KANSASWORKS STATE BOARD

AGENDA

Wednesday, May 1, 2019 * 12:30 – 3:30 PM
Landon State Office Building, Suite 509
905 SW Jackson St, Topeka, KS

Teleconference Call-in: 1-866-620-7326 / Conference Code: 9973154773

I. Welcome, Call to Order and Introductions: Ken Daniel, KWSB Chair

II. Public Comment Period

III. Chair Report

IV. Consent Agenda: Ken Daniel

a. January 24, 2019 KWSB Meeting Minutes

Recommended Action: Approve consent agenda as presented.

V. Perkins Transition Plan: Connie Beene, KBOR, Director, Adult & Career Technical Ed.

VI. Presentations and Reports

a. WSU Secret Shopper Results, Shelly Thompson,
KS Dept of Commerce, State Operations Director

b. Labor Market Information: Tyler Tenbrink, KS Dept of Labor, Sr Research Economist

Recommended Action: Receive and Post Reports to KWSB Website.

VII. Adjournment

KANSAS*WORKS State Board Meetings:*
*August 7, 2019 * November 6, 2019*

KANSASWORKS STATE BOARD

DRAFT MINUTES/MOTIONS

Thursday, January 24, 2019
Topeka Capitol Plaza Topeka, Kansas

Consent Agenda and Actions Approved as Follows:

Consent Agenda:
a. January 24, 2019 KWSB meeting minutes
Todd Newkirk moved to approve, Clark Coco Seconded, motion passed.

KWSB Meeting Adjournment – 2:00 PM
Todd Newkirk moved to adjourn, Criss Mayfield seconded, motion passed.

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

Strengthening Career and Technical Education for the 21st Century Act

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KANSAS STATE PLAN
For
CAREER TECHNICAL EDUCATION

(Transition Plan for Fiscal Year 2019-2020)

On behalf of the State of Kansas, the Kansas Board of Regents (KBOR) submits the following one-year transition plan to the U.S. Department of Education, Office of Career, Technical and Adult Education to maintain eligibility for federal funds under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). This plan was written through the collaborative efforts of KBOR, the Kansas Department of Education (KSDE) staff, and many stakeholders. It has been reviewed and approved by the Kansas Advisory Committee for Career and Technical Education, the Kansas Postsecondary Technical Education Authority, the Kansas State Board of Education, the **KANSAS**WORKS State Board, and the Kansas Board of Regents. KBOR will continue to serve as the sole eligible State agency responsible for Carl D. Perkins funding for the State. A four-year Kansas State Plan for Career Technical Education will be submitted in the spring of 2020, covering FY 2020 – 2024.

B. Program Administration and Implementation

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 has undergone a process to revise education and is now working toward the goal of the "success of each student" via the Kansans Can Initiative. This initiative connects Kindergarten Readiness, Social Emotional Learning (SEL), 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 Career Technical Education (CTE) programs. Kansas secondary CTE Programs (referred to as Pathways) reflect the knowledge and skills identified through the State's Career Clusters Initiative and the College to Career Transition Initiative.

Kansas secondary education currently offers the following 7 career fields, 16 career clusters and 37 pathways as an organizational tool for the Pathways 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

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- 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*
  Pathways: Cartography/Geospatial/Spatial Mathematics (Currently under major revisions); 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 (FAID)

- Career Field: **Health Science**
  Career Cluster: *Health Science*
  Pathway: Health Science

- 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

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- 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), with representation from business and industry, education and state agencies; and collaboration between KSDE and KBOR to develop a seamless system to assist students' transition from secondary to postsecondary institutions. Secondary and postsecondary program expectations, content and effectiveness are based on the results of local needs assessments, and are aligned to ensure student success and employment.

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. The introductory level courses include broad topics, foundational competencies, and career exploration. Technical level courses focus on specific knowledge and skills. Application level courses give each student an opportunity to build on his or her skill set and apply those skills via work-related experiences. Students can enroll in application level courses at the high school for concurrent enrollment credit or, in many cases, for dual credit at a postsecondary campus. Pathways are made available for adoption by Local Education Agencies (LEAs).

Where available, each approved Pathway in Kansas includes the opportunity for students to achieve an industry-recognized credential. The 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. 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 Kansas 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 career technical education programs in accordance with the State's statutory definition (K.S.A. 71-1802). To coordinate the postsecondary technical education system, the Kansas Postsecondary Technical Education Authority (TEA) was established by the 2007 Kansas Legislature. The TEA mission includes planning, development, implementation, and evaluation of CTE programs. The TEA consists of nine appointed members and three ex officio

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members. Members represent business and industry, the general public, community colleges, technical colleges, the Board of Regents, and state agencies 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 delegated authority from KBOR to coordinate statewide planning for postsecondary technical education including:

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

Program alignment, an initiative of the TEA, is driven by the needs of business and industry in the state and is used as a tool for program development, ensuring that core courses are standard across like programs statewide. With participation by program advisory committee members from colleges, business leaders are convened by the Kansas Department of Commerce and KBOR to 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 (25) aligned programs:

- Associate Degree Nurse
- Automation Engineer Technology
- Automotive Collision & Repair
- Automotive Technology
- Carpentry/Construction
- Computer Support Specialist

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- 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

The 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 now 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.

To encourage collaboration between secondary and postsecondary institutions, approved postsecondary career and technical education programs leading to a technical certificate and/or an associate degree will be required to develop, submit for review, and implement a program of study that includes the following elements:

1. alignment and/or articulation of secondary and postsecondary courses
2. coherent, coordinated and non-duplicative sequence of courses with rigorous academic and relevant technical content
3. concurrent and/or dual enrollment courses to allow secondary students the opportunity to earn postsecondary credits
4. opportunities for students to obtain an industry-recognized certificate, postsecondary technical certificate, or an associate degree. Programs of study may also include potential baccalaureate degrees and identify transferability where applicable.

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b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

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

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

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

KSDE and KBOR will develop local applications for secondary and postsecondary institutions that ensure continuous improvement in academic and technical skills, warrant access to career and technical education for special populations, and include employability skills in programs of study and career pathways.

In the transition year, each LEA will develop, submit for review, and implement a Pathway application for KSDE approval that will include the following elements:

1. alignment and/or articulation of secondary and postsecondary courses
2. coherent, coordinated and non-duplicative sequence of courses with rigorous and relevant academic and technical content
3. concurrent enrollment courses that allow secondary students the opportunity to earn postsecondary credits, where applicable
4. training that leads to an industry-recognized credential, postsecondary technical certificate, or an associate degree
5. appropriately licensed educators, according to the KSDE Licensed Personnel Guide, teaching courses in the approved Pathway

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. LEAs work within the Pathways models to meet the needs of individual students.

In the application for program improvement funds, postsecondary institutions will describe programs, services and/or activities designated to support students in the special population categories that will be carried out by the institution. A review of institutional and program performance on the core indicators, disaggregated based on the special populations categories, is a part of the program review process and will be incorporated into performance negotiation process. In addition, postsecondary leadership funds are designated to support innovative projects focused on the recruitment and retention of nontraditional students in career and technical education programs. Leadership funds will also be used to continue support for services to adults in State correctional facilities.

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

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application process includes, but is not limited to, the following: program description, state and local demand for the program and occupation, information on duplication of existing programs statewide, faculty qualifications, costs associated with the proposed programs, funding required to implement and sustain the program for three years, and program approval at the institution level. The proposed career technical education program is subject to Board staff review, a 10-day public comment period and review and approval by the TEA and KBOR prior to program launch. Existing programs are periodically reviewed to ensure that they comply with the federal and state requirements and meet workforce demand.

Kansas is devoted to the integration of technical skills and embedded academics, especially reading, writing, mathematics and science. Local recipients will be encouraged to show a sequence of courses that complies with the Kansas Board of Regents Qualified Admissions Requirements as well as the CTE knowledge and skills appropriate for a seamless pathway from secondary to postsecondary education. Programs will be held accountable for core indicator performance. 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.

KBOR will offer competitive grant opportunities to postsecondary institutions in order to support integrating academics with CTE and tailoring academic lessons to fit the needs of technical professions. CTE and academic faculty will work closely together to develop contextualized curricula and address academic needs specific to the CTE content areas. In addition, academic faculty members will assist in the instruction of CTE courses, thereby not only assisting the student in the content area, but also providing professional development in methods of instruction to the technical faculty members. Some examples of effective programs from past grant cycles are implementation of writing and math labs, providing tutoring services, and encouraging faculty to participate in specialized professional development. A number of colleges in Kansas employ integration specialists and counselors to help their students succeed in both their academic and technical coursework. Several colleges in Kansas are developing technical math and technical writing curricula, tutorials, and online tools for CTE students, which will be implemented during and after the transition year.

The secondary and postsecondary Perkins Reserve Fund will be used to foster innovation through the identification and promotion of promising and proven career and technical education programs to nontraditional students. Local institutions are given the opportunity to develop and implement programs aligned with Kansas' high-skill, high-wage, high-demand occupations and industries.

Furthermore, employability skills are integrated into CTE Pathways through:

- Family and consumer science programs (Section 135 (b) (5)(L) of Perkins V)
- Career and Technical Student Organization (CTSO) experiences. This may include curriculum development, professional development and a focus on personalized learning and inclusion.
- Kansans Can Initiative outcomes which include Social-Emotional Growth. In their local

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applications, LEAs 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 as well as Pathways.

- Common Career Technical Core Career Ready Practices, which 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

Local program advisory committees, comprised of representatives from business and industry and professional/industry associations, are a requirement for approval of secondary and postsecondary CTE programs. These committees are a key component in ensuring employability of Kansas' CTE students. Advisory committees provide advice and make recommendations regarding program planning, program accreditation, facilities and program equipment, instruction and training experiences, program and course content, and evaluation of program performance at the local level. As part of their final report, local recipients submit advisory committee meeting dates and minutes from committee meetings. Each board is required to meet twice a year and work toward improving employability opportunities for students. In addition, the approval process for new postsecondary CTE program requires the requesting institution to include multiple stakeholders in the planning and development of the proposed new program and to submit appropriate documentation of both student and business and industry demand, minutes of the program advisory committee highlighting the recommendation for the new program, and the minutes of the institutions curriculum committee and governing board approving the new program.

Since employability often depends on access and training with industry-standard equipment, Kansas will continue to provide the appropriate technology and equipment to local postsecondary institutions through both state and federal funding sources. State funding sources such as Capital Outlay, Technical Education Technology and Equipment and Innovative Technology grant dollars are appropriated by the legislature. These state funds are distributed either by a formula or a competitive grant process. Federal Perkins funding will also be available to postsecondary institutions to ensure that CTE programs utilize the most current technology. Postsecondary institutions and LEA's will be permitted to commit up to 50% of the institution's program improvement allocation for new technology/equipment purchases. Postsecondary reserve funds will be made available to eligible local recipients on a competitive basis to support special projects focused on development and/or expansion of CTE programs to address regional or statewide workforce development needs in high skill, high wage, or high demand occupations in critical or emerging industries through a sector-based approach.

One of the most productive ways for the State to assess the efficacy and deficiencies of CTE programs is monitoring. Secondary and postsecondary CTE programs are assessed by KSDE and KBOR staff as part of the ongoing quality assurance process. The Perkins Monitoring Review process is designed to:

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- Ensure that equal education opportunities are provided to all students, including special populations with full opportunity to participate in programs, activities, job opportunities and services
- Monitor the use of federal and state funds, thereby assuring compliance with legislation
- Review and verify accurate data collection and reporting which will result in consistent state-wide data to be used for Core Indicators of Performance
- Provide technical assistance in the development, implementation and improvement of CTE programs and related activities
- Identify exemplary practices and share this information state-wide
- Analyze, identify, and change policies and activities that impede the achievement of the above goals

The Perkins monitoring review process at the secondary level will be conducted in one of two methods: Desk Audit Only or Desk Audit and On-site Visit. A risk assessment will be made of all the grantees based on outcomes, student data, progress reports, final reports, need, core indicators of performance and connection to pathways to identify those who may need assistance and support from KSDE.

