annual basis through the Fast Bridge screening and progress monitoring growth as well as common grade-level assessments.

The local student achievement data showed some growth at all levels. Goal 1 is loosely defined and is based solely on local data and not state data. The accountability report data for state assessments are below the state average. While local measures of academics might be increasing, state assessment data is an area in need of attention.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

- Goal 2 - Career Exploration

By May of 2023, USD 308 will create and monitor a system in which teachers identify instructional modifications to allow for student-identified interests and data-identified needs in order to move towards developing a customizable individualized plan of study.

USD 308 has developed a district-wide IPS team that will create and monitor a system in which teachers identify instruction modification to allow for students' interests and data-identified needs, in order to move towards developing a customizable individualized plan of study. Professional Development is provided for staff that supports instruction per KESA goals. We are reviewing and monitoring student data to support continuous improvement through the use of IPS.

In terms of student engagement, the district has shown growth in the following ways: increased participation of students on the Xello platform, the introduction of career clusters to middle school students, and the development of K-12 curriculum for career exploration. The system is above its predicted post-secondary effectiveness. This may be due to the work that was done to address individual plans of study.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or

updated.

ARC Comment

The school district has focused and supported the infrastructure needed to implement goals and outcomes to sustain the district's needs.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

The evidence does demonstrate that the school district has developed goals to meet the expectations of the State Board outcomes. Some of the outcomes show positive success, while others have not yet materialized, but indicate some movement in the right direction. USD 308 has supported the process of school improvement, especially in the area of supporting the vision of education provided by KSDE.

Board Outcomes

Social-Emotional Growth

At the start of the cycle, there was a need for more structure and a shared approach to collecting and utilizing emotional data to meet the challenges of social/emotional needs of students. An alignment of the curriculum was established to embed a social/emotional program. Triangulation of data was utilized to identify students' needs. There was an expansion of student support including counselors, social workers, and home school liaisons. During this KESA cycle, USD 308 was awarded the Copper Star from KSDE.

Kindergarten Readiness

Using data collection from ASQ, Fast Bridge, Early Read Map, a curriculum was established that includes preschool and kindergarten. The district has expanded their preschool and daycare programs in providing transitional alignment between preschool and kindergarten.

Individual Plans of Study

The Individual Plan of Study was a major focus in developing a Plan of Study for student engagement (see Goal 2). By the end of the KESA cycle, one hundred percent of students in Grades K-12 have explored career pathways.

High School Graduation Rate

High school graduation rate has been flat, however, throughout this KESA cycle, the district has made significant advancements to support increased graduation rates. This includes assisting students in preparing for career pathways and having students explore college programs at the middle school level. The system should focus on the declining assessment results which are also below state level.

Postsecondary Success

While the post-secondary rate has had some successes, it is still below the state average. The district has had conversations with parents and students in clearly understanding the importance of post-secondary success and it is a high priority of the district.

7. System stakeholders relevant to each part of the KESA process were **generally** involved during the accreditation cycle.

ARC Comment

USD 308 involved the community in developing a needs assessment. Greenbush conducted a

- curriculum and assessment audit in helping the district leadership team develop goals.
8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The school district leadership team involved all stakeholders in the KESA process.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

According to the visiting team, the team noted a high fidelity of implementation of the KESA process. This included following a needs assessment, determining district goals, providing a strategic plan, and monitoring progress. USD 308 has worked with great effort in developing an effective improvement plan. The challenge is to continue to have clear expectations in the school district in the next cycle.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The KESA process was followed with fidelity. Goals that were established provided strategies to focus on the practices of student learning including preparing for post-secondary education.

Strengths

The community of Hutchinson has a variety of resources available to enhance opportunities of student learning. The school district did a good job in identifying those resources to enhance the education of PreK-12 students.

Challenges

Continue to communicate plans to various stakeholder groups. Monitor ideas to sustain student enrollment. There is a good foundation in the development of programs to foster growth in graduation rates and post-graduation success. Continue to improve and enhance the IPS K-12 alignment. In the next cycle, look to establish goals to improve student growth especially in state assessments and graduation rates. Set target goals in the next cycle for improvement in these areas.



Perry Public Schools USD 343

205 W Bridge St, Perry, KS 66073
(785) 597-5138
<http://www.usd343.net>

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **J.B. Elliott**

Demographics

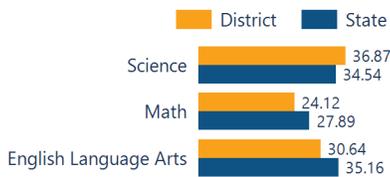


747 Students

- African American 1.07%
- Hispanic 4.55%
- Other 6.69%
- White 87.68%

Academically Prepared for Postsecondary Success

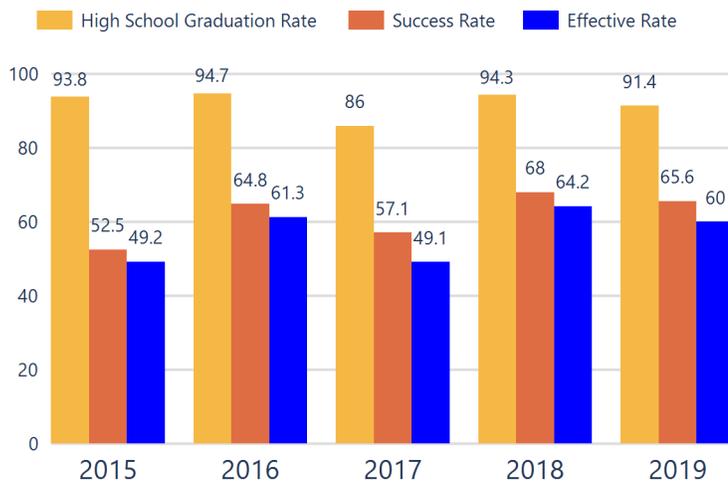
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				★
Kindergarten Readiness			★	
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success			★	

District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
92.2%

Five-Year Success Avg
61.7%

Five-Year Effective Avg
56.9%

95% Confidence Interval for the Predicted Effectiveness Rate
58.3 - 61.1%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - Student enrolled in Postsecondary in both the first and second year following High School graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

93.8% State: **District ESSA Expenditures Per Pupil** 88.1

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

95.3% State: 93.8 Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

12.5% State: 17.5 **Click here for State Financial Accountability.**

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

1.3% State: 1.7



District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.46	32.83	34.94	N/A	N/A	N/A	33.24	34.13	34.37
Level 2	40.88	37.77	31.18	N/A	N/A	N/A	42.62	35.21	28.75
Level 3	18.47	21.97	24.19	N/A	N/A	N/A	17.96	23.92	27.50
Level 4	5.17	7.40	9.67	N/A	N/A	N/A	6.16	6.72	9.37

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	46.20	44.44	49.20	N/A	N/A	N/A	39.58	43.15	38.63
Level 2	37.24	34.72	25.39	N/A	N/A	N/A	38.54	36.84	31.81
Level 3	13.10	14.58	22.22	N/A	N/A	N/A	16.66	14.73	25.00
Level 4	3.44	6.25	3.17	N/A	N/A	N/A	5.20	5.26	4.54

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.77	63.95	59.09	N/A	N/A	N/A	61.42	75.36	73.07
Level 2	32.18	25.58	18.18	N/A	N/A	N/A	25.71	14.49	19.23
Level 3	4.59	6.97	22.72	N/A	N/A	N/A	10.00	7.24	7.69
Level 4	3.44	3.48	0.00	N/A	N/A	N/A	2.85	2.89	0.00

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.08	26.08	45.45	N/A	N/A	N/A	33.33	35.29	N/A
Level 2	56.52	43.47	27.27	N/A	N/A	N/A	50.00	52.94	N/A
Level 3	17.39	30.43	27.27	N/A	N/A	N/A	16.66	11.76	N/A
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	0.00	0.00	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

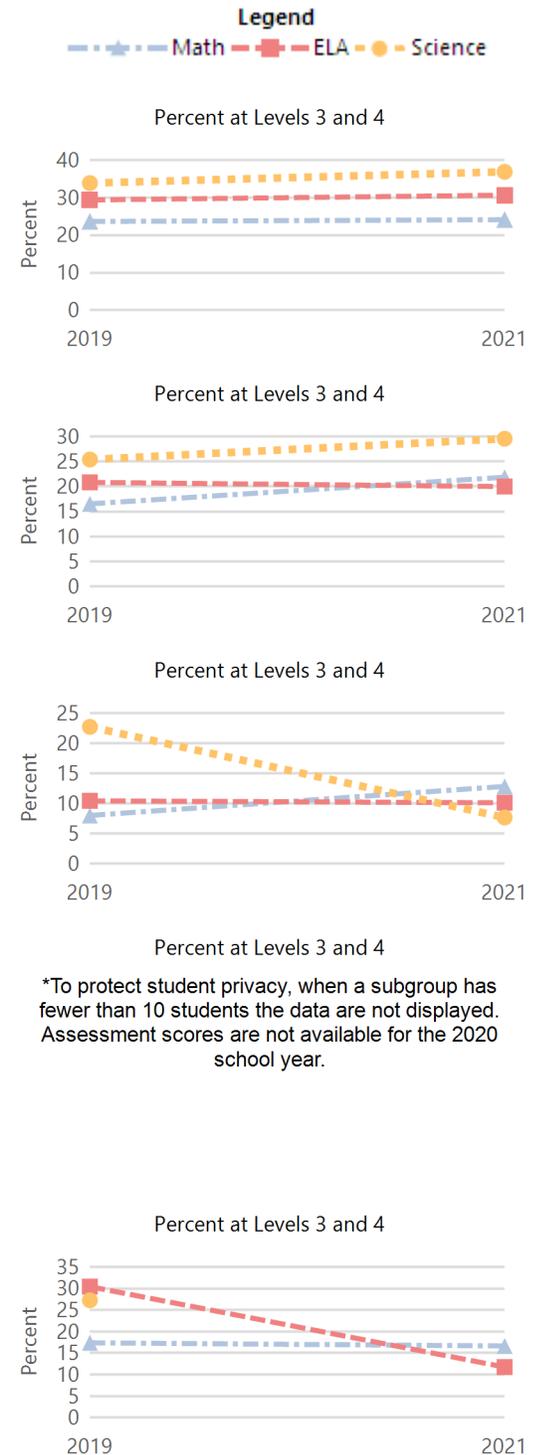
ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

District	19.6
State	19.8

Accreditation Summary

Date: 11/15/2022

System: D0343 Perry Public Schools (0000)

City: Perry

Superintendent: J.B. Elliott

OVT Chair: Steve Pegram

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the system's work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

Tiered Framework of Support: The system and OVT reports indicated that all buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. The system attempted to implement MTSS on their own, but experienced unsatisfactory results. Upon evaluation of data/analyze results, they determined they need to seek TASN MTSS guidance. The system is working on creating a secondary tiered system that addresses several challenges they face moving forward with full implementation. Additional work for the system includes evaluation of researched-based intervention resources and streamlining of their assessment footprint.

Family, Business, and Community Partnerships: The System and OVT provided evidence of a wide practice of engaging all stakeholders occurring on a regular basis and is embedded in the overall culture. Examples of the system engaging all stakeholders include the implementation of multiple student surveys annually including KCTC, a locally developed bullying survey, a perception survey, and a Redesign survey. Additionally, seminar times and student council organizations provide student's voice. The system has a CTE advisory committee, local industry/business provides field trips, and internships which are all strategies utilized to engage the local corporate world. The city and the system work together to share equipment and time. Hamm and Evergy have also donated time and energy to assist the system. Schools and student clubs participate in fundraising for community events. The system is looking forward to the Redesign of the high school which has set a goal that will address some community partnership opportunities for students.

Diversity, Equity, and Access Support: Evidence provided by the OVT and system indicate that some student group needs are represented in the improvement process. System and schools' cultures are reflected in the vision and improvement process. The system seeks to provide equal access to all students to all programs/clubs/teams. SPED and Title program works to include push-in services as often as possible. A mental health team comprised of school psychologists, social workers, and school counselors was created to educate all staff on ACE (Adverse Childhood Experiences), as well as focus attention and expert conversation of the team on those students with the highest social-emotional needs. Fees, including athletic participation fees, are waived for low-income students. Instruments for

band are provided to students who cannot afford them.

Communication and Basic Skills determination: The OVT and system provided evidence that curricula that support the structures in communication and basic skills are somewhat evident. The system offers multiple elective courses at the secondary level that seek to enhance basic skills and communication. Some courses are offered as dual credit through a local college. Musicals, band and choir programs, and art programs allow students to express and communicate through more than text. To provide communication support for ESOL students, the system has added 4 endorsed staff members.

Civic and Social Engagement: The OVT and system reports provided evidence of curricula that support the structures in civic and social engagement are somewhat evident. The system provides students with a variety of opportunities to participate in civic and social engagements. Elementary, middle, and high school students participate in this hour-long assembly that seeks to honor current military members and veterans. Students at all levels participate in annual fundraisers or benefits for families in need. Volunteer work is required for National Honor Society members and is highly encouraged by others. The PLHS Singers annually perform a Christmas concert at the Lane University Museum in Lecompton and randomly show up at community businesses to sing a song of Holiday cheer. The high school offers a debate team and all schools participate in annual Constitution Day activities. During presidential elections, student volunteers assist at voting locations and have an actual student vote for the Presidential election.

Physical and Mental Health: The OVT and system reports provided evidence of Curricula that support the structures in Physical and Mental Health are somewhat evident. Physical Education is offered to students K-12. PE is offered every day in grades K-4, every other day in 5-8, and required for one year at the HS level. Additional elective courses are offered at the MS and HS, including weight lifting and conditions, and lifetime sports. The system has partnered with a local health provider to provide two therapists. One therapist focuses on K-6 and the other focuses on 7- 12. These services supplement and support the three system-wide guidance counselors assigned to elementary, middle school, and high school. Together, both therapists, the three counselors, and several psychologists have organized a Mental Health Team that meets to discuss concerns and strategies to meet the needs of all students. The system has also added the Second Steps Curriculum to K-8 and Character Ed to grades 9-12.

Arts and Cultural Appreciation: The OVT and system reports provided evidence of Curricula that support the structures in Arts and Cultural Appreciation are somewhat evident. The system offers band and choir opportunities to the students. Band instruments are purchased to rent to students who cannot afford them. Annual student musicals are offered on three consecutive days with a highly popular dinner theater night. The art program is offered from grades 5-12 and students participate in the annual Big 7 League art festival, consistently earning awards and recognition.

Postsecondary and Career Preparation: The OVT and system reports provided evidence of Curricula that support the structures in Postsecondary and Career Preparation are somewhat evident. The IPS document is created in 8th grade but includes introductory activities beginning in 6th grade. The fall and spring Parent-Teacher Conferences are geared towards the IPS, where students, parents, and staff members visit about student interests, strengths, and even the potential cost of postsecondary path options. Student-Led conferences were implemented in the spring of 2022, resulting in positive feedback from parents. Students in grades 7th and 8th presented digital information, while grades 5th and 6th facilitated the meeting. The system continues to build Dual Credit offerings. Students are encouraged to visit area tech schools including Washburn Tech, go on college campus visits, and military recruiters are welcomed on campus monthly. The High school counselor and principal are working on potential visits to area colleges to meet with former students during lunch and discuss successes and challenges. The intent is to help them determine what they can do better. Their post-secondary 5-year Success Average was 61.0 in 2020. The 5-year Effective Average was 55.7 in 2020.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were

identified, implemented and produced reasonable results.

ARC Comment

Goal 1 - Based on the Relevance rubric review, USD 343 will adopt new resources for all core subject areas and identified certified staff-driven professional development activities to impact student growth on academic assessments (ACT and KAP) resulting in observable growth at or above national/state averages by year 5 of the first KESA cycle (2022-2023).

According to the OVT and systems report, all core subjects have new curricular resources in place for the 2021-2022 school year. Grade-level averages are at or just below the state Median and consistently at or above the state ACT average. They now have digital platforms available for all curricular resources.

New resources were considered beneficial but the system recognizes the need to take the next step and ensure alignment and rigorous instruction are occurring. The next step is to review the alignment of instructional units to the resource and confirm that all are aligned to state standards.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Goal 2 - USD 343 will collaborate and engage community stakeholders as we seek to build an authentic partnership between students, staff, parents, and community patrons. Annual parent perceptual surveys will include 80% of parents responding with agree or strongly agree to questions dealing with communication and relationships.

The system used surveys to demonstrate significant growth in relational and communication satisfaction with the system. The system consistently earned approval from over 80% of parents on the Annual parent perceptual surveys. A certified staff professional development survey was created to drive in-service activities and their school improvement services plan of action. The PD survey was modified to gather more specific information from staff that could not only drive the content of professional development but also drive the type of professional development. A stakeholder perceptual survey is administered annually. Sample survey questions and percentage responses demonstrating positive growth include were provided.

Goal #3

By the end of KESA Cycle 1, USD 343 will implement strategies to improve the effectiveness of our IPS, with a goal of 1% annual growth on the graduation rate towards the state goal of 95%. These strategies will also influence annual positive growth on our postsecondary effective rate resulting in a Predictive Effective Rate within the 95% Confidence Interval.

The systems reported Graduation Rate Trend Data indicated that in 2019 the Five-Year Average for Graduation Rate was 92.2%. The reported Five-Year Average for Graduation Rate for 2020 was 91.2%. The Five-Year Effective Average for 2019 was 56.9% with the Confidence Interval for the Predicted Effectiveness Rate of between 58.3 - 61.1%. The Five-Year Effective Average for 2020 was 55.7% with the Confidence Interval for the Predicted Effectiveness Rate of between 56.7 - 59.5%. The OVT and System reported that based on the postsecondary interests of the community and students a Vocational Agriculture program and FFA was developed. Also reported by the OVT and System, students and parents have a better understanding of postsecondary options, including cost and path to the success.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

According to the OVT and systems report, the system effectively works with its local board to ensure all needed procedures and policies to support improvement efforts are instituted. The system continues to demonstrate their dedication to following the KESA Phases of Continuous Improvement. An example of this includes contacting TASN for support, as they seek to improve the MTSS process. Building and District Leadership Teams are in place and meet regularly. Information is shared back and forth as the district seeks growth in all areas. The Building and District Site Councils are well represented from all grade levels. They meet regularly and attendance/participation from parents has improved significantly as compared to pre-KESA.

The system has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. Examples of support from the local school board include adding a secondary math teacher in 2022-2023 to offer more tiered support and reduce class sizes, approval of a quarter of a million dollars in new curriculum resources and the continuation of funding and maintaining the one-to-one iPad initiative for all students in K-12.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

Data for some State Board outcomes are showing a positive incline and plans have been developed to increase scores. The system understands and explained reasons for some of its data results for State Board outcomes.

Board Outcomes

Social-Emotional Growth

The system has maintained three district guidance counselors (one at each level, Elem, MS, & HS), plus collaboration with a local group and added two therapists, one at K-6 and one at 7-12. The system has added two SEL curricular programs including Second Step (PreK-8) and CharacterStrong (9-12). As the system continues to evaluate processes and seek growth/improvement the middle and high school also brought in a program called "Value Up." This program "speaks to students in a way that resonates with what matters to them and brings them into a collective agreement about respect, diversity, and the value of others in their school community. The high school has also created and made available a "Kawming" room for students who are feeling overwhelmed or anxious.

Kindergarten Readiness

The system added a daycare for 18 months and up, expanded their Pre-K to include 3-year-olds, and consistently has 90% or more of ASQ questionnaires completed each fall. The benefits of the added daycare and expanded Pre-K are evident based on AimsWeb data from 21/22 and initial Fastbridge data from 22/23.

Individual Plans of Study

The system has upgraded from Career Cruising to Xello to make the program more engaging and up to date. IPS are in place and IPS activities are being expanded to early middle school years. Many opportunities have been added which allow student to explore new interest that they might have. College and Career Readiness Course curriculum have career and college exploration opportunities throughout the semester. The work-study program provides students with the opportunity to go out into the community and work. The system has embraced student-led conferences. The high school was recognized by KSDE for one of the highest increases in FASFA applications. Job shadows/internship opportunities continue to expand due to purposeful program changes such as allowing students to complete US Government during their junior year of high school.

High School Graduation Rate

The system's high school graduation rate was reported to be in the upper 80 percent. However, the inconsistency in the data shows that they have made some positive strides in the graduation rate but still have room to improve. Administration and staff continue to work on ways to improve the graduation rate. One area they are examining is improving student engagement. If students are more engaged in real-world applications, they anticipate seeing graduation rates improve. Students with major behavior issues now have the option of seeing an outside therapist if needed or spending more time with the guidance counselor. Rather than recommend a long-term suspension for a student, administrators at the secondary level have developed a strategy. Administrators collaborate with the student and parent to create a Memorandum of Understanding that helps the student avoid the long-term suspension hearing. Administrators state this has worked wonderfully for some students, but not for others. District staff continue to seek new strategies to help students be successful in school and graduate.

Postsecondary Success

The high school continues to introduce students to opportunities to experience a variety of possible careers. New strategies associated with Postsecondary growth involve a master course schedule for middle school and high school driven by student interests determined in Xello. The system sought approval from the Board of Education to offer more elective courses. This strategy allows both schools the freedom to remove or add courses to the master schedule based on student Xello interests. College, military, and Washburn Tech recruiters frequently visit PLHS during the lunch hour.

The 2020 USD 343 5-year Success Average was 61% compared to the State of Kansas Success average of 59.0%. The 2020 USD 343 5-year Effective Average was 55.7% compared to the State of Kansas average of 51.5%. However, USD 343 is focused on the Confidence Interval for Predicted Effectiveness Rate, which they fall just short of. The 95% Confidence Interval rate for USD 343 is 56.7% – 59.5%. DLT members anticipate Postsecondary data growth will be a goal area in the next KESA cycle.

7. System stakeholders relevant to each part of the KESA process were **generally** involved during the accreditation cycle.

