

Special Committee on Education – Questions

- Improving Student Achievement Outcomes
 - Transportation funding
 - What funding has been carried forward from last year to this year?
 - Can funds be transferred elsewhere?

The transportation fund was eliminated by the legislature in 2003. Expenditures for transporting students are now paid from the general or supplemental general fund. In FY 2020-21 school districts spent \$143,499,366 for regular route transportation. State aid for transportation weighting is based on the number of students transported 2.5 miles or more from home to school, and is limited to regular routes only. There is no state aid for activity trips. In addition, each district's transportation weighting is limited to 110% of the prior year's expenditures.

For FY2020-21 transportation funding for regular routes to and from school was as follows.

- Actual School District Expenditures = \$143,499,366
- State Aid = \$105,899,368
 - Reduction due to 110% cap = \$4,077,427

This means school districts spent \$41,677,425 more to transport students to and from school than they received in state aid.

- Ann Mah/Critical Race Theory
 - Not sure if this needs to go to you, Ann Mah, or Commissioner Watson: The 2015 information on how the characteristics for a 24-year-old and the role of K-12 education in that. In particular, the focus was on how it was decided that social emotional skills took precedence over academics for the role of the public school system.
There are two separate documents attached in response to this request.

- Mental Health
 - SEL surveys:
 - Where does this information go?
 - Where is this information stored?
 - How is this information secured?
 - How much funding does KSDE receive for providing these surveys and where does that funding go?
 - Who has access to the survey data?
 - How much time do students spend on average on these surveys?
 - Who monitors mental health referrals and the number of suicides and attempted suicides?
 - Are the surveys hand-written or digital?
 - What surveys are anonymous and which are not?
 - How many districts have 'opt-in' policies for these student surveys?

There are two documents attached to the email that address the questions above. The Excel document titled SEL Surveys Legislative Response was sent over in response to an earlier request but is included

again since it addresses some of these questions. The PDF document titled *Legislative Response on SEL Surveys* directly answers most of the questions above.

- Special Education
 - Were increase in special education related to behavior or social emotional health?
 - What are the qualifiers for special education funding for social emotional health special education services?
 - How does the percentage of students with social emotional health compare to other qualifications for special education funding?
 - How has the number of special education students changed over time?
 - What number of kids are in special education for social-emotional and what number for a learning disability?

Special education includes 13 categories of disability. Social-emotional health is not a category of disability nor is it a related service.

	<u>Total IEP</u>	<u>Learning Disability IEP</u>
2016-2017	72,286	25,209
2017-2018	73,729	25,549
2018-2019	75,513	25,992
2019-2020	77,561	26,530
2020-2021	72,285	26,214

- Virtual Schools
 - How many school districts have virtual schools?

137 Districts reported virtual students for FY 2021-22, with FTE ranging from 0.5 to 1,704.0

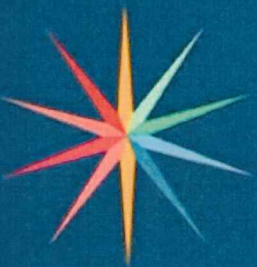
The 2015 information on how the characteristics for a 24-year-old and the role of K-12 education in that. In particular, the focus was on how it was decided that social emotional skills took precedence over academics for the role of the public school system.

Social Emotional skills do not take precedent over academic skills, but in 2015, we asked the following question to over 2,000 Kansans:

