

KANSAS PARENTS AS TEACHERS FAQs 2021-2022

Kansas Parents as Teachers Frequently Asked Questions 2021-2022

Updated 11/19/2021



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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

SUCCESS DEFINED

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

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

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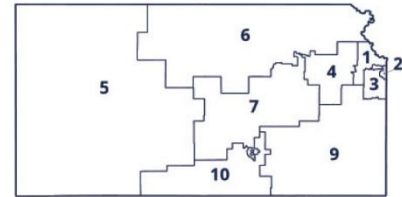


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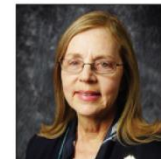
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JAN. 2021

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KANSAS PARENTS AS TEACHERS FAQs 2021-2022

Introduction

Dear Kansas Parents as Teachers (KPAT) program,

The Kansas State Department of Education (KSDE) is pleased to share the most commonly asked questions and agency responses. We hope this document is a helpful resource as you develop, maintain, and plan for high-quality services to children and families. Please check throughout the school year for updates, which will be announced via the KPAT Coordinator listserv or the Early Childhood monthly updates.

The KSDE Early Childhood team is ready to partner with you as you consider how this funding opportunity can best support your community, so please feel welcome to be in touch. You may contact Nis Wilbur, Education Program Consultant and the Kansas Parents as Teachers State Lead, at nwilbur@ksde.org, or me at apetersen@ksde.org.

Thank you,

Amanda Petersen
Director
Early Childhood

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KANSAS PARENTS AS TEACHERS FAQs 2021-2022

Part I: Application Process

1. What is the timeline for awarding funds?

The KSDE Early Childhood team shared recommendations with the Kansas State Board of Education at the May meeting (May 11 and 12). Grantees received a Grant Award Notification for the 2021-2022 school year after the Board approved grant applications. The total amount of funding available and mechanism for distribution is dependent upon the final budget approved during the 2021 Legislative Session

Approved KPAT program grantees will receive funds dispersed in three payments:

- September 2021 (50%)
- March 2022 (25%)
- June 2022 (25%).

Payment dates for state and federal aid can be located [in this Payment Dates for State and Federal Aid document](#).

2. Can school districts apply for a Kansas Parents as Teachers grant, Kansas Preschool Pilot, and Preschool-Aged At-Risk funds?

Districts are eligible to apply for all three funding opportunities administered by the KSDE Early Childhood team: Kansas Parents as Teachers, the Preschool-Aged At-Risk program, and the Kansas Preschool Pilot.

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KANSAS PARENTS AS TEACHERS FAQs 2021-2022

Part II: Program Requirements

1. Are private schools eligible to directly receive Kansas Parents as Teachers (KPAT) funding from KSDE?

No. Private agencies or institutions may be paid by recipient public schools as service providers but they are not eligible to receive direct funding through the KPAT program. Below is the statute that directs which entities are eligible to receive funding:

From [KSA 72-4162](#) (bolding is from KSDE):

72-4162. Development and operation of programs authorized; interlocal and cooperative agreements; contracts; grants of state moneys, application and eligibility requirements; reports. (a) **The board of every school district may:** (1) Develop and operate a parent education program; (2) enter into cooperative or interlocal agreements with one or more other boards for the development and operation of a parent education program; (3) **contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the provision of services which are appropriate to a parent education program;** and (4) apply for a grant of state moneys to supplement amounts expended by the school district for development and operation of a parent education program.

(b) In order to be eligible to receive a grant of state moneys for the development and operation of a parent education program, a board shall submit to the state board an application for a grant and a description of the program. The application and description shall be prepared in such form and manner as the state board shall require and shall be submitted at a time to be determined and specified by the state board. Approval by the state board of the program and the application is prerequisite to the award of a grant.

(c) Each board which is awarded a grant under this act shall make such periodic and special reports of statistical and financial information to the state board as it may request.

2. If I am a district that does not yet have a Kansas Parents as Teachers program, what is my first step?

Districts are not required to be a Parents as Teachers (PAT) affiliate to apply for KPAT funding but will need to receive affiliation when the program year begins if funding is received.

New programs are encouraged to complete [the Parents as Teachers National Center \(PATNC\) affiliation form by clicking here](#). PATNC will contact KSDE. KSDE will work with you and PATNC to support you through each step of implementing a Parents as Teachers program.

3. Will a provisional affiliate status affect funding?

Provisional affiliates are eligible to receive funding under the KPAT grant. Districts are strongly

encouraged to provide PAT Model or Blue Ribbon affiliate-level services to all children and families served. Model and Blue Ribbon programs fully implement the PAT evidence-based model as intended so as to produce positive outcomes for enrollees.