ARC Comment

Stakeholder feedback is gathered and progress is shared consistently (transparent) regarding improvement in all goal areas. There is evidence that all relevant stakeholder groups are represented, and are active participants providing input to the system regarding KESA. The trend data is updated annually and shared with BLTs, DLTs, BSCs, DSCs, DGC (District Guidance Counselor meetings), and the Board of Education. It is also made available to faculty. All committees discuss the data and determine any concerning data and ways to improve.

All relevant stakeholder groups, e.g. students, parents, community, business, etc., are involved in the KESA process. The system ensures that all stakeholders understand the purpose and expectations of KESA and the school improvement process. It is a belief of the system that it is critical stakeholders understand the KESA process which leads to a willingness to be involved. According to the system report, when stakeholders have an understanding that involvement can impact that growth in a positive way, they tend to appreciate the participation and want to get involvement.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

According to the OVT report, the system took the KESA process seriously from the very beginning. They faithfully reviewed data and implemented new strategies to help the students of the district. If a specific strategy did not work, the administration and staff changed what they were doing and make appropriate changes to enhance the learning environment. The system was extremely responsive to feedback and advice that was shared with them.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

The system indicated that they had completed and submitted the System Yearly Update report at least one month prior to the scheduled OVT visit. In the system's report, the system indicated that the

System Yearly Update was shared with the local board of education/governing body. The system also indicated that they shared last year's OVT Summary Report with their local board of education/governing body.

The system and KESA team had a strong understanding of what needed to be done to meet KESA expectations. According to the OVT, the system had an impressive understanding of their own data. During yearly meetings, it was reported that the system was always questioning what they were doing and wanted to know if visiting members knew of other systems working on the same issues they were working on. This was in an attempt to contact or visit those systems to see what things they were doing to achieve the same goals they might have or learn of new ways to address the system's key elements of the KESA plan.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

The system has addressed all areas of the KESA process. Evidence provided included the system is focused on providing the best possible learning opportunities for all students that they can. Internal and external stakeholders play a major part in developing a success learning environment for all students. Data were collected and used to drive decisions to improve student learning and create a safe education environment.

Strengths

1. Kindergarten Readiness – Very respected throughout the state. Systems throughout Kansas are reaching out to them for guidance and support on this initiative.
2. The focus on continuous improvement growth cycle by system stakeholders, especially the District Leadership Team, who mentioned it repeatedly during the OVT visit. This focus on continually monitoring qualitative and quantitative data has helped the system change course when needed, such as the refocus on protocols associated with tiered supports.
3. Collegiality of DLT members. All members seem to work well as a team and genuinely like and appreciate each other.

Challenges

1. As identified by the system, the Postsecondary data dropped from 2020. The data was most likely impacted by COVID but system staff members are concerned.
2. The lack of growth on KAP Levels 3 and 4. The system is focused on improving these scores by their own action of seeking TASN support to review their tiered system of supports. The rationale for refocusing was not just about moving students from level 1 to 2 or 2 to 3.
3. Social-emotional/mental health issues continue to worry DLT members.
4. Improve Math and ELA scores to be at or above the state average
5. Report strategies for the Goal Areas in the OVT and System reports



Udall USD 463

303 South Seymour, Udall, KS 67146
(620) 782-3355
<http://www.usd463.org>

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Dale Adams**

Demographics

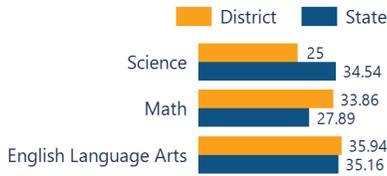


342 Students

African American 0.88%
Hispanic 5.26%
Other 8.77%
White 85.09%

Academically Prepared for Postsecondary Success

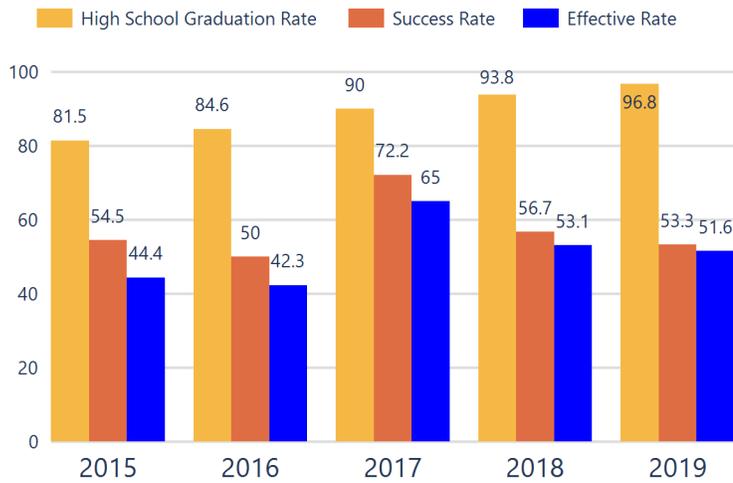
The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				★
Civic Engagement				
High School Graduation	★			
Postsecondary Success				★

District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
89.7%

Five-Year Success Avg
56.6%

Five-Year Effective Avg
50.7%

95% Confidence Interval for the Predicted Effectiveness Rate
40.4 - 52.3%

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

- Student earned an Industry Recognized Certification while in High School.
- Student earned a Postsecondary Certificate.
- Student earned a Postsecondary Degree.
- Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

100.0% State: 88.1

District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

\$15,209

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

95.6% State: 93.8

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

9.7% State: 17.5

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

N/A State: 1.7

[Click here for State Financial Accountability.](#)

State:
\$12,863



District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.03	37.57	42.50	N/A	N/A	N/A	27.95	26.40	52.50
Level 2	43.10	32.94	28.75	N/A	N/A	N/A	38.17	37.64	22.50
Level 3	19.54	22.54	18.75	N/A	N/A	N/A	23.65	29.77	11.25
Level 4	6.32	6.93	10.00	N/A	N/A	N/A	10.21	6.17	13.75

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.14	47.82	46.42	N/A	N/A	N/A	39.50	32.05	60.97
Level 2	35.71	33.33	32.14	N/A	N/A	N/A	40.74	46.15	19.51
Level 3	15.71	17.39	10.71	N/A	N/A	N/A	17.28	19.23	14.63
Level 4	1.42	1.44	10.71	N/A	N/A	N/A	2.46	2.56	4.87

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	56.25	62.50	75.00	N/A	N/A	N/A	44.00	36.36	40.90
Level 2	28.12	15.62	18.75	N/A	N/A	N/A	28.00	25.00	13.63
Level 3	9.37	15.62	0.00	N/A	N/A	N/A	14.00	27.27	18.18
Level 4	6.25	6.25	6.25	N/A	N/A	N/A	14.00	11.36	27.27

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

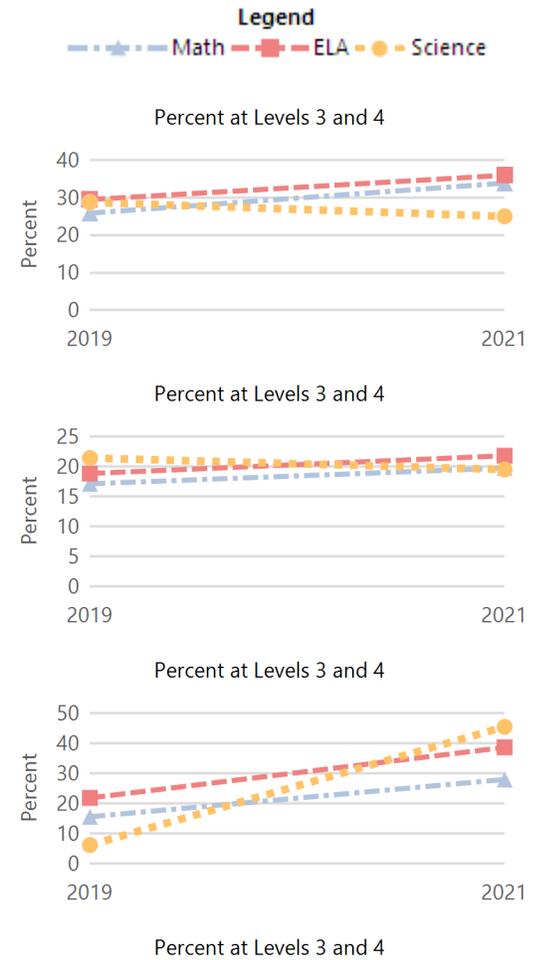
ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

District	19.2
State	19.8

Accreditation Summary

Date: 11/21/2022

System: D0463 Udall (0000)

City: Udall

Superintendent: Dale Adams

OVT Chair: Ann Shinliver

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **assuredly** addressed.

ARC Comment

As stated in the OVT report the system is thriving with all their foundational structures. It is evident that the system worked with community and business partners to host several different events and activities for the school and community, such as chili cookoff, adult volunteers to help with activities from the community and during school day. Their CTE programs are a standout in the community with Grannies and Goats, Fall Festival of Banners, and their FCCLA and FFA competing at regional, state, and national events. The system has a strong Arts and Music programs the work with community to enhance their cultural experiences.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

As stated in the OVT report the system is thriving with all its foundational structures. It is evident that the system worked with community and business partners to host several different events and activities for the school and community, such as a chili cookoff, and adult volunteers to help with activities from the community and during the school day. Their CTE programs are a standout in the community with Grannies and Goats, Fall Festival of Banners, and their FCCLA and FFA competing at regional, state, and national events. The system has strong Arts and Music programs that work with the community to enhance their cultural experiences.

The OVT stated that the system has 2 definitive goals that they are continuing to refine and meet. Each goal was stated and somewhat developed with measurable data. Covid-19 was a challenging factor, however, the OVT reported that the system showed gains in increasing social media presence, and increased activities with community service going from almost none to one a quarter for all schools. Parent involvement in school events increased. The system began implementation of School Connect, SAEBERS, and Second Steps to support SEL. The data supported that Behavior Discipline incidents decreased from 179 to 68 between the 19-20 and 21-22 school years. Student Attendance has remained above 96% throughout the cycle.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

By 2022-2023, USD 463 will decrease Levels 1 and 2 on Math and Reading State Assessments by 10% and increase the graduation rate to 100% by applying new strategies and resources for technology integration, project-based learning, and other real-world learning experiences.

The OVT stated that the system worked towards this goal by implementing reading and math strategies, summer programs, and re-sequenced some of their classes to meet the needs of students and assessments. It was further stated that:

*On the math assessment from 2019 to 2021, levels 1 and 2 decreased by 8%, and levels 3 and 4 increased by 8%.

*On the ELA assessment from 2019 to 2021, levels 1 and 2 decreased by 7%, and levels 3 and 4 increased by 7%. Even though the system didn't reach its stated goal on state assessments, it did make improvements

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

As stated in the OVT report the system has a district-level KESA team that meets regularly (monthly) to lead and facilitate the accreditation process. They have realized the importance of involving the whole staff in the KESA process. The system pointed to the impactful experiences of the KESA process has been the unification of the staff. Because of KESA, the staff worked closely together for the past 6 years on KESA research teams and collaborated on project-based learning units and community events according to the OVT report.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

As noted in the OVT and the systems reports they have improved most aspects of the State board outcomes. The system has greatly increased community involvement, strengthened their Social Emotional learning, maintained their kindergarten readiness, and improved IPS, with a Graduation rate of 100% the framework they have in place is outstanding. The System has plans to increase Postsecondary outcomes as well.

Board Outcomes

Social-Emotional Growth

With the added help of a social worker and mental health workers the system launched its Mental Health Day for middle and high school students. The survey data showed that most students liked the information that was presented. Most students also wanted to participate in Mental Health Day activities to continue.

Kindergarten Readiness

The system has a 3- and 4-year-old PK program to help students be Kindergarten ready. The ASQ3 data shows that PreK students are high-risk. To support PreK students, the system realized the need of a more structured PreK curriculum and doing a better job of connecting the families with the Parents as Teachers program. In 2022-2023, the Amplify CKLA curriculum was implemented into the 4-year-old preschool program. ASQs and Kindergarten Round Up family engagement activities continue to be used.

Individual Plans of Study

The System put in place Eagle Hour to work on IPS using O-Net developed by Orion Service Center (this is a transition from Xello). They have set a curriculum for secondary students to focus on the skills they need to acquire to have post-secondary success. Seniors focus on post-secondary readiness, ACT prep, and work skill readiness.

High School Graduation Rate

This is a strength of the system. Great Progress...The data is outstanding. 2017 was the district's lowest graduation rate at 90%. One or 2 students can have a major impact on the data. 100% of seniors have graduated in the past THREE years! This data shows that strategies and interventions are having a positive impact on the students.

Postsecondary Success

The system is out-performing predicted rates and has KSDE recognitions as a result. Before the KESA process, the Effective Rate was 31%. At the end of the KESA cycle, the rate is now 52%. In 2021, they received the Copper award for postsecondary effectiveness from the Kansans Can Star Recognition program.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

The system is outperforming predicted rates and has KSDE recognitions as a result. Before the KESA process, the Effective Rate was 31%. At the end of the KESA cycle, the rate is now 52%. In 2021, they received the Copper award for postsecondary effectiveness from the Kansans Can Star Recognition program.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The OVT stated that the system had their eyes open during the first year about the amount of work they had ahead of them. The System was committed to the process from starting MTSS to involving the staff, community, and students in this process. The OVT team stated that MTSS should be their number one priority and that is what it become. The system took all they learned and have implemented in the past few years Fastbridge, PAST, and QPS, along with new intervention curricula to narrow the gaps in Math, ELA, and SEL.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

The system has involved all the stakeholders from the board's commitment to students, community, and staff to the students who have committed to work with the community, younger students, and staff, to the community, agreeing to the process and committing to the success of the system. This was

evident in the information provided to the OVT.

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

- From committing to the process in year one to seeing its continuing progress in year 6 the system has involved all the stakeholders from the board's commitment to students, community, and staff to the students who have committed to work with the community, younger students, and staff, to the community agreeing to the process and committing to the success of the system. This was evident in the information provided to the OVT.

Strengths

- Staff and community commitment to the process of KESA.
- Strengthened the commitment to the process

Challenges

- Work to develop a more diverse cultural education program
- Continue to improve the IPS system
- Continue to improve the Kindergarten readiness programs.
- Work on your student with disabilities to improve from level 1



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www.ksde.org

Item Title: Student Showcase – Blue Valley (USD#229) CAPS

The Blue Valley Center for Advanced Professional Studies (CAPS) program was the initiator of nationally recognized, innovative high school programs that have grown into the CAPS Network of schools. At CAPS students fast forward into their future and are fully immersed in a professional culture, solving real world problems, using industry standard tools and are mentored by actual employers, all while receiving high school and college credit. CAPS is an example of how business, community and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow, especially in high skill, high demand jobs. BVCAPS students attend the CAPS program for 3 of their 7 high school periods every day.

The Director of the Blue Valley CAPS program, Chad Ralston, is bringing a few innovative students to describe their experiences and project ideas while at CAPS.

Katherine Ryan is a Senior at Blue Valley High School who has taken three separate CAPS classes (Molecular Bioengineering, Mechanical Engineering and Clinical Medicine (CNA Certification)). Her goal continues to be to try out different future career opportunities that will inform her future post-secondary path.

Addison Brandau is a Senior at Blue Valley North High School and is enrolled in the CAPS Future of Food course where she is mentored by industry professionals from every corner of the food industry. In the culminating course experience, students develop a new food product in the CAPS Test Kitchen, write a business plan for its implementation in the marketplace, and pitch it at the CAPS Shark Tank.



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Item Title: Chronic Absenteeism Up-close

Kansas Department of Education's Dr. Robyn Kelso and Kansas Parent Information Resource Center's Dr. Jane Groff will present in depth on the high chronic absenteeism rates that are being seen in schools.

Agenda Number: 16

Meeting Date: 12/13/2022



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Item Title: Legislative Matters: Interim Committees Report

From: Sherry Root

Deputy Director Craig Neuenswander will give a report on the following Interim Committees:

- Special Education
- Mental Health
- School Safety
- Information Technology

Kansas leads the world in the success of each student.

Agenda Number: 17

Meeting Date: 12/13/2022



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Item Title: Introduction to the Interstate Teaching Mobility Compact

From: Scott Gordon

The Interstate Teaching Mobility Compact (ITMC) is a legally binding agreement among member states to create an agreed-upon regulatory framework for teacher reciprocity. The goal of the Compact is to speed up the application process for licensees moving across state lines and to reduce the time and resources spent by licensing agencies in processing certain applications.

As a member of the ITMC drafting team, General Counsel Scott Gordon has worked with the stakeholders for the last 12 months to draft the Compact in a manner which protects state agency legal interests and streamlines the process for issuing licenses to those applying based on reciprocity. Scott will provide a summary of the Compact and explain the steps needed to be taken for Kansas to become a member state. Director of Teacher Licensure Shane Carter will highlight what, if any, changes would need to be made in rules and regulations if Kansas decides to join.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18

Staff Initiating:

Director:

Commissioner:

Meeting Date: 12/13/2022

Tate Toedman

Bert Moore

Randy Watson

Item Title:

Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER distribution of money and approve the public school district for ESSER III expenditure plans and the ESSER II change requests as presented for use of federal COVID-19 relief funds.

Explanation of Situation Requiring Action:

Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund. The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, and to support student learning and student needs associated with the pandemic. The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to: provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds. maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities. The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable and meet the allowable uses. The information will then be presented to the State Board of Education for approval.



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Item Title: Receive monthly personnel report.

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	3	5	4	5	2							
Unclassified	3	5	4	5	2							
Unclassified Regular (leadership)	0	0	0	0	0							
Total Separations	4	3	3	4	1							
Classified	0	0	0	0	0							
Unclassified	3	3	3	4	1							
Unclassified Regular (leadership)	1	0	0	0	0							
Recruiting (data on 1st day of month)	5	4	5	5	2							
Unclassified	4	4	5	5	2							
Unclassified Regular (leadership)	1	0	0	0	0							

Total employees 259 as of pay period ending 11/12/2022. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 b.

Staff Initiating:

Marisa Seele

Director:

Wendy Fritz

Commissioner:

Randy Watson

Meeting Date: 12/13/2022

Item Title:

Act on personnel appointments to unclassified positions.

Recommended Motion:

It is moved that the Kansas State Board of Education confirm the personnel appointments of individual(s) to unclassified positions at the Kansas State Department of Education as presented.

Explanation of Situation Requiring Action:

The following personnel appointments are presented this month:

Roxanne Zillinger to the position of Education Program Consultant on the Special Education and Title Services team, effective Nov. 13, 2022, at an annual salary of \$58,924.32. This position is funded by the ESSER Homeless Admin Fund.

Tierney Kirtdoll to the position of Public Service Executive on the Career, Standards and Assessment Services team, effective Nov. 13, 2022, at an annual salary of \$58,924.32. This position is funded by the KVC Administration Grant Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 c.

Staff Initiating:
Sarah ThompsonDirector:
Sarah ThompsonCommissioner:
Randy WatsonMeeting Date: 12/13/2022

Item Title:

Authorize out-of-state tuition contracts for students attending the Kansas School for the Deaf.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize these additional out-of-state tuition contracts for the 2022-2023 school year for students attending Kansas School for the Deaf.

Explanation of Situation Requiring Action:

In July, the Kansas State Board of Education authorized out-of-state tuition contracts for students who attend the Kansas School for the Deaf. Two additional requests have been submitted within this 2022-2023 school year. It is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas School for the Deaf (KSD) to enter into a contract for out-of-state tuition with the school districts listed below.

KSD will receive tuition payments from:

North Kansas City School District, North Kansas City, Missouri - 1 Day Student - \$40,000

Lone Jack School District, Lone Jack, Missouri - 1 Day Student - \$40,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 d.

Staff Initiating:

Stephen King

Director:

Tierney Kirtdoll

Commissioner:

Randy Watson

Meeting Date: 12/13/2022**Item Title:**

Act on request to initiate contract bid process for the computer science professional development as required by HB 2466.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract bid process for the listed agencies to provide computer science professional development to Kansas educators in fulfillment of requirements in HB 2466 (PACK Act) in an amount not to exceed \$1,000,000 for the period 12/1/2022 - 6/30/2023.

Explanation of Situation Requiring Action:

Grant applicants:

Kansas State University (Cyber Pipeline Program): \$471,656.00

The College Board: \$256,770.00

Olathe Public Schools: \$143,960.00

Wichita State University Campus of Applied Sciences and Technology (WSU Tech): \$105,470.00

Orion Education and Training: \$21,850.00

Total: \$999,706.00

FY 2023 HB 2466 GRANT APPLICATION
SUPPORTING CS PROFESSIONAL DEVELOPMENT
Promoting Advancement in Computing Knowledge Act

Cover Sheet
Kansas State University

USD# and Name _____

Secondary Funding: I understand that if funds become unavailable this application may be terminated. If satisfactory progress and documentation are not made regarding the intended outcomes of this application or if this institution fails to comply with applicable laws, regulations, assurances and/or terms of this grant this application becomes null and void and all funds must be returned.

List Contact Persons

Responsibility	Name & Position	Telephone	Email Address
Primary Investigator	Josh Weese Teaching Assistant Professor	620-639-1475	weeser@ksu.edu
Administrative Contact	Paul R. Lowe, Associate Vice President for Research	785-532-6804	research@ksu.edu
Financial Contact	Shannon Fisher, Director, Sponsored Programs Accounting	785-532-6207	spaaccts@ksu.edu

Provide individual participant information below.