At the postsecondary level, local recipients will be monitored for quality assurance utilizing a rubric which identifies factors that may place an institution/program at risk. Throughout the year, the document will be updated to reflect various changes at an institution (e.g. programmatic issues, financial considerations, staff changes, etc.) This assessment will be subsequently used to determine monitoring for the following year. The KBOR team will discuss and determine the optimal path to assist the institution in correcting any programmatic, fiscal or data related issues.

During a postsecondary on-site Program Review the institution will complete a self-evaluation for the institution, and for every program. The self-evaluation process ties the Core Indicator performance to the program for an analysis and an in-depth study of how the program is achieving or not achieving an acceptable level of performance. If the institution is found lacking, they self-describe recommended improvement strategies. The evaluation is usually completed by the primary program faculty and then reviewed by the Vice President of Academic Affairs, Dean of Academics, or Dean of Workforce or Technical Programs at the institution. The self-evaluation documents are then provided to the State CTE staff for review. After the State CTE staff reviews the self-evaluation documents, an on-site review is scheduled with the institution. During the on-site review, State CTE staff visit with program faculty about their self-evaluations, conduct a meeting with the institution's president and officers, as well as a meeting with all faculty and staff, and review each program site while checking for state-issued equipment tags. A Program Review allows state CTE staff to achieve a first-hand understanding of Perkins CTE programs and facilitates the institution in conducting an in-depth review of their programs.

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

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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;

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 for students, including special populations, parents, representatives of secondary and postsecondary education, and community stakeholders are KSDE and KBOR websites.

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

- Career Clusters and Pathways
- Articulation Agreements
- Advisory Committees
- Business/Industry Partnerships
- Career & Technical Student Organizations (CTSO's)
- 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
- IPS Resources
- Employment Outlook Chart
- Dual and Concurrent Enrollment

The KBOR website provides information on:

- Programs
- Program Alignment
- Strategic Plans for Education and CTE
- K-TIP Report
- Innovative Technology Initiatives
- Adult Education Opportunities
- Course Transfer
- Articulation Information for military credit, transferability, etc.
- TEA Information
- Perkins Guidance Handbook

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- Perkins Local Application and Reporting Forms
- Non-traditional Student Participation Grant Information and Application
- Integrating Academics Grant Information and Application
- Other pertinent CTE Resources

KSDE and KBOR will also utilize additional means for dissemination of information. For instance, KSDE will provide technical assistance to LEAs regarding the implementation of CTE Pathways and the Individual Plan of Study (IPS). The IPS platform 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 will utilize CTE Listservs, and stakeholders will be able to register for updates. KBOR will promote programs of study at KBOR conferences and during update calls and conference sessions. Eligible recipients will be asked to share their ideas and best practices. This method of peer-learning has been widely implemented in the recent years among postsecondary institutions and has received vast approval and requests for more such opportunities.

KSDE, KBOR, the Kansas Department of Commerce and the Kansas Department of Labor created a website called kscareernav.gov (Kansas Career Navigator) that connects the labor needs of the state to the secondary and postsecondary CTE programs and pathways in Kansas. This interactive website provides wage, employment and educational resources to any end user by region, county or school district. This invaluable tool will be made available to the public through the agencies' websites.

Additionally, KBOR developed KSDegreeStats.org, 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 & 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. This online tool links directly to the Individual Plans of Study that all K-12 students develop to assist them in their education and career pathway.

The state agencies will make all of the aforementioned resources available for use and further promotion by the eligible recipients. Because of their closer ties to the local communities, local recipients will even more effectively utilize their websites and other social media to reach the stakeholders in the state, including special populations. Local recipients are encouraged to tailor these resources in the most effective manner and language for their demographics.

d. Describe how the eligible agency, if it chooses 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)

Secondary students can take advantage of statewide or local articulated credit options. Local and statewide articulation agreements established between a university, community college, or

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technical college, and KSDE or the local secondary education agency, provide credit-earning opportunities, and, in some cases, free tuition and/or scholarships. The agreement will clearly delineate the benefits available to secondary students who complete the specified requirements within the secondary CTE program. Articulation agreements are cooperatively developed and serve as a contract between the secondary school and an appropriate postsecondary educational institution. The agreement clearly delineates the benefits available to secondary students who complete a specific course or courses or who complete the secondary CTE program. This document must be reviewed and signed annually by the lead administrators of both the secondary and postsecondary institutions. Workshops are conducted for CTE personnel at both secondary and postsecondary institutions to provide training on the process of developing articulation agreements.

KSDE supports eligible recipients in the development and implementation of articulation agreements in the following ways:

- Identification of essential elements and criteria for articulation agreements to be used locally and statewide
- Providing a universal course identification system in order to identify the courses in the articulation agreement by course code
- Providing technical assistance to schools in establishing local articulation agreements
- Providing resources for the development of articulation agreements. The KSDE website houses materials developed to assist institutions in developing local articulation agreements
- Working with postsecondary schools to create statewide articulation agreements between any Kansas high school student who meets the requirements of the agreement and the postsecondary educational institution

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.

<u>Size</u>:

As Kansas transitions to the new State Plan, program size will be defined to reflect an appropriate number of students in order to be effective and meet local business and industry demand as determined by the local needs assessment. The program size will account for physical parameters and limitations of the program.

<u>Scope</u>:

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

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- 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 how successfully each program addresses academic performance, workplace standards, competencies, and skills necessary for success within their program of study.

KSDE has established the following secondary quality measures for CTE programs:

- Eligible recipients reach local targets based on State and federal Core Indicators of Performance.
- Local recipients use local labor market data to identify CTE Pathways' alignment to projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE Pathways.
- CTE Pathways are reviewed based on advisory council's input and local business and industry projections.
- CTE Pathways include at least one articulation agreement and industry credentialing, where appropriate.
- All students are provided with equitable access to CTE programs of study via IPS implementation.
- Equipment and technology encourage student attainment of relevant, rigorous technical skills.

KBOR has established the following postsecondary quality measures for CTE programs:

- Eligible recipients negotiate local targets based on State and federal Core Indicators of Performance.
- 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 and ensure the implementation of high-quality CTE programs.

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- CTE programs of study are systematically reviewed based on advisory council's input and local business and industry projections.
- CTE programs participate in program alignment and provide industry credentialing.
- All students are provided with equitable access to CTE programs of study.

3. Meeting the Needs of Special Populations

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)

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. Meeting the needs of special populations will continue to be a focus during and beyond the transition year. KSDE, KBOR and 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
- Discussion and identification of strategies that will ensure equitable access and participation to all persons, including special populations
- Reviewing policies regarding transitions for special populations from secondary to postsecondary education
- Offering professional development opportunities to faculty and staff who provide services to special populations
- Continuing to provide funding for all students to take the ACT Work Keys and ACT free of charge. This encourages students to explore postsecondary opportunities related to their interest areas and could inspire a student in a special population toward an opportunity previously not considered.
- Development of appropriate linkages and partnerships with social service, workforce development agencies, and community-based organizations to provide appropriate services for special populations

To effectively serve special populations in Kansas, prior to the beginning of each school year, 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 member of a special population category. This notice will be publicly available and posted on the recipients' websites and public materials. The following information is required to be publicly available: 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. The notice also will be disseminated in the language of any national origin minority community in the service area. 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 staff will check postsecondary

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recipients' websites and catalogues against programs and courses reported by the institutions in the Kansas Higher Education Data System (KHEDS).

Kansas is a national leader in an initiative called Accelerating Opportunity: Kansas (AO-K) which was originally funded by Jobs for the Future. AO-K is a career pathways program model that assists students in obtaining a high school equivalency credential, preparing them to succeed in transferable college-level courses and earning an industry-recognized credential. Career pathways must be a minimum of 12 college credit hours, 25 percent of which must include co-taught basic skills instruction contextualized to the career pathway content. Tuition funds for students enrolled in AO-K pathways is currently supported by the Kansas Legislature. As a part of the AO-K model, students are provided a host of support services including career navigation, advising, academic support, etc. To maintain tuition benefits, students must be co-enrolled in a postsecondary CTE program, and a Kansas adult education program thus receiving academic instruction and support. Through this initiative, many special population students are able to realize success in the form of a high school equivalency credential, CTE college coursework, and an industry-recognized credential.

In 2012, the Kansas Legislature funded Excel in CTE, which pays the tuition for secondary students to earn college credit in CTE courses and students in the AO-K program. Also included are funds for transportation when needed, and up to a $1000 incentive to the school district when a student earns a credential that leads to a high-skill, high-wage, in-demand career. In 2018, the Kansas Legislature appropriated over $27 million to fund this initiative, and in 2019 that amount goes to over $28 million dollars.

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

This support breaks down the barriers of cost and transportation in securing access to learning advanced technical skills. The nature of CTE coursework provides personalized, hands-on learning opportunities for all students and this allows for significant adjustment for special populations based on identified needs.

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, during and after the transition year, KSDE and KBOR will collaborate and facilitate stakeholder efforts to adequately address the needs of special populations by:

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- Providing oversight for schools and colleges, deliver technical assistance, and continue to monitor institutions to ensure compliance with Title VI, Title IX and section 504-ADA and Perkins V
- Working closely with special populations staff at the schools and colleges to provide professional development related to the findings of the comprehensive Local Needs Assessment and best practices in implementation of nondiscrimination strategies.
- Ensuring that policies and procedures are in place to ensure nondiscrimination in all programs, services and activities offered
- Conducting desk audits and on-site reviews to ensure nondiscrimination in recruitment and retention strategies

iv. will be provided with appropriate accommodations.

The State will also identify and recommend how to further support strategies and activities that adequately address accommodations for special populations by:

- Providing professional development opportunities for faculty, counselors, and administrators to improve instruction for special populations
- Providing technical assistance in designing and implementing programs that will enable special population students to meet or exceed state core indicators of performance
- Disseminating research-based instructional materials
- Collaborating with other state agencies to provide appropriate support services

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***
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)***

Eligible secondary recipients will submit an annual electronic application that includes information gathered from the previous year's Pathways system. In the secondary Local Application for Program Improvement Funds, recipients will describe the activities that will occur during the appropriate fiscal year and funding requested to improve CTE programs. Activities must address the required uses of local funds as specified in Perkins V. A team of reviewers will assess the applications using a rubric of established criteria. Kansas State Department of Education (KSDE) Career and Technical Education (CTE) Technical Assistance staff will conduct a final review and request any necessary revisions to the application. This process is in place to ensure that requests in the application promote continuous improvement of academic achievement and technical skill attainment and includes a focus on emerging

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occupational opportunities discovered through the local needs assessment. The application must be aligned with the Pathway Improvement Plans developed by the Pathway advisory committees.

