KANSASWORKS STATE BOARD

AGENDA

Thursday, January 23, 2020 * 12:30 – 3:00 PM
Capitol Plaza Hotel, Emerald Room, Topeka, Kansas 66612

I. Welcome, Call to Order and Introductions: Carol Perry, KWSB Co-Chair

II. Public Comment Period

III. Consent Agenda: Carol Perry

a. November 6, 2019 KWSB Meeting Minutes

Recommended Action: Approve consent agenda as presented.

IV. Action Item: WIOA Combined State Plan: Susan Weidenbach, Kansas Department of Commerce

V. Action Item: Perkins V State Plan: Connie Beene, Sr. Director, Kansas Board of Regents

VI. Presentations and Reports

a. WF System Common Identifier: Mike Beene, Employment Svcs Director, Dept of Commerce

b. Employee Satisfaction Survey: Shelly Thompson, Kansas Department of Commerce
Katie Givens, Wichita State University

Recommended Action: Receive and Post Reports to KWSB Website.

VII. Adjournment

KANSAS*WORKS State Board Meetings:*
May 6, 2020
August 5, 2020
November 4, 2020

KANSASWORKS STATE BOARD

DRAFTMINUTES/MOTIONS

Wednesday, November 6, 2019
Dillon House, Topeka, Kansas

David Harwood, **KANSAS**WORKS State Board Chair

Consent Agenda and Actions Approved as Follows:

Consent Agenda:
a. August 7, 2019 KWSB meeting minutes
Matthew Hall moved to approve, Todd Newkirk, Seconded, motion passed.

Todd Newkirk moved to update and edit System Branding Policy (#5-09-00) to further align the **KANSAS**WORKS brand and the brands systematic use on Social Media platforms.
Neelima Parasker seconded, motion passed.

Matthew Hall moved to approve all reports as presented to post to the KWSB Website
Jermaine Wilson seconded, motion passed.

KWSB Meeting Adjournment – 3:05 PM
Todd Newkirk moved to adjourn, Perry Wiggins, seconded, motion passed.

DRAFT

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WORKFORCE INNOVATION AND OPPORTUNITY ACT
Combined State Plan

Title I and Title III

Susan Weidenbach, Manager
Workforce Development and Special Projects

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WIOA Combined State Plan

- A new plan is required every four years
- Plan must be formally reviewed every two years
- Our next four-year plan is due **March 2, 2020**

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Plan Contents

- Strategic Elements
- Operational Elements
- Assurances

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Commerce Combined State Plan Programs

- Adult, Dislocated Worker and Youth (Title I)
- Labor Exchange and Career Services (Title III)

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Commerce Combined State Plan Programs

- Jobs for Veterans State Grant
- Registered Apprenticeship
- Trade Adjustment Assistance Act programs

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Commerce Combined State Plan Programs

- Agricultural Outreach Program
- Reemployment Services
- Senior Community Service Employment Program

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Titles I and III:

Title I and III staff work with Core Partners to continue developing collaboration strategies and practices to improve service delivery and enhance participant outcomes

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WIOA Plan 2020-2024:

- fosters better alignment of Federal investments in job training
- integrates service delivery across programs

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WIOA Plan 2020-2024:

- improves efficiency in service delivery
- ensures that the workforce system is job-driven and matches employers with skilled individuals

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WIOA Plan 2020-2024:

- requires continuous planning across core programs
- promotes a shared understanding of the workforce needs

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WIOA Plan 2020-2024:

- fosters development of comprehensive and integrated approaches
- addresses the needs of both businesses and workers

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WIOA Plan 2020-2024:

- describes coordination with both economic development and postsecondary education strategies and activities in the State
- determines and coordinate how the Core programs will be assessed

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WIOA Plan 2020-2024:

- seeks to improve access to postsecondary certifications and industry-recognized credentials
- continuously improves collaboration to provide seamless workforce system

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Changes to WIOA State Plan :

- Updated Labor Market information
- Modified discussion of “skills gap”
- Removed sections planning for joint state board and state agency review process

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Changes to WIOA State Plan :

- Describes directive for Regulatory and Compliance unit to monitor additional activities
- Describes Single Sign-On and Portal, Chat feature

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Changes to WIOA State Plan :

- Describes how Core Partners will align and coordinate services
- Describes how economic development will be integrated into the State Plan
- Describes evaluation coordination

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NEXT STEPS

- Review public comments and responses
- Approve State Plan draft and recommend the Governor submit plan to US Departments of Labor and Education

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QUESTIONS ?

WIOA Combined State Plan 2020-2024

Core Programs

Adult, Dislocated Worker and Youth – Commerce/State Board/Local Boards

Adult Education – Kansas Board of Regents

Labor Exchange, Reemployment Services – Commerce

Vocational Rehabilitation – Department for Children and Families

Contents

Strategic Elements

- Analysis of the economic conditions – *updated by Kansas Department of Labor with new projections for demand occupations and workforce needs; most significant change includes statement regarding low unemployment rate does not necessarily indicate reduction in poverty, not does "increased average wages" indicate increase in wages any individual subset of workers.*
- Analysis of the current workforce – *update includes statement that "skills gap" may be due to lack of skills in the workforce and/or may be due to suppressed wages.*
- Description of the State's strategic vision and goals – *Strategic Plan established by the KWSB in 2019, no changes.*
- Strategies for aligning the core programs –

  Customer Service

  Accountability – changes: state plan describes directive for Monitoring and Oversight to move beyond compliance and include monitoring of local/regional plans and monitoring of KWSB's strategic goals

  System Messaging

  Technology Integration – changes: description of Portal and Chat

Operational Elements

- Description of how Core Program activities will be aligned and coordinated to provide comprehensive, high-quality services, including supportive services – *new plan states Core Program partners will address customer flow between and among customers through common referral processes*

- Description of how activities will be coordinated with both economic development and postsecondary education strategies and activities in the State – *Commerce in process of developing Economic Development Assessment Strategic Plan; as that plan is developed, it will be integrated into the WIOA State Plan.*
- Description of strategy for improving access to postsecondary certifications and industry-recognized credentials
- How the Core programs will be assessed – *Core Partners have agreed to pool resources (human and contractual) and engage in cross-agency evaluations*

Assurances

Each Secretary or Designated Official assures compliance with WIOA and its regulations

Each Secretary or Designed Official assures compliance with OMB Administrative Regulations

Other Plans

Stand Alone Plans: states response to instructions for the specific program and attached to Combined state Plan; each plan has own review and approval process by a division of the US DOL

Jobs for Veterans State Grant

Agricultural Outreach Program

Senior Community Service Employment Program

Incorporated Plans: each included in the Combined State Plan but addressed in the context of WIOA plan; approved through the WIOA Combined State Plan process with US DOL and US Department of Education

Trade Adjustment Assistance Act programs

Reemployment Services and Eligibility Assessment

Workforce Innovation and Opportunity Act State Plan

REFERENCE SHEET

WIOA: the federal legislation creating and funding the public workforce system, divided into five Titles.

Title I: WORKFORCE DEVELOPMENT ACTIVITIES – what we typically refer to as Adult, Dislocated Worker and Youth programs staffed by Local Workforce Investment Boards

Title II: ADULT EDUCATION AND LITERACY – what is often referred to as Adult Education, provided by contractors of Kansas Board of Regents

Title III: AMENDMENTS TO THE WAGNER-PEYSER ACT – typically workforce center staff, employed by Commerce; often described as labor exchange

Title IV: AMENDMENTS TO THE REHABILITATION ACT OF 1973 – includes vocational rehabilitation services for youth and adults, independent living services and structure, other services for individuals with disabilities

Title V: GENERAL PROVISIONS – administrative provisions, technical information

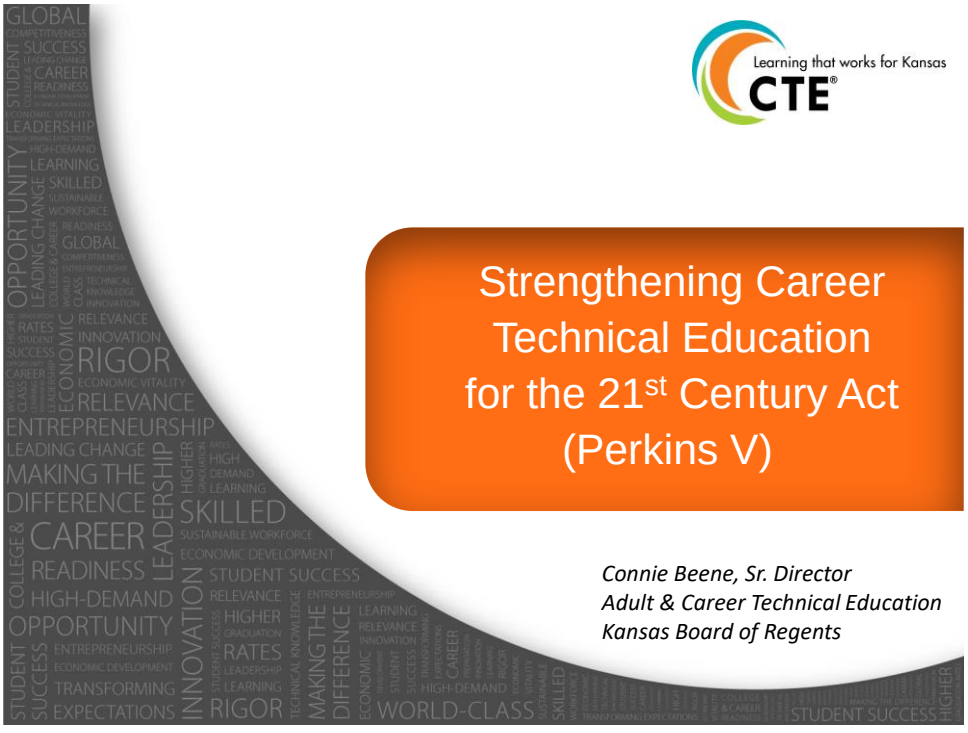
Core Programs: Workforce Development, Adult Education and Literacy, Wagner-Peyser, Vocational Rehabilitation

State Workforce Agency (Commerce): the state agency designated by the governor to received federal formula funds for Titles I and III. The State Workforce Agency is responsible, for example, for ensuring funds are appropriated to Local Workforce Development Boards per allocation requirements; maintaining the Management Information System and report required elements to federal agencies; staff the State Board; develop policy and procedures for program management; monitor program management, fiscal management, service delivery and other compliance elements; provide technical assistance to service providers, partners and other entities as needed.

Local Workforce Development Boards: the state has five local boards which, for example, administer local allocation of WIOA funds, hire staff and choose service providers

Local Workforce Development Areas: geographic areas “grandfathered” from previous designation under previous public workforce system legislation; each “Local Area” has its own local board and Chief Elected Officials board

Chief Elected Official(s): appoints local board members, help develop local and regional plans, selects local operator in agreement with local board, approves the local board’s budget, generally receives grant funds and is liable for any misuse of funds.



Learning that works for Kansas CTE®

Strengthening Career Technical Education for the 21st Century Act (Perkins V)

Connie Beene, Sr. Director
Adult & Career Technical Education
Kansas Board of Regents

Learning that works for Kansas CTE®

Overview

- Signed into law on July 31, 2018
- Kansas receives approximately $11.3 million
  - Appropriation increased by $20 million, so Kansas will receive an increase (formula driven)
  - divided equally between KBOR and KSDE
- Kansas State Plan for Career Technical Education
  - 4-Year State Plan: July 1, 2020 – June 30, 2024

Implementation Status

- Teams conducting regional needs assessment
  - Will utilize to develop local plans for '21-'25
  - Due to KBOR/KSDE February 1, 2020
  - Repeated every 2 years
  - Input from KS Department of Labor
- State plan posted for comment (December)
- Public hearings:
  - North Central Kansas Technical College – December 2
  - Barton Community College -- December 3
  - Neosho County Community College -- December 4
  - Kansas Board of Regents Board Room -- December 2, 3, 4
    - Results of hearings in Appendix B of State Plan

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What's next for Kansas CTE?

- Work-based learning opportunities
- Secondary/postsecondary program alignment
- Continual collaboration with stakeholders
- Enhanced advisory committee participation
- Access and equity for all students
- High-quality, affordable CTE for all learners
- Focus/awareness of careers in CTE
- Integrating academics into CTE
- Incentivizing innovation and performance
- Local needs assessment driving expenditures

4

Perkins V Website

- www.kansasregents.org/CTE
- Final Perkins V State Plan
- Perkins V resources
- Contact information for Perkins V team
- General contact email: PerkinsV@ksbor.org

5

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Kansas State Plan for Career Technical Education Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The new four-year state plan will be submitted to the U. S. Department of Education, Office of Career, Adult and Technical Education in April 2020.

Background

On July 31, 2018, President Trump signed into law the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). It was approved unanimously by both chambers of Congress, reflecting broad bipartisan support for career and technical education (CTE) programs.

During the last year, the Kansas Perkins V State team has worked to implement the new legislation, which culminates with a new State Plan, encompassing program years 2020 – 2023.

Key activities in the Kansas State Plan for Career Technical Education:

- Work-based learning opportunities
- Secondary/postsecondary program and pathway alignment
- Continual engagement with stakeholders
- Enhanced advisory committee participation
- Access and equity for all students
- High-quality, affordable CTE for all learners
- Increased focus/awareness of careers in CTE
- Academic integration with CTE
- Incentivizing innovation and performance
- Local needs assessment driving expenditures

The new State Plan builds on the existing collaboration between secondary and postsecondary education with enhanced focus on workforce partners and the expansion of existing programs and services.

U. S. Department of Education
Office of Career, Technical, and Adult Education

KANSAS STATE PLAN
for
CAREER TECHNICAL EDUCATION

(2020-2023)

Strengthening Career and Technical Education
for the 21st Century Act
(Perkins V)

I. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See section 122(c)(1) of Perkins V for the statutory requirements for State plan consultation.

The Kansas State Plan was developed in consultation with representatives from each of the stakeholder groups identified in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Stakeholder input was collected through state and regional convenings, surveys, and targeted small group meetings. Opportunities to submit written input were provided to all stakeholder groups at every phase of the Plan development.

Surveys and all related materials and resources were published on a specifically designated Perkins V website at www.kansasregents.org/CTE. Notices were published in the *Kansas Register* and included information regarding presentation of testimony at the public hearings, submitting comments, and accessing a copy of the proposed State Plan. Additional electronic notifications of the surveys' availability, state determined levels of performance, public hearings, and the State Plan release were sent to the following groups:

- Superintendents of all unified school districts
- Members of the Kansas Postsecondary Technical Education Authority (TEA), Kansas Board of Regents (KBOR), Kansas Association of School Boards (KASB), Kansas State Department of Education (KSDE), and **KANSAS**WORKS State Board
- Secondary and postsecondary Perkins grant managers
- Presidents of community and technical colleges, CEOs of the Kansas public universities and Washburn University
- Multiple Career Technical Education (CTE) email distribution lists at KSDE
- Leaders of regional needs assessment teams
- Kansas Native American Indian Affairs Office
- Kansas Native American Tribal Leaders
- Kansas Department of Children and Families (DCF)
- State Coordinator for Education of Homeless Children

The following table denotes events and activities for required stakeholder consultation. Required stakeholder groups are numbered and listed below the table.

Date	Description of event/activity	Groups Represented
Ongoing	Monthly update webinars for postsecondary Perkins grant managers	1,2
Ongoing	Monthly update webinars with Kansas Association of Education Service Agency (KAESA) Administrators	1,2
Ongoing	Bi-weekly update calls with regional needs assessment teams	1,2,4,5
January 2019	**KANSAS**WORKS State Board, Kansas State Board of Education (KSBE) and TEA Update	1,2,3,4,5,8
February 2019	State Secondary CTE Conference	1,2,5,6,7,8
March 2019	TEA – approval of the Transition Plan	1,2,3,4,5,8
March, April, June, July, August 2019	KBOR Institutional Reporting (IR) Committee Meetings – accountability	1

May - September 2019	Stakeholder input on CTE via survey	1,2,3,4,5,6,7,8,9
May 2019	**KANSAS**WORKS State Board and KBOR – approval of the Transition Plan	1,2,3,4,5,8
June 2019	State Postsecondary Data Conference – accountability changes with Perkins V	1,2,4,5,8
July 2019	Annual Meeting of postsecondary and secondary grant managers – Perkins V update and workshop to set state determined levels of performance	1,2,4,8
July 2019 - August 2019	Perkins V Presentations: Kansas Association for Career and Technical Education (K-ACTE), Kansas Association of Agricultural Educators, Kansas Leaders of Career Technical Educators, Kansas Family Career and Community Leaders of America Advisor Meeting, Kansas Business Occupations Association Advisor Meeting	1,2,4,5,6,8
September 2019	KSDE Statewide Drive-In Perkins Workshops	1,2,4,5,6,7,8
September 2019	Kansas Council of Instructional Administrators – updates on State plan progress, Perkins V changes, and opportunities to provide input	1,2
September - October 2019	State plan consultation via survey	1,2,3,4,5,6,7,8,9
October 2019	Perkins V Presentation: Kansas Future Business Leaders of America Advisor Meeting	1,2,5
October 2019	Workforce Innovation and Opportunity Conference	1,2,3,4,5,8,9
October 2019	Consultation with the Governor	9
November 2019	**KANSAS**WORKS State Board Meeting – consultation	1,2,3,4,5,8
November 2019	Kansas Professional Learning Team – Perkins V Presentation	1,2,4,5,8
December 2019	Public Hearings on State Plan	1,2,3,4,5,6,7,8,9

Required Stakeholder Consultation Groups

1. Representatives of secondary and postsecondary CTE programs
2. Parents, students, and community organizations
3. The State workforce development board (Workforce Innovation and Opportunity Act 29 U.S.C. 3111)
4. Representatives of special populations
5. Representatives of business and industry
6. Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth ((section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3))
7. Representatives of Indian Tribes and Tribal Organizations
8. Individuals with disabilities
9. The Governor

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

To fulfill the requirements of Perkins V, state agencies listed under section 122(e)(1)(A)-(C) formed the Kansas State Plan Management Team (State Team). The State Team consists of representatives from secondary CTE, postsecondary CTE, and adult education:

AGENCY	TITLE
KBOR	Vice President for Workforce Development
KBOR	Sr. Director, Adult & Career Technical Education
KBOR	Associate Directors, Career Technical Education
KBOR	Director for Workforce Development
KBOR	Associate Director of Data, Research and Planning
KBOR	Associate Director for Workforce/Data/Finance
KSDE	Assistant Director, Career Technical Education
KSDE	Public Service Administrator
KSDE	Coordinator, Carl Perkins Grants and Individual Plans of Study
KSDE	McKinney-Vento Program Consultant
KSDE	Migrant Education Program Consultant

The State Team met weekly to develop both the Transition and State plans. There were no objections to the content, budget, performance levels, and overall grant management.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

The State Team released public notices, which included information regarding the process for registering to present testimony at the public hearings, submitting comments regardless of participation in the hearings, and acquiring a copy of the proposed State Plan to provide additional opportunities for input from all interested parties and stakeholders. (See Appendix B for a transcript of public comments and responses.)

The first public hearing was held on December 2, 2019 at 1 p.m. in the Board Room of the Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, Kansas. The hearing was closed-captioned and livestreamed, with an alternate video conference site established at North Central Kansas Technical College, 3303 West Hwy 24, Beloit, Kansas, which accommodated interested parties not able to attend the hearing in Topeka. Participants at the off-site location were able to participate with live video, as well as provide testimony. Eighteen participants were present. Four participants represented secondary education, four represented postsecondary institutions, two represented other stakeholders, and eight represented state agencies. Comments presented during this session focused primarily on difficulties identifying qualified CTE teachers for various secondary Pathways, the need to continue communication between all secondary and postsecondary stakeholders, a request for clarification on allowable expenditures in middle grades and transcription practices for middle school students, and career advisement at various grade levels. The meeting adjourned at 2:30 p.m.

The second public hearing was held at 10 a.m. in the Board Room of the Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, Kansas, on December 3, 2019. The hearing was closed-captioned and livestreamed, with an alternate video conference site established at Barton County Community College, 245 NE 30 Road, Great Bend, Kansas, which accommodated interested parties not able to attend the hearing in Topeka. Participants at the off-site location were able to participate with live video, as well as provide testimony. Fifteen participants were present. One participant represented secondary education, five represented postsecondary institutions, two represented business and industry, and seven represented state agencies. Comments presented during this session focused on regional needs assessment labor market data for the Energy Pathway, professional development for middle school level CTE teachers, types of postsecondary credit used to calculate secondary core indicator 5S2, and support services required for special populations at the postsecondary level. The meeting adjourned at 11:30 a.m.

The third public hearing was held at 10 a.m. in the Board Room of the Kansas Board of Regents, 1000 SW Jackson, Suite 520, Topeka, Kansas, on December 4, 2019. The hearing was closed-captioned and livestreamed, with an alternate video conference site established at Neosho County Community College, 800 W 14th Street, Chanute, Kansas, which accommodated interested parties not able to attend the meeting in Topeka. Participants at the off-site location were able to participate with live video, as well as provide testimony. Nine participants were present. One participant represented secondary education, one represented postsecondary education, and nine represented state agencies. No comments were presented at the meeting. The meeting adjourned at 11:30 a.m.

Stakeholders were provided with several opportunities to provide written comment on Perkins V implementation and the State Plan as noted below:

Date	Description	Groups Represented
May – September	Stakeholder survey	1,2,3,4,5,6,7,8,9
September – November	State Determined Levels of Performance (SDLPs)	1,2,3,4,5,6,7,8,9
September – October	Consultation on State Plan development	1,2,3,4,5,6,7,8,9
November	State Plan available for comment	1,2,3,4,5,6,7,8,9

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

The vision of the **KANSAS**WORKS State Board is to lead the nation in meeting business talent needs, growing the economy, and providing access to quality careers for every Kansan through integrated service delivery.

In support of this vision, KSDE and KBOR will utilize labor market data to approve Pathways[1] and programs and provide updates on enrollment, employment, performance, and program alignment. Through the process of the comprehensive local needs assessment and required continuous consultation, local workforce development representatives will be engaged in CTE training programs. Special emphasis on work-based learning and equitable access to workforce development activities will aid in aligning education and workforce needs.

At the secondary level, statewide workforce development initiatives will include:

- Work-based learning pilot with activities organized along a continuum of experiences that offer students varying levels of exposure to career awareness, exploration, and specific preparation activities.
    - Activities will vary depending on geographic location and demographic area of the state, and will involve, but not be limited to business and industry partner presentations in the classroom, field trips, career fairs, technical/community college and university tours, mentoring with business and industry partners via Pathway courses, job shadows, internships, on the job training, apprenticeships, skill training in the CTE classroom, and employability skills training

[1] Kansas makes a distinction between "Pathway" and "pathway." State-approved Pathways are capitalized and are eligible to receive Perkins funding. Local pathways are not approved by the state; while schools may choose to offer local pathways, they forgo Perkins funding.

- Other statewide opportunities to collaborate will include:
    - Local advisory committees comprised of secondary school staff, post-secondary staff, business and industry, state agencies, and student alumni
    - Regional workgroups connecting Workforce Center staff with secondary and postsecondary representatives regarding workforce needs
- Articulation agreements between secondary and postsecondary based on industry needs

Collaboration to create these opportunities fuels the workforce development structure supporting all Pathways offered.

At the postsecondary level, statewide initiatives will provide support for alignment of education and skill needs of employers:

- The Excel in Career Technical Education Initiative (Excel in CTE) pays the cost of tuition for qualified Kansas High School students enrolled in approved technical courses offered by Kansas Technical and Community Colleges. Additionally, Excel in CTE provides school districts with a fiscal incentive for each high school student who graduates from that district with an industry-recognized credential in a in-demand occupation.
- The Accelerating Opportunity: Kansas (AO-K) initiative combines contextualized, integrated academic instruction, provided by an adult education program with the CTE curriculum. Students earn their high school equivalency and an industry-recognized credential simultaneously.
- The Program Alignment initiative allows business and industry partners to collaborate with college faculty to develop common curriculum, standards, skills, and industry credentials required for successful entry-level employment.
- The Jobs and Innovative Industry Skills Training (JIIST) is a state legislative initiative which supports projects dedicated to supporting high-growth, highly-skilled occupations. Training programs collaborate with industry and the public workforce system to integrate the strategic priorities of the Governor.
- The Innovative Technology and Internship Grant is a state legislative initiative which provides funds for development and improvement of courses, programs, and faculty skills. This grant focuses on highly technical, in-demand occupations identified by local industry partners.
- The Kansas Nursing Initiative Fund was established by the Kansas Legislature in response to the industry need for trained healthcare employees. It supports the success of nursing students and faculty in Kansas, where nursing is one of the most vital in-demand occupations.

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

The strategic vision for Kansas CTE is that of an innovative system that provides premier technical education, prepares students for careers of the future, and promotes the growth and success of Kansans.

The Kansas strategic vision was developed by fusing the missions of the **KANSAS**WORKS State Board, KSBE, TEA, and KBOR.

> **KANSAS**WORKS is an employer-driven strategic partnership among businesses, economic development organizations, training providers, educational institutions, state agencies and other service agencies. This collaboration operates through local Kansas Workforce Centers for the purpose of connecting employers to a qualified, well-trained, ready-to-work pool of job candidates able to compete in the global marketplace. By serving both employers and job candidates this integrated system advances the quality of life for Kansas communities.

Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and highly flexible workers who continually update their knowledge and skills. The goal is to provide students with relevant contexts for learning through Pathways to postsecondary success. Career Clusters link what students learn in school to the knowledge and skills they need for success in post secondary education and careers. The KSDE Mission for Education: 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. Kansans are demanding higher standards in academic skills, as well as employability and citizenship skills, and the need to move away from a "one-size-fits-all" system that relies exclusively on state assessments. This new vision for education calls for a more student-focused system that provides support and resources for individual success and will require everyone to work together to make it a reality. Together, Kansans Can.

Perkins V and all postsecondary CTE programming is coordinated through the Kansas Postsecondary Technical Education Authority (TEA) which was established by the Kansas Legislature in 2007. The TEA functions under the auspices of KBOR and makes recommendations to the Regents regarding the coordination, statewide planning, and improvements/enhancements to the postsecondary technical education system. The TEA drives the advancement of a robust technical education system to meet the needs of Kansas business and industry.