Participant Name (First and Last)	Participant Role	Telephone	Email Address
Nathan Bean	Co-PI	785-483-9264	nhbean@ksu.edu
Russell Feldhausen	Co-PI	785-410-3247	russfeld@ksu.edu
David Allen	Co-PI	785-532-6999	dallen@ksu.edu
Emily Alfs-Votipka	Co-PI	785-532-6350	emilyalfs@ksu.edu
Josh Weese	PI	620-639-1475	weeser@ksu.edu

 Paul R. Lowe, Associate Vice President for Research 11/18/2022
 Administrator's Signature Date

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\$ _____ Approved Grant Award Amount

 KSDE Authorized Representative

 Date

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

A. Project Narrative

- **Explanation/Description of the Professional Development and the Overall Proposed Uses**

The state of our world has changed drastically in the past two decades. Transitioning into the 21st century, the U.S. doubled down on efforts to stay in a position to continue as a world leader in all aspects of the digital world. The exponential growth in technology over the past 20 years has created the need for a workforce which possesses skills, abilities, and dispositions quite different from those of their parents. Today's workforce must possess the ability to keep abreast of a rapidly changing digital society and be able to engage in complex problem solving, analytical reasoning, and computational thinking. In a world where skilled workers are being replaced by machines which can be programmed to complete the tasks once completed by a human, we need a workforce which can program those machines. National organizations such as CODE.org, CSTA (Computer Science Teachers Association) & ECEP (Expanding Computing Education Pathways) Alliance, and Gallup & Google have committed themselves to providing opportunities for all students to learn computer science (Ni et al., 2021).

Computer Science (CS) and coding are becoming part of the K-12 school curricula worldwide (Sullivan & Bers, 2019). According to the Brookings Institute, around 20% of the countries listed mandate that schools offer CS as an elective or required course, and 15% offer CS in select schools and subnational jurisdictions (Vegas & Fowler, 2020). Multiple studies suggest that CS education can impact students beyond just computing, and CS education has been linked with improved problem-solving skills (Toorawa et al., 2020) and higher rates of college enrollment (Brown & Brown, 2020).

However, in the U.S. a focus on CS education in K-12 schools is slow to evolve. Data from Gallup and Google's research on computer science learning opportunities in K-12 schools in the U.S. indicated little progress is being made in computer science offerings in U.S. high schools. In fact, currently only 53% of high schools offer some form of a computer science course, up from 51% in 2016 (Gallup, 2020).

The data indicated parents, school administrators, and teachers all believe students will need some form of CS knowledge to be successful in the workforce. However, the study also identified a severe disconnect between superintendent's views, and those of principals and teachers, when asked if CS gets top priority in school districts. While 58% of superintendents believe CS is a top priority in schools, just 28% of principals and 18% of public-school teachers say computer science education gets top priority at their district or school (Gallup, 2020).

The data originating from this 6-year study indicated that while most stakeholders acknowledge the need for a CS curriculum offering, movement toward CS for all efforts in K-12 schools is

progressing slowly. Ni et al. (2021) indicated there is however positive movement in some areas, citing that from 2017-2020 over 170 organizations announced commitments to CSforAll focused on professional development and ongoing sustained support for K-12 CS Educators.

The Cyber Pipeline Program

Recognizing the increasing need for a diverse audience of students to engage in CS on multiple levels, both as professional computer scientists but also as professionals in other fields applying the tools of computation to the problems of their field, the Kansas State University Department of Computer Science (KSUCS) has developed a series of high-quality computer science courses intended for a broad audience in its Computational Core Initiative (CCI). These courses are designed with flexibility and scalability in mind, utilizing an innovative online instruction platform providing on-demand video lectures, hands-on programming activities with automated grading and feedback, and a collaborative code editing environment that allows the teacher to remotely see and interact with the student and their program code.

To expand opportunities for Kansas students in keeping with Kansas State University's land grant mission, we launched the Cyber Pipeline Program (CPP), which is adapting the CCI courses for delivery in Kansas high schools and developing professional development materials to prepare Kansas high school teachers to deliver them. We have strived to provide this curriculum at little to no cost to schools, currently less than \$30/per student. The professional development associated with the program consists of a series of CCI and CS pedagogy courses developed as part of a Computer Science Education Certificate offered as a partnership between KSUCS and the Kansas State University College of Education. It is our hope that this 16-credit hour certificate will serve as a potential basis for a future teacher certification within the state.

Research Basis

The CCI/CPP courses utilize a sequence of learning activities with gradually reduced levels of scaffolding. This strategy emerges in multiple threads of educational theory and practice (Anderson & Gegg-Harrison 2013; Basawapatna et al., 2013; Hou et al., 2022; Waite, Jane & Liebe, 2021), but we particularly focused on the neo-Piagetian Developmental Epistemology of Programming, which posits programmers move through a series of stages of increasingly abstract reasoning in developing programming knowledge with each new concept, corresponding to the development of new neural structures in the brain (Lister, 2016). As a result, scaffolding, and its gradual removal, needs to be designed to help a learner through this process; detailed examples of one such approach is provided by Teague (2015).

We have further arranged these learning activity sequences in a spiral curriculum that "circles back" to topics, adding more depth each time helping students to develop an increasingly nuanced understanding. Research has suggested that these spirals need to be tight – revisiting a topic multiple times in a course (Gibbs 2014; Zinsmeister 2008). A recent effort at adopting a spiral curriculum in an introductory programming course demonstrated increased performance and retention of concepts into the next course, with women showing especially strong gains – a 19.2% increase in retention over the traditional curriculum (Lionelle et al. 2022).

Current Status

We have adapted two courses, CC 110 – Introduction to Computer Science, and CC 210 – Fundamental Programming Concepts, for use within a high school. These courses are suitable

for use in several CTE pathways, allowing schools to synergize with CTE efforts. These CC courses are also designed in a modular fashion to allow teachers to modify and add content, lessons, and activities to suit the needs of their school and students. KSUCS has also been awarded an NSF grant to further adapt these courses with Kansas' rural schools in mind, incorporating new and modified lessons built around the uses of computing in agriculture and rural life.

These courses are aligned with the AP Computer Science Principles and Computer Science A courses, and KSUCS is in process to become a certified AP online course provider by Fall 2023. Therefore, any school adopting these courses could also offer AP credit, potentially giving the AP exam within their school as part of the course. This lowers many of the barriers faced by underrepresented students – AP credits are highly transferable, and the exam can be taken in familiar surroundings with no travel requirements.

We have run a two-year pilot of this program with 10 teachers at 8 school districts. Feedback on the program has been generally positive, with one teacher sharing that “our students have really enjoyed the curriculum so far. They have even stated that the environment is way more engaging than other similar online strategies.”

We have also been interfacing with our pilot districts and many more schools to identify needs and challenges. Securing qualified teachers, especially for rural and urban schools, has topped the list. We have therefore designed the CPP to help a school get courses running quickly, leveraging KSUCS faculty to initially lead these courses while the classroom teacher gradually transitions from a facilitating to teaching role. We provide ongoing support for the teachers as they make this transition, through regular virtual and on-site meetings with CPP faculty and assistance developing additional curriculum materials to address the specific needs of the partner teacher and their students.

During the two-year pilot program, we developed a professional development (PD) model which engages educators in an 8-week content-focused, collaborative active learning environment in which educators are immersed in situations modeling effective practice with coaching support. Teachers are provided opportunities for reflection and provided ongoing feedback throughout the PD experience. The PD model was developed based upon the seven elements of effective PD as identified by Darling-Hammond et al. (2017) and utilizes research-based pedagogical principles of the National Centre for Computing Education (NCCE, 2022). The PD model has been further adapted as a component of the graduate certificate program currently being processed within the Center for STEAM education in the College of Education. Both labs have been partners in developing the CPP professional development program.

Recruitment Approach

The Cyber Pipeline Program utilizes multiple recruitment channels that can effectively reach educators in diverse parts of the state of Kansas. KSUCS regularly engages in a variety of outreach activities to K-12 schools, including summer camps, a high school programming contest, a game jam, and a hackathon. In addition, we have run multiple STEM teacher preparation workshops over the years. From each of these activities, we maintain contact lists with teachers and administrators of those schools. In developing the CPP, KSUCS Department Head Scott DeLoach made personal visits to schools across the state to determine the needs of

schools in implementing CS instruction. The CPP has also been a regular presence at statewide teacher conferences like the Annual CTE Conference and the Mid-America Association for Computers in Education (MACE). The CPP also partnered with the Rural Education Center (REC) to recruit rural teachers into the program. Currently, the REC has a network of 14+ rural schools and 50+ collaborating school districts from which we can recruit. Finally, KSUCS has a strong working relationship with KDHE, having collaborated on the development of the Kansas P-12 Computer Science Model Standards and the Kansas Computer Science Teacher Standards, and are currently working to deploy a statewide survey to determine the readiness of Kansas high schools to meet the requirements of the HB 2466 PACK Act.

The CPP Pilot Program effort has greatly informed the design of this grant proposal – it has quickly become clear that, for a teacher to develop enough content knowledge to effectively teach the course material, they must deeply engage with our professional development courses. This is a major time commitment and competes with the teachers' existing responsibilities in their school and personal lives. However, the professional development we are engaging teachers in is not just a week-long workshop. Teachers will be taking full computer science courses and simultaneously learning the pedagogy that supports teaching that same content. These graduate credits also mean the teacher is halfway to a graduate certification in Computer Science Education, putting the goalposts in sight and encouraging them to take those final steps. If funded, this project will greatly enhance the availability and quality of CS education in K-12 in many schools throughout the state.

- **Expected Measurable Outcomes/Project Deliverables**

We are proposing supporting 50 new teachers with project funds over the one-year project implementation. This would effectively mean:

- 1) 50 Kansas high schools would be offering at least one course in Computer Science starting in Fall 2023 using a high-quality curriculum with post-secondary rigor and the option of providing post-secondary credit through an on-site AP exam.
- 2) 50 Kansas high school teachers will have completed roughly half the requirements for the Computer Science Education graduate certificate, putting them firmly on the path to eventual certification.
- 3) The Kansas CSTA would induct at least 50 Kansas teachers into a professional development network and personal learning community that can assist them in the challenges of teaching CS throughout K-12.
- 4) Through synergistic activities (see Partnerships and Collaboration below) we will gain insight into teachers' identity and self-efficacy in computer science/computational thinking.
- 5) Also through synergistic activities (see Partnerships and Collaboration below), we will refine the CPP curriculum to better support Kansas students in groups traditionally underrepresented in CS – females, marginalized racial/ethnic groups, economically disadvantaged, and those from rural areas.

We have also designed our approach to be scalable – if additional funds are available, we can scale our effort to accommodate more teachers into the program.

- **Partnerships and Collaboration**

Advancing Learning and Teaching in Computer Science (ALT+CS) Lab

Dr. Weese and Dr. Bean co-direct the Advancing Learning and Teaching in Computer Science (ALT+CS) Laboratory. It was established to carry out research into how to best teach a diverse student audience computer science and computational thinking. Its efforts include research and design of curriculum, instructional materials, pedagogical approaches and software tools to support computer science education from pre-K through post-secondary levels. The lab also develops, hosts, and maintains customized instructional software, including some used by the CPP. The ALT+CS Lab is responsible for improvement and adaptation of the CPP in conjunction with this grant proposal.

Center for STEAM Education

Dr. Allen directs the Center for STEAM Education, which focuses on how to integrate contemporary STEAM research and development into K-12 classrooms. The center facilitates collaborations on research, curriculum development, program development, and professional development related to the Next Generation Science Standards, engaging school administrators, teachers, researchers, STEM faculty, and non-formal educators. The center collaborates with KSUCS and ALT+CS on the development of the professional development program for the CPP, and it is also currently engaged in developing an eventual teacher certification program for CS. It will be responsible for managing the logistics of the professional development activities in this grant.

National Science Foundation Broadening Participation in Computing Grant

An important aspect of any curriculum development and/or professional development program is ensuring it is effective and meets its goals. While our proposal for the HB 2466 PACK Act Grant does not cover robust program evaluation costs, we will be leveraging other resources to conduct a thorough evaluation and will share the results with KDHE. Specifically, KSUCS and the ALT-CS Lab have been awarded a National Science Foundation Broadening Participation in Computing (NSF BPC) grant to adapt the CPP courses to better engage rural Kansas students and measure the impact of these changes. The synergy between the goals of our NSF BPC grant and the PACK Act Grant mean that we can fund a thorough evaluation of the effectiveness of the CPP curriculum and teacher preparation program across all participating schools, with none of that cost passed on to the State of Kansas.

In addition, the NSF BPC grant provides for the development of CS career awareness material and training which will be shared with all CPP schools, and indeed, any Kansas schools that wish to use them. It also funds research into further adapting the Cyber Pipeline curriculum to better support students traditionally underrepresented in computer science: females, black, Hispanic, economically disadvantaged, and those living in rural areas. All curriculum improvements developed under this program will be integrated into the Cyber Pipeline Program's offerings.

Rural Education Center

The Rural Education Center is focused upon the improvement of children and youth of rural and small schools of Kansas. It provides STEM and career education through a combination of

summer camps and teacher professional development. In addition, the REC has established a Rural Professional Development School Network to address the most pressing needs of rural schools by leveraging K-State resources and personnel to bring high-quality educational experiences to their students. It provides each of the schools in this network with a telepresence robot, which can be utilized by CPP leadership and GTA/GRAs for more robust interactions with CPP teachers and their students.

Codio

The Computational Core Initiative and Cyber Pipeline programs use the Codio platform for many learning activities. Codio is an online instructional platform consisting of a browser-based IDE and virtual systems that run in the cloud. In each Codio project, students are given access to a small virtual system running Linux that is preconfigured with a variety of tools, and it may also include guided tutorials or instructions for the project. Many projects in Codio also include automated grading systems, which allows students to submit a project and get instant feedback at any time, and it also reduces the grading workload for teachers during the course. For students, the only requirement is a broadband internet connection and modern web browser. Therefore, Codio can be used even on platforms that wouldn't normally be well suited for learning to program, such as Chromebooks or iPads, which are commonly found in schools.

B. Funding

- Funding for this grant is requested at the following level: \$471,656
- Funding will go to cover costs associated with the Program.
- Activities are itemized on the subsequent ***PACT Act Fund Project Activities Sheet & Budget Sheet***

C. Contractual Provisions Attachment and Local Assurances/Contractual Agreements

Electronic copies of these documents are included in the application package. Hard copies with original signatures will be submitted upon request.

06/30/23 Final Report/Activity: (Complete this section after completing funded grant activities **as part of the final report**)

- [Enter Description Here]

FY 2023 HB 2466 GRANT APPLICATION
SUPPORTING CS PROFESSIONAL DEVELOPMENT
Promoting Advancement Computing Knowledge Act
 (Complete and return with **APPLICATION**)

Budgeted Items		Number of Items	Item Amount	Total Amount
A	Participant Tuition	50	\$5,635	\$281,768
B	CSTA+ Membership	50	\$50	\$2,500
C	GRA Support	8	\$7,967	\$63,739
Total for Professional Development				\$348,007
Total for Equipment				\$0
D	Participant Travel to Summer Workshop/CSTA Conference	50	\$627	\$31,350
Total for Travel				\$31,350
E	Senior Personnel (5)	1	\$68,299	\$68,299
F	STEAM Lab	1	\$10,000	\$10,000
G	ALT+CS Lab	1	\$10,000	\$10,000
H.	Speaker Fees	1	\$4,000	\$4,000
Total for Other Allowable Expenditures				\$92,299
TOTAL FOR PROJECT				\$471,656

(Return with APPLICATION)

Budget Narrative:

We will be leveraging the grant funds to engage high school teachers in the CPP Professional Development (PD) program, which will prepare them to deliver at least one CPP course in their high school by Fall 2023. Our PD program recognizes and helps teachers develop the three facets of knowledge they need to teach computer science effectively: content area knowledge (the knowledge and skills of CS), pedagogical knowledge (how to teach CS knowledge and skills), and *emancipatory knowledge* (the emotional component of learning) (Ni et al., 2021). The last includes helping the teacher develop the belief and self-confidence that they can teach the subject (Bean et al., 2015).

A. To develop the necessary content area knowledge and pedagogical knowledge, the participating teachers take 10 hours of graduate coursework in Computer Science and Education. These courses are also the first three courses in the *Kansas leads the world in the success of each student.*

Graduate Computer Science Education Certificate and/or Master's degree. We will cover this tuition cost with these grant funds.

B. The second aspect of our program is helping teachers engage with a statewide *Professional Learning Community (PLC)*, a group of people outside of the school that can support and enhance their mutual learning and effectiveness teaching (Ni et al., 2021). We hope to support teachers in forming their own PLC with each other during a three-day on-campus workshop culminating in the 2023 Kansas Computer Science Teachers' Association (CSTA) Chapter Meeting. We see the Kansas CSTA chapter as providing a sustainable formal organizational component to the teachers' PLCs. We will use these grant funds to cover the cost of teachers attending this workshop, the CSTA meeting, as well as a one-year membership in CSTA+ for the teachers. In addition to the professional network, this membership provides teachers with access to other professional development opportunities, resources, curriculum, CS education research materials, and discounts in attending the nation-wide annual CSTA conference.

C. Based on our prior experiences with STEM outreach at the K-12 level as well as the literature, we recognize that ongoing support is a crucial need for teachers as they adopt new curriculum and technologies (Bean et al., 2013). We are hiring Graduate Research Assistants (GRAs) to work directly with teachers participating in the program at a ratio of 1 GRA for every 15 teachers in the Spring 2023 semester and 1 GRA for every 10 teachers in the first half of the Summer (the faster pace warrants more support). The GRAs will be drawn from a student pool focused on computer science education and in either a KSUCS or KSU education graduate program. These GRAs will be focused on assisting teachers in adopting our curriculum and assisting with questions about the technology involved. Additionally, these GRAs can serve as role models and mentors for the high school students taking the courses when the teacher participants launch the CPP courses in the Fall (with financial support continued through their respective academic departments at K-State) – an important strategy for encouraging supporting women and other underrepresented student groups (Kesar, 2018; Wang & Moghadam, 2017). While much of this can be managed virtually, we would also like to arrange occasional on-site follow-ups to the schools.

We are proposing supporting 50 teachers as described above. The per-teacher cost of this support, excluding facilitator salaries, comes to roughly \$7,587. The timeline for our professional development activities appears in the following table:

Table 1 Project Timeline

<i>Time</i>	<i>Activity</i>
Fall 2022	Recruitment of Teachers (supported in part by synergistic grants)
Spring 2023	Teacher takes <i>CC 710 – Introduction to Computing for Educators</i>
June-July 2023	Teacher takes <i>CC 711 – Computer Education Programming Fundamentals</i> and <i>EDCI 786 – Teaching Computer Science</i>
June 22-24 2023	On-Campus training/workshop
June 24 2023	Kansas CSTA Conference
Fall 2023	Teacher teaches CC 110 and/or CC 210 in their school, Faculty/GRA support teacher in this process

E. We are also requesting funds to cover a portion of the salaries of the senior personnel running the professional development program – Dr. Josh Weese, Dr. David Allen, Dr. Nathan Bean, Emily Alfs-Votipka, and Russell Feldhausen. This leadership team shares responsibilities of teaching the professional development courses and workshop; developing, evaluating, and improving the CPP curriculum materials and training program; and mentoring teachers.

F, G. In addition, we are requesting funds for two of the labs involved in the CPP professional development program. The Advancing Learning and Teaching in Computer Science (ALT+CS) Lab is responsible for the adaptation of curriculum materials to meet the needs of specific schools and the evaluation and continuous improvement of the CPP. The Center for STEAM (Science, Technology, Engineering, Arts and Math) Education is responsible for the logistics of the CPP professional development program and is launching the Computer Science Education graduate certificate.

H. We are also requesting funds to bring in a guest speaker for the in-person portion of the training. This guest speaker will be an outside expert on computer science education to provide additional expertise and experiences for teachers engaged in our training.

Works Cited

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CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the 18th day of November, 2022.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
3. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 76-101 *et seq.*).
4. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 *et seq.*) (ADA) and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be canceled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal antidiscrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.
6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

- To assure all records shall be subject at all reasonable times to inspection, review, or audit by State personnel and other personnel duly authorized by KSDE. The award recipient assures that all financial records, supporting documentation, statistical records and all other records pertinent to the grant award shall be retained by the award recipient for at least **five years** following the end of the grant project period.
- If the activities described in the grant application have not commenced within **60 days** after acceptance of the grant award, the award recipient shall report in writing the steps taken to initiate the grant project, the reasons for delay and the expected starting date. If the activities have not commenced within **30 days** of receipt of the above letter, the award recipient shall submit to CTE a further statement in writing regarding the delay. Upon receipt of the second letter, KSDE may terminate the grant, and the award recipient shall return to KSDE all unused grant funds with a complete accounting of all expenditures.
- KSDE reserves the right to terminate any grant award and cease payment to the award recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim durable goods purchased with these grant funds if the award recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.
- The award recipient shall return to KSDE any grant funds not expended or encumbered by June 30, 2023, within 15 days after the end of the grant project period.

Kansas State University

Name of District

assures the Kansas State Department of Education of its intent to comply with the assurances and contractual agreements as outlined in this document. Further, we are willing to explain, in writing, how we intend to comply with each of these assurances and agreements.

	Paul R. Lowe, Associate Vice President for Research	11/18/2022
Name or Signature of Authorized Administrator	Title	Date

103 Fairchild Hall, 1601 Vattier St. Manhattan, KS 66506-1103 Address (Street, City, State, Zip Code)

PN561.04.2011.389

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

The Fund

House Bill 2466, the Promoting Advancement in Computing Knowledge (PACK) Act, provides funding for providing professional development to Kansas educators to support computer science program delivery and/or program expansion to meet critical technical workforce development needs. These funds are distributed through a competitive grant process, with the total amount available for FY 2023 at approximately **\$1,000,000** and must be expended by June 30, 2023. Applications will be processed beginning on October 1st for selection. Applications will still be accepted after October 1st until funds are depleted.