Additional 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
- Providing progressive technical assistance to all eligible recipients
- Providing training to eligible recipients concerning the procedures for auditing, monitoring and assessing the eligible recipients

During the FY 2019 transition year, KSDE & KBOR will update and enhance their respective applications for Perkins funds which will directly correlate with the institutional needs assessment and be used to allocate funds on July 1, 2020. Eligible recipients will complete and submit for review the application being cognizant of the information gathered through the needs assessment. State staff will assess the applications using a rubric of established criteria, and request revisions to the application as needed. The overall purpose of this process is to ensure that requests found in the application promote continuous improvement of academic achievement and technical skill attainment, ensure equal access for special populations and focus on emerging occupational opportunities. Additional activities that will support the established criteria will include, but not be restricted to:

- Disseminate Perkins V policies and procedures and provide technical assistance for eligible recipients to reference as they plan
- Provide training to State staff and the eligible recipients as to the procedures for auditing, monitoring and assessing the eligible recipients

Eligible postsecondary institutions must deliver approved career and technical education programs, offer appropriate courses for at least one career technical education program of study, meet or exceed the minimum allocation threshold based on the proportion of career and technical education students receiving Pell Grants and BIA assistance, and submit and receive approval for a Local Application for Program Improvement Funds. In addition, eligible recipients must provide the required assurances and submit required data elements to determine performance levels for each of the core indicators. Staff from the KBOR Workforce Development unit will review the institutional plans and application for program improvement funds, while determining correlation to the needs assessment.

Each institution must describe, in the Institutional Plan for Career and Technical Education, their overall plan for delivering career technical education including the institution's vision for career technical education, an explanation of how career technical education fits within the institution's mission, how programs delivered fit within the Kansas career clusters and Pathways framework, how programmatic decisions are made and how the institution will address each of the required elements for local plans. In the Local Application for Program Improvement Funds, institutions will describe the activities that will occur and funding requested to improve career and technical education programs including activities addressing first the required uses of local funds and then any permissive funded activities as specified in the Perkins V, relating all to the institutional

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needs assessment. Eligible school districts and postsecondary institutions will identify how the activity directly correlates to the local needs assessment. Institutional and program performance on each of the core indicators will be evaluated annually with the expectation of continuous improvement.

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 continuing vision for a seamless education system whereby students of all ages are able to access higher education and/or career opportunities at any level. As a result, Kansas has elected to continue its historic 50%/50% distribution of Perkins funds between secondary and postsecondary. This distribution methodology ensures adequate support for quality secondary and postsecondary CTE programs and access to equal amounts of funding for institutions at both the secondary and postsecondary levels leading to stronger and more consistent academic and career and technical educational linkage throughout the state.

Secondary Distribution Formula

- 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—

(A) 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

(B) 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

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the data used to make the allocations to—

(A) reflect any change in school district boundaries that may have occurred since the data were collected; and

(B) include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education.

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 Kansas Postsecondary Database (KSPSD). 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 KSPSD 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.

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 LEA 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. Institutions not meeting the minimum allocation threshold may enter into a consortium with eligible institutions for the purposes of meeting the minimum allocation requirement.

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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 postsecondary institution or school district 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. In Kansas, secondary school districts may 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 institutions and students within the service areas.

3. *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)*

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

LEA #	District/ School	FINAL FY 2019 Perkins Allocation
202	*Turner-KC*	$40,983
229	*Blue Valley-Stanley*	$87,940
231	*Gardner*	$25,673
232	*De Soto*	$28,016
233	*Olathe*	$148,579
234	*Fort Scott*	$25,675
250	*Pittsburg*	$40,141
253	*Emporia*	$37,281
259	*Wichita*	$683,309
260	*Derby*	$53,109
261	*Haysville*	$39,728
262	*Valley Center*	$17,880
265	*Goddard*	$28,388
266	*Maize*	$42,949
290	*Ottawa*	$23,674
305	*Salina*	$70,815
345	*Seaman*	$21,897
373	*Newton*	$30,828
383	*Manhattan*	$44,805
402	*Augusta*	$15,525

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409	*Atchison*	$20,252
413	*Chanute*	$19,215
428	*Great Bend*	$33,676
437	*Auburn-Washburn*	$33,766
443	*Dodge City*	$61,348
445	*Coffeyville*	$23,291
446	*Independence*	$24,512
450	*Shawnee Heights*	$23,302
453	*Leavenworth*	$45,558
457	*Garden City*	$72,995
465	*Winfield*	$19,921
470	*Arkansas City High*	$31,281
475	*Geary County*	$77,899
480	*Liberal*	$44,463
489	*Hays*	$26,473
497	*Lawrence*	$87,371
500	*Kansas City*	$311,059
501	*Topeka*	$165,764
503	*Parsons*	$20,508
506	*Labette County*	$16,211
512	*Shawnee Mission*	$180,016
203	*Piper-KC*	$11,697
204	*Bonner Springs*	$19,892
469	*Lansing*	$13,357
103	*Cheylin*	$2,089
105	*Rawlins County*	$2,788
274	*Oakley*	$3,248
294	*Oberlin*	$4,500
297	*St Francis*	$2,081
314	*Brewster*	$881
315	*Colby*	$6,646
316	*Golden Plains*	$893
352	*Goodland*	$9,659
106	*Western Plains*	$1,631
112	*Central Plains*	$4,291
205	*Blue Stem*	$4,558
254	*Barber Co. N.-Medicine Lodge*	$4,683
255	*South Barber*	$2,092
267	*Renwick*	$11,299
268	*Cheney*	$4,037
331	*Kingman*	$9,598
332	*Cunningham*	$1,395
347	*Kinsley-Offerle*	$2,766
349	*Stafford*	$2,903
350	*St. John-Hudson*	$2,702

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351	*Macksville*	$2,426
355	*Ellinwood*	$3,476
361	*Chaparral*	$9,168
369	*Burrton*	$1,758
376	*Sterling*	$3,950
382	*Pratt*	$11,663
398	*Peabody-Burns*	$2,848
400	*Smoky Valley*	$5,012
401	*Chase-Raymond*	$2,056
403	*Otis-Bison*	$1,555
405	*Lyons*	$6,095
408	*Marion*	$4,987
410	*Durham/Hillsboro*	$3,923
411	*Goessel*	$1,518
419	*Canton- Galva*	$2,457
423	*Moundridge*	$3,271
438	*Skyline*	$2,045
439	*Sedgwick*	$2,340
440	*Halstead*	$7,129
444	*Little River*	$2,564
448	*Inman*	$3,165
101	*Erie*	$8,654
111	*Doniphan West*	$2,659
114	*Riverside*	$5,494
230	*Spring Hill*	$10,107
235	*Uniontown*	$5,604
243	*Lebo*	$3,401
244	*Burlington*	$4,803
245	*Leroy-Gridley*	$1,480
247	*Cherokee*	$8,261
248	*Girard*	$11,359
249	*Frontenac*	$5,964
251	*North Lyons*	$4,422
252	*Southern Lyon Co*	$3,834
256	*Marmaton Valley*	$2,828
257	*Iola*	$15,961
258	*Humboldt*	$4,131
282	*West Elk*	$3,308
283	*Elk Valley*	$2,096
284	*Chase County*	$3,343
286	*Chautauqua*	$3,705
287	*West Franklin*	$5,942
288	*Central Heights*	$4,430
289	*Wellsville*	$4,809
306	*Southeast of Saline*	$3,369
320	*Wamego*	$9,307

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321	*Kaw Valley*	$14,110
322	*Onaga-Havensville-Wheaton*	$2,851
329	*Mill Creek Valley*	$3,515
330	*Wabaunsee East (Mission Valley)*	$3,240
335	*North Jackson*	$2,643
336	*Holton*	$7,444
337	*Royal Valley*	$5,248
338	*Valley Falls*	$2,608
339	*Jefferson Cty North*	$2,532
340	*Jefferson West*	$5,284
341	*Oskaloosa*	$4,924
342	*McLouth*	$4,208
343	*Perry*	$6,836
344	*Pleasanton*	$4,027
346	*Jayhawk*	$5,850
348	*Baldwin City*	$9,991
362	*Prairie View*	$9,025
365	*Garnett*	$10,435
366	*Woodson*	$4,912
372	*Silver Lake*	$3,140
377	*Atchison Co.-Effingham*	$5,684
384	*Blue Valley*	$1,491
386	*Madison*	$2,701
387	*Altoona-Midway*	$2,323
389	*Eureka*	$6,305
393	*Soloman*	$2,558
397	*Centre-Lost Springs*	$2,752
404	*Riverton*	$6,087
415	*Hiawatha*	$8,894
417	*Morris County*	$6,862
420	*Osage City*	$6,840
421	*Lyndon*	$3,443
429	*Troy*	$2,262
430	*South Brown*	$7,908
436	*Caney Valley*	$6,466
447	*Cherryvale*	$8,712
449	*Easton*	$3,275
454	*Burlingame*	$2,578
456	*Marais Des Cygnes*	$2,440
458	*Basehor-Linwood*	$9,589
461	*Neodesha*	$6,462
462	*Central (Burden)*	$3,824
464	*Tonganoxie*	$11,084
479	*Crest*	$2,254
484	*Fredonia*	$8,814

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491	*Eudora*	$10,226
493	*Columbus*	$12,320
499	*Galena*	$6,928
504	*Oswego*	$4,076
505	*Chetopa*	$5,923
508	*Baxter Springs*	$11,533
367	*Osawatomie*	$11,286
368	*Paola*	$12,512
416	*Louisburg*	$8,616
263	*Mulvane*	$12,321
353	*Wellington*	$17,717
113	*Prairie Hills*	$9,471
115	*Nemaha Central*	$4,530
323	*Rock Creek*	$5,426
364	*Marysville*	$6,843
380	*Vermillion*	$3,362
498	*Valley Heights*	$3,269
206	*Remington/Whitewater*	$5,156
264	*Clearwater*	$9,599
356	*Conway Springs*	$5,016
357	*Belle Plaine*	$3,946
358	*Oxford*	$1,974
359	*Argonia*	$1,186
360	*Caldwell*	$2,831
375	*Circle*	$11,264
385	*Andover*	$27,497
394	*Rose Hill*	$9,520
396	*Douglass*	$3,945
463	*Udall*	$2,570
490	*El Dorado*	$21,788
492	*Flinthills-Rosalia*	$1,884
509	*South Haven*	$1,210
308	*Hutchinson*	$55,831
309	*Nickerson*	$10,860
310	*Fairfield*	$3,906
311	*Pretty Prairie*	$2,644
312	*Haven*	$10,011
313	*Buhler*	$17,704
107	*Rock Hills*	$3,939
108	*Washington County*	$2,962
109	*Republic County*	$5,039
110	*Thunder Ridge*	$2,012
208	*Wakeeny*	$3,009
211	*Norton*	$5,809
212	*Northern Valley*	$1,566
223	*Barnes*	$3,333

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224	*Clifton-Clyde*	$2,395
237	*Smith Center*	$3,875
239	*North Ottawa*	$4,600
240	*Twin Valley*	$3,531
269	*Palco*	$1,069
270	*Plainville*	$3,050
271	*Stockton*	$2,388
272	*Waconda*	$3,373
273	*Beloit*	$7,206
281	*Hill City*	$3,230
292	*Wheatland*	$1,642
293	*Quinter*	$2,114
298	*Lincoln*	$3,676
299	*Sylvan Grove*	$2,297
307	*Ell-Saline*	$1,849
325	*Phillipsburg*	$4,890
326	*Logan*	$1,724
327	*Ellsworth*	$3,585
333	*Concordia*	$8,866
334	*Southern Cloud*	$2,687
378	*Riley County*	$5,364
379	*Clay Center*	$11,706
388	*Ellis*	$3,323
392	*Osborne*	$3,299
395	*LaCrosse*	$3,313
399	*Paradise*	$1,366
407	*Russell Co.*	$9,066
412	*Hoxie*	$3,268
418	*McPherson*	$15,909
426	*Pike Valley*	$1,576
431	*Hoisington*	$6,034
432	*Victoria*	$1,742
435	*Abilene*	$11,678
460	*Hesston*	$4,018
473	*Chapman*	$8,429
481	*Rural Vista*	$3,661
487	*Herington*	$5,041
495	*Ft. Larned*	$7,176
102	*Cimarron*	$4,911
200	*Greeley County*	$2,271
210	*Hugoton*	$8,434
214	*Ulysses*	$16,898
215	*Lakin*	$4,645
216	*Deerfield*	$2,822
217	*Rolla*	$2,208
218	*Elkhart*	$2,660