The Kansas Board of Regents (KBOR) serves as the fiscal agent of Carl D. Perkins funds, and the mission of the Board is to pursue measurable continuous improvement in the quality and effectiveness of the public postsecondary educational system in Kansas, while expanding participation for all qualified Kansans. To achieve that mission, the Board will demand accountability, focus resources, and advocate powerfully.

Kansas CTE will pursue the following goals:

1. Engage employers into Pathway/program planning, implementation and review
2. Provide high-quality, affordable, accessible, and equitable CTE for all learners (including special populations)
3. Supply efficient academic integration
4. Implement effective work-based learning
5. Further align Pathways and programs

The State Team will utilize input from the **KANSAS**WORKS State Board, KSBE, KACCTE, KBOR, TEA, KDOL, Kansas Department of Commerce, and other stakeholders to continue the on-going identification and evaluation of existing and emerging in-demand industry sectors. The State will also take into consideration the results of the comprehensive local needs assessments across the state and will compile the data to inform further study and evaluation.

The following outline provides examples of activities afforded by CTE programs which will allow the state to reach CTE goals (all activities are explained in detail in later sections of the State Plan):

1. Engage employers into Pathway/program planning, implementation and review through:
    - Regional consultation through the comprehensive local needs assessment
    - Provide labor market, wage, employment, enrollment, and other reports to local recipients and stakeholders
    - Local Pathway and program advisory committees
    - Pathway and program approval and review
    - Work-based learning opportunities
    - Career cluster review
    - Program alignment

2. Provide high-quality, affordable, accessible, and equitable CTE for all learners (including special populations):
    - Provide support and training to school counselors and college advisors (including training on accommodations and effective assistance to special populations)
    - Require local recipients to use a portion of their allocation to develop specific strategies for assisting students in special populations
    - Provide CTE teachers and faculty with access to relevant professional development
    - Coordinate efforts with other state and federal programs to improve CTE quality, affordability, and access
    - Provide access to the latest industry-standard equipment
    - Include employability skills into Pathways and programs
    - Support local recipients in their efforts to improve the quality of student data

3. Supply efficient academic integration:
    - Build on the current efforts of academic integration within Pathways
    - Market and expand AO-K and AO-K @ Work programs
    - Provide competitive grant opportunities for integrating academics into CTE

4. Implement effective work-based learning:
    - Develop and pilot work-based learning; scale best practices across the state
    - Enhance work-based learning practices within the Individual Plan of Study (IPS)
    - Continue partnering with business and industry to provide work-based learning opportunities for students

5. Further align Pathways and programs:
    - Streamline the process of secondary-postsecondary articulation
    - Provide training for local recipient on creation and/or implementation of Programs of Study (as defined in Perkins V)
    - Increase collaboration between secondary and postsecondary education partners at the state and local levels through the comprehensive local needs assessment and other efforts

c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

KSDE established strategies to align and coordinate the leveraging of funds between CTE and interventions/initiatives related to Elementary and Secondary Education Act of 1965. Current interventions and initiatives undertaken by KSDE include:

- 21 Century Student Support and Academic Enrichment (Title IV, Part A)
- 21 Century Community Learning Centers (Title IV, Part B)
- Migrant Children (Title I, Part C)
- Neglected & Delinquent and At Risk (Title I, Parts A& D)
- Schoolwide and Targeted Assistance (Title I, Part A)
- Teacher and Principal Training and Recruiting (Title II, Part A; Title I, Part A)
- Early Childhood Education Initiative including Parents as Teachers

- At Risk Pupil Assistance Program
- Foster Children
- Educating Homeless Children and Youth (McKinney-Vento)
- English for Speakers of other Languages (ESOL including Title III)
- Rural Education Achievement Program (REAP)
- The Kansas Learning Network
- Teacher Equity

It is a priority to leverage all funds to effectively support student success, and KSDE will monitor and identify schools that qualify for interventions. Participants will be encouraged to present their successful interventions and innovations to all Kansas schools via various statewide conference opportunities.

KSDE will use Perkins Reserve grant funds to scale work-based learning across the state via a pilot project in partnership with the Kansas Department of Commerce and KBOR. One grant in each of the five Local Workforce Development Areas of the state will establish one intermediary network consisting of one school district, one regional workforce center/local workforce board, and community and/or technical colleges. The five pilot districts will serve as models for other school districts in the region to scale high-quality work-based learning by utilizing a regional intermediary and developing an aligned statewide process. Developing work-based learning portfolios using KSDE's Measuring and Reflecting Student Learning: Work-based Experience Portfolio and Employability Skills Rubric will be a required practice when a student creates and maintains an Individual Plans of Study (IPS). The information garnered from this initiative will inform future professional development projects.

Several initiatives apply the model of integrating contextualized academic instruction into the workplace or CTE classroom at the postsecondary level:

- Accelerating Opportunity – Kansas (AO-K) initiative. This model pairs contextualized, integrated academic instruction, provided by an adult education program in the CTE classroom. Students earn their high school equivalency and an industry-recognized credential simultaneously. The program benefits underserved populations including those in Title I, Title II, Title III, and Title IV.
- Accelerating Opportunity – Kansas AO-K @ Work initiative. This model is parallel to AO-K but provides upskilling at the workplace. Students are employed and receive customized training, adult education, and/or English language acquisition skills at the workplace. This program was initially developed and funded by an industry partner (Walmart, Inc.) grant, but has proven so successful that it is being expanded to benefit additional students employed in the service sector by using Adult Education and Family Literacy Act (AEFLA) funds. KBOR staff is continually searching for additional funding opportunities to support this initiative.
- Integrating Academics is a braided funding initiative whereby AEFLA and Perkins funds provide contextualized academic instruction by the adult education provider in the CTE classroom. Adult education and CTE faculty collaborate to create contextualized academic immersion customized to the CTE student obtaining an industry-recognized credential at program completion.
- The current Program Alignment process will be expanded to include WIOA partners and entities involved in the secondary Pathway approval process.
- The regional needs assessment teams require participation from all WIOA stakeholders, business and industry, secondary and postsecondary education partners. Using local, regional, and state labor data, the team develops recommendations for training programs to meet industry needs. Using a wide variety of labor market data, ensures teams will continue to support meaningful Pathways and programs aligned to student-driven IPS goals as well as labor market needs.
- To increase collaboration between educators and local workforce development boards, the state staff will develop data dashboards and other materials to provide common relevant conversation starters between training programs and workforce.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act (Section 122(d)(7) of Perkins V)

Kansas will conduct state leadership activities in support of—

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

Leadership funds will be utilized for training eligible recipients on how to identify special populations. Training on strategies to reduce barriers for special populations will equip eligible recipients with tools to provide appropriate accommodations and modifications. KSDE and KBOR recognize that counseling is critical to provide all students with appropriate, relevant, and attainable career options. As part of the Advance CTE's national initiative, Kansas hosted a statewide counseling workshop "Empowering Students to Pursue Their Goals" and will continue to employ counseling initiatives to reach a broader scope of counselors at school districts and community and technical colleges.

KSDE will utilize leadership funds to provide technical assistance and professional development to local recipients regarding work-based learning continuum activities that address career awareness, career exploration, and career preparation. In addition, secondary leadership funds will be used to provide training and compensation for Career Technical Service Organization (CTSO) state advisors to support recruitment and retention of special populations in CTE programs and CTSOs. The Individual Plan of Study (IPS) is an integral part of the career counseling students experience in Kansas; therefore, technical assistance for use of the state-approved system will be on-going for counselors, administrators and staff.

KBOR will conduct outreach activities for special populations and to address disparities and gaps in performance related to non-traditional student concentration. A recent National Governors Association study indicates that 96% of chief academic officers are "extremely confident" that their institution is preparing students for the success in the workforce. However, only 11% of employers feel students have the skills and competencies required for their businesses. Postsecondary leadership funds will be used to address this disparity, providing the work-based and technical skills needed to succeed in the workplace. As Perkins V is launched, postsecondary institutions will focus on the strategic incorporation of employer input to tailor programs to workforce needs. In addition, continual technical assistance will be provided through monthly webinars and to identify and implement solutions to barriers which students in non-traditional fields and all students in special populations may encounter.

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

Secondary leadership funds will support CTE programs and services to individuals in the state juvenile justice system by providing funds to the Kansas Department of Corrections. Funds are used to implement a system to prepare offenders with employability skills and job readiness training, including the IPS, as well as job preparation programs.

The CTE programs in the Kansas Juvenile Justice system within the Kansas Department of Corrections will be designed to enhance employability skills, advance inmate literacy and computation proficiency, and prepare the students for initial employment and career progression. Xello (college and career readiness software), Measure of Academic Progress (MAP) testing, and ACT WorkKeys (gauges foundational and soft skills, evaluated career readiness and aptitude for specific careers) are used with students to identify strengths and weaknesses and attributes that align to successful career opportunities. Activities focus on three pathways at Lawrence Gardner High School: Construction, Manufacturing, and Restaurant and Event Management. These activities will focus on

skill attainment as well as helping students prepare to transition into secondary education, postsecondary education, or the workforce.

Postsecondary leadership funds will support the administration of CTE programs at the Norton Correctional Facility, Lansing Correctional Facility, Hutchinson Correctional Facility, Topeka Correctional Facility, Winfield Correctional Facility, and El Dorado Correctional Facility. The programs use the National Center for Construction Education and Research (NCCER) curriculum, and students preparing for the high school equivalency testing also take the ACT WorkKeys Assessment. CTE programs offered across the state are: Masonry Fundamentals, Carpentry Fundamentals, Heating, Ventilation, and Air Conditioning (HVAC) Fundamentals, Plumbing Fundamentals, Electrical Fundamentals, Welding Fundamentals, Core/Safety, and the Kansas Work Ready Certification. The technical education programs also offer Occupational Safety and Health Administration (OSHA-10) certification. KBOR staff communicates with the Kansas Department of Corrections and will continue efforts regarding program expansion and increased access as Perkins V is implemented.

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

During the consultation with stakeholders, it was revealed that additional mentoring for staff, relevant training, transition to teaching programs, and competitive pay are vital factors in recruitment, retention, and preparation of educators and support staff.

The KSDE has a healthy relationship with the Kansas Center for Career and Technical Education. This organization KCCTE has the following four objectives:

1. Provide technical workshops at a minimal cost to Kansas CTE instructors. These workshops will offer CTE instructors professional development opportunities to practice industry skills within their occupational area.
2. Provide an online resource sharing library at no cost to Kansas CTE instructors. These resources will allow CTE instructors to collaborate and share educational resources with others within the same occupational area. Resources may include lesson plans, classroom management tips, and organizational tools.
3. Provide a mentoring network at no cost to Kansas CTE instructors. This service will assist CTE instructors in transitioning to their professional role. Experienced CTE instructors will guide new CTE instructors upon request.
4. Provide Technical Teacher Education coursework to Kansas CTE instructors. This coursework is specifically geared toward assisting CTE instructors in acquiring their professional education skills and credentials.

As part of the Kansas Consolidated State Plan (ESEA), the KSDE has developed the "Kansas Plan to Ensure Equitable Access to Effective Educators" which included a data analysis that identified four Gaps:

Gap 1: Students in buildings with high concentrations of low-income students are taught at higher rates by inexperienced teachers than students in buildings with low concentrations of low-income students.
Gap 2: Students in districts with high concentrations of low-income students are taught at higher rates by inexperienced teachers than students in districts with low concentrations of low-income students.
Gap 3: Students in schools with high concentrations of minority students are taught at higher rates by inexperienced teachers than students in schools with low concentrations of minority students.
Gap 4: Students in districts with high concentrations of minority students are taught at higher rates by inexperienced teachers than students in districts with low concentrations of minority students.

A root-cause analysis was conducted to address these gaps, and the KSDE intends to initially pursue four key strategies that correspond to the root causes behind the gaps:

1. Ongoing professional learning
2. Ongoing development, training, and access to a secure system for educators to access data around the elements of the Equitable Access plan;
3. Teacher/Leader Preparation;
4. A system of teacher evaluation to include effectiveness ratings that will inform individual professional learning needs.

Transition to teaching programs will be expanded to integrate industry professionals as educators into the classroom. Work-based learning, internships, and externships will provide educators with the real-world experience, as those activities were identified during the consultation as essential training that can be integrated back into the curriculum to provide those same experiences to students.

In order to recruit, prepare, and retain CTE teachers, KSDE provides multiple paths for individuals to qualify for employment:

- Verifiable related work experience and skills can qualify for a restricted CTE/Full CTE Certificate or a CTE Specialized Certificate.
- Five years of professional work experience in Engineering, Computer Technology, Finance, or Accounting can qualify for a STEM license.
- Participation in the Transition to Teaching Program can earn a Restricted Teaching License, as this program is a collaborative effort between a postsecondary institution, the district, a mentor, and the participant.
- Licensed teachers can add a teaching endorsement in a CTE area by completing the Praxis Content test with a passing score or by completing a plan of study in an approved CTE program.

KBOR will offer professional development and training opportunities to faculty and specialized instructional personnel through the following opportunities:

- Immersive industry internships for faculty and reverse internships for industry experts
- Professional development and leadership development opportunities
- Statewide counselor training

(D) technical assistance for eligible recipients; and

Leadership funds will support training of local recipients on current industry practices in specific CTE content areas. In addition, monthly webinars will deliver programming and reporting updates. New secondary CTE coordinators and/or administrators attend training in the summer regarding grant management, student data management, and pathway management. Returning CTE coordinators and/or administrators, along with new CTE coordinators, also participate in multiple one-on-one training opportunities throughout the year. Postsecondary grant managers will attend a 2-day annual meeting, which will include information on grant management and reporting best practices, legislative updates, program improvement, partnership development, and additional relevant topics. Grant managers who are new or returning to the role will be encouraged to participate in a mentoring program where they will be paired with an experienced grant manager from a college of similar size and scope. Lastly, targeted technical assistance may take the form of monthly webinars, phone calls, or 1:1 training as needed throughout the year. CTSOs will be supported in order to provide professional development opportunities for teachers as well as content application and leadership opportunities for students.

If the eligible agency will award reserve funds to eligible recipients under section 112 (c) of Perkins V, describe the process and criteria for awarding those funds.

Kansas will award reserve funds on a competitive basis to support the following priorities:

- Develop and scale quality work-based learning practices
- Provide focused support and opportunities for students in special populations

- Ensure equity and access through counseling and communication
- Align secondary and postsecondary programs of study, driven by workforce needs
- Integrate co-taught contextualized academic instruction with CTE programs

State staff will review proposals and evaluate alignment to the grant criteria according to the customized rubric for each individual funding opportunity. Grant recipients will be required to participate in mandatory webinars and calls (if applicable) and submit progress and final reports. Best practices will be extracted from the final reports and shared systemwide.

2. Implementing Career and Technical Education Programs and Programs of Study

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Kansas secondary education is working toward the goal of the "success of each student" via the Kansans Can Initiative. This initiative connects Kindergarten Readiness, Social-Emotional Learning, Individual Plan of Study (IPS), Graduation Rate, and Postsecondary Success together through an accreditation model designed to achieve meaningful change in Kansas schools. One of the central goals of this work will be the schools' effort to redefine and redesign their systems, which includes CTE programs.

Secondary education currently offers the following 7 career fields, 16 career clusters, and 37 Pathways as an organizational tool for the Pathways[2] models for Kansas schools:

- Career Field: **Agriculture**
  Career Cluster: *Agriculture, Food, and Natural Resources*
  Pathways: Agribusiness Systems; Comprehensive Agriculture Science; Animal Science; Biotechnology in Agriculture; Food Products and Processing Systems; Natural Resources & Environmental Systems; Plant Systems; and Power, Structural, and Technical Systems

- Career Field: **Business**
  Career Cluster: *Business Management and Administration*
  Pathway: Business Management and Entrepreneurship
  Career Cluster: *Marketing*
  Pathway: Marketing
  Career Cluster: *Finance*
  Pathway: Business Finance

- Career Field: **Design, Production & Repair**
  Career Cluster: *Architecture & Construction*
  Pathway: Construction & Design
  Career Cluster: *Manufacturing*
  Pathway: Manufacturing
  Career Cluster: *Engineering*

[2] Kansas makes a distinction between State-approved "Pathway" and local "pathway." State-approved Pathways are capitalized and are eligible to receive Perkins funding. Local pathways are not approved by the state; while schools may choose to offer local pathways, they forgo Perkins funding.

Pathways:	Engineering & Applied Mathematics; Energy; and Aviation Production
Career Cluster:	*Transportation*
Pathways:	Mobile Equipment Maintenance; and Aviation Maintenance

- Career Field: **Family & Consumer Sciences**

Career Cluster:	*Hospitality & Tourism*
Pathways:	Restaurant & Event Management; and Travel & Tourism
Career Cluster:	*Human Services*
Pathways:	Early Childhood Development & Services; Family, Community & Consumer Services; and Fashion, Apparel, Interior Design

- Career Field: **Health Science**

Career Cluster:	*Health Science*
Pathway:	Health Science
	Biochemistry
	Biomedical

- Career Field **Media & Technology**

Career Cluster:	*Arts, A/V Technology and Communications*
Pathways:	Digital Media; and Graphic Design
Career Cluster:	*Information Technology*
Pathways:	Information Support and Services; Network Systems; Programming & Software Development; and Web & Digital Communications

- Career Field **Public Services**

Career Cluster:	*Education and Training*
Pathways:	Teaching/Training
Career Cluster:	*Government and Public Administration*
Pathways:	Government & Public Administration
Career Cluster:	*Law, Public Safety, Corrections and Security*
Pathways:	Corrections, Security, Law & Law Enforcement Services; Emergency and Fire Management Services

Key elements in the development, support, and improvement of Pathways in Kansas are the active work of the statewide Kansas Advisory Committee for Career and Technical Education (KACCTE) and collaboration between KSDE and KBOR to develop a seamless system to assist student transition from secondary to postsecondary education. Secondary and postsecondary program expectations, content, and effectiveness will be based on the results of the local needs assessments and will be aligned to ensure student success and employment.

Eligible recipients of secondary education Perkins funds submit an application for approval of their Pathways to KSDE annually. Each approved Pathway in Kansas contains three levels of courses designed to lead students progressively through its educational sequence toward competence in that identified career field. (1) The introductory level courses include broad topics, foundational competencies, and career exploration. (2) Technical level courses focus on specific knowledge and skills. (3) Application level courses give each student an opportunity to build on their skill set and apply those skills via work-related experiences. Students can enroll in technical or application level courses at the high school for concurrent enrollment credit or, in many cases, for dual credit at a postsecondary campus.

The approved Career Pathways are reviewed on a regular rotation. As necessary, approved Career Pathways will be re-evaluated through a career cluster review to stay current with labor market projections, job demand, and any changes in certification or licensure. During the career cluster review, secondary, business and industry and postsecondary stakeholders review the courses, competencies, resources, labor market projections, job demand and current practices to ensure the career cluster is relevant and rigorous. Depending on the outcome of the re-evaluation, the recommended changes and or sunset of the approved Career Pathway is reported to the KACCTE, whose vote determines the ultimate outcome.

Where available, each approved Pathway includes the opportunity for students to achieve an industry-recognized credential. The annual Kansas Pathway Assessments and Credentials (K-PAC) list contains the end-of-Pathway assessments and certifications that schools can utilize to determine the successful completion of Pathways by students. This list is compiled by the KSDE Pathway consultants using input from business and industry as well as a flowchart that determines the quality and comprehensiveness of the certification or assessment. The attainment of a professional certification or credential, along with a passing score on an end-of-Pathway assessment, will best prepare students for entering the workforce or military, and/or continuing their educational training at a postsecondary institution.

While postsecondary programs are developed at the local level, KBOR provides necessary tools for colleges to establish high-quality effective CTE programs. KBOR supports the development of CTE programs in accordance with the State's statutory definition (K.S.A. 71-1802). To coordinate the postsecondary technical education system, the TEA evaluates and approves CTE programs for state funding. The TEA consists of nine appointed members and three ex officio members, as depicted below.

Appointing Entity	Constituency Representative
Governor (3)	2-general public, 1-business and industry
President of the Senate (1)	1-business and industry
Speaker of the House (1)	1-business and industry
Kansas Board of Regents (4)	2-Regent member/designee, 1-community colleges, 1-technical colleges
Ex officio members (3)	Commissioner of Education, Secretary of Commerce, Secretary of Labor

The TEA has authority delegated from KBOR to coordinate statewide planning for postsecondary technical education to:

- review existing and proposed postsecondary technical education programs and program locations
- make recommendations regarding approval or disapproval of such programs for state funding purposes
- develop benchmarks and accountability indicators for technical education programs
- conduct studies to maximize utilization of resources, develop strategies and programs for meeting the needs of business and industry
- coordinate development of a seamless system for the delivery of technical education between secondary and postsecondary program levels

For the purpose of program improvement and industry alignment, the TEA and KBOR staff established the program alignment process, which will continue to be driven by the needs of business and industry in the state and will be used as a tool for program development, ensuring that core courses are standard across like programs statewide. The postsecondary alignment process will include secondary education partners in addition to the college and business representatives. The alignment leaders will define and map preferred outcomes for occupational categories.

The alignment process has four primary objectives:

- Allow business and industry to identify value-added exit points within programs

- Support student acquisition of nationally recognized third-party industry credentials
- Identify common courses that can serve as a bridge for articulation opportunities with secondary education
- Decrease the variability in program length

Currently, Kansas has twenty-five aligned programs:

- Associate Degree Nurse
- Automation Engineer Technology
- Automotive Collision & Repair
- Automotive Technology
- Carpentry/Construction
- Computer Support Specialist
- Corrections
- Dental Assistant
- Dental Hygiene
- Diesel Technology
- Electrical Technology
- Healthcare Documentation & Transcription Specialist
- HVAC
- Industrial Machine Mechanic
- Machine Technology
- Medical Assistant
- Medical Coding
- Medical Laboratory Technology
- Physical Therapist Assistant
- Police Science
- Practical Nursing
- Radiologic Technology
- Respiratory Therapy
- Surgical Technology
- Welding

Aligned programs will be periodically re-evaluated to stay current with labor market projections, job demand, and any changes in certification or licensure. Depending on the re-evaluation, a program may be selected to go through the alignment process again to ensure it is current. KBOR will identify additional programs for alignment, and conduct annual alignment checks to ensure each program's transferability and how it meets the industry demand and standards. In addition, KBOR will adapt the program alignment process to fit short term programs, as defined in Perkins V. Local eligible recipients will be required to align their programs if state alignment for that field is in place.

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (section 3(8) of Perkins V), including how such programs address State workforce development and education needs …

To ensure that all Pathways and programs are of an appropriate size, scope, and quality, locally developed Pathways and programs will align with the comprehensive local needs assessment and undergo a state-level approval process. The comprehensive local needs assessment will be conducted regionally by all eligible recipients. Through the process of on-going collaboration with their stakeholders, secondary and postsecondary eligible recipients will join forces to define educational needs in their region. After the needs assessment is conducted, it is included in the application for Perkins funding and ensures that all uses of funds are supported by the results of the needs assessment and the local plan/application for program development, coordination, implementation, and improvement.

Secondary Pathway Approval Process:

KSDE utilizes a two-step process in determining funding eligibility. First, eligible recipients must apply for Pathway approval. Each eligible recipient will develop, submit for review, and implement a Pathway application through Career Pathway Program of Study Application (CPPSA) for KSDE approval that will include:

- alignment and/or articulation of secondary and postsecondary courses
- coherent, coordinated, and non-duplicative sequence of courses with rigorous and relevant academic and technical content
- concurrent enrollment courses that allow secondary students the opportunity to earn postsecondary credits, where applicable
- training that leads to an industry-recognized credential, postsecondary technical certificate, or an associate degree
- appropriately licensed educators, according to the KSDE Licensed Personnel Guide, teaching courses in the approved Pathway
- delivery methods to ensure equitable access for all students with a focus on the barriers experienced by special populations

Then, eligible recipients apply for Perkins funds based on the Pathways offered. Consortia and stand-alone recipients submit Perkins funds applications tailored to their individual structure.

KSDE will convene a Pathway Review Committee of business and industry, secondary and postsecondary instructors, and other stakeholders to review and revise each Pathway every five years in order to align with industry best practices, labor market demand, and postsecondary offerings. Eligible recipients will work within the Pathways models to meet the needs of individual students.

Postsecondary Program Approval Process:

All postsecondary CTE programs in Kansas are developed at the local level and undergo a rigorous review process before they are approved for funding. The KBOR program approval application process ensures size, scope, and quality by requiring new programs to submit:

- program and course descriptions
- state and local demand for the program and occupation
- information on duplication of existing programs statewide
- faculty qualifications
- costs associated with the proposed programs
- delivery methods to ensure equitable access for all students
- funding to implement and sustain the program for three years
- program approval at the institutional level
- program alignment status, if the program is aligned statewide

The proposed CTE program is subject to Board staff review, a ten-day public comment period, and review and approval by the TEA and KBOR prior to program implementation. Existing programs are systematically reviewed to ensure compliance with federal and state requirements and alignment with workforce demand.

and the criteria to assess the extent to which the local application under section 132 (sic.) will—

i. promote continuous improvement in academic achievement and technical skill attainment

Kansas is devoted to the integration of technical skills and embedded academics, especially reading, writing, mathematics, and science. Local recipients, as a part of the Pathway approval process, are required to submit a sequence of core courses that compliments and scaffolds CTE knowledge and skills appropriate for a seamless pathway from secondary to postsecondary education. All programs will be held accountable for core indicator

performance. Core indicator performance will be reported in the Perkins application and reviewed annually. Secondary and postsecondary programs will build upon the cluster/pathway models to provide occupationally specific programs that will include both the academic and technical knowledge and skills necessary for success.