Eligible Recipients

Applicants eligible for an award under this grant must meet the following criteria:

- 1) Be a **high-quality professional learning provider**:
 - a. "High-quality professional learning providers" means any school district, interlocal cooperative, school district cooperative, institution of higher education, nonprofit organization or private entity that:
 - i. Has successfully designed, implemented and scaled high-quality professional learning for teachers; and
 - ii. is approved or recommended by the state board of education as providing high-quality professional learning.
- 2) Demonstrate that they can meet the following conditions:
 - a. Recruit new and existing teachers with little to no computer science background;
 - b. use research-based or evidence-based practices for high quality professional development;
 - c. focus the professional learning on the conceptual foundations of computer science;
 - d. reach and support marginalized racial and ethnic groups underrepresented in computer science;
 - e. provide teachers with concrete experience with hands-on, inquiry-based practices;
 - f. accommodate both teacher and student needs; and
 - g. ensure that participating districts shall begin offering a computer science course within the same or next school year after the teacher receives the professional learning

Applicants will be evaluated based on the following preferential criteria:

- 1) School districts and/or cooperatives that work in partnership with providers of high-quality professional learning;
- 2) Proposals that describe strategies to enroll female students, students from marginalized racial and ethnic groups underrepresented in computer science, students eligible for free and reduced-price meals, students with disabilities and English language learners; and

- 3) proposals from rural or urban areas that experience difficulties providing computer science offerings.

Award Period

This PACK Act Fund grant award(s) is for the period **July 1, 2022** through **June 30, 2023**. Drawdown of funds from KSDE should be by no later than **June 30th, 2023**, to meet the July 1st, 2023 deadline.

Purposes for PACT Act Grants

PACK Act Fund grants **must** support professional development activities in building computer science teaching capacity in Kansas K-12 public education and must be geared toward enhancement or expansion of programs in support of computer science.

Application Process

Interested, qualified applicants must submit a proposal describing the nature and scope of the proposed project and the amount of funding requested. Proposals for PACK Act Fund grants should include a cover sheet, a project application, a detailed budget and budget narrative which identifies specifically how the funds will be expended as well as outline how the project will enhance programs supported. Completed assurances forms will be requested if the proposal is funded.

Submission Requirements

For consideration in initial round of grants, an electronic copy of the PACK Act Fund Proposal must be submitted to: Stephen King, PhD, sking@ksde.org, no later than 5:00 p.m. local time on **September 30, 2022**. Proposals received after the due date will be considered until funds are depleted.

Documents	Due Date	Submit to
Electronic copy of Cover Sheet, Application, Project Activities Sheet and Budget Information	9/30/22	sking@ksde.org Stephen King
Hard copy of all documents w/original signatures, contractual provisions and local assurances attachments	Upon Request	KSDE CSAS c/o Stephen King 900 SW Jackson, Suite 653 Topeka, KS 66612

Reporting Requirements

Grant recipients must provide a final narrative, a final project activities sheet, and a final expenditure report no later than **August 30th, 2023**. The applicant's Grant Coordinator is responsible for verifying reported information as well as ensuring the final report is submitted as required.

This final report shall include at least the following information:

- 1) The number of teachers prepared;
- 2) the number of students reached;
- 3) the number and percent of students reached disaggregated by gender, race, ethnicity and socioeconomic status; and
- 4) the number of teachers and school districts that implemented computer science courses versus the number of prepared teachers that attended professional learning

Failure to Commence Project

If the project activities described in the grant proposal have not commenced within 30 days after acceptance of the grant award, the recipient must report in writing the steps taken to initiate the project, the reason for the delay and the expected start date, and submit an adjusted project timeline. If project activities have not commenced within 10 days of receipt of the above letter, KSDE may terminate the grant and the recipient will be required to return all unused grant funds with a complete accounting of all expenditures. **All funds must be expended by June 30, 2023.**

Right to Terminate the Grant

After a grant is awarded, any adjustments and/or modifications to the activities or budget amounts must be approved by KSDE prior to the change occurring. Failure to request grant changes in advance may result in the returning of funds expended without approval and/or termination of the grant. KSDE reserves the right to terminate any grant award and cease payment to the recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim any equipment, durable goods and other property purchased with these grant funds if the recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.

Unused Funds

All grant funds awarded but not expended by **June 30, 2023** must be **returned** to KSDE within 15 days after the end of the grant award period.

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

Cover Sheet

Orion Education and Training – Clearwater, KS

USD # and Name

Secondary Funding: I understand that if funds become unavailable this application may be terminated. If satisfactory progress and documentation are not made regarding the intended outcomes of this application or if this institution fails to comply with applicable laws, regulations, assurances and/or terms of this grant this application becomes null and void and all funds must be returned.

List Contact Persons

Responsibility	Name & Position	Telephone	Email Address
Application Completer	Shannon Fisher, Director of Online Training and Development	316-992-7984	sfisher@orioneducation.org
Administrator	Dr. Brad Pepper, Director	620-584-3300	bpepper@orioneducation.org
District Clerk/Finance Officer	Kris Misak, CFO	620-584-3300	kmisak@orioneducation.org

Provide individual participant information below.

Participant Name (First and Last)	Participant Role	Telephone	Email Address
The Teacher Treks computer science online courses will be available to all PreK-8 educators in Kansas. The number of participants depends several factors, including marketing and interest. It is estimated that 200 teachers will participate in the online courses.	Kansas PreK-8 Teachers		

Brad Pepper

Administrator's Signature

9/30/22

Date

STATE USE ONLY—DO NOT WRITE BELOW THIS LINE

\$ _____ Approved Grant Award Amount

KSDE Authorized Representative

Date

FY 2023 HB 2466 GRANT APPLICATION

SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

A. Project Narrative: Explanation/Description of the Professional Development and the Overall Proposed Uses

The Teacher Treks program at Orion Education and Training provides educators with high-quality online, asynchronous, and personalized professional learning opportunities. The Teacher Treks online courses are also rigorous, relevant, and encourage educators to implement newly learned strategies and resources right away. [CLICK HERE](#) for the current list of Teacher Treks courses.

Funding from the HB 2466 grant would provide 20 new Teacher Treks online courses, with the focus on computer science standards, strategies, and resources, free of charge to PreK-8 Kansas educators. These courses would build computer science foundations, skills, and interest for teachers and students, with the ultimate goal of enhancing and/or expanding PreK-12 computer science programs.

Expected Measurable Outcomes/Project Deliverables

Grant recipients will:

1. Create and facilitate 20 high-quality, online, PreK-8 professional education courses that align to the Kansas computer science standards.
2. Integrate a variety of evidence-based online learning and adult learning strategies within the courses (discussed below).
3. Facilitate pre- and post-course surveys to assess the effectiveness of each course (teachers' self-assessment of their computer science skills, knowledge of resources, and teaching comfortability).

Partnerships and Collaboration

Orion Education and Training is proud to provide a variety of high-quality educational services to Kansas school districts. Orion will work directly with member district superintendents and administrators to advertise this learning opportunity and recruit their PreK-8 staff.

Wichita State University and Orion have a partnership that allows educators to earn graduate credit for the Teacher Treks online courses.

Orion would also like to collaborate with the Kansas Department of Education in order to market the online computer science courses to a broader audience of Kansas educators.

B. Funding

- Funding for this grant is requested at the following level:

- Multiple applicants per district may apply.
- Funding will go to cover costs associated with the Program.
- Itemize activities on the *PACT Act Fund Project Activities Sheet & Budget Sheet* (pgs. 6 &7).
- Final Expenditure Report forms are attached

C. Contractual Provisions Attachment and Local Assurances/Contractual Agreements

Submit completed copies of these documents (electronic only) — typed names & dates on the electronic copies and original signatures on the hard copy (if submitted) to be submitted no later than 30 days after the grant is awarded.

FINAL Fund Project Activities

Description of the Activity (Complete this section to include with the application)	Funding \$.00
<p>Teacher Treks online computer science courses will be available free of charge to Kansas educators who teach students in grades PreK-8. Two course options will be available for each grade level. The courses will accommodate educators who are already familiar with computer science standards and resources, as well as educators with little to no computer science background. Teachers can choose from the following course options:</p> <p>5-Week Session Dates: 1/9/23 - 2/12/23; 2/20/23 - 3/26/23; 3/27/23 - 4/30/22; 5/1/23 - 6/4/23</p> <ul style="list-style-type: none"> • Teachers can choose between 20 PDC points, 40 PDC points, 1 Graduate Credit, and 2 graduate credit options. If teachers choose to take a course for graduate credit, they would have to pay the Wichita State University graduate credit fees (\$65/credit) • Teachers can participate in the “Solo Trek” course option which allows them to learn at their own pace and time. The course is asynchronous, and there are no face-to-face requirements. • Teachers can also choose a “Group Trek” option. Group Treks allow teachers to enroll in a course with a friend(s) and/or colleague(s) and collaborate on assignments. <p>5-Week Session Course Format and Content:</p> <ul style="list-style-type: none"> • At the beginning of the course, teachers will complete a self-assessment regarding their current perceptions of computer science skills, knowledge of resources, and comfortability level of teaching computer science standards. • Each week (5 total weeks) consists of the following activities: responding to journal prompts, reflection activities, watching/responding to videos, and reading/responding to articles. The activities are aligned to the Kansas computer science standards. Each course integrates the following evidence-based strategies for online learning and adult learning: <ol style="list-style-type: none"> 1. A centralized and organized learning management system (Moodle) houses and communicates course content and announcements. 2. The instructor will provide personalized, high-quality feedback on weekly assignments. 	

3. Students have choice in projects and assignments.
 4. Students can work at their own pace and on their own time.
 5. Course content is chunked in order to prevent the overload of working memory capacity.
 6. Activities are scaffolded to help differentiate the content.
 7. The instructor will build relationships with students through personalized feedback, personal emails, phone calls, and Zoom meetings.
- Each week, students are required to submit one assignment. Students will create a lesson plan that relates to the course content for the week and align the lesson plan to Kansas computer science standards.
 - If students choose the 40 PDC point or 2-graduate credit course option, they are required to submit 1 “extra” project. Their choices of project include: write a literature review about computer science in the classroom, apply 15 hours of computer science activities in the classroom, create a Digital Resource Center Website about CS to share with colleagues, create a video reflection of the course, host a “professional learning” presentation about new CS skills/resources for colleagues.
 - Each course also includes resources and strategies to help build computer science interest in specific student sub groups such as females, marginalized racial and ethnic groups underrepresented in computer science, students eligible for free and reduced-price meals, students with disabilities, and English language learners.
 - At the end of the course, teachers will complete a post-course self-assessment regarding their computer science skills, knowledge of resources, and comfortability level of teaching computer science standards.

On-Demand Courses

On-Demand courses will also be free of charge to Kansas PreK-8 educators. Educators can earn 10 PDC points by completing this type of course. Course start and end dates are chosen by the educator during the January 1st – June 30th grant timeframe. The On-Demand courses include the same content as the 5-week courses, but weekly assignments are not required. Only 1 assignment is required at the end of the course. This assignment includes creating a lesson plan based on Kansas computer science standards and a reflection of learning.

Responsibility: Shannon Fisher **Start Date:** 1/1/23 **Completion Date:** 6/30/23

Expected Result/Evaluation of the Activity (Complete this section to include with the application)

Orion Education and Training will build and facilitate pre- and post-course surveys to assess the effectiveness of each course (teachers’ perceptions of their computer science skills, knowledge of resources, and teaching comfortability). As a result of participating in a course, it is expected that each teacher will show growth in his/her computer science skills, knowledge of resources, and comfortability of teaching computers

science to students. The hope is also that these courses inspire educators to enhance and/or expand district PreK-12 computer science programs.

06/30/23 **Final Report/Activity:** (Complete this section **after** completing funded grant activities **as part of the final report**)

- [Enter Description Here]

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

(Complete and return with **APPLICATION**)

Budgeted Items		Number of Items	Item Amount	Total Amount
	Human resources:			
	Build 10, 5-week courses (about 8 hours per course) Build 10 On-Demand courses (about 2 hours per course)	100 hours	\$55	\$5500
	Instructor facilitation of courses (providing feedback on assignments, answering emails, posting announcements) About 50 hours per 5-week session (4 sessions) About 50 hours total for On-Demand courses (providing feedback on assignments and answering emails)	250 hours	\$55	\$13,750
	Synchronous instructor facilitation of course on an as-needed basis (phone calls; 1-on-1 Zoom help sessions)	20 hours	\$55	\$1100
	Process course registrations and WSU grad credit registrations; marketing	20 hours	\$30	\$600
	Technology: Moodle Learning Management System (this LMS will host the courses)	1	\$900	\$900
Total for Professional Development				\$0
			\$	\$
Total for Equipment				0
			\$	
Total for Travel				\$0
			\$	
Total for Other Allowable Expenditures				\$0
TOTAL FOR PROJECT				\$21,850

(Return with APPLICATION)

Budget Narrative:

These budgetary amounts are based on an estimated enrollment of 200 teachers in the Teacher Treks computer science courses from January 1st through June 30, 2023. Most of the grant funds will be used to provide high-quality course development and facilitation. It is estimated that it will take the course developer approximately 100 hours to build 20 courses. Course facilitation hours will obviously depend on number of enrolled students. The estimated 250 hours of course facilitation is based on a total enrollment of 200 teachers and includes providing feedback on assignment, answering emails, posting announcements, and scheduling phone calls and Zoom meetings with students as needed. Other human resource tasks involve processing course and Wichita State registrations and creating and distributing marketing materials. These tasks will require approximately 20 hours of human resources. The last budgetary item is Moodle, the learning management system that houses the courses.

Kansas leads the world in the success of each student.

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

(Complete and return with **FINAL REPORT**)

Budgeted Items	Number of Items	Item Amount	Total Amount
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total for Professional Development			\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total for Equipment			\$
		\$	
		\$	
		\$	
		\$	
		\$	
Total for Travel			\$
		\$	
		\$	
		\$	
		\$	
		\$	
Total for Other Allowable Expenditures			\$
TOTAL FOR PROJECT			\$

(Return with **FINAL REPORT**)

Budget Narrative:

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the _____ day of _____, 20_____.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges-hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
3. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*).
4. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 *et seq.*) (ADA) and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal antidiscrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.
6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

- To assure all records shall be subject at all reasonable times to inspection, review, or audit by State personnel and other personnel duly authorized by KSDE. The award recipient assures that all financial records, supporting documentation, statistical records and all other records pertinent to the grant award shall be retained by the award recipient for at least **five years** following the end of the grant project period.
- If the activities described in the grant application have not commenced within **60 days** after acceptance of the grant award, the award recipient shall report in writing the steps taken to initiate the grant project, the reasons for delay and the expected starting date. If the activities have not commenced within **30 days** of receipt of the above letter, the award recipient shall submit to CTE a further statement in writing regarding the delay. Upon receipt of the second letter, KSDE may terminate the grant, and the award recipient shall return to KSDE all unused grant funds with a complete accounting of all expenditures.
- KSDE reserves the right to terminate any grant award and cease payment to the award recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim durable goods purchased with these grant funds if the award recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.
- The award recipient shall return to KSDE any grant funds not expended or encumbered by June 30, 2023, within 15 days after the end of the grant project period.

 Orion Education and Training

Name of District

assures the Kansas State Department of Education of its intent to comply with the assurances and contractual agreements as outlined in this document. Further, we are willing to explain, in writing, how we intend to comply with each of these assurances and agreements.

Brad Pepper

Director

9/30/22

 **Name or Signature of Authorized Administrator**

Title

Date

 13939 Diagonal Road, Clearwater, KS 67026

Address (Street, City, State, Zip

Code)

PN561.04.2011.389

**FY 2023 HB 2466 GRANT APPLICATION
SUPPORTING CS PROFESSIONAL DEVELOPMENT**

Promoting Advancement in Computing Knowledge Act
(Complete and return with APPLICATION)

Budgeted Items		Number of Items	Item Amount	Total Amount
	AP Summer Institute in-person (AP CSA for 25 pp)	1	\$18,400	\$18,400
	AP Summer Institute online (AP CSA for 25 pp)	1	\$14,720	\$14,720
	Content specific session for novices online (AP CSA for 25 pp)	1	\$6,440	\$6,440
	1:1 in-year mentoring (AP CSA for 25 pp)	1	\$21,250	\$21,250
	AP Summer Institute in-person (AP CSP for 25 pp)	3	\$18,400	\$55,200
	AP Summer Institute online (AP CSP for 30 pp)	1	\$14,720	\$14,720
	Content specific session for novices online (AP CSP for 25 pp)	1	\$6,440	\$6,440
	1:1 in-year mentoring (AP CSP for 100 pp)	1	\$850	\$85,000
	Achieving Equity in AP	3	\$7,000	\$21,000
	Cross Curricular Skills Workshop	4	\$ 3,400	\$13,600
Total for Professional Development			\$111,620	\$256,770
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
Total for Equipment				
			\$	
			\$	
			\$	
			\$	
			\$	
Total for Travel				\$
			\$	
			\$	
			\$	
			\$	
			\$	
Total for Other Allowable Expenditures				\$
TOTAL FOR PROJECT				\$

(Return with APPLICATION)

Budget Narrative:

- Funding will go to cover costs associated with:
- Be specific on expected use of funds

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

The Fund

House Bill 2466, the Promoting Advancement in Computing Knowledge (PACK) Act provides funding for providing professional development to Kansas educators to support computer science program delivery and/or program expansion to meet critical technical workforce development needs. These funds are distributed through a competitive grant process, with the total amount available for FY 2023 at approximately **\$1,000,000** and must be expended by **June 30, 2023**. Applications will be processed beginning on October 1st for selection. Applications will still be accepted after October 1st until funds are depleted.

Eligible Recipients

Applicants eligible for an award under this grant must meet the following criteria:

- 1) Be a **high-quality professional learning provider**:
 - a. "High-quality professional learning providers" means any school district, interlocal cooperative, school district cooperative, institution of higher education, nonprofit organization or private entity that:
 - i. Has successfully designed, implemented and scaled high-quality professional learning for teachers; and
 - ii. is approved or recommended by the state board of education as providing high-quality professional learning.
- 2) Demonstrate that they can meet the following conditions:
 - a. Recruit new and existing teachers with little to no computer science background;
 - b. use research-based or evidence-based practices for high quality professional development;
 - c. focus the professional learning on the conceptual foundations of computer science;
 - d. reach and support marginalized racial and ethnic groups underrepresented in computer science;
 - e. provide teachers with concrete experience with hands-on, inquiry-based practices;
 - f. accommodate both teacher and student needs; and
 - g. ensure that participating districts shall begin offering a computer science course within the same or next school year after the teacher receives the professional learning

Applicants will be evaluated based on the following preferential criteria:

- 1) School districts and/or cooperatives that work in partnership with providers of high-quality professional learning;
- 2) Proposals that describe strategies to enroll female students, students from marginalized racial and ethnic groups underrepresented in computer science, students eligible for free and reduced-price meals, students with disabilities and English language learners; and

- 3) proposals from rural or urban areas that experience difficulties providing computer science offerings.

Award Period

This PACK ActFund grant award(s) is for the period **July 1, 2022** through **June 30, 2023**. Drawdown of funds from KSDE should be by no later than **June 30th, 2023**, to meet the July 1st, 2023 deadline.

Purposes for PACT ActGrants

PACK ActFund grants **must** support professional development activities in building computer science teaching capacity in Kansas K12 public education and must be geared toward enhancement or expansion of programs in support of computer science.

Application Process

Interested, qualified applicants must submit a proposal describing the nature and scope of the proposed project and the amount of funding requested. Proposals for PACK ActFund grants should include a cover sheet, a project application, a detailed budget and budget narrative which identifies specifically how the funds will be expended as well as outline how the project will enhance programs supported. Completed assurances forms will be requested if the proposal is funded.

Submission Requirements

For consideration in initial round of grants, an electronic copy of the PACK ActFund Proposal must be submitted to: Stephen King, PhD, sking@ksde.org no later than 5:00 p.m. local time on **September 30, 2022**. Proposals received after the due date will be considered until funds are depleted.

Documents	Due Date	Submit to
Electronic copy of Cover Sheet, Application, Project Activities Sheet and Budget Information	9/30/22	sking@ksde.org Stephen King
Hard copy of all documents w/original signatures, contractual provisions and local assurances attachments	Upon Request	KSDE CSAS c/o Stephen King 900 SW Jackson, Suite 653 Topeka, KS66612

Reporting Requirements

Grant recipients must provide a final narrative, a final project activities sheet, and a final expenditure report no later than **August 30th, 2023**. The applicant's Grant Coordinator is responsible for verifying reported information as well as ensuring the final report is submitted as required.

This final report shall include at least the following information:

- 1) The number of teachers prepared;
- 2) the number of students reached;
- 3) the number and percent of students reached disaggregated by gender, race, ethnicity and socioeconomic status; and
- 4) the number of teachers and school districts that implemented computer science courses versus the number of prepared teachers that attended professional learning

Failure to Commence Project

If the project activities described in the grant proposal have not commenced within 30 days after acceptance of the grant award, the recipient must report in writing the steps taken to initiate the project, the reason for the delay and the expected start date, and submit an adjusted project timeline. If project activities have not commenced within 10 days of receipt of the above letter, KSDE may terminate the grant and the recipient will be required to return all unused grant funds with a complete accounting of all expenditures. **All funds must be expended by June 30, 2023.**

Right to Terminate the Grant

After a grant is awarded, any adjustments and/or modifications to the activities or budget amounts must be approved by KSDE prior to the change occurring. Failure to request grant changes in advance may result in the returning of funds expended without approval and/or termination of the grant. KSDE reserves the right to terminate any grant award and cease payment to the recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim any equipment, durable goods and other property purchased with these grant funds if the recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.

Unused Funds

All grant funds awarded but not expended by **June 30, 2023** must be **returned** to KSDE within 15 days after of the end of the grant award period.

FY 2023 HB 2466 GRANT APPLICATION

SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

Cover Sheet

College Board, Private Non-Profit Organization

USD # and Name

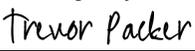
Secondary Funding: I understand that if funds become unavailable this application may be terminated. If satisfactory progress and documentation are not made regarding the intended outcomes of this application or if this institution fails to comply with applicable laws, regulations, assurances and/or terms of this grant this application becomes null and void and all funds must be returned.