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220	*Ashland*	$1,724
226	*Meade*	$2,708
227	*Jetmore*	$1,478
300	*Comanche County*	$2,774
303	*Ness City*	$2,088
363	*Holcomb*	$6,676
371	*Montezuma*	$1,751
374	*Sublette*	$2,925
381	*Spearville*	$1,175
452	*Stanton County*	$3,595
459	*Bucklin*	$1,834
466	*Scott County*	$6,528
467	*Leoti*	$3,954
482	*Dighton*	$1,213
483	*Kismet-Plains*	$5,320
494	*Syracuse*	$5,370
507	*Satanta*	$3,492
225	*Fowler*	$1,010
242	*Weskan*	$391
Total USD's	267	$ 4,102,110

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4. *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.*

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

Allen Community College	$	10,997
Barton Community College	$	68,388
Butler Community College	$	222,346
Cloud County Community College	$	51,205
Coffeyville Community College	$	92,787
Colby Community College	$	83,509
Cowley Community College	$	22,681
Dodge City Community College	$	97,255
Flint Hills Technical College	$	181,451
Fort Scott Community College	$	89,351
Garden City Community College	$	71,481
Highland Community College	$	90,725
Hutchinson Community College	$	318,913
Independence Community College	$	22,681
Johnson County Community College	$	385,583
Kansas City Kansas Community College	$	410,670
Labette Community College	$	84,540
Manhattan Area Technical College	$	140,899
Neosho County Community College	$	125,778
North Central Kansas Technical College	$	268,739
Northwest Kansas Technical College	$	187,636
Pratt Community College	$	72,168
Salina Area Technical College	$	107,908
Seward County Community College	$	125,435
Washburn Institute of Technology	$	232,655
Washburn University	$	69,075
Wichita State University Campus of Applied Sciences and Technology	$	466,342

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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 BIE 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)***

      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

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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 of state expenditures toward secondary and postsecondary career technical education. The base requirement is that the State's expenditures, per student or in aggregate, from State sources for career and technical education 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 maintenance of effort baseline at the continuing level. Based on current projections, the 2020 MOE baseline will be maintained at the level of $120,278,298.

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IV. BUDGET

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	-
4b	- Juvenile Justice Facilities	Not required	113,622 -
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

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ATTAINMENT ALIGNMENT EXCELLENCE

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

Presented to the **KANSAS**WORKS State Board
May 1, 2019

★ LEADING HIGHER EDUCATION ★

ATTAINMENT ALIGNMENT EXCELLENCE

Overview

- Signed into law by President Trump on July 31, 2018
- Kansas receives approximately $11.3 million, divided equally between KBOR and KSDE to benefit postsecondary & secondary CTE
- Kansas State Plan for Career Technical Education
  - Transition plan: July 1, 2019 – July 30, 2020
  - 4-Year State Plan: July 1, 2020 – June 30, 2024

ATTAINMENT ALIGNMENT EXCELLENCE

Timeline – Transition Plan

- **Spring, 2019** – approved by Kansas Advisory Committee for Career and Technical Education, Kansas State Board of Education, Kansas Technical Education Authority
- **May, 2019** – Seeking approval of **KANSAS**WORKS State Board and Kansas Board of Regents
- **May 24, 2019** – Submission to Office of Career Technical and Adult Education, U.S. Department of Education

ATTAINMENT ALIGNMENT EXCELLENCE

Highlights of Perkins V

- **Comprehensive Local Needs Assessment**
  - Required in order to receive funds under new State Plan
  - Developed by State Plan Management Team
  - Requires collaboration between secondary, postsecondary, workforce, and a variety of stakeholders
    - Launching June, 2019
    - Completed by January, 2020
  - Grouped by local area

Workforce Center	Postsecondary Institution	USD's	Service Center
Goodland & Colby	Northwest Kansas Technical College	103- Cheylin, 105- Rawlins County, 274- Oakley, 294- Oberlin, 297- St. Francis Comm	NW Consortium (Colby)
	Colby Community College	292- Wheatland, 293- Quinter, 412- Hoxie	Smoky Hill
		242- Weskan	Southwest Plains Regional
Manhattan	Cloud County Community College	320- Wamego, 321- Kaw Valley, 322- Onaga-Havensville-	Greenbush
	Manhattan Area Technical College	323- Rock Creek, 364 Marysville, 380- Vermillion, 498- Valley Heights	Nemaha
		108- Washington Co. Schools, 109- Republic County, 223- Barnes, 224- Clifton-Clyde, 333- Concordia, 334- Southern Cloud, 378- Riley County, 379- Clay Center, 426- Pike Valley,	Smoky Hill
		383- Manhattan-Ogden, 475- Geary County Schools	Stand Alone
Independence	Independence Community College	282- West Elk, 283- Elk Valley, 286- Chautauqua Co, 387- Altoona-Midway, 436- Caney Valley, 447- Cherryvale, 461-	Greenbush
	Coffeyville Community College		
	Labette Community College	445- Coffeyville	Stand Alone
		446 Independence	Stand Alone

ATTAINMENT ALIGNMENT EXCELLENCE

Comprehensive Local Needs Assessment Regional Teams

- Co-Coordinators: Secondary & Postsecondary Grant Manager
- Secondary Education Representative
- Postsecondary Education Representative
- Secondary Administration
- Postsecondary Administration
- Representative(s) of Special Populations
- Counselor(s)
- Student(s)
- Community
- Business & Industry
- Workforce Development
- Parent(s)
- Other (Data Support, Admin Assistant, HR, Business Office, etc.)

ATTAINMENT ALIGNMENT EXCELLENCE

New Focus and Goals

- Career Exploration and Career Guidance
- Integration of Academics and CTE
- Special Populations
- Work-based Learning
- Secondary/Postsecondary Alignment
- Professional Development
- Administration

ATTAINMENT ALIGNMENT EXCELLENCE

Next Steps *(dates projected)*

- **Current** – Writing state plan
- **June & July** - Launch Needs Assessment
  - Drives local applications for FY20-24 award period
  - Monthly calls & technical assistance with teams
    - KBOR/KSDE staff attend regional meetings as requested
- **July** – Draft state determined performance levels based on new performance indicators
- **August/September** – state determined levels of performance out for comment
- **October** – Meet with regional teams at Workforce Innovation Conference

ATTAINMENT ALIGNMENT EXCELLENCE

Next Steps…….

- **October** – Seek and respond to public comment; meet with Governor
- **November** – Incorporate public comment in state plan
- **December** – Finalize state plan
- **January** – Present state plan to Kansas Department of Education State Board, Kansas Advisory Council for Career Technical Education, Kansas Postsecondary Technical Education Authority, Kansas Board of Regents and **KANSAS**WORKS State Board
- **February** – Submit State Plan to Governor
- **March –** Submit State Plan to U.S. Department of Education, Office of Career, Technical and Adult Education

ATTAINMENT ALIGNMENT EXCELLENCE

Questions?

Connie Beene, Sr. Director
Adult & Career Technical Education

KANSAS WORKS

Kansas Department of Commerce

Workforce Center Evaluation and Process Improvement

Secret Shopper Experience

Prepared by

WICHITA STATE UNIVERSITY PUBLIC POLICY AND MANAGEMENT CENTER

WICHITA STATE UNIVERSITY
DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT
Public Policy and Management Center

About the PPMC

The PPMC advances public good by strengthening people, organizations and communities.

- Research and Evaluation
- Talent and Professional Services
- Community Development

WICHITA STATE UNIVERSITY
DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT
Public Policy and Management Center

Project Overview

- Secret Shoppers
- LWDB Survey
- Best Practice Research

Secret Shopper Methodology

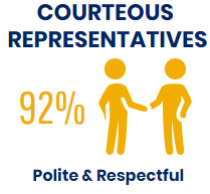
- Eight Profiles
  - Disability (blindness)
  - Person of color
  - Retiree returning to work
  - English as a second language
  - Underemployed worker
  - Unemployed single parent
  - Veteran
  - Recent high school graduate

Secret Shopper Methodology

- **112** evaluations
- **14** local Workforce Centers
- **32** metrics for evaluation

Overall Findings | from Shoppers

- **Over 80%** of shoppers waited less than five minutes to receive service
- **86%** rated staff listening skills as “excellent” or “good”



Overall Findings | from Shoppers

ENCOURAGEMENT

3 out of 4

Excellent/Good staff encouragement about finding a job

STRONG

Representatives effectively explained the process of receiving services

COMMUNICATION

89 %**WELCOMING ATMOSPHERE**

Friendly & Positive Excellent/Good

Opportunities

- **70%** rated tools and resources beneficial to the job search as “excellent” or “good”

CONSISTENT INTAKE

HELPFULNESS

Excellent/Good

ACCESS BARRIER

FUNCTIONAL ASSISTIVE TECHNOLOGY

Opportunities

- Build Customer Skills
- Reduce Barriers for Customers
- Expand Access to Specialized Staffing
- Refine Online Experience
- Improve Site Awareness

Overview of All Sites in 2018

- At 11 of 14 sites, 60% of Shoppers rated Excellent/Good
  - –Information provided
  - –Referral services
  - –Knowledgeable responses
  - –Process for Services

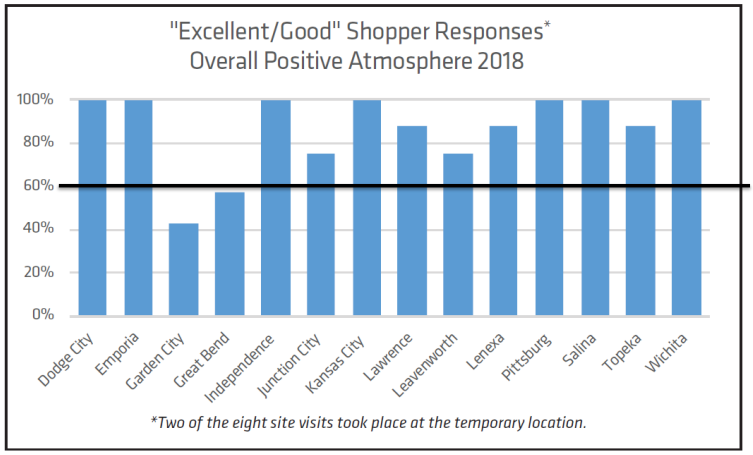
Overview of All Sites in 2018

Table 1.1 • Percent of "Excellent" Ratings for Workforce Centers - 2018

	ESL	Person of Color	Veteran	Under-employed	Disability	Youth with a Child	Recent High School Graduate	Senior Citizen
Listening	100%	36%	14%	57%	43%	29%	86%	50%
Courtesy	100%	79%	57%	64%	43%	57%	100%	71%
Encouragement	93%	29%	29%	43%	36%	43%	71%	57%
Ability to Help	71%	26%	14%	36%	36%	29%	79%	50%