4. May districts use federal funds towards the required local match?

KPAT programs must use local funds as a match and **the source of those local funds is irrelevant to the question of whether they can count as the local match.** Therefore, KSDE strongly encourages programs to contact the funding source (e.g. Family First Prevention Services Act (FFPSA); Maternal, Infant, and Early Childhood Home Visiting (MIECHV); Every Student Succeeds Act (ESSA) Title 1; and private organizations) for questions related to allowable use of funds. For example, if the Department for Children and Families stipulates that FFPSA funds cannot be used as a local match, then those funds cannot be used as a local match regardless of whether or not KSDE would receive them as such. Each funder determines the allowable uses for their funds.

It is helpful to remember that the legal use of funds may not reflect the strength of the strategy. KSDE encourages programs to seriously consider the long-term effects of using unstable funds as a match source. Doing so could result in the total program budget being negatively impacted, especially in programs that contribute a local match of exactly 50%.

5. May districts use Every Student Succeeds Act (ESSA) Title I funds towards the required local match?

Please see the response for question #5 above. Districts must adhere to the purpose, regulations and requirements of the funding source, including maintenance of all documents and records.

KSDE would like to remind all Kansas Parents as Teachers programs that K.S.A. 72-4161 provides definitions for this program, including:

(c) "Parent education program" means a program developed and operated by a board for the purpose of providing expectant parents and parents of infants or toddlers or both with information, advice, assistance, resource materials, guidance and learning experiences regarding such measures as parenting skills and the various styles of parenting, the processes and principles of growth and development of children, home learning activities designed for infants and toddlers, techniques emphasizing a positive approach to discipline, effective methods of communicating and interacting with children so as to foster the development of self-esteem, strategies for structuring behavioral limits and increasing mutual positive regard, and other elements of effective parenting that are conducive to the structuring of a home environment in which children are encouraged to be successful and productive learners.

ESSA defines the purpose for Title I as: "The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."

The purpose of the KPAT program (e.g. to provide parents with information) may not align with

the purpose of ESSA Title I (e.g. to provide all *children* significant opportunity). KPAT programs are encouraged to work with local, state, and federal ESSA Title I staff or representatives to determine whether or not ESSA Title I funds may be used towards the required local match.

Please [click here for K.S.A. 72-4161](#).

Please [click here for more ESSA Title I information](#).

6. Who is responsible for uploading data in the KIDS Collection system?

KPAT programs must determine who will be uploading data into the KIDS Collection system. Before the ENRL is due (a.k.a. the 9/20 count report) in late September/early October, KPAT programs are encouraged to coordinate with their local district administrator and KIDS Coordinator (or data clerk) to determine the following:

- Who is responsible for uploading KPAT data into KIDS Collection?
- If the KIDS Coordinator will upload, what is the process to ensure they receive the data (e.g. access to Visit Tracker, completing the KIDS template, school information system enrollment, other)?
- If the KIDS Coordinator will upload, when is the internal data submission deadline?
- If the KPAT Coordinator will upload, how do they register for KIDS Collection training? The KIDS team trains annually. Training may be found here: <https://kidsweb.ksde.org/Training>.

The KIDS Collection template, and details on how to use the template, may be found here: <https://kidsweb.ksde.org/Documents>.

7. What are the reporting requirements?

The State Board shall receive reports from each grantee. Those reports will include at least the following:

2021 – 2022 REPORTING DEADLINES

Report	System	Due Date
Assign KSDE KIDS number	KIDS Collection System <i>or</i> Foundations for School Success (FSS)	Upon enrollment
KIDS ENRL collection report*	KIDS Collection System	Sept. 20-Oct. 11, 2021
Mid-year Report	As determined by KSDE	Jan. 31, 2022
KIDS MILT (Military Count)*	KIDS Collection System	Feb. 20-March 18, 2022
Final Expenditures Report	KSDE Authenticated Applications	May 27, 2022
KIDS EOYA collection report*	KIDS Collection System	June 30, 2022
KIDS EXIT (information on student who left the district) *	KIDS Collection System	Upon exit from the school district.
PAT National Center, Inc. Affiliate Performance Report	PATNC Portal	July 10, 2022

All programs must complete the annual reporting requirements by the deadlines issued by KSDE.

*KIDS Collection System reporting dates are tentative and subject to change. Refer to the [“Submission Calendar”](#) for the appropriate year to confirm dates.

8. May districts use Every Student Succeeds Act (ESSA) Title I funds towards the required local match?

KSDE publishes record retention guidance as part of the annual budget package and workshops. The Kansas Parents as Teachers programs follow the same standards as other school district financial records. Please [click here to view the timelines](#).