List Contact Persons

Responsibility	Name & Position	Telephone	Email Address
Application Completer	Alison Procopio	610-592-7422	aprocopio@collegeboard.org
Administrator/Manager Administrator Signatory	Maureen LaRaviere Trevor Packer	202-779-3760	mlaraviere@collegeboard.org
District Clerk/Finance Officer (CB)	Aileen Harbour	610-248-3540	aharbour@collegeboard.org

Provide individual participant information below.

Participant Name (First and Last)	Participant Role	Telephone	Email Address
Jim Morris	State Lead	319-329-4590	jmorris@collegeboard.org
Aileen Harbour	Program Lead (AP)	610-248-3540	aharbour@collegeboard.org
Alison Procopio	Policy Implementation Lead	610-592-7422	aprocopio@collegeboard.org

DocuSigned by:

 Administrator's Signature _____ Date 10/11/2022

STATE USE ONLY DO NOT WRITE BELOW THIS LINE

\$ _____ Approved Grant Award Amount

 KSDE Authorized Representative

 Date

FY 2023 HB 2466 GRANT APPLICATION

SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

A. Project Narrative

- **Explanation/Description of the Professional Development and the Overall Proposed Uses**

Developing a committed and trained group of educators to teach AP[®] Computer Science A and AP[®] Computer Science Principles will help Kansas to increase the number of students who have access to a high quality, challenging computer science courses to meet the Kansas State requirements of HB2466 that each high school offer at least one computer science course by the beginning of the 2023-2024 school year.

College Board is proposing a comprehensive offering to prepare existing and new teachers to offer either **AP Computer Science Principles** or **AP Computer Science A** to students in Kansas beginning in the 2023-2024 school year. College Board will offer training in the summer of 2023 for each school that commits to offering AP Computer Science Principles (CSP) or AP Computer Science A (CSA), for schools that already have a computer science course to have the opportunity to expand its CS offering to AP CSA. Additionally, College Board will offer a full year of AP Mentoring for the 2023-2024 school year to the participating teachers. Training options are set forth below.¹

Part I: Schools/districts will select one of the following Advanced Placement Summer Institutes (APSI)

- Attend one of three private in person AP CSP APSIs that will be offered in different regions of the State; or
- Attend one private in person AP CSA APSI offered in a central location in the State; or
- Attend a virtual AP CSP APSI.

Part II: AP CSP and CSA mentoring for all teachers

- Each teacher who participates as a part of the APSI CSP or CSA offering will also receive AP mentoring in CSA or CSP for the 2023-2024 school year. AP Mentoring provides ongoing support in a small, online group setting with fellow AP teachers.

Part III: Customized follow-up training : Three Opportunities

- Novice CSP teachers will participate in a virtual one day follow up session focused on planning and curriculum use of the AP course frameworks for their AP CS course.
- Administrators from districts and schools that participate will have the opportunity to participate in face to face or virtual Achieving Equity in AP training during this same time frame as the course specific APSIs for the teachers.
- All teachers will have the opportunity to participate in an AP cross-curricular skill workshop.

¹ Professional Development material created by College Board including all copies thereof, are at all times owned by College Board, which is the exclusive owner of all rights in and to its Professional Development materials, including, without limitation, copyrights, trademarks trade secrets, patents, and other similar proprietary rights, and all renewals and extensions thereof (collectively 'College Board Intellectual Property'). Nothing herein shall be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to Client.

Summary Research:

College Board [Research](#)²

AP CSP students are more likely to declare computer science and STEM majors in college.

The research suggests that AP CSP participation is related to students' college major choice. The data show that students who take AP CSP are more than three times as likely to declare a computer science major at the start of college compared to similar students who did not have AP CSP available to them. Differences are similarly large for female, Black, Hispanic, and first-generation college students. AP CSP students who also take AP CSA are even more likely to major in computer science.

AP CSP students are more diverse than AP CSA students, and AP CSP often provides the first AP STEM experience for Black, Hispanic, and first-generation students who take it.

Students who take AP CSP are more representative of groups historically underrepresented in computing with a greater proportion of female, Hispanic, Black, and first-generation students than AP CSA. In the class of 2019, AP CSP was the first AP STEM course for more than half of Black students (68%), Hispanic students (59%), and first-generation students (60%) taking AP CSP.

AP CSP students are more likely to enroll in AP CSA and AP STEM.

New research shows AP CSP students are nearly twice as likely to enroll in AP CSA compared to similar students who went to high school before AP CSP launched. This result holds for female, Hispanic, and first-generation students, and is even larger for Black AP CSP students, who are three times more likely to later enroll in AP CSA if they have taken AP CSP.

AP CSA and CSP afford students the opportunity to earn college credit while still in high school.

For the class of 2022, 67% and 69% of Kansas graduating seniors scored a 3 or higher on the AP CSA and AP CSP exams, respectively, qualifying them for college credit at nearly 1,000 postsecondary colleges and universities.

Meeting the Criteria:

1. High Quality Professional Learning Provider:

a.i. College Board has a long history of offering both onsite and online professional training for AP teachers in all AP subject areas. Professional development is conducted by approved providers or College Board consultants who have been practitioners in the field and are well versed in the course content and teaching strategies for delivering a successful AP course. A complete listing of the public professional development currently being offered by College Board can be found on our [website](#)³

² <https://apcentral.collegeboard.org/courses/ap-computer-science-principles/ap-csp-research-findings>

³ <https://apcentral.collegeboard.org/professional-learning>

- Advanced Placement Summer Institutes provide 30 or more hours of content rich training designed to strengthen how teachers teach their AP courses.
- AP online workshops feature ready-to-use strategies and pedagogical tools to help teachers plan and focus instruction.
- AP mentoring provides ongoing support in a small on-line group setting with experienced AP teachers in a specific content area. Groups are tailored to needs and experience levels.

AP teachers will also have access to our instructional materials, videos and the AP Teacher Community, a long-standing Professional Learning Community.

a.ii. Is approved or recommended by the state board of education as providing high-quality professional learning.

- College Board is an approved high-quality professional learning provider per previous KSDE Board approval to offer summer training, (*KSDE April Board Meeting Minutes*)

2. Demonstrate that they can meet the following conditions:

a. Recruit new and existing teachers with little to no computer science background:

One project manager will be assigned to work in partnership with Kansas Association of Educational Service Agencies, statewide computer science organizations and districts to identify course expansion opportunities and select teachers to participate in the training. Teachers may have a background in any subject matter, but those with some math, science or computer science interest will benefit most immediately from the training. College Board will use current data on AP course taking and AP Potential to identify the regions of the State and the schools for initial expansion. College Board will work in partnership with KSDE to provide input on workshop location offerings.

b. Use research-based or evidence-based practices for high quality professional development:

College Board professional development is grounded in the principles of adult learning. Teachers are exposed to content, practice, follow-up and mentoring to ensure they have the support they need to be successful. In addition, the opportunity to participate in ongoing instructional support and the AP Teacher community provide teachers a constant level of support for teaching their AP CSP or AP CSA courses.

c. Focus the professional learning on the conceptual foundations of computer science:

The professional development offered in this proposal is specifically tailored to the content of College Board's AP Computer Science courses. Course frameworks for *AP CSP* and *AP CSA* can be found on our website on the respective course and exam pages. AP CSP is one of the only computer science courses that meets the KBOE definition of computer science without need to augment.

The courses:

⁴ <https://www.ksde.org/Portals/0/Board/Minutes/2022/April%202022%20Minutes%20Approved%20Minutes.pdf?ver=202206-03-092714-343>

⁵ <https://apcentral.collegeboard.org/courses/ap-computer-science-principles/course>

⁶ <https://apcentral.collegeboard.org/courses/ap-computer-science-exam/course>

AP Computer Science Principles is a foundational level course that allows students to explore the big ideas of computer science, including algorithms and programming, using a project-based approach. It is recommended that students in the AP Computer Science Principles course have successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. Prior computer science experience is not required to take this course.⁷

AP Computer Science A is a problem solving and object-oriented Java programming course. AP CSP is not a prerequisite for this course.

d. Reach and support marginalized racial and ethnic groups underrepresented in computer science:

Working with Kansas Association of Educational Service Agencies and districts, College Board staff will utilize the [AP CSP Recruitment Toolkit](#) which was developed to identify the best strategies for reaching underserved minorities in a community. In addition, we will look at the demographics of the State and focus our efforts on those areas that have a high percentage of students in demographics that are underrepresented in computer science courses.

Our updated [research \(2020\)](#) indicates **AP CSP students are more diverse, and AP CSP often provides the first AP STEM experience for Black, Hispanic, and first-generation students who take the course.**

Students who take AP CSP are more representative of groups historically underrepresented in computing with a greater proportion of female, Hispanic, Black, and first-generation students than AP CSA in the class of 2019. AP CSP serves as the entryway into STEM for many CSP students. In the class of 2019, AP CSP was the first AP STEM course for more than half of Black students (68%), Hispanic students (59%), and first-generation students (60%) taking AP CSP. College Board will also formally acknowledge and recognize schools and districts that recruit female students equitably with a Computer Science Female Diversity Award.

The Achieving Equity in AP workshop will be offered to administrators and counselors coinciding with the last day of the AP CSA or AP CSP Summer Institute. Administrators and counselors representing the districts of the participating teachers in the computer science summer institute may participate in the workshop which focuses on developing an AP Program which improves access to and equity in advanced academics for students from all populations.

e. provide teachers with concrete experience with hands-on, inquiry-based practices:

The Novice CSP teachers will participate in a virtual one day follow up session focused on planning and curriculum use of the AP course frameworks for their AP CS course. The AP cross curricular workshops will provide teachers the provide teachers with concrete experience with hands-on, inquiry-based practices. Both opportunities will bring meaning and context to the training from their own experiences and help them address needs they have for teaching the course. The on-going Mentoring with experienced practitioners will

⁷ <https://apcentral.collegeboard.org/media/pdf/apcomputer-scienceprinciples-course-and-exam-description.pdf>

⁸ <https://apcentral.collegeboard.org/courses/apcomputer-scienceprinciples/recruitment-toolkit>

⁹ <https://apcentral.collegeboard.org/media/pdf/apcsp-and-stem-cs-pipelines.pdf>

provide them with an on -going opportunity to explore instructional strategies that will best meet the needs of their students that are grounded in professional practice.

f. accommodate both teacher and student needs; and

The variety of professional learning opportunities, both face to face and virtual, will give educators flexibility to meet their professional learning needs. Accommodations for students with language and special needs are incorporated into the overall training scope so that all students have the opportunity to learn and be successful.

g. ensure that participating districts shall begin offering a computer science course within the same or next school year after the teacher receives the professional learning

As a part of participating in the professional development offered by College Board, we will secure agreement from the district/school that they will create a course section within one year of the training and commit that the teachers who attended the summer institutes will teach the course for at least two years. College Board will monitor course implementation via the AP Registration and Ordering Tool that is used to create course sections for accessing AP Classroom resources and indicating exam taking decisions. Customized support will be provided to participating districts to ensure the AP Registration and Ordering System is set up on time so that students enroll in the course section.

- **Expected Measurable Outcomes/Project Deliverables**

Grant recipients will:

- 1) Participate in the full Advanced Placement Summer Institute (4 days), in person or virtual
- 2) Commit to participating in follow-up training
- 3) Commit to participate in AP Mentoring
- 4) Schools and/or Districts will commit to offering AP CSP/CSA in their course offering and recruit students to fill those classes for 2023, or defer one year to 2024
- 5) Commit to teaching AP CSP or AP CSA for at least 2 years

College Board will:

- 1) Train up to 125 Teachers
- 2) Support a minimum of 1,700 students (assumption based on NCES for Kansas public school enrollment data)

- **Partnerships and Collaboration**

- Project lead will work with Kansas Association of Educational Service Agencies KAESA, Kansas Rural Education Association, and select districts on recruitment for each APSI.
 - Project lead will provide KAESA and the Kansas Rural Education Association with information about the APSI and subsequent professional learning opportunities to ensure key stakeholders are informed of the professional learning options and to amplify the recruitment efforts. Partnering with these groups will ensure that professional learning opportunities are reaching districts where females, students from marginalized racial and ethnic groups, students eligible for free and reduced-price meals, students with disabilities and English language learners are underrepresented in computer science.

B. Funding

- Funding for this grant is requested at the following level:
- Multiple applicants per district may apply.
- Funding will go to cover costs associated with the Program.
- Itemize activities on the ***PACT AdFund Project Activities Sheet & Budget Sheet*** (pgs. 6 & 7).
- Final Expenditure Report forms are attached

C. Contractual Provisions Attachment and Local Assurances/Contractual Agreements

Submit completed copies of these documents (electronic only) — typed names & dates on the electronic copies and original signatures on the hard copy (if submitted) to be submitted no later than 30 days after the grant is awarded .

- See attached AP Professional Learning Terms and Conditions

District Name: College Board
PACK Act CS Grant

Grant Year: FY 2023

FINAL Fund Project Activities

Line #1	Description of the Activity (Complete this section to include with the application)	Funding \$253, 370
	<p>To support the State’s objective of training more Kansas teachers to effectively deliver Computer Science instruction, College Board proposes holding 1 (one) in-person Computer Science A APSI, 3 (three) Computer Science Principles APSI’s and 1 (one) virtual online CSP APSI for any KS teacher that cannot attend face-to-face. To further ensure content knowledge and command of AP Classroom resources, College Board proposes adding 2 (two) content specific, online sessions for novice CS teachers (one for AP CSA and one for AP CSP) along with yearlong AP Mentoring for every teacher attending one of the APSI options.</p> <p>In support of the interdisciplinary nature of AP CSA and CSP, College Board also proposes a Cross Curricular Skill workshop that will guide computer science teachers through the blending and scaffolding skills conducive to rigorous CS instruction.</p> <p>As Kansas’ goal is to also expose more underrepresented students to CS, College Board proposes 3 (three) Achieving Equity in AP APSI’s for high school and district administrators of teachers trained through the content specific APSI’s .</p>	
	<p>Responsibility: Maureen LaRaviere/Jim Morris Start Date: November 1, 2022 Completion Date: January 31, 2024</p>	
	Expected Result/Evaluation of the Activity (Complete this section to include with the application)	
<p>Train up to 100 new AP CSP teachers. Increase the number of schools that offer AP CSP from 19 to 50 in the 2023-2024 school year. Increase the number of students taking AP CSP from 166 up to 1,250. This will be evaluated using College Board AP CSP Exam data in summer 2024.</p> <p>Train up to 25 new AP CSA teachers. Increase the number of schools that offer AP CSA from 23 to 40 in the 2023-2024 school year. Increase the number of students taking AP CSA from 147 up to 550. This will be evaluated using College Board AP CSA Exam data in summer 2024.</p>		

In July 2024, an analysis of AP CSA and CSP Exam participation will be conducted among the schools whose teachers participated in the summer institute training in 2023. Additionally, College Board state lead will monitor the AP Registration and Ordering system to provide on time support for schools to ensure that students are enrolled in the online system and verify their commitment to taking the AP Exam.

06/30/23 Final Report/Activity: (Complete this section after completing funded grant activities **as part of the final report)**

- [Enter Description Here]

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

(Complete and return with **APPLICATION**)

Budgeted Items		Number of Items	Item Amount	Total Amount
	AP Summer Institute in-person (AP CSA for 25 pp)	1	\$18,400	\$18,400
	AP Summer Institute online (AP CSA for 25 pp)	1	\$14,720	\$14,720
	Content specific session for novices online (AP CSA for 25 pp)	1	\$6,440	\$6,440
	1:1 in-year mentoring (AP CSA for 25 pp)	1	\$21,250	\$21,250
	AP Summer Institute in-person (AP CSP for 25 pp)	3	\$18,400	\$55,200
	AP Summer Institute online (AP CSP for 30 pp)	1	\$14,720	\$14,720
	Content specific session for novices online (AP CSP for 25 pp)	1	\$6,440	\$6,440
	1:1 in-year mentoring (AP CSP for 100 pp)	1	\$850	\$85,000
	Achieving Equity in AP	3	\$7,000	\$21,000
	Cross Curricular Skills Workshop	3	\$ 3,400	\$10,200
Total for Professional Development			\$111,620	\$253,370
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
Total for Equipment				
			\$	
			\$	
			\$	
			\$	
			\$	
Total for Travel				\$
			\$	
			\$	
			\$	
			\$	
			\$	
Total for Other Allowable Expenditures				\$
TOTAL FOR PROJEC				\$253,370

(Return with APPLICATION)

Budget Narrative:

- Funding will go to cover costs associated with:
- Be specific on expected use of funds

Kansas leads the world in the success of each student.

The funding will cover the costs associated with the following activities:

Part I: Schools/districts will select one of the following Advanced Placement Summer Institutes (APSI)

- Attend one of three private in person AP CSP APSI's that will be offered in different regions of the State;
or
- Attend one private in person AP CSA APSI offered in a central location in the State; or
- Attend a virtual AP CSP APSI.

Part II: AP CSP and CSA mentoring for all teachers

- Each teacher who participates as a part of the APSI CSP or CSA offering will also receive AP mentoring in CSA or CSP for the 20232024 school year. AP Mentoring provides ongoing support in a small, online group setting with fellow AP teachers.

Part III: Customized follow -up training : Three Opportunities

- Novice CSP teachers will participate in a virtual one day follow up session focused on planning and curriculum use of the AP course frameworks for their AP CS course.
- Administrators from districts and schools that participate will have the opportunity to participate in face to face or virtual Achieving Equity in APtraining during this same time frame as the course specific APSI's for the teachers.
- All teachers will have the opportunity to participate in an AP cross -curricular skill workshop.

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

(Complete and return with FINAL REPORT)

Budgeted Items	Number of Items	Item Amount	Total Amount
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total for Professional Development			\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total for Equipment			\$
		\$	
		\$	
		\$	
		\$	
		\$	
Total for Travel			\$
		\$	
		\$	
		\$	
		\$	
		\$	
Total for Other Allowable Expenditures			\$
TOTAL FOR PROJECT			\$

(Return with FINAL REPORT)

Budget Narrative:

State of Kansas
 Department of Administration DA-146a
 (Rev. 07-19)

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the _____ day of _____, 20_____.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
3. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 756101 *et seq.*).
4. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 *et seq.*), ADA and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal antidiscrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.
6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46 - 1101 *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

- To assure all records shall be subject at all reasonable times to inspection, review, or audit by State personnel and other personnel duly authorized by KSDE. The award recipient assures that all financial records, supporting documentation, statistical records and all other records pertinent to the grant award shall be retained by the award recipient for at least **five years** following the end of the grant project period.
- If the activities described in the grant application have not commenced within **60 days** after acceptance of the grant award, the award recipient shall report in writing the steps taken to initiate the grant project, the reasons for delay and the expected starting date. If the activities have not commenced within **30 days** of receipt of the above letter, the award recipient shall submit to CTE a further statement in writing regarding the delay. Upon receipt of the second letter, KSDE may terminate the grant, and the award recipient shall return to KSDE all unused grant funds with a complete accounting of all expenditures.
- KSDE reserves the right to terminate any grant award and cease payment to the award recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim durable goods purchased with these grant funds if the award recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.
- The award recipient shall return to KSDE any grant funds not expended or encumbered by June 30, 2023, within 15 days after the end of the grant project period.

Name of District

assures the Kansas State Department of Education of its intent to comply with the assurances and contractual agreements as outlined in this document. Further, we are willing to explain, in writing, how we intend to comply with each of these assurances and agreements.

DocuSigned by:
 Senior Vice President, AP and Instruction 10/11/2022
Name of Signature of Authorized Administrator *Title* *Date*
 250 Vesey St., New York, NY 10281 *Address (Street, City, State, Zip Code)*

AP PROFESSIONAL LEARNING POLICIES

Orders. Orders require a signed order form (this “[Agreement](#)”) and either a purchase order or check made payable to “College Board”.

Services. College Board shall furnish the selected professional learning workshop(s) for the period indicated in Section 2, which is mutually selected, agreed upon, and scheduled by College Board and Client. During each workshop, College Board will provide Client’s officials, teachers and administrators with instructional strategies, technical training, and associated support. At each workshop College Board will provide each participant with one copy of the instructional materials (hardcopy or electronic as indicated on the Order Form). The Client’s purchase of the workshop is intended for up to but not to exceed 30 participants (officials, teachers, or administrators) per presenter per workshop. Participants may be of the Client’s choosing; however, the Client is prohibited from reselling participant seats.

Purchaser Obligations. Purchaser shall be responsible for confirming that the duration, scope, and dates of the workshops are in compliance with applicable local, state, and federal statutes and regulations, applicable standards of relevant national professional associations, and applicable collective bargaining agreements. Client shall choose its teachers and educators to participate in any Workshop; provided, however, Client is prohibited from selling seats to teachers and educators who do not work for Client to any Workshop without advance written consent (with email to suffice) of College Board. College Board reserves the right to change the implementation information at any time. In the event College Board does not receive the information required prior to the Workshop by the date specified by College Board, the workshop may or may not be furnished. If College Board furnishes a Workshop, then the quality of the workshop may be affected, and College Board shall not be responsible for any problems, issues or effectiveness of the Services based on Purchaser’s failure to provide such information on a timely basis.

Fees and Payment.

Costs Excluded from Fee. The fees do not cover the following costs associated with Workshops: meeting room fees, audio-visual fees, food, insurance, fees for applicable substitute teachers and other costs for Purchaser personnel, and other on-site or off-site transportation expenses and lodging. Purchaser shall be responsible for and pay directly the costs not covered by the fees.

Workshop Cancellation or Rescheduling. College Board shall make the workshops available to Client at the dates and times set forth in the Schedule. In the event that Client wishes to cancel or reschedule a workshop, Client shall notify College Board in writing no later than thirty (30) days prior to the first day of the workshop. Client shall notify College Board in writing of their intent to cancel or reschedule a workshop. If the Client notifies College Board less than thirty (30) days prior to the first day of the workshop, then Client agrees to pay College Board the following cancellation fees:

Date of Notice	Cancellation	Reschedule
0-14 days prior to event	50% of workshop fee	\$1,000
15-30 days prior to event	25% of workshop fee	\$500

Client shall pay cancellation or rescheduling fees within thirty (30) days of issuance of invoice from College Board to Client. Such fee shall not apply to any cancellations or rescheduling caused by a Force Majeure event.