Overview of All Sites in 2018

Figure 1.5 • Overall Positive Atmosphere 2018



Comparison of Sites 2017 – 2018

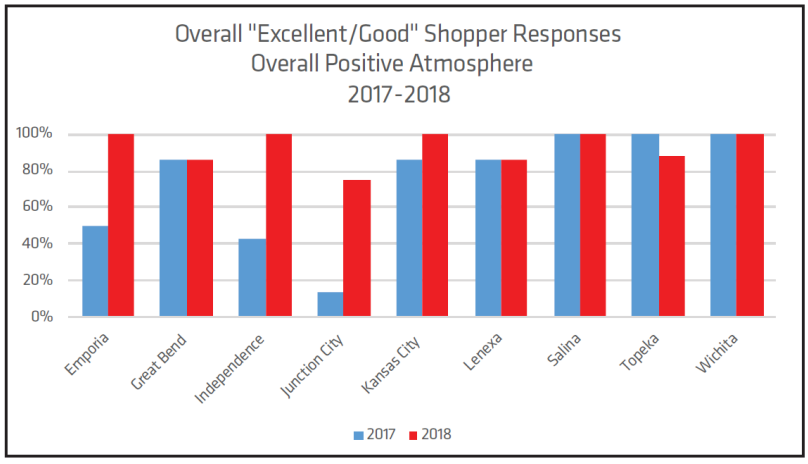
Comparison of Sites 2017 – 2018

Table 1.2 • Percent of "Excellent" Ratings for Workforce Centers - Difference between 2018 and 2017

	ESL	Person of Color	Veteran	Under-employed	Disability	Recent High School Graduate	Senior Citizen
Listening	22%	2%	-31%	1%	-7%	41%	39%
Courtesy	22%	23%	-32%	-3%	-32%	22%	15%
Encouragement	15%	-5%	-38%	32%	-14%	4%	23%
Ability to Help	4%	-9%	-31%	3%	-27%	23%	5%

Comparison of Sites 2017 – 2018

Figure 2.9 • Overall Positive Atmosphere 2017-2018



Local Workforce Development Board Survey

- **85%** well-informed about Center activities
- **77%** understand needs of employers

RECOMMEND CENTER
94%
Very likely/Likely

73%
Excellent
Experience

Staff Responsiveness
agree/strongly agree 94%

Local Workforce Development Board Impact

78% Connect Job Seekers to Employers

60% Employers Rely on Workforce Center Leadership

LWDB Survey Recommendations

- Address lack of business **awareness** about **services**
- Improve **communication** and marketing with employers
- Improve **advocacy** with businesses
- Train stakeholders on how to **collaborate**
- Recognize **multi-location** employers in each LWDB
- More networking and **face-to-face meetings**

Promising Practices

Talent Pool

Promising Practices

Disability Awareness Resource Team

Advocate Educate Train

Promising Practices

Customer Service Standards

Priority	*Standard*
Attitude	We provide services in a genuinely helpful and courteous manner.
Empathy	We understand our customer's perspective and strive to meet their unique needs.
Listening	We seek first to understand the customer's needs, then provide customized solutions.
Honesty	We communicate with transparency and integrity.
Follow-through	We provide complete services, going beyond the customer's expectations.

Current Projects

KANSASWORKS State Board Strategic Plan

Thank you for you for your commitment to advancing excellence in public service.

WICHITA STATE UNIVERSITY
DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT
Public Policy and Management Center

Labor Market Conditions

Prepared for
Kansas Workforce Board Meeting
May 2019

Labor Market Information Services
Kansas Department of Labor

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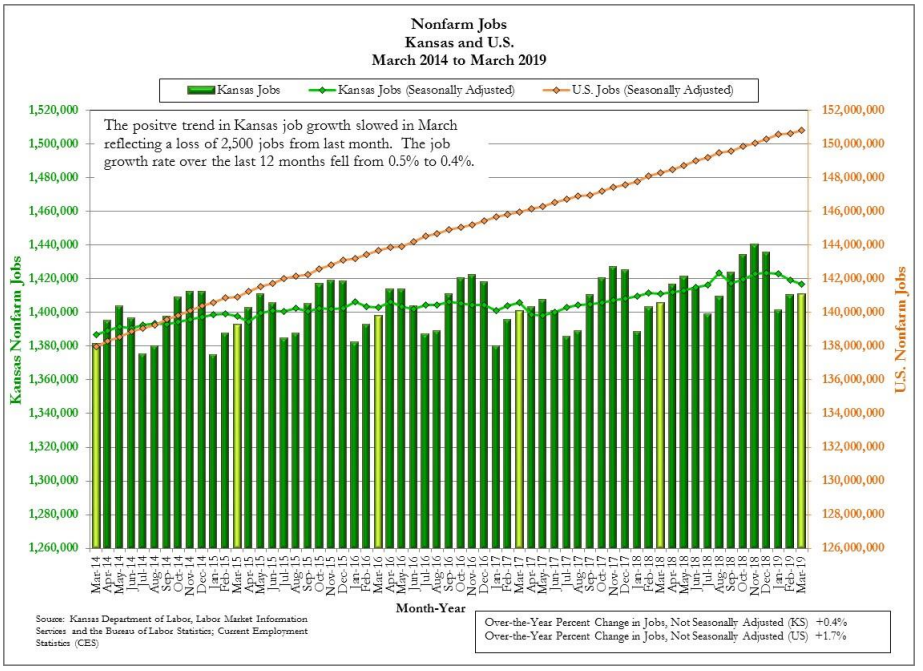


March 2019 Not Seasonally Adjusted Nonfarm Jobs

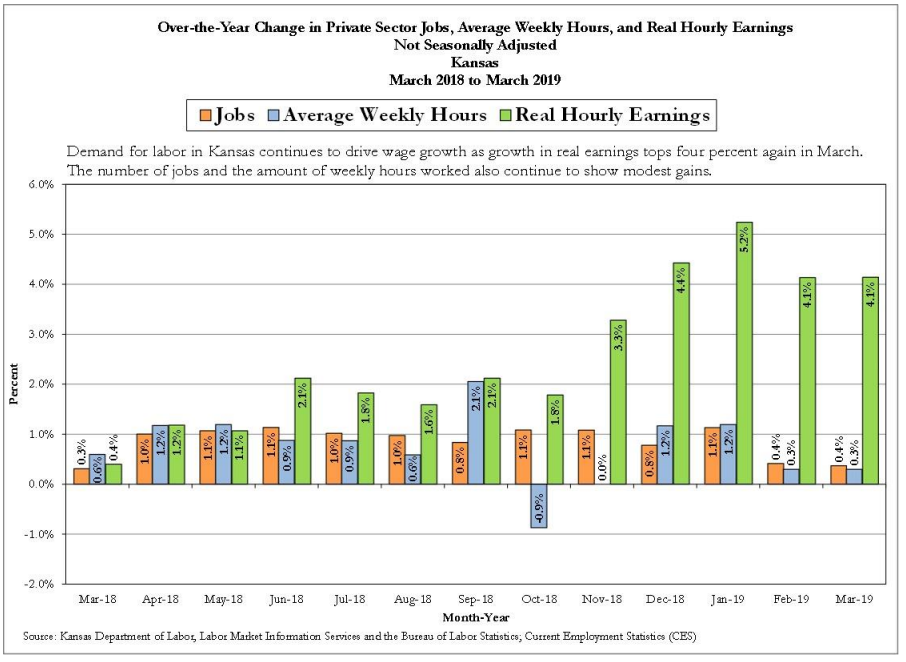
Place of Work Data

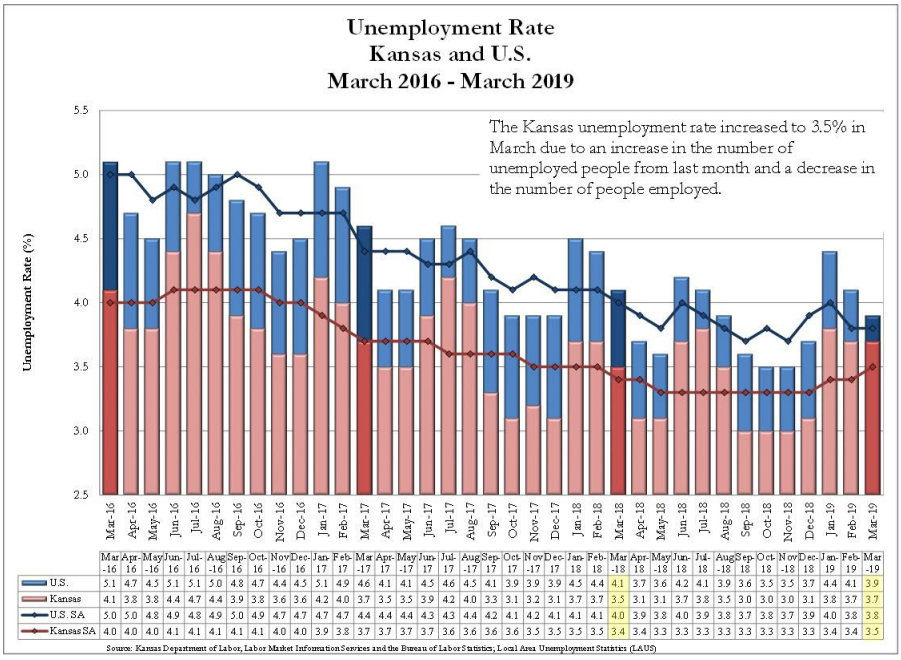
	March	Month Change		12 Month Change	
	2019	Absolute	Percent	Absolute	Percent
TOTAL NONFARM	**1,410,700**	**700**	**0.0%**	**5,300**	**0.4%**
GOVERNMENT	**264,800**	**-500**	**-0.2%**	**1,100**	**0.4%**
TOTAL PRIVATE	**1,145,900**	**1,200**	**0.1%**	**4,200**	**0.4%**
GOODS-PRODUCING	*231,000*	*1,600*	*0.7%*	*2,400*	*1.0%*
Mining and Logging	6,700	100	1.5%	0	0.0%
Construction	57,300	1,600	2.9%	-1,400	-2.4%
Manufacturing	167,000	-100	-0.1%	3,800	2.3%
PRIVATE SERVICE-PROVIDING	*914,900*	*-400*	*0.0%*	*1,800*	*0.2%*
Trade, Transportation and Utilities	263,500	-2,300	-0.9%	-1,700	-0.6%
Information	18,300	-200	-1.1%	-500	-2.7%
Financial Activities	76,100	100	0.1%	-400	-0.5%
Professional and Business Services	177,900	600	0.3%	1,100	0.6%
Education and Health Services	201,700	-400	-0.2%	3,700	1.9%
Leisure and Hospitality	127,100	2,200	1.8%	200	0.2%
Other Services	50,300	-400	-0.8%	-600	-1.2%

Industries in green added the most jobs over the year, and industries in red lost the most jobs over the year.

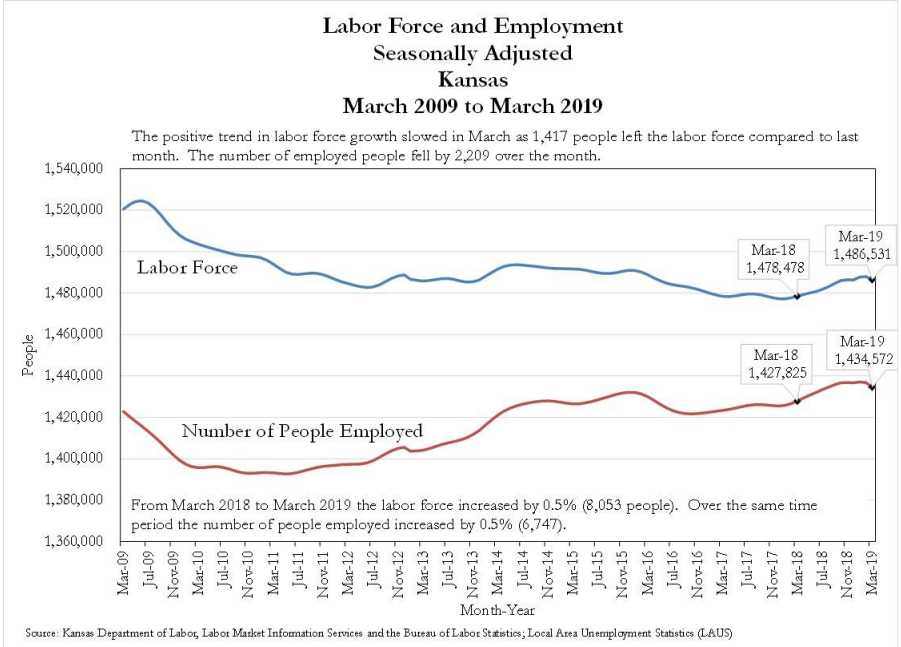
Nonfarm job statistics on subsectors will be furnished upon request.