9. My district says that a child cannot be in both Kansas Parents as Teachers and preschool. What can I do?

KSDE allows for a child to be enrolled in both preschool and Kansas Parents as Teachers. Dual enrollment in preschool and KPAT is not considered a duplication of services; preschool is child education occurring in a classroom setting and KPAT is parent education occurring in the home environment. However, a district may develop local policies that prohibit a child and their family

from receiving both preschool and KPAT services. Districts determine the best use of local early childhood investments.

If marking a student as enrolled in both preschool and Kansas Parents as Teachers creates an error in the KIDS Collection System, then please check settings for Directory Updates. The KPAT building must be marked as serving KPAT grade levels. The Directory Updates administrator (e.g. data clerk, superintendent, administrative assistant, etc.) must update the Directory to include "daycare", "Pre-School Aged Without IEP", and "Pre-School Aged With IEP". If these are unmarked in the Directory, then the KIDS Collection System will reject KPAT students. Hence, because the file is being rejected, it may seem as if a student cannot be in both preschool and KPAT.

If updating the Directory does not fix the KIDS Collection System error and you use a student information system (SIS) (e.g. Skyward, PowerSchool, Infinite Campus, etc.), then please work with your KIDS Administrator to ensure that the SIS vendor is utilizing the current [KIDS Collection System File Specifications](#). Alternately, the SIS vendor may not yet have developed a "check box" to capture students as enrolled in KPAT. If this is the case, you can work with your individual SIS vendor to encourage them to update the dashboard and/or you may hand-populate column D58 Kansas Parents as Teachers Program (KPAT).

KANSAS PARENTS AS TEACHERS FAQS 2021-2022

Part III: Program Implementation

1. How do we stay connected to the work at the Kansas State Department of Education?

There are multiple ways to stay connected. Each KPAT grantee is automatically included on the KPAT listserv. When information specific to KPAT or home visiting in Kansas is released or updated, KSDE will share that information via the KPAT listserv. Please contact Beccy Strohm at bstrohm@ksde.org to update contact information if a change occurred after the FY22 grant application was submitted.

The KSDE Early Childhood team sends monthly written updates during the school year. These updates are sent via the KSDE Early Learning listserv. You may find additional information [on the KSDE Early Childhood webpage](#).

You may also sign up for the Early Learning listserv, which is the mechanism to receive other KSDE Early Childhood information that is not program specific. To sign up, please contact Beccy Strohm at bstrohm@ksde.org.

2. Who is the Parents as Teachers National Center (PATNC) Implementation Support Specialist for Kansas?

Shelley Joy Tellez is the PATNC Implementation Support Specialist for Kansas. You may contact her at Shelley.Tellez@parentsasteachers.org.

3. How would KSDE suggest programs spend funds that were not fully utilized in its designated line item? For example, an employee left the program and so now the program has salary funds available.

Best practice is to utilize grant funds earlier in the year because these funds are intended to be utilized on the children and families served during the program year. KSDE recognizes that there may be times when circumstances prevent programs from spending all of the funds in a designated line item. However, KSDE does not encourage or suggest programs spend funds in a specific way.

If you determine additional funds may be available at the end of the program year, you may:

- Return the funds to KSDE. We will allocate funds appropriately.
- Purchase screeners or required assessment tools (e.g. OEA machine or Pick 2)
- Purchase program materials and supplies consumed, worn out, or deteriorated. Diapers, wipes, thermometers, and other such items for families may be considered miscellaneous items. Please refer to [The Kansas Accounting Handbook for Unified](#)

[School Districts](#) (page 36-37) for additional information.

- Provide parents with additional training(s) and/or receive additional training(s).
- Identify and resolve gaps preventing the program from being effectively and efficiently implemented with fidelity. PATNC recognizes fidelity as meaning to model or Blue Ribbon status.

4. What other funding sources might be available to support program implementation?

The Kansas State Department of Education does not anticipate an increase in the state budget line item for Kansas Parents as Teachers grants during the 2022-23 school year. **Districts should plan accordingly, recognizing that grant funding levels are not guaranteed for future years.** Districts should consider increasing local sources of funding in order to maintain existing levels of service (accounting for inflation) and/or to expand services provided. School districts should also consider applying for other federal, state, and/or local funds that may be available to support parent education, home visiting, health, family engagement, and/or community engagement.

5. We are a consortium. How do we add or remove districts?

Consortium design is a local decision. Membership is neither approved nor denied by the Kansas State Department of Education.