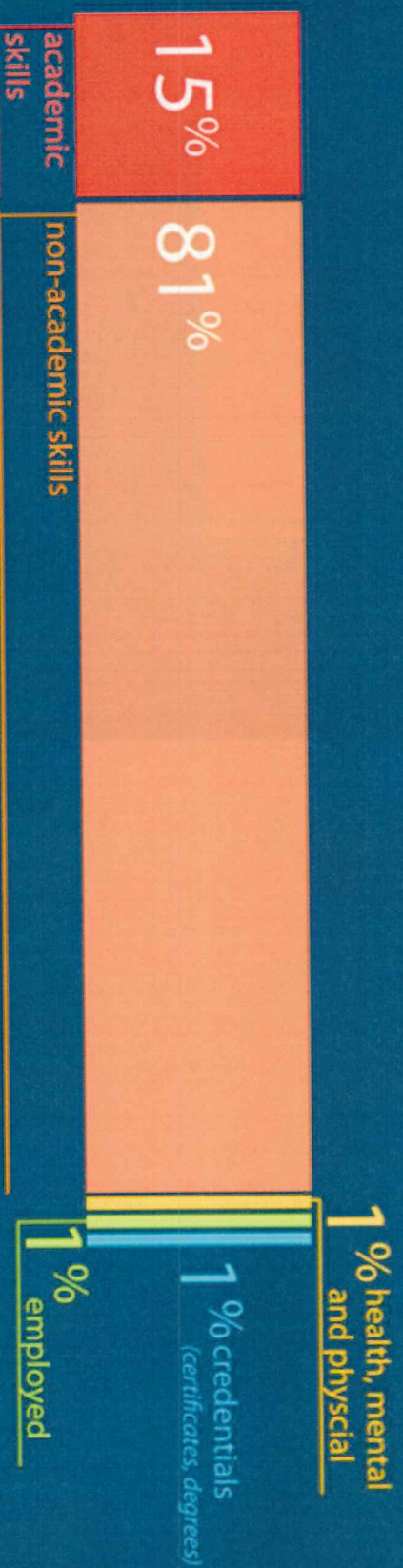
1. What are the skills, attributes and characteristics of a successful 24-year old Kansan living in our state today?

In response to question #1, both the community and business sectors indicated that the majority of skills needed for success were skills not measurable on state assessments. This did not diminish the need for academic skills, but rather emphasized that more than academic skills were needed for success as an adult.

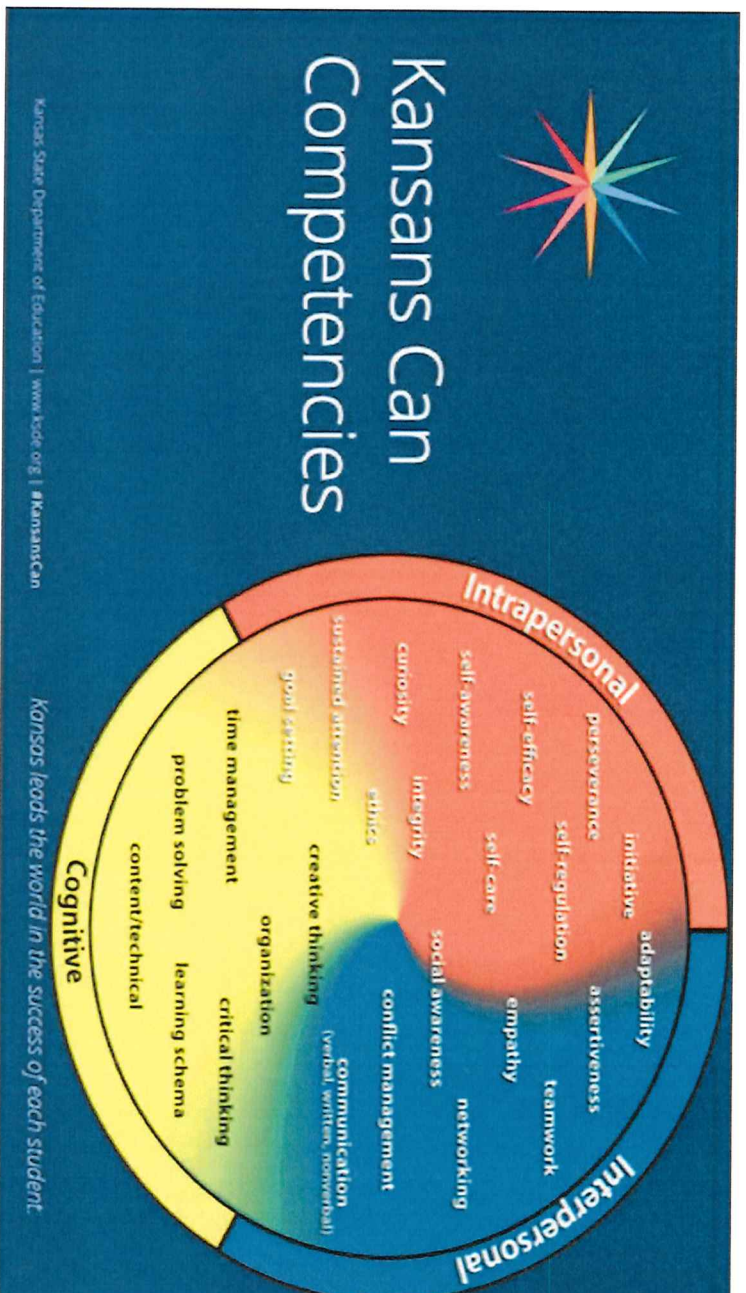




The business and industry focal groups cited **non-academic skills** with greater frequency than the community groups:



The skills that Kansans stated were essential were captured by this graphic. It is important to note that Kansans clearly stated it was the combination of these skills that made up success.