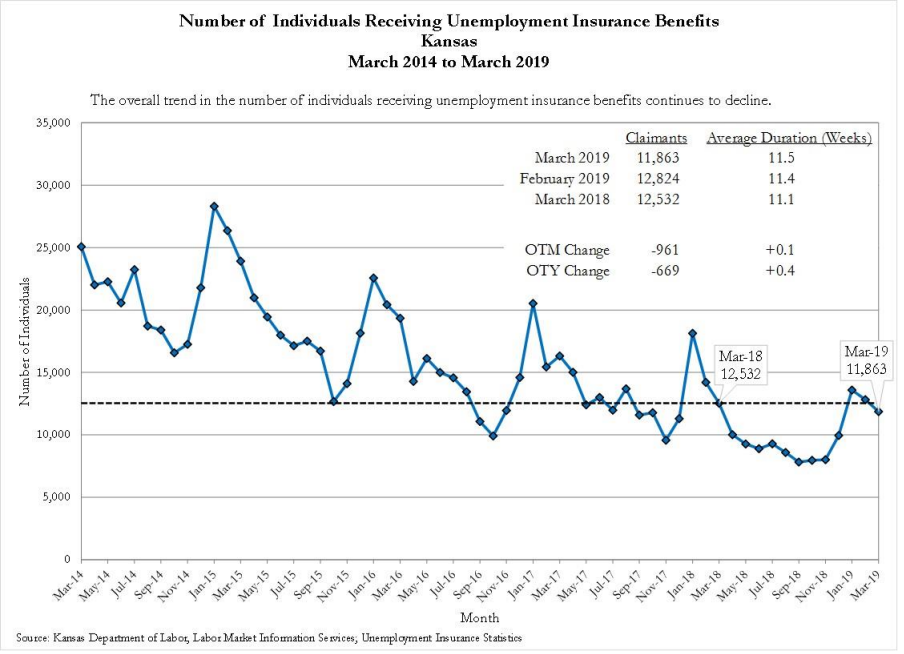
Source: Kansas Department of Labor, Labor Market Information Services and the Bureau of Labor Statistics; Current Employment Statistics (CES)





	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19
U.S.	5.1	4.7	4.5	5.1	5.1	5.0	4.8	4.7	4.4	4.5	5.1	4.9	4.6	4.1	4.1	4.5	4.6	4.5	4.1	3.9	3.9	3.9	4.5	4.4	4.1	3.7	3.6	4.2	4.1	3.9	3.6	3.5	3.5	3.7	4.4	4.1	3.9
Kansas	4.1	3.8	3.8	4.4	4.7	4.4	3.9	3.8	3.6	3.6	4.2	4.0	3.7	3.5	3.5	3.9	4.2	4.0	3.3	3.1	3.2	3.1	3.7	3.7	3.5	3.1	3.1	3.7	3.8	3.5	3.0	3.0	3.0	3.1	3.8	3.7	3.7
U.S. SA	5.0	5.0	4.8	4.9	4.8	4.9	5.0	4.9	4.7	4.7	4.7	4.7	4.4	4.4	4.4	4.3	4.3	4.4	4.2	4.1	4.2	4.1	4.1	4.1	4.0	3.9	3.8	4.0	3.9	3.8	3.7	3.8	3.7	3.9	4.0	3.8	3.8
Kansas SA	4.0	4.0	4.0	4.1	4.1	4.1	4.1	4.1	4.0	4.0	3.9	3.8	3.7	3.7	3.7	3.7	3.6	3.6	3.6	3.6	3.5	3.5	3.5	3.5	3.4	3.4	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.4	3.4	3.5





Short-term Projections

Industry and Occupational Projections (2018-2020)

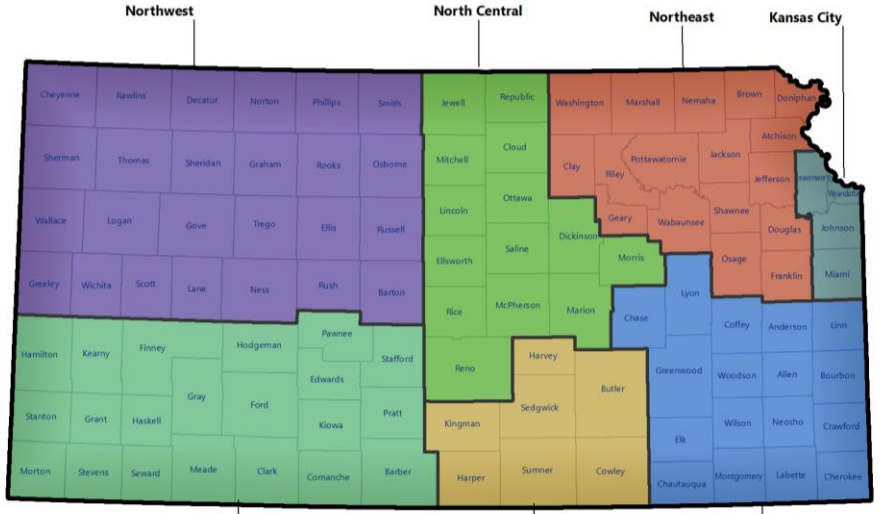
Kansas Department of Labor

Short-term Industry Projections

- Approximations of near-future job levels
  - 2-year projections (1st quarter 2018-1st quarter 2020)
- Historical Employment Data (January 1990-March 2018)
  - Jobs covered by unemployment insurance (QCEW)
  - Non-covered jobs (school and church survey, Railroad Retirement Board)
  - Self-employed
- Use statistical models to project employment based on observed trends and the relationship between employment and other economic factors
  - Weekly hours worked, UI claims, consumer expectations, NAPM: US manufacturing composite index, etc.

Kansas Department of Labor

Projection Regions

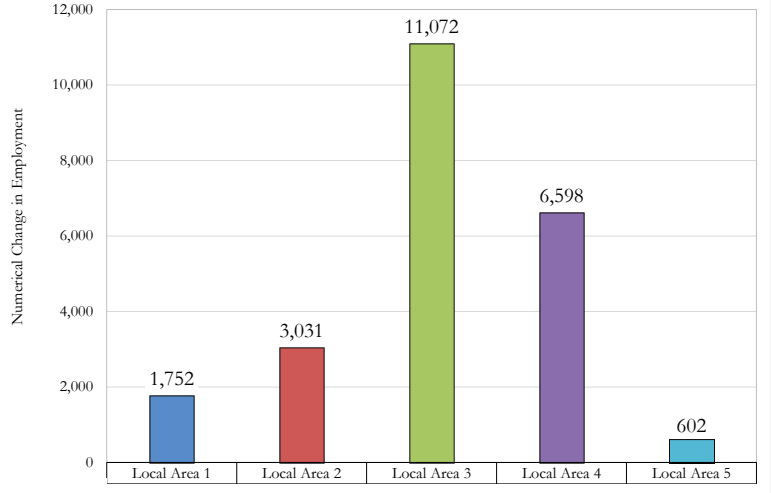


Source: Kansas Department of Labor, Labor Market Information Services

Short-term Industry Employment Projections Kansas					
	Employment		Employment Change		
	Base Period 2018 1st Quarter	Projection Period 2020 1st Quarter	Numerical	Percent	Annual Growth Rate
TOTAL ALL INDUSTRIES	**1,479,226**	**1,502,254**	**23,028**	**1.6%**	**0.8%**
Self Employed Workers, All Jobs	**82,322**	**83,721**	**1,399**	**1.7%**	**0.8%**
GOODS-PRODUCING	**238,353**	**243,513**	**5,160**	**2.2%**	**1.1%**
Natural Resources and Mining	18,490	18,762	272	1.5%	0.7%
Construction	57,272	58,728	1,456	2.5%	1.3%
Manufacturing	162,591	166,023	3,432	2.1%	1.0%
SERVICE-PROVIDING	**1,158,551**	**1,175,020**	**16,469**	**1.4%**	**0.7%**
Trade, Transportation and Utilities	265,859	267,809	1,950	0.7%	0.4%
Information	18,866	17,602	-1,264	-6.7%	-3.4%
Financial Activities	76,631	76,863	232	0.3%	0.2%
Professional and Business Services	175,566	179,757	4,191	2.4%	1.2%
Education and Health Services	345,274	352,489	7,215	2.1%	1.0%
Leisure and Hospitality	126,777	129,750	2,973	2.3%	1.2%
Other Services	51,979	52,320	341	0.7%	0.3%
Government	97,599	98,430	831	0.9%	0.4%

Source: Kansas Department of Labor, Labor Market Information Services

Short-term Industry Projections by Local Area
1st Quarter 2018 to 1st Quarter 2020



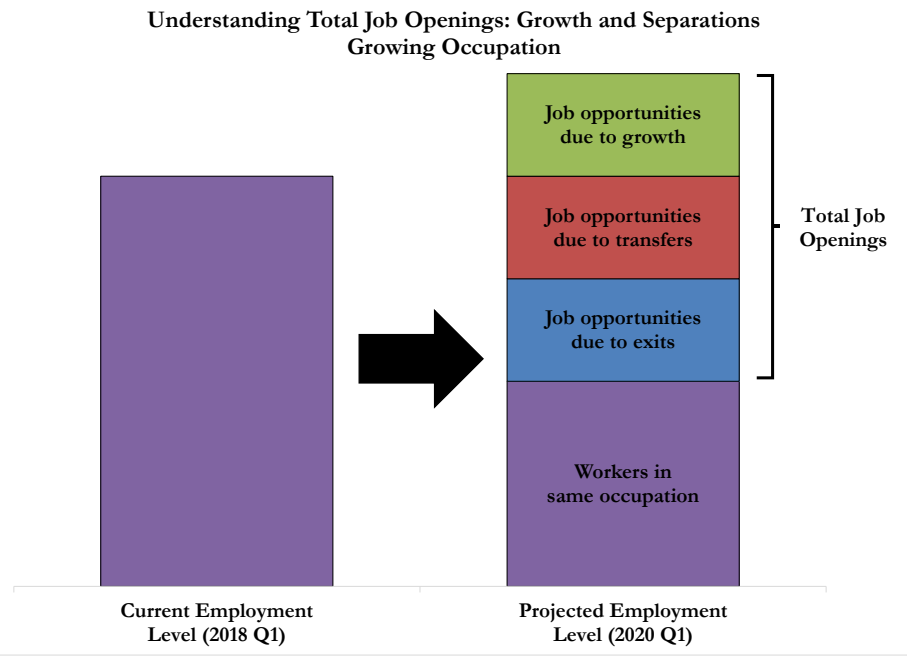
	Local Area 1	Local Area 2	Local Area 3	Local Area 4	Local Area 5
Base Period Employment	262,079	269,282	510,518	333,409	104,122
Projection Period Employment	263,831	272,313	521,590	340,007	104,724