Consortiums report their membership using the application process. Programs have an opportunity to verify contact information prior to the Directory being published. Consortiums are asked to verify the districts listed.

If an update to the consortium occurs during the program year, KPAT programs must contact Nis Wilbur at nwilbur@ksde.org and/or Becca Strohm at bstrohm@ksde.org so that the Directory can be updated.

6. Are virtual home visits allowable?

Yes. [The 2021-2022 KANSAS PARENTS AS TEACHERS PROGRAM: ASSURANCES](#) state:

4. Programs will follow district policies and procedures regarding closure and/or suspension of program services caused by a public health concern, natural disaster, or other extraordinary circumstance. In coordination with district leadership, programs may follow Parents as Teachers National Center, Inc. guidance if and when Essential Requirements or other affiliate model requirements are updated, suspended, or expanded during the program year due to a public health concern, natural disaster, or other extraordinary circumstance. This includes and is not limited to visit frequency, group connection, and recruitment and retention requirements.

The Parents as Teachers National Center, Inc. guidance for virtual visits is that they are allowable and may be preferable in some instances. Kansas affiliates are encouraged to develop written local policies that indicate whether, and under which conditions, virtual home visits are

allowable. PATNC discourages affiliates from implementing a delivery model that may exclude or discriminate against specific families. Likewise, the 2021-2021 KPAT Program Assurances require all KPAT programs to implement a nondiscriminatory program. Programs should consider equitability of services when developing virtual home visiting policies.

If your district has policies that prohibit virtual services, then work with district leadership to navigate those policies. Your district may opt to:

- Avoid virtual services regardless of circumstances
- Allow virtual services only under specific circumstances, or
- Allow virtual services with or without discretion of the PAT Coordinator

Districts decide whether or not to allow virtual home visits.

7. Are telephone visits allowable?

Yes, please see item six above; currently PATNC allows telephone visits. PATNC is the curriculum and model developer and so if/when PATNC discontinues telephone visits, all Kansas affiliates will be expected to cease telephone visits and move to either a traditional in-person visit or a virtual visit option.

8. Where can I find additional resources to support implementation of a PAT program?

After logging in to “[the portal](#)”, please click the O.L.I.V.E.R. drop down menu near the top right-hand corner. Under the Workspaces header, you should see Model Implementation; click it. The Model Implementation landing page offers the Supervisor’s Handbook, PAT Records, videos, and more.

Alternatively, you may always contact Nis Wilbur at nwilbur@ksde.org.

9. Districts must utilize the Parent Education Fund line item for KPAT budgeting. Our district also receives other federal funding. Should those funds be kept separately? How do we record the revenue?

Within the local accounting system, KPAT programs should create a separate “account” (not fund) within their Parent Education fund to track those federal revenue dollars separate, primarily for the annual CPA audit. The KSDE Kansas Accounting Handbook does not have a specific revenue code for all possible federal sources.

KSDE recommends creating a revenue fund account within the 4500 function series (Restricted Grant in Aid from the Federal Government through the State). When reporting on the USD Budget, they will report all revenue and expenditures in the PAT fund. Below is a snippet of the fund to reflect the revenue (state and federal). KSDE will load the state aid but the district should lump all federal aid sources into one line as 4500 Federal Aid within the USD budget fund.

KANSAS PARENTS AS TEACHERS FAQS 2021-2022

		12 mo.	12 mo.	12 mo.
	Code	2019-2020	2020-2021	2021-2022
	28	Actual	Actual	Budget
	Line	(1)	(2)	(3)
5				
6				
7	PARENT EDUCATION PROGRAM			
8				
9	UNENCUMBERED CASH BALANCE JULY 1	01	#N/A	#N/A
10	Cancellation of Prior Year Encumbrances	03		
11				
12	REVENUES			
13	1000 LOCAL SOURCES			
14	1320 Payment from Other school district	05		
15	1510 Interest on Idle Funds	15		
16	1900 Other Revenue From Local Source	25		
17	3000 STATE SOURCES			
18	3216 Parent Education Aid ←	35	#N/A	#N/A
19	4000 FEDERAL SOURCES			
20	4500 Aid ←	45		
21	5000 OTHER			
22	5206 Transfer From General	55	0	0
23	5208 Transfer From Supplemental General	50	0	0
24	5253 Transfer From Contingency Reserve	60	0	0
25	RESOURCES AVAILABLE	170	#N/A	#N/A
26	TOTAL EXPENDITURES & TRANSFERS	175	0	0
27	UNENCUMBERED CASH BALANCE JUNE 30	190	#N/A	#N/A
28				NEGATIVE

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