KANSAS PYS 2024-2027

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OVERVIEW

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

OPTIONS FOR SUBMITTING A STATE PLAN

A State has two options for submitting a State Plan— a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II), and
- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by title III),
- the Vocational Rehabilitation program (authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined State Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II-IV of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)
- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) [1]

[1] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried out by the Department of Housing and Urban Development that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support

ongoing program development and coordination. Operational planning elements include:

- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances,
- Program-Specific Requirements for the Core Programs, and
- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.[2] States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations. Use of links to external websites and documents is permitted within the State Plan narrative submission, if such links remain active and adhere to Section 508 accessibility requirements.

Paperwork Reduction Act: The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

[2] Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

Unified State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs.

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.

This is a combined plan

COMBINED PLAN PARTNER PROGRAM(S)

Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

No

Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

No

Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

No

Trade Adjustment Assistance for Workers programs (activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

Yes

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)

Yes

Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

No

Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

Yes

Employment and training activities carried out by the Department of Housing and Urban Development

No

Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

No

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

WIOA Core Programs are administered by Kansas Department of Commerce (Commerce), Kansas Department of Children and Families (KDCF) and Kansas Board of Regents KBOR). WIOA Titles I and III, in addition to Trade Adjustment Assistance for Workers, Jobs for Veterans State Grant Program and the Senior Community Services Program are overseen, monitored and/or implemented by Commerce staff.

Since the last update to the Kansas Combined State Plan, The **KANSAS**WORKS State Board (KWSB) has developed a new four-year Strategic Plan which is included in this document, and which is reflected throughout the 2024-2027 Kansas WIOA State Plan. While the previous KWSB strategic plan was successfully implemented, the state's workforce development system will continue to implement those existing strategies in addition to new strategies developed in the new KWSB Strategic Plan.

The Kansas State Plan Management Team (SPMT), comprised of staff from Commerce, KDCF, KBOR and Kansas Department of Labor (KDOL) Labor Market Information, meet on a regular basis to craft the goals, strategies and planned outcomes found in this plan. Traditionally, the WIOA State Plan incorporates input from customers and evaluations based on customers. For this new State Plan, the SPMT surveyed state and partner staff for additional points of view and have included those impressions in forming the plan.

II. STRATEGIC ELEMENTS

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. Where requirements identify the term "populations", these must include individuals with barriers to employment as defined at WIOA Section 3. This includes displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. Additional populations include veterans, unemployed workers, and youth, and others that the State may identify.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

Provide an analysis of the industries and occupations for which there is existing demand.

II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

Provide an analysis of the industries and occupations for which demand is emerging.

III. EMPLOYERS' EMPLOYMENT NEEDS

With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Economic, Workforce, and Workforce Development Activities Analysis

Economic Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—

(i) Existing Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which there is existing demand.

Current labor demanded by Kansas employers is reflected in job openings data. The following information is based on online job postings collected and summarized by Geographic Solutions, Inc.

Industry

Statewide

The health care and social assistance sector recorded the most job openings by far in 2022, with 99,199 job openings. Hospitals accounted for 52,688 of these openings, while ambulatory health care services accounted for 22,892, and nursing and residential care facilities accounted for 16,269. The manufacturing sector recorded 42,918 job openings with the computer and electronic product manufacturing subsector accounting for 10,396. The chemical manufacturing and transportation equipment manufacturing subsectors each accounted for more than 6,000 job openings, while the food manufacturing subsector accounted for 5,946. Educational services recorded the third highest number of job openings in 2022, with 32,044. The retail trade sector recorded 29,733 job openings; 5,321 of these job openings were in the building material and garden equipment and supplies dealers subsector. Additionally, the motor vehicle and parts dealers, food and beverage stores, and health and personal care stores subsectors each accounted for at least 4,000 job openings. The administrative and waste services sector recorded 28,411 job openings, with the vast majority falling into the administrative and support

services subsector. Professional, scientific, and technical services also recorded more than 20,000 job openings in 2022.

Local Area I

The health care and social assistance sector recorded the most job openings by far in 2022, with 17,748 job openings. Hospitals accounted for 8,404 job openings in the health care and social assistance sector, while ambulatory health care services accounted for 3,693, and nursing and residential care facilities accounted for 3,584. The manufacturing sector recorded 6,541 job openings. Chemical manufacturing accounted for 2,077 job openings in the manufacturing sector, while food manufacturing accounted for 1,432, and machinery manufacturing accounted for 1,266. Administrative and waste services recorded the third highest number of job openings in 2022, with 4,346; the vast majority of these were in the administrative and support services subsector. Educational services recorded 4,020 job openings, while the transportation and warehousing, retail trade, and wholesale trade sectors each recorded over 3,000 openings in 2022.

Local Area II

The health care and social assistance sector recorded the most job openings by far in 2022, with 16,216 job openings. Hospitals accounted for 9,082 job openings in the health care and social assistance sector, while nursing and residential care facilities accounted for 3,351, and ambulatory health care services accounted for 2,981. Educational services had the second highest number of job openings with 10,007. Public administration recorded 5,707 job openings, with the vast majority falling into the executive, legislative, and other general government support subsector. Retail trade recorded 5,281 job openings; food and beverage stores accounted for 1,007 of these, while motor vehicle and parts dealers accounted for 962, and building material and garden equipment and supplies dealers accounted for 759. The administrative and waste services and manufacturing sectors each accounted for more than 4,000 openings in 2022.

Local Area III

The health care and social assistance sector recorded the most job openings by far in 2022, with 46,655 job openings. The majority of these job openings were in hospitals, which accounted for 28,784, while ambulatory health care services accounted for 9,922. Manufacturing had the second highest number of job openings with 15,755. Computer and electronic product manufacturing accounted for 7,325 of these job openings, while each of the following manufacturing subsectors accounted for at least 1,000 job openings: food, chemical, machinery, and beverage and tobacco products. Retail trade recorded 14,669 job openings in 2022, with each of the following subsectors accounting for at least 2,000 job openings: building material and garden equipment and supplies dealers, motor vehicle and parts dealers, health and personal care stores, and food and beverage stores. The following industry sectors each accounted for at least 10,000 job openings in 2022: professional, scientific, and technical services; administrative and waste services; and educational services.

Local Area IV

Two industry sectors dominated the list of job openings in 2022: manufacturing with 13,773 job openings, and health care and social assistance with 12,753. In the manufacturing sector, transportation equipment manufacturing accounted for 5,130 job openings, while chemical manufacturing accounted for 2,652, and computer and electronic product manufacturing accounted for 2,572. The majority of the job openings in the health care and social assistance

sector fell into the ambulatory health care services subsector, which accounted for 4,328 job openings, while hospitals accounted for 4,059 job openings. The educational services sector came in third with 6,577 job openings, while each of the following industry sectors accounted for at least 5,000 job openings: public administration, administrative and waste services, and retail trade.

Local Area V

The health care and social assistance sector recorded the most job openings by far in 2022, with 5,827 job openings. Hospitals accounted for 2,359 job openings in the health care and social assistance sector, while ambulatory health care services accounted for 1,968 job openings, and nursing and residential care facilities accounted for 1,079. The manufacturing sector recorded the second highest number of job openings, with 2,541. Food manufacturing accounted for 870 job openings in the manufacturing sector, while transportation equipment manufacturing accounted for 600 job openings. Public administration accounted for 1,599 job openings; the overwhelming majority of these were in the executive, legislative, and other general government support subsector. Transportation and warehousing and administrative and waste services also accounted for at least 1,500 job openings in 2022, while the educational services, wholesale trade, and accommodation and food services industry sectors accounted for at least 1,000 job openings.

Occupational

Statewide

The health care practitioners and technical occupational group had the most job openings by far in Kansas, with 87,136 job openings advertised in 2022. The management occupational group had 42,413 job openings, while the transportation and material moving occupational group had 32,035. Two additional occupational groups had over 20,000 job openings in 2022. The office and administrative support occupational group recorded 29,048 job openings, while the sales and related occupational group recorded 20,328. Eight additional occupational groups had over 10,000 job openings in 2022: health care support; production; food preparation and serving related; installation, maintenance, and repair; architecture and engineering; computer and mathematical; business and financial operations; and educational instruction and library.

Registered nurses topped the list of job openings by occupation in Kansas, with 43,559 job openings. This was followed by heavy and tractor-trailer truck drivers with 9,457 job openings, and nursing assistants with 8,001. Licensed practical and licensed vocational nurses recorded 7,451 job openings in 2022, while customer service representatives recorded 7,393.

Local Area I

The health care practitioners and technical occupational group had the most job openings by far in Local Area I, with 15,735 job openings advertised in 2022. The transportation and material moving occupational group recorded 6,536 job openings, while the management occupational group recorded 5,150. Three additional occupational groups had over 3,000 job openings in 2022: office and administrative support, health care support, and production. Four more occupational groups had over 2,000 job openings in 2022: sales and related; food preparation and serving related; installation, maintenance, and repair; and educational instruction and library.

Registered nurses topped the list of job openings by occupation in Local Area I, with 7,589 job openings. This was followed by heavy and tractor-trailer truck drivers with 2,372 job openings, and licensed practical and licensed vocational nurses with 1,681 job openings. Two additional

occupations recorded over 1,000 openings in 2022: nursing assistants with 1,530 job openings, and customer service representatives with 1,050.

Local Area II

The health care practitioners and technical occupational group had the most job openings by far in Local Area II, with 13,766 job openings advertised in 2022. This was followed by the management occupational group with 7,049 job openings. Two additional occupational groups recorded over 5,000 openings in 2022: transportation and material moving and office and administrative support. The health care support, sales and related, food preparation and serving related, and educational instruction and library occupational groups each recorded over 3,000 job openings in 2022.

Registered nurses topped the list of job openings by occupation in Local Area II, with 5,982 job openings. This was followed by heavy and tractor-trailer truck drivers with 1,922 job openings, and licensed practical and licensed vocational nurses with 1,559 job openings. Three additional occupations recorded over 1,000 job openings in 2022: nursing assistants, executive secretaries and executive administrative assistants, and customer service representatives.

Local Area III

The health care practitioners and technical occupational group had the most job openings by far in Local Area III, with 38,685 job openings advertised in 2022. This was followed by the management occupational group with 19,555 job openings, the office and administrative support occupational group with 12,419 job openings, and the transportation and material moving occupational group with 11,689 job openings. The sales and related occupational group had the fifth highest total job openings with 9,423. Three additional occupational groups had over 7,000 job openings in 2022: health care support, computer and mathematical, and architecture and engineering.

Registered nurses topped the list of job openings by occupation in Local Area III with 20,186 job openings. This was followed by customer service representatives with 3,148 job openings, and nursing assistants with 3,114 job openings. Three additional occupations recorded over 2,000 openings in 2022: licensed practical and licensed vocational nurses, heavy and tractor-trailer truck drivers, and retail salespersons.

Local Area IV

The health care practitioners and technical occupational group had the most job openings by far in Local Area IV, with 14,747 job openings advertised in 2022. This was followed by the management occupational group with 8,724 job openings, the office and administrative support occupational group with 6,112, and the transportation and material moving occupational group with 5,646. Two additional occupational groups had over 4,000 job openings in 2022: production and sales and related. The installation, maintenance, and repair; architecture and engineering; and food preparation and serving related occupational groups each recorded over 3,000 job openings in 2022.

Registered nurses topped the list of job openings by occupation in Local Area IV, with 8,127 job openings. This was followed by customer service representatives with 1,639 job openings, and heavy and tractor-trailer truck drivers with 1,362. Three additional occupations recorded over 1,000 openings in 2022: nursing assistants, licensed practical and licensed vocational nurses, and retail salespersons.

Local Area V

The health care practitioners and technical occupational group had the most job openings by far in Local Area V, with 4,203 job openings advertised in 2022. This was followed by the transportation and material moving occupational group, which recorded 2,931 job openings, and the production occupational group with 2,101 job openings. Four additional occupational groups recorded over 1,000 openings in 2022: management; office and administrative support; health care support; and installation, maintenance, and repair.

Registered nurses topped the list of job openings by occupation in Local Area V, with 1,675 job openings. This was followed by heavy and tractor-trailer truck drivers with 1,106 job openings. Two additional occupations recorded over 500 job openings: production workers, all other and nursing assistants. Customer service representatives and physical therapists each recorded over 400 job openings in 2022.

(ii) Emerging Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which demand is emerging.

Industries and occupations with the highest projected growth rates can be an indicator of emerging demand. The following analysis is based on data from the long-term projections program, which assumes full employment in the projection year. This means that the projections are forecasting structural changes in the economy rather than predicting changes in the business cycle. It is important to note that these projections use 2020 as the base year and project employment for 2030, so some of the high growth industries such as arts, entertainment, and recreation represent a return to typical employment levels after significant declines in 2020 due to the pandemic.

Industry

Statewide

Statewide, the arts, entertainment, and recreation industry sector is projected to grow the fastest, adding 3,854 jobs and growing by 28.0% over the 2020-2030 projection period. This major industry sector consists of three underlying subsectors: performing arts, spectator sports, and related industries; museums, historical sites, and similar institutions; and amusement, gambling, and recreation industries. Of these subsectors, the fastest rate of growth is projected to be in performing arts, spectator sports, and related industries, growing 62.1%, and adding 770 jobs over the 10-year period. However, most of the numerical growth in the arts, entertainment, and recreation industry sector is projected to be in the amusement, gambling, and recreation industries subsector, which is expected to grow by 25.0%, adding 2,953 jobs.

The second fastest growing industry sector is projected to be transportation and warehousing; this industry sector is expected to grow by 19.6% and add 12,028 jobs over the 10-year period. This sector is comprised of nine underlying subsectors; of these, warehousing and storage is projected to grow the fastest and add the most jobs by 2030. Warehousing and storage is projected to add 6,362 jobs and grow by 33.3% over the 10-year period.

The third fastest growing industry sector is projected to be accommodation and food services; this industry sector is expected to grow by 15.9% and add 15,639 jobs over the 10-year period. The accommodation and food services industry sector is comprised of two underlying subsectors: accommodation, including hotels and motels, and food services and drinking places. Of these two subsectors, accommodation, including hotels and motels is expected to grow the fastest over the 10-year period, growing by 23.7% and adding 2,074 jobs, while food services

and drinking places is expected to add 13,565 jobs and grow 15.2% over the same period of time.

Five additional industry sectors are expected to grow by at least 10.0% over the 2020-2030 projection period: administrative and support and waste management and remediation services; professional, scientific, and technical services; agriculture, forestry, fishing, and hunting; management of companies and enterprises; and other services (except government).

There are eleven subsectors that are expected to add at least 100 jobs and grow by more than 20.0% over the 2020-2030 projection period: motion picture and sound recording industries; performing arts, spectator sports, and related industries; warehousing and storage; data processing, hosting and related services; support activities for transportation; other information services; amusement, gambling, and recreation industries; accommodation, including hotels and motels; support activities for agriculture and forestry; transit and ground passenger transportation; and clothing and clothing accessories stores.

Local Area I

In Local Area I, the administrative and support and waste management and remediation industry sector is projected to grow the fastest, adding 1,611 jobs and growing by 23.3% over the 2020-2030 projection period. The administrative and support services subsector is expected to grow by 23.9% and add 1,569 jobs over the 10-year projection period, while the waste management and remediation services subsector is expected to grow by 11.9% and add 42 jobs.

The second fastest growing industry sector is projected to be arts, entertainment, and recreation; this industry sector is expected to grow by 17.1% and add 317 jobs over the 10-year period. This sector is comprised of three underlying subsectors; of these, museums, historical sites, and similar institutions is expected to grow the fastest, growing by 19.7% and adding 46 jobs over the 10-year period. The subsector projected to add the most jobs is amusement, gambling, and recreation industries, which is expected to grow by 17.9% and add 260 jobs.

The third fastest growing industry sector is projected to be professional, scientific, and technical services; this industry sector is expected to grow by 15.9% and add 929 jobs over the 10-year period.

Four additional industry sectors are expected to grow by at least 10.0% over the 2020-2030 projection period: transportation and warehousing; accommodation and food services; agriculture, forestry, fishing, and hunting; and management of companies and enterprises.

There are twelve subsectors that are expected to add at least 50 jobs and grow by more than 15.0% over the 2020-2030 projection period: plastics and rubber products manufacturing; couriers and messengers; data processing, hosting and related services; fabricated metal product manufacturing; administrative and support services; construction of buildings; amusement, gambling, and recreation industries; support activities for agriculture and forestry; professional, scientific, and technical services; building material and garden equipment and supplies dealers; nonmetallic mineral product manufacturing; and crop production.

Local Area II

In Local Area II, the transportation and warehousing industry sector is projected to grow the fastest, adding 2,842 jobs and growing by 30.5% over the 2020-2030 projection period. The transportation and warehousing industry sector is made up of nine underlying subsectors; of these, the warehousing and storage subsector is expected to grow the fastest and add the most

jobs. The warehousing and storage subsector is projected to grow by 46.4% and add 1,993 jobs over the 10-year projection period.

The second fastest growing industry sector is projected to be arts, entertainment, and recreation; this industry sector is expected to grow by 26.6% and add 531 jobs over the 10-year period. This sector is comprised of three underlying subsectors; of these, performing arts, spectator sports, and related industries is expected to grow the fastest, growing by 51.9% and adding 109 jobs over the 10-year period. The subsector expected to add the most jobs over the 10-year period is amusement, gambling, and recreation; this subsector is expected to grow by 23.2% and add 399 jobs.