In the event that Client wishes to shift an in-person workshop to an online format, Client shall notify College Board in writing no later than seventy-two (72) hours prior to the workshop start time. This will ensure College Board has time to inform the presenter to cancel their travel plans and shift their agenda to an online format. In the event College Board needs to shift an in-person workshop to an online format, College Board shall notify Client in writing no later than seventy-two (72) hours prior to the workshop start time and provide an online platform.

Expedited Workshop Request Planning Fee. If Client does not provide a completed and signed PD Order Form, as well as a purchase order, check, or credit card payment for processing at least sixty (60) days in advance of the first day of a scheduled Service or places an order for a Service less than sixty (60) days in advance, Client shall be subject to an expedited planning fee up to 40% of the cost of the Service. These fees apply to all Services in this Agreement, regardless if Client has received any discounts. Client must order all Services no less than twenty-one (21) days prior to the first day of the Services.

Information Technology Contact. Client shall designate, and shall cause each school to designate an information technology contact. Client information technology contact and the School information technology contacts shall address any technical issues that may arise in the course of the Service.

Network Access and Internet Connectivity. Client will ensure network access and Internet connectivity during the workshop and, will require Client information technology contact or another appropriate staff person to be available during the Services to assist in the maintenance of such network access and Internet connectivity.

Accommodations and Instruments. (For in-person workshops only) Client shall furnish workshop space, instruments such as a projector, screen, chairs and desks/tables, and whiteboards as necessary for the Services, and any food or refreshments Client wishes to have onsite. All participants will need to bring, or have access to, a device that can connect to the internet. **(For online workshops only)** Client shall provide a Learning Management System (LMS) that allows attendees to participate and interact in online learning environments. This should include a platform that allows for synchronous and asynchronous sessions. Client must be able to provide accounts for consultants and participants to access the LMS.

General Disclaimer. College Board hereby disclaims all warranties, whether express or implied, including, without limitation, any implied warranties of merchantability, or fitness for a particular purpose.

Limitation of Liability. To the extent permitted by law, in no event will the total liability, in the aggregate, of College Board and its affiliates for any and all claims, losses, costs or damages whatsoever arising out of, resulting from or in any way related to this agreement or the work performed by College Board pursuant to this agreement from any cause or causes, included but not limited to the negligence, professional errors or omissions, strict liability or breach of contract or warranty express or implied of College Board or its affiliates, exceed the actual amount paid to College Board under this agreement for the specific deliverable subject to the damages claim.

In no event will College Board and its affiliates have any liability to purchaser in connection with this agreement for any direct, indirect, consequential, incidental, special or punitive damages, regardless of the nature of the claim or theory of liability. To the extent allowed by law, purchaser will indemnify, defend and hold harmless, College Board against third party claims that arise as a result of the breach of this agreement by purchaser.

Ownership of Intellectual Property. Purchaser agrees and acknowledges that all intellectual property provided under or pertaining to this Agreement, including, but not limited to, any College Board publications, College Board website(s), videos, examinations and all items contained therein, including all copies thereof, all data and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of College Board. Nothing in this Agreement should be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to the Client. Copying, disseminating, or posting any AP material on an internal or external website, including social media sites, is a breach of your agreement with College Board, unless expressly permitted by College Board.

Force Majeure. Either party may be excused from performance of an obligation under this Agreement in the event that performance of that obligation by such party is prevented by an act of God, act of war, terrorism, riot, fire, explosion, flood or other circumstance that is beyond the control of, and could not reasonably be avoided by, such party.

Payment. This Agreement supersedes any conflicting terms and conditions contained in Purchaser’s purchase order.

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

The Fund

House Bill 2466, the Promoting Advancement in Computing Knowledge (PACK) Act, provides funding for providing professional development to Kansas educators to support computer science program delivery and/or program expansion to meet critical technical workforce development needs. These funds are distributed through a competitive grant process, with the total amount available for FY 2023 at approximately **\$1,000,000** and must be expended by **June 30, 2023**. **Applications will be processed beginning on October 1st for selection.** **Applications will still be accepted after October 1st until funds are depleted.**

Eligible Recipients

Applicants eligible for an award under this grant must meet the following criteria:

- 1) Be a **high-quality professional learning provider**:
 - a. "High-quality professional learning providers" means any school district, interlocal cooperative, school district cooperative, institution of higher education, nonprofit organization or private entity that:
 - i. Has successfully designed, implemented and scaled high-quality professional learning for teachers; and
 - ii. is approved or recommended by the state board of education as providing high-quality professional learning.
- 2) Demonstrate that they can meet the following conditions:
 - a. Recruit new and existing teachers with little to no computer science background;
 - b. use research-based or evidence-based practices for high quality professional development;
 - c. focus the professional learning on the conceptual foundations of computer science;
 - d. reach and support marginalized racial and ethnic groups underrepresented in computer science;
 - e. provide teachers with concrete experience with hands-on, inquiry-based practices;
 - f. accommodate both teacher and student needs; and
 - g. ensure that participating districts shall begin offering a computer science course within the same or next school year after the teacher receives the professional learning

Applicants will be evaluated based on the following preferential criteria:

- 1) School districts and/or cooperatives that work in partnership with providers of high-quality professional learning;
- 2) Proposals that describe strategies to enroll female students, students from marginalized racial and ethnic groups underrepresented in computer science, students eligible for free and reduced-price meals, students with disabilities and English language learners; and

- 3) proposals from rural or urban areas that experience difficulties providing computer science offerings.

Award Period

This PACK Act Fund grant award(s) is for the period **July 1, 2022** through **June 30, 2023**. Drawdown of funds from KSDE should be by no later than **June 30th, 2023**, to meet the July 1st, 2023 deadline.

Purposes for PACT Act Grants

PACK Act Fund grants **must** support professional development activities in building computer science teaching capacity in Kansas K-12 public education and must be geared toward enhancement or expansion of programs in support of computer science.

Application Process

Interested, qualified applicants must submit a proposal describing the nature and scope of the proposed project and the amount of funding requested. Proposals for PACK Act Fund grants should include a cover sheet, a project application, a detailed budget and budget narrative which identifies specifically how the funds will be expended as well as outline how the project will enhance programs supported. Completed assurances forms will be requested if the proposal is funded.

Submission Requirements

For consideration in initial round of grants, an electronic copy of the PACK Act Fund Proposal must be submitted to: Stephen King, PhD, sking@ksde.org, no later than 5:00 p.m. local time on **September 30, 2022**. Proposals received after the due date will be considered until funds are depleted.

Documents	Due Date	Submit to
Electronic copy of Cover Sheet, Application, Project Activities Sheet and Budget Information	9/30/22	sking@ksde.org Stephen King
Hard copy of all documents w/original signatures, contractual provisions and local assurances attachments	Upon Request	KSDE CSAS c/o Stephen King 900 SW Jackson, Suite 653 Topeka, KS 66612

Reporting Requirements

Grant recipients must provide a final narrative, a final project activities sheet, and a final expenditure report no later than **August 30th, 2023**. The applicant's Grant Coordinator is responsible for verifying reported information as well as ensuring the final report is submitted as required.

This final report shall include at least the following information:

- 1) The number of teachers prepared;
- 2) the number of students reached;
- 3) the number and percent of students reached disaggregated by gender, race, ethnicity and socioeconomic status; and
- 4) the number of teachers and school districts that implemented computer science courses versus the number of prepared teachers that attended professional learning

Failure to Commence Project

If the project activities described in the grant proposal have not commenced within 30 days after acceptance of the grant award, the recipient must report in writing the steps taken to initiate the project, the reason for the delay and the expected start date, and submit an adjusted project timeline. If project activities have not commenced within 10 days of receipt of the above letter, KSDE may terminate the grant and the recipient will be required to return all unused grant funds with a complete accounting of all expenditures. **All funds must be expended by June 30, 2023.**

Right to Terminate the Grant

After a grant is awarded, any adjustments and/or modifications to the activities or budget amounts must be approved by KSDE prior to the change occurring. Failure to request grant changes in advance may result in the returning of funds expended without approval and/or termination of the grant. KSDE reserves the right to terminate any grant award and cease payment to the recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim any equipment, durable goods and other property purchased with these grant funds if the recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.

Unused Funds

All grant funds awarded but not expended by **June 30, 2023** must be **returned** to KSDE within 15 days after of the end of the grant award period.

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

Cover Sheet

233 – Olathe Public Schools

USD # and Name

Secondary Funding: I understand that if funds become unavailable this application may be terminated. If satisfactory progress and documentation are not made regarding the intended outcomes of this application or if this institution fails to comply with applicable laws, regulations, assurances and/or terms of this grant this application becomes null and void and all funds must be returned.

List Contact Persons

Responsibility	Name & Position	Telephone	Email Address
Application Completer	Barbra Gonzales-CTE Coordinator	913-780-8226	blgonzales@olatheschools.org
Administrator	Julie Veatch-Director of Assessment	913-780-8162	jmveatch@olatheschools.org
District Clerk/Finance Officer	Janna Raper	913-780-8077	jlraper@olatheschools.org

Provide individual participant information below.

Participant Name (First and Last)	Participant Role	Telephone	Email Address
Joan Mitchell	Teacher		
Jeanine Giersch	Teacher		
Jessica Johnson	Teacher		
Grady McWilliams	Teacher		
TBD	Teacher		

Barbra Gonzales

9/25/2022

Administrator's Signature

Date

STATE USE ONLY—DO NOT WRITE BELOW THIS LINE

\$ _____ Approved Grant Award Amount

KSDE Authorized Representative

Date

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

A. Project Narrative

- Explanation/Description of the Professional Development and the Overall Proposed Uses

The grant funds will be used to provide teachers with professional development focused on computer science to improve the competence and confidence in the subject matter. The purpose is to encourage growth in Computer Science course offerings and enrollment by students to help develop the workforce for the future. Professional development being considered is Project Lead The Way (PLTW) Computer Science which offers courses covering topics beyond coding, including app development, simulation, and cybersecurity. Professional development PLTW Core Training incorporates authentic, meaningful, and best-in-class online facilitation practices that ensure the quality delivery of course content. PLTW Computer Science engages students in interdisciplinary activities that not only build knowledge and skills in computer science, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. The program's courses empower students with in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they choose. Other curriculum providers are also being explored.

Stipends for teachers to participate in Core Training will be provided through the grant. Stipends will also cover time devoted for additional professional development and collaboration time which will be necessary for teachers to develop lessons from content learned during professional development training.

Equipment and supplies may be necessary to implement the new course offerings. Equipment and supplies are unique program and curricular requirements necessary for PLTW program implementation and can be purchased through the PLTW store. Site fees for each location courses are implemented will be covered with grant funds for the first year of implementation.

- Expected Measurable Outcomes/Project Deliverables

Grant recipients will:

- 1) Train staff from each high school in Computer Science from a high-quality professional development provider (e.g. PLTW)
- 2) Collect data on the number of students reached as a result of enhanced training of staff.

- 3) Collect data on the number and percent of students reached disaggregated by gender, race, ethnicity and socioeconomic status.
- 4) Collect data on the number of teachers and schools that implement computer science courses versus the number of prepared teachers that attended the professional learning.

- Partnerships and Collaboration

Teachers will develop partnerships with other participants not only in Olathe district but other districts participating in Core Training. A component of the Core Training is to build a cadre of teachers to provide mutual support and collaboration with the explicit intent to enhance the learning for teachers. Teachers will develop a sense of purpose and commitment, while developing a support group of teachers.

B. Funding

- Funding for this grant is requested at the following level:
- Multiple applicants per district may apply.
- Funding will go to cover costs associated with the Program.
- Itemize activities on the *PACT Act Fund Project Activities Sheet & Budget Sheet* (pgs. 6 &7).
- Final Expenditure Report forms are attached

C. Contractual Provisions Attachment and Local Assurances/Contractual Agreements

Submit completed copies of these documents (electronic only) — typed names & dates on the electronic copies and original signatures on the hard copy (if submitted) to be submitted no later than 30 days after the grant is awarded.

District Name: Olathe Public Schools, USD 233

Grant Year: FY 2023

PACK Act CS Grant

FINAL Fund Project Activities

Line #1	Description of the Activity (Complete this section to include with the application)		Funding \$143,960
	<p>Olathe Public Schools will use the grant funds to support professional development training, stipends to staff, site license fees and purchase of equipment and supplies for selected provider (e.g. PLTW <i>Computer Science</i> courses). The purpose is to encourage growth in Computer Science participation among younger populations with the intention of advanced workforce development. The project will provide support through interactive professional development aimed at developing and improving classroom skills and lesson design. Opportunities for teacher-to-teacher interaction as well as on-going networking and collaboration. Teachers in the program will be provided the opportunity to receive college credit for their work through partnering postsecondary institutions.</p>		
	Responsibility: District CTE Coordinator and high school staff.	Start Date: October 2022	Completion Date: June 2023
	<p>Expected Result/Evaluation of the Activity (Complete this section to include with the application)</p> <ol style="list-style-type: none"> 1) Train staff from each high school in Computer Science from a high-quality professional development provider (e.g. PLTW) 2) Collect data on the number of students reached as a result of enhanced training of staff. 3) Collect data on the number and percent of students reached disaggregated by gender, race, ethnicity and socioeconomic status. 4) Collect data on the number of teachers and schools that implement computer science courses versus the number of prepared teachers that attended the professional learning. 		
	<p>06/30/23 Final Report/Activity: (Complete this section after completing funded grant activities as part of the final report)</p> <p>- [Enter Description Here]</p>		

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

(Complete and return with **APPLICATION**)

Budgeted Items		Number of Items	Item Amount	Total Amount
	Core Training and related PD	8	\$2400	\$19,200
	Stipends	8	\$7500	\$60,000
	Conference(s)	8	\$945	\$7,560
			\$	\$
			\$	\$
Total for Professional Development				\$86,760
	Equipment & supplies	5	\$8000	\$40,000
			\$	\$
			\$	\$
			\$	\$
			\$	\$
Total for Equipment				\$40,000
	Hotel	Varies	\$varies	4,500
	Air fare	varies	\$varies	1,750
			\$	
			\$	
			\$	
Total for Travel				\$6,200
	Site Licenses for 1 year	5	\$2200	\$11,000
			\$	
			\$	
			\$	
			\$	
Total for Other Allowable Expenditures				\$11,000
TOTAL FOR PROJECT				\$143,960

(Return with APPLICATION)

Budget Narrative:

- Funding will go to cover costs associated with: professional development core training, travel, stipends, site licenses, equipment and supplies.

FY 2023 HB 2466 GRANT APPLICATION SUPPORTING CS PROFESSIONAL DEVELOPMENT

Promoting Advancement in Computing Knowledge Act

(Complete and return with **FINAL REPORT**)

Budgeted Items	Number of Items	Item Amount	Total Amount
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total for Professional Development			\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total for Equipment			\$
		\$	
		\$	
		\$	
		\$	
		\$	
Total for Travel			\$
		\$	
		\$	
		\$	
		\$	
		\$	
Total for Other Allowable Expenditures			\$
TOTAL FOR PROJECT			\$

(Return with **FINAL REPORT**)

Budget Narrative:

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the _____ day of _____, 20_____.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges-hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least 30 days prior to the end of its current fiscal year, and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to 90 days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
3. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*).
4. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001 *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111 *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101 *et seq.*) (ADA) and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal antidiscrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.
6. **Acceptance Of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101 *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

- To assure all records shall be subject at all reasonable times to inspection, review, or audit by State personnel and other personnel duly authorized by KSDE. The award recipient assures that all financial records, supporting documentation, statistical records and all other records pertinent to the grant award shall be retained by the award recipient for at least **five years** following the end of the grant project period.
- If the activities described in the grant application have not commenced within **60 days** after acceptance of the grant award, the award recipient shall report in writing the steps taken to initiate the grant project, the reasons for delay and the expected starting date. If the activities have not commenced within **30 days** of receipt of the above letter, the award recipient shall submit to CTE a further statement in writing regarding the delay. Upon receipt of the second letter, KSDE may terminate the grant, and the award recipient shall return to KSDE all unused grant funds with a complete accounting of all expenditures.
- KSDE reserves the right to terminate any grant award and cease payment to the award recipient for failure to comply with applicable laws, regulations, and/or terms of the grant assurances. Further, KSDE may seek reimbursement of any or all grant funds and may reclaim durable goods purchased with these grant funds if the award recipient fails to perform in accordance with the terms of the grant assurances and reporting requirements.
- The award recipient shall return to KSDE any grant funds not expended or encumbered by June 30, 2023, within 15 days after the end of the grant project period.

 Olathe Public Schools, USD 233

 Name of District

assures the Kansas State Department of Education of its intent to comply with the assurances and contractual agreements as outlined in this document. Further, we are willing to explain, in writing, how we intend to comply with each of these assurances and agreements.

Barbra Gonzales

CTE Coordinator

9/25/2022



Name or Signature of Authorized Administrator

Title

Date

 14090 S. Black Bob Road, Olathe, KS 66061

Address (Street, City, State, Zip Code)

PN561.04.2011.389

PACK Grant Application Budget Revision WSU Tech

Budgeted Items		Adjusted Amount		
		Number of Items	Item Amount	Total Amount
1	Venue (Code.org, Instructor Day, Summer Camp = 11 days)	11	\$1500	\$ 16,500
1	Facilitator Stipend (\$500/day for 5 days)	8	\$2500	\$ 20,000
1	Code.org Registration	80	\$500	\$ 40,000
1	Summer Camp Registration	32	\$100	\$ 3,200
1	Instructor Day Registration	25	\$30	\$ 750
Total for Budgeted Items				\$ 80,450
1	Workshop Supplies	6	\$400	\$ 2,400
1	Summer Camp Supplies	1	\$2,000	\$ 2,000
1	Event Marketing (paid social media posts, flyers)	3	\$2,000	\$ 6,000
1	Instructor Day Supplies	1	\$1,000	\$ 1,000
Total for Supplies				\$ 11,400
1	Facilitator Travel	8	500	\$ 4,000
1	Facilitator Hotel (\$103/day for 5 days)	8	\$103	\$ 4,120
1	Travel Scholarships for Code.org Participants	10	\$500	\$ 5,000
1	Travel Scholarships for Instructor Day	5	\$100	\$ 500
Total for Travel				\$ 13,620
			Adjusted Total: \$ 105,470	

**FY 2023 HB 2466 GRANT APPLICATION
SUPPORTING CS PROFESSIONAL DEVELOPMENT**

Promoting Advancement in Computing Knowledge Act

**Wichita State University Campus of Applied Sciences and Technology
(dba WSU Tech)**

Secondary Funding: I understand that if funds become unavailable this application may be terminated. If satisfactory progress and documentation are not made regarding the intended outcomes of this application or if this institution fails to comply with applicable laws, regulations, assurances and/or terms of this grant this application becomes null and void and all funds must be returned.

List Contact Persons

Responsibility	Name & Position	Telephone	Email Address
Application Completer	Ashley Likes, Program Director	316.677.1321	alikes@wsutech.edu
Administrator	Ashley Likes, Program Director	316.677.1321	alikes@wsutech.edu
District Clerk/Finance Officer	Marlo Dolezal, Vice President of Finance and Administration	316.677.1690	mdolezal@wsutech.edu

Provide individual participant information below.

Participant Name (First and Last)	Participant Role	Telephone	Email Address



 Administrator's Signature

 09/30/2022
 Date

STATE USE ONLY—DO NOT WRITE BELOW THIS LINE

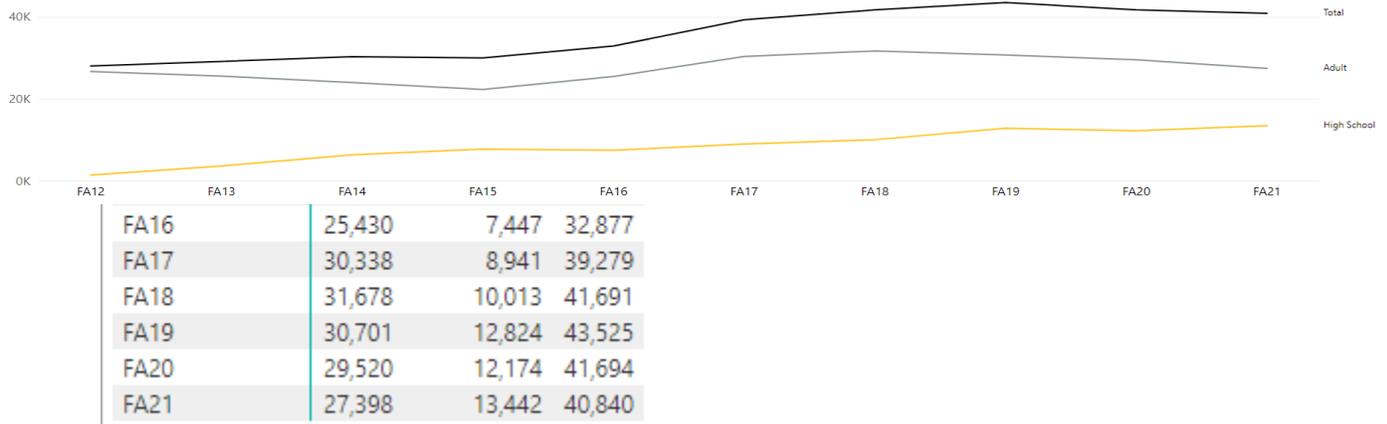
\$ _____ Approved Grant Award Amount

 KSDE Authorized Representative

 Date

A. Project Narrative

As WSU Tech has grown, the number of high school students the college serves have grown as well. Academic Year 21 has shown the highest number of credit hours in the college’s history. WSU Tech is committed to ensuring Kansas students and teachers have access to high quality curriculum and resources for Computer Science. After piloting a weeklong bootcamp for K-12 teachers in partnership with Code.org, WSU Tech has finalized a formal partnership with Code.org as their new regional partner. With this new strategic partnership, WSU Tech will continue to offer Summer and school year professional development opportunities. With this grant funding, WSU Tech will provide high quality, Code.org trained facilitators, supplies, and venue to all qualified Kansas Teachers without collecting registration fees. By creating multiple, accessible opportunities, Kansas teachers will be able to implement high quality curriculum into their classrooms with minimal financial impact to the district.