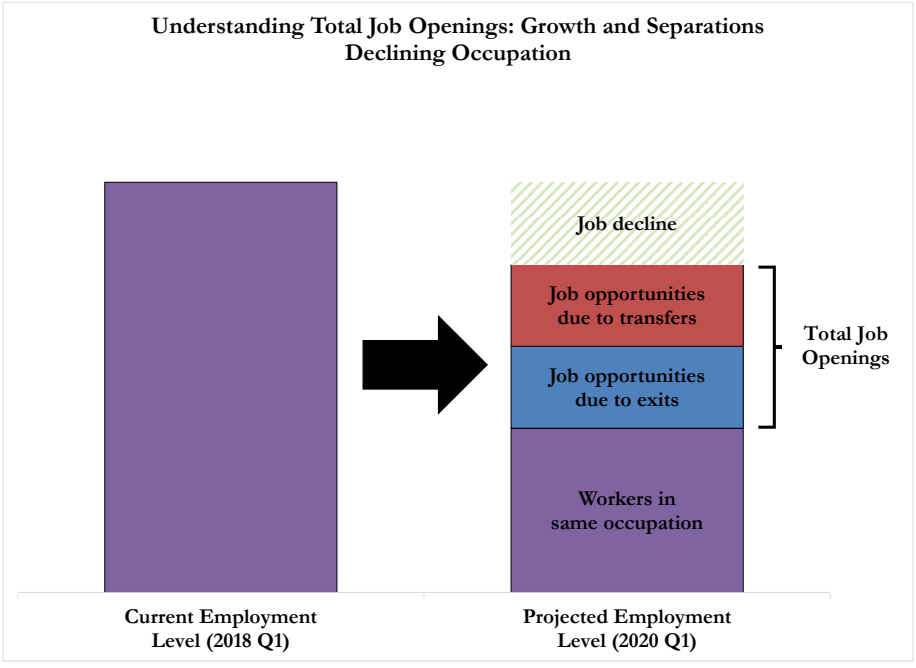
Source: Kansas Department of Labor, Labor Market Information Services

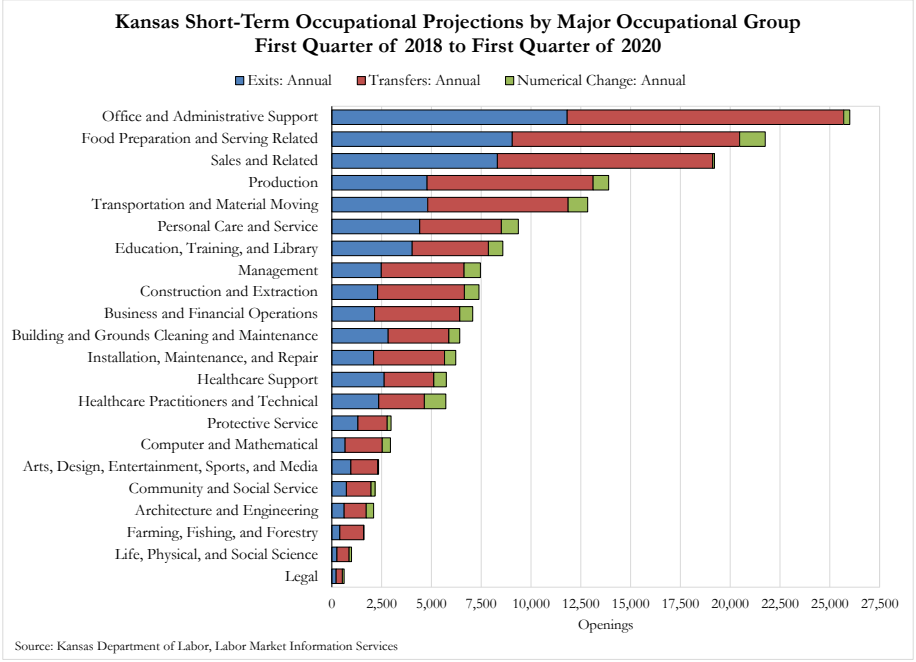
Short-term Occupational Projections

- Projected total job openings by occupation
  - Job openings occur for two reasons:
    - Growth – due to additional hiring by employers (difference between base-year employment and projection-year employment)
    - Separations – when employers need to replace workers that leave the occupation and find employment in a different occupation (transfers) or leave the labor force (exits)
- Occupational projections are generated using the following inputs:
  - Industry employment projections
  - Staffing patterns from the Occupational Employment Statistics Survey (OES)
  - National change factors, exit rates and transfer rates from BLS
  - National self-employed ratios from BLS

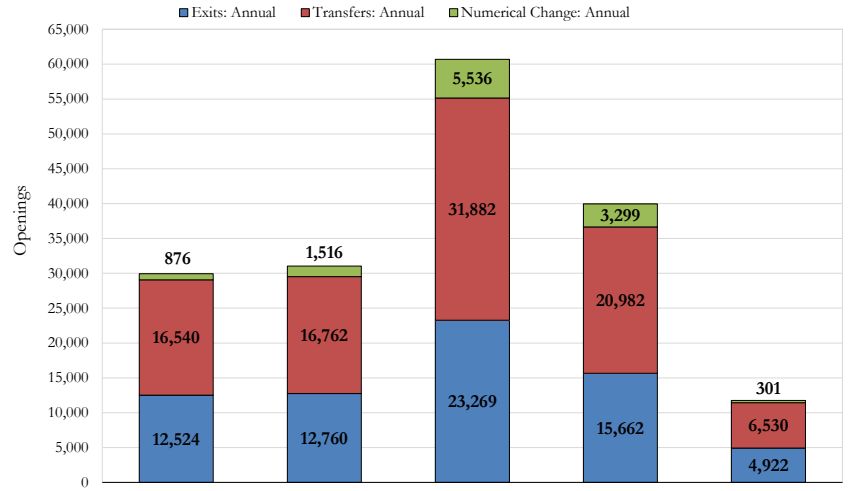
Kansas Department of Labor




Understanding Total Job Openings: Growth and Separations
Declining Occupation
Job decline
Job opportunities due to transfers
Job opportunities due to exits
Workers in same occupation
Total Job Openings
Current Employment Level (2018 Q1)
Projected Employment Level (2020 Q1)


Kansas Short-Term Occupational Projections by Major Occupational Group
First Quarter of 2018 to First Quarter of 2020
Exits: Annual
Transfers: Annual
Numerical Change: Annual
Office and Administrative Support
Food Preparation and Serving Related
Sales and Related
Production
Transportation and Material Moving
Personal Care and Service
Education, Training, and Library
Management
Construction and Extraction
Business and Financial Operations
Building and Grounds Cleaning and Maintenance
Installation, Maintenance, and Repair
Healthcare Support
Healthcare Practitioners and Technical
Protective Service
Computer and Mathematical
Arts, Design, Entertainment, Sports, and Media
Community and Social Service
Architecture and Engineering
Farming, Fishing, and Forestry
Life, Physical, and Social Science
Legal
0
2,500
5,000
7,500
10,000
12,500
15,000
17,500
20,000
22,500
25,000
27,500
Openings
Source: Kansas Department of Labor, Labor Market Information Services

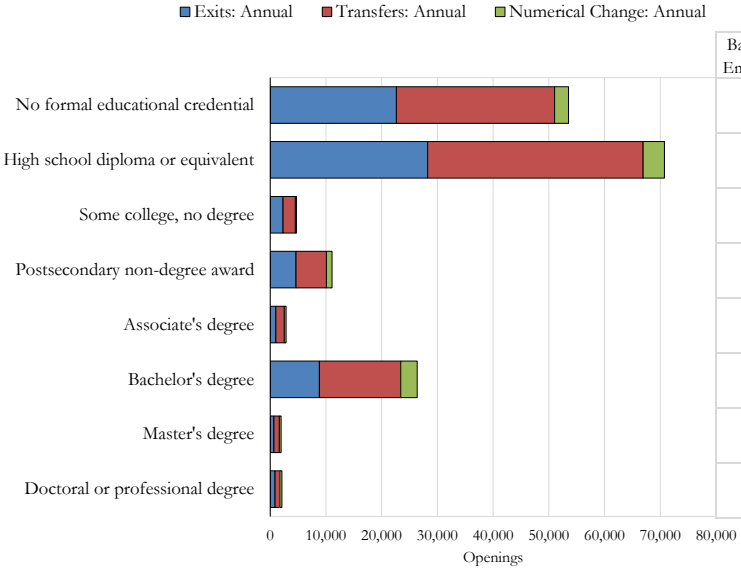
Short-Term Occupational Projections by Local Area
First Quarter of 2018 to First Quarter of 2020



	Local Area 1	Local Area 2	Local Area 3	Local Area 4	Local Area 5
Total Openings: Annual	29,940	31,038	60,687	39,943	11,753

Source: Kansas Department of Labor, Labor Market Information Services

Kansas Short-Term Occupational Projections by Level of Education
First Quarter of 2018 to First Quarter of 2020



	Base Period Employment	Total Openings
No formal educational credential	337,988	53,532
High school diploma or equivalent	606,760	70,752
Some college, no degree	45,463	4,728
Postsecondary non-degree award	102,426	11,085
Associate's degree	30,930	2,864
Bachelor's degree	299,665	26,389
Master's degree	21,193	1,953
Doctoral or professional degree	34,801	2,107

Source: Kansas Department of Labor, Labor Market Information Services

Questions

Kansas
Department of Labor

KANSASWORKS State Board
May 1, 2019
FY19 / Quarter 3
Workforce Program Initiatives Summary

KANSASWORKS STATE BOARD STRATEGIC PLAN

Goal 1: Customer Service

1. Empowering Employees to Succeed

- Micro-Learnings – A total of 24 of these were sent out and completed by staff. These provided a short customer service online lesson for WFC staff and then asked for personal feedback input. A summary report was provided for each of these sessions.
- Training Video – WSU has completed videos of the customer service training based on the in-person training they provided to all WFC staff, including supervisors, so that anyone who missed it or new staff that come on board can receive the same training and consistent message. A link is available on **KANSAS**WORKS.com.
- Short online survey for staff, leadership and Partners – This was completed earlier this year and was a follow-up to the one completed in 2017. The survey was used to gage the level of empowerment and ownership of customer service as it relates to Workforce Professional success. The report of this will be paired with the results of the focus groups to determine next steps.
- Focus groups – There will be approximately two groups per area, targeting frontline employees and partners. The purpose of these sessions is to gain additional information on customer service, empowerment, support in the work place, and what success looks like for Workforce Professionals. The focus groups will also identify the top barriers to customer service. The results of these will be paired with the results of the online survey to determine next steps.

2. Obtain Customer Service Input

- Secret Shoppers – The final draft of the 2018 Secret Shopper report is now available on the state board website.
- Customer Surveys – Once kiosks have been placed in each Workforce Center, 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 will conduct 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 will be available in a final report to include successes and opportunities.
- Online Community/Online Chat - WSU will work with Commerce Leadership/ Communications Department to establish a platform to conduct an online forum on successes, needs, and the development of future services at Workforce Centers.
- Customer Profiles- WSU will develop Customer Profiles by utilizing the information obtained through the three methods, (surveys, focus groups, online forums) previous work performed by WSU, and demographic information and data provided by Commerce. Based on the information collected, WSU will report on data and trends of customers as well as creating four to eight customer narratives.

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.

- The Performance & Accountability continues to review the Dashboard report on a quarterly basis before State Workforce Board meetings.
- Dashboard reports now show WIOA cost per participant totals by program and value of Kansas Work Ready information.
- Cost per numbers are still needed for non-WIOA funding streams.

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

- Title II is now showing more program outcomes.
- Title IV programs are not reporting WIOA outcomes.
- Dashboard reports show customers served and numbers of individuals placed into employment.
- Referrals numbers between core partner programs are still needed.

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.
- Data from KANSASWORKS App is being collected and shows on Dashboard reports.
- More historical data now being shown for comparison to current year data.
- Traffic counts are now compared to Wagner Peyser enrollments.

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

- Customer Service Kiosks are being rolled out in AJC's and baseline data is being collected. Preliminary data is now included in Dashboard reports for four locations.
- Second round of secret shopper data has been completed and a full report will be shared with SWB at the next meeting.