The third fastest growing industry sector is projected to be agriculture, forestry, fishing, and hunting; this industry sector is expected to grow by 21.8% and add 341 jobs over the 10-year period. This sector is comprised of five underlying subsectors; of these, support activities for agriculture and forestry is expected to grow the fastest, adding 109 jobs and growing by 50.0% over the 10-year period. The subsector expected to add the most jobs over the 10-year period is crop production; this subsector is expected to grow by 19.0% and add 124 jobs.

Six additional industry sectors are expected to grow by at least 10.0% over the 2020-2030 projection period: accommodation and food services; administrative and support and waste management and remediation services; professional, scientific, and technical services; management of companies and enterprises; other services (except government); and information.

There are ten subsectors that are expected to add at least 100 jobs and grow by more than 20.0% over the 2020-2030 projection period: motion picture and sound recording industries; performing arts, spectator sports, and related industries; support activities for agriculture and forestry; warehousing and storage; accommodation, including hotels and motels; couriers and messengers; amusement, gambling, and recreation industries; securities, commodity contracts, and other financial investments and related activities; administrative and support services; and food services and drinking places.

Local Area III

In Local Area III, the arts, entertainment, and recreation industry sector is projected to grow the fastest, adding 1,836 jobs and growing by 36.6% over the 2020-2030 projection period. The arts, entertainment, and recreation industry sector is made up of three underlying subsectors; of these, the amusement, gambling, and recreation industries subsector is expected to grow the fastest and add the most jobs. The amusement, gambling, and recreation industries subsector is projected to grow by 30.6% and add 1,366 jobs over the 10-year projection period.

The second fastest growing industry sector is projected to be administrative and support and waste management and remediation services; this industry sector is projected to grow by 17.3% and add 5,874 jobs over the 2020-2030 projection period. The majority of this growth is expected to be in the administrative and support services subsector, which is expected to grow by 17.9% and add 5,864 jobs over the 10-year projection period.

The third fastest growing industry sector is projected to be accommodation and food services; this industry sector is expected to grow by 16.4% and add 5,014 jobs over the 10-year period. The accommodation and food services industry sector is comprised of two underlying subsectors: accommodation, including hotels and motels and food services and drinking places. Accommodation, including hotels and motels is expected to grow the fastest over the 10-year

period, growing by 40.1% and adding 818 jobs; while food services and drinking places is expected to add 4,196 jobs and grow 14.7% over the same period of time.

Five additional industry sectors are expected to grow by at least 10.0% over the 2020-2030 projection period: transportation and warehousing; health care and social assistance; management of companies and enterprises; other services (except government); and professional, scientific, and technical services.

There are ten subsectors that are expected to add at least 100 jobs and grow by at least 20.0% over the 2020-2030 projection period: accommodation, including hotels and motels; electrical equipment, appliance, and component manufacturing; support activities for transportation; amusement, gambling, and recreation industries; clothing and clothing accessories stores; data processing, hosting and related services; transit and ground passenger transportation; warehousing and storage; nonstore retailers; and social assistance.

Local Area IV

In Local Area IV, the transportation and warehousing industry sector is projected to grow the fastest, adding 2,671 jobs and growing by 28.7% over the 2020-2030 projection period. The transportation and warehousing industry sector is made up of nine underlying subsectors; of these, the warehousing and storage subsector is expected to grow the fastest and add the most jobs, growing by 96.3% and adding 1,102 jobs over the 10-year projection period. This is followed by the couriers and messengers subsector, which is expected to grow by 33.6% and add 483 jobs.

The second fastest growing industry sector is projected to be arts, entertainment, and recreation; this industry sector is expected to grow by 24.4% and add 1,120 jobs over the 2020-2030 projection period. The arts, entertainment, and recreation industry sector is made up of three underlying subsectors; of these, the performing arts, spectator sports, and related industries subsector is expected to grow the fastest, growing by 50.5% and adding 170 jobs over the 10-year projection period. Meanwhile the subsector that is expected to add the most jobs over the 10-year period is amusement, gambling, and recreation industries; this subsector is expected to add 899 jobs and grow by 23.2%.

The third fastest growing industry sector is projected to be professional, scientific, and technical services; this industry sector is expected to grow by 18.0% and add 2,254 jobs over the 10-year period.

Two additional industry sectors are expected to grow by at least 10.0% over the 2020-2030 projection period: accommodation and food services and manufacturing.

There are twelve subsectors that are expected to add at least 100 jobs and grow by more than 20.0% over the 2020-2030 projection period: warehousing and storage; motion picture and sound recording industries; performing arts, spectator sports, and related industries; computer and electronic product manufacturing; beverage and tobacco product manufacturing; couriers and messengers; support activities for transportation; amusement, gambling, and recreation industries; clothing and clothing accessories stores; accommodation, including hotels and motels; transit and ground passenger transportation; and personal and laundry services.

Local Area V

In Local Area V, the professional, scientific, and technical services industry sector is projected to grow the fastest; this industry sector is expected to grow by 26.9%, adding 433 jobs over the 2020-2030 projection period.

The second fastest growing industry sector is projected to be administrative and support and waste management and remediation services; this industry sector is expected to grow by 21.3% and add 656 jobs over the 2020-2030 projection period. The majority of this growth is expected to be in the administrative and support services subsector, which is projected to grow by 22.6% and add 619 jobs over the 10-year projection period.

The industry sector with the third highest projected growth rate is arts, entertainment, and recreation, which is projected to grow by 14.9% and add 48 jobs over the 2020-2030 projection period. The arts, entertainment, and recreation industry sector is made up of three subsectors; of these, the amusement, gambling, and recreation industries subsector is expected to add the most jobs. The amusement, gambling, and recreation industries subsector is projected to grow by 10.3% and add 30 jobs over the 10-year projection period.

Two additional industry sectors are expected to grow by at least 10.0% over the 2020-2030 projection period: transportation and warehousing and other services (except government).

There are nine subsectors that are expected to add at least 50 jobs and grow by more than 15.0% over the 2020-2030 projection period: computer and electronic product manufacturing; professional, scientific, and technical services; couriers and messengers; administrative and support services; animal production; transportation equipment manufacturing; health and personal care stores; religious, grantmaking, civic, professional, and similar organizations; and crop production.

Occupational

Statewide

Statewide, the fastest growing occupational group from 2020 through 2030 is projected to be the food preparation and serving related occupational group. This group is projected to gain 15,498 jobs and grow by 14.2% over the 10-year period. The food preparation and serving related occupational group is made up of 17 detailed occupations; of these, cooks, restaurant, is expected to grow the fastest, growing by 28.8% and gaining 2,753 jobs over the 10-year period. The detailed occupation that is expected to add the most jobs by 2030 is fast food and counter workers, adding 5,682 jobs and growing by 15.5%.

The second fastest growing occupational group is projected to be the architecture and engineering occupational group; this group is projected to grow by 12.4% and add 2,837 jobs over the 2020-2030 projection period. The architecture and engineering occupational group is made up of 34 detailed occupations; of these, industrial engineers is expected to grow the fastest and add the most jobs over the 10-year period. Industrial engineers is projected to grow by 23.5% and gain 724 jobs by 2030.

The third fastest growing occupational group is projected to be the building and grounds cleaning and maintenance occupational group; this group is projected to grow by 12.3% and add 5,506 jobs over the 2020-2030 projection period. The building and grounds cleaning and maintenance occupational group is made up of 9 detailed occupations; of these pest control workers is expected to grow the fastest, adding 137 jobs and growing by 17.2%. Janitors and cleaners, except maids and housekeeping cleaners, is the detailed occupation from this group projected to gain the most jobs, growing by 11.7% and adding 2,436 jobs.

Two additional occupational groups are expected to grow by at least 10.0% over the projection period: personal care and service occupations and legal occupations.

There are 15 detailed occupations that are expected to add at least 200 jobs and grow by more than 20.0% over the 2020-2030 projection period: ushers, lobby attendants, and ticket takers; machine feeders and offbearers; cooks, restaurant; veterinarians; industrial engineers; respiratory therapists; veterinary technologists and technicians; physician assistants; nonfarm animal caretakers; market research analysts and marketing specialists; veterinary assistants and laboratory animal caretakers; nurse practitioners; fitness trainers and aerobics instructors; amusement and recreation attendants; and financial managers.

Local Area I

In Local Area I, the fastest growing occupational group from 2020 through 2030 is projected to be the food preparation and serving related occupational group. This group is projected to gain 2,312 jobs and grow by 12.4% over the 10-year period. The food preparation and serving related occupational group is made up of 17 detailed occupations; of these, chefs and head cooks is expected to grow the fastest, growing by 24.1% and gaining 13 jobs over the 10-year period. The detailed occupation that is expected to add the most jobs by 2030 is fast food and counter workers, adding 863 jobs and growing by 13.7%.

The second fastest growing occupational group is projected to be the legal occupational group; this group is projected to grow by 11.4% and add 122 jobs over the 2020-2030 projection period. The legal occupational group is made up of eight detailed occupations; of these, lawyers is expected to grow the fastest and add the most jobs over the 10-year period, with a projected growth rate of 12.1% and gaining 51 jobs by 2030.

The third fastest growing occupational group is projected to be the building and grounds cleaning and maintenance occupational group; this group is projected to grow by 10.2% and add 1,033 jobs over the 2020-2030 projection period. The building and grounds cleaning and maintenance occupational group is made up of nine detailed occupations; of these tree trimmers and pruners is expected to grow the fastest, adding 75 jobs and growing by 28.7%. Janitors and cleaners, except maids and housekeeping cleaners, is the detailed occupation from this group projected to gain the most jobs, growing by 9.8% and adding 501 jobs.

There are eleven detailed occupations that are expected to add at least 50 jobs and grow by more than 15.0% over the 2020-2030 projection period: tree trimmers and pruners; market research analysts and marketing specialists; pest control workers; industrial engineers; nurse practitioners; financial managers; light truck or delivery services drivers; industrial truck and tractor operators; nonfarm animal caretakers; medical assistants; and training and development specialists.

Local Area II

In Local Area II, the fastest growing occupational group from 2020 through 2030 is projected to be the food preparation and serving related occupational group. This group is projected to gain 3,878 jobs and grow by 18.0% over the 10-year period. The food preparation and serving related occupational group is made up of 17 detailed occupations; of these, cooks, restaurant, is expected to grow the fastest, growing by 34.0% and gaining 680 jobs over the 10-year period. The detailed occupation that is expected to add the most jobs by 2030 is fast food and counter workers, adding 1,389 jobs and growing by 19.8%.

The second fastest growing occupational group is projected to be the transportation and material moving occupational group; this group is projected to grow by 14.4% and add 2,944 jobs over the 2020-2030 projection period. The transportation and material occupational group is made up of 34 detailed occupations; of these, industrial truck and tractor operators is

expected to grow the fastest over the 10-year period. Industrial truck and tractor operators is projected to grow by 33.0% and gain 572 jobs by 2030. The detailed occupation that is expected to add the most jobs by 2030 is laborers and freight, stock, and material movers, hand, adding 752 jobs and growing by 24.2%.

The third fastest growing occupational group is projected to be the farming, fishing, and forestry occupational group; this group is projected to grow by 13.7% and add 180 jobs over the 2020-2030 projection period. The farming, fishing, and forestry occupational group is made up of 11 detailed occupations; of these agricultural equipment operators is expected to grow the fastest, adding 24 jobs and growing by 25.8%. Farmworkers and laborers, crop, nursery, and greenhouse is the detailed occupation from this group projected to gain the most jobs, growing by 13.9% and adding 63 jobs.

Five additional occupational groups are expected to grow by at least 10.0% over the projection period: building and grounds cleaning and maintenance occupations; architecture and engineering occupations; arts, design, entertainment, sports, and media occupations; business and financial operations occupations; and computer and mathematical occupations.

There are 16 detailed occupations that are expected to add at least 50 jobs and grow by more than 20.0% over the 2020-2030 projection period: ushers, lobby attendants, and ticket takers; cooks, restaurant; industrial truck and tractor operators; veterinarians; production, planning, and expediting clerks; market research analysts and marketing specialists; nonfarm animal caretakers; health specialties teachers, postsecondary; veterinary assistants and laboratory animal caretakers; laborers and freight, stock, and material movers, hand; veterinary technologists and technicians; amusement and recreation attendants; technical writers; agricultural and food science technicians; hosts and hostesses, restaurant, lounge, and coffee shop; and management analysts.

Local Area III

In Local Area III, the fastest growing occupational group from 2020 through 2030 is projected to be the building and grounds cleaning and maintenance occupational group. This group is projected to gain 2,368 jobs and grow by 17.2% over the 10-year period. The building and grounds cleaning and maintenance occupational group is made up of nine detailed occupations; of these, landscaping and groundskeeping workers is expected to grow the fastest and gain the most jobs over the 10-year period. Landscaping and groundskeeping workers is projected to grow by 19.3% and gain 840 jobs by 2030.

The second fastest growing occupational group is projected to be the health care support occupational group; this group is projected to grow by 17.1% and add 3,101 jobs over the 2020-2030 projection period. The health care support occupational group is made up of 17 detailed occupations; of these, occupational therapy assistants is expected to grow the fastest over the 10-year period. Occupational therapy assistants is projected to grow by 27.4% and gain 51 jobs by 2030. The detailed occupation expected to add the most jobs by 2030 is home health and personal care aides, adding 1,458 jobs and growing by 22.1%.

The third fastest growing occupational group is projected to be the personal care and service occupational group; this group is projected to grow by 15.7% and add 2,005 jobs over the 2020-2030 projection period. The personal care and service occupational group is made up of 28 detailed occupations; of these, ushers, lobby attendants, and ticket takers is expected to grow the fastest, adding 205 jobs and growing by 83.3%. Fitness trainers and aerobics instructors is the detailed occupation from this group projected to gain the most jobs, growing by 26.4% and adding 550 jobs.

Six additional occupational groups are expected to grow by at least 10.0% over the projection period: food preparation and serving related occupations, community and social service occupations, health care practitioners and technical occupations, protective service occupations, management occupations, and transportation and material moving occupations.

There are 17 detailed occupations that are expected to add at least 100 jobs and grow by more than 20.0% over the 2020-2030 projection period: ushers, lobby attendants, and ticket takers; hotel, motel, and resort desk clerks; amusement and recreation attendants; respiratory therapists; cooks, restaurant; passenger vehicle drivers, except bus drivers, transit and intercity; fitness trainers and aerobics instructors; nurse practitioners; speech-language pathologists; phlebotomists; coaches and scouts; home health and personal care aides; market research analysts and marketing specialists; school bus monitors and protective service workers, all other; psychiatric technicians; substance abuse, behavioral disorder, and mental health counselors; and financial managers.

Local Area IV

In Local Area IV, the fastest growing occupational group from 2020 through 2030 is projected to be the architecture and engineering occupational group. This group is projected to gain 1,392 jobs and grow by 22.0% over the 10-year period. The architecture and engineering occupational group is made up of 34 detailed occupations; of these, industrial engineers is expected to grow the fastest and add the most jobs over the 10-year period, with a projected growth rate of 37.1% and a gain of 466 jobs by 2030.

The second fastest growing occupational group is projected to be the legal occupational group; this group is projected to grow by 15.1% and add 240 jobs over the 2020-2030 projection period. The legal occupational group is made up of eight detailed occupations; of these, paralegals and legal assistants is expected to grow the fastest and add the most jobs over the 10-year period, with a projected growth rate of 22.0% and a gain of 135 jobs by 2030.

The third fastest growing occupational group is projected to be the food preparation and serving related occupational group; this group is projected to grow by 14.2% and add 3,777 jobs over the 2020-2030 projection period. The food preparation and serving related occupational group is made up of 17 detailed occupations; of these, cooks, restaurant, is expected to grow the fastest, adding 564 jobs and growing by 28.3%. Fast food and counter workers is the detailed occupation from this group projected to gain the most jobs, growing by 15.7% and adding 1,569 jobs.

Four additional occupational groups are expected to grow by at least 10.0% over the projection period: personal care and service occupations; life, physical, and social science occupations; business and financial operations occupations; and computer and mathematical occupations.

There are 18 detailed occupations that are expected to add at least 100 jobs and grow by more than 20.0% over the 2020-2030 projection period: industrial engineers; ushers, lobby attendants, and ticket takers; cooks, restaurant; industrial truck and tractor operators; electrical, electronic, and electromechanical assemblers, except coil winders, tapers, and finishers; industrial machinery mechanics; mechanical engineers; nonfarm animal caretakers; fitness trainers and aerobics instructors; avionics technicians; paralegals and legal assistants; machinists; market research analysts and marketing specialists; financial managers; aerospace engineers; management analysts; production, planning, and expediting clerks; and aircraft mechanics and service technicians.

Local Area V

In Local Area V, the fastest growing occupational group from 2020 through 2030 is projected to be the legal occupational group. This group is projected to gain 48 jobs and grow by 11.8% over the 10-year period. The legal occupational group is made up of eight detailed occupations; of these, lawyers is expected to grow the fastest and add the most jobs over the 10-year period, with a projected growth rate of 13.7% and a gain of 24 jobs by 2030.