Since 2015, many organizations have called for education to teach the combination of skills necessary for success as an adult.

"...the growing body of research suggests that other non-cognitive characteristics can improve college success predictions beyond those based on academic measures alone." – ACT

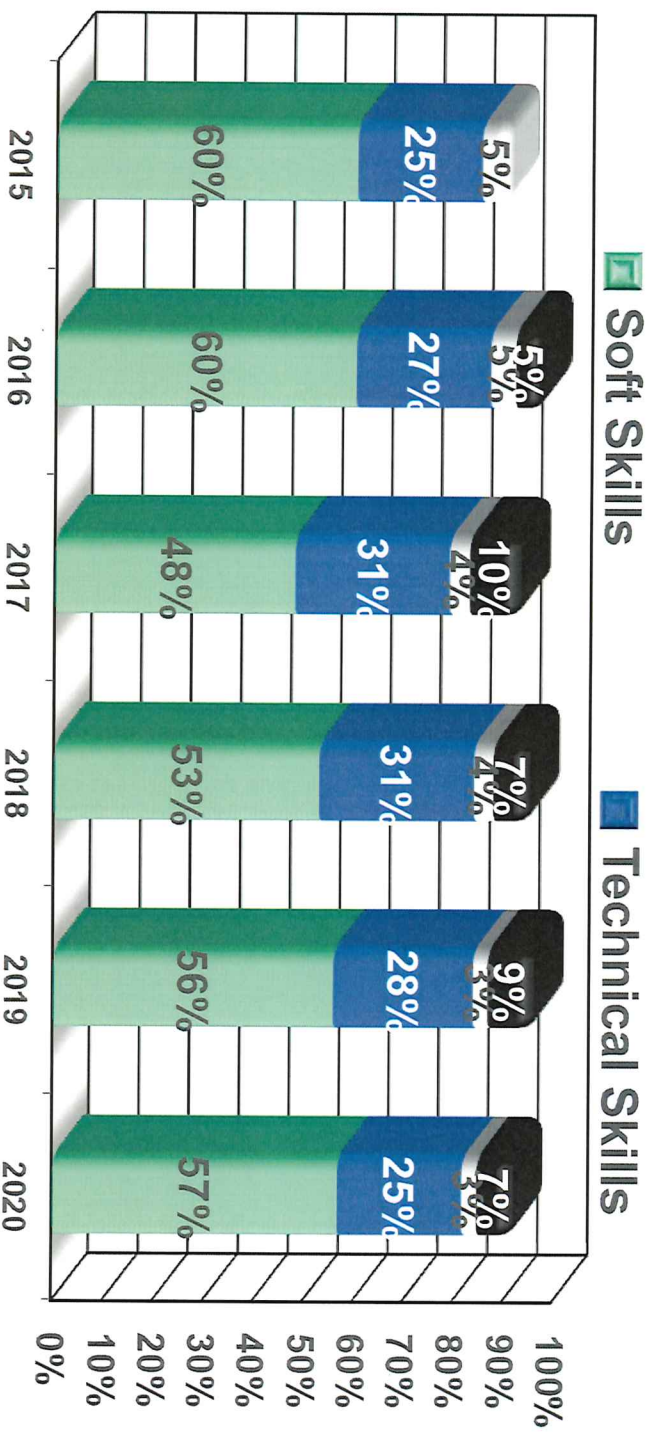
"Current gauges of college and career readiness tend to focus on academic preparation and achievement, but a mounting body of evidence shows that success in college and the workplace is multidimensional. Academics alone can't prepare students for college." - ACT

The U.S Chamber stated these were the skills lacking in high school AND college graduates:
 • Professionalism/Work Ethic..... 80.3%

- Teamwork/Collaboration..... 75.7%
- Verbal Communication..... 70.8%
- Ethics/Social Responsibility..... 63.4%
- Critical Thinking/Problem Solving.... 57.5%

The Kansas Chamber in 2020 cited that their greatest concerns with the Kansas Workforce were “soft skills”; Finally, in 2021, KC Rising, having the support of several foundations, the KC STEM Alliance, PREP-KC and employers in the greater KC metro area released a report on essential skills. These were the same skills noted by the Kansas Chamber and our original research done in 2015.