Additionally, WSU Tech plans to offer 9th through 12th grade instructors a day long college information session. This session will educate teachers on how their students can have access to college credits and resources without leaving their high school. WSU Tech has seen great success in dual enrollment in Wichita, KS and surrounding areas. To further the state’s computer science initiative, WSU Tech plans to extend outreach to more rural areas. Providing opportunities to gain college credits and resources while enrolled in high school can provide direction, and a head start for students wanting to further their post-secondary educational opportunities

As educational institutions in the State of Kansas are beginning to adopt KSDE P-12 Computer Science Standards, we need to provide education opportunities for our students and teachers. WSU Tech has had great success with multiple Summer camps aimed at middle school students. Annually, WSU Tech serves 200+ middle school students. These camps are multifaceted and include STEM, Aviation, Manufacturing, and IT. WSU Tech plans to provide a camp specifically for middle school and high school students as an introduction into IT. By

exposing students to the world of IT early, Kansas can create its own pipeline of skilled workers to fulfill the growing number of jobs. This pipeline can also create incentive for other tech companies to come to Kansas, thus growing and diversifying the current economy.

Expected Measurable Outcomes/Project Deliverables:

Code.org Training

- 1) Attend five (5) days of training at WSU Tech in partnership with Code.org
- 2) Receive free registration
- 3) Receive access to computer science curriculum specific to the grade level they are teaching
- 4) Receive training by Code.org facilitators
- 5) Serve a total of seventy-five (75) instructors
- 6) Provide four session options, divided by grade level
- 7) Provide two Code.org trained facilitators for each session
- 8) Four, one day workshops throughout the academic year
- 9) Provide ten (10) travel scholarships for instructors from identified, low-income schools

Instructor Day

- 1) Attend a day long training session at WSU Tech hosted by WSU Tech's Information Technology and Digital Technologies department
- 2) Receive information on dual credit opportunities through WSU Tech
- 3) Learn about the curriculum WSU Tech offers and how to implement it in the classroom
- 4) Serve a total of thirty (30) instructors
- 5) Provide five (5) travel scholarships from identified, low-income schools
- 6) Receive free registration

Summer Camp

- 1) Students will receive a weeklong camp
- 2) Students will learn about Computer Science careers
- 3) Students will receive instruction in computer programming
- 4) Serve a total of 25 students
- 5) Receive free registration

B. Funding

**FY 2023 HB 2466 GRANT APPLICATION
SUPPORTING CS PROFESSIONAL DEVELOPMENT
Promoting Advancement in Computing Knowledge Act
(Complete and return with **APPLICATION**)**

Budgeted Items		Number of Items	Item Amount	Total Amount
1	Venue (Code.org, Instructor Day, Summer Camp = 11 days)	11	\$1500	\$16,500
1	Facilitator Stipend (\$500/day for 5 days)	8	\$2500	\$20,000
1	Code.org Registration	75	\$500	\$37,500
1	Summer Camp Registration	25	\$100	\$2,500
1	Instructor Day Registration	25	\$30	\$750
Total for Budgeted Items				\$77,250
			\$	\$
Total for Supplies				\$10,600
1	Workshop Supplies	4	\$400	\$1,600
1	Summer Camp Supplies	1	\$2,000	\$2,000
1	Event Marketing (paid social media posts, flyers)	3	\$2,000	\$6,000
1	Instructor Day Supplies	1	\$1,000	\$1,000
			\$	
1	Facilitator Travel	8	500	\$4,000
1	Facilitator Hotel (\$103/day for 5 days)	8	\$103	\$4,120
1	Travel Scholarships for Code.org Participants	10	\$500	\$5,000
1	Travel Scholarships for Instructor Day	5	\$100	\$500
			\$	

Total for Travel			13,620
TOTAL FOR PROJECT			\$101,470

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 19 e.**Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 12/13/2022

Item Title:

Act to approve proposed amendment to the Holton Special Education Cooperative Agreement.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the proposed amendment to the Holton Special Education Cooperative interlocal agreement.

Explanation of Situation Requiring Action:

State law provides that any amendment to an interlocal cooperation agreement entered into between any two or more school districts for the purpose of jointly and cooperatively performing any of the services, duties, functions, activities, obligations or responsibilities which are authorized or required by law to be performed by school districts in Kansas shall only be effective after approval by the state board of education.

The Holton Special Education Cooperative seeks approval of an amendment to its cooperative agreement. The stated purpose of the proposed amendment is to clarify how property shall be disposed of upon partial or complete termination of the cooperative agreement. The Kansas State Department of Education's Office of General Counsel reviewed the proposed amendment and believes the amendment meets all statutory requirements for an interlocal agreement.

Note: Although only one signature is shown in the attached copy, each participating school district has separately signed and attested to the adoption of the proposed amendment.

FIRST AMENDMENT
TO THE
HOLTON SPECIAL
EDUCATION COOPERATIVE AGREEMENT

COMES NOW, the member districts of the Holton Special Education Cooperative, Jackson Heights USD #335, Holton, USD #336, Onaga USD #322, Royal Valley USD #337, and Prairie Hills USD #113, and hereby unanimously agree to amend the Holton Special Education Cooperative Agreement as follows:

First: Article IX. Specifications on Disposal of Property Upon Partial or Complete Termination of Cooperative Agreement currently reads as follows:

All property acquired by the Cooperative shall be the property of said Cooperative. In the event of partial or complete termination of this Cooperative as per Kansas State Law, the equipment, softwares, supplies, and other materials accumulated by the Cooperative and housed within each of the special education classrooms shall remain in said classroom within the district of which classroom is located, thus becoming the property of that school district.

In the event the Holton Special Education Cooperative is dissolved in its entirety, all equipment, softwares, supplies and other materials accumulated by the Cooperative and housed within the Holton Special Education Cooperative Office shall be divided proportionately among the five-member districts.

Second: Article IX. Specifications on Disposal of Property Upon Partial or Complete Termination of Cooperative Agreement is hereby amended to read as follows:

Personal Property

All personal property acquired by the Cooperative shall be the property of said Cooperative. In the event of partial or complete termination of this Cooperative as per Kansas State Law, the equipment, software, supplies, and other materials accumulated by the Cooperative and housed within each of the special education classrooms shall remain in said classroom within the district of which classroom is located, thus becoming the personal property of that school district.

In the event the Holton Special Education Cooperative is dissolved in its entirety, all equipment, software, supplies, and other materials accumulated by the Cooperative and housed within the Holton Special Education Cooperative Office shall be divided proportionately among the five-member districts.

Real Property

All real property acquired by the Cooperative shall be the property of said Cooperative. In the event of complete termination of this Cooperative as per Kansas State Law, any real property shall be disposed of and the proceeds from such sale shall be divided among and between the members existing as of the date the property was acquired, in the same proportion as each member contributed to acquire the real property. Proportion is based on a 6 year average of assessment contributions as follows:

USD 113 – 29.85%
USD 322 – 8.21%
USD 335 – 10.13%
USD 336 – 29.37%
USD 337 – 22.44%

In the event of partial termination of the Cooperative as per Kansas State Law, any real property acquired by the Cooperative shall be retained by and vested in the Cooperative for the benefit of the remaining member school districts. All rights to real property is forfeited resulting from a voluntary departure from the cooperative. In the event the cooperative sells the property, any and all proceeds will remain with the cooperative and the member districts at the time of sale.

Third: Only those provisions addressed in the First Amendment to Special Education Cooperative Agreement are modified and the balance of the Holton Special Education Cooperative Agreement remaining in effect as originally adopted.

Board President's Signature on Behalf of Each Member's Board of Education:

This is to verify that the First Amendment of the Holton Special Education Cooperative Agreement has been approved by each board of education of the five-member school districts that make up the Holton Special Education Cooperative. This First Amendment is effective immediately upon the approval of all five member districts.

Jackson Heights USD #335

Board President

Date

Attest: _____
Board Clerk

Date

Holton USD #336



Board President

8/22/22
Date

Attest: 
Board Clerk

8.22.22
Date

Onaga USD #322

Board President

Date

Attest: _____
Board Clerk

Date

Royal Valley USD #337

Board President

Date

Attest: _____
Board Clerk

Date

Prairie Hills USD #113

Board President

Date

Attest: _____
Board Clerk

Date

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 f.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 12/13/2022**Item Title:**

Act to approve proposed renewal of the Southeast Kansas Education Service Center (Greenbush) Agreement.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2023-2028 renewal of the Southeast Kansas Education Service Center's interlocal cooperation agreement.

Explanation of Situation Requiring Action:

State law provides that any interlocal cooperation agreements entered into between any two or more school districts for the purpose of jointly and cooperatively performing any of the services, duties, functions, activities, obligations or responsibilities which are authorized or required by law to be performed by school districts in Kansas shall only be effective after approval by the state board of education.

The Southeast Kansas Education Service Center, typically doing business as Greenbush Education Service Center, seeks approval of its 2023-2028 interlocal agreement. The Kansas State Department of Education's Office of General Counsel reviewed the proposed agreement and believes the agreement meets all statutory requirements for an interlocal agreement.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 g.

Staff Initiating:

Catherine Chmidling

Director:

Commissioner:

Randy Watson

Meeting Date:

12/13/2022

Item Title:

Act on recommendations of the Evaluation Review Committee for higher education program approval.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Program Approval" for Baker University, Benedictine College, and Friends University.

Explanation of Situation Requiring Action:

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the education preparation provider or teacher education program (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted or the institution accepted, the initial recommendations became the final recommendations. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for accreditation and program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

November 16, 2022

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Baker University

Introductory Statement:

On November 14, 2022, the Evaluation Review Committee reviewed applications for program approvals for Baker University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved with Stipulation" status through December 31, 2024:

High Incidence A, K-6, 5-8, 6-12, Limited Apprentice License (LAL), new program

Areas for Improvement:

Standard 1-7

None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

Recommend "Approved" status for Baker University program through June 30, 2029:

Mathematics, I, 5-8 continuing

Areas for Improvement:

Standards 1-7

None

November 17, 2022

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Benedictine College

Introductory Statement:

On November 14, 2022, the Evaluation Review Committee reviewed applications for new program approvals for Benedictine College.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "New Program Approved with Stipulation" status through December 31, 2024:

Innovative/Experimental Elementary Limited Elementary Apprentice License (LEAP) K-6, new program

Areas for Improvement:

Standard 1-8

None

Restricted 6-12, new program

Areas for Improvement:

Standard 1-4, 6-10

None

Standard 5 (Met)

Revised AFI 5.2: Assessment 5 (EDUC 5578) alignment to the standard is not aligned to the Standard.

Revised Rationale: Assessment 5 course descriptions were provided in the rejoinder. The descriptions do not specifically align to application of content for the Standard. Standard 5 calls for candidates to "engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences." It is not clear how candidates acquire the skills to and are assessed on engaging learners through interdisciplinary lessons.

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

November 16, 2022

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Friends University

Introductory Statement:

On November 14, 2022, the Evaluation Review Committee reviewed an application for program approval for Friends University.

Documents that were received and considered include the Institutional Program Report and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Friends University program through June 30, 2029:

Elementary, I, K-6, continuing

Areas for Improvement:

Standards 1-7

None

PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

- (A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
- (B) at least 12 weeks of student teaching; and
- (C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the

current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall

specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 h.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 12/13/2022

Item Title:

Act on recommendations for licensure waivers.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure and Accreditation. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

The attached requests have been reviewed by the Teacher Licensure and Accreditation staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

*First Renewal

**Final Renewal.

org no	org name	enrollment	first name	last name	subject	recommendation
D0202	Turner-Kansas City	7794	Richard	Gutierrez	High Incidence Special Education	Approved
D0229	Blue Valley	45451	Kristin	Herschberger	Low Incidence Special Education	Approved
D0229	Blue Valley	45451	Allison	Reilly	High Incidence Special Education	Approved
D0229	Blue Valley	45451	Garrett	Tatro	Low Incidence Special Education	Approved
D0229	Blue Valley	45451	Emily	Griffin	Gifted	Approved
D0229	Blue Valley	45451	Sandra	Jahn	Gifted	Approved
D0229	Blue Valley	45451	Lisa	Chavez	High Incidence Special Education	Approved
D0229	Blue Valley	45451	Susan	Vanlandingham	High Incidence Special Education	Approved
D0229	Blue Valley	45451	Faith	Marble	Low Incidence Special Education	Approved
D0233	Olathe	57787	Tricia	Paulson	Low Incidence Special Education	Approved*
D0233	Olathe	57787	Lesley	Ketcham	Low Incidence Special Education	Approved*
D0253	Emporia	8696	Kathleen	Bish	High Incidence Special Education	Approved
D0253	Emporia	8696	Amber	Mitchell	High Incidence Special Education	Approved
D0253	Emporia	8696	Crystal	Speer	High Incidence Special Education	Approved
D0253	Emporia	8696	Nichole	Hensley	High Incidence Special Education	Approved*
D0330	Mission Valley	926	Rodney	Hasenbank	High Incidence Special Education	Approved
D0330	Mission Valley	926	Alicia	Elliott	High Incidence Special Education	Approved
D0345	Seaman	7721	Dawna	Street	High Incidence Special Education	Approved
D0345	Seaman	7721	Erica	Tenpenny	Gifted	Approved

D0345	Seaman	7721	Gwen	Jowers	High Incidence Special Education	Approved*
D0345	Seaman	7721	Jessica	Wobus	High Incidence Special Education	Approved**
D0345	Seaman	7721	Michael	Monaghan	High Incidence Special Education	Approved
D0373	Newton	6334	Autumn	Altum	High Incidence Special Education	Approved
D0373	Newton	6334	Cara	Weishaar	Deaf or Hard of Hearing	Approved
D0373	Newton	6334	Patrice	Galbreath-Lefevre	Gifted	Approved
D0373	Newton	6334	Timothy	Warsnak	Gifted	Approved*
D0373	Newton	6334	Jacquelyn	Seirer	High Incidence Special Education	Approved*
D0437	Auburn Washburn	12108	Carlin	Smith	High Incidence Special Education	Approved**
D0437	Auburn Washburn	12108	Tonia	Lauxman	High Incidence Special Education	Approved
D0437	Auburn Washburn	12108	Nicole	Broaddus	Gifted	Approved
D0450	Shawnee Heights	7473	Scott	Brown	High Incidence Special Education	Approved
D0450	Shawnee Heights	7473	Sidney	Doty	Gifted	Approved*
D0450	Shawnee Heights	7473	Alex	Raines	High Incidence Special Education	Approved*
D0450	Shawnee Heights	7473	Colton	Oshel	High Incidence Special Education	Approved
D0450	Shawnee Heights	7473	Jessica	Schasteen	High Incidence Special Education	Approved*
D0458	Basehor-Linwood	6061	Katie	Manthe	High Incidence Special Education	Approved*
D0464	Tonganoxie	3845	Julie	Crowley	Gifted	Approved*
D0464	Tonganoxie	3845	Madelyn	DeKeyser	High Incidence Special Education	Approved*
D0464	Tonganoxie	3845	Tisha	Johnson	Early Childhood Special Education	Approved
D0475	Geary County Schools	14570	Felicity	Post	High Incidence Special Education	Approved

D0475	Geary County Schools	14570	Jessica	Nelson	High Incidence Special Education	Approved
D0475	Geary County Schools	14570	Abby	Vest	High Incidence Special Education	Approved**
D0475	Geary County Schools	14570	Jana	Oldham	High Incidence Special Education	Approved
D0475	Geary County Schools	14570	Alicia	Goheen	Gifted	Approved
D0475	Geary County Schools	14570	Stephanie	Lukens	High Incidence Special Education	Approved*
D0500	Kansas City	44084	Pamela	Reed	Visual Impaired	Approved*
D0501	Topeka Public Schools	24704	Megan	Maness	Low Incidence Special Education	Approved
D0501	Topeka Public Schools	24704	Mallorie	Lafarge	Early Childhood Special Education	Approved**
D0501	Topeka Public Schools	24704	Brandy	Gager	High Incidence Special Education	Approved*
D0501	Topeka Public Schools	24704	Kaylie	Collins	High Incidence Special Education	Approved*
D0501	Topeka Public Schools	24704	Jaime	Snyder	High Incidence Special Education	Approved*
D0501	Topeka Public Schools	24704	Lori	Gowan	High Incidence Special Education	Approved**
D0512	Shawnee Mission Pub Sch	52693	Neily	Schoegler	High Incidence Special Education	Approved
D0512	Shawnee Mission Pub Sch	52693	Rachel	DeGarmo	Gifted	Approved
D0512	Shawnee Mission Pub Sch	52693	Sarah	Jaynes	Gifted	Approved
D0512	Shawnee Mission Pub Sch	52693	Melissa	Molteni	Library Media Specialist	Approved*
D0512	Shawnee Mission Pub Sch	52693	Jennifer	Boxberger	High Incidence Special Education	Approved
D0512	Shawnee Mission Pub Sch	52693	Angelia	Johnston	High Incidence Special Education	Approved
D0512	Shawnee Mission Pub Sch	52693	Kimberly	Marinacci-Hill	Gifted	Approved*
D0512	Shawnee Mission Pub Sch	52693	Laura	Moore	Library Media Specialist	Approved*

D0512	Shawnee Mission Pub Sch	52693	Neyda	Venzor	High Incidence Special Education	Approved
D0512	Shawnee Mission Pub Sch	52693	Carly	Campbell	High Incidence Special Education	Approved
D0512	Shawnee Mission Pub Sch	52693	Madison	Denton	High Incidence Special Education	Approved
D0512	Shawnee Mission Pub Sch	52693	Joel	Marker	Low Incidence Special Education	Approved
D0602	Northwest KS Educational Serv Cntr	0	Mecate	Thomas	Early Childhood Special Education	Approved*
D0602	Northwest KS Educational Serv Cntr	0	Kathleen	Talbot	High Incidence Special Education	Approved
D0602	Northwest KS Educational Serv Cntr	0	Lori	Dietz	Gifted	Approved
D0602	Northwest KS Educational Serv Cntr	0	Kimberly	Davis	High Incidence Special Education	Approved**
D0602	Northwest KS Educational Serv Cntr	0	Courtney	Berning	High Incidence Special Education	Approved*
D0603	ANW Special Education Cooperative	0	Katie	Behrens	Low Incidence Special Education	Approved
D0603	ANW Special Education Cooperative	0	Amanda	Ostrander	High Incidence Special Education	Approved**
D0614	East Central KS Coop in Educ	0	Sydney	Jennings	High Incidence Special Education	Approved**
D0614	East Central KS Coop in Educ	0	Kaylyn	Stout	Low Incidence Special Education	Approved**
D0638	Butler Co Special Education Interlocal	0	Cristin	Lauber	High Incidence Special Education	Approved
D0638	Butler Co Special Education Interlocal	0	Amanda	Snyder	High Incidence Special Education	Approved
D0716	Marshall County Sp. Ed. Coop.	0	Megan	Blacketer	High Incidence Special Education	Approved*
D0716	Marshall County Sp. Ed. Coop.	0	Kathryn	Totten	High Incidence Special Education	Approved**
D0724	Special Services Cooperative of Wamego	0	Brenna	Ebert	High Incidence Special Education	Approved

D0724	Special Services Cooperative of Wamego	0	Shannon	Leitch	High Incidence Special Education	Approved*
D0724	Special Services Cooperative of Wamego	0	Douglas	Davidson	Low Incidence Special Education	Approved
D0724	Special Services Cooperative of Wamego	0	Julie	Meinhardt	Gifted	Approved*
D0724	Special Services Cooperative of Wamego	0	Heather	Niehues	High Incidence Special Education	Approved*
D0724	Special Services Cooperative of Wamego	0	Justin	Smith	High Incidence Special Education	Approved**
D0724	Special Services Cooperative of Wamego	0	Wendy	Willi	High Incidence Special Education	Approved
D0725	Cowley County Special Services Cooperative	0	Danelle	Curtis	High Incidence Special Education	Approved*
D0725	Cowley County Special Services Cooperative	0	Maronda	Blankenship	High Incidence Special Education	Approved**
D0725	Cowley County Special Services Cooperative	0	Peyton	Landrum	Early Childhood Special Education	Approved
D0725	Cowley County Special Services Cooperative	0	Brynn	Perrigo	High Incidence Special Education	Approved*
D0725	Cowley County Special Services Cooperative	0	Cynthia	Terry	High Incidence Special Education	Approved
D0725	Cowley County Special Services Cooperative	0	Lesli	Neal	High Incidence Special Education	Approved*
D0725	Cowley County Special Services Cooperative	0	Rachel	Ghrum	Visual Impaired	Approved**
D0725	Cowley County Special Services Cooperative	0	Gavin	Beach	Early Childhood Special Education	Approved*
D0725	Cowley County Special Services Cooperative	0	Nira	Condon	High Incidence Special Education	Approved*
D0725	Cowley County Special Services Cooperative	0	Tristan	Ahlstedt	High Incidence Special Education	Approved
D0727	Ark Valley Special Education Cooperative	0	Cameron	Peak	High Incidence Special Education	Approved**