The second fastest growing occupational group is projected to be the personal care and service occupational group; this group is projected to grow by 11.2% and add 198 jobs over the 2020-2030 projection period. The personal care and service occupational group is made up of 28 detailed occupations; of these, recreation workers is expected to grow the fastest and add the most jobs, adding 13 jobs and growing by 8.5%.

The third fastest growing occupational group is projected to be the building and grounds cleaning and maintenance occupational group; this group is projected to grow by 8.9% and add 251 jobs over the 2020-2030 projection period. The building and grounds cleaning and maintenance occupational group is made up of nine detailed occupations; of these landscaping and groundskeeping workers is expected to grow the fastest, adding 120 jobs and growing by 21.9%. Janitors and cleaners, except maids and housekeeping cleaners, is the detailed occupation from this group that is projected to gain the most jobs, growing by 9.8% and adding 122 jobs.

There are 13 detailed occupations that are expected to add at least 50 jobs and grow by more than 10.0% over the 2020-2030 projection period: electrical, electronic, and electromechanical assemblers, except coil winders, tapers, and finishers; landscaping and groundskeeping workers; pharmacy technicians; industrial truck and tractor operators; light truck or delivery services drivers; farmers, ranchers, and other agricultural managers; coaches and scouts; accountants and auditors; industrial machinery mechanics; fast food and counter workers; packaging and filling machine operators and tenders; passenger vehicle drivers, except bus drivers, transit and intercity; and maintenance and repair workers, general.

(iii) Employers' Employment Needs

With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Skills, tools and technology, certifications, and educational requirements are based on online job postings collected and summarized by Geographic Solutions, Inc. The skills, tools and technology, certifications and educational requirements reported in this section are associated with all jobs advertised in 2022 for Kansas.

Across all industries and occupations

The most commonly reported skills required of advertised jobs were customer service, typing, preventative maintenance, risk management, and word processing.

The top advertised tools and technologies were Microsoft Office, forklift, Microsoft PowerPoint, motor vehicles, and personal protective equipment.

Finally, the most commonly reported certifications listed were Registered Nurse (RN), Commercial Driver's License (CDL), Cardiopulmonary Resuscitation (CPR), Basic Life Support (BLS), and Advanced Cardiac Life Support (ACLS).

High school diploma or equivalent was the most common educational level required, followed by bachelor's degree, and associate degree.

Industry

Accommodation and Food Services

The most commonly reported skills required of advertised jobs were customer service, positive attitude, food preparation, flexibility, and willingness to learn.

The top advertised tools and technologies were fryers, Point of Sale (POS) systems, Microsoft Office, cash registers, and gauges.

Finally, the most commonly reported certifications listed were Cardiopulmonary Resuscitation (CPR), Commercial Driver's License (CDL), Certified Restaurant Manager, Registered Dietitian or Registered Dietitian Nutritionist (RDN), and ServSafe Alcohol certification.

Administrative Support and Waste Management and Remediation Services

The most commonly reported skills required of advertised jobs were customer service, flexibility, problem solving, self-motivated, and working independently.

The top advertised tools and technologies were Microsoft Office, cell phones, Structured Query Language (SQL), personal protective equipment, and motor vehicles.

Finally, the most commonly reported certifications listed were Registered Nurse (RN), Cardiopulmonary Resuscitation (CPR), Commercial Driver's License (CDL), Advanced Cardiac Life Support (ACLS), and Licensed Practical Nurse (LPN).

Agriculture, Forestry, Fishing, and Hunting

The most commonly reported skills required of advertised jobs were customer service, working independently, attention to detail, problem solving, and interpersonal skills.

The top advertised tools and technologies were Microsoft Office, Microsoft PowerPoint, forklifts, Microsoft Word and tankers.

Finally, the most commonly reported certifications listed were Commercial Driver's License (CDL), Certified Public Accountant (CPA), Certified Information Technology Asset Manager (CITAM), Certified Compensation Professional (CCP), and Project Management Professional (PMP).

Arts, Entertainment, and Recreation

The most commonly reported skills required of advertised jobs were customer service, standing for long periods of time, positive attitude, and professional demeanor.

The top advertised tools and technologies were weight training equipment, masks, extension ladder, Microsoft Office, and Point of Sale (POS) systems.

Finally, the most commonly reported certifications listed were Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED), First Aid, Training for Intervention Procedures (TIPS), and Personal Training.

Educational Services

The most commonly reported skills required of advertised jobs were customer service, problem solving, flexibility, providing information, and working independently.

The top advertised tools and technologies were Microsoft Office, fax machine, wheelchair, Microsoft PowerPoint, and Microsoft Word.

Finally, the most commonly reported certifications listed were Cardiopulmonary Resuscitation (CPR), Commercial Driver's License (CDL), Registered Nurse (RN), Child Development Associate (CDA), and Doctor of Veterinary Medicine (DVM).

Manufacturing

The most commonly reported skills required of advertised jobs were problem solving, flexibility, customer service, attention to detail, and decision making.

The top advertised tools and technologies were Microsoft Office, forklift, Microsoft PowerPoint, personal protective equipment, and motor vehicles.

Finally, the most commonly reported certifications listed were Commercial Driver's License (CDL), Certified Public Accountant (CPA), Cardiopulmonary Resuscitation (CPR), Certified General Surgery Coder (CGSC), and Certified Information Systems Security Professional (CISSP).

Professional Scientific and Technical Services

The most commonly reported skills required of advertised jobs were customer service, problem solving, interpersonal skills, attention to detail, and flexibility.

The top advertised tools and technologies were Microsoft Office, Microsoft PowerPoint, Structured Query Language (SQL), motor vehicles, and Microsoft Word.

Finally, the most commonly reported certifications listed were Registered Nurse (RN), Certified Public Accountant (CPA), Commercial Driver's License (CDL), Certified Nursing Assistant (CNA), and Cardiopulmonary Resuscitation (CPR).

Retail Trade

The most commonly reported skills required of advertised jobs were customer service, honesty, attention to detail, problem solving, and inventory management.

The top advertised tools and technologies were cash registers, Microsoft Office, forklifts, Point of Sale (POS) systems, and pallet jacks.

Finally, the most commonly reported certifications listed were Commercial Driver's License (CDL), Certified Pharmacy Technician (CPHT), ASE Parts Specialist – Automobile Parts Specialist (ASE P2), Cardiopulmonary Resuscitation (CPR), and Nationally Certified Emergency Medical Technician (NREMT).

Transportation and Warehousing

The most commonly reported skills required of advertised jobs were customer service, flexibility, verbal communication skills, working independently, and attention to detail.

The top advertised tools and technologies were refrigerators, Citizen's Band (CB) radios, Microsoft Office, forklifts, and motor vehicles.

Finally, the most commonly reported certifications listed were Commercial Driver's License (CDL), Certified Refrigeration Service Technician (CRST), Certified Public Accountant (CPA), Certified Safety Professional, and Slope Access Technician – Level 1 (SAT1).

Occupational

Architecture and Engineering

The most commonly reported skills required of advertised jobs were problem solving, flexibility, interpersonal skills, attention to detail, and working independently.

The top advertised tools and technologies were Microsoft Office, Structured Query Language (SQL), Python, Microsoft PowerPoint, and C#.

The most commonly reported certifications listed were Commercial Driver's License (CDL), Cisco Certified Network Associate (CCNA), Certified Information Systems Security Professional (CISSP), and Cardiopulmonary Resuscitation (CPR).

Bachelor's degree was the most common educational level required, followed by high school diploma or equivalent, and associate degree.

Building and Grounds Cleaning and Maintenance

The most commonly reported skills required of advertised jobs were mopping floors, customer service, vacuuming floors, dusting, emptying trash.

The top advertised tools and technologies were personal protective equipment, motor vehicles, paging systems, cell phones, and urinals.

The most commonly reported certifications listed were Cardiopulmonary Resuscitation (CPR), Commercial Driver's License (CDL), Certified Nursing Assistant (CNA), First Aid, and Certified Professional Maintenance Manager (CPMM).

High school diploma or equivalent was the most common educational level required, followed by no minimum education requirement, and associate degree.

Farming, Fishing, and Forestry

The most commonly reported skills required of advertised jobs were examining animals, food preparation, watering, administering medications, and helping with animal births.

The top advertised tools and technologies were tractors, shovels, sprayers, augers, and harvesters.

The most commonly reported certifications listed were Commercial Driver's License (CDL), Cardiopulmonary Resuscitation (CPR), Child Development Associate (CDA), Certified Therapeutic Riding Instructor (CTRI), First Aid, and Automated External Defibrillator (AED).

High school diploma or equivalent was the most common educational level required, followed by bachelor's degree.

Food Preparation and Serving Related

The most commonly reported skills required of advertised jobs were customer service, food preparation, positive attitude, flexibility, and mopping floors.

The top advertised tools and technologies were fryers, freezers, cash registers, Point of Sale (POS) systems, and refrigerators.

The most commonly reported certifications listed were Training for Intervention Procedures (TIPS), ServSafe Food Handler, Cardiopulmonary Resuscitation (CPR), food handler's card, and ServSafe Alcohol.

High school diploma or equivalent was the most common educational level required, followed by associate degree.

Health Care Practitioners and Technical

The most commonly reported skills required of advertised jobs were customer service, critical thinking, flexibility, problem solving, and discharge planning.

The top advertised tools and technologies were Microsoft Office, personal protective equipment, Epic software, motor vehicles, and Microsoft Word.

The most commonly reported certifications listed were Registered Nurse (RN), Advanced Cardiac Life Support Certification (ACLS), Basic Life Support (BLS), Licensed Practical Nurse (LPN), and Cardiopulmonary Resuscitation (CPR).

High school diploma or equivalent was the most common educational level required, followed by associate degree, and bachelor's degree.

Health Care Support

The most commonly reported skills required of advertised jobs were customer service, flexibility, answering phone calls, typing, and greeting patients.

The top advertised tools and technologies were crash carts, personal protective equipment, masks, catheters, and restraints.

The most commonly reported certifications listed were Certified Nursing Assistant (CNA), Registered Nurse (RN), Cardiopulmonary Resuscitation (CPR), Basic Life Support (BLS), and Certified Clinical Medical Assistant (CCMA).

High school diploma or equivalent was the most common educational level required, followed by vocational school certificate and associate degree.

Legal

The most commonly reported skills required of advertised jobs were performing legal research, attention to detail, problem solving, organizational skills, and working independently.

The top advertised tools and technologies were Microsoft Office, Microsoft PowerPoint, Microsoft Word, Adobe Systems Adobe Acrobat software, and calendars.

The most commonly reported certifications listed were Certified Paralegal, Notary Public, Professional Paralegal, International Society of Arboriculture (ISA) Certified Arborist, Certified Legal Assistant.

High school diploma or equivalent was the most common educational level required, followed by doctorate and bachelor's degree.

Management

The most commonly reported skills required of advertised jobs were customer service, problem solving, attention to detail, interpersonal skills, and decision making.

The top advertised tools and technologies were Microsoft Office, Microsoft PowerPoint, Microsoft Word, Microsoft Excel, and motor vehicles.

The most commonly reported certifications listed were Registered Nurse (RN), Cardiopulmonary Resuscitation (CPR), Certified Public Accountant (CPA), Advanced Cardiac Life Support Certification (ACLS), and Licensed Practical Nurse (LPN).

High school diploma or equivalent was the most common educational level required, followed by bachelor's degree and associate degree.

Office and Administrative Support

The most commonly reported skills required of advertised jobs were customer service, attention to detail, problem solving, flexibility, and typing.

The top advertised tools and technologies were Microsoft Office, Microsoft PowerPoint, Microsoft Word, Microsoft Excel, and forklifts.

The most commonly reported certifications listed were Cardiopulmonary Resuscitation (CPR), Accounts Payable Specialist, Accounts Receivable Specialist, Notary Public, and Certified Nursing Assistant (CNA).

High school diploma or equivalent was the most common educational level required, followed by bachelor's degree and associate degree.

Personal Care and Service

The most commonly reported skills required of advertised jobs were customer service; flexibility; trim, cut, shave, or shape hair in a barber shop; positive attitude; and working independently.

The top advertised tools and technologies were personal protective equipment, safety glasses, goggles, ear plugs, and safety shoes.

The most commonly reported certifications listed were Cardiopulmonary Resuscitation (CPR), Registered Nurse (RN), Basic Life Support (BLS), First Aid, and Certified Nursing Assistant (CNA).

High school diploma or equivalent was the most common educational level required, followed by bachelor's degree.

Sales and Related

The most commonly reported skills required of advertised jobs were customer service, problem solving, attention to detail, organizational skills, and self-motivated.

The top advertised tools and technologies were cash registers, Microsoft Office, Point of Sale (POS) systems, motor vehicles, and Microsoft Office.

The most commonly reported certifications listed were ASE Parts Specialist – Automobile Parts Specialist (ASE P2), Commercial Driver's License (CDL), Licensed Health Insurance Agent, Series 7 - General Securities Representative, Series 6 - Investment Company and Variable Contracts.

High school diploma or equivalent was the most common educational level required, followed by bachelor's degree.

Transportation and Material Moving

The most commonly reported skills required of advertised jobs were customer service, flexibility, working independently, honesty, and attention to detail.

The top advertised tools and technology were forklifts, refrigerators, motor vehicles, Citizen's Band (CB) radios, and pallet jacks.

The most commonly reported certifications listed were Commercial Driver's License (CDL), Advanced Cardiac Life Support Certification (ACLS), Cardiopulmonary Resuscitation (CPR), Registered Nurse (RN), and Nationally Certified Emergency Medical Technician (NREMT).

High school diploma or equivalent was the most common educational level required, followed by specialized degree and no minimum educational requirement.

B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce in the State and within various state regions. Provide key analytical conclusions in aggregate as well as disaggregated among populations to identify potential disparities in employment and educational attainment and understand labor force conditions for items (i)-(iii) below. Populations analyzed must include individuals with barriers to employment described in the first paragraph of Section II. Analysis must include—

I. EMPLOYMENT AND UNEMPLOYMENT

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

II. LABOR MARKET TRENDS

Provide an analysis of key labor market trends, including across existing industries and occupations.

III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

Provide an analysis of the educational and skill levels of the workforce.

Workforce Analysis

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA. This population must include individuals with disabilities among other groups in the State and across regions identified by the State.

(i) Employment and Unemployment

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

Labor Force Statistics

Information presented in this section comes from the Bureau of Labor Statistics (BLS) Local Area Unemployment Statistics (LAUS) program.

Statewide

There were 1,504,932 people in the Kansas labor force in 2022, an increase of 0.3% from 2021. The number of people working increased by 13,630, or 0.9%, to 1,464,834 in 2022. This level of employment surpasses pre-pandemic levels and is the highest number of Kansans working since records began in 1976. The number of unemployed people in Kansas decreased by 9,375,

or 18.9%, to 40,098 in 2022. The only years in which Kansas saw fewer unemployed people were 1978 and 1979. Lastly, the unemployment rate dropped 0.6 percentage points to 2.7% in 2022.

Kansas saw little growth in its labor force over the year, increasing by 0.3%, or 4,255 people, to 1,504,932 in 2022. The Plains Region, which includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota, recorded labor force growth of 0.9% while the U.S. experienced growth of 1.9%.

When compared to the Plains Region and the U.S., growth in the Kansas labor force has fallen behind. The Kansas labor force has only increased by 1.0% since 2013, with labor force growth in most years during this period lagging gains made in the U.S. and Plains Region. During that same time, the Plains Region experienced labor force growth of 2.8%, while the U.S. saw growth of 5.7%.

Kansas has experienced an overall declining trend in its labor force participation rate since 2013, recording only small increases of 0.1 percentage point in 2018, and 0.2 percentage points in 2019. The labor force participation rate was unchanged from 2021 at 66.4% in Kansas. This is the third lowest labor force participation rate on record. The only years in which labor force participation rates were lower were 1976 and 1977; during these years Kansas recorded rates of 65.3% and 66.3%, respectively. Despite this being one of the lowest rates on record, Kansas is in line with the Plains Region, which -remains well above the national rate of 62.2%.

Kansas saw a decrease of 0.6 percentage points in its unemployment rate, dropping from 3.3% in 2021 to 2.7% in 2022. The 2022 rate is 1.9 percentage points lower than the historical average annual unemployment rate of 4.6%; it is also the lowest unemployment rate on record for Kansas since records began in 1976. Kansas' unemployment rate is in line with the Plains Region, but much lower than the national rate.

Local Area I

There were 293,245 people in the Local Area I labor force in 2022, a decrease of 0.6% from 2021. This is the lowest number of participants in the labor force that Local Area I has seen since records began in 1990. The number of people working decreased by 1,025, or 0.4%, to 286,472, while the number of unemployed people in Local Area I decreased by 664, or 8.9%, to 6,773 in 2022. This is the lowest number of unemployed people on record for Local Area I. Lastly, the unemployment rate dropped 0.2 percentage points to 2.3% in 2022.

The Local Area I labor force has decreased nine out of the past 10 years, experiencing only a small 0.1% increase in 2019 during that time. The Local Area I labor force peaked in 2009 with 329,253 people. Since that time, the labor force has declined by 36,008 people, or 10.9%.

The Local Area I unemployment rate dipped below pre-pandemic levels in 2021 and continued to decline to 2.3% in 2022. This rate is 0.4 percentage points lower than the statewide rate. The 2022 rate is 1.3 percentage points lower than the historical annual average of 3.6%; it is also the lowest unemployment rate on record for Local Area I, with records beginning in 1990.