Here is that report. https://kcrising.com/wp-content/uploads/2021/04/000861-01-2020-DeBruce-Foundation-Essential-Skills-Report_11x8.5_D4_Pages.pdf



Question	Response	
Of the 14 surveys (see list below), how many are required to be taken?	The Student Data Privacy Act (K.S.A. 72-6316) requires a school to receive informed, written parental consent before any survey is given that asks about a student's personal beliefs or practices on issues such as sex, family life, morality or religion, or any questions about the student's parents' or guardians' beliefs and practices on those issues. An exception to this - any tests or forms that are part of a school counselor's student counseling services. Regarding the ASQ pre-K data tool - that survey is completed by parents or caregivers upon informed, written consent of the child's parents or family.	To advance kindergarten readiness, all Kansas elementary schools are required to partner with families to better understand incoming kindergarten students' development (K.A.R. 91-31-32 - (g) Each education system seeking accreditation shall meet the following requirements (...) (2) have in place a method of data collection approved by the state board for collecting kindergarten-entry data). The Ages & Stages Questionnaires®, Third Edition (ASQ-3) and Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ SE-2) provide a snapshot of children's developmental milestones. As parents/caregivers know their children best, they complete both questionnaires. Parents/caregivers may opt out of the questionnaire entirely or decline to answer individual questions. Schools and communities may choose to make developmental and social-emotional screenings available to children birth to kindergarten entry.
The new rules and regs require quantitative data – what is required and where does that data go and how is it used?	Schools are required to have a system in place to measure social emotional growth. The way this is done, the resources selected to do it with, the practices and strategies to teach and assess are all local decisions. All resources (and technical assistance) are available to assist districts as they create their own SEG plan.	The Kindergarten Readiness Snapshot (ASQ-3 and ASQ SE-2) is funded with federal Preschool Development Grant Birth through Five dollars through April 2023.
Where does funding of these programs come from – State, Federal, private grants?	Currently the sources vary from local funds to KSDE administered state and federal funding.	
How are parents included in the process? And, how does this relate to student privacy statutes in Kansas?	The Student Data Privacy Act (K.S.A. 72-6316) requires a school to receive informed, written parental consent before any survey is given that asks about a student's personal beliefs or practices on issues such as sex, family life, morality or religion, or any questions about the student's parents' or guardians' beliefs and practices on those issues. An exception to this - any tests or forms that are part of a school counselor's student counseling services. Regarding the ASQ pre-K data tool - that survey is completed by parents or caregivers upon informed, written consent of the child's parents or family.	
What additional services or funding is associated with these surveys?	KSDE provides technical assistance relative to purpose, implementation and interpretation for SEL measures.	To be eligible for Kansas Can Star Recognition in the area of Kindergarten Readiness, at least 50% of kindergarten students in each building that offers kindergarten participate in the Kindergarten Readiness Snapshot, the ASQ-3 and ASQ SE-2 (unless the teacher collaborates with the family to determine that the ASQ should not be used). Districts/systems can earn additional points toward recognition by achieving higher participation rates.
Have the number of student suicide cases and attempts reduced since incorporating these surveys?	Due in part because data from the Child Death Review Board has a two year delay there isn't any reliable or valid measure available to answer this question.	thus
Kansans Can Competency Framework – Research Collaboration Surveys.org	Can I get copies of each of the surveys below? Yes, provided as links All optional resources- many used to inform Tier I, II, or III practices http://www.researchcollaboration.org/uploads/CCCNeedsAssessmentInfo.pdf	
I. Competency Framework: Needs Assessment		
II. Knowledge & Situational Judgement Tests	http://researchcollaboration.org/uploads/AssertivenessAssessSuiteTech.pdf http://researchcollaboration.org/uploads/ConflictManagementAssessSuite-Tech-2021.pdf http://researchcollaboration.org/uploads/Self-EfficacyAssess-Suite-Tech-2021.pdf http://researchcollaboration.org/uploads/Self-RegulationAssess-Suite-Tech-2021.pdf	
III. Formative Questionnaires	http://www.researchcollaboration.org/uploads/EmpathyQuestionnaireInfo.pdf http://www.researchcollaboration.org/uploads/GoalSettingQuestionnaireInfo.pdf http://researchcollaboration.org/uploads/ConflictManagementAssessSuite-Tech-2021.pdf http://www.researchcollaboration.org/uploads/NetworkingQuestionnaireInfo.pdf http://researchcollaboration.org/uploads/AssertivenessAssessSuiteTech.pdf http://researchcollaboration.org/uploads/Self-RegulationAssessSuite-Tech-2021.pdf http://researchcollaboration.org/uploads/Self-EfficacyAssess-Suite-Tech-2021.pdf	
IV. Performance Based Observations	http://researchcollaboration.org/uploads/Self-RegulationAssess-Suite-Tech-2021.pdf http://researchcollaboration.org/uploads/AssertivenessAssessSuiteTech.pdf http://researchcollaboration.org/uploads/ConflictManagementAssess-Suite-Tech-2021.pdf http://researchcollaboration.org/uploads/Self-EfficacyAssess-Suite-Tech-2021.pdf	
V. Performance Based Reflections	http://researchcollaboration.org/uploads/Self-RegulationAssess-Suite-Tech-2021.pdf http://researchcollaboration.org/uploads/AssertivenessAssessSuiteTech.pdf http://researchcollaboration.org/uploads/ConflictManagementAssess-Suite-Tech-2021.pdf http://researchcollaboration.org/uploads/Self-EfficacyAssess-Suite-Tech-2021.pdf	
Universal Risk Screen	Self-Regulation Appendix D Assertiveness Appendix D Conflict Management Appendix D Self-Efficacy Appendix D	
School Culture/Equity Screening	It is a local option for districts to select their own universal screener for SEL. Local option	