The local grant application and reporting process establishes goals for four years for each eligible recipient to improve academic achievement as well as credential and degree attainment. Local recipients are asked to establish criteria for success measurement in the application and are required to report on those criteria during progress reports and the year-end reporting process. Academic achievement is identified as one of the Perkins goals in the application, and local recipients deliver quantifiable and qualifiable results for that goal throughout the year. Additionally, the application aligns the needs assessment, four-year application and yearly activity and budget by requiring each institution to state how each expenditure supports both the needs assessment and the four-year local plan/application.

ii. expand access to career and technical education for special populations; and

Perkins funds will be utilized to ensure equitable academic and physical access for all students, and, specifically, for special populations. The local application for Perkins funds will:

- Require applicants to address each individual special population category and develop strategies to expand access for special populations
- Describe strategies, programs, services and/or activities designated to provide equitable access
- Address gaps identified in the comprehensive local needs assessment
- Assess applicant performance on core indicators disaggregated by special populations
- Require applicants with below-standard performance to identify strategies for closing performance gaps
- Require eligible recipients to spend a portion of their allocation in support of special populations
- Provide an opportunity for eligible secondary education recipients to implement a system that utilizes CTSOs to recruit and retain students. Eligible recipients may choose to use Perkins funds to pay for CTSO membership fees for special populations, as needed.

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

While secondary education recipients may apply for activities which support the inclusion of employability skills in their Perkins application (professional development, contracted consultants, enhanced counseling, etc.), employability skills are also an inherent and integral part of the Pathway approval process. Only state-approved Pathways will be included in the Perkins application. Employability skills are embedded into each course in all Pathways through:

- Family and Consumer Science programs (Section 135 (b) (5) (L) of Perkins V)
- CTSO opportunities, which may include curriculum development, professional development, and a focus on personalized learning and inclusion
- Kansas Can Initiative outcomes, which include Social-Emotional growth. As part of the accreditation model Kansas Education Systems Accreditation (KESA), eligible recipients will address Character Development, Social Skills Development and Personal Skills Development across all grade levels from pre-K through grade 12. KSDE has created a crosswalk between these skills and employability skills in order to streamline the introduction and reinforcement of these skills throughout the entire school and Pathways.
- The Common Career Technical Core (CCTC) includes an overarching set of Career Ready Practices that apply to all Pathways. The Career Ready Practices increase in complexity across the sequence of CTE courses in the Pathway.
- Work-based learning component of the application level course in the Pathway, which utilizes an employability skills rubric.

Secondary and postsecondary local recipients are required to address work-based learning and employability skill support and development in their local application. Postsecondary local recipients identify specific goals and spending where employability skills are fostered and tie the activities to the comprehensive local needs assessment and their regional industry demand.

c. Describe how the eligible agency will—

i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Stakeholders provided input on the communication process about CTE programs and advocated for stronger partnership between schools, colleges, families, communities, and employers. The state will respond to the need for enhanced communication and effective outreach by developing a unified marketing strategy for Kansas CTE that simplifies access to CTE resources and provides additional opportunities for CTE alumni and businesses to advocate for CTE directly.

Information on secondary and postsecondary education programs will be disseminated through a variety of means. The main sources of information about programs, guidance, and advisement resources will be the KSDE and KBOR websites.

The KSDE website will contain pertinent CTE program information including, but not limited to:

- Career Clusters and Pathways
- Articulation Agreements
- Advisory Committees
- Business/Industry Partnerships
- Career & Technical Student Organizations (CTSOs)
- Career Cluster Guidance Handbook
- Carl D. Perkins Resources
- CTE Achievements & Recognition
- CTE Assessments/Skill Validation
- CTE Fact Sheets
- CTE Policies
- Guidelines and Resources
- Pathway Guidance
- Postsecondary Partnerships
- Work-based Learning Resources
- "Excel in CTE" Initiative
- Individual Plan of Study (IPS) Resources
- Employment Outlook Chart
- Dual and Concurrent Enrollment
- Work-based Learning Continuum

The KBOR website will provide CTE program information including, but not limited to:

- Postsecondary Programs
- Program Alignment
- Strategic Plan for Education and CTE

- Kansas Training Information Program (K-TIP) Report
- State Innovative Technology Initiatives
- Adult Education
- Course Transfer
- Articulation Information for Military Credit, Transferability, etc.
- TEA Information
- Perkins Guidance Handbook
- Perkins Local Application and Reporting Forms
- Perkins Reserve Grants
- Other pertinent CTE Resources

The State Team will also utilize additional means to disseminate information:

- KSDE will utilize CTE email distribution lists to disseminate information and engage stakeholders by providing updates
- KSDE will provide technical assistance to LEAs for implementation of CTE Pathways and the IPS
- KBOR will promote programs of study at KBOR conferences and informational sessions with various stakeholders
- Eligible recipients will be asked to share their ideas and best practices regarding CTE program outreach to provide effective peer-to-peer learning opportunities
- KSDE, KBOR, KDOL, and the Kansas Department of Commerce will continue to maintain the Kansas Career Navigator website. The site connects the labor needs of the state to the secondary and postsecondary CTE Pathways and programs. This interactive website provides wage, employment and educational resources to any end user by region, county, or school district. This tool will be made available to the public through the agencies' websites.
- KBOR will continue to maintain the Kansas Degree Stats website, an interactive online tool which reviews comprehensive cost and earnings data from actual graduates for each postsecondary degree program offered at a public university or college in Kansas. By using this website, parents, business and industry partners, and other stakeholders can also find wage information and see calculated 'loan repayment' and 'total degree investment' estimates for graduates of the selected degree program.

KSDE will continue to provide technical assistance to LEAs for implementation of CTE Pathways and the IPS. The IPS platform (Xello) provides all resources in English, French and Spanish at the user's discretion. This facilitates a better understanding of the materials for those students and parents with language barriers KSDE and KBOR will continue to ensure that secondary and postsecondary marketing and outreach materials follow accessibility and language requirements of intended audiences.

To expand the footprint of the state communication strategy, the State Team will make the aforementioned resources available for use and further promotion by the eligible recipients. The state team will provide streamlined resources and guidance for the use of those resources to eligible recipients. The eligible recipients will disseminate these resources through their websites and social media to reach local stakeholders, including special populations. Local recipients are encouraged to tailor resources to the language most effective for their demographics.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

Through the processes of the comprehensive local needs assessment, Pathway approval, program articulation, and program alignment, eligible recipients will collaborate to allow students to earn postsecondary credit, industry-recognized credentials, and/or postsecondary certificates/degrees while in high school and after graduation.

Involving business and industry in the process will ensure the high quality of student technical and academic skill training and readiness for employment. Timelines and content of Pathways and programs will align with student needs and industry demands and will include multiple entry and exit points (where applicable).

To develop and coordinate Pathways, KSDE will continue to convene the statewide advisory board (KACCTE), Pathway review committees, and an IPS advisory team. KSDE will continue to participate on the TEA, KAESA, and the Governor's Education Council. To facilitate further collaboration among eligible recipients, KSDE will host regular meetings with CTE coordinators, CTSO leadership, curriculum leaders, superintendents, and administrators along with providing and promoting professional development regarding Pathways, articulation agreements, and advisory committees.

In the past, the state of Kansas only allowed Perkins expenditures for CTE Pathway courses offered at or above the ninth grade. Many introductory Pathway courses will now be taught in the middle grades. In order to promote quality teaching in approved Pathways, the state of Kansas will allow Perkins expenditures for professional development. This expenditure is now allowable for middle school Pathway teachers (holding the appropriate current teaching certification) and related staff (administration, counselors, paraeducators, etc.), as appropriate, for introductory courses (taught at the 7th grade and transcripted for high school level 8th grade) beginning July 1, 2020.

At the postsecondary level, the program alignment process will begin to engage secondary education partners in addition to the existing collaboration between postsecondary education and industry stakeholders. Students will be able to earn multiple levels of technical certificates and/or degrees to achieve their educational and professional goals. Technical certificate criteria are as follows:

- 1-15 credit hours – Stand Alone Parent Program (SAPP)
- 16-29 credit hours – Technical Certificate A
- 30-44 credit hours – Technical Certificate B
- 45-59 credit hours – Technical Certificate C
- 60-68 credit hours – Associate of Applied Science Degree

In addition, Kansas offers high school completion pathways, such as AO-K, which allows students who do not have a high school diploma the opportunity to work toward their high school equivalency while training for their chosen profession.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

The State Team, in consultation with the KDOL, began the Perkins V implementation process by conducting an assessment of projected labor market data for the ten-year period of 2016-2026. The assessment included projected job openings, wage data, and Pathway/program size data for Pathways and programs available in Kansas. Demand data encompassed ten-year projected openings, which included new positions as well as replacement jobs. Entry-level wage data was used to show wages that graduates of Pathways or two-year postsecondary programs would be earning upon completion of programs. The data points were plotted on a scatter chart, where the size of each point was reflective of the size of the Pathway or program in the state. The State Team met to discuss the data and to identify key in-demand fields in the state. Some examples of emerging fields are Aviation and Information Technology. Examples of in-demand occupations that are expected to have the largest number of openings over the next ten years include Healthcare, Manufacturing, and Transportation. The State Team will continue to assess the emerging in-demand fields by utilizing state labor data from KDOL and following the lead of the **KANSAS**WORKS State Board in labor data analysis and data-driven decision making.

The State Team will use a variety of sources to analyze and distribute labor data to stakeholders:

- The Kansas Job Vacancy Survey and Kansas Occupational Outlook, both published by Kansas KDOL, will provide institutions with information necessary to make informed decisions regarding the development of curricula and CTE programs to address state workforce needs. KSDE will summarize the data by cluster on their website into the Employment Outlook Charts.

- KSDE, KBOR, Kansas Department of Commerce, and KDOL created a website that connects the labor needs of the state to the Pathways and Programs available to Kansans. This interactive website Kansas Career Navigator compiles the data available through these agencies. It will continue to provide wage, employment, and educational resources by Pathway to end users based on geographic needs.

- The Kansas Training Information Program (K-TIP) was established by statute, K.S.A. 72-4451, in 1987. The K-TIP reports career technical program majors and graduates across two-year institutions, as well as employment and wages for those students. The K-TIP will continue to be compiled from data submitted by the individual postsecondary institutions and supplemented with data provided by the Kansas and Missouri Departments of Labor (where available) concerning employment and wages. K-TIP data will be reviewed annually and shared with the TEA, secondary and postsecondary education partners, and other stakeholders, including industry partners and the legislature.

- K.S.A. 74-402(5), states the TEA shall "develop benchmarks and accountability indicators of programs to be utilized in the awarding of state funding…" As a result, the TEA developed the Outcome Metrics project to provide a standard by which to evaluate program completions. Based on institution-provided data, the Outcome Metrics provides a critical view of how individual programs impact the workforce, and the employment outlook program completers should expect.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Through stakeholder consultation, a seamless system of student services between schools, social service agencies, workforce development, communities, and students was identified as an area of improvement in providing equal access to technical education for special populations. The comprehensive local needs assessments will begin the process of establishing collaboration among these entities. The state will continue to connect schools and support service agencies through continuous regional team consultation, training, and inter-agency partnership-building projects.

Meeting the needs of special populations at the secondary level includes policy development to address inclusion, modifications and accommodations within Pathways in order to meet the needs of special populations. The IPS is one of the strategies for ensuring equal access. During the State Plan development, stakeholders voiced their support for the IPS as the best way to align students' plans for education with their goals for their future. The KSDE staff collaborates with the KSDE Special Education Services for ongoing technical assistance to support CTE programs designed to meet the specific needs of special population students and to assure compliance with federal civil rights statutes.

Postsecondary institutions must have policies and procedures in place ensuring equal access to all programs, services, and activities offered. Policies and practices, including admissions and recruitment, are reviewed regularly to ensure compliance with all relevant laws, rules, regulations, and other requirements. Institutions are encouraged to develop appropriate linkages and partnerships with social services, workforce development agencies, and community-based organizations to provide appropriate services for students in special populations.

State staff members are responsible for monitoring subrecipients to ensure compliance with Title VI, Title IX and section 504-Americans with Disabilities Act (ADA). Institutions identified in the monitoring plan include

secondary and postsecondary institutions providing approved CTE programs. Desk audits and on-site reviews at these institutions are conducted according to an established schedule. A minimum of six secondary and two postsecondary eligible recipients are selected for on-site reviews each year. The selection criteria for on-site reviews include:

- Analysis of CTE enrollment data
- Date of the last on-site review
- Size of eligible recipient

The comprehensive on-site reviews include the following components:

- Review of documents and data
- Interviews to gather pertinent data regarding compliance issues
- Site review of facility accessibility
- Determination of compliance/noncompliance

Kansas will expand access to CTE for special populations using several direct, indirect, and ancillary strategies. The State Team identified the following strategies which will be promoted and diffused among eligible recipients, as applicable.

Attract students in special populations into CTE programs:

- Increase awareness of programs and college success tools for minority and/or first-generation students
- Increase outreach efforts to attract students into gender nontraditional programs

Identify those not recognized as students in a special population:

- Attend DCF client orientations to share information about programs and resources available at institutions
- Use matriculation testing to indicate students needing developmental assistance

Reduce barriers to success by providing non-academic support:

- Provide food pantries on campuses
- Develop veteran services within institutions
- Provide access to appropriately-sized personal protective equipment
- Assist in acquiring federal financial aid, private loans, and/or college department scholarships
- Employ staff to assist with retention efforts
- Offer non-standard CTE Pathways outside typical class norms and hours
- Train staff to recognize and mitigate obstacles using poverty simulations
- Provide transportation assistance
- Offer child care assistance
- Encourage social and support groups within special populations cohorts
- Expand employability skills training in CTE programs

Provide academic support:

- Provide trained staff members to interpret for and assist students with sensory impairments
- Integrate academic instructors into CTE programs
- Continue the AO-K program
- Use software systems targeting specific subject areas

Kansas CTE staff will assist local recipients in meeting the needs of students in special populations by using the following methods:

- Provide technical assistance:
    - explain the process for conducting an institutional self-study to determine exact needs of each institution in providing support to students in special populations
    - assist in identifying and overcoming potential barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, or age
    - design and implement programs that will enable students in special populations to meet or exceed state-adjusted levels of performance

    - disseminate research-based instructional materials
- Provide professional development opportunities for faculty, counselors, and administrators to improve instruction for special populations
- Collaborate with other state agencies to providing appropriate support services

Because many students in correctional systems are members of special populations, a portion of the state leadership funds (1% of the 10% allotted for State Leadership activities) will continue to be utilized to support programs and services to meet the needs of individuals in correctional facilities. Through established partnerships with the Juvenile Justice Authority and the Department of Corrections, these funds will continue to support pre-release counseling and consultation services to develop the skills and attitudes necessary to secure meaningful employment upon release.

Activities supported with these funds aim to reduce the rate of recidivism and include:

- Selection and assignment of inmates to CTE programs
- Inmate participation in facility-based technical education programs, ultimately gaining an industry-recognized credential
- Development of articulation agreements
- Successful placement of program completers
- Long-term employment of program completers

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

To implement the comprehensive local needs assessment, the State Team grouped the state into nineteen workforce regions. Each eligible community college, technical college, university, and school district is linked to a local workforce center. This connection to the local workforce development boards and the **KANSAS**WORKS State Board ensures workforce input into decisions affecting Pathways and programs. On a quarterly basis, the **KANSAS**WORKS State Board reviews labor market information provided by KDOL, which disaggregates it to the local workforce area. Thus, local workforce development boards have real-time labor data to contribute to the needs assessment teams as they determine educational needs for their region. To further increase collaboration with their education partners, each local workforce development board will be provided data points regarding core indicators, higher education enrollment, completion, performance, etc., for their local area.

Based on stakeholder input, a stronger line of communication between secondary and postsecondary education, parents and industry is needed. To address this need, the State Team will develop marketing and data analysis materials to increase awareness and encourage commitment to CTE in Kansas. Administrators and education leaders will be provided with data dashboards and marketing materials to share with the local workforce boards, community leaders, business and industry partners, and other stakeholders. Diffusion of a unified message and equipping workforce and education leaders with the data and materials they need to advocate for CTE will yield stronger partnerships between educators, workforce development, policy makers, and employers.

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Based on the results in the Perkins V State Plan Consultation Survey regarding this topic, stakeholders consider advisory committees (comprised of secondary teachers, administrators and staff, business and industry partners, student alumni, school district leadership or board members and post-secondary faculty) vital to connecting with

industry to identify jobs that provide family-sustaining wages. The current practice of hosting advisory committee and cluster/program review committee meetings centered on identifying priority technical skills contributes to the continued development of relevant, rigorous competencies on which to build Pathways and programs.

Kansas will continue supporting CTE programs that offer experience in, and understanding of, all aspects of an industry by connecting CTE programs to local business and industry partners.

- Students will gain experience by participating in work-based learning activities. These include business and industry partner presentations in the classroom, field trips and career fairs, technical/community college and university tours, mentoring with business and industry partners via Pathway courses, job shadows, internships, on the job training, apprenticeships, skill training in the CTE classroom, and employability skills training. Industry partners will recommend necessary industry-standard equipment and simulation equipment for the programs.

- Articulation agreements will support collaboration between secondary and postsecondary institutions by providing validation of the skills learned at the secondary level while adding value to the process by providing the option of college credit. With implementation of Perkins V, the State Team will continue to work with eligible recipients to advance the program articulation agreement process into a truly non-duplicative program of study.

- As part of the postsecondary program standards and alignment process, curriculum in postsecondary CTE programs will be reviewed and revised as necessary. Programs are encouraged to implement and/or expand student internships to include a broad range of opportunities for students to apply their skills in the work environment.

- KSDE supports effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers by providing the Kansas Work-Based Learning Toolkit. This document provides guidance for district administrators and Pathway teachers to establish and manage the work-based learning experiences. KSDE will continue to contribute to the support the state advisors for CTSOs.

- The CTE technical assistance staff at KSDE convenes quarterly KACCTE meetings. The purpose of this group is to provide recommendations for continuous improvement of CTE in Kansas and a platform for collaboration between business and industry, postsecondary and secondary education, and state agencies.

- Advisory committees are the heart of collaboration between employers and education, as they are the best opportunity for stakeholders to come together to make meaningful decisions based on the needs of the local community. These committees are comprised of secondary teachers, administrators, staff, business and industry partners, student alumni, school leadership/board members, and postsecondary faculty. The committees advise the Pathway and program instructors regarding industry standard equipment and procedures, internship/work-based learning opportunities for students, appropriate curriculum, and resources vital to a quality program.

- In 2012, the Kansas Legislature funded Excel in CTE, which pays the tuition for secondary students to earn college credit in CTE courses. Local and state-approved Pathways may include courses eligible for Excel in CTE funding. Funds for transportation are also included, when needed, and incentive funds to the school district are awarded when a student earns an industry-recognized credential. The credential list is updated yearly with input from the Kansas Department of Labor. The wages of these occupations, leading to the industry-recognized credential, must be 70% of the average annual wage in Kansas. In addition, the occupation must require a high school diploma, and have an overall demand score between 10 and 30. This demand score metric is based on job vacancy, short-term job projections, long-term job projections and wage data. In 2018, the Kansas Legislature appropriated over $27 million to fund this initiative, and in 2019 that amount rose to over $28 million dollars.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Participating Headcount	3,870	6,101	8,440	10,275	10,023	10,600	11,690	13,706
College Credit Hours Generated	28,161	44,087	62,195	76,756	79,488	85,150	92,092	104,787
Credentials Earned	548	711	1,419	1,682	1,224	1,459	1,420	1,803

- Local recipients will continue to provide exposure to all aspects of industry for their students utilizing innovative and creative means. For instance, some institutions plan to provide honoraria to industry professionals to come to the classroom and share their experiences with the students and faculty. Other colleges will require students to test their skills in a simulated work environment with time constraints and added pressures. Hands-on learning and clinical experience will be utilized institutions in order to provide real-world practice to pre-veterinary and nursing students. CTSO and SkillsUSA competitions are also a prominent tool for challenging and motivating students in technical professions for involving business and industry leaders and for providing an opportunity for students and faculty to network among the schools and businesses.

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Kansas uses Perkins, federal adult education (AEFLA), and state funds to address performance gaps for special populations using a variety of tools:

- Work-based learning, such as externships, internships, on-the-job training, apprenticeships, technical courses at their institution
- Employability skill training
- Industry-standard equipment to ensure the highest levels of technical skill obtainment
- Professional development opportunities for teachers, faculty, and administrators on identifying and overcoming barriers for special populations
- Specialized professional development for counselors, advisors, and other support staff
- Secondary Pathway consultants and postsecondary CTE liaisons to provide help with data collection, analysis, and assessment of performance gaps
- Effective monitoring and technical assistance to eligible recipients who struggle with accurate data reporting
- Wrap-around services and support for students
- Events such as Manufacturing Day and CTE Month to encourage students in special populations to experience their dream careers hands-on and see themselves in those roles
- Postsecondary Integrating Academics with CTE initiatives to implement partnerships between academic and CTE programs and use strategies for successful completion of degree and certificate programs
- "Bring Your 'A' Game to Work" trainings to equip all postsecondary CTE faculty with the tools to provide soft skill/employability skill training throughout the CTE curriculum

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Excel in CTE pays tuition for secondary students to earn college credit in CTE courses. Funds for transportation and a financial incentive to the school district when a student earns an industry-recognized credential are also included. The Excel in CTE program provides the opportunity to build a seamless system of education across the

secondary-to-postsecondary spectrum. This dual and concurrent opportunity opens the door for secondary CTE students to receive additional quality instruction at an advanced level of technical skills needed to enter the job market prepared.

As part of the Pathway application and approval process, schools identify all courses included in the Pathway (English, Math, CTE courses, etc.). Pathways are reviewed by KSDE consultants and once they are approved, technical and application level CTE courses in that Pathway qualify for additional weighted funding (provided by state funds). Districts may include Excel in CTE courses as part of the KSDE approved Pathway; however, these courses are only eligible for one funding stream (Excel in CTE). They will not receive weighted funding.

Secondary students can take advantage of statewide or local articulation agreements between a postsecondary institution and a secondary education agency. The agreements provide credit-earning opportunities and may offer free tuition and/or scholarships. Workshops will be conducted for CTE personnel to provide training on the process of developing articulation agreements and programs of study. In support of the development and implementation of articulation agreements, KSDE will:

- Identify essential elements and criteria for articulation agreements to be used locally and statewide
- Provide a universal system to identify the courses in the articulation agreement by course code
- Deliver technical assistance to schools in establishing local articulation agreements
- Offer resources for the development of articulation agreements
- Collaborate with postsecondary institutions to create statewide articulation agreements

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

Regional needs assessment teams incorporate all key stakeholders in the planning, development, implementation, and evaluation of CTE programs in the geographic region. The teams will continue to maintain continuous consultation in their regions, which will provide on-going collaboration between educators, community, students/parents, workforce development, and employers.

Pathway/program advisory committees will continue to be a requirement for all approved Perkins pathways and programs. The State Team will update the **KANSAS**WORKS State Board on Perkins matters, and local recipients will be provided data and marketing materials to reach out to their local workforce development boards and continue promoting CTE.

Through the process of program alignment, KBOR initiates collaboration with business and industry. All future alignment and re-alignment initiatives will include secondary partners to facilitate development of true programs of study which start in high school and result in a postsecondary credential.

State CTE staff provides technical assistance for CTE coordinators, teachers, faculty, support staff, administrators, and counselors/advisors at various conferences, professional development sessions, trainings, and webinars. KSDE organizes the quarterly KACCTE meetings in order to facilitate communication between business and industry, labor organizations, secondary and postsecondary institutions, the KSBE, and the CTE technical assistance staff. KBOR continuously partners with stakeholders in organizing specialized comprehensive professional development and networking opportunities. The Annual WIOA conference, KBOR Data conference, and KSDE/CTE conferences provide updates on current issues, training, and framework for collaboration and growth of CTE. KBOR staff provide on-going updates at the monthly CTE webinars and trainings.

A significant percentage of guidance counselors who responded to the stakeholder survey indicated that they do

not feel well-informed about CTE pathways and programs. To address this need, Kansas plans to develop a state-wide CTE marketing plan to promote the benefits of CTE Pathways and programs available to Kansas students in the CTE pipeline. Parents, students, counselors, community members, faculty, and all abovementioned stakeholders will be included in the marketing plan and will benefit from this effort.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.

APPENDIX C – Secondary local application template
APPENDIX D – Postsecondary local application template
APPENDIX E – Postsecondary annual forms and budget

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V.

APPENDIX F – Comprehensive local needs assessment template

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Size:
Program size is an appropriate number of students in order to be effective and meets local business and industry demand as determined by the local needs assessment. The program size will account for physical parameters, limitations of the program, and geographic/demographic constraints.

Scope:
As specified in K.S.A. 71-1802, CTE programs must:

- Be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree
- Lead to technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree
- Be delivered by an eligible institution

In addition, CTE State-approved programs of study relate to high-skill, high-wage, or in-demand careers aligned with the economic and workforce development needs in the State or region by:

- Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
- Aligning programs with business and industry needs and local economic indicators
- Providing multiple entry and exit points to programs of study
- Emphasizing development of essential workplace skills through applied academics
- Providing workplace learning opportunities to all students, including special populations

Quality:
Program quality is the measure of academic performance, workplace standards, competencies, and skills necessary for success.