Local Area II

There were 294,569 people in the Local Area II labor force in 2022, an increase of 0.8% from 2021. The number of people working increased by 3,545, or 1.3%, to 286,721, while the number of unemployed people in Local Area II decreased by 1,137, or 12.7%, to 7,848 in 2022. This is the highest number of employed people as well as the lowest number of unemployed people on

record for Local Area II since records began in 1990. Lastly, the unemployment rate dropped 0.4 percentage points to 2.7% in 2022.

Local Area II had seen an overall declining trend in its labor force from 2013 through 2020. After significant declines in 2020, the labor force increased in 2021 and 2022 as Local Area II returned to pre-pandemic labor force levels. Since 2013 the labor force in Local Area II has decreased by 3,090, or 1.0%, to 294,569.

The Local Area II unemployment rate dipped below pre-pandemic levels in 2021 and continued to decline to 2.7% in 2022. The 2022 rate is 1.9 percentage points lower than the historical annual average of 4.6%. This rate is in line with the statewide rate and the lowest unemployment rate on record for Local Area II, with records beginning in 1990.

Local Area III

There were 465,163 people in the Local Area III labor force in 2022, an increase of 1.0% from 2021. The number of people working increased by 7,045, or 1.6%, to 453,318 in 2022, while the number of unemployed people in Local Area III decreased by 2,609, or 18.1%, to 11,845 in 2022. This is the highest number of employed residents as well as the second lowest number of unemployed residents on record for Local Area III since records began in 1990. Lastly, the unemployment rate dropped 0.6 percentage points to 2.5% in 2022.

The labor force in Local Area III has increased every year since 2013, even in 2020 when labor markets were disrupted by the COVID-19 pandemic. Since 2013 the labor force has increased by 40,628, or 9.6%.

The Local Area III unemployment rate dipped below pre-pandemic levels in 2021 and continued to decline to 2.5% in 2022. This rate is 0.2 percentage points lower than the statewide rate and 2.1 percentage points lower than the historical annual average of 4.6%. The 2022 rate is also the lowest unemployment rate on record for Local Area III, with records beginning in 1990.

Local Area IV

There were 321,860 people in the Local Area IV labor force in 2022, a slight decrease of 103 people, or 0.0%, from 2021. The number of people working increased by 4,224, or 1.4%, to 311,997 in 2022, while the number of unemployed people in Local Area IV decreased by 4,327, or 30.5%, to 9,863 in 2022. This is the highest number of employed residents as well as the lowest number of unemployed residents on record for Local Area IV. Lastly, the unemployment rate dropped 1.3 percentage points to 3.1% in 2022.

Despite the COVID-19 pandemic, the labor force in Local Area IV experienced growth from 2018 through 2020. This was followed by a decline of 1.2% in 2021, and a very slight decline of 0.0% in 2022. Overall, the labor force in Local Area IV has increased by 7,932, or 2.5%, since 2013.

The Local Area IV unemployment rate experienced a significant decline of 3.9 percentage points to 4.4% in 2021 and continued to decline to 3.1% in 2022. This rate is 0.4 percentage points higher than the statewide rate and 2.0 percentage points lower than the historical annual average of 5.1%. The 2022 rate is also the lowest unemployment rate on record for Local Area IV, with records beginning in 1990.

Local Area V

There were 130,106 people in the Local Area V labor force in 2022, a decrease of 797 people, or 0.6%, from 2021. The number of people working decreased by 160, or 0.1%, to 126,331 in 2022. The number of unemployed people in Local Area V decreased by 637, or 14.4%, to 3,775 in

2022. This is the lowest number of unemployed residents on record for Local Area V. Lastly, the unemployment rate dropped 0.5 percentage points to 2.9% in 2022.

The Local Area V labor force has declined every year since 2013, except for a slight increase of 0.3% in 2019. Overall, the Local Area V labor force has declined by 7,814 people, or 5.7%, since 2013.

The Local Area V unemployment rate dipped below pre-pandemic levels in 2021 and continued to decline to 2.9% in 2022. This rate is 0.2 percentage points higher than the statewide rate and 2.6 percentage points lower than the historical annual average of 5.5%. The 2022 rate is also the lowest unemployment rate on record for Local Area V, with records beginning in 1990.

Population and Labor Force Statistics by Disability Status

Population and disability data in this section are derived from the Census Bureau's American Community Survey 2017-2021 5-year Estimates.

Statewide

Statewide, it was estimated that 11.3% of Kansans aged 18-64 were living with a disability in 2021. The most common disability reported was cognitive difficulty (5.0%), followed by ambulatory difficulty (4.8%) and independent living difficulty (3.8%).

Estimates indicate that there were 98,550 Kansans aged 18-64 participating in the labor force in 2021 who had at least one disability. Of these, 89,975 were employed, while 8,675 were unemployed. Kansans with one or more disabilities experienced much higher rates of unemployment than those without, recording a rate of 8.8%, compared to 3.6% for those without a disability.

Local Area I

In Local Area I, it was estimated that 11.5% of residents aged 18-64 were living with a disability in 2021. The most common disability reported was ambulatory difficulty (5.1%), followed by cognitive difficulty (4.8%) and independent living difficulty (3.6%).

Estimates indicate that there were 19,153 Local Area I residents aged 18-64 participating in the labor force in 2021 who had at least one disability. Of these, 17,783 were employed, while 1,370 were unemployed. Local Area I residents with one or more disabilities experienced much higher rates of unemployment than those without, recording a rate of 7.2%, compared to 3.1% for those without a disability.

Local Area II

In Local Area II, it was estimated that 11.5% of residents aged 18-64 were living with a disability in 2021. The most common disability reported was cognitive difficulty (5.7%), followed by ambulatory difficulty (4.5%) and independent living difficulty (3.7%).

Estimates indicate that there were 21,062 Local Area II residents aged 18-64 participating in the labor force in 2021 who had at least one disability. Of these, 18,848 were employed, while 2,214 were unemployed. Local Area II residents with one or more disabilities experienced much higher rates of unemployment than those without, recording a rate of 10.5%, compared to 3.5% for those without a disability.

Local Area III

In Local Area III, it was estimated that 8.2% of residents aged 18-64 were living with a disability in 2021. The most common disability reported was cognitive difficulty (3.6%), followed by ambulatory difficulty (3.2%) and independent living difficulty (2.8%).

Estimates indicate that there were 22,233 Local Area III residents aged 18-64 participating in the labor force in 2021 who had at least one disability. Of these, 20,493 were employed, while 1,740 were unemployed. Local Area III residents with one or more disabilities experienced much higher rates of unemployment than those without, recording a rate of 7.8%, compared to 3.3% for those without a disability.

Local Area IV

In Local Area IV, it was estimated that 13.3% of residents aged 18-64 were living with a disability in 2021. The most common disabilities reported were cognitive difficulty (5.8%) and ambulatory difficulty (5.8%), followed by independent living difficulty (4.6%).

Estimates indicate that there were 25,242 Local Area IV residents aged 18-64 participating in the labor in 2021 force who had at least one disability. Of these, 22,660 were employed, while 2,582 were unemployed. Local Area IV residents with one or more disabilities experienced much higher rates of unemployment than those without, recording a rate of 10.2%, compared to 4.8% for those without a disability.

Local Area V

In Local Area V, it was estimated that 16.1% of residents aged 18-64 were living with a disability in 2021. The most common disability reported was ambulatory difficulty (7.9%), followed by cognitive difficulty (6.8%) and independent living difficulty (5.8%).

Estimates indicate that there were 10,860 Local Area V residents aged 18-64 participating in the labor force in 2021 who had at least one disability. Of these, 10,091 were employed, while 769 were unemployed. Local Area V residents with one or more disabilities experienced much higher rates of unemployment than those without, recording a rate of 7.1%, compared to 3.6% for those without a disability.

Employment by Occupational Group for Disabled Kansans

When comparing employment by occupation, Kansans who have a disability are most commonly employed in management, business, science, and arts occupations. However, they are employed in these occupations at a much lower rate than Kansans without a disability, at 29.8% compared to 40.6% for those who do not have a disability. When comparing employment by service occupations, 21.6% of Kansans with a disability are employed in these occupations, compared to 15.7% for Kansans without a disability. Kansans with a disability are also employed in production, transportation, and material moving occupations at a higher rate of 17.9%, compared to 14.1% of Kansans without a disability.

Employment by Industry Sector for Disabled Kansans

When comparing employment by industry, disability status did not change the distribution significantly. Kansans with a disability were more commonly employed in arts, entertainment, and recreation, accommodation and food services, and retail trade sectors than Kansans without a disability. Conversely, Kansans with a disability were less likely to be employed in finance and insurance, and real estate and rental and leasing; professional, scientific, and management, and administrative and waste management services; and educational services and health care and social assistance sectors than Kansans without a disability.

(ii) Labor Market Trends

Provide an analysis of key labor market trends, including across existing industries and occupations.

Population

Statewide

The Kansas population was estimated at 2,937,150 in 2022. This represents a loss of 772 people. According to Census Bureau estimates, there were approximately 34,968 people born in Kansas during 2022, and there were approximately 32,960 deaths. Net migration in and out of Kansas indicated a population loss of 1,925 people.

Since 2011, Kansas' population has only increased 2.4%, amounting to average annual growth of 0.2%. Over this same time period, the Plains Region, which includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota, recorded population growth of 5.1%, while the U.S. recorded population growth of 7.0%.

The population pyramid for Kansas shows that there are two major peaks in the population, one centering on the 20-24 year-old age group, representing older members of Generation Z, and one centering on the 60-64 year-old age group, representing younger members of the baby boomer generation. The 20-24 year-old age group makes up the largest population in Kansas, accounting for 7.6% of the total population. The median age for Kansas was 37.5 years old in 2022.

For economic purposes, the two main age groups studied are the 16 and over population and the 25-54 population. The 16 and over population includes everyone who is eligible to be in the labor force, while 25-54 year-olds are considered prime age workers. The 16 and over population in Kansas increased by 4,617, or 0.2%, to 2,327,802 in 2022. The 25-54 year-old population also increased in 2022, growing by 831, or 0.1%, to 1,080,047.

Future labor force growth may be in jeopardy as the population under 25 decreased by 5,573, or 0.6%. Declines were seen in all age groups under 20 years old. The 20-24 year-old age group, which would include recent college graduates, grew by 0.6%, or 1,337 people from 2021 to 2022.

Local Area I

Local Area I consists of 62 counties in western and north central Kansas. The largest cities in this region are Salina, Hutchinson, Garden City, Dodge City, and Hays. The Local Area I population was estimated to be 561,006 in 2022. This represents a loss of 3,387 people, or 0.6%, over the year. The Local Area I population has seen a declining trend throughout this period, losing 25,579 people since 2013, a decline of 4.4%.

The population pyramid for Local Area I shows that there are two major peaks in the population, one centering on the 15-19 year-old age group, representing members of Generation Z, and the other centering on the 60-64 year-old age group, representing younger members of the baby boomer generation. The 15-19 year-old age group has the largest population in Local Area I, making up 7.2% of the total population; this was followed by the 10-14 year-old age group, which accounted for 7.0% of the Local Area I population.

For economic purposes, the two main age groups studied are the 16 and over population and the 25-54 population. The 16 and over population includes everyone who is eligible to be in the labor force, while 25-54 year-olds are considered prime age workers. The 16 and over population in Local Area I decreased by 1,981 people, or 0.4%, to 443,143 in 2022. The 25-54 year-old population also declined in 2022, decreasing by 783 people, or 0.4%, to 191,501.

Future labor force growth may be in jeopardy as the population under 25 decreased by 1,575, or 0.8%. Declines were seen in all age groups under 20 years old. The 20-24 year-old age group, which would include recent college graduates, increased slightly by 38 people, or 0.1%, to 38,254 from 2021 to 2022.

Local Area II

Local Area II consists of 17 counties in northeast Kansas. The largest cities in this region are Topeka, Lawrence, Manhattan, and Junction City. The Local Area II population was estimated to be 577,364 in 2022. This represents a loss of 1,724 people, or 0.3%, over the year. Since 2013, Local Area II has seen a slight decrease in its population, declining by 1,770 people, or 0.3%, during that time.

The population pyramid for Local Area II shows that there is a major peak in the population centered on the 20-24 year-old age group, which likely reflects the fact that the two largest universities in the state are located in this local area. There is a smaller peak centered on the 60-64 year-old age group, representing younger members of the baby boomer generation. The 20-24 year-old age group is by far the largest age group in Local Area II, representing 11.3% of the total population.

For economic purposes, the two main age groups studied are the 16 and over population and the 25-54 population. The 16 and over population includes everyone who is eligible to be in the labor force, while 25-54 year-olds are considered prime age workers. The 16 and over population in Local Area II decreased by 544 people, or 0.1%, to 466,352 in 2022. The 25-54 year-old population also declined in 2022, decreasing by 727 people, or 0.4%, to 202,530.

Future labor force growth may be in jeopardy since the population under 25 decreased by 1,608, or 0.7%. Declines were seen in all age groups under 20 years old. The 20-24 year-old age group, which would include recent college graduates, recorded a slight increase of 0.1%, or 68 people, over the year.

Local Area III

Local Area III contains the three largest counties on the Kansas side of the Kansas City Metropolitan Statistical Area: Johnson, Leavenworth, and Wyandotte counties. The largest cities in this region are Overland Park, Kansas City, Olathe, Shawnee, and Lenexa. The Local Area III population was estimated to be 867,833 in 2022. This represents an increase of 3,373, or 0.4%, over the year. The population of Local Area III has grown by 62,467 since 2013, or 7.8%.

The population pyramid for Local Area II indicates that there are two peaks in population, one centering on 35-39 year-olds, representing the older members of the millennial generation, and one centered on the 10-14 year-old age group, most likely representing the children of the other population peak. The 35-39 year-old age group is the largest in Local Area III, representing 7.2% of the population. This group was closely followed by the 40-44 and 30-34 year-old age groups, who each represent 7.0% of the population in Local Area III.

For economic purposes, the two main age groups studied are the 16 and over population and the 25-54 population. The 16 and over population includes everyone who is eligible to be in the

labor force, while 25-54 year-olds are considered prime age workers. The 16 and over population in Local Area III increased by 4,709 people, or 0.7%, to 684,854 in 2022. The 25-54 year-old population also rose in 2022, increasing by 1,198 people, or 0.3%, to 348,039.

Future labor force growth may be in jeopardy since the population under 25 decreased by 1,280, or 0.5%. Declines were seen in all age groups under 20 years old. The 20-24 year-old age group, which would include recent college graduates, recorded an increase of 0.8%, or 448 people, over the year.

Local Area IV

Local Area IV contains six counties in south central Kansas and contains most of the Wichita Metropolitan Statistical Area. Wichita, the largest city in Kansas, is the primary urban area in this local area. There are six other cities in Local Area IV with at least 10,000 residents. Four are located within the Wichita metro area: Derby, Andover, El Dorado, and Haysville; and two are in Cowley County: Winfield and Arkansas City. The Local Area IV population was estimated to be 663,207 in 2022. This represents an increase of 1,121, or 0.2%, over the year. The population of Local Area IV has grown by 17,744 since 2013, or 2.7%.

The population pyramid for Local Area IV is the most pyramid-like of the local areas with a few exceptions. There are two peaks in population, with the larger centered on the 10-14 year-old age group, and a smaller peak centered on the 60-64 year-old age group. The largest age group in this local area is 10-14 year-olds, representing 7.3% of the population. This was followed by the 20-24 year-old age group, accounting for 7.0% of the Local Area IV population.

For economic purposes, the two main age groups studied are the 16 and over population and the 25-54 population. The 16 and over population includes everyone who is eligible to be in the labor force, while 25-54 year-olds are considered prime age workers. The 16 and over population in Local Area IV increased by 2,316 people, or 0.4%, to 519,766 in 2022. The 25-54 year-old population also rose in 2022, increasing by 1,078 people, or 0.4%, to 248,399 in 2022.

Future labor force growth may be in jeopardy since the population under 25 decreased by 900, or 0.4%. Declines were seen in all age groups under 20. The 20-24 year-old age group, which would include recent college graduates, recorded an increase of 1.4%, or 620 people, over the year.

Local Area V

Local Area V consists of 17 counties in southeast Kansas. The two largest cities in this region are Emporia and Pittsburg. The Local Area V population was estimated to be 267,740 in 2022. This represents a loss of 155 people, or 0.1%, over the year. The Local Area V population has seen a declining trend throughout this period, losing 8,924 people since 2013, or 3.2% of its population during that time.

The population pyramid for Local Area V shows that there are two major peaks in the population, one centered on the 20-24 year-old age group, and one centered on the 60-64 year-old age group, with a trough in the middle. The younger peak represents older members of Generation Z, while the older peak represents the younger members of the baby boomer generation. The 20-24 year-old age group makes up the largest share of the Local Area V population, accounting for 7.7% of the population. This was followed by the 15-19 year-old age group, which accounted for 7.2% of the population, and the 60-64 year-old age group, which accounted for 7.0% of the population.

For economic purposes, the two main age groups studied are the 16 and over population and the 25-54 population. The 16 and over population includes everyone who is eligible to be in the labor force, while 25-54 year-olds are considered prime age workers. The 16 and over population in Local Area V increased by 117 people, or 0.1%, to 213,687 in 2022. The 25-54 year-old population also rose slightly in 2022, increasing by 65 people, or 0.1%, to 89,578.