Collaborative for Academic and Social Emotional Learning (CASEL) & Social Emotional Character Development (SECD) Likert Scale	Resource- optional	
Panorama Social Emotional Learning Survey	Resource- optional	
Climate Measures – SEL Report based on measures collected by Kansas Communities that Care (KCTC)	This is a resource tool available to districts to help them with disaggregated data to identify gaps in needs and areas of support- local optional use	
i. The Kansas Communities That Care Survey (KCTC) – 6th, 8th, 10th, 12th	Optional for school district participation, optional per student and per question participation. The 2020-21 school year saw a response rate at approximately 71,000 students (public and private) with an overall response rate of 49% of eligible students	
ii. Youth Risk Behavior Survey (YRBS) Surveillance System – CDC – 9-12	The YRBS is a survey administered in Kansas for students grades 9-12. There is a random sampling of approximately 1,500 students from 41 participating schools. This is not administered state wide to every student. This is a Center for Disease Control and Prevention survey to help monitor the prevalence of behaviors that influence the risk for youth to develop adverse behaviors. KSDE works in collaboration with the CDC to administer the survey. Survey participation is optional, confidential and anonymous. KSDE receives a comprehensive report to share with the public.	
iii. Family Engagement Survey (FES)	Families of students with special needs are invited to complete one-question survey regarding their involvement in their child's educational plan, as required by IDEA Indicator 8 of the State Performance Plan (SPP). This is federally reported as a component in the SPP/APR Report. Families of students involved in the School Mental Health Initiative (SMHI) federal SPDG (School Personnel Development Grant) are also provided a more in-depth survey of involvement in their child's educational journey- this data is part of the grant and reported federally as composi data. Families are often given climate surveys etc. based on local decision. The option for families to opt-out/in is always available.	
Ages and Stages Questionnaire – Social Emotional (ASQ – SE2)	The ASQ-SE is identified as a statewide common screener among pediatricians, mental health specialists, teachers and child development experts, and in the state All in For Kansas kids strategic plan for early childhood as a valid and reliable tool for tracking developmental milestones for children birth through kindergarten entry. See above for additional information about requirements for incoming kindergarten students. Note that KSDE and accredited school buildings purchase Starter Kits to access copies of the questionnaires from Brookes Publishing, but per the licensing agreement we are not allowed to post those questionnaires publicly.	
Spence Children's Anxiety Scale (SCSA)	Optional resource	
Social Skills Improvement System – Social Emotional Learning (SSIS – SEL)	Optional resource	
Holistic Student Assessment (HAS)	Optional resource	
Employability Skills – Measuring and Reflecting Student Learning – Work Based Learning (WBL)	This resource supports the integration of employability skills in work based learning programs and is tool by which districts can locally support student performance in aligned skills.	
Aperture – Devereaux Student Strengths Assessment (DESSA)	Optional resource	
Committee for Children – Second Step	Optional curriculum and assessment resource - local decision	
Resilience School Self-Assessment	Optional resource	