- Eligible recipients negotiate performance targets (where applicable) and continuously work toward reaching or exceeding those targets
- Local recipients demonstrate the need for CTE programs by presenting labor market data and economic development projections that indicate current or projected employment demand
- Professional development is provided to faculty and staff to enhance student learning
- Advisory committees comprised of local business and industry partners provide input on Pathways and programs

- Articulation agreements, state program alignment, and industry credentialing are components of quality Pathways and programs
- Equitable access to CTE Pathways and programs is provided to all students
- Industry-standard equipment and technology encourage relevant and rigorous technical skill attainment

3. Meeting the Needs of Special Populations

a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

i. will be provided with equal access to activities assisted under this Act;

Kansas has demonstrated a long-standing commitment to equity and ensuring that members of special populations are provided equal access to programs and will extend the efforts to include the new categories in Perkins V. Meeting the needs of special populations will continue to be a focus. KSDE, KBOR, and the key stakeholders will identify and recommend how best to further support strategies and activities to adequately address the needs of special populations by:

- Facilitating the examination of data to determine status of program access
- Identifying strategies to ensure equitable access and participation to all students, including special populations
- Reviewing policies on transitions for special populations from secondary to postsecondary education
- Offering professional development opportunities to faculty and staff who provide services to special populations
- Developing appropriate linkages and partnerships with social service, workforce development agencies, and community-based organizations to provide appropriate services for special populations

To serve special populations in Kansas effectively, secondary and postsecondary eligible recipients will continue to advise students, parents, employees, and the general public that all CTE opportunities will be offered regardless of race, color, national origin, sex, disability, or on the basis of status as a member of a special population. Prior to the beginning of each school year, the nondiscrimination notice will be publicly available and posted on the recipients' websites and public materials. A brief summary of program offerings and admission criteria and the name and/or title, office address, and phone number of persons designated to coordinate compliance under Title IX and Section 504 are required to be publicly available. The notice will also be disseminated in the language of locally-determined national origin minority communities in the service area. The annual notice lists coordinators of Section 504/ADA and Title IX with their name and/or title, address, and phone number. To ensure compliance, KBOR and KSDE staff review recipients' websites. KBOR will also review postsecondary recipients' course catalogues against programs and courses reported by the institutions in the Kansas Higher Education Data System (KHEDS).

The Kansas Legislature funds initiatives to remove barriers and support equitable access to personalized, hands-on learning opportunities for students in special populations. Excel in CTE pays tuition for secondary students to earn college credit and for students in the AO-K program. Funds for transportation are included, when needed, and an incentive to the school district is provided when a student earns a credential leading to a high-skill, high-wage, in-demand career.

Kansas AO-K will continue to assist students in obtaining their high school equivalency and to prepare them for transferable college-level courses and earning an industry-recognized credential. AO-K programs must be a minimum of 12 college credit hours, 25 percent of which must include co-taught basic skills instruction contextualized to the program content. As a part of the AO-K model, students will be provided with wrap-around support services, including career navigation, advising, academic support, etc. To maintain tuition benefits, students will be co-enrolled in a postsecondary CTE program and a Kansas adult education program, thus receiving academic instruction and support. Through this program, many students in special populations will be

able to realize success in the form of a high school equivalency, CTE college coursework, and industry-recognized credentials.

ii. will not be discriminated against on the basis of status as a member of a special population;

To ensure nondiscrimination on the basis of status as a member of a special population, KSDE and KBOR will collaborate and facilitate stakeholder efforts to address the needs of special populations:

- Provide oversight for schools and colleges and continue to monitor institutions to ensure compliance with Title VI, Title IX and section 504-ADA, and Perkins V
- Work closely with school and college staff working specifically with the special populations to provide technical assistance and professional development related to the findings of the comprehensive local needs assessment and best practices in implementation of nondiscrimination strategies
    - Provide professional development for counselors
    - Pilot a project (KSDE) with multiple school districts in partnership with National Alliance for Partnerships in Equity (NAPE) to identify quality strategies to ensure access to programs of study
- Ensure that nondiscrimination policies and procedures are in place, documented, and made publicly available
- Conduct regular desk audits and on-site reviews to ensure that nondiscrimination policies and procedures are followed

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

The State Team will identify and recommend strategies and activities that adequately provide support for special populations:

- Provide professional development opportunities for faculty, counselors, and administrators to improve instruction, including academic integration, homebound services, and distance/ virtual learning, where appropriate, for special populations
    - KSDE and KBOR will partner to provide professional development for counselors and advisors regarding programs of study, IPS implementation, and success for special populations
    - KSDE is piloting a project with multiple school districts in partnership with NAPE in order to identify quality strategies for supporting the needs of special populations
- Deliver technical assistance in designing and implementing programs that will enable special population students to meet or exceed state core indicators of performance
- Disseminate research-based instructional materials related to scaffolding student learning while meeting industry standards for technical skills
- Collaborate with other state agencies to provide appropriate support services

In order to help students in special populations to meet or exceed SDLPs and to obtain employment in high-skill, high-wage, in-demand industry sectors, the state will:

- Require eligible recipients to expend a portion of the subrecipient's annual allocation to develop programs which support members of special populations. Local recipients may focus on promotion, retention, and/or completion efforts.
- Urge eligible recipients to provide professional development to faculty and staff to recognize and mitigate barriers to success of student in special populations. These strategies may include advisor training, formation of special populations support committees, hiring a retention specialist, etc.
- Advise eligible recipients to implement an "early-alert" system to recognize, address, and mitigate factors shown to affect student success, including truancy, low grades, transportation/housing/sustenance issues

KBOR will continue to implement AO-K @ Work, a model providing students with contextualized CTE, English language, soft skills, and/or high school equivalency instruction at the worksite. AO-K @ Work provides the opportunity to upskill at the workplace and advance to a higher-level position within the company.

iv. will be provided with appropriate accommodations.

Stakeholder consultation confirmed the need for development and implementation strategies of student retention systems, especially for special populations. On-going performance monitoring, early-alert, and intervention practices were identified by the surveyed teachers and faculty as the most effective ways in improving accommodations and retention. The State Team may develop materials and trainings to provide eligible recipients with strategies for effective accommodation and retention initiatives, such as:

- Accommodations related to a disability (as per Office of Civil Rights requirements)
- Food pantries and free clothing resources on campuses
- Veteran support services
- Appropriately-sized personal protective equipment
- Staff to assist with retention efforts
- Fast-track, evening, integrated English as a second language programs
- Transportation assistance
- Child care assistance

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

The State Team will identify and recommend strategies and activities for providing competitive, integrated work-based learning settings for special populations including:

- Professional development opportunities for faculty, counselors, and administrators
    - KSDE will partner with Workforce Development to develop a scalable work-based learning model. This model will include specific strategies to address the needs of each special population group.
    - KSDE and KBOR will partner to provide professional development for counselors. The initial training will be replicated in a train-the-trainer mode. These trained counselors will partner with the pilot work-based learning group in order to facilitate scaling targeted work-based learning.
    - KSDE will pilot a project with multiple school districts in partnership with NAPE in order to identify quality strategies for supporting special populations.
- Technical assistance in designing and implementing programs that include specific strategies for establishing work-based learning opportunities for special populations students
- Dissemination of research-based materials related to establishing competitive, integrated employment opportunities for special populations
- Collaboration with other state agencies to provide appropriate support services for administrators, staff, counselors, students and parents

The state will encourage postsecondary recipients to:

- Offer professional development activities to better enable instructors to
    - Integrate members of special populations into classrooms and labs
    - Adapt lessons and training to maintain rigor and standards while providing accessibility to members of special populations
    - Recognize when students require additional support, provide assistance, or refer students to support services
- Identify internships for students
- Provide career guidance and planning services

- Identify on-the-job training for students
- Offer, provide, or discount child care opportunities
- Continue expansion of AO-K and AO-K @ Work initiatives

4. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

KSDE will continue to partner with the Kansas Center for Career and Technical Education (KCCTE). KCCTE will serve as the State CTE Teacher Mentor program and will provide continuing education for in-service and new teachers:

- Networking opportunities at no cost to Kansas CTE teachers
- Support as teachers transition into their role as a classroom teacher
    - One-on-one instruction individualized to each teacher's needs
    - Group instruction in an online network
- Confidential feedback for the mentee to achieve continuous improvement in classroom and laboratory
- Content specific learning opportunities within each content area

This statewide mentoring umbrella will be available to CTE instructors and will include face-to-face training, new teacher summer orientation, connection to local mentor teachers, and a Learning Management System to facilitate e-communication for even the most rural school staff.

KSDE's annual Educate Kansas Retention Summit will promote and advocate for the profession to build a robust pipeline of educators and collaborate with all stakeholders to ensure an effective educator in every classroom.

Postsecondary faculty, staff, and administration are recruited and retained according to each college's governing board policies and guidelines. Perkins funds will provide professional development opportunities for faculty and staff in Perkins-approved programs. Internships and externships will be available to faculty and staff if included in the local recipient's grant application or through additional competitive grant opportunities.

C. Fiscal Responsibility

1. ***Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—***

a. each eligible recipient will promote academic achievement;
b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

Eligible secondary recipients will submit an annual application that includes information gathered from the previous year's Pathways system. In the secondary Local Application for Perkins Funds, recipients will describe the activities that will occur during the fiscal year and funding requested to complete the activities. Activities must fall within the parameters of the allowable use of local funds. A team of reviewers will assess the applications using a rubric of established criteria. CTE technical assistance staff will conduct a final review and request any necessary revisions to the application. This process will ensure that requests in the application promote continuous improvement of academic achievement and technical skill attainment and includes a focus on emerging occupational opportunities identified by the local needs assessment. The application must be aligned with the Pathway Improvement Plans developed by the Pathway advisory committees.

In the postsecondary application, eligible institutions will identify how they will deliver approved CTE programs, offer appropriate courses for at least one CTE program of study, meet or exceed the minimum allocation threshold based on the proportion of CTE students receiving Pell Grants and Bureau of Indian Affairs (BIA) assistance, and submit and receive approval for a Local Application for Perkins Funds. In addition, eligible recipients must provide alignment with the comprehensive local needs assessment, the required assurances, and required data elements.

Additional state activities that support the established criteria will include, but not be restricted to:

- Development and dissemination of policies and procedures for eligible recipients to reference as they plan
- Progressive technical assistance to all eligible recipients
- Training to eligible recipients concerning the procedures for auditing, monitoring and assessing the eligible recipients

c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

The State Team developed a comprehensive local needs assessment template, which will be used in each of the nineteen regional needs assessment stakeholder teams. The template outlines the purpose of the assessment, key definitions, stakeholder requirements, labor data and student performance analysis steps, and procedures for completing and submitting the assessment. The State Team, in collaboration with KDOL, compiled regional labor data and created a visual tool for data analysis. Each region will populate the tool with the regional demand, wage and concentrator data to assess the size of Pathways/programs as compared to the local demand. The State Team will also direct the regional needs assessment teams to other labor data resources, such as the K-TIP report, Job Vacancy Report, Long-Term and Short-Term Job Outlook, etc. Regional needs assessment teams will work with their local workforce development centers/boards to provide additional local data sources in order to achieve the most accurate assessment of local education and economic development needs.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Kansas has a vision for a seamless education system whereby students are able to begin career exploration in the middle grades, continue learning technical skills via a quality CTE Pathway at the secondary level, carry on in postsecondary education, and/or enter the workforce. As a result, Kansas has elected to continue 50/50% distribution of Perkins funds between secondary and postsecondary education. This distribution methodology encourages adequate support for quality secondary and postsecondary CTE programs leading to stronger and more consistent academic and CTE linkage throughout the state by promoting seamless professional development, course alignment, and competencies.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

A secondary eligible recipient will not receive an individual allocation unless the amount allocated is greater than $15,000. A postsecondary institution will not receive an allocation unless the amount allocated is greater than $50,000. Eligible recipients not meeting the minimum allocation threshold may enter into a consortium with eligible institutions for the purposes of meeting the minimum allocation requirement.

Consortia members are required to sign a "Transfer of Funds" form. This form identifies the authorized administrator receiving the funds and the authorized administrator relinquishing the funds to the consortia. The transfer of funds becomes a single category and no one secondary or postsecondary institution receives their initial allocation in return. Funds available for consortia members are used to support activities beneficial to all members as outlined in the approved application. Secondary school districts may choose to consort regardless of whether they are above or below the $15,000 minimum allocation. Each consortium agreement is reviewed and approved by State staff on a case-by-case basis to ensure equitable funding to support mutually beneficial programs and services to students within the service areas.

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

<u>Secondary Distribution Formula</u>

Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the State for such preceding fiscal year, as determined on the basis of the most recent satisfactory—

- data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965; or
- student membership data collected by the National Center for Education Statistics through the Common Core of Data survey system.

Seventy percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year.

Each eligible agency, in making the allocations under paragraphs (1) and (2), shall adjust the data used to make the allocations to—

- reflect any change in school district boundaries that may have occurred since the data were collected; and
- include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education.

The following chart depicts the secondary allocation distribution for 2019 based on the secondary share of the FY 2019 State allocation:

USD #	District/ School	Allocation
101	Erie	$12,357
102	Cimarron - Ensign	$5,800
103	Cheylin	$3,169
105	Rawlins County	$3,441
106	Western Plains	$2,132
107	Rock Hills	$5,500
108	Washington County	$4,762
109	Republic County	$6,481
110	Thunder Ridge	$3,234
111	Doniphan West	$4,364
112	Central Plains	$6,401
113	Prairie Hills	$12,672
114	Riverside	$8,854
115	Nemaha Central	$6,594
200	Greeley County	$2,929
202	Turner-KC	$53,507
203	Piper-KC	$15,661
204	Bonner Springs	$27,474
205	Blue Stem	$6,155
206	Remington/Whitewater	$7,086
208	WaKeeney	$4,817
210	Hugoton	$11,981
211	Norton	$7,764
212	Northern Valley	$1,853
214	Ulysses	$20,458
215	Lakin	$6,254

216	Deerfield	$4,090
217	Rolla	$2,664
218	Elkhart	$3,188
220	Ashland	$2,862
223	Barnes	$3,617
224	Clifton-Clyde	$3,339
225	Fowler	$1,578
226	Meade	$3,761
227	Jetmore	$2,826
229	Blue Valley-Stanley	$127,066
230	Spring Hill	$14,758
231	Gardner	$38,476
232	De Soto	$39,618
233	Olathe	$208,378
234	Fort Scott	$38,066
235	Uniontown	$7,421
237	Smith Center	$6,140
239	North Ottawa	$5,700
240	Twin Valley	$4,499
243	Lebo	$4,614
244	Burlington	$6,576
245	Leroy-Gridley	$2,648
246	Northeast	$12,123
247	Cherokee	$10,863
248	Girard	$13,880
249	Frontenac	$6,820
250	Pittsburg	$48,324
251	North Lyons	$5,544
252	Southern Lyon Co	$4,914
253	Emporia	$54,126
254	Barber Co. N.-Medicine Lodge	$7,715
255	South Barber	$2,425
256	Marmaton Valley	$3,886
257	Iola	$21,111
258	Humboldt	$5,963
259	Wichita	$929,075
260	Derby	$71,214
261	Haysville	$54,250
262	Valley Center	$23,280
263	Mulvane	$17,555
264	Clearwater	$13,270

265	Goddard	$40,788
266	Maize	$54,528
267	Renwick	$16,443
268	Cheney	$5,786
269	Palco	$1,699
270	Plainville	$4,177
271	Stockton	$3,035
272	Waconda	$5,282
273	Beloit	$9,951
274	Oakley	$4,849
281	Hill City	$4,258
282	West Elk	$4,890
283	Elk Valley	$2,965
284	Chase County	$4,681
286	Chautauqua	$5,683
287	West Franklin	$8,421
288	Central Heights	$6,163
289	Wellsville	$6,048
290	Ottawa	$29,080
292	Wheatland	$2,275
293	Quinter	$3,225
294	Oberlin	$6,198
297	St Francis	$3,467
298	Lincoln	$4,943
299	Sylvan Grove	$3,803
300	Comanche County	$3,694
303	Ness City	$3,176
305	Salina	$100,700
306	Southeast of Saline	$5,776
307	Ell-Saline	$2,287
308	Hutchinson	$67,895
309	Nickerson	$13,244
310	Fairfield	$4,999
311	Pretty Prairie	$3,329
312	Haven	$13,488
313	Buhler	$22,291
314	Brewster	$857
315	Colby	$9,359
316	Golden Plains	$1,955
320	Wamego	$16,478
321	Kaw Valley	$19,774

322	Onaga-Havensville-Wheaton	$3,988
323	Rock Creek	$9,717
325	Phillipsburg	$6,240
326	Logan	$2,604
327	Ellsworth	$5,943
329	Mill Creek Valley	$5,106
330	Wabaunsee East (Mission Valley)	$3,879
331	Kingman	$13,956
332	Cunningham	$1,670
333	Concordia	$12,739
334	Southern Cloud	$3,521
335	North Jackson	$2,928
336	Holton	$11,901
337	Royal Valley	$7,627
338	Valley Falls	$2,771
339	Jefferson County North	$3,372
340	Jefferson West	$6,692
341	Oskaloosa	$6,611
342	McLouth	$5,920
343	Perry	$9,842
344	Pleasanton	$5,606
345	Seaman	$33,482
346	Jayhawk	$6,828
347	Kinsley-Offerle	$3,710
348	Baldwin City	$12,898
349	Stafford	$3,952
350	St. John-Hudson	$3,971
351	Macksville	$3,996
352	Goodland	$14,197
353	Wellington	$20,735
355	Ellinwood	$4,993
356	Conway Springs	$7,557
357	Belle Plaine	$4,903
358	Oxford	$3,186
359	Argonia	$1,752
360	Caldwell	$3,307
361	Chaparral	$13,457
362	Prairie View	$12,196
363	Holcomb	$8,537
364	Marysville	$10,198
365	Garnett	$15,870

366	Woodson	$6,835
367	Osawatomie	$14,692
368	Paola	$17,717
369	Burrton	$3,646
371	Montezuma	$3,438
372	Silver Lake	$3,967
373	Newton	$39,233
374	Sublette	$4,242
375	Circle	$16,857
376	Sterling	$5,160
377	Atchison Co. - Effingham	$8,171
378	Riley County	$7,523
379	Clay Center	$14,999
380	Vermillion	$4,205
381	Spearville	$1,807
382	Pratt	$16,918
383	Manhattan	$66,499
384	Blue Valley	$2,226
385	Andover	$37,973
386	Madison	$4,617
387	Altoona-Midway	$2,520
388	Ellis	$5,208
389	Eureka	$9,030
392	Osborne	$4,426
393	Soloman	$2,913
394	Rose Hill	$14,751
395	LaCrosse	$3,681
396	Douglass	$5,959
397	Centre-Lost Springs	$3,428
398	Peabody-Burns	$3,676
399	Paradise	$2,062
400	Smoky Valley	$7,942
401	Chase-Raymond	$2,639
402	Augusta	$24,783
403	Otis-Bison	$3,465
404	Riverton	$7,057
405	Lyons	$9,025
407	Russell Co.	$12,777
408	Marion	$6,148
409	Atchison	$28,656
410	Durham/Hillsboro	$5,751

411	Goessel	$2,324
412	Hoxie	$5,098
413	Chanute	$25,909
415	Hiawatha	$13,068
416	Louisburg	$10,329
417	Morris County	$8,949
418	McPherson	$20,754
419	Canton - Galva	$3,528
420	Osage City	$8,552
421	Lyndon	$4,480
422	Kiowa County	$3,100
423	Moundridge	$3,767
426	Pike Valley	$2,290
428	Great Bend	$44,381
429	Troy	$3,697
430	South Brown	$11,275
431	Hoisington	$8,149
432	Victoria	$2,330
434	Santa Fe Trail	$10,121
435	Abilene	$15,941
436	Caney Valley	$8,565
437	Auburn-Washburn	$44,914
438	Skyline	$2,595
439	Sedgwick	$3,149
440	Halstead	$10,265
443	Dodge City	$85,108
444	Little River	$2,928
445	Coffeyville	$35,283
446	Independence	$36,330
447	Cherryvale	$13,477
448	Inman	$4,680
449	Easton	$3,710
450	Shawnee Heights	$27,229
452	Stanton County	$4,079
453	Leavenworth	$59,735
454	Burlingame	$3,824
456	Marais Des Cygnes	$3,637
457	Garden City	$94,920
458	Basehor-Linwood	$11,995
459	Bucklin	$2,776
460	Hesston	$4,857

461	Neodesha	$8,611
462	Central (Burden)	$4,666
463	Udall	$4,346
464	Tonganoxie	$14,124
465	Winfield	$33,518
466	Scott County	$9,322
467	Leoti	$5,382
469	Lansing	$17,569
470	Arkansas City High	$46,012
473	Chapman	$11,375
475	Geary County	$115,508
477	Ingalls	$1,173
479	Crest	$2,762
480	Liberal	$63,739
481	Rural Vista	$5,422
482	Dighton	$1,295
483	Kismet-Plains	$9,988
484	Fredonia	$11,748
487	Herington	$6,623
489	Hays	$40,063
490	El Dorado	$31,508
491	Eudora	$14,868
492	Flint Hills-Rosalia	$2,711
493	Columbus	$15,852
494	Syracuse	$7,533
495	Ft. Larned	$8,872
497	Lawrence	$122,110
498	Valley Heights	$4,366
499	Galena	$9,755
500	Kansas City	$415,165
501	Topeka	$225,385
503	Parsons	$25,516
504	Oswego	$4,712
505	Chetopa	$7,663
506	Labette County	$19,066
507	Satanta	$5,066
508	Baxter Springs	$13,901
509	South Haven	$1,605
511	Attica	$1,496
512	Shawnee Mission	$267,813

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

Postsecondary Distribution Formula

The amount distributed to each postsecondary institution is based upon the Annual Full Time Equivalent (FTE) Pell Grant count for the previous academic year. KBOR staff will identify the number of CTE Pell grant recipients using the KHEDS system. This data is designed to support the informed decision-making capabilities desired by KBOR through the collection, analysis and reporting of postsecondary education data in Kansas.

The formula for local allocation is as follows:

Local % of Allocation = Institutional FTE Pell Count / Total State FTE Pell Count*

*The Institutional FTE Pell Count is determined by:

- Identifying the number of concentrators in Perkins approved programs as reported in the institution's annual data submission.
- Determining the number of semesters in the academic year for which the concentrator received a Pell grant and totaling only the credit hours the student attempted in those semesters.
- This total number of credit hours is then divided by 30 to determine the student's enrollment level for the year (e.g. full time, ¾ time, ½ time, ¼ time). Full time is considered 30 or more hours; ¾ time is considered at least 22 hours but less than 30 hours; ½ time is considered at least 15 hours but less than 22 hours, and ¼ time is 8 to 14 hours.

The following chart depicts the postsecondary allocation distribution for the postsecondary share of the FY 2019 State allocation:

Postsecondary Institution	Allocation
Allen Community College	$3,115
Barton Community College	$63,226
Butler Community College	$218,957
Cloud County Community College	$67,898
Coffeyville Community College	$78,177
Colby Community College	$87,832
Cowley Community College	$131,436
Dodge City Community College	$90,946
Flint Hills Technical College	$161,025
Fort Scott Community College	$112,749
Garden City Community College	$107,765
Highland Community College	$97,176
Hutchinson Community College	$314,886
Independence Community College	$22,737
Johnson County Community College	$374,998
Kansas City Kansas Community College	$404,898

Labette Community College	$66,964
Manhattan Area Technical College	$126,453
Neosho County Community College	$119,912
North Central Kansas Technical College	$264,118
Northwest Kansas Technical College	$150,435
Pratt Community College	$59,177
Salina Area Technical College	$75,062
Seward County Community College	$106,519
Washburn Institute of Technology	$250,414
Washburn University	$51,391
WSU Tech	$564,989

5. ***Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)***

The secondary allocations are adjusted to reflect changes of school district boundaries by adjusting the newly consolidated districts' allotments in proportion to the old districts' Census data. The charter school law in Kansas requires that all charter schools fall under existing unified school districts' jurisdiction. There are no Bureau of Indian Education schools/districts in Kansas with approved CTE Pathways.

6. ***If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—***
    a. ***include a proposal for such an alternative formula; and***
    b. ***describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)***

Kansas is not submitting an application for a waiver to the secondary allocation formula.

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

N/A

7. ***If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—***

    a. ***include a proposal for such an alternative formula; and***
    b. ***describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)***

    Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

N/A

8. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Federal regulations require the maintenance of effort (MOE) of state expenditures toward secondary and postsecondary CTE. The base requirement is that the State's expenditures, per student or in aggregate, from State sources for CTE programs for the preceding year equaled or exceeded such expenditures from State sources in the second preceding year. Historically, Kansas has calculated maintenance of effort based on aggregate expenditures of state resources which support CTE activities within a state fiscal year.

Section 211(b)(1)(D) of Perkins V allows the State to establish a baseline for the first full fiscal year following the date of enactment of Perkins V (PY2020) by either continuing the 2018 level (second preceding fiscal year), or to re-set the baseline at 95% of the current (2019) funding level. The State chooses to establish the MOE at the continuing level. Based on current projections, the 2020 MOE baseline will be maintained at the level of $120,278,298.

D. Accountability for Results

1. ***Identify and include at least one (1) of the following indicators of career and technical education program quality—***
    a. ***the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;***
    b. ***the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or***
    c. ***the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)***

Kansas has chosen to measure the percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement.

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

Kansas is not utilizing any additional program quality measure(s).

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

5S2 – Postsecondary Credits Attained
Numerator: Number of CTE concentrators who, in the reporting year, obtained postsecondary credit as of that year.
Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.

2. ***Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)***

See form V.B.

3. ***Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—***
    a. ***a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance***

The SDLPs were posted on the Kansas Perkins V website, located at www.kansasregents.org/CTE. A notice announcing comment period dates and describing the opportunity to provide input was placed in the *Kansas Register*, issued as a press release, placed on the KSDE CTE blog, sent to all secondary and postsecondary institutions, KBOR, and the **KANSAS**WORKS State Board. The stakeholders we directed to the website where accessed the proposed performance levels, definitions of the core indicators, and a survey to provide input.

b. an explanation for the State determined levels of performance that meet each of the statutory requirements; and

- State CTE staff collaborated with KSDE Information Technology (IT) and KBOR Data and Research Unit staff to incorporate the changes in Perkins V performance indicators into the programming used in tabulation of the Consolidated Annual Report data
- State staff collaboratively determined the most recent years of complete data available
- Utilizing the new parameters around the performance levels, the most recent years of complete data available were tabulated. KSDE averaged performance calculations for the entire state, two grade levels of students and special populations over the most recent three-year period. KBOR Data and Research Unit staff calculated a performance scenario based on the last three years of concentrator data.
- In consultation with stakeholders, the State Team analyzed student performance trends. KSDE utilized the average of student scores, and the data revealed predicable trends of performance levels. KBOR also used Perkins coordinator input on student performance trends from the local perspective.
- Kansas CTE State Team aligned the proposed performance levels with the State and agency strategic plans

c. A description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives of other Federal and State laws, (Section 122(d)(10) of Perkins V).