Future labor force growth may be in jeopardy since the population under 25 decreased by 210, or 0.2%. Declines were seen in all age groups under 20 years old. The 20-24 year-old age group, which would include recent college graduates, recorded an increase of 0.8%, or 163 people, over the year.

High Demand Occupations

High demand occupations are jobs expected to be in greatest demand by employers in Kansas. The High Demand Occupation Lists are intended to assist students, educators, administrators, and others in making informed decisions regarding career paths. The high demand lists combine occupational projection data with education, training, and wage information to give a complete picture of each occupation. Occupations are scored based on three measures of labor demand: current job openings, projected job openings over the next two years, and projected job openings over the next 10 years. Each of these scores are added together to get a total demand score. A cumulative score of 30 indicates the highest demand occupations, while a score of zero shows an average or below average demand relative to all occupations. LMIS also identifies high demand occupations that pay high wages. This is a subset of the high demand occupations list in which the occupational median wage is higher than the median wage for the respective area.

Statewide

The table below displays the top high demand occupations for Kansas. These 12 occupations received the maximum score of 30, which means they currently have the most openings and are projected to have the most openings through 2024 and 2030. Overall, there are 226 occupations on the high demand list in Kansas. Eight of the top 12 occupations require only a high school diploma or have no educational requirements and typically require less than one year of on-the-job training, which indicates they are attainable for workers with little to no education or training. The median wages of these eight occupations are all below the statewide median wage of $41,870, as occupations requiring little training or education typically have lower wages. There is a high level of turnover in these occupations, which helps explain the high demand score. Many of the openings in these occupations are the result of people leaving the occupation to move to another, rather than the result of occupational growth. Furthermore, many of the occupations with the highest transfer rate are those that require only a high school education or less and little or no training.

In Kansas there are 126 high demand high wage occupations; the table below lists the top 15. Unlike the main high demand occupations list, nine of the top 15 occupations on the high demand high wage list either require a bachelor's degree or moderate-term on-the-job training. Also noteworthy is that three high demand high wage occupations also had the maximum demand score of 30: general and operations managers, registered nurses, and heavy and tractor-trailer truck drivers.

Local Area I

The table below displays the top high demand occupations for Local Area I. These 12 occupations received the maximum score of 30, which means they currently have the most

openings and are projected to have the most openings through 2024 and 2030. Overall, there are 226 occupations on the high demand list in Local Area I. Nine of the top 12 occupations require only a high school diploma or have no educational requirements and typically require one month or less of on-the-job training, which indicates they are attainable for workers with little to no education or training. Only one of these nine occupations had a median wage above the Local Area I median wage of $38,214, as occupations requiring little training or education typically have lower wages. There is a high level of turnover in these occupations, which helps explain the high demand score. Many of the openings in these occupations are the result of people leaving the occupation to move to another, rather than the result of occupational growth. Furthermore, many of the occupations with the highest transfer rate are those that require only a high school education or less and little or no training.

In Local Area I there are 128 high demand high wage occupations; the table below lists the top 15. Unlike the main high demand occupations list, nine of the top 15 occupations on the high demand high wage list either require a bachelor's degree or moderate-term on-the-job training. Also noteworthy is that two high demand high wage occupations also had the maximum demand score of 30: heavy and tractor-trailer truck drivers and laborers and freight, stock, and material movers, hand.

Local Area II

The table below displays the top high demand occupations for Local Area II. These 15 occupations received the maximum score of 30, which means they currently have the most openings and are projected to have the most openings through 2024 and 2030. Overall, there are 223 occupations on the high demand list in Local Area II. Ten of the top 15 occupations require only a high school diploma or have no educational requirements and typically require less than one year of on-the-job training, which indicates they are attainable for workers with little to no education or training. The median wages of these 10 occupations are all below the Local Area II median wage of $39,693, as occupations requiring little training or education typically have lower wages.

In Local Area II there are 128 high demand high wage occupations; the table below lists the top 15. Unlike the main high demand occupations list, seven of the top 15 occupations on the high demand high wage list either require a bachelor's degree or moderate-term on-the-job training. Also noteworthy is that three high demand high wage occupations also had the maximum demand score of 30: general and operations managers, registered nurses, and heavy and tractor-trailer truck drivers.

Local Area III

The table below displays the top high demand occupations for Local Area III. These 10 occupations received the maximum score of 30, which means they currently have the most openings and are projected to have the most openings through 2024 and 2030. Overall, there are 220 occupations on the high demand list in Local Area III. Six of the top 10 occupations require only a high school diploma or have no educational requirements and typically require one month or less of on-the-job training, which indicates they are attainable for workers with little to no education or training. The median wages of these six occupations are all below the Local Area III median wage of $47,172, as occupations requiring little training or education typically have lower wages. There is a high level of turnover in these occupations, which helps explain the high demand score. Many of the openings in these occupations are the result of people leaving the occupation to move to another, rather than the result of occupational growth.

Furthermore, many of the occupations with the highest transfer rate are those that require only a high school education or less and little or no training.

In Local Area III there are 120 high demand high wage occupations; the table below lists the top 15. Unlike the main high demand occupations list, 11 of the top 15 occupations on the high demand high wage list either require a bachelor's degree or moderate-term on-the-job training. Also noteworthy is that three high demand high wage occupations also had the maximum demand score of 30: general and operations managers, registered nurses, and heavy and tractor-trailer truck drivers.

Local Area IV

The table below displays the top high demand occupations for Local Area IV. These eight occupations received the maximum score of 30, which means they currently have the most openings and are projected to have the most openings through 2024 and 2030. Overall, there are 219 occupations on the high demand list in Local Area IV. Seven of the top eight occupations require only a high school diploma or have no educational requirements and typically require one month or less of on-the-job training, which indicates they are attainable for workers with little to no education or training. The median wages of these seven occupations are all below the Local Area IV median wage of $40,986, as occupations requiring little training or education typically have lower wages. There is a high level of turnover in these occupations, which helps explain the high demand score. Many of the openings in these occupations are the result of people leaving the occupation to move to another, rather than the result of occupational growth. Furthermore, many of the occupations with the highest transfer rate are those that require only a high school education or less and little or no training.

In Local Area IV there are 129 high demand high wage occupations; the table below lists the top 15. Unlike the main high demand occupations list, nine of the top 15 occupations on the high demand high wage list either require a bachelor's degree, moderate-term, or long-term on-the-job training. Although none of the high demand high wage occupations in Local Area IV had the maximum demand score of 30, four did have a score of 29: general and operations managers; registered nurses; inspectors, testers, sorters, samplers, and weighers; and heavy and tractor-trailer truck drivers.

Local Area V

The table below displays the top high demand occupations for Local Area V. These 11 occupations received the maximum score of 30, which means they currently have the most openings and are projected to have the most openings through 2024 and 2030. Overall, there are 210 occupations on the high demand list in Local Area V. Eight of the top 11 occupations require only a high school diploma or have no educational requirements and typically require one month or less of on-the-job training, which indicates they are attainable for workers with little to no education or training. The median wages of these eight occupations are all below the Local Area V median wage of $37,318, as occupations requiring little training or education typically have lower wages. There is a high level of turnover in these occupations, which helps explain the high demand score. Many of the openings in these occupations are the result of people leaving the occupation to move to another, rather than the result of occupational growth. Furthermore, many of the occupations with the highest transfer rate are those that require only a high school education or less and little or no training.

In Local Area V there are 116 high demand high wage occupations; the table below lists the top 15. Unlike the main high demand occupations list, nine of the top 15 occupations on the high demand high wage list either require a bachelor's degree or moderate-term on-the-job training.

Also noteworthy is that one high demand high wage occupation also had the maximum demand score of 30: heavy and tractor-trailer truck drivers.

Nonfarm Jobs

In 2022 Kansas recorded 1,418,600 total nonfarm jobs, of which 1,167,300 were private sector jobs. Total nonfarm jobs increased by 38,800 jobs, or 2.8%, over the year. This was due to an increase of 38,300 private sector jobs and an increase of 500 government sector jobs. Nationally, nonfarm jobs increased by 6.3 million, or 4.3%, to 152.6 million. In the Plains Region, nonfarm jobs increased by 273,800, or 2.6%.

Job growth was experienced in 10 of the 11 industry supersectors in Kansas during 2022. The supersector that added the most jobs over the year was professional and business services with a gain of 10,400 jobs, or 6.1%; approximately half of these gains were recorded in professional, scientific, and technical services, which increased by 5,100 jobs, or 7.0%. Leisure and hospitality recorded job gains of 8,200, or 6.8%, in 2022. The majority of this growth can be attributed to the accommodation and food services sector, which saw an increase of 6,600 jobs, or 6.3%. Manufacturing saw an increase of 8,200 jobs, or 5.1%, in 2022. These gains were primarily due to an increase of 6,400 jobs in durable goods manufacturing, an increase of 7.0%. Information saw the highest percent increase at 7.7%, gaining 1,300 jobs over the year.

The only supersector to experience job loss in 2022 was financial activities, which saw a small decline of 500 jobs, or 0.7%, over the year.

(iii) Education and Skill Levels of the Workforce

Provide an analysis of the educational and skill levels of the workforce.

Degrees and Certificates by Gender

According to the U.S. Department of Education, 52,668 degrees and certificates were awarded in Kansas during the 2020-2021 academic year. Of these, 58.9% were awarded to women, while 41.1% were awarded to men. The largest gap in completions by gender was for certificates of less than 12 weeks. Men were awarded 488, or 12.4%, of these certificates, while women were awarded 3,453, or 87.6%. The only category in which men received more degrees or certificates was the certificate of 12 weeks to less than 1 year category. Men were awarded 1,796, or 58.0%, of these certificates, while women were awarded 1,299, or 42.0%.

Degrees Issued by Field of Study

The most common field of study in Kansas was health professions and related programs, accounting for 23.2% of all degrees or certificates issued during the 2020-2021 academic year. Business, management, marketing, and related support services was the second most common field of study, accounting for 15.3%, while the third most common field of study was liberal arts and sciences, general studies, and humanities, accounting for 11.8%.

When accounting for gender, the most common field of study for women was health professions and related programs; these degrees and certificates accounted for 32.8%. The second most common field of study for women was liberal arts and sciences, general studies, and humanities, which accounted for 12.1% of degrees issued to women.

Men were most commonly issued degrees in the business, management, marketing, and related support field of study; these degrees accounted for 20.2%. The second most common field of study for men was liberal arts and sciences, general studies, and humanities, which accounted for 11.4% of degrees issued to men.

Educational Attainment

Statewide

Educational attainment in Kansas is just above the national average. According to the U.S. Census Bureau's 2017-2021 American Community Survey (ACS) 5-year Estimates, 91.6% of Kansans have at least a high school diploma or equivalent: this is 2.7 percentage points higher than the national rate of 88.9%. Additionally, it is estimated that 34.4% of Kansans have a bachelor's degree or higher, compared to 33.7% nationally.

When compared to the 2012-2016 ACS 5-year estimates, the percentage of Kansans reporting an educational attainment of at least a high school diploma or equivalent increased by 1.3 percentage points, while the percentage of Kansans reporting a bachelor's degree or higher increased by 2.8 percentage points.

The most commonly reported educational attainment level in Kansas was some college or associate degree at 31.5%; this was followed by high school graduate or equivalent at 25.7%, and bachelor's degree at 21.6%.

Educational Attainment for Disabled Kansans

According to the U.S. Census Bureau's 2017-2021 American Community Survey (ACS) 5-year Estimates, 86.8% of Kansans reporting a disability have at least a high school diploma or equivalent; this is 6.0 percentage points lower than rate of 92.9% for Kansans without a disability. It is estimated that 19.5% of Kansans reporting a disability have a bachelor's degree or higher, compared to 38.0% for those who do not have a disability.

The most commonly reported level of education for Kansans with a disability was high school graduate or equivalent, accounting for 35.3% of the population; this was followed by some college or associate degree accounting for 32.1% of the population.

Local Area I

Educational attainment in Local Area I is lower than the statewide and national average. According to the U.S. Census Bureau's 2017-2021 American Community Survey (ACS) 5-year Estimates, 88.5% of Local Area I residents have at least a high school diploma or equivalent; this is 0.4 percentage points lower than the national rate of 88.9% and 3.1 percentage points lower than the statewide rate of 91.6%. It is estimated that 23.8% of Local Area I residents have a bachelor's degree or higher, compared to 33.7% nationally and 34.4% statewide.

When compared to the 2012-2016 ACS 5-year estimates, the percentage of Local Area I residents reporting an educational attainment of at least a high school diploma or equivalent increased by 1.9 percentage points, while the percentage of Local Area I residents reporting a bachelor's degree or higher increased by 2.0 percentage points.

The most commonly reported educational attainment level in Local Area I was some college or associate degree at 35.7%; this was followed by high school graduate or equivalent at 28.9%, and bachelor's degree at 16.2%.

Local Area II

Educational attainment in Local Area II is well above the statewide and national average. According to the U.S. Census Bureau's 2017-2021 American Community Survey (ACS) 5-year Estimates, 94.3% of Local Area II residents have at least a high school diploma or equivalent; this is 5.4 percentage points higher than the national rate of 88.9% and 2.7 percentage points higher than the statewide rate of 91.6%. It is estimated that 34.9% of Local Area II residents have a bachelor's degree or higher, compared to 33.7% nationally and 34.4% statewide.

When compared to the 2012-2016 ACS 5-year estimates, the percentage of Local Area II residents reporting an educational attainment of at least a high school diploma or equivalent increased by 1.4 percentage points, while the percentage of Local Area II residents reporting a bachelor's degree or higher increased by 2.9 percentage points.

The most commonly reported educational attainment level in Local Area II was some college or associate degree at 30.9%; this was followed by high school graduate or equivalent at 28.6%, and bachelor's degree at 21.1%.

Local Area III

Educational attainment in Local Area III is well above the statewide and national average. According to the U.S. Census Bureau's 2017-2021 American Community Survey (ACS) 5-year Estimates, 93.1% of Local Area III residents have at least a high school diploma or equivalent; this is 4.2 percentage points higher than the national rate of 88.9% and 1.5 percentage points higher than the statewide rate of 91.6%. It is estimated that 47.3% of Local Area III residents have a bachelor's degree or higher, compared to 33.7% nationally and 34.4% statewide.

When compared to the 2012-2016 ACS 5-year estimates, the percentage of Local Area III residents reporting an educational attainment of at least a high school diploma or equivalent increased by 1.1 percentage points, while the percentage of Local Area III residents reporting a bachelor's degree or higher increased by 3.1 percentage points.

The most commonly reported educational attainment level in Local Area III was bachelor's degree at 28.8%; this was followed by some college or associate degree at 27.2%. High school graduate or equivalent and graduate or professional degree accounted for 18.6% and 18.5%, respectively.

Local Area IV

Educational attainment in Local Area IV is below the statewide average but higher than the national average. According to the U.S. Census Bureau's 2017-2021 American Community Survey (ACS) 5-year Estimates, 90.3% of Local Area IV residents have at least a high school

diploma or equivalent; this is 1.4 percentage points higher than the national rate of 88.9% and 1.3 percentage points lower than the statewide rate of 91.6%. It is estimated that 30.5% of Local Area IV residents have a bachelor's degree or higher, compared to 33.7% nationally and 34.4% statewide.

When compared to the 2012-2016 ACS 5-year estimates, the percentage of Local Area IV residents reporting an educational attainment of at least a high school diploma or equivalent increased by 0.8 percentage points, while the percentage of Local Area IV residents reporting a bachelor's degree or higher increased by 1.8 percentage points.

The most commonly reported educational attainment level in Local Area IV was some college or associate degree at 32.8%; this was followed by high school graduate or equivalent at 27.0%, and bachelor's degree at 19.6%.

Local Area V

Educational attainment in Local Area V is below the statewide average but higher than the national average. According to the U.S. Census Bureau's 2017-2021 American Community Survey (ACS) 5-year Estimates, 91.2% of Local Area V residents have at least a high school diploma or equivalent; this is 2.3 percentage points higher than the national rate of 88.9% and 0.4 percentage points lower than the statewide rate of 91.6%. It is estimated that 23.9% of Local Area V residents have a bachelor's degree or higher, compared to 33.7% nationally and 34.4% statewide.

When compared to the 2012-2016 ACS 5-year estimates, the percentage of Local Area V residents reporting an educational attainment of at least a high school diploma or equivalent increased by 1.2 percentage points, while the percentage of Local Area V residents reporting a bachelor's degree or higher increased by 2.6 percentage points.

The most commonly reported educational attainment level in Local Area V was some college or associate degree at 35.0%; this was followed by high school graduate or equivalent at 32.2%, and bachelor's degree at 15.6%.

(iv) Skill Gaps

Describe apparent 'skill gaps.'

Adult Literacy and Numeracy

The data presented in this section comes from the U.S. Program for the International Assessment of Adult Competencies (PIAAC). The state and county estimates are based on the combined PIAAC data collected in 2012, 2014, and 2017 and the data from the 2013–2017 American Community Survey (ACS).

Literacy

When comparing average literacy scores, Kansas ranks 19th out of all 50 states. When compared to the U.S., Kansas literacy levels are overall above the national average. It is estimated that 52.6% of Kansas adults can be considered proficient at working with information and ideas in texts; meaning that their higher literacy skills range from the ability to understand, interpret, and synthesize information across multiple, complex texts to the ability to evaluate the reliability of sources and infer sophisticated meanings and complex ideas from written sources.