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

- SWB members took the self-evaluation tool in December 2018. Results have been shared with Workforce Alignment Committee and will be shared with Performance & Accountability Committee at April 2019 meeting.

Goal 3: System Messaging and Awareness

Objective 3.1 Roll-out of Common Brand across the System: Work on this objective is on hold until after the first of the year (2019).

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 prior to working with a marketing firm.

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 **KANSAS**WORKS 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.

Objective 4.1 The Customer Service Survey Kiosk is now available in a Spanish language version. The kiosks are currently active at the Wyandotte County Workforce Center, Johnson County Workforce Center, Lawrence Workforce Center, Emporia Workforce Center, and Junction City Workforce Center. Garden City Workforce Center, Great Bend Workforce Center, Wichita Workforce Center, and Independence Workforce Center will be up by the end of April.

Objective 4.2 ReEmployKS is on hold. Launch is anticipated for May 2019.

Objective 4.4 Commerce will enter into an agreement with Kansas Association of Workforce Boards (KAWB)for the procurement and reimbursement of adaptive equipment for 16 Workforce Centers in Local Area's 2, 3, 4 and 5. Local Area 1 has already purchased adaptive equipment.

Program 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 has just completed the second quarter of year four of the five-year grant and currently has 1,540 participants enrolled. There have been 992 Healthcare Training Completions and 518 participants have been employed in healthcare.

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 second quarter of FY2019, 9,079 new certification requests were received, resulting in 2,323 eligible for tax credits. 2,957 requests were denied. This is a federal tax savings to Kansas businesses of almost $6 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 Supplemental Security Income.

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 second quarter of FY2019, seven employers inquired about information on the Federal Bonding program. Seventeen bonds were distributed for $5,000 a piece for a total of $85,000 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 January to March 2019, there were 2,903 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 January to March 2019, over 2,322 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. This program seeks to provide adversely affected workers with 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 the workers, once certified, the petition identifies a worker group at a specific firm or subdivision and covers all individuals in that group. Benefits and services include reemployment and case management services, classroom training, on-the-job training, customized training, apprenticeship programs, income support during training, out of area job search, relocation, 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 training.

The TAA unit is creating a system to streamline our process and go paperless. Each form is being reviewed and updated and the process of exchanging and storing information is being scrutinized. We diligently search for potential trade impacted companies to assist more workers and continue to widen our scope of TAA outreach.

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 / 2019 Applications and Job Orders for this quarter equaled 113, of which completed housing inspections were 140. Of the 113 applications 18 are Special Projects (Custom Combine) involves working in other states along with Kansas.

H-2A enrollments per local area:

Local Area I	94 Enrollments
Local Area II	15 Enrollments
Local Area III	0 Enrollments
Local Area IV	1 Enrollments
Local Area V	3 Enrollments
Total Enrollments	113 Enrollments
To-Date Thru 3/31/19	177 Enrollments

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 / 42 job orders were processed for this quarter, to-date 69.

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 **KANSASWORKS** involvement with the military installations 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, **1,669** veterans were served within the workforce centers with **527** 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, **546** Employer contacts were made by Veteran Employment Representatives, with **220** veterans gaining employment for the quarter.

Heroes Make America – 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, **KANSASWORKS**, 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 plant tours, networking opportunities, and live interviews.

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 **KANSASWORKS** 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 **68** 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 **68** eligible clients **28** are remaining in Kansas and have gained employment that is an increase of **20** from the previous quarter.

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. Since its inception KEEP has visited Emporia, Hutchinson, Kansas City and Manhattan with scheduled events Kansas City, Kansas during this quarter.

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 implementation of this phase is scheduled for June 1, 2019. Additionally, basic employable skill workshops, such as resume assistance, job success, power of a positive attitude, customer service, and communicating effectively are incorporated into the learning experience.

REGISTERED APPRENTICESHIP

The Registered Apprenticeship Team enrolled 116 new apprentices during the quarter. Kansas has added 9 new sponsors to the program for the occupations of a Medical Spanish Translator, Shipping & Receiving Clerk, Power Plant Operator, Heating & Air Installation Service Technician, Gas System Operator, Collator Operator, Tamarack Operator, Press Operator & Machine I Operator. The team is working with several Kansas companies on the development of new standards, in areas such as Education, Health Care, Manufacturing and various other occupations.

We recently presented at the Kansas Council of Deans and Directors of Continuing Education & Community Service at Hutchinson Community College McPherson Center in McPherson, KS. Our presentation topic was **Registered Apprenticeship Training Program Partnerships with Educational Institutions -** Become more acquainted with apprenticeships and the role educational institutions serve by learning about the Kansas Department of Commerce partnership with Peaslee Tech.

As a result, interest is growing from these institutions. The Registered Apprenticeship team is working with Kansas Department of Education, Community Colleges and other Educational Institutions to educate everyone on how they can serve an intermediary sponsor providing the related technical instruction to local employers who register programs. Currently, we have several community colleges working to build their standards and register as an intermediary sponsor. This will help to increase the number of programs registered in Kansas connecting education to industry for additional Registered Apprenticeship opportunities.

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.

ACTIVITY:

Participant Activity – Quarter 3					
Participant Type	**Qtr 1**	**Qtr 2**	**Qtr 3**	**Qtr 4**	**YTD**
Carry Over					62
New	13	11	11		35
Exited	2	15	14		31
Exited to Unsubsidized Emplymnt	*2*	*6*	*10*		*18*
On waiting list	3	0	9		12
TOTAL					78

PERFORMANCE:

Program Year 2018 – Quarter 3		
No. of Authorized Positions		83
No. of Active Participants this Quarter		71
Core Performance Measures	**Goal**	**YTD**
Employed 2nd Qtr After Exit	33.0%	21.4%
Employed 4th Qtr After Exit	28.1%	10.0%
Median Earnings	$2,878	$13,729
Service to Most in Need	2.79	2.38
Service Level	150%	115.7%

Subgrantee staffing adjustments and training are complete and enrollment and placement activity is improving. This quarter the number of unsubsidized employment placements was the highest it has been in four years. In the first 10 days of the fourth quarter an impressive seven enrollments were processed.

Older Kansans Employment Program (OKEP)

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

PERFORMANCE:

Fiscal Year 2019 – Quarter 2				
Performance Goal	**Goal**	**Actual**	**Variance**	**% of Goal**
No. of Participants	602	639	37	106%
No. of Placements	333	211	(122)	63%
Average Wage	$10.15	$12.01	$1.86	118%

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OKEP providers are struggling with placements as those they are serving this year seem to have more barriers to overcome than in previous years. The low unemployment rate leaving employers more willing to hire those in need of more training than desired could be part of the issue. Lack of technology experience is a large issue. Some seniors refuse to learn computer skills, and some will not answer return calls from providers because they do not recognize the number and fear it is a telemarketer.

WORKFORCE INNOVATION FUND (WIF)

The final analysis of the implementation, outcomes and cost of the Kansas Workforce Innovation Fund activities is being prepared using data gathered from customer and staff interviews, surveys, site visits, and **KANSAS**WORKS.com. The March 2019 site visit report will be available this month and the final report will be available in September. We are also looking forward to the customer-centered design peer sharing day in September where local projects will share their progress, practices, and results of on-the-job training innovations. The Workforce Innovation Fund grant ends September 30, 2019.

OJT Continuous Improvement with Customer Centered Design

Local Areas have been working with inter-agency teams to learn and apply customer-centered design thinking to collaboratively develop strategies intended to improve service delivery in these five elements of OJT: 1) Outreach to Business and Job Seekers, 2) Assessments, 3) Paperwork and Process Improvement, 4) Follow-up and Monitoring Protocols and 5) Staff Training.

Each team has developed an implementation plan based on local needs which explains how these strategies will be tested, evaluated, and revised for continuous improvement. State program leaders who participated in the CCD immersion will providing support and guidance to the local teams.

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.

Employment 1st Summit of South-Central Kansas – May 3, 2019

In October 2018, Employment 1st of Butler County was awarded a $25,000 grant from the Kansas Department for Children and Families/Kansas Council on Developmental Disabilities to host an Employment 1st Summit of South-Central Kansas to be held May 3, 2019 at the Butler Community College, Welcome center. The Summit is an opportunity for professionals, employers, educators, job coaches, care-givers, people with disabilities, family members, and students in South-Central Kansas to learn about 1) increasing employment and training opportunities and 2) sustaining competitive, integrated employment for people with disabilities. Employment 1st of Butler County is a coalition comprised of a diverse group of local and state service providers serving individuals with disabilities in a broad range of service modalities. Representatives from the Kansas Department of Commerce and Workforce Centers of South-Central Kansas have partnered with Vocational Rehabilitation, Butler Community College, Butler County Special Education Interlocal, Community Developmental Disability Organization of Butler County, Resource Center for Independent Living, and South-Central Mental Health Services to host this event.

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 in Kansas Juvenile Correctional Facility (KJCC), 2) Engaging State correctional education providers regarding training opportunities for high demand high wage employment, 3) Serving as co-chair of a subcommittee of the Community Health Improvement Project in Wyandotte County through the Wyandotte Economic Development Council to strategize on decreasing barriers for individuals with criminal history to rejoin the workforce, 4) Attended meeting for Department of Corrections Job Specialists to discuss goals and connections needed to foster employment for individuals exiting the correctional facilities.

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	NA	NA	6

WORKFORCE DATA QUALITY INITIATIVE (WDQI)

THE WDQI grant ended on 06/30/2018. Final reports have been submitted to USDOL. The workgroup will continue to meet on a quarterly basis with the purpose of maintaining work that has been completed or is near completion.

The Program Inventory group will be updating data on a regular basis as needed. Current updates the group is working on are:

- KSDE Career Pathways for 2018-2019 school year
- Making changes to the Private Post-Secondary data to present data in a consistent format. This will enable data to be comparable to the Public Post-Secondary data such as hours to completion and time required for program completion.
- Updating Labor Market data from KSDOL.

Updated web service for KBOR and Commerce to exchange client information if consent has been granted. The web service is in place. Commerce and KBOR are testing this process before taking it live.

KANSAS BOARD OF REGENTS

Adult Education
Kansas adult education programs can partner with the career technical education programs at the 2-year institutions in applying for an Integration of Academics with CTE grant. A focus of Perkins V, this is a braided funding model where the adult education and CTE instructor collaborate to create academic curriculum contextualized to the CTE program that is co-taught in the CTE classroom. Past grants have seen an increase in student retention and success, and many times students are receiving instruction in areas of need that would otherwise go unaddressed.

Registration opens soon for the 2nd Annual Workforce Innovation and Opportunity Conference, hosted by the Kansas Board of Regents and the Kansas Department of Commerce, which is slated for October 7 & 8 in Wichita. A more complete agenda is forthcoming, but we are excited to welcome Dr. Scott Stump, Assistant Secretary, U.S. Department of Education as the opening keynote speaker, as well as a panel from the Governor's Education Council.

EVENTS AND JOB FAIRS
05/02/19 – Good Samaritan Hiring Event, **KANSAS**WORKS Hays
05/02/19 – PSSI Job Fair, **KANSAS**WORKS Hutchinson
05/02/19 – Presbyterian Manor Hiring Event, Topeka Workforce Center
05/02/19 – Federal Resume Workshop, Junction City Workforce Center (Skype)
05/02/19 – Summer Hiring Extravaganza, Johnson County Central Library, Overland Park
05/07/19 – Mature Workers Job Fair, Johnson County Central Library, Overland Park
05/07/19 – Career Fair and Seminar, Kauffman Foundation, Kansas City, MO
05/30/19 – Norfolk Iron & Metal Hiring Event, Norfolk Iron & Metal worksite, Emporia