D0727	Ark Valley Special Education Cooperative	0	Dana	Welch	High Incidence Special Education	Approved*
D0727	Ark Valley Special Education Cooperative	0	Sarah	Warren	Low Incidence Special Education	Approved**
D0727	Ark Valley Special Education Cooperative	0	Jodi	Hammerbacher	High Incidence Special Education	Approved**
D0727	Ark Valley Special Education Cooperative	0	Michael	Stevens	High Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Fanny	Zuazo Pinge	High Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Haylee	VanCuran	High Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Edward	Blincoe	Low Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Elizabeth	Losey	Low Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Jessica	Carson	Early Childhood Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Ashley	Zimmerman	High Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Corrine	Haukap	High Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Hannah	Eyhorn	High Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Kaylee	Rosenhagen	High Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Kimberly	Truzzolino	High Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Shanna	Priddle	High Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Hannah	Kenney	Low Incidence Special Education	Approved*
D0728	Goddard Special Education Cooperative	0	Glenda	Rust	High Incidence Special Education	Approved

D0728	Goddard Special Education Cooperative	0	Jenna	Lundy	High Incidence Special Education	Approved
D0728	Goddard Special Education Cooperative	0	Leanna	Bussman	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	James	Williams	Gifted	Approved*
D0729	Maize Special Education Cooperative	0	Christina	Brenneman	High Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	Alison	Charboneau	Low Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	Ashley	Berlin	Low Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	Cassie	Woodard	Low Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	Sara	Gilchrist	Low Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	Angela	Allen	Early Childhood Special Education	Approved
D0729	Maize Special Education Cooperative	0	Amber	Rizzo	High Incidence Special Education	Approved**
D0729	Maize Special Education Cooperative	0	Amber	Steindler	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Ashley	Gonzalez	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Courtney	Merseal	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Kristin	Guerrero	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Morgan	Cothran	High Incidence Special Education	Approved*
D0729	Maize Special Education Cooperative	0	Sasha	Fletcher	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Sommer	Barker	High Incidence Special Education	Approved*

D0729	Maize Special Education Cooperative	0	Stephanie	Facio	High Incidence Special Education	Approved
D0729	Maize Special Education Cooperative	0	Kaylee	Burgett	Visual Impaired	Approved
D0729	Maize Special Education Cooperative	0	Alex	Butterfield	Gifted	Approved*
D0729	Maize Special Education Cooperative	0	Julie	Miller	Gifted	Approved*
D0729	Maize Special Education Cooperative	0	Tomara	Sullivan	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	0	Trevor	Jackson	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	0	Cara	Alonzo	Early Childhood Special Education	Approved
D0605	South Central KS Spec Ed Coop	0	Breanna	Sirois	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	0	Erin	Walter	High Incidence Special Education	Approved*
D0605	South Central KS Spec Ed Coop	0	Tammy	Beat	High Incidence Special Education	Approved*
D0605	South Central KS Spec Ed Coop	0	Jayden	Schroeder	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	0	Christine	Cannon	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	0	Diana	Albright	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	0	Elizabeth	Krehbiel	High Incidence Special Education	Approved*
D0605	South Central KS Spec Ed Coop	0	Jill	Nech	High Incidence Special Education	Approved*
D0605	South Central KS Spec Ed Coop	0	Marcea	Cadieux	High Incidence Special Education	Approved
D0605	South Central KS Spec Ed Coop	0	Michille	Gwennap	High Incidence Special Education	Approved

D0605	South Central KS Spec Ed Coop	0	Roxanna	Vicars-Jones	High Incidence Special Education	Approved
D0608	Northeast KS Education Serv Cntr	0	Alexis	Douglas	High Incidence Special Education	Approved*
D0608	Northeast KS Education Serv Cntr	0	Suzanne	Stout	High Incidence Special Education	Approved
D0608	Northeast KS Education Serv Cntr	0	Tannus	Juencke	Low Incidence Special Education	Approved
D0608	Northeast KS Education Serv Cntr	0	Karen	Stevens	Early Childhood Special Education	Approved*
D0610	Reno County Education Cooperative	0	Naomi	Cartmell	High Incidence Special Education	Approved*
D0610	Reno County Education Cooperative	0	Rico	Perez	Gifted	Approved*
D0610	Reno County Education Cooperative	0	Melissa	Massingill	Early Childhood Special Education	Approved*
D0610	Reno County Education Cooperative	0	Christy	Bacon	High Incidence Special Education	Approved
D0610	Reno County Education Cooperative	0	Jessica	Wright	High Incidence Special Education	Approved
D0610	Reno County Education Cooperative	0	Melinda	Herman	High Incidence Special Education	Approved*
D0610	Reno County Education Cooperative	0	Xavier	Hoover	High Incidence Special Education	Approved*
D0613	Southwest Kansas Area Cooperative	0	Tessa	Hiatt	Low Incidence Special Education	Approved**
D0613	Southwest Kansas Area Cooperative	0	Autumn	Biltz	High Incidence Special Education	Approved*
D0613	Southwest Kansas Area Cooperative	0	Emily	Dizmang	High Incidence Special Education	Approved*
D0613	Southwest Kansas Area Cooperative	0	Ryan	Marcum	High Incidence Special Education	Approved*
D0613	Southwest Kansas Area Cooperative	0	Thomas	Lichty	High Incidence Special Education	Approved*

D0613	Southwest Kansas Area Cooperative	0	Kylie	Cherry	Low Incidence Special Education	Approved*
D0614	East Central KS Coop in Educ	0	Katie	Locke	High Incidence Special Education	Approved
D0614	East Central KS Coop in Educ	0	Tyler	Blackburn	High Incidence Special Education	Approved*
D0614	East Central KS Coop in Educ	0	Jennifer	Ducey	High Incidence Special Education	Approved*
D0614	East Central KS Coop in Educ	0	Morgan	Humble	High Incidence Special Education	Approved

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 i.

Staff Initiating:

Bert Moore

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 12/13/2022**Item Title:**

Act on appointments of new members to the Special Education Advisory Council.

Recommended Motion:

Act on the recommendation to appoint new members to the Special Education Advisory Council. The two representatives are Brooke Moore, representing an institution of higher education that prepares special education and related services personnel, and Chris Reffett, representing private schools.

Explanation of Situation Requiring Action:

The Special Education Advisory Council has two open positions that need to be filled. The SEAC Membership Committee selected Brooke Moore and Chris Reffett after reviewing all nominees, both meet the majority requirement of being a person with a disability or having a child with a disability between birth and age 26. Brooke lives and works in State Board District #5 while Chris lives and works in State Board District #4.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 j.

Staff Initiating:

Kerry Haag

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 12/13/2022

Item Title:

Act to enter process for procuring services needed to implement the IDEA State Personnel Development Grant award for School Mental Health.

Recommended Motion:

It is moved the Kansas State Board of Education authorize the Commissioner of Education to enter into contracts to carry out school mental health professional development activities of the federal IDEA State Personnel Development Grant program in an amount not to exceed \$5,500,000.00 from initiation through 09/30/2027.

Explanation of Situation Requiring Action:

In October 2017 the KSBE approved SETS entering into contractual agreements for establishing new school mental health professional development, parental involvement, family engagement and external evaluation services. The agreements were necessary to achieve the terms of a competitive federal grant awarded to KSDE called the State Personnel Development Grant under the Individuals with Disabilities Education Act CFDA #84.323A. The grant purpose was to create an interconnected system of School Mental Health and Professional Development for districts in support of children, youth and families with and without disabilities.

A team of state trainers, district coaching curriculum, planning tools and online modules were created in accordance with the Kansas School Mental Health Framework. The work is deployed through the KSDE's SETS evidence-based professional development support system called the Technical Assistance Systems Network (TASN). As a result, all Kansans, including USDs in receipt of state general funds for school mental health staff, have access to robust SMH resources & professional development tailored to Kansas needs educators and community providers. Promising evaluation results are described in attached brief.

In October of 2022 the KSDE SETS was awarded an additional five-year cycle of SPDG funding. The 2022-2027 Kansas SPDG will expand multi-pronged approaches to professional development (PD) while also targeting prevention and intervention. Approval will ensure: 1) the state SMHI trainers are able to guide more District-Community Leadership Teams through structured trauma-responsive support planning processes, 2) family engagement and parent involvement services are disseminated statewide, 3) project and program measures are collected, used to refine implementation, and inform policy. Collectively this will improve outcomes for Kansas children/youth and families. Contracts being proposed and the estimated yearly amounts are as follow:

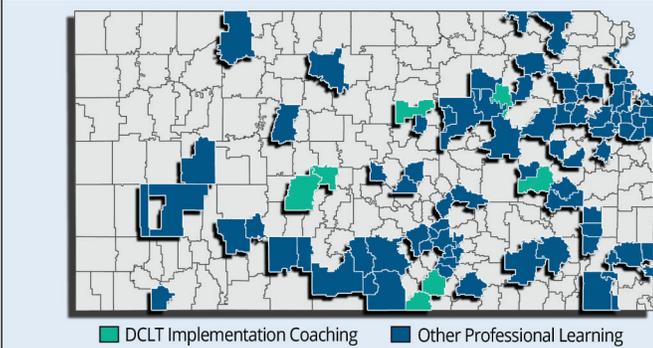
1. SPDG Professional Development: \$800,000 yearly—5-year total not to exceed \$4,000,000
2. SPDG Evaluation: \$150,000 yearly – 5-year total not to exceed \$750,000
3. SPDG Parental Involvement: \$75,000 yearly – 5-year total not to exceed \$375,000

SPDG Family Engagement: \$75,000 year – 5-year total not to exceed \$375,000

The **Kansas State Department of Education** houses the IDEA 84.323A State Personnel Development Grant, which funds **Kansas School Mental Health (SMH)**, a professional development and coaching system to integrate school mental health and trauma-informed practices within a district's tiered system of supports. By leveraging school and community resources; facilitating collaboration among school districts and community partners, including mental health providers; and providing professional development, District-Community Leadership Teams (DCLTs) are guided through a structured process which improves outcomes for children/youth and caregivers in alignment with the **Kansas State Board of Education** outcome of social-emotional growth.

IMPLEMENTATION COACHING TO INCREASE STAFF AND CHILD/YOUTH WELL-BEING

91 DISTRICTS IMPACTED IN THE 2021-2022 SCHOOL YEAR

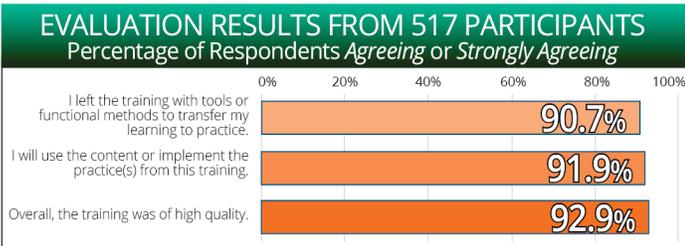


Eight DCLTs receive ongoing training and coaching to forge strong partnerships while developing, implementing, and working toward sustaining a framework of effective, evidence-based practices to support the mental health needs of all children/youth. In 2021-22, a member of the SPDG Evaluation team observed 19 facilitated meetings/systems coaching sessions. Twenty effective coaching behaviors were rated as occurring *Consistently/Effectively* across 100% of sessions. As a result of this training and coaching, participating DCLTs made substantial progress throughout the year as measured by clearly defined phases of implementation on the components of the **Kansas SMH Implementation Guide**.

100%
of facilitated meetings included *effective coaching practices*

STATEWIDE TRAINING AND RESOURCES FOR EDUCATORS, COMMUNITY PARTNERS, AND CAREGIVERS

In addition to coaching DCLTs, the SMH team posted 48 events through the TASN website, totaling 907 attendees. Topics included Trauma-Responsive Support Planning, Neuroscience in Education, an advanced clinical coaching series, and Navigating Anxiety in Children. Responses to post-training evaluation surveys indicated that participants found the sessions to be applicable and beneficial.



In response to increasing demand for virtual trainings, the SMH team also developed online learning modules and courses, which are accessible at any time for all Kansas schools and communities.

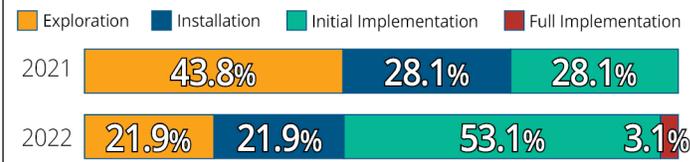
School Mental Health Resources have been accessed more than **9,000** times

Training and resources have been provided to families statewide through a partnership with the Kansas Parent Information Resource Center (KPIRC) and Families Together, Inc., which houses a repository of mental health resources for families at

<https://familiesaltogetherinc.org/resources/school-mental-health>. During the 2021-22 school year, 1,368 educators, administrators, mental health providers and others participated in online modules, and the 105 SMH resources posted to the TASN website have been accessed 9,217 times.

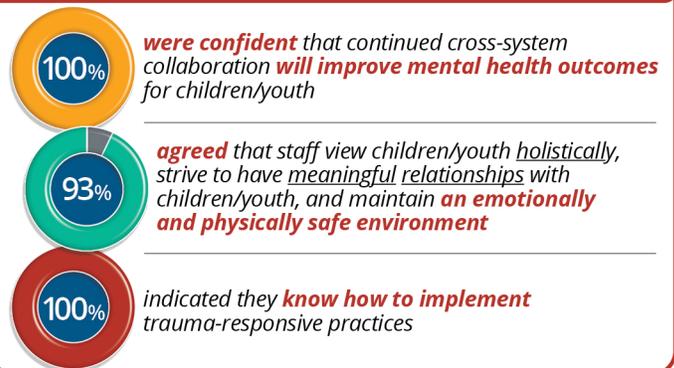
DCLT IMPLEMENTATION PHASES

Percentage of Components Rated at Each Stage of Implementation



An important aspect of successfully implementing mental health supports is the efficacy of the educators and community partners involved.

Of the 39 DCLT members who responded to an annual survey:



100%
of children/youth made progress in targeted areas

DCLTs translated these beliefs into practice, monitoring the progress of 36 children/youth through a trauma-responsive support planning process, with 100% making progress in their targeted areas.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19k.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 12/13/2022

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 216 Deerfield, Kearny County, to receive Capital Improvement (Bond and Interest) State Aid.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 216 Deerfield, Kearny County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 216 Deerfield, Kearny County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid will be held on November 22, 2022.

USD 216 plans to use the bond proceeds (not to exceed **\$10,245,000**) to pay costs to:

Prop 1=\$7,570,000: to acquire, construct, equip and install renovations and improvements (a) to the high school/middle school building, window and HVAC replacements, new ADA bathrooms and renovation of the Family and Consumer Sciences room, new fire alarm system, exterior building repairs and improvements, new HVAC system in the auditorium, ADA code compliant doors, sewer line repairs, and storm shelter addition; (b) to the elementary school, district kitchen renovation, nurse station remodel for ADA bathroom, ADA code compliant doors and carpet in corridor, security vestibule upgrade to entrance, exterior repairs and improvements, window replacement, new fire alarm system, ADA improvements to playground, column repair to canopy entrance, and sewer line repairs; (c) to vocational building, roof replacement and new fire alarm system; (d) to daycare building, new roof, fascia and soffit replacement, and new fire alarm system; (e) to the bus barn, exterior repairs and improvements.

Prop 2 = \$2,675,000: (a) remove the existing track, and construct, furnish and equip a new track and football field inside of the track; (b) install lighting for the new football field.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment since 2020.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicated that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 216 Deerfield	County: Kearny
--	-----------------------

1. Current equalized assessed tangible valuation *	\$32,941,276	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$4,611,779	
4. State Aid Percentage	0%	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$0	0.0%
6. Amount of bond indebtedness requested	\$10,245,000	31.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$10,245,000	31.1%
8. Estimated amount of bond indebtedness authorized without approval	\$4,611,779	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$5,633,221	17.1%

Forms Requested

- | | |
|--|---|
| <ul style="list-style-type: none"> (X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation | <ul style="list-style-type: none"> (X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities |
|--|---|

November 17, 2022
Date

November 17, 2022
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 I.

Staff Initiating: Deputy Commissioner: Commissioner: Meeting Date: 12/13/2022
Craig Neuenswander Craig Neuenswander Randy Watson

Item Title:

Act on request from USD 216 Deerfield, Kearny County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 216 Deerfield, Kearny County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 216 Deerfield, Kearny County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 216 plans to use the bond proceeds (not to exceed **\$10,245,000**) to pay costs to:

Prop 1=\$7,570,000: to acquire, construct, equip and install renovations and improvements (a) to the high school/middle school building, window and HVAC replacements, new ADA bathrooms and renovation of the Family and Consumer Sciences room, new fire alarm system, exterior building repairs and improvements, new HVAC system in the auditorium, ADA code compliant doors, sewer line repairs, and storm shelter addition; (b) to the elementary school, district kitchen renovation, nurse station remodel for ADA bathroom, ADA code compliant doors and carpet in corridor, security vestibule upgrade to entrance, exterior repairs and improvements, window replacement, new fire alarm system, ADA improvements to playground, column repair to canopy entrance, and sewer line repairs; (c) to vocational building, roof replacement and new fire alarm system; (d) to daycare building, new roof, fascia and soffit replacement, and new fire alarm system; (e) to the bus barn, exterior repairs and improvements.

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4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicated that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 216 Deerfield **County: Kearny**

1. Current equalized assessed tangible valuation *	\$32,941,276	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$4,611,779</u>	
4. State Aid Percentage	<u>0%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$10,245,000</u>	<u>31.1%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$10,245,000</u>	<u>31.1%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$4,611,779</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$5,633,221</u>	<u>17.1%</u>

Forms Requested

- | | |
|--|---|
| (X) 5-210-118 General Information | (X) Schematic floor plan of the proposed facilities |
| (X) 5-210-106 Resolution | (X) Map of the school district showing present facilities |
| (X) 5-210-108 Publication Notice | (X) Small map of the school district showing the adjoining school districts |
| (X) 5-210-110 Application | |
| (X) 5-210-114 Equalized Assessed Valuation | (X) Map of the school district showing proposed facilities |

November 17, 2022
Date

November 17, 2022
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner



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Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

Janet Waugh District 1	Melanie Haas District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

Subject: Chair's Report and Requests for Future Agenda Items

These updates will include:

- A. Act on Board Travel
- B. Committee Reports
- C. Board Attorney's Report
- D. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.

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Janet Waugh District 1	Melanie Haas District 2	Michelle Dombrosky District 3	Ann E. Mah District 4	Jean Clifford District 5
Dr. Deena Horst District 6	Ben Jones District 7	Betty Arnold District 8	Jim Porter District 9	Jim McNiece District 10

WEDNESDAY, DECEMBER 14, 2022

MEETING AGENDA

- | | |
|-----------------|---|
| 9:00 a.m. | 1. Call to Order – Chair Jim Porter |
| | 2. Roll Call |
| | 3. Approval of Agenda |
| 9:05 a.m. (IO) | 4. Recognition of Ben Cutler and the Neodesha Promise Scholarship Program |
| 9:35 a.m. (IO) | 5. District Showcase - Cheney USD #268 |
| 10:05 a.m. (AI) | 6. Act on Licensure Regulations |
| 10:35 a.m. (RI) | 7. Kansas Board of Regents Statewide Dual Credit Agreement |
| 11:05 a.m. | 8. ADJOURN |

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Barbara Hughes at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting: January 10 and 11, 2023

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Item Title: Recognition of Ben Cutler and the Neodesha Promise Scholarship Program

Neodesha USD #461 received a tremendous gift three years ago when Mr. Ben Cutler created the Neodesha Promise Scholarship Program. In addition to recognizing Mr. Cutler for his contribution to the Neodesha community, Juanita Erickson, Superintendent of Neodesha USD #461, and Rebekah Peitz, Neodesha Promise Administrator and USD #461 College Academic Coach will present information on the Promise Scholarship Program.



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Item Title: District Showcase – Cheney USD 268

Located in Sedgwick County with an enrollment of approximately 800 students, Cheney USD 268 was one the first smaller districts in Kansas to hire a Career and College Ready Director. Thanks to its focused efforts, the Cheney district has been able to consistently raise its postsecondary success rate.

The board will hear from Cheney staff how they were able to improve the district's postsecondary success rate from a Silver Star to a Gold Star in just one year and how they're working to sustain that growth.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 12/14/2022

Item Title:

Act on Licensure Regulations

Recommended Motion:

It is moved that the Kansas State Board of Education adopt proposed amendments to its teacher licensure regulations, K.A.R. 91-1-200, 201, 202, 203, 204, and 209. (Roll call vote required)

Explanation of Situation Requiring Action:

A public hearing was held on Tuesday, December 13, 2022. Scott Gordon and Shane Carter will provide the staff response to public hearing testimony.

If modifications are required as a result of comments received at the public hearing, staff will make the appropriate modifications. The modifications will be resubmitted to the Department of Administration and the Attorney General for approval before the final regulations can be adopted by the State Board of Education.



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Statewide Dual Credit Agreement

From: Kansas Board of Regents

Statewide Dual Credit Agreement

Between Kansas public postsecondary institutions of higher education and all public Unified School Districts

Purpose: This agreement provides transparency and consistency in awarding dual credit for the following courses for college credit and fulfilling high school graduation requirements.

Goal: Implementing a statewide agreement on how college credit is applied for high school graduation requirements provides uniform application for all high school students in Kansas. The Systemwide Transfer courses have equivalent outcomes and transfer to all public postsecondary institutions offering the courses. Standard application of Systemwide Transfer courses toward high school graduation requirements, regardless of where students live or which district they attend, affirms equitable results for all.

Systemwide Transfer Course

COM1010 Public Speaking
ENG1010 English Composition I
ENG1020 English Composition II
ENG 1030 Introduction to Literature
MAT1010 College Algebra
MAT1020 Elementary Statistics
MAT1030 Trigonometry
MAT2010 Calculus I
HIS1010 U.S. History to 1877
HIS1020 U.S. History since 1877
HIS1030 World History to 1500
HIS1040 World History 1500 to Present
POL1020 American Government
BIO1010 General Biology and Lab for Non-Majors
BIO1020 Biology and Lab for Majors
CHM1010 Chemistry I and Lab for Majors
PHY1010 Physics I and Lab

High School Graduation Requirement

English unit
English unit
English unit
English unit
Math unit
Math unit
Math unit
Math unit
History and Government unit
Science unit
Science unit
Science unit
Science unit