Kansas Core Competencies Framework – Research Collaboration Surveys	Collaborative for Academic and Social Emotional Learning (CASEL) Social Emotional Learning (SEL) Framework	Parsons Social Emotional Learning Survey	The Kansas Communities That Care Survey (KCTC) – Vol. 6B, 10th Edition	Youth Risk Behavior Surveillance System – CDC – 9-12	Ill. Family Engagement Survey (IFS)	Area and Stress Questionnaire – Social Emotional ASQ – SE2	Sense of Well-Being Survey (SWB)	Social Skills Improvement System – Social Emotional Learning (SSIS-SEL)	Public Student Assessment (PSA)	Endogeneity Scale – Measuring and Redefining Student Learning – VERA Based Learning (VERA)	Practice – Directness Assessment (DESA)	Committee for Children – Self Assessment
Where does information go?	Order system through CCS/Access/SEL	Parent teachers building level	Parent teachers building level	Through NSDE to CDC	School district & building level	Parent (individual, teacher, professional & classroom level) School level (building and district & state level)	School level Health providers parents	School level Health providers parents	School level Health providers parents	Student Parents, Counselors, Teachers Possible district	Classroom Student level	Classroom/Student level
Where is information stored?	Secured online system through CCS/Access/SEL	Classroom teacher/Building level	Classroom teacher/Building level	FERPA protected through NSDE to CDC	Online, password protected file	Password protected Kansas ASQ Online database	School based, student file, under FERPA regulations	School based, student file, under FERPA regulations	Secure HSA Database	School based, online password protected teacher portal	Classroom level	School based
How is information secured?	password protected login	Classroom teacher/Building level	Classroom teacher/Building level	FERPA protected through NSDE to CDC	Secure login at CCS/Access/SEL	Password protected Kansas ASQ Online database	School based, student file, under FERPA regulations	School based, student file, under FERPA regulations	Secure HSA Database	School level	Typical through online password protected teacher portal	Classroom level
How much funding does KSDE receive for providing these services tools that funding go?	None/Not Applicable	None/Not Applicable	None/Not Applicable	Unknown	None/Not Applicable	Unknown	None/Not Applicable	None/Not Applicable	None/Not Applicable	None/Not Applicable	None/Not Applicable	None/Not Applicable
Who has access to survey data?	Individual teacher, district, and regional SEL Assistants	Parent, teachers, building level	Teachers	Aggregated data is open to county level, District level through NSDE to CDC	Aggregated data is open to county level, District level through NSDE to CDC	Aggregated data is open to county level, District level through NSDE to CDC	Aggregated data is open to county level, District level through NSDE to CDC	Aggregated data is open to county level, District level through NSDE to CDC	Aggregated data is open to county level, District level through NSDE to CDC	Aggregated data is open to county level, District level through NSDE to CDC	Aggregated data is open to county level, District level through NSDE to CDC	Aggregated data is open to county level, District level through NSDE to CDC
How much time do students spend on average on these surveys?	Approx. 15-18 minutes	Approx. 15-18 minutes	Approx. 15-18 minutes	Approx. 20 minutes	Approx. 20 minutes	Approx. 20 minutes	Approx. 20 minutes	Approx. 20 minutes	Approx. 20 minutes	Approx. 20 minutes	Approx. 20 minutes	Approx. 20 minutes
Are the surveys handwritten or digital?	Digital	Handwritten	Handwritten	Handwritten	Handwritten	Handwritten	Handwritten	Handwritten	Handwritten	Handwritten	Handwritten	Handwritten
What surveys are anonymous and which are not?	Not anonymous	Not anonymous	Not anonymous	Anonymous	Anonymous	Anonymous	Anonymous	Anonymous	Anonymous	Anonymous	Anonymous	Anonymous
How many districts have "opt-in" policies for these student surveys?	System choice to data collected	School District Discretion	School District Discretion	Opt-in policy required	Voluntary participation	Opt-in	Voluntary	Voluntary	Voluntary	District Discretion	District Discretion	District Discretion

Who monitors mental health referrals and the number of outside and attempted suicide? Both schools are identified through the Kansas Voluntary Death Reporting System. Data is typically released on a yearly basis. There is no system in place for tracking student suicide numbers in real time. However, suicide statistics are monitored by school mental health teams and addressed in school crisis plans.

More information on all surveys can be found through the [KSDE Assessment and SEL](#)