Estimates indicate that 30.5% of Kansas adults have a literacy level of 2. Adults at this level can be considered nearing proficiency but still struggling to perform tasks with text-based information. Such adults may be able to read print and digital texts, relate multiple pieces of information within or across a couple of documents, compare and contrast, and draw simple inferences. They can navigate in a digital environment to access key information, such as finding two main benefits of one product over another. However, more complex inferencing and evaluation may be too difficult.

Finally, it is estimated that 16.9% of Kansas adults have a literacy level at or below 1. Adults at this level can be considered at risk for difficulties using or comprehending print material. Adults at the upper end of this level can read short texts, in print or online, and understand the meaning well enough to perform simple tasks, such as filling out a short form, but drawing inferences or combining multiple sources of text may be too difficult. Adults who are *below Level 1* may only be able to understand very basic vocabulary or find very specific information on a familiar topic. Some adults *below Level 1* may struggle even to do this and may be functionally illiterate.

Numeracy

When comparing average numeracy scores, Kansas ranks 19th out of all 50 states. When compared to the U.S., Kansas numeracy levels are overall above the national average. It is estimated that 41.7% of Kansas adults can be considered working with mathematical information and ideas; meaning their higher numeracy skills range from the ability to recognize mathematical relationships and apply proportions to the ability to understand abstract representations of mathematical concepts and engage in complex reasoning about quantities and data.

Estimates indicate that 33.3% of Kansas adults have a numeracy level of 2. Adults at this level can be considered nearing proficiency but still struggling to perform numeracy tasks. Such adults can successfully perform tasks requiring two or three steps involving calculations with whole numbers and common decimals, percentages, and fractions. They can conduct simple measurement and interpret relatively simple data and statistics in texts, tables, and graphs. However, more complicated problem solving (where the information is not explicit or is in an unfamiliar context) may be too difficult.

Finally, it is estimated that 25.0% of Kansas adults have a numeracy level at or below 1. Adults at this level can be considered at risk for difficulties with numeracy. Adults at the upper end of this level can understand how to add, subtract, multiply, and divide and can perform basic one-step mathematical operations with given values or common spatial representations (e.g., calculate how many bottles of soda are in a full box with two levels when only the top level can be seen). Adults who are *below Level 1* may only be able to count, sort, and do basic arithmetic operations with simple whole numbers and may be functionally innumerate.

C. COMPARISON OF ECONOMIC AND WORKFORCE ANALYTICAL CONCLUSION. DESCRIBE AREAS OF OPPORTUNITY FOR MEETING HIRING, EDUCATION, AND SKILLS NEEDS IDENTIFIED IN THE ECONOMY COMPARED TO THE ASSETS AVAILABLE IN THE LABOR FORCE IN THE STATE.

Kansas does not maintain a complete skill gap analysis. Employer demand for skilled workers is reflected in the current openings, short-term, and long-term demand projections described in the Economic Analysis section of this report. Additionally, for all the occupations highlighted in

this plan, detailed information on the tasks, knowledge, skills, and abilities needed to do the job are available through the O*NET site.

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required [6] and optional one-stop delivery system partners.[7]

[6] Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

Core Workforce Development Activities

1.

a. *KANSASWORKS (Adult, Dislocated Worker & Youth {Title I}; Wagner-Peyser {Wagner- Peyser Act, as amended by Title III))*

KANSASWORKS includes Titles IB and III of WIOA, as carried out by the Kansas Department of Commerce (Commerce) and local workforce development operators.

Workforce training and case management services are provided through **KANSAS**WORKS. Services to individuals based on their eligibility for services, priority of services and available resources. Labor Exchange and other Wagner-Peyser services are provided by state staff, co-located in workforce centers and in conjunction with Veteran's programs, community services and other state services. Services are also available through virtual connection, established to

better serve customers during the pandemic, and maintained as an enhancement to meet customers "where they are.".

1.

    a. *Adult Education and Literacy Program (Title II)*

Kansas Adult Education programs provide instruction and student support services to eligible learners: individuals who are 16 years of age or older and not enrolled or required to be enrolled in secondary school who lack a high school diploma or equivalent, need to learn English as a non-native language, or need to build basic skills. Adult Education programs assist learners in building literacy and numeracy skills, increasing English language skills, achieving secondary diplomas, obtaining workplace skills, accessing occupational training, and transitioning to college and/or career.

1.

    a. *Vocational Rehabilitation (Title I of the Rehabilitation Act of 1973, as amended by Title IV)*

The Vocational Rehabilitation (VR) program provides a wide range of services to empower Kansans with disabilities to achieve their goals for employment, independent living and self-reliance.

Combined State Plan Partner Programs Workforce Development Activities

1. *Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))*

Workforce development activities for TAA are managed at the state level in the Kansas Department of Commerce with services disseminated through **KANSAS**WORKS American Job Centers. Although the TAA program was not reauthorized, Kansas state staff continue to provide services as required to those already in the program. Additionally, because TAA services are available for life, the state will continue to provide services to eligible workers who have not yet accessed TAA services. **KANSAS**WORKS continues to promote TAA services throughout its social media platforms and continues to reach out to the public, especially in areas where US DOL certified TAA layoffs or closings have occurred.

2. *Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.)*

The primary objective of the JVSG is to develop and support activities to increase employment and job training opportunities for veterans and eligible persons. Native American veterans who may be living on a reservation and/or on tribal lands, as well as any other Native American veterans that access the AJC and are determined to have an SBE will be provided DVOP services.

KANSASWORKS staff and State Manager will continue to work with all four military installations to provide a seamless transition for all TSM's, an in-person, or utilization of on-line services for employment and relocation purposes for this population that meets the criteria of VPL-07-14.

Veteran workforce development activities are handled in partnership with Kansas Commission on Veterans' Affairs and Kansas Board of Regents. Commerce, in partnership with KCVA and Regents operate the KANVET website (KanVet.ks.gov), which provides "real-time" data with direct access to the State of Kansas' veteran-specific resources and benefits without having to

navigate multiple state agency websites. The KANVET program assists veterans in finding available civilian jobs and training utilizing occupational specialty codes.

Educational opportunities are promoted through counseling services to veterans. Commerce and Regents coordinate education and training activities to increase post-secondary capacity for job driven training programs. Additionally, local workforce development boards (LWDBs) provide real-time intelligence regarding skill gaps and projected skill needs.

Local workforce development boards provide priority job placement and training activities to veterans. Plans on how services are provided are located in the State Policy narrative and in local workforce board WIOA plans. These plans include: how available resources (WIOA, Wagner-Peyser and others) are pooled to provide basic and individualized career services; processes to accomplish intake, assessment, registration and follow-up services; a description of mediated and non-mediated services; how veterans are provided priority in placement services and activities; and detailed description of how case management services are provided to veterans.

American Job Center staff provide job search and placement services for veterans including counseling, testing, occupational and labor market information, and skill evaluations such as CareerReady 101!, to assist veterans make an educated and up-to-date decisions about their training and employment needs.

Veterans will continue to be introduced to America's Career InfoNet, O-Net, and other local resources that offer career exploration, education and job tools such as the following to help them make career decisions:

- Assess personal marketability;
- Assess skills, skill gaps and related occupations
- Research occupations on a national, state or local level;
- Research occupations, employment trends to national, state and local wage information
- Research employers for job searches;
- Track labor market trends
- Learn how to network in various career fields using professional associations and Career Resource Library links
- Research training options by occupation such as certifications, schools, programs, and licenses
- Explore credentialing options; and
- Find financial aid resources
- Referrals to WIOA for training, i.e. On-the-Job Training, Registered Apprenticeship

3. *Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))*

Kansas State SCSEP is operates in seven counties in south central Kansas: Butler, Cowley, Harper, Harvey, Kingman, Sumner and Sedgwick. Workforce Alliance of South Central Kansas, the local workforce development board, provides SCSEP services through its workforce centers,

creating an excellent opportunity for SCSEP participants to access all available **KANSAS**WORKS services. KWSB has codified the inclusion of older workers as a priority population for all **KANSAS**WORKS services. With the implementation of WIOA, strategic coordination of the Core Partners results in an investment in skill development of SCSEP participants. Services from WIOA Adult and Dislocated Worker Workforce Development, VR, Adult Education and Wagner-Peyser are utilized to streamline services for SCSEP participants. WIOA as implemented in Kansas ultimately assures participants are able to access all services for which they are eligible through all WIOA Core Partners.

SCSEP will continue to operate as another integrated program of **KANSAS**WORKS where customers are provided with the same services as any other eligible job seeker.

4. *Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, National Farmworker Jobs program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner, Unemployment Compensation programs, and YouthBuild*

Referrals to and from these partners are provided through the core, combined state plan, and required partners of the public workforce system. All participants referred to the public workforce system receive the same range of services for which they are eligible as described in Section VI Requirements for Core Programs.

The Strengths and Weaknesses of Workforce Development Activities. Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

The Strengths and Weaknesses of Workforce Development Activities: **KANSAS**WORKS

<u>Strengths</u>

- Meet or exceed the common performance measures requirements consistently
- Streamlined service delivery to more efficiently serve jobseekers and workers through strategies developed for the Workforce 2.0 Initiative
- Continue to seek and leverage outside resources to increase and improve services to jobseekers and workers, including youth
- Convene partners for collaboration to better serve specific populations such as those with disabilities or those who are justice-involved
- Successfully partner with other service providers including other state agencies, postsecondary education providers, community-based organizations and employers
- Maintain a Management Information System which fulfills the requirements of US DOL and which is utilized in several other states
- Sustain continuous improvement activities through stakeholder surveys, program evaluation, and staff training

<u>Weaknesses</u>

- Limited success with blending and braiding resources across some core and required partner systems to meet the needs of jobseekers and workers

- Varied success at meeting the workforce needs of all industry sectors, as well as in some geographic areas of the state
- Have not yet been able to forge a broad data sharing standard with other entities with whom we share customers
- Have not yet established a shared Customer Intake accessed by all or most WIOA partners

The Strengths and Weaknesses of Workforce Development Activities: Adult Education

Strengths

- Kansas Adult Education consistently achieves strong outcomes on the WIOA performance indicators of Employment Second Quarter After Exit, Employment Fourth Quarter After Exit, Median Earnings, and Measurable Skill Gains (MSGs), higher than the national average. This demonstrates Adult Education providers' success in serving eligible individuals, including participants with barriers to employment.
- Kansas distributes state and federal funding using a formula heavily weighted toward performance, rewarding high-performing programs and incentivizing providers to deliver high-quality service and support to participants.
- Adult Basic Education (ABE), Adult Secondary Education (ASE), English Language Acquisition (ELA), and Integrated Education and Training (IET) curricula are required to be aligned with the College and Career Readiness Standards (CCRS), which have been adopted by the state. Instructors in Adult Education participate in training to gain familiarity with the CCRS and to learn strategies for implementation.
- Adult Education programs are sponsored by community colleges, technical colleges, or unified school districts, all of which support Adult Education providers and participants with local match funding, wraparound services, and educational partnerships.
- Kansas Adult Education serves a diverse population, with over 65% of participants identifying as Asian, Black or African American, Hispanic or Latino, or More than One Race. Participants range in age from 16 to 65 and older, and approximately half of participants have a native language other than English, with over 50 languages represented.
- Eight Adult Education providers partner with the Kansas Department of Corrections to provide services inside state correctional facilities, assisting individuals in increasing basic skills, obtaining a secondary diploma, and entering postsecondary education, while gaining skills needed for successful postrelease careers.

Weaknesses

- Education providers across the state continue to struggle with staff shortages, experiencing challenges in hiring and retaining qualified instructors, administrators, counselors, and support staff.
- The performance indicator of Credential Attainment has steadily decreased each of the past three years, at least partially correlated with the state unemployment rate of under 3% and an increase in employers not requiring higher education.

- Most Adult Education programs continue to offer online classes and services, but many participants, particularly low-income individuals and rural residents, struggle with consistent access to high-speed internet.
- Providers are anecdotally reporting an increase in participants experiencing mental health challenges, particularly among those who were especially negatively impacted by the COVID-19 pandemic. This increases the need for supportive services and the time staff members devote to each learner.

The Strengths and Weaknesses of Workforce Development Activities: Vocational Rehabilitation

Strengths

- Our services are tailored to cater to the unique strengths, obstacles to employment, and vocational aspirations of each individual. A collaborative approach is taken, with VR counselors working closely with customers to develop personalized employment plans that address specific employment barriers, vocational goals, and required services.
- VR counselors undergo extensive training, enabling them to adeptly handle the intricate intersections of disability, employment, and cultural considerations. This proficiency facilitates informed decision-making in partnership with our customers. We have and continue to enhance our Quality Assurance and Training initiatives for our staff ensuring a continuous commitment to delivering high-quality of services.
-
- We prioritize the employment potential of youth with disabilities, underscoring the importance of fostering an early connection to work or postsecondary education leading to employment. A noteworthy 34% of those served in fiscal year 2022 were transition-aged youth, with 31% successfully rehabilitated, marking a significant impact on the youth demographic.
- Over the past decade, a remarkable 76% of rehabilitated individuals reported their own earnings as their primary source of financial support. This substantial achievement reflects a significant step toward self-sufficiency and reduced dependence on public benefits.
- Our VR services are comprehensive and adaptable, empowering each customer to optimize their employment prospects.

Weaknesses:

- The high turnover among counselors and challenges in recruiting new staff in specific state areas impede service stability and timeliness, affecting the overall effectiveness of our programs.
- A challenge we face is the utilization of a 30+ year-old case management system, which presents limitations and inefficiencies in meeting the evolving demands of our operations. Recognizing this weakness, we are diligently working towards the implementation of a new and advanced case management system to enhance efficiency, streamline processes, and keep pace with modern technological standards.
- There is a need for ongoing enhancement of VR's data analysis capabilities to better report on common performance accountability measures and ensure continued program improvement.

- To broaden employment options and opportunities for Kansans with disabilities, there is a recognized necessity for a more robust and direct connection with the employer and business community. This connection can foster collaborations that benefit both individuals with disabilities and potential employers.

The Strengths and Weaknesses of Workforce Development Activities: Trade Act

Strengths

- Exceed performance goals
- Effective collaboration with WIOA Programs and Rapid Response, Kansas Department of Labor
- Positive working relationships with Local Training Providers and Local Employers
- Hard working dedicated TAA/Commerce Staff meaning; fiscal, admin, support staff etc.

Weaknesses

- Maintaining sufficient TAA staff to serve future TAA customers and it would take
- Necessity to rebuild/train staff should TAA be reauthorized
- Maintaining required TAA outreach activities
- Continual reduction of TAA participant counts may lead to difficulty with maintaining TAA performance goals

***The Strengths and Weaknesses of Workforce Development Activities:* JVSG**

Strengths

- Meet and exceed the negotiated performance measures
- Successfully integrate JVSG staff with career one-stops and streamlined services and processes that makes a veteran's transition and referral to partnering services fluent and efficient
- Maintain excellent and active partnerships with military instillations located in Kansas
- Successfully partner with other Veteran Service Organizations, creating an outreach, connection, intake and co-enrollment process that allows us to not only meet the Veterans training and employment needs, but basic fundamental needs such as, housing, medical/ counseling and other interim needs that may be preventing them from entering and maintaining long-term employment.
- Maintain effective outreach to local reservations, tribal organizations identifying the Native American Indian Veterans.

Weaknesses

- Kansas DOL's inabilities to capture accurate veteran data, specifically identifying the veteran population, additionally this anomaly decreases Veteran un-employment rates and an overall decreases the veteran population in the state of Kansas. Measures are

currently taking place for tracking un-employed veteran populations through Reemployment Services and **KANSAS**WORKS.com

- Areas of limited accessibility of JVSG staff to serve veterans in remote and/or less populated areas due to limited internet.

The Strengths and Weaknesses of Workforce Development Activities: SCSEP

Strengths

- Services are provided by a Local Area Workforce Development Board, providing participants direct access to all programs and services offered by the local workforce development system
- The electronic participant file and tracking system developed for SCSEP has made case management and compliance straightforward, resulting in few mistakes or data validation issues
- The metro service area provides suitable opportunities for Host Site recruitment
- LWDB staff with strong history of serving Older Workers in general and SCSEP participants in particular

Weaknesses

- The SCSEP project has a difficult time recruiting eligible participants
- The SCSEP project needs to improve unsubsidized employment outcomes for its participants
- Bridging the gap between need for and access to virtual services has had varying levels of success

1. *State Workforce Development Capacity*. Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

State Workforce Development Capacity: **KANSAS**WORKS

KANSASWORKS, including JVSG, SCSEP, Trade Act and all other partner programs, has the capacity to continuously improve services to jobseekers and those with more barriers to employment through enhanced partnerships, targeted distribution of resources, virtual service delivery, access to supportive services, and staff training. Technology upgrades and access to multiple data systems would substantially increase capacity to serve more individuals more effectively and efficiently. *Capacity continually changes based on annual reduction in funds, whether caused by an improved economy or cuts in federal appropriations.*

State Workforce Development Capacity: ***Adult Education***

-
- Currently, Adult Education programs have the capacity to serve approximately 7000 participants, which is only 3% of eligible individuals in the state, which include adults without a high-school diploma and those speaking English “less than well.”