Secondary: KSBE has adopted the Kansas Vision which supports the success of each student. Identifying all students' performance and disaggregating data for special populations' performance levels on academic assessments will provide necessary levers to improve success for each student. Performance indicators tie directly into goals articulated in the ESEA plan where growth of around 2.5% per year over thirteen years in expected in order to reach the long-term academic achievement goal as well as 2% growth per year over thirteen years in order to reach the long-term graduation goal. (ESEA 1111 (C)(4)(A)a1).

State determined level of performance for concentrators pursuing non-traditional fields is tied directly to Title IX. It is imperative that Kansas continues to increase awareness regarding this indicator.

Postsecondary: The vision of Kansas CTE is that of an innovative system that provides premier technical education, prepares students for careers of the future, and promotes the growth and success of Kansans. This vision, as well as the visions of KBOR and TEA relate directly to the Perkins performance metrics – credential attainment, non-traditional student concentration and completion, and employment. The state performance goals set by KBOR reflect that the expectation of postsecondary recipient is continual student success and institutional improvement.

Perkins V and all postsecondary CTE programming will be coordinated through the TEA, which will continue to collaborate with WIOA partners to improve education and the economy of Kansas.

As part of the procedures for determining State determined levels of performance, describe the process used to establish a baseline for those levels.

Secondary: KSDE presented 2018 performance data, which was calculated according the Perkins V performance indicators, to the regional needs assessment co-coordinators on June 18, 2019. Secondary CTE coordinators and KSDE staff discussed SDLPs at the K-ACTE Conference on July 25, 2019 and at the New Coordinator Workday on July 31, 2019. KSDE staff held meetings with the agency staff to determine SDLPs based on the input they received at the CTE coordinator meetings, needs assessment meetings, and the K-ACTE Conference, and

continuously consulted with IT data analysis staff and Kansas Assessment Coordinator on the changes occurring in the state assessments and predicted outcomes.

Postsecondary: The Kansas Board of Regents CTE and data teams met extensively during the transition year to define the numerators and denominators of the core indicators. In addition, the teams attended the Data Quality Institute in the fall of 2019, and also attended Town Hall meetings held by OCTAE to garner as much knowledge as possible and assist in this process. Once the core indicators were defined, the Perkins data team compiled the data from 2016, 2017, and 2018 utilizing the new core indicator definitions. The State Team was also able to provide three years of historical data to eligible recipients, so they could see their institutional performance under the new Perkins V scenario data. At the Perkins grant manager annual meeting, workgroups reviewed the newly calculated state and historical institutional data. The Perkins CTE and data teams met to review the three years of historical data, based on the new core indicators, which assisted in setting new baselines.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

During the comment period for the state determined levels of performance, one response was received, which was unrelated to the SDLPs, and included below:

Comment: *While perhaps not directly related to this plan I would encourage law makers and policymakers to consider middle school funding sources for CTE programs. Currently we are expanding CTE programs into the middle school level but many of the funding sources are restricted to only be used on high school programs. This is a significant hindrance to providing quality CTE experiences to our middle school students.*

Response: *The State team appreciates the feedback regarding expanding funding support to the middle school level. While it is not related to the state determined performance levels, the comment will be taken into consideration as the State Plan is developed.*

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

SECONDARY RECIPIENTS

First Occurrence: If an eligible recipient fails to meet at least 90% of an agreed-upon local level of performance for any core indicator the first time in the four-year cycle, the eligible recipient will be placed on probation and required to complete an Action Plan for Improvement. The Action Plan for Improvement includes five activities that will encourage the eligible recipient to evaluate data, participate in professional development and leverage internal resources to improve performance. KSDE will provide technical assistance necessary to assist with the completion of the Action Plan Components as well as linking the eligible recipient to resources to help improve performance. The Action Plan for Improvement must be completed, and performance must meet at least 90% of an agreed-upon local level in order for the eligible recipient to be considered for removal from probation.

Second Occurrence: If an eligible recipient fails to meet at least 90% of an agreed-upon local level of performance for any core indicator for the 2nd time in the four-year cycle, the eligible recipient will be required to update the Action Plan for Improvement. The Action Plan for Improvement includes five activities that will require the eligible recipient to evaluate data, participate in professional development and leverage internal resources to improve performance. KSDE will provide technical assistance necessary to assist with the completion of the Action Plan Components as well as linking the eligible recipient to resources to help improve performance. KSDE will reserve the right to withhold funds of 10% or more from the Perkins allocation for that eligible recipient and

those funds will be utilized to provide targeted technical assistance for performance improvement for that eligible recipient. The Action Plan for Improvement must be completed, and performance must meet at least 90% of an agreed-upon local level in order for the eligible recipient to be considered for removal from probation.

Third Occurrence: If an eligible recipient fails to meet at least 90% of an agreed-upon local level of performance for any core indicator for the 3rd consecutive year, the eligible recipient will be required to update the action plan for improvement. If there has not been meaningful progress, KSDE reserves the right to withhold funds again. The decision will be made based on the amount of progress the eligible recipient has made and the engagement level of the eligible recipient in the improvement process. Without meaningful progress towards improvement, KSDE reserves the right to withhold or redirect all Perkins funding for targeted assistance.

POSTSECONDARY RECIPIENTS

First Occurrence: Each local recipient must meet their negotiated performance level or 90% of the state target for each core indicator. If a local recipient fails to achieve either target, a Perkins performance improvement plan must be developed and implemented. The improvement plan will be submitted with the final report, and, depending on the performance indicator, level of performance, and institutional circumstances, various methods of technical assistance will be provided.

Second Occurrence: If a local recipient fails to meet both their negotiated performance level and 90% of the state target for any core indicator for the 2nd time in the four-year cycle, the Perkins performance improvement plan must be updated. KBOR will provide technical assistance and reserves the right to withhold funds of up to 10% from the local Perkins allocation to be utilized to provide targeted technical assistance. A local recipient must meet their agreed-upon performance level or 90% of the state level to be considered for removal from probation.

Third Occurrence: If a local recipient fails to meet both their negotiated performance level and 90% of the state target for any core indicator for the 3rd time in the four-year cycle, the Perkins performance improvement plan must be updated. In addition, KBOR reserves the right to withhold or redirect all Perkins funding. The decision will be made based on the degree of improvement that has been achieved, and sanctions may be waived due to exceptional or uncontrollable circumstances. In the event that funds are withheld, KBOR will utilize a portion of those funds to provide targeted technical assistance in the area(s) of weakness.

II. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

☐ The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

B. EDGAR Certifications

☐ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

☐ The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

B: Budget Form

State Name: Kansas

Fiscal Year (FY): FY19

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	$11,362,299
2	State Administration	5%	$568,114
3	State Leadership	10%	$1,136,229
4	Individuals in State Institutions	1%	$113,622
4a	Correctional Institutions	Not required	$56,811
4b	Juvenile Justice Facilities	Not required	$56,811
4c	Institutions that Serve Individuals with Disabilities	Not required	-
5	Nontraditional Training and Employment	Not applicable	$67,400
6	Special Populations Recruitment	0.10%	$11,362
7	Local Formula Distribution	85%	$9,657,956
8	Reserve	15%	$1,448,692
9	Secondary Recipients	50%	$724,346
10	Postsecondary Recipients	50%	$724,346
11	Allocation to Eligible Recipients	85%	$8,209,264
12	Secondary Recipients	50%	$4,104,632
13	Postsecondary Recipients	50%	$4,104,632
14	State Match (from non-federal funds)	Not applicable	$568,114

Table 6: Section 113(b) Core Indicators of Performance

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State's discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post-Program Placement

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.[3]	4S1	Non-traditional Program Concentration
The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.		
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.	5S2	Program Quality – Attained Postsecondary Credits

[3] This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Post-Program Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.[4]	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. [5]	3P1	Non-traditional Program Concentration

[4] This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets "within 1 year of completion" to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student's completion of the program.

[5] This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

B: State Determined Levels of Performance (SDLP) Form

State Name: Kansas

Column 1	Colum 2	Colum 3	Colum 4	Colum 5	Column 6
Indicators	**Baseline Level**	**Performance Levels**			
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
Secondary Indicators					
1S1: Four-Year Graduation Rate	85	85	85	85.5	85.5
1S2: Extended Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts	31	31	31	31.10	31.10
2S2: Academic Proficiency in Mathematics	24	24	24	24.10	24.10
2S3: Academic Proficiency in Science	27	27	27	27.10	27.10
3S1: Post-Program Placement	85	85	85	85.5	85.5
4S1: Non-traditional Program Concentration	30	30	30	30.5	30.5
5S1: Program Quality – Attained Recognized Postsecondary Credential (optional)					
5S2: Program Quality – Attained Postsecondary Credits (Optional)	52	52	52	52.5	52.5
5S3: Program Quality – Participated in Work-Based Learning (Optional)					
5S4: Program Quality – Other[6] (Optional)					

[6] The Perkins V State Plan Portal will allow an eligible agency to include on this form as many "other" program quality indicators as they choose.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	**Baseline Level**	**Performance Levels**			
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
Postsecondary Indicators					
1P1: Post-Program Placement	75	75	75	76	76
2P1: Earned Recognized Postsecondary Credential	70	70	70	71	71
3P1: Non-traditional Program Concentration	7	7	7.5	8	8

Provide any additional information regarding SDLPs, as necessary:

APPENDIX A

DEFINITIONS

DEFINITIONS

ACT WorkKeys: ACT WorkKeys® assessments measure foundational skills required for success in the workplace and help measure the workplace skills that can affect job performance.

AO-K: The Accelerating Opportunity: Kansas initiative combines contextualized, integrated academic instruction provided by an adult education program with the CTE curriculum. Students earn their high school equivalency and an industry-recognized credential simultaneously.

AO-K @ Work: The Kansas Board of Regents received a grant from Walmart Inc. to develop customized training programs branded as Accelerating Opportunity: Kansas @ Work. These programs are delivered in partnership with retail and service-sector employers and focus on employer and employee needs, providing engaging staff development and retaining a more skilled workforce.

Career Cruising: Career Cruising connects the real world to the classroom with the latest career and labor market information, salaries, and educational pathways.

CCTC: Common Career Technical Core is a state-led initiative to develop high-quality Career Technical Education (CTE) standards for what students should know and be able to do at the end of a CTE program and to be career ready.

CPPSA: Career Pathway Program of Study Application is a step-by-step checklist to help create new Pathways or submit maintenance information on old Pathway applications.

Excel in CTE: Excel in CTE is a state funded initiative which provides tuition-free opportunities for students to take postsecondary CTE courses prior to graduating from high school.

FTE: Full-Time Equivalent

Industry-recognized credentials: A credential that is sought or accepted by employers within the industry or sector involved as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes. Where appropriate, the credential is endorsed by a nationally-recognized trade association or organization representing a significant part of the industry or sector.

IPS: Individual Plan of Study is both a product and a process that students may use with support from school counselors, teachers, and families to help them define their career goals and postsecondary plans and make informed decisions about their courses and activities throughout high school.

JIIST: Jobs and Innovative Industry Skills Training grant provides innovative programs with private companies needing specific job skills and other industry training needs that cannot be addressed with current funding streams.

K-ACTE: Kansas Association for Career and Technical Education (formerly KVA) is a professional association that provides opportunities for educators, administrators, and other supporters of CTE.

K-PAC: Kansas Pathway Assessments and Credentials is a list of pathways, organizations/companies and their assessments/credentials maintained by Kansas State Department of Education.

K-TIP: The Kansas Training Information Program reports CTE program majors and graduates across two-year institutions, as well as employment and wages for those students. K-TIP data is reviewed annually and shared with secondary and postsecondary education, industry partners, legislature, and other stakeholders.

KACCTE: Kansas Advisory Committee for Career and Technical Education provides business and industry a unified voice to advocate and offer recommendations for continuous improvement for CTE in K-12 & Higher Education.

KAESA: Kansas Association of Education Service Agencies is an association of seven education service centers in Kansas that are committed, collectively and individually, to helping every school, every educator, and every student succeed.

Kansans Can Initiative: Kansans are demanding higher standards in academic skills, as well as employability and citizenship skills, and the need to move away from a "one-size-fits-all" system that relies exclusively on state assessments. This new vision for education calls for a more student-focused system that provides support and resources for individual success and will require everyone to work together to make it a reality. Together, Kansans Can.

Kansas Department of Children and Families: (DCF) the state agency which oversees WIOA title IV.

Kansas Department of Commerce: the state's leading economic development agency which oversees WIOA titles I and III.

Kansas Department of Corrections: The state's corrections agency.

Kansas Economic Development Regions: Kansas is divided into five local areas. Each area has a local workforce development board and one-stop operator responsible for Workforce Center operations.

Kansas State Plan Management Team (State Team): The State Team consists of representatives from secondary CTE, postsecondary CTE, and adult education.

KANSASWORKS State Board: **KANSAS**WORKS is an employer-driven strategic partnership among businesses, economic development organizations, training providers, educational institutions, state agencies, and other service agencies.

KASB: Kansas Association of School Boards is a non-profit education association whose purpose is to secure the best possible public educational opportunity for all children in the State of Kansas by providing its members with services that include lobbying efforts, board training, publications, seminars, research, legal information, negotiations, and policy services.

KBOR: Kansas Board of Regents is a nine-member governing board of the state's six universities and the statewide coordinating board for the state's 32 public higher education institutions. In addition, the Board administers the state's student financial aid, adult education, high school equivalency, and CTE programs.

KCCTE: Kansas Center for Career and Technical Education was created with the purpose of providing technical and professional development for CTE instructors.

KESA: The Kansas Education Systems Accreditation's mission is 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.

KHEDS: Kansas Higher Education Data System supports informed decision-making through the collection, analysis, and reporting of postsecondary education in Kansas. KHEDS includes the Kansas Postsecondary Database (KSPSD), developed to collect student data, and Program Inventory (PI), Course Inventory (CI), and

Courses within Programs (CWPs).

KSBE: Kansas State Board of Education consists of ten elected members, each representing a district comprised of four contiguous senatorial districts.

KSDE: Kansas Department of Education oversees a variety of state and federal programs designed to provide access and services to all Kansas K-12 students, to improve teaching strategies, and to ensure compliance with all state and federal laws and regulations.

MAP Test: Student aptitude assessment tool

NAPE: National Alliance for Partnerships in Equity is a consortium of state and local agencies, corporations, and national organizations.

NCCER: National Center for Construction Education and Research is a not-for-profit education foundation created in 1996 as the National Center for Construction Education and Research.

Pathway: Kansas makes a distinction between “Pathway” and “pathway.” State-approved Pathways are capitalized and are eligible to receive Perkins funding. Local pathways are not approved by the state; while schools may choose to offer local pathways, they forgo Perkins funding.

Program Alignment: One of the initiatives underway by the Post-Secondary Technical Education Authority (TEA) to enhance technical education in Kansas is the alignment of specific technical programs. This project is driven by the needs of business and industry in the state. Groups of business leaders are convened by the Kansas Department of Commerce and KBOR with participation by program advisory committee members from Kansas colleges to “map” a preferred outcome for an occupational category.

SEL: Social Emotional Learning

TEA: Technical Education Authority consists of nine appointed members and three ex officio members representing business and industry, the general public, community colleges, technical colleges, KBOR, and state agencies. The TEA mission includes planning, development, implementation, and evaluation of CTE programs.

Work-based Learning Continuum: A continuum of experiences that offer students varying levels of exposure to career awareness, exploration, and specific preparation activities.

Workforce AID: Workforce Aligned with Industry Demand supports Kansas's strategic plan for economic development, keeping Kansas businesses competitive, and promoting a more robust economy.

APPENDIX B

PUBLIC HEARING COMMENTS AND RESPONSES

Stakeholder #1 Comment: "Secondary related page 19[1] adds the ability to use funding out of the Perkins grant to facilitate pd (professional development) for 7-8 teachers. One of the items in there is the course needs to be transcripted at the high school level. Does this mean high school credit? If so, current guidance on graduation requirements indicates that only can be done at the 8th grade level. We may need some clarification on that piece.

Page 17[2] career guidance and advisement. New federal pieces allow us to work at upper elementary level students down to 5th grade. I don't see anything prohibiting that, but I wanted to make sure that is something that would be allowable."

> **Response:** In order to promote quality teaching in approved Pathways, the state of Kansas will allow Perkins expenditures for professional development. This expenditure is now allowable for appropriately-licensed middle school Pathway teachers and staff for introductory courses transcripted for high school level and taught at the 7th and 8th grade levels beginning July 1, 2020.
>
> The intent of the statement in the State Plan is to ensure that middle school students have documentation on their transcript of the introductory courses completed in the Pathway. Statewide articulation agreements provide a smooth transition from high school to postsecondary programs. Credits earned in middle school may be used to fulfill possible minimum requirements of the articulation.
>
> The state is aware that grade levels identified as "middle grades" vary from district to district. The Individual Plan of Study begins in the middle grades and continues through postsecondary education, while each CTE Pathway's program of study begins in the eighth grade and continues through postsecondary programs. Therefore, it is up to the local recipients to ensure that the resources are equitably and effectively distributed across all levels.

Stakeholder #2 Comment: "We offer great pathways in the state, so we are having trouble finding teachers to teach those pathways. I was just wondering if that could be addressed as well."

> **Response:** In response to this comment and other input from stakeholders received by the state, the State Plan section II.B.1.d.(c) addresses how leadership funds will be used to recruit and retain CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals.

Stakeholder #3 Comment: "Hello, Clark Coco from Glasco, Kansas. Hello to my friends at the Kansas Board of Regents and the Kansas Department of Education. The tremendous time and effort that's been put in between the Kansas Board of Regents and the Department of Ed is very much appreciated. Believe me, I know the time and effort you all do as far as trying to reach out and grab and help each of us reach the goals. I think the thing that probably is always going to be there is, especially coming from the viewpoint of rural Kansas and that we can continue to try and strive and maximize between the communication between K-12, the Board of Regents and the Board of Regents institutions. *The concern always is how we communicate between K-12 and our institutions [1]* and how do we share staffing patterns, of which we all have issues, and how can we, if there are barriers, *how can we eliminate some of those barriers [2]* between them, and *how can we continue to market the value behind the technical education we deliver here in Kansas [3]*. We do a lot of data driven information. Sometimes the data maybe isn't quite as strong as we would like to see. We see parts of rural Kansas where five welders in rural Kansas is as powerful as 25 or 30 might be in more urban areas.

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[1] Page number refers to those in the Perkins V Kansas State Plan – now page 22.
[2] Page number refers to those in the Perkins V Kansas State Plan – now page 20.

So again, our friends from K12 and our friends at KBOR and/or others, and myself included can assist in any way of continuing to strengthen our communication between all of us, whether it is regional or statewide, I volunteer. Others will, too. We are looking forward to what Perkins does provide, we very much appreciate that, and we appreciate your efforts. My 14 or 15 years in Tech ed. Again, thank you, Kansas Board of Regents, and Department of Ed. You've treated me well, and you've treated the institutions I've worked at well.

So, I'm just putting it down that my concern is, again, continue to try to increase the opportunities for communication between the 37 pathways – that's a lot, and is everybody aware of that? Coming from the tech side of that, I'm not sure we were always aware of it. Probably more of a tech issue, but it is still an issue."

> **Response:**
> [1] The regional needs assessment teams were designed to address and improve communication between K-12, postsecondary institutions, and stakeholders. Ongoing consultation with business and industry and workforce development ensures that the needs assessment process and the State Plan implementation involves employers in the state. All stakeholders are involved in the communication between K-12 and postsecondary education.
>
> [2] Implementation of Perkins Programs of Study [Sec. 3 (41)] is an essential step in eliminating communication and collaboration barriers between K-12 and postsecondary education institutions. The current program alignment process will be enhanced by involving secondary education partners into the current process of consultation with business & industry and college faculty.
>
> [3] The new State Plan provides opportunities for collaboration between state agencies and stakeholders, including special populations, to create a unified marketing strategy. The new Kansas CTE marketing plan and strategy will be developed, and stakeholders will be provided with training and materials to market the value of CTE.

Stakeholder #4 Comment: "I'm Steve Loewen from Flint Hills Technical College, and also one of the co-coordinators of the Emporia comprehensive local needs assessment regional team. We met a couple of weeks ago, and one of the concerns, or maybe a better phrase is questions, is related to middle school level students, and you know, the state plan addresses professional development for teachers of CTE at the middle school level that are curious *whether or not it is allowable to spend Perkins funds on more than just professional development for our middle schools [1]*. So that's one question we have.

The second one relates to some of the barriers or the appropriate accommodations on page 29[3], I believe, and that's more from a . . .The previous question was more from the perspective of High Schools. For us, page 29 on the section provided with appropriate accommodations, *there is a list of things for support services, and we just wanted to make sure that that is not a required list of things must be – we have to address all those things [2]*. Don't know that the language necessarily states that or doesn't, but we're curious if it's just a "Yes, we have to put things in place." One of the concerns for us at Flint Hills Technical College was the issue of the child care, and a concern about how to do that, so, anyway. Wondering if that is a "may" as opposed to a "shall" or whatever the other words to pay attention to – "shall" or "will." Do those questions make sense? Thank you for allowing me to speak.

Stacy [Smith, KSDE] asked if our Regional group had recommended, and the recommendation on the middle school would be to allow that, not that all schools or many schools have to do that, but permissive ability to spend that money on more than just the professional development. And maybe it's there in the plan, and we just were not reading it in such a way that we understood that. So, if that makes sense, we appreciate the latitude."

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[3] Page number refers to those in the Perkins V Kansas State Plan – now page 32.

Response:
[1] Pre-Pathway exploration expenses should be borne by local funding, which supports the Kansas State Board of Education goal for Individual Plan of Study (IPS) for each student.

[2] Section B(3)(a)(iv) of the Kansas State Plan provides strategies for postsecondary institutions to consider training for commonly identified barriers for students in special populations in their region. The expectation is that institutions will consider accommodations and barriers on a case-by-case basis and reduce the effects of the barrier when possible. The State Team may provide relevant materials and training to assist institutions in their efforts or if state-wide concerns arise.

Stakeholder #5 Comment: "Good Morning. Thank you for the opportunity to speak. Dan Whistler. I was a high school science teacher at Sterling for thirty-three years, now working with Trane Corporation as their Educator in Residence. I attended a needs assessment in Hutchinson a couple of weeks ago, and the concern that I saw in visiting with our committee is in the area of the Energy Sector, as far as the numbers, the needs that are out there, the career opportunities that are out there for students. This was something I've seen through my work in the classroom and visiting with, for example, Bruce Graham, who was the Wind Energy instructor at Cloud County Community College. Kit Thompson has now taken over. The Bureau of Labor Statistics, I've shared with Tobias, a Bureau of Labor Statistics lists the Wind Technicians and Solar PV Technicians as the two fastest-growing career opportunities that are out there, and I know that's Nationwide when we're looking at the Bureau of Labor Statistics.

At a more local level, Kansas focus, Foresight 2020 lists a number of needs in the electrical area, especially the electricians, being the highest. Foresight 2020 shows that, in 2018 we had 145 awards granted for electricians with an annual need of 714. So, when we start looking at, again, the energy sector, I taught Anatomy and Physiology. I look at Energy kind of like blood moving through the body. All it takes is one ice storm for us to realize how dependent we are on electricity and energy in meeting our daily needs. So, I look at the numbers again for the needs assessment all the way from electrical generation to efficient use in buildings. *Across this [Energy] sector, I think those numbers are higher than what is reflected in the needs assessment [1]*.

The only other thing I would share is as we work on this, and it was kind of just related as far as middle school, is how we work to present the career opportunities earlier to students, and then make them aware of those opportunities, what it takes to be qualified, whether it is industry-recognized certificates, whether that is four-year degrees – whatever those needs might be [2]. So again, it goes across the secondary and post-secondary curriculum."

Response 5:
[1] To garner additional industry and region-specific labor data information, the regional needs assessment teams were encouraged to review sources other than those provided by the State Implementation Team. The Hutchinson regional team should take relevant additional information into consideration while completing the comprehensive local needs assessment.

[2] The Individual Plan of Study (IPS) begins in the middle grades and follows the student through their postsecondary options. IPS includes career aptitude and career assessment testing, field trips, self-evaluations, career planning, educational planning, etc. This is part of the accreditation process through Kansas Education Systems Accreditation (KESA), and schools receive on-going technical assistance and receive access to an online platform to coordinate career exploration activities.

Stakeholder #6 Comment: "Good Morning. My question involved the secondary performance levels – core indicators, as it were. The 4S2[4] one is where my question lies, which is program quality, which is 'Attained Postsecondary Credit.' The way I read it, it mentions something along the lines of they have to attain

[4] Core indicator 4S2 is now referred to as 5S2 – Postsecondary Credits Attained

postsecondary credit relevant to career and technical education or program of study, and 51% is our targeted goal. The question is, is that any college credit, like English Comp credit or Biology credit, or something like that? Does that also count, or is it only career and tech education courses like an Auto or a CNA class or something along those lines?"

KBOR Staff: "So, I am going to repeat what I think the question is. It is about that secondary indicator and whether that postsecondary credit is any type of credit such as General Education type credit, or if it's CTE?"

Stakeholder #6: "Yes, it is. The only comment I'd have is, talking to people, that's one of the questions they always came across was 'What does that count?' And our smaller schools out here, some of them are a little difficult to attain the college credit just in CTE alone, if that were the case."

> **Response 6:** All postsecondary credits attained by CTE concentrators at the secondary level are included in the calculation of core indicator 5S2. Perkins V defines this core indicator as "the percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement" (Sec. 113(b)(2)(iv)(I)(aa)). All Pathway programs of study include both academic and technical coursework, which is why all postsecondary credits are applicable in this core indicator.

Available at https://kansasregents.org/CTE

APPENDIX C
SECONDARY LOCAL APPLICATION TEMPLATE

APPENDIX D
POSTSECONDARY LOCAL APPLICATION TEMPLATE

APPENDIX E
POSTSECONDARY ANNUAL FORMS AND BUDGET

APPENDIX F
COMPREHENSIVE LOCAL NEEDS ASSESSMENT TEMPLATE

KANSASWORKS STATEWIDE COMMON IDENTIFIER

THE NEW BRAND STANDARDS MANUAL WILL INCLUDE

CUSTOMER SERVICE

Have a customer service priority in mind when creating common identifier materials

BRAND JOURNEY

Will identify brand values and mission and communicate those through marketing strategies

TIMELINE

Will address a timeline for the rollout of a statewide branding initiative for the Workforce Centers

The Statewide Common Identifier Workgroup was put together to commonly brand the physical **KANSAS**WORKS Workforce Centers. The workgroup is currently made up of representatives from each of the local areas who are working to create a common brand for all physical workforce centers and how to assist customers and businesses in understanding the relationship between Workforce Centers across the state. **Key items discussed: What we will call the Workforce Centers - branding of the physical workforce centers, the need for funds to cover the signage/gradual assistance from the Kansas Department of Commerce, what will the logos look like, how will we present and communicate this information.**

PLANS AND GOALS

- Brand Guideline manual will include: logo specifications, color palettes, typography and branded materials.
- Create a portal of branded materials to include: flyers, job fair flyers, tool kit for social media, content library, brochures and more as seen fit by workgroup.
- Have a communication point person in each of the local areas to relay information to all appropriate partners, boards and staff.
- Include social media guidelines and policies in our conversations.

NOTE: Local areas remain free to utilize their local brands as they so choose and need, except for identification of the centers

NEXT STEPS

STEP ONE: Group members will decide how they are identifying their career centers - geographical, by city, by county.
STEP TWO: Department of Commerce will provide visual examples to the group to present to their local boards
STEP THREE: Local areas will create an anticipated budget of changing facility signage (inside and out).
STEP FOUR: Discuss the option of KAWB (Kansas Association of Workforce Boards) managing the workforce center brand once the framework has been established. At that time, KAWB would work to develop the day-to-day policies on how to manage the brands along with the local area brands – such policies would of course jive with the State Board policy framework around the branding of the centers and logo designs, etc.

WICHITA STATE UNIVERSITY

Goal 1: Customer Service

January 23, 2020

Overview and Methodology

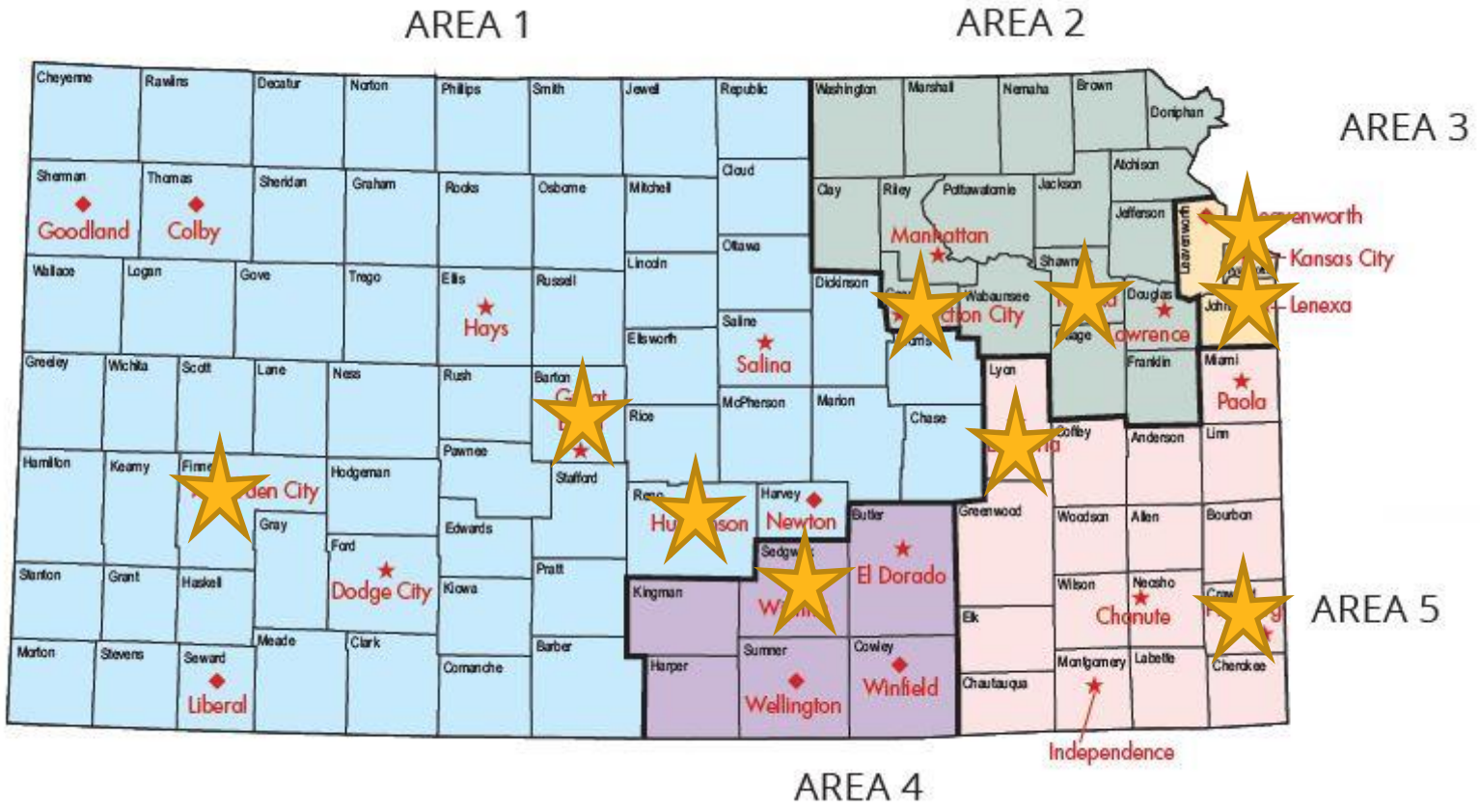
KANSAS WORKS
STATE BOARD

Goal 1

1. **Empower** employees to succeed
2. **Obtain** customer service input
3. **Determine** and share best practices

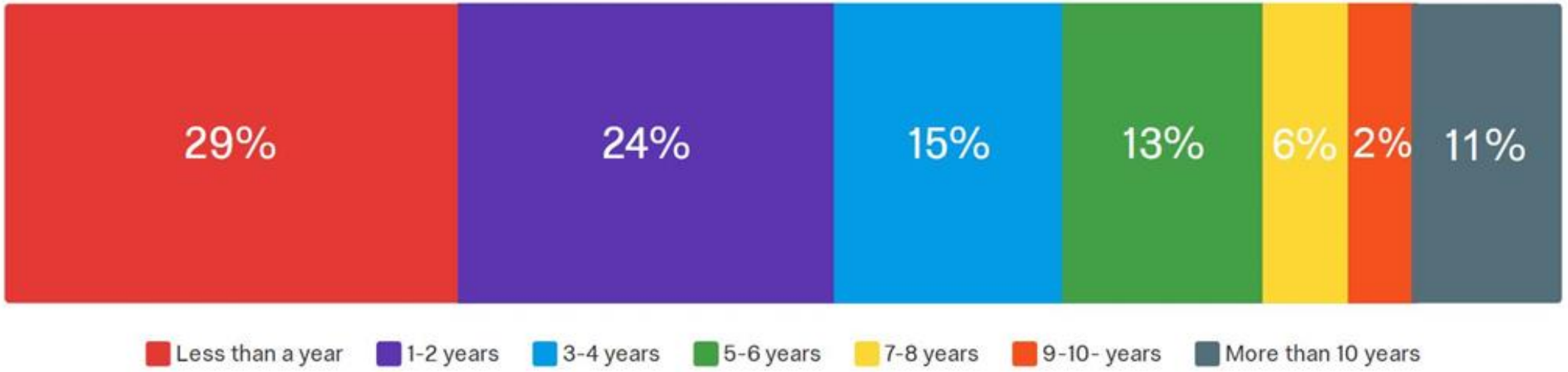
Overview and Methodology

- 163 Online Surveys
- 11 Focus Groups
- 15 Supervisor Interviews
- 5 Leadership Meetings



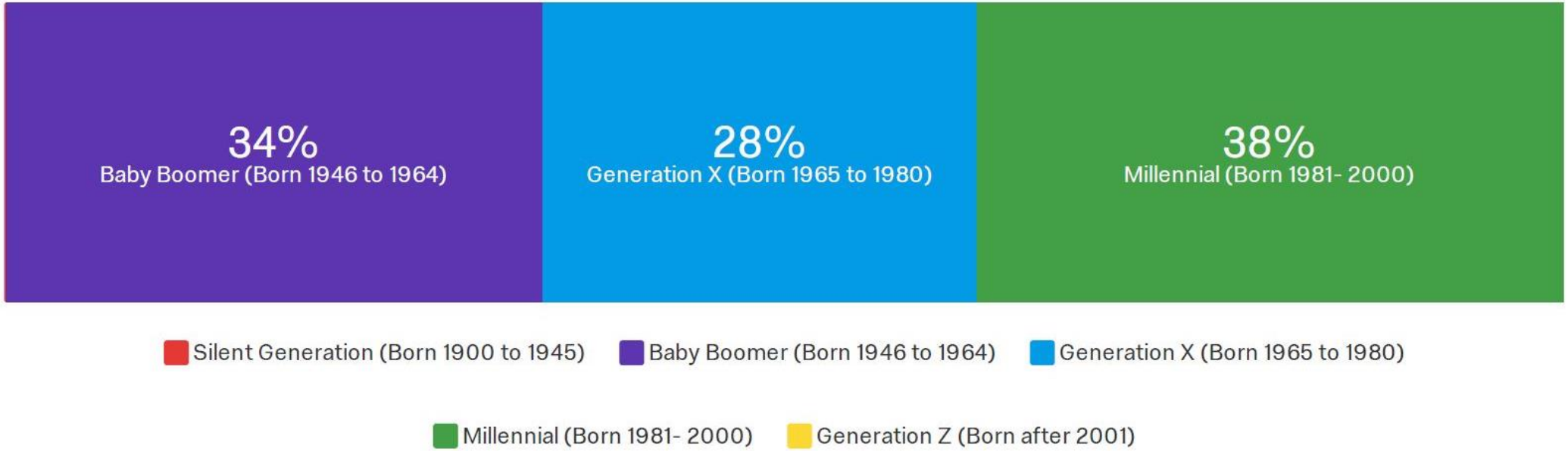
Overview and Methodology

Focus Groups Demographics:
Length of Employment at Workforce Centers



Overview and Methodology

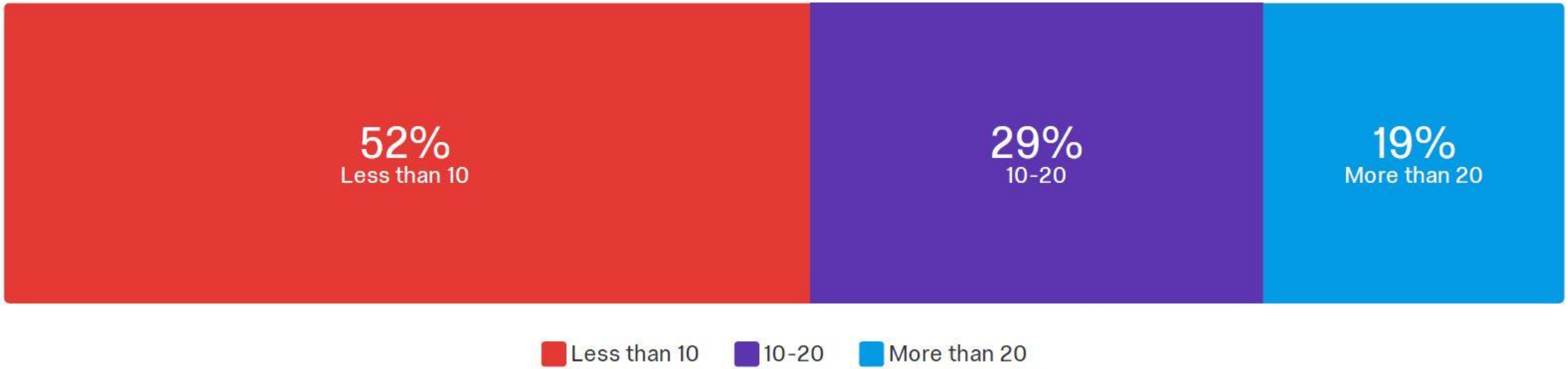
Focus Groups Demographics:
Generations Represented



WICHITA STATE UNIVERSITY

Overview and Methodology

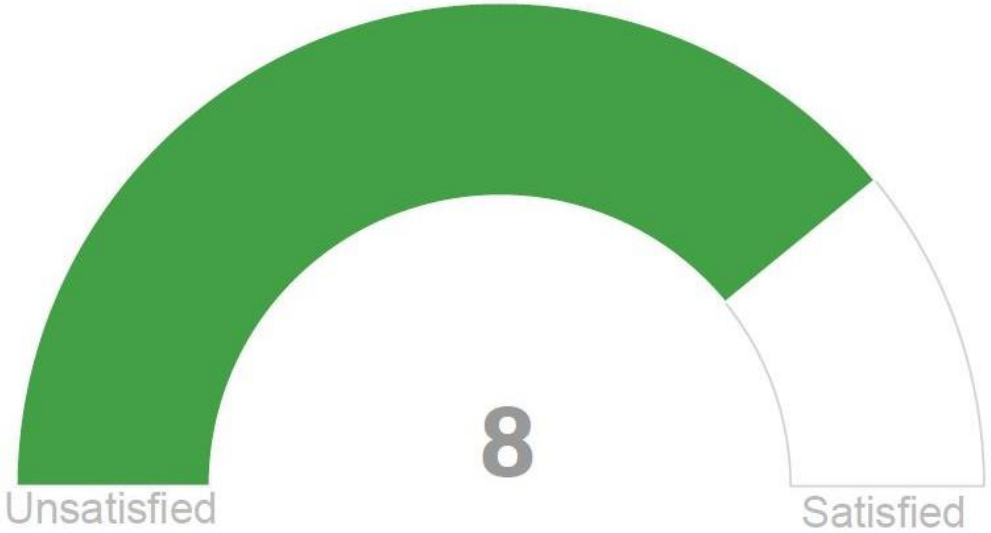
Focus Groups Demographics:
Office Size



Wichita State University

Overview and Methodology

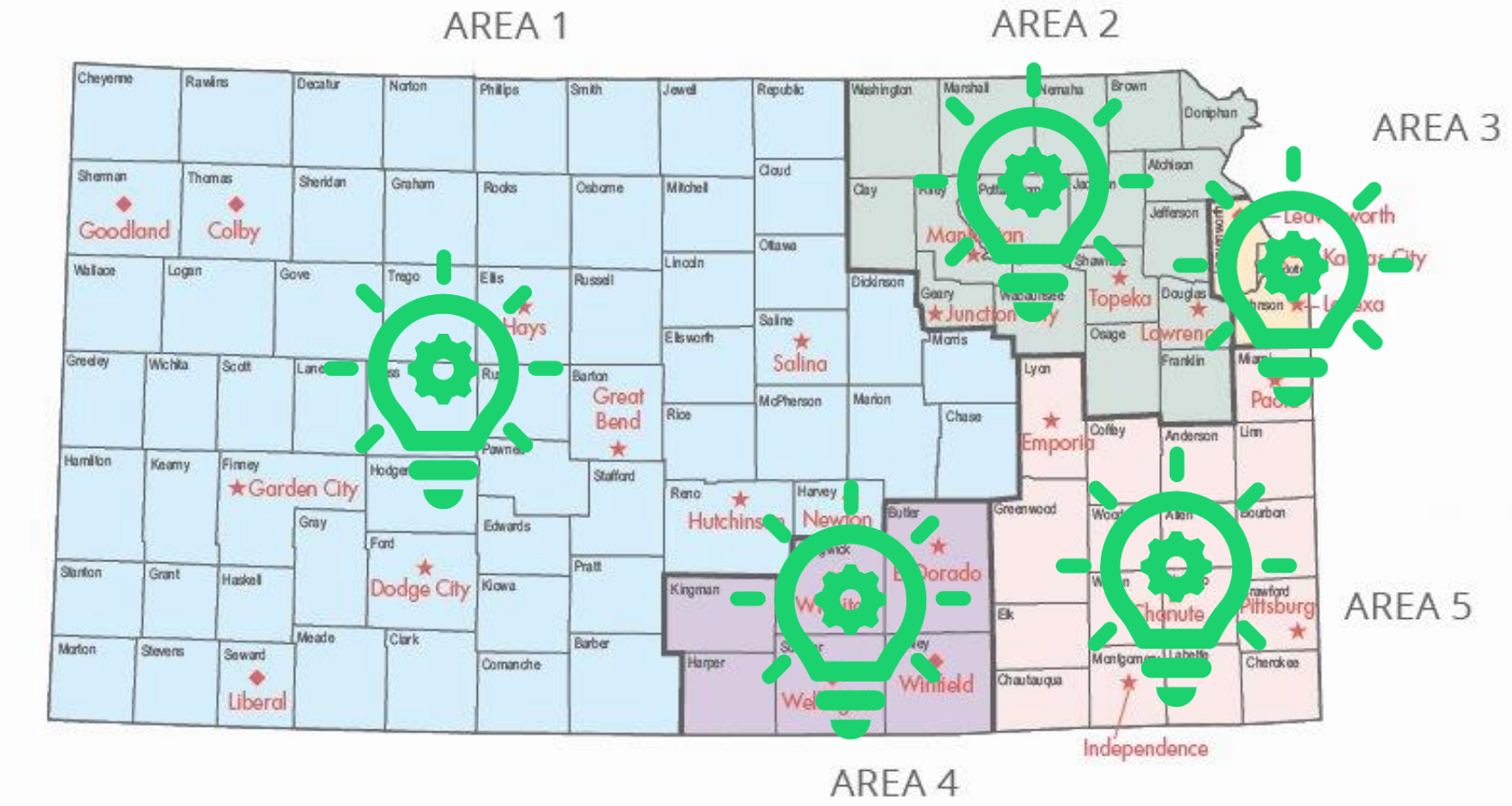
Focus Groups Demographics:
Job Satisfaction



Wichita State University

Customer Service Strengths

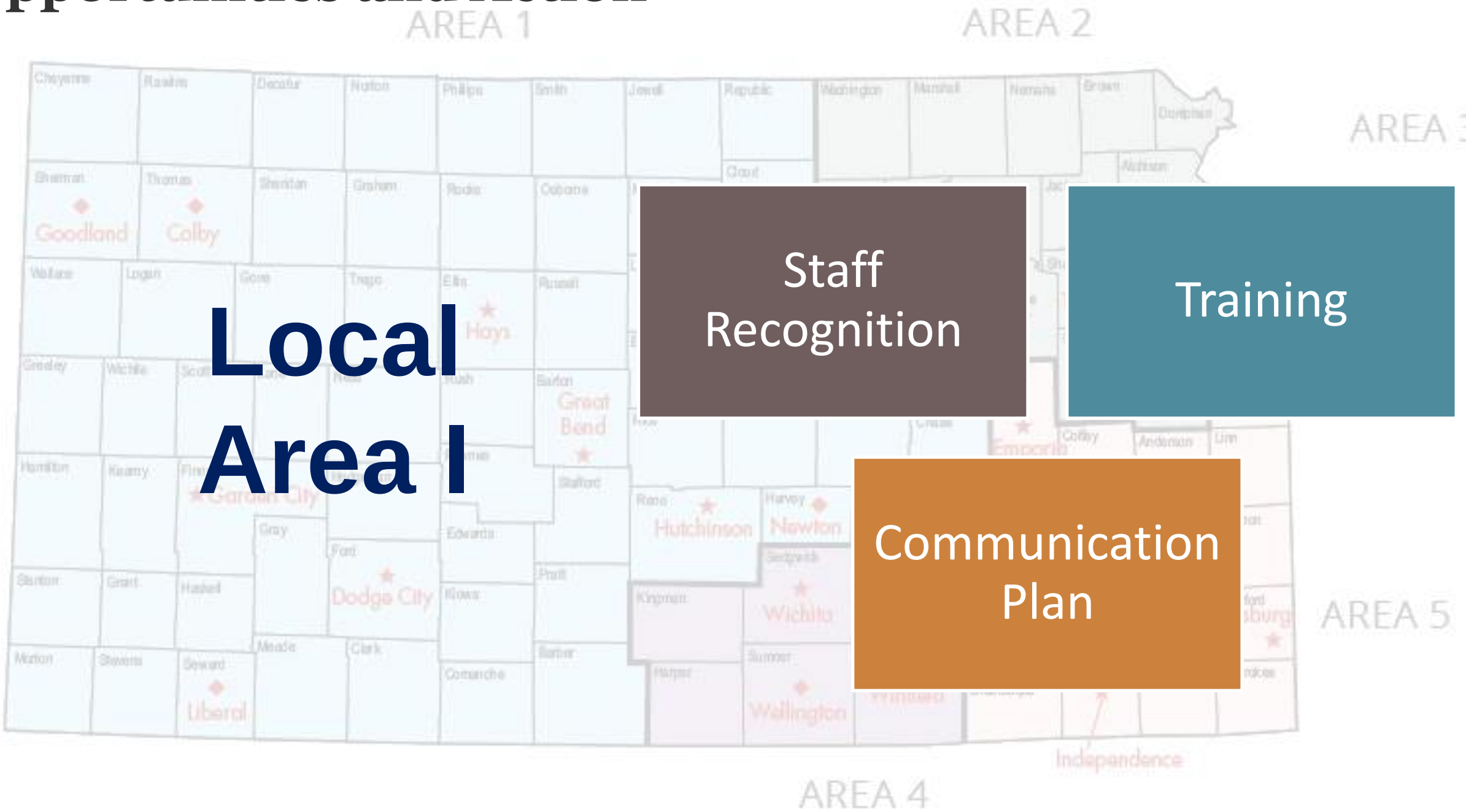
Customer Service Strengths – Promising Practices



Wichita State University

Opportunities and Action

Opportunities and Action



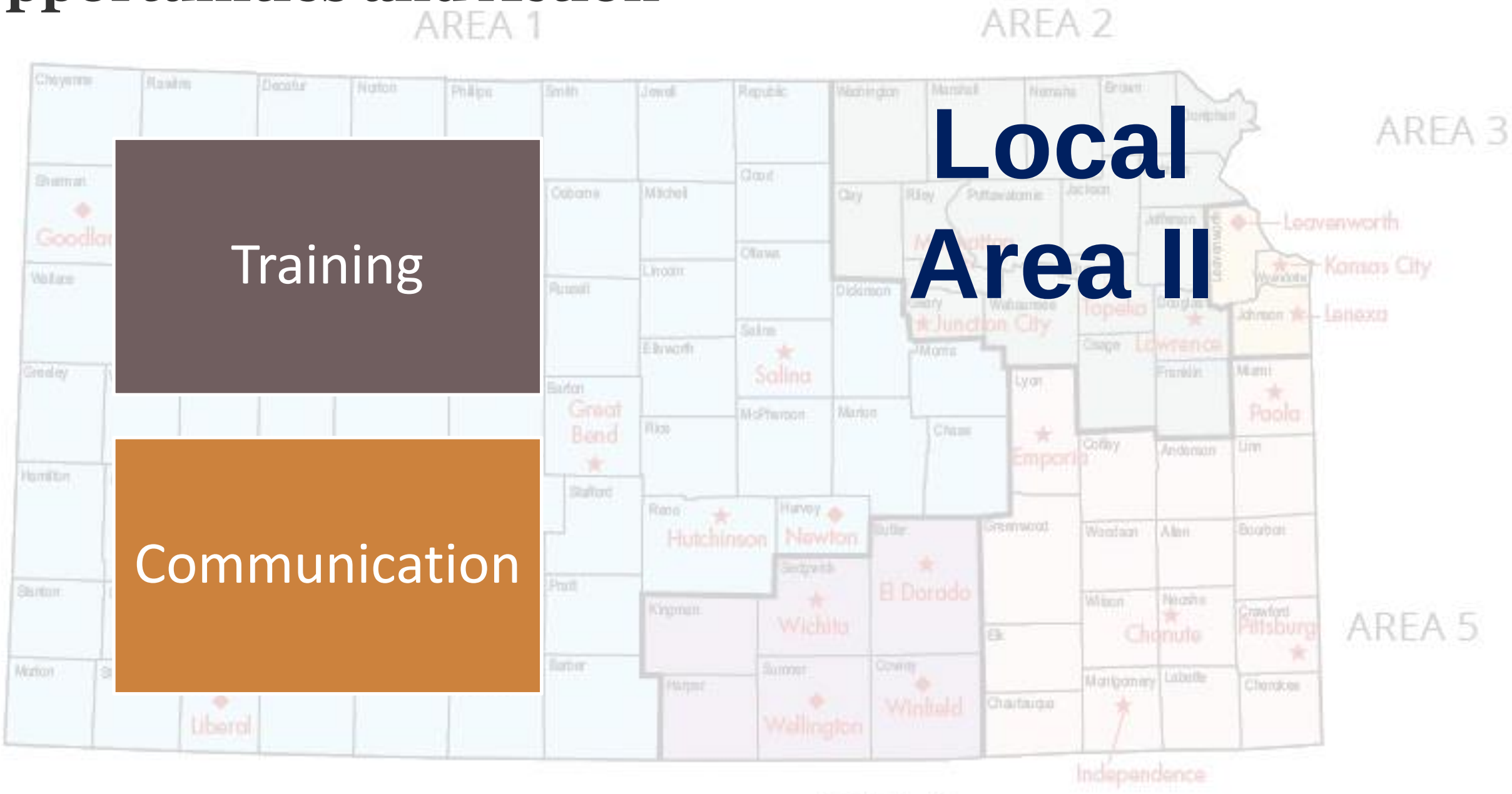
Local Area I

Staff Recognition

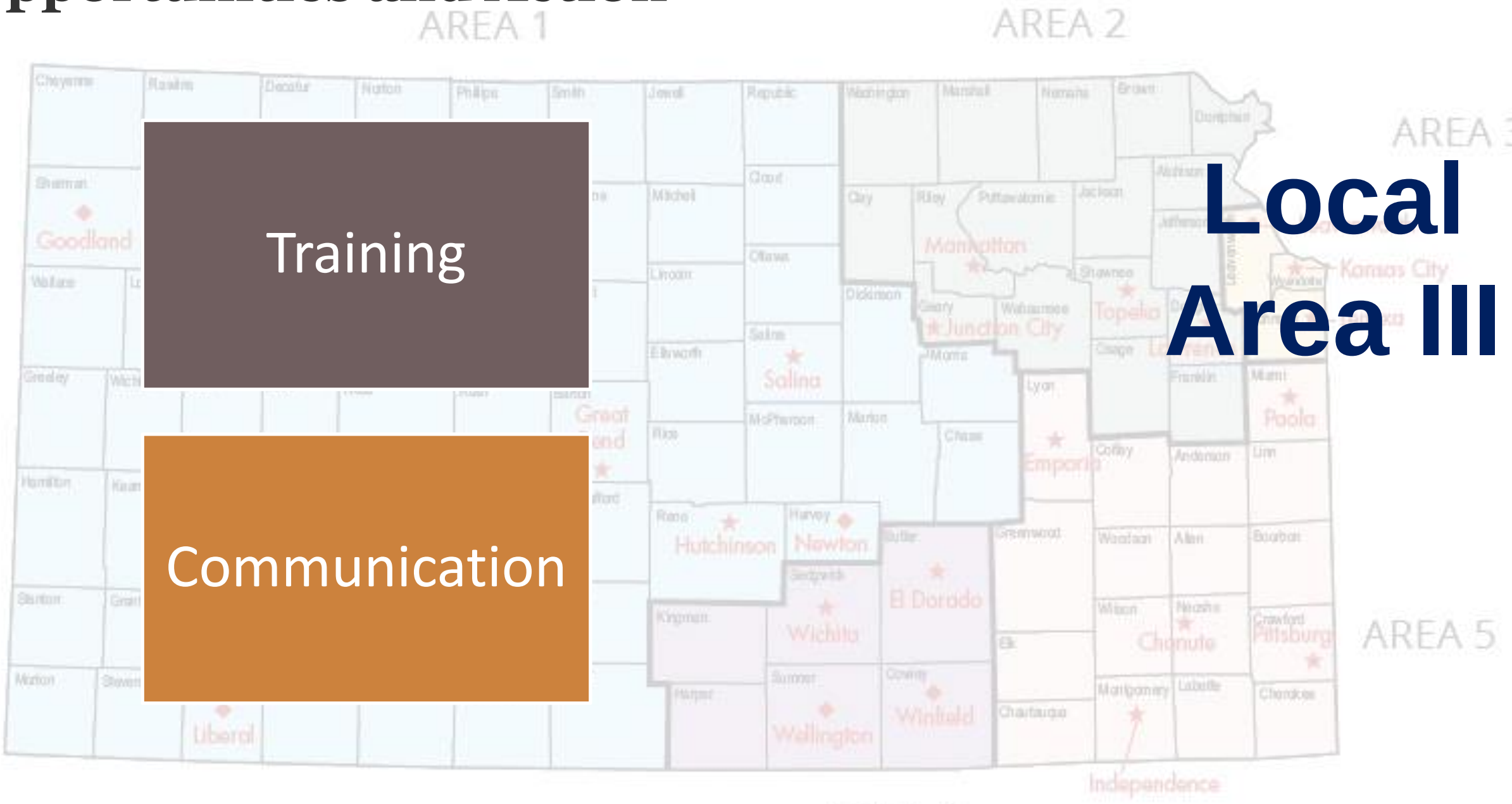
Training

Communication Plan

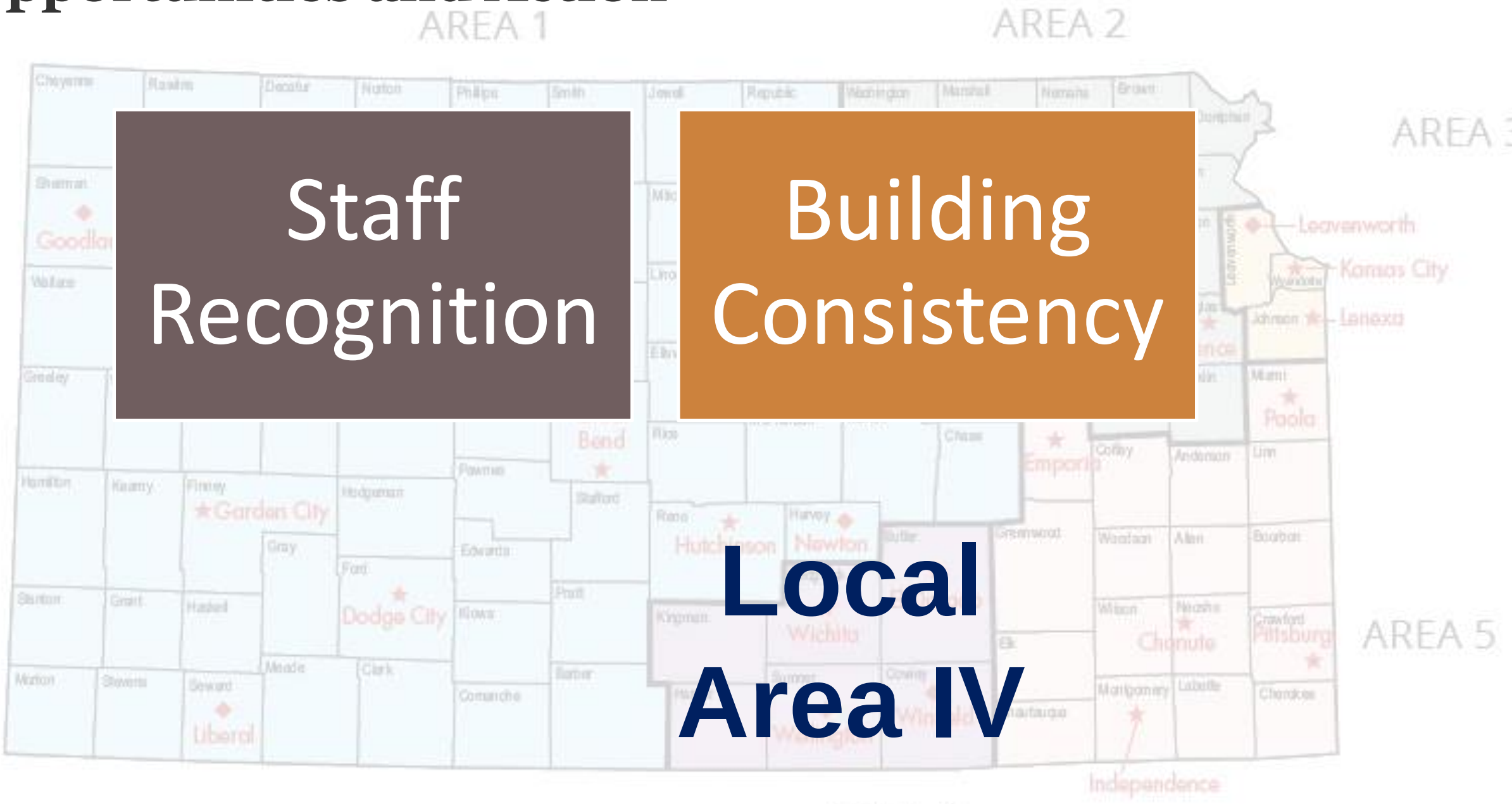
Opportunities and Action



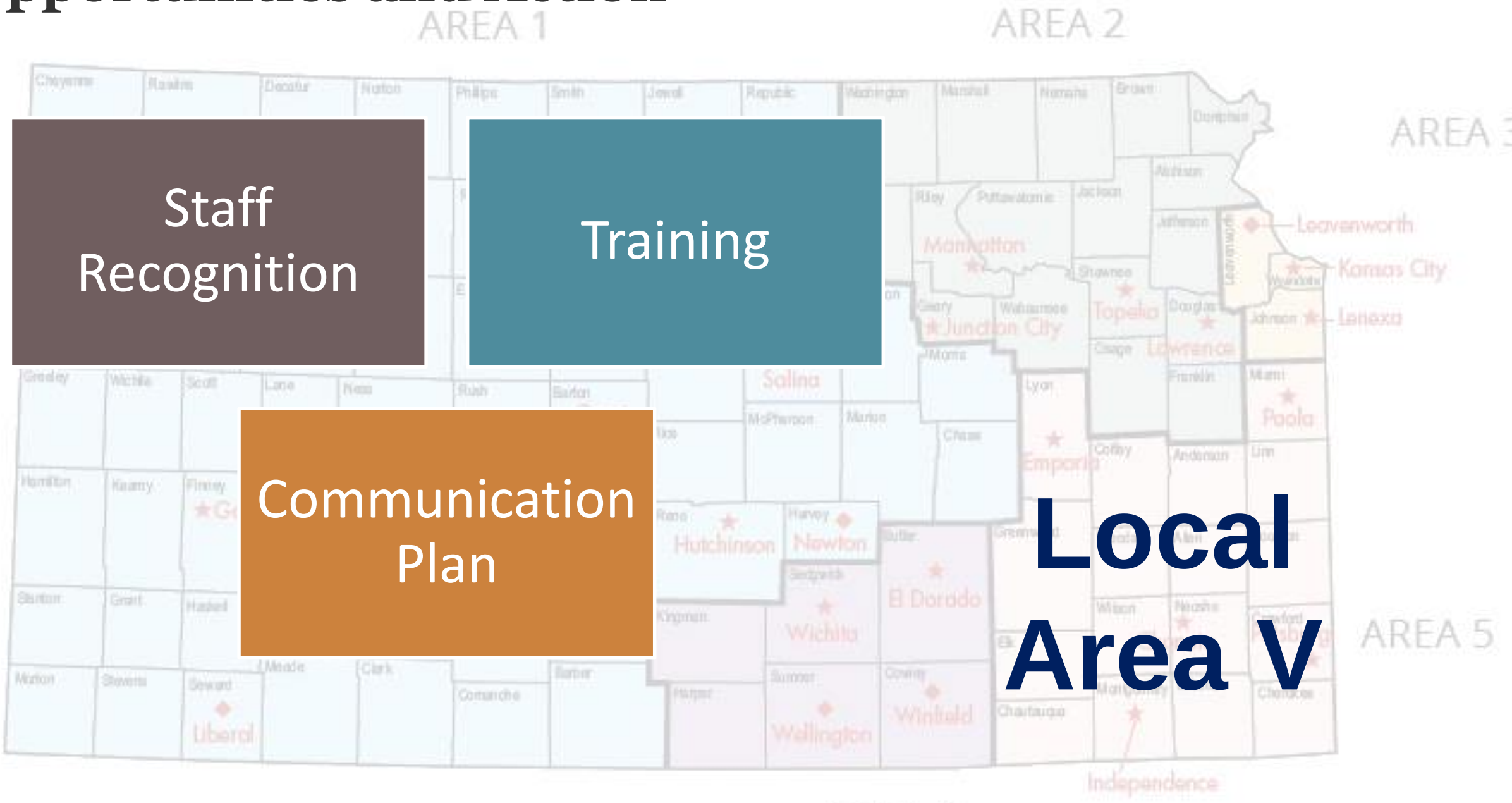
Opportunities and Action



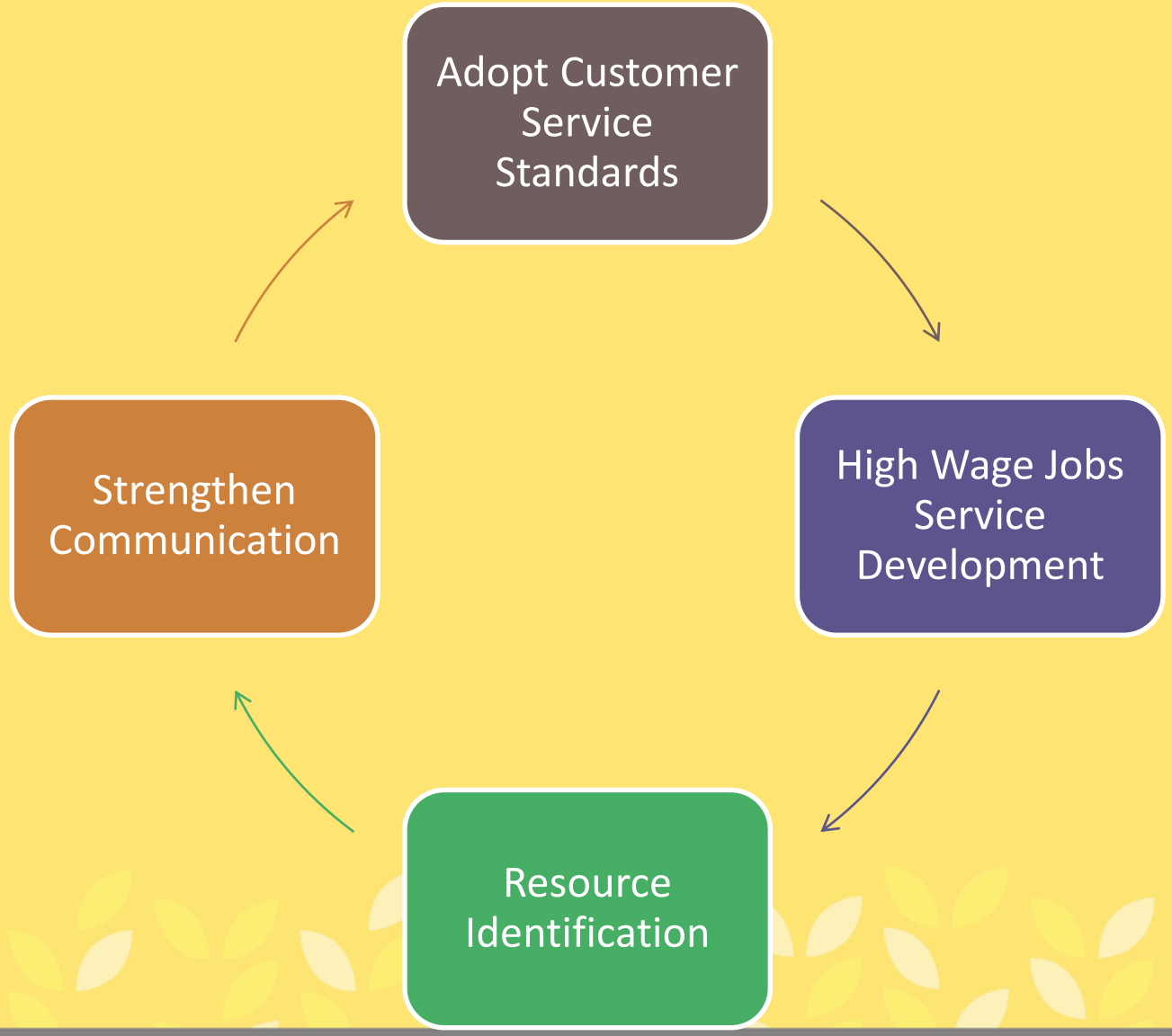
Opportunities and Action



Opportunities and Action



Recommendations



Project Updates

WICHITA STATE UNIVERSITY

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KANSASWORKS State Board
January 23, 2020
FY20 / Quarter 2
Workforce Program Initiatives Summary

KANSASWORKS STATE BOARD STRATEGIC PLAN

Goal 1: Customer Service

1. Empowering Employees to Succeed

- Focus groups – In the early months of 2019, WSU traveled to each of the local areas and met with staff as part of focus groups, targeting frontline employees and partners. The purpose of these sessions was to gain additional information on customer service, empowerment, support in the work place, and what success looks like for Workforce Professionals. The focus groups also identified the top barriers to customer service as well as best practices.
- Supervisor feedback – As a follow-up to the frontline staff focus groups, WSU conducted phone interviews with Workforce Center Supervisors to get their perspective on customer service. They were asked the same questions as their staff were during the focus groups. The results meetings were included in the overall local and state reports.
- Based on these meetings, WSU recently released a statewide report with overall strengths, opportunities, recommendations and best practices as well as a report mirroring this for each local area. These reports have been shared with each local area. During the last few months of 2019, WSU travelled to the local areas to meet with the Regional Operations Managers, the Executive Directors and the State Operations Director to review the report and discuss next steps for each local area. Each local area determined actions items and a timeline associated with these items.

2. Obtain Customer Service Input

- Secret Shoppers – The final draft of the 2nd Secret Shopper report is available on the state board website.
- Customer Surveys – Once kiosks have been in the Workforce Centers for a few months, WSU will work with Commerce to analyze the customer service survey results gathered at the kiosks. Then they will utilize a follow-up survey to ask questions that complement the 11 common questions, to dive deeper into their experiences at Workforce Centers. They are also in the process of analyzing all employer surveys and meeting with a taskforce made up of key staff and stake holders from each local area. This taskforce will be working to develop a common employer survey.
- Focus Groups - WSU conducted regional focus groups of job seekers in each local area that are co-enrolled in multiple Workforce Innovation and Opportunity Act programs. The information gathered from these groups is available in a report.

3. Determine Best Practices

- WSU will provide research on how other local areas, states and regions are approaching customer service, professional development of staff, and other challenges to identify best practices relevant to the State of Kansas.

Goal 2: Performance Accountability and Transparency

Objective 2.1: Reports with Meaningful Outcomes: Obtain and report meaningful outcomes that are evaluated on a continuous quarterly basis.

- Performance committee and members are still being developed.
- A Dashboard Report is posted on the State Board website.

Objective 2.2: Reporting Compliance and Value: SWB will review reports that show WIOA performance compliance as well as overall value of the workforce system

- WIOA performance reports for PY 2019 have two quarters of data.
- Performance outcomes typically go up in all areas as more data becomes available throughout the program year.

Objective 2.3: Examining Local Area and State-Wide Outcomes: Examine both local and state outcomes that include effective stewardship of all funds on a continuous basis

- Dashboard reports contain both local area and State-wide data.
- Both program and expenditure data is included in the Dashboard Report.

Objective 2.4: Excellent Customer Service Across All Core Partners: Establish customer service excellence across all core partners

- Customer Service Kiosk data is now being collected at 19 workforce centers across the State. The average Kiosk score is 4.82 on a 5-point scale.

Objective 2.5: Measuring KWSB Performance and Effectiveness: Measure SWB performance and effectiveness

- SWB members are encouraged to explore opportunities for self-evaluation of the SWB and evaluate how SWB decisions impact the workforce programs in Kansas.

Goal 3: System Messaging and Awareness

Objective 3.1 Roll-out of Common Brand across the System: Alex Rice, Kansas Department of Commerce Director of Marketing, presented information regarding the need for a common brand and messaging to the Local Area Board Chairs in September and during the **KANSAS**WORKS State Board meeting on November 6, 2019. It was discussed that the Common Identifier Workgroup would convene to begin the process of policy revisions and a new brand standards manual. The Workgroup met in January and made significant progress in decisions regarding goals and next steps that will be presented by Mike Beene during the January 23 State Board Meeting.

Objective 3.2 Obtain understanding of KS Awareness about the system: Put together a state-side workgroup to develop messaging in conjunction with the roll-out of common brand, which will be helpful to the Common Identifier Workgroup as they continue their work to brand the system and **KANSAS**WORKS.

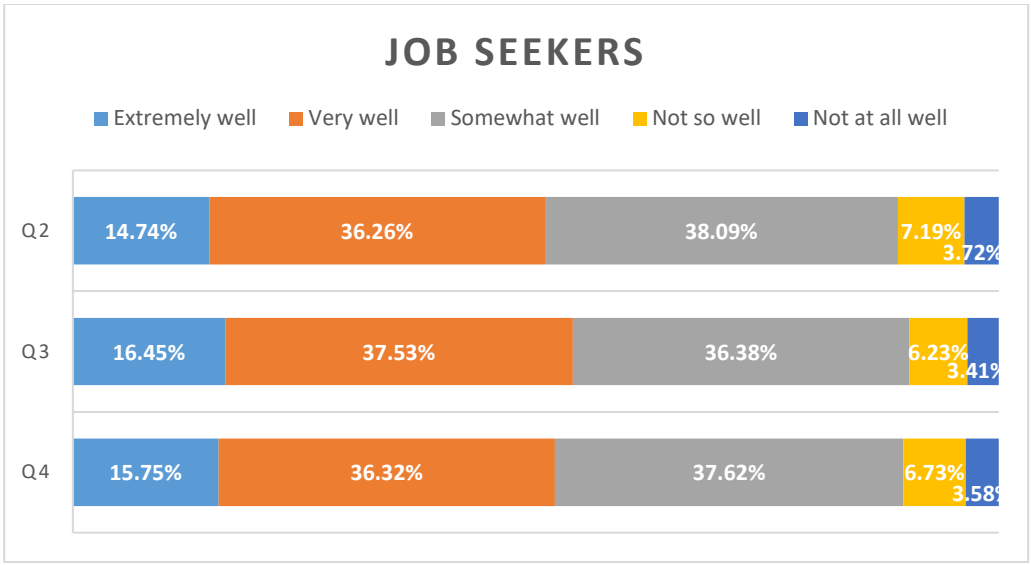
Objective 3.3 Align & Strengthen State & Local Partners' Communication: This work to coincide with each of the objectives to ensure messaging and outreach is cohesive.

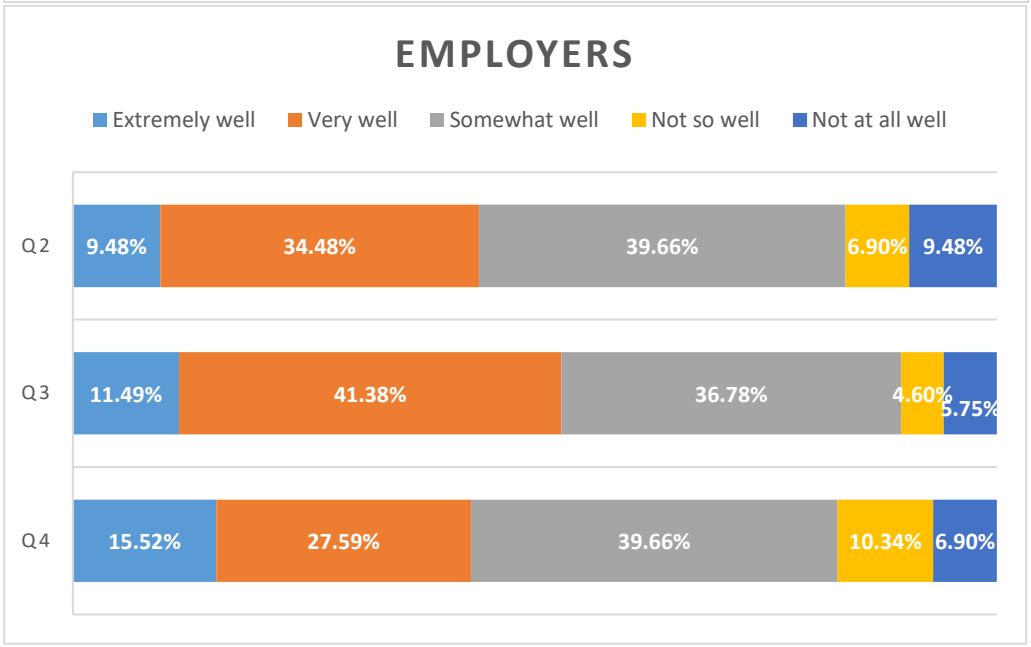
• Partners are asked to contribute to the quarterly KANSASWORKS Newsletter

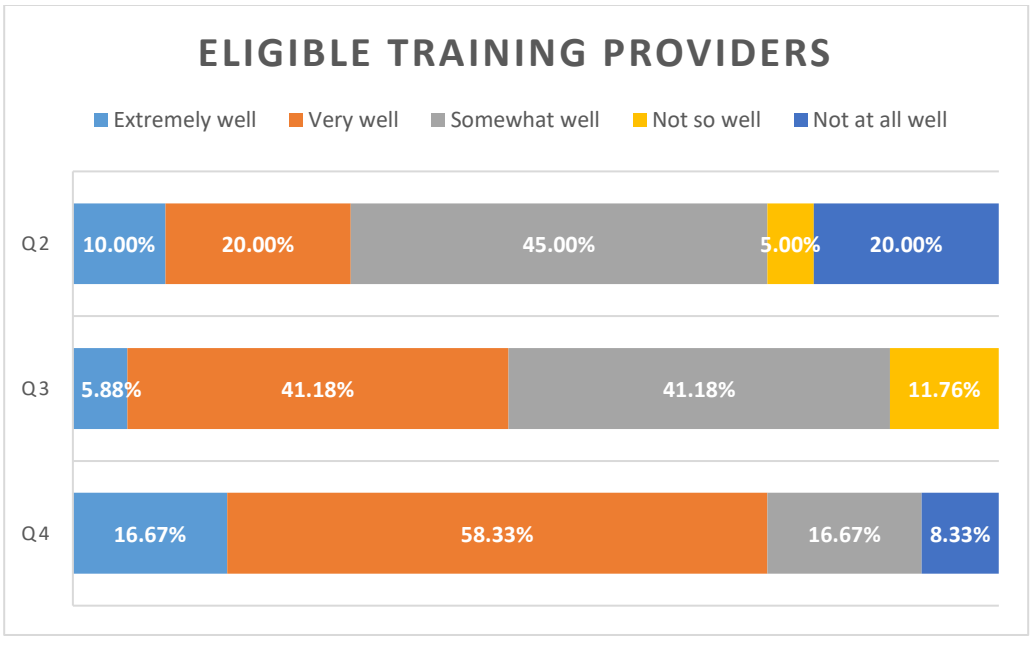
Objective 3.4 Effectively message system performance to display value of system: in January 2019, staff began to research how other states share performance information.

Goal 4: Technology Integration

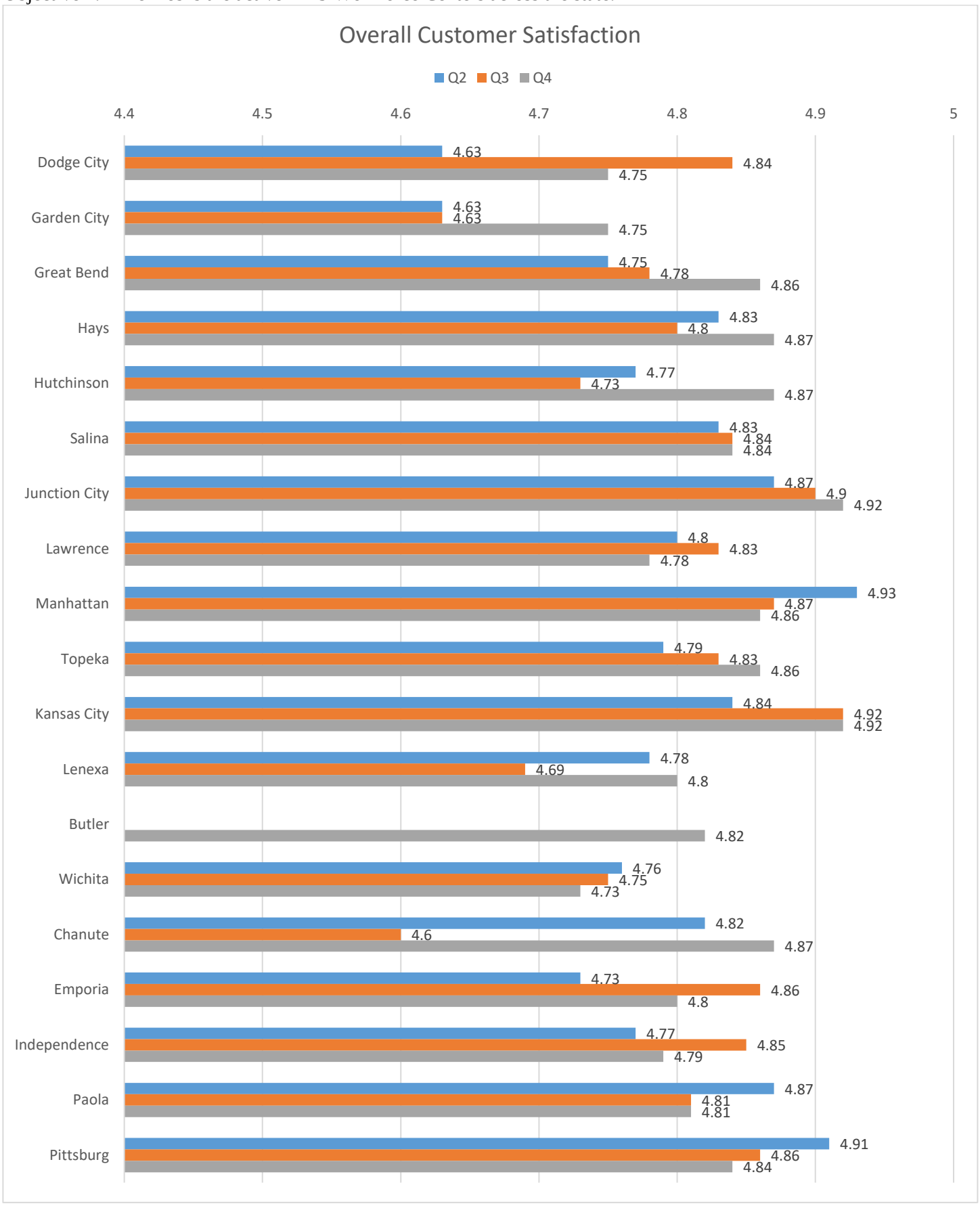
Objective 4.1 The **KANSAS**WORKS.com feedback survey went live at the end of February. The survey is targeted to job seekers, employers and eligible training providers, and gathers feedback on the individual's experience with the website. From October to December 2019, 4,366 responses were received. The graphs below show customer responses as to how well the website meets customers' needs:


JOB SEEKERS
Extremely well
Very well
Somewhat well
Not so well
Not at all well
Q2
14.74%
36.26%
38.09%
7.19%
3.72%
Q3
16.45%
37.53%
36.38%
6.23%
3.41%
Q4
15.75%
36.32%
37.62%
6.73%


EMPLOYERS
Extremely well
Very well
Somewhat well
Not so well
Not at all well
Q2
9.48%
34.48%
39.66%
6.90%
9.48%
Q3
11.49%
41.38%
36.78%
4.60%
5.75%
Q4
15.52%
27.59%
39.66%
10.34%
6.90%


ELIGIBLE TRAINING PROVIDERS
Extremely well
Very well
Somewhat well
Not so well
Not at all well
Q2
10.00%
20.00%
45.00%
5.00%
20.00%
Q3
5.88%
41.18%
41.18%
11.76%
Q4
16.67%
58.33%
16.67%
8.33%

Objective 4.1 The kiosks are active in 19 Workforce Centers across the state.



Objective 4.2 Modifications to ReEmployKS have gone through testing and have been deployed to the live ReEmployKS site. Staff training to begin in early Q3 2020.

Objective 4.4 Local Area IV has released an RFP on behalf of Local Area's II, III, IV and V for adaptive equipment (including installation and training). They are currently awaiting responses.

KANSASWORKS State Board
January 23, 2020
FY20 / Quarter 2
Workforce Program Initiatives Summary

PROGRAM SUMMARY UPDATES

KANSAS HEALTH PROFESSION OPPORTUNITY PROJECT (KHPOP)

The Kansas Health Profession Opportunity Project's (KHPOP) mission is to provide healthcare training and employment opportunities for individuals facing barriers to finding well-paying jobs, leading to self-sufficiency. It is administered through the workforce centers in Kansas.

For the full five-year grant period, the total projected participants are 2,000. KHPOP is in year five of the five-year grant and currently has 1,802 participants enrolled. There have been 1,284 Healthcare Training Completions and 623 participants have been employed in healthcare. We are at 90% of our enrollment goal, 100% of our healthcare training completions and at 100% employed in healthcare goals.

WORK OPPORTUNITY TAX CREDIT (WOTC)

The Work Opportunity Tax Credit (WOTC) program is a Federal tax credit available to employers for hiring individuals from certain target groups who have consistently faced significant barriers to employment. This allows the individual to move from economic dependency into self-sufficiency as they earn a steady income and become contributing taxpayers. An employer can receive a federal tax credit that varies between the amounts of $2,400 to $9,600 per applicant.

In the first quarter of FY2020, 12,110 **new** certification requests were received, resulting in 1,890 eligible for tax credits. 2,608 requests were denied. This is a federal tax savings to Kansas businesses of almost $5 million. The largest numbers of workers certified as eligible were recipients of Supplemental Nutrition Assistance Program (SNAP), followed by Rural Renewal County, Ex-felons, Unemployed Veterans, and Temporary Assistance for Needy Families (TANF).

The average tax credit per certification to the employer is $2,752.70.

FEDERAL BONDING

The Federal Bonding program provides individual fidelity bonds to employers for job applicants who are or may be denied coverage by commercial carriers. The Federal Bonding program is a unique hiring incentive tool that targets individuals whose backgrounds can pose significant barriers to securing or retaining employment. Job candidates benefit because they are provided a second chance to prove themselves as valuable employees. Employers benefit because they provide an avenue to hire skilled job candidates who might not be hired due to their ineligibility for bond coverage.

In the first quarter of FY2020, two employers inquired about information on the Federal Bonding program. Sixteen bonds were distributed for $5,000 a piece for a total of $80,000 issued by the Kansas Department of Commerce.

REEMPLOYMENT SERVICES AND ELIGIBILITY ASSESSMENT (RESEA)

Reemployment Services and Eligibility Assessment (RESEA) is a collaboration between the Kansas Department of Commerce and the Kansas Department of Labor. The goals of RESEA are to shorten the number of weeks Unemployment Insurance (UI) benefits are claimed, prevent and detect UI overpayments, decrease the likelihood of claimants exhausting UI benefits, cost savings to the UI trust fund and rapid reemployment for UI claimants.

RESEA is provided in sixteen Job Centers around the state. There are twelve grant-funded positions located at four Job Centers. Wagner-Peyser funded staff provides RESEA services in offices that do not have dedicated staff. From October to December 2019, there were 2,294 UI claimants scheduled for RESEA services. Claimants scheduled for RESEA are required to report to a workforce center as a condition to receiving UI benefits.

MY (RE)EMPLOYMENT
Beginning April 2018, a new collaboration between the Kansas Departments of Commerce and Department of Labor and **KANSAS**WORKS Workforce System began providing enhanced reemployment services to Kansans who are unemployed and looking for work. The program, called "My (Re)Employment Plan" connects unemployment recipients at the midpoint of their claim with workforce service professionals in their area.

Individuals scheduled for My (Re)Employment Plan are provided, free of charge, personalized job search assistance, including:

- Creation of a "My (Re)Employment" Plan that focuses on goals and accountability.
- Skills assessment to match interests and skills with occupations.
- Resume, interview, and networking assistance.
- Labor market information highlighting current in-demand jobs.

My (Re)Employment utilizes existing funding received from the United States Department of Labor and is provided in 21 locations across the state. From October to December 2019, approximately 1,058 claimants were scheduled for My (Re)Employment services.

Studies have shown that the longer a person is unemployed, the harder it is to get back to work. Instead of waiting until the end of their entitlement to benefits, recipients will be guided to make a planned approach toward getting a new job that emphasizes personal responsibility.

TRADE ADJUSTMENT ASSISTANCE PROGRAM (TAA)
The Trade Adjustment Assistance (TAA) Program is a federal entitlement program that assists U.S. workers who have lost or may lose their job because of foreign trade. TAA seeks to provide adversely affected workers opportunities to obtain the skills, credentials, resources, and support necessary to become reemployed.

A petition is filed with United States Department of Labor (USDOL) on behalf of a group of workers. If certified, the petition identifies the eligible worker group within a specific firm or subdivision. Benefits and services are then provided to the workers. These benefits include reemployment and case management services, classroom training, on-the-job training, customized training, apprenticeship programs, income support during full time training, out of area job search, relocation, Health Coverage Tax Credit and a wage subsidy, for older workers. The TAA unit works closely with Kansas Department of Labor (KDOL) in determining initial eligibility and throughout their enrollment in services.

The TAA unit diligently searches to identify potential trade impacted companies in order to assist adversely affected workers. The TAA unit is eager to present information to community meetings as outreach, to ensure awareness of the program and benefits. Two additional TAA videos are soon to be released to assist with outreach.

Kansas TAA transitioned to a paperless process in October 2019. TAA trainings were held in preparation of the transition The TAA unit continues to review and adjust the new process and updated forms based on the needs and usability of the TAA Case Managers.

The IT Infra structure and Ops workers of Payless ShoeSource were certified along with Prysmian Cables and Systems USA, LLC in Hutchinson. We have several petitions awaiting determinations. Continued Agent/Liable enrollments are occurring with our boarder states, particularly Missouri.

FOREIGN LABOR CERTIFICATION
H-2A Temporary Agricultural Program
H-2B Temporary Non-Agricultural Program

H-2A is the temporary agricultural program which allows agricultural employers who anticipate a shortage of domestic workers to bring nonimmigrant foreign works to the U.S. to perform agricultural labor or services of temporary or seasonal nature. Employment is of a seasonal nature where it is tied to certain times of year by an event or pattern, such as

a short annual growing cycle, and requires labor levels above what is necessary for ongoing operations. Employment is of a temporary nature when the employer's need to fill the position with a temporary worker will, except in extraordinary circumstances, last no longer than one year.

H-2A enrollments per local area:

Local Area I	100 Enrollments
Local Area II	13 Enrollments
Local Area III	0 Enrollments
Local Area IV	0 Enrollments
Local Area V	5 Enrollments
To-Date Thru 12/31/19	118 Enrollments

Housing Inspections for this quarter is 194. Worker positions for this quarter is 726.

H-2B is the temporary non-agricultural program which allows U.S. employers who meet specific regulatory requirements to bring foreign nonimmigrant workers to the United States to fill temporary nonagricultural jobs. Before requesting H-2B classification from the U.S. Citizenship and Immigration Services (USCIS), the employer must apply for and receive a temporary labor certification for H-2B workers from the U.S. Department of Labor (DOL) or (Guam DOL if the employment will be in Guam).

H-2B / 9 job orders were processed for this quarter.

JOBS FOR VETERANS GRANT (JVSG)

The Jobs for Veterans Grant (JVSG) continues to work directly with the military installations of Fort Leavenworth, Fort Riley, McConnell Air Force Base and Forbes Field. This overview provides a snapshot of **KANSAS**WORKS veteran employment representative outreach across Kansas. JVSG staff continue to attend SHRM, Chamber of Commerce meetings, Veterans attending Colleges, Universities', Technical colleges, Native American Indian Reservations and other non-profit entities targeting veterans within Kansas to promote Workforce Center Services across Kansas ensuring that veterans, transitioning service members and military spouses are aware of services providing them "Priority of Service" at one of the workforce center locations.

Veterans served in the Workforce Centers During the quarter, **1,414** veterans were served within the workforce centers with 664 receiving further assistance by Disabled Veteran Outreach Program Specialists (DVOP) based on significant barriers to employment. This assistance consisted of customized resume assistance and/or review, workshops, and basic employable skills needed for each individual veteran's needs. Additionally, **202** Employer contacts were made by Veteran Employment Representatives, with **141** veterans gaining employment, **555** of those Veterans were provided individual career services by JVSG staff this quarter.

Native American Indian Veteran Program During the quarter the Native American Indian Veteran (NAIV) Veteran Employment Representative attended **5** events which included Powwows, Reservation Supportive Services, Job fairs Haskell Indian Nations University and the 'WE-TA-SE' American Legion. While conducting outreach the Veteran Employment Representative spoke to numerous Native American Indian Veterans about **KANSAS**WORKS, in addition to other training and employment programs within Kansas Department of Commerce.

Heroes Make America is a Manufacturing Institute pilot program which is a full-time, 10-week career skills program, that launched in partnership with the U.S. Army Soldier for Life – Transition Assistance Program at Fort Riley, **KANSAS**WORKS, K-State University and the USO Pathfinder Program at Fort Riley. The Manufacturing Institute created the Heroes Make America program to build a pipeline from military to manufacturing careers for transitioning service members. Participants earn many certifications to include 14 college credits, 9 industry-specific certifications, a CPT Plus Certificate, and a Certificate of Competition from the Manufacturing Institute. Individual military members and

family members that complete the course will receive a Production Technician Certification The students also complete a personal finance course, Strengths Finder Assessment, resume and cover letter review, and receive interview prep. A major advantage of the program is several manufacturing plants tours, networking opportunities, and live interviews. Since its inception this program has had **126** soldiers attend with **119** interviews with local and regional Kansas employers, of those **50** soldiers have transitioned and remained in Kansas for employment and residency.

KANSASWORKS **Partnership with Military OneSource** is a Department of Defense-funded program that's both a 24/7/365 call center and a website providing comprehensive information, resources and assistance on every aspect of military life, at no cost. Service members and the immediate family of active duty, National Guard and Reserve (regardless of activation status), can access Military OneSource up to 365 days post separation or retirement. All calls made to Military OneSource consultants are then referred to **KANSAS**WORKS staff, whom assists the client in locating employment in various locations within Kansas.

Hilton Honors Military Program is aimed at giving back to Veterans, military service personnel and their spouses. In partnership with the National Association of State Workforce Agencies (NASWA) and the Kansas Department of Commerce/JVSG, Hilton Honors is donating points to eligible transitioning service members, Veterans, and military spouses. By becoming an Honors Military member, the Veteran and eligible individuals will receive a 100,000-point donation to support travel related to their job-search activities.

For this quarter, Kansas enrolled **16** eligible clients to take advantage of this program so that may be able to stay free or a reduced rate throughout Hiltons across the country. Workforce Staff also promote this program for the entire state of Kansas based on the locality and employment opportunities in Kansas, of the **16** eligible clients **8** are remaining in Kansas.

Kansas Employment Exploration Program (KEEP Veterans Here) The Kansas Employment Exploration Program was designed to give transitioning Soldiers the opportunity to visit communities and employers around the state of Kansas to see what employment opportunities are available for them and their family members. The program is sponsor by the Soldier for Life Transition Assistance Program at Fort Riley, Kansas. This program visited the KOCH Industries located in Wichita. The next KEEP tour is scheduled on February 28, 2020 with the Salina Chamber.

Kansas Employment Exploration Program Phase II (KEEP PII) This phase is currently underway with Fort Riley, Manhattan Area Technical College, Washburn Technical College and local employers. The objective of this phase is to utilize the **KANSAS**WORKS system to connect local employers with the service members and technical schools. Transitioning Service Members will be excused from military duty during this time frame to attend one semester occupational training with funding provided by the employer and state registered apprenticeship program. Service members upon completion of their military service will be employed by the sponsor for one year after with the intention of retaining them or their spouses in Kansas. The program has been approved at Department of Army Headquarters as one of the first programs to assist transitioning service members and spouses with training and employment.

REGISTERED APPRENTICESHIP

During the Quarter Kansas Department of Commerce celebrated National Apprenticeship Week with some of the Local Workforce Innovation Act Core Partners to recognize Registered Apprenticeship Programs throughout the state. During National Apprenticeship Week Governor Kelly signed a proclamation for Registered Apprenticeship. Wichita's Mayor and City Council issued a Proclamation for National Apprenticeship Week and presented it to representatives from area industry, unions, Workforce Center Leadership & Staff, and the State Apprenticeship Office. Wichita Workforce Center hosted a Registered Apprenticeship Information/Resource Fair. Employer Sponsors, Training Sponsors, and Community Colleges who provide Related Technical Instruction were available to talk with job seekers and other employers who are interested in learning more about Registered Apprenticeships i.e. application process, current openings, and program/RTI details.

Plumbers & Pipefitters Apprenticeship hosted an Open House providing a tour of the facility, and an opportunity to watch students, faculty demonstrations, and talk with faculty and staff about their Registered Apprenticeship programs. This

event was a come and go event, open to the public. Sheet Metal held a Registered Apprenticeship Open House. Attendees were able to come learn about all the benefits of the Sheet Metal Apprenticeship Program. Visit with Instructors and Apprentices while getting to experience a part of the curriculum and training opportunities. This was a come and go event, open to the public. City of Emporia also signed a proclamation for Registered Apprenticeship during National Apprenticeship Week. Southeast **KANSAS**WORKS hosted a Registered Apprenticeship Signing with an Emporia employer for the Advanced Manufacturing Industry.

Registered Apprenticeship Specialist continue to expand the recruitment of new sponsors, development on new programs, screening and enrollment of registered apprentices. Additionally, RA Sponsors who enroll their apprentices in **KANSAS**WORKS can be reimbursed a portion of the cost of the Related Technical Instruction for each apprentice enrolled through this project utilizing Registered Apprenticeship grant funding.

Kansas Department of Commerce continues partnering with Kansas Department of Education with the intention of building Youth Registered Apprenticeship opportunities within the state. Kansas Youth Registered Apprenticeship is a work-based learning opportunity that will give students both academic and workplace skills that can lead to post-secondary education opportunities and careers. Youth Registered Apprentices will receive paid on-the-job training along with job-related technical instruction that also supports meeting high school graduations requirements.

Interest in Registered Apprenticeship continues to rapidly increase throughout the state. Each local area continues to participate in presentations & roundtable sessions connecting with education, business and industry for additional Registered Apprenticeship opportunities.

Registered Apprenticeship continues to provide employers an opportunity to build a structured training system that allows employers to grow their own, a system that helps meet workforce and retention needs.

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

SCSEP OVERVIEW: A community service training program that provides paid, part-time, work-based training for unemployed, low-income persons, 55 or older, with poor employment prospects. This program is a wage-subsidy program with a focus on socialization of older persons and decreased isolation through community service.

Participant Activity PY18 – Final	
Participant Type	**YTD**
Carry Over	62
New	53
Exited	46
Exited to Unsubsidized Emplymnt	*24*
On waiting list	5
Total Served	115

Participant Activity PY19 – Quarter 1					
Participant Type	**Qtr 1**	**Qtr 2**	**Qtr 3**	**Qtr 4**	**YTD**
Carry Over					69
New	18				18
Exited	17				17
Exited to Unsubsidized Emplymnt	*10*				*10*
On waiting list	5				5
Total Served					87

Performance:	**PY18 YTD**		**PY19 Q1**	
No. of Authorized Positions		83		83
No. of Active Participants this Quarter		69		70
Core Performance Measures	**Goal**	**PY18 - YTD**	**Goal**	**PY19 - Q1**
Employed 2nd Qtr After Exit	33.0%	21.4%	32.0%	57.1%
Employed 4th Qtr After Exit	28.1%	11.8%	28.1%	50.0%
Median Earnings	$2,878	$7,631	$3,431	$7,141
Service to Most in Need	2.79	2.48	2.80	2.79
Service Level	150.0%	138.6%	150.0%	104.8%

The subgrantee's continued work on strengthening recruitment of participants and unsubsidized employment placements paid off in PY18 with higher numbers served and a record number of placements in unsubsidized employment. In PY18 21% of those served found employment. In the four years prior, employment placements saw a high of 6% and low of 2%. Rounding off the fantastic outcomes was a call from Kansas' federal project officer who said Kansas had the most economically efficient outcomes for PY18 within USDOL's Region 5. With 25% of PY19 complete, results are expected to only improve. In Q1 employment placements were 41% of PY18's total.

OLDER KANSANS EMPLOYMENT PROGRAM (OKEP)

OVERVIEW: A State-funded employment placement program for Kansas residents 55 and over.

PERFORMANCE:

Fiscal Year 2019 – YTD				
Performance Goal	**Goal**	**Actual**	**Variance**	**% of Goal**
No. of Participants	2,409	2,432	23	100.1%
No. of Placements	1,331	681	(650)	51.2%
Average Wage	$10.15	$12.95	$3.39	127.6%

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The participant goal and average wage goals were met, but the number of placements goal was missed due to the providers serving an increased number of participants with more significant barriers to overcome. The low unemployment rate was also of issue for meeting the placements goal.

Kansas RETAIN – Retaining Employment and Talent After Injury/Illness Network

In September 2018, the Kansas Department of Commerce, in partnership with the Workforce Alliance of South-Central Kansas, the Kansas Department of Health and Environment, and the Susan B. Allen (SBA) Memorial Hospital in Butler County, was awarded nearly $2 Million for a RETAIN Phase I planning grant from the US Department of Labor. This demonstration project will test the impact of early intervention strategies that improve stay-at-work/return-to-work (SAW/RTW) outcomes of individuals, living or working in Butler County, who experience a debilitating injury or illness while employed. The project will address both on-the-job and off-the-job injuries and illnesses. Central to this project is the early coordination of health care and employment-related supports and services to help injured or ill workers remain in the workforce. The Kansas RETAIN Project has been branded **RETAINWOR*KS***.

Pilot Project Implementation began on June 26, 2019 and will continue through March 31, 2021. There are currently 38 participants enrolled (30 Treatment, 8 control) with referrals from more than 20 medical providers. Of participants enrolled in the treatment group, 17 have returned to work. **RETAINWOR*KS*** was the first project in the US to enroll participants and is the only project emphasizing rural populations. Additionally, US Department of Labor has established **RETAINWOR*KS*** data capture and reporting design as the project-wide model for data reporting

It is anticipated that the Phase 2 Funding Opportunity Announcement (FOA) will be published in April 2020. The awards are expected to be announced in August 2020, with the Phase 2 period of performance beginning in September 2020. Phase 2 Funding will only be awarded to four of the eight participating states.

WORKFORCE/CORRECTIONS INITIATIVES

Alternative Workforce Specialist serves as the liaison between Kansas Department of Commerce and Kansas Department of Corrections to work Statewide at increasing opportunities for individuals involved in the criminal justice system to rejoin the workforce in sustainable living wage employment. Statewide involvement in initiatives this quarter includes:

1. Career planning with Certified graduates of the Washburn Tech program at Kansas Juvenile Correctional Facility (KJCC);
2. Developed and delivered a 15-hour training to Dept. of Commerce Workforce Services Specialist Registered Apprentices on assisting individuals who have been involved in the justice system with rejoining the workforce;
3. Collaboration with Wyandotte County District Attorney's office and Wyandotte Behavioral Health to plan quarterly Reentry Fair;
4. Attended meeting for Dept. of Corrections Job Specialists to discuss goals and connections needed to foster employment for individuals exiting the correctional facilities;
5. Moderated a panel discussion on unlocking tech career opportunities for formerly incarcerated individuals, planned in conjunction with Kansas City Chamber of Commerce, LaunchCode, Greenbush and Kansas Dept. of Corrections;
6. Conducted partner training on employment support specific to individuals involved in the justice system.

Data for students in the Washburn Tech Program at KJCC:

	Unique Students	Credit Hours Enrolled	Credit Hours Completed	Credentials Earned	OJT Students
Summer 2018	44	355	334	47	7
Fall 2018	100	1307	1257	145	9
Spring 2019	120	1098	1059	213	6
Summer 2019	89	436	424	37	7
Fall 2019	117	1261	1174	141	7

KANSAS BOARD OF REGENTS

Adult education staff have collaborated with core partners to create a new WIOA state plan, encompassing 2020-2023. A request for proposals for adult education providers under the new state plan was released on January 10 with awards to be made in June 2020. The new RFP is available at https://tinyurl.com/so4qkd3.

The Accelerating Opportunity @ Work program continues to grow which is funded by Walmart Inc. Adult education providers are developing customized training programs in partnership with retail and service-sector employers. These programs focus on both employer and employee needs, providing engaging staff development, and retaining a more skilled workforce. Currently 69 students are being served at 11 different business locations, with plans to continue expansion in the upcoming year.

EVENTS AND JOB FAIRS

01/27/20 – Hiring Event with Express Employment Pros, Leavenworth Workforce Center

01/28/20 – Hiring Event with Top Resources, Leavenworth Workforce Center

01/29/20 – Independence Workforce Center Business Service Representative and Youth Career Advisor presenting on Interview Skills for Fredonia High School and attending their Job Opportunity Blitz

01/30/20 – Chamber of Commerce Coffee at the All aboard Center, which houses the Pittsburg Workforce Center

02/11/20 – Veterans Career Fair, Overland Park Convention Center

04/02/20 – Statewide Job Fair, Statewide

04/02/20 – Youth Summit, Pittsburg Memorial hall