- Partnerships with postsecondary education, business and industry, and community organizations need to increase to help Adult Education expand services and delivery.
- Increasing Integrated Education and Training (IET) programs, including Accelerating Opportunity: Kansas (AO-K), will help more participants gain industry-recognized credentials and move into high-demand and high-wage careers. Other initiatives, such as Cross-Teaching Remote Education in Kansas (Cross-TREK), aim to expand the reach of Adult Education services by increasing distance education opportunities.

State Workforce Development Capacity: **Vocational Rehabilitation**

The capacity of the Vocational Rehabilitation (VR) program in Kansas reflects its ability to provide services to individuals with disabilities within the state's workforce. The following elements characterize the program's capacity:

1. **Population Coverage:**
    a. The VR program, even at full staff capacity, currently serves approximately 5% of the working-age population in Kansas with disabilities. This figure is based on an estimation of around 202,000 Kansans with disabilities, as per the Disability Statistics Compendium.
2. **Resource Allocation Monitoring:**
    a. The program carefully monitors the allocation of funds, particularly those designated for pre-employment transition services and potential infrastructure costs related to one-stop services. This monitoring is essential to assess the adequacy of resources and determine if an Order of Selection is required to manage service demand effectively.
3. **Service Provider Network Challenges:**
    a. Gaps in the service provider network, particularly in rural and frontier areas of the state, present challenges to the program's capacity. These gaps limit the program's ability to provide intensive job search assistance, job carving, and on-the-job supports to individuals with disabilities in these regions.
4. **Youth Employment Focus:**
    a. Recognizing the need for increased opportunities for young people with disabilities, the program emphasizes the development of employment options for this demographic. This includes creating avenues for paid after-school, part-time, and summer employment to facilitate skill development and exploration of future career paths.

In essence, the capacity of the VR program in Kansas is defined by its ability to effectively reach and serve individuals with disabilities, the careful management of allocated resources, addressing gaps in service provision, and a targeted focus on enhancing employment opportunities for youth within the state. These aspects collectively shape the program's ability to contribute to the vocational rehabilitation and workforce development of individuals with disabilities in Kansas.

B. STATE STRATEGIC VISION AND GOALS

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. VISION

Describe the State's strategic vision for its workforce development system.

2. GOALS

Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities. This must include—

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment[8] and other populations.[9]

(B) Goals for meeting the skilled workforce needs of employers.

[8] Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. PERFORMANCE GOALS

Using the tables provided within each Core Program section, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

4. ASSESSMENT

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment, which may include evaluation findings, and other feedback to make continuous or quality improvements.

1. The Governor's Framework for Growth provides direction for the state workforce and economic development to leverage our sectors into new opportunities through the development of modern skills and innovation. The Framework for Growth is grounded in four pillars:

TALENT | INNOVATION | COMMUNITY ASSETS | POLICY

KANSAS*WORKS* ***STATE BOARD STRATEGIC PLAN***

VISION: The Kansas Workforce System will be the national leader in meeting business talent needs, growing the economy, and providing access to quality careers for every Kansan through integrated service delivery.

MISSION: The KANSASWORKS mission is to deliver a qualified workforce through training and matching services available to Kansans, supporting businesses, growing regional economies, and improving the prosperity of all.

2. GOALS and STRATEGIES:

1. Enhanced and improved workforce service delivery to disadvantaged youth.

1.1. Assess strategies and outcomes of current programming for disadvantaged youth to identify strengths as well as gaps.

1.1.1. Review and synthesize available outcomes data and information on current programming, initiatives, and resources for disadvantaged youth to identify effective approaches for expansion/scaling and to document gaps and opportunities for enhanced partner and resource alignment. Develop and implement prioritized solutions during the 2024-2026 strategic plan cycle.

1.2. Expand workforce transition services, including work-based learning experiences, for foster care youth through deepened partnership efforts with the Department for Children and Families (DCF).

1.2.1. Collaborate with the Older Youth and Young Adult Services Partnership led by DCF to better define specific workforce transition service needs for foster care youth, identify any barriers to service provision, and design and implement a plan for expanding service delivery for this population during the 2024-2026 strategic plan cycle.

1.3. Expand and better integrate workforce transition services, including work-based learning experiences, for youth with disabilities through enhanced partnership efforts with DCF/Rehabilitation Services and the Kansas State Department of Education (KSDE).

1.3.1. Collaborate with the Transition Coalition to determine specific workforce transition service delivery needs for Workforce Innovation and Opportunity Act (WIOA)-defined youth with disabilities and design and implement a plan for expanding service delivery for this population during the 2024-2026 strategic plan cycle.

2. Increased workforce system and reentry partner capacity to serve justice-involved individuals and other reentry community stakeholders.

    a. With the Kansas Department of Corrections (KDOC) and other relevant partners, lead implementation efforts to develop workforce system and reentry partners' capacity to:

• Increase career planning and development services and expand work-based learning opportunities for justice-involved individuals;

• Enhance support for reentry-friendly employers looking to hire, upskill, and advance justice-involved individuals; and

• Enhance collaborations with community corrections partners.

2.1.1. Analyze available data on workforce service provision and outcomes for WIOA Titles I and III reentry populations to inform design and implementation of efforts during the 2024-2026 strategic plan cycle.

2.1.2. Use findings from data analysis to develop and implement efforts in the 2024-2026 strategic plan cycle to build workforce system and reentry partners' capacity to serve justice-involved individuals and interested employers and collaborate with community corrections partners more comprehensively.

2.1.3. Examine outcomes data and existing policy and practices to identify and recommend opportunities to streamline pre-release and release procedures for justice-involved youth and adults.

3. Increased business and community awareness of, engagement with, and utilization of the workforce system.

3.1. Commission surveys to gather insights about workforce system awareness, perception, and utilization.

3.1.1. Partner with Local Workforce Development Boards, Universities, Community Colleges, and Technical Colleges in the state to conduct a statewide survey of a sample of residents and employers to gather baseline data on workforce system awareness, perception, and utilization. Based on survey results, annual or biennial surveys could be considered thereafter.

3.2. Identify and implement efforts to enhance awareness and perceptions of the system and increase utilization of the system by residents and businesses.

3.2.1. Based on survey results, identify and implement (in the 2024-2026 strategic plan cycle) up to three high-priority, high-value outreach, messaging, and communications strategies to enhance awareness and perceptions of the system and increase usage of the system by residents and businesses.

4. Increased and sustained State Board member engagement and workforce system leadership.

4.1. Gather Board member and Board staff input on challenges to and ideas around increasing and sustaining engagement.

4.1.1. Conduct an internal assessment with staff to identify opportunities to enhance Board staff support and activities that advance Board member engagement (e.g., staff serving as "project managers" for Board Committees, overseeing cadences for reporting and information-sharing in between Board meetings, etc.).

4.1.2. Survey Board members for input on improving Board member engagement, member Committee leadership and participation, Board organizational structure and communication, and other relevant areas.

4.2. Review existing Board structures and practices to identify potential opportunities to maximize Board member engagement.

4.2.1. Utilize internal assessment and Board member survey results and insights to review and revise, as necessary, items like onboarding processes and resources, bylaws, Committee structure and activities, and Board meeting protocols to maximize Board member engagement.

4.2.2. Support efforts to develop a knowledgeable pipeline of Board member talent by charging Board members/Committees with identifying employers, community organizations, and others who might serve as effective and impactful future Board members.

4.3. Develop tools and resources to build Board member understanding of expectations, responsibilities, and time commitments.

4.3.1. Utilize internal assessment and Board member survey results and insights to develop tools to support Board member engagement, which might include a role description for Board members that identifies expectations, responsibilities, and time commitments; updated onboarding and onboarding "refresher" materials and processes, etc.

State Plan Management Team Vision and Values for the Workforce Development System

Vision

We seek to grow the economy by investing in Kansans so that every business, worker, and jobseeker has the skills to compete and prosper.

Values

1. We value employment as a path to self–sufficiency and independence for all adults in Kansas.
2. We value the contributions that all individuals, including those with significant barriers to employment, as defined by WIOA, can make to the Kansas economy.
3. We value accountability and continuous improvement of the workforce system.
4. We value collaboration that respects and leverages the unique mission and expertise of all partners to ensure the best possible services to jobseekers, workers, and businesses.
5. We value the power of technology.

3.Performance Goals Title I

PY2024 - ADULT

Employment Second Quarter After Exit 82.3%

Employment Fourth Quarter After Exit 79.2%

Median Earnings $8,756

Credential Attainment Rate 75.85%

Measurable Skill Gains (MSGs) 69.0%

PY2025

Employment Second Quarter After Exit 83.9%

Employment Fourth Quarter After Exit 80.8%

Median Earnings $8,931

Credential Attainment Rate 77.3%

Measurable Skill Gains (MSGs) 70.4%

PY2024 – DISLOCATED WORKER

Employment Second Quarter After Exit 82.2%

Employment Fourth Quarter After Exit 86.8%

Median Earnings $11,901

Credential Attainment Rate 80.3%

Measurable Skill Gains (MSGs) 81.5%

PY2025

Employment Second Quarter After Exit 90.0%

Employment Fourth Quarter After Exit 88.5%

Median Earnings $12,139

Credential Attainment Rate 81.9%

Measurable Skill Gains (MSGs) 83.1%

PY2024 - YOUTH

Employment Second Quarter After Exit 78.8%

Employment Fourth Quarter After Exit 80.2%

Median Earnings $4,651

Credential Attainment Rate 62.9%

Measurable Skill Gains (MSGs) 50.2%

PY2025

Employment Second Quarter After Exit 80.4%

Employment Fourth Quarter After Exit 81.8%

Median Earnings $4,744

Credential Attainment Rate 64.2%

Measurable Skill Gains (MSGs) 51.2%

Title II

Employment Second Quarter After Exit 49.0%

Employment Fourth Quarter After Exit 45.5%

Median Earnings $5,000

Credential Attainment Rate 33.0%

Measurable Skill Gains (MSGs) 51.0%

Effectiveness in Serving Employers Not Applicable

PY2025

Employment Second Quarter After Exit 50.0%

Employment Fourth Quarter After Exit 46.0%

Median Earnings $5,050

Credential Attainment Rate 33.5%

Measurable Skill Gains (MSGs) 51.5%

Effectiveness in Serving Employers Not Applicable

Title III

PY2024 – WAGNER-PEYSER

Employment Second Quarter After Exit 49.0%

Employment Fourth Quarter After Exit 45.5%

Median Earnings $5,000

Credential Attainment Rate 33.0%

Measurable Skill Gains (MSGs) 51.0%

Effectiveness in Serving Employers Not Applicable

PY2025

Employment Second Quarter After Exit 50.0%

Employment Fourth Quarter After Exit 46.0%

Median Earnings $5,050

Credential Attainment Rate 33.5%

Measurable Skill Gains (MSGs) 51.5%

Effectiveness in Serving Employers Not Applicable

Other Measure – Baseline Only

Retention with Same Employer in the 2nd and 4th Quarters After Exit 54.5%

Title IV Performance

PY2024

Employment Second Quarter After Exit 51.0%

Employment Fourth Quarter After Exit 48.0%

Median Earnings $3,066

Credential Attainment Rate 22.0%

Measurable Skill Gains (MSGs) 32.0%

Effectiveness in Serving Employers Not Applicable

PY2025

Employment Second Quarter After Exit 52.0%

Employment Fourth Quarter After Exit 48.9%

Median Earnings $3,166

Credential Attainment Rate 23.0%

Measurable Skill Gains (MSGs) 33.0%

Effectiveness in Serving Employers Not Applicable

3. **Assessment**

The KWSB reviews WIOA performance measures every quarter at both the State level and the local level for each Local Workforce Development Area in Kansas. State Board members can assess program effectiveness and compare WIOA performance levels to the State and Local labor market data that is shared at every State Board meeting. Board members look for trends and suggest areas of continuous programmatic improvement using their knowledge of labor market conditions.

The KWSB also tracks the percentage of local area funds spent on training and training-related activities. The KWSB has a minimum requirement that each local area spend at least 40% for adult and dislocated worker training. The KWSB has placed a high value on ensuring that WIOA dollars are used for training Kansans in high demand occupations. Any local area that falls below the minimum threshold must provide a written response explaining why the local area

was below the minimum that quarter. Likewise, any local area that is significantly above the threshold must provide an explanation why their training expenditure rate was high as a learning opportunity for other local areas and thus continuously improving the workforce system.

The state strategic vision, goals, and performance measures indicated in this combined state plan are included as part of the ongoing responsibilities for the oversight of federal employment and training activities, the Kansas Department of Commerce (Commerce) conducts both desk and on-site monitoring reviews on a regularly scheduled basis. The Commerce Regulatory Compliance section is primarily responsible for implementing employment and training reviews associated with the Workforce Investment Act using federal and/or state developed monitoring guides. The primary mission of the Commerce Regulatory Compliance section includes, but is not limited to, working toward ensuring administrative policies, practices, standards, and systems are functioning and operating within the parameters established by federal and state legislation, regulations, and policy directives. To ensure independence from program operations, it will be the policy of Commerce to utilize Regulatory Compliance for monitoring federal employment and training programs as mandated by law or deemed appropriate by the Secretary.

The results of each Commerce Regulatory Compliance (CRC) monitoring effort is documented and compiled in a formal report and disseminated for response and as warranted, corrective action to the appropriate administrative entities. Specific activities subject to state monitoring may include, but are not limited to the following:

1. Allowable activities;

2. Targeting, selection, assessment methodology, and eligibility;

3. EEO and ADA compliance;

4. Fiscal accountability and internal controls, inventory control, and property management;

5. Complaint and grievance policies and procedures;

6. Management Information Systems (MIS), data sharing, maintenance, and validation;

7. Conflict of interest and nepotism;

8. Contracting, certifications (e.g. Local Workforce Investment Boards (Local Boards), service providers, etc.);

9. Customer satisfaction and performance; and

10. Recordkeeping maintenance, security, and retention.

Procedures related to audit, audit resolution and debt collection are contained in the Policy and Procedures Manual and reflect provisions of WIOA, as well as the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. All state financial management policies are contained in a fiscal policy. The fiscal policy contains definitions related to cost allocation, allowable direct/indirect charges, property management and procurement procedures, etc., for all WIOA fiscal activities. During the first two year of this State Plan, policy manuals will be reviewed and updated as needed.

Monitoring Schedule: The state's monitoring efforts encompass both desk and on-site reviews. Each year the CRC develops a preliminary schedule of on-site reviews to be conducted. This schedule will be disseminated to appropriate entities. The schedule will remain flexible toward

accommodating the operations of the entity being reviewed. A notice of confirmation will be sent indicating when the entrance visit will occur. Findings Upon completion of a monitoring activity conducted by the CRC, a report summarizing the resulting observations, comments, findings and recommendations will be forwarded to the Workforce Services Technical 2 Assistance (TA) Unit and appropriate local and state program administrators. In addition, the CRC report will be disseminated to Local Elected Officials when findings are of a nature which may expose them to potential liability as noted in the Workforce Innovation and Opportunity Act. Within 30 days of receipt of Local Area response, the TA Unit will convene a Workforce Solutions Team representative of appropriate Commerce program and/or Division representatives (including CRC) and local administrators to review the report's contents and discuss options for utilizing the information gained in advancing the workforce system. In order to remain independent of program operations, participation by the CRC shall be limited to providing clarification, information related to the scope and nature of their reviews and resulting findings/observations. The Workforce Solutions Team will jointly develop a Solution Plan to resolve any findings. A Solution Plan should be developed in manner that maximizes the leveraging of resources available through participating team members and realizes efficiencies in achieving resolution. The plan shall include the following:

a. Identification of the issue(s);

b. Desired outcome/goal;

c. Action steps towards a solution, including individual team members roles and responsibilities;

d. Measurable objectives for each action step; and

e. Time frame for measuring accomplishment of each action step as well as the final outcome/goal.

The Solution Plan and subsequent progress reports will be distributed to the participating team members and chair of the Corrective Action Board for review. The chair of the Corrective Action Board may take other such actions as deemed appropriate, including convening the Correction Action Board as outlined below. Corrective Action Board The Corrective Action Board (CAB) reviews findings requiring corrective action and makes recommendations to the Deputy Secretary of Commerce or the Secretary of Commerce/Governor for consideration when corrective action is necessary. Prior to making its recommendation, the CAB may request additional information from the local area, and/or conduct a meeting with appropriate officials to ascertain all pertinent facts regarding the finding. Each quarter, or more often, as determined by the chair of the Corrective Action Board, the CRC will canvass members to determine if there are outstanding operational/compliance issues that warrant a CAB meeting. When the CAB determines an issue warrants corrective action, the chair will request a corrective action plan(s) from the Workforce Services Team and/or the local area, as necessary. When warranted, copies of the request will be sent to the local workforce investment board (local board) chair and the chief elected official (CEO) chair. Within 21 days of receipt of the request, the local board chair shall submit a corrective action plan to the chair of the CAB. Corrective action plans shall include, at a minimum, the following:

1. An assessment of the current situation, including a review of action that has already been taken to address the problem;

2. A plan which describes, in detail, the action which will be taken to correct the problem; and

3. A timetable for the action that identifies what steps will be taken through the coming months, benchmarking dates by which certain levels of progress will be accomplished. Upon approval of the correction action plan, the CAB chair will determine if the local area will be required to submit written progress reports to the CAB. When required, each progress report shall describe actions taken, attainment or non-attainment of benchmarks, and any necessary revision to the plan. In the event of failure or non-implementation of corrective action plans, the CAB will make recommendations to the Deputy Secretary of Commerce or the Secretary of Commerce/Governor regarding possible sanctions. Notification of any sanction to be imposed beyond the corrective action plan will be communicated to the local board chair, the CEO chair, the grant recipient and the administrative entity. These local area officials will also be notified of their rights of appeal. The Procedures for State Level Appeals and Hearings are set in State Policy pertaining to WIOA General Complaint Processing Procedures.

When appropriate, a follow-up review may be conducted to ascertain if the corrective action was implemented, and/or to provide technical assistance. Where performance is not in line with the requirements of the program or violations of the Act, federal regulations, and state policies have occurred, Commerce shall impose the corrective actions/sanctions described below.

Corrective Actions/Sanctions: In determining whether to impose a sanction, the frequency, quantity, flagrancy and severity of the finding and whether it was the result of willful disregard of the Act or other applicable laws and regulations will be considered. The frequency, quantity, flagrancy, severity, and willfulness of the finding will also determine the precise sanction imposed. Specific findings, although not all-inclusive, which may result in the imposition of sanctions, are outlined below. The findings may fall into four major categories: Administrative, Fiscal, Participant, and Performance Standards. Administrative Findings Sanctions may be imposed for violations of law, regulations and state policies. Major examples of findings in the administrative area that may result in sanctions are failure to:

1. Maintain local board membership in accordance with the applicable section of WIOA;

2. Maintain a current CEO Agreement that reflects the current elected officials of the local area;

3. Obtain/maintain supporting documentation for grant activities;

4. Maintain an adequate management information system, in accordance with state standards;

5. Maintain an adequate local monitoring system;

6. Submit appropriate updates/modifications and budgets to maintain an up-to-date Local Area Strategic Plan;

7. Submit and implement required corrective action plans within required time frames;

8. Submit accurate required reports within required time frames;

9. Adhere to federal, state and local policies and procedures regarding EEO requirements; and

10. Implement corrective action based on findings contained in the state oversight reports.

Fiscal Findings Sanctions may be imposed for violations of law, regulations and state standards. Major examples of findings in the fiscal area that may result in sanctions are failure to:

1. Operate within minimum cash balance requirements;

2. Comply with program cost limitations;

3. Make procurements according to required policies and procedures, including prior approval where necessary;

4. Maintain adequate systems of fiscal control;

5. Submit accurate required fiscal reports within required time frames (a corrective action plan is required at the end of any three-month interval in which an organization submits two or more late or inaccurate monthly fiscal reports.

6. Maintain property control system;

7. Resolve audit findings or questioned costs; and

8. Implement corrective action based on findings contained in state oversight reports.

Violations of WIOA law, Regulations and State Policies: Sanctions may be imposed for violations of WIOA law, regulations and state policies. Major examples of findings in the participant area that may result in sanctions are failure to:

1. Obtain proper information for eligibility determination resulting in ineligible participants receiving benefits from the program; and

2. Meet required enrollment levels for any group established as priority through state performance standards.

Given the magnitude of WIOA operations, the need for various partners to establish services, build relationships and toward encouraging innovation and team building, considerable latitude will be granted to the local board toward sufficient performance. The CRC section is supportive of technical assistance funds being made available to local areas that consistently demonstrate a lack of performance in meeting their performance goals. Ongoing program evaluation through monitoring efforts will strive to focus on program improvement. Should it become necessary for the state to entertain sanctions for disregard of the Act or other applicable laws and regulations, such sanctions will be handled within the confines of those laws. Local Monitoring Requirements Pursuant to WIOA section 107(d)(8), the local board, in partnership with the chief elected official for the local area must establish written minimum standards which shall include, but are not be limited to, the following:

1. An annual schedule of activities to be reviewed;

2. Operational procedures related to documentation of the reviews;

3. Operational procedures related to resolution of findings; and

4. Operational procedures related to corrective action. Local areas will develop complete monitoring guides for all aspects of WIOA activities to be available for review by Regulatory Compliance.

C. STATE STRATEGY

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State’s economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23)

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2)

The **KANSAS**WORKS State Board establishes strategies for aligning the Core Programs, as well as other resources available to the state, to achieve its strategic vision and goals. The State Plan Management Team (SPMT), comprised of state and local representatives of each Core Partner, assists the Governor and the State Workforce Board in upholding an effective WIOA workforce system in Kansas. Considering the results of the analysis of the current workforce, employer needs, stakeholder surveys, partner staff survey, and workforce development assets of Kansas, the SPMT recommends the strategies and operational elements in this Plan to continuously improve WIOA service delivery within a premier, integrated workforce system. In addition, the Operational Planning Elements in the next section will describe in detail how the State Board will implement its functions detailed in Section 101(d) of WIOA.

1. The State will implement sector strategies regarding identified economic regions found in Title IB, Section VI and career pathways already utilized in multiple workforce programs, including formula and competitive grant programs. Career pathways will prepare individuals to be successful in a full range of secondary or postsecondary options including registered apprenticeships. Career pathways will enable individuals to attain a high school equivalency certificate, where necessary, as well as at least one recognized postsecondary credential. Where practicable, career pathways will integrate education, training, and other services including employment counseling and workforce preparation activities in order to accelerate the educational and career advancement of individuals.

The Kansas Board of Regents has worked with Adult Education providers and postsecondary institutions in developing Accelerating Opportunity: Kansas (AO-K) pathways that provide the opportunity for adults to earn a secondary diploma while also obtaining postsecondary credentials. AO-K participants are concurrently enrolled in both Adult Education and a postsecondary institution, and basic skills and Career Technical Education (CTE) instructors team-teach courses to ensure students have the academic support needed to be successful. Local Workforce Boards may also develop additional career pathways as required by local employers. Adult Education collaborates with workforce partners in offering basic skills to registered apprenticeship participants and with colleges in offering concurrent enrollment and team–teaching in Adult Education and CTE programs.

As described below, VR uses current labor market data and sector intelligence information to counsel VR participants. Career pathways are utilized for participants to reach their expressed education, training and employment goals.

2. When providing vocational counseling and guidance with VR customers, the VR program uses the Kansas Department of Labor's Labor Information Center website for information on high–demand jobs and career pathways. At this website, information is provided about jobs across various industries. Career pathways and potential earnings are provided for entry–level, intermediate and advanced career options. Educational requirements for each level in the career pathway are provided. This information is useful in facilitating informed decision–making by VR customers regarding services and vocational objectives. It also helps assure that VR customers are prepared to meet the workforce needs of Kansas business and industry.

Department of Commerce Workforce Services Division requires Local Workforce Development Boards to describe specifically how they will continually develop and expand strategies for meeting the needs of local employers, workers, and jobseekers, particularly through job–driven industry or sector partnerships. As the state's economic development agency, Commerce has information regarding emerging sectors long before data sources for traditional labor market information. Commerce Workforce Services can therefore implement sector strategies and influence career pathways to not only meet current demand, but future demand as well.

The participation of Title II in developing local strategies helps to assure that these strategies are aligned with state content standards and with broader higher education standards developed by the state. The Kansas Board of Regents Adult Education content standards are aligned with the Common Core State Standards (CCSS) adopted by the Kansas State Department of Education for K–12. The standards adopted by Kansas Adult Education in 2014 are the College and Career Readiness Standards for Adult Education (CCRS).

For out–of–school youth, Adult Education programs offer instruction in foundational and high school equivalency skills, workforce preparation activities, and assistance in transitioning to postsecondary education and training. Youth enrolled in Title II Adult Education programs may participate in the AO–K career pathways program, which offers tuition-free technical courses and GED® preparation instruction concurrently.

Title II can be a major source of referrals to Title I Youth services, since Title II serves a significant number of people who would be considered out–of–school youth under Title I. Similarly, since a large percentage of out–of–school youth recruited by Title I Youth programs will lack high school diplomas, local Title I providers should routinely involve Title II providers in delivery of services to these youth through the development of reciprocal referral processes and other means.

Core partners conducted a systemwide personnel survey in the fall of 2023. The following goals reflect findings from over 150 responses. The State Plan Management Team (SPMT) will establish work groups for each of the following strategies that report to the SPMT not less than quarterly about activities and progress. The State will use the strategies developed to align Core Programs, other partner programs and any other resources available to integrate customer service, as described in the specific State Plan Goals listed below:

1. Create effective networking and collaboration among WIOA partners
2. Improve Employer Engagement
3. Increase System Accessibility

The continuous goals and strategies determined by the SPMT guide every aspect of service delivery activity of the WIOA Core programs to strengthen workforce development activities and to address weaknesses detailed above:

Goals and Strategies

Provide high quality, comprehensive customer–centered career, employment, education, training, and supportive services so jobseekers and workers can succeed in the labor market.

- Provide high quality, comprehensive customer–centered career, employment, education, training, and supportive services so jobseekers and workers can succeed in the labor market.
- Provide high quality, comprehensive customer–centered career, employment, education, training, and supportive services so incumbent workers can retain and advance in high quality jobs and high demand careers.
- Develop a qualified labor pool so Kansas businesses can compete in the global economy.
- Improve the skills of jobseekers and workers through access to education and training leading to industry–recognized credentials through the use of career pathways, Registered Apprenticeships, and other strategies.
- Encourage paid work–based learning experiences for youth and eligible adults so they may explore career options, develop the universal interpersonal and customer service skills needed in the workplace, and become self–reliant through employment as adults.
- Vigorously represent the ability of qualified jobseekers with significant barriers to employment to meet the workforce needs of Kansas employers.
- Ensure the local workforce development systems provide physical and programmatic access to and opportunities for the employment, education, training, and support services for individuals, particularly those with barriers to employment.
- Ensure that performance measures or targets will not be used to exclude an individual from services for which he or she is otherwise eligible.
- Analyze current and proposed policies for their potential impact on services for individuals with barriers to employment to ensure an inclusive service delivery system.
- Provide employers access to a qualified and diverse labor pool to meet their workforce needs.
- Require each Core Program at the state level to establish a Continuous Improvement process under the oversight and direction of the Programs' designated agency.
- Encourage collaboration and explore opportunities for innovation.
- Ensure that high–quality comprehensive data inform decisions made by policy makers, employers, workers, and jobseekers.
- Assess the levels of participation in the workforce for individuals with barriers to employment.
- Incorporate meaningful stakeholder involvement in planning, policy making, and continuous improvement. Stakeholders include, but are not limited to, youth, jobseekers, workers, businesses, local partners and advocacy organizations.

- Use local area subcommittees, e.g. youth committees and/or partnership councils, to facilitate collaboration.
- Use Memoranda of Understanding (MOU) to establish clear roles and responsibilities which facilitate coordinated delivery of partner services.
- Establish robust, ongoing professional development processes to ensure cross training among partners.
- Promote a "no wrong door" approach to services by providing customers with easy access to information throughout the system.
- Recognize the effort and expertise that dedicated professionals contribute to the workforce system.
- Use technology to ensure an interoperable system, or data sharing agreements are developed, so that reporting on performance accountability measures is efficient and service delivery is enhanced.
- Enable businesses to readily identify and hire skilled workers.
- Enhance the quality of the customer experience by reducing duplicative information collection.
- Provide user–friendly information to customers about careers, workforce services, and education and training.
- Provide education and training activities that effectively use technology, including distance learning, linked social media, telephone, instant messaging, live chat, smartphone app and other virtual services to increase the amount and quality of learning.

III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision described in Section II(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include–

1. STATE BOARD FUNCTIONS

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

The operational planning elements contained herein describe how the Kansas workforce development system will align Core Programs and resources, as well as other resources available to the State, to achieve the strategic vision and goals of the Governor, the **KANSAS**WORKS State Board and Core Partners.

The State Board implements the functions under section 101(d) through its authority granted by Governor Laura Kelly. The Kansas Department of Commerce is the designated state

workforce agency and provides the Board Manager and other staff to support the **KANSAS**WORKS State Board (KWSB). The **KANSAS**WORKS State Board meets part of its obligation as described in its Strategic Plan through the development, implementation, and modification of the Combined State Plan. The KWSB serves as a review board and change agent empowered with the responsibility of making recommendations to the Governor and to state agencies to align workforce development with the needs of economic development in the state.

The KWSB strives to transform the state workforce system through:

- Policies to support a continuous improvement process across Core and Required partners
- Performance measures in addition to the Performance Accountability Measures in WIOA, including the rate of training expenditures by local workforce development boards
- Promotion of integrated, coordinated service delivery across all partner programs

The KWSB has one standing committee, the Executive Committee, and implements ad hoc committees as needed. The Executive Committee is empowered to take action on behalf of the KWSB when emergency concerns necessitate such action (e.g. taking action when time pressures do not allow the issues to be addressed at a regularly scheduled KWSB meeting) and every other month when the KWSB is not scheduled, if there is significant demand. A majority vote of the Executive Committee is required for all such actions. All actions of the Executive Committee shall be reviewed by the full KWSB at the next regularly scheduled meeting. Ad hoc committees are charged with aligning workforce services with K–12 and postsecondary education, industry needs and job–driven opportunities for customers, other WIOA Core and Required Partner programs, and the Governor's Vision for economic prosperity in Kansas. The State Plan Management Team and other assigned staff monitor performance of the state and local workforce systems, communicating recommendations to the KWSB regarding the measurement and continuous improvement of local workforce systems.

The Kansas Department of Labor provides labor market information to the KWSB, local boards and the public. This information guides the entire workforce system, including education, VR services, labor exchange and social services agencies, as they coordinate resources to meet the needs of jobseekers, workers and employers. With additional feedback from Core and Required partners, as well as other interested parties, the KWSB develops and reviews policies to align and streamline the workforce development services in the State.

The KWSB has included multiple partners in the development of this plan and solicited comments from other partners, interested parties, and the public during a comment period. The KWSB reviews comments and recommends modifications to the plan as determined necessary or beneficial to the workforce development system. No public comments were received for this modification of the state plan.

The KWSB encourages state and local board members, partners, and staff to promote the workforce system and identifies and disseminates information about evidence–based best practices to be utilized by the workforce system. The KWSB and its staff will continue to participate in national professional workforce associations and regional discussions to share the achievements of the integrated system.

The KWSB expects workforce development partners to continue sharing Infrastructure Costs to strengthen cross-program integration and integrated service delivery. Co–

location cost sharing procedures have been established. Additional infrastructure cost–sharing procedures may be established at the discretion of the Governor following consultation with the Core Partners, chief elected officials, the KWSB and local boards as needed.

Kansas workforce services will share infrastructure costs of co–location of participating partners under the following terms:

- Partner co–location is defined as an entity which uses *dedicated* space within a physical location, whether for all hours of operation or a fraction of hours of operation of the location.
- Local workforce development boards and partners will enter into Memoranda of Understanding (MOUs) or similar types of agreements to describe infrastructure cost sharing obligations of all partners co–located within a local one–stop center.
- At the time co–location is proposed, the local workforce development board must provide documentation of the previous year's infrastructure cost to the interested partner. The documentation must be presented in line items per cost category provided in the Workforce Innovation and Opportunity Act and its Final Rules. The documentation of total infrastructure costs must also be presented in a manner useful for interested partners to calculate the cost of co–location. Any infrastructure cost allocation methodology agreed to by the partners may be utilized.
- Total infrastructure cost obligations must be reconciled at least annually based on actual costs and actual use to assure each co–located partner is paying only its proportionate share of infrastructure costs. Because these terms are pre–determined and established by the WIOA State Plan, co–located partners are required to negotiate only the size of the space and the number of hours per year to be dedicated for co–location.
- Local workforce development boards will annually submit all MOUs/Lease Agreements to the **KANSAS**WORKS State Board Sub–committee tasked with analyzing the data to evaluate increased/improved access to multiple programs.

Strategies for aligning technology and data systems across one–stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measures remains a priority for workforce services. The KWSB continues to work with Core and required partners, the Governor's office and Core Program staff to ease access to multiple program data systems to monitor the effectiveness of the integrated workforce service delivery system and to complete mandatory federal reports.

In its new Strategic Plan, the KWSB has included a goal of increased and sustained State Board member engagement and workforce system leadership. Board members, staff and Governor Kelly's office will actively recruit individuals to serve on the KWSB and will seek feedback from current and former members to determine how to best sustain board member engagement.

Finally, the KWSB has developed allocation formulas for Title IB and policies affecting the coordinated provision of services (Titles IB and III) through the local area's one–stop delivery systems. The KWSB monitoring policy promotes the achievement of statewide objectives for Title IB of the integrated workforce development system.

2. IMPLEMENTATION OF STATE STRATEGY

Describe how the lead State agency with responsibility for the administration of each core program or a Combined Plan partner program included in this plan will implement the State's Strategies identified in Section II(c). above. This must include a description of—

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also, describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

For Titles IB and III the state workforce agency will fund outreach, employment assistance, case management, and staff supervision through state merit staff funded through Wagner–Peyser labor exchange and career services; Reemployment Assistance programs; Veteran's Employment and Training programs, including those for Disabled Veterans; Registered Apprenticeship; Agricultural Outreach; Work Opportunity Tax Credit; and Foreign Labor Wage Certification programs through formula and other funds. Monitoring, information management, staff training, technical assistance and KWSB support will be provided with the Governor's Reserve portion of WIOA funds and other employment and training formula funds. All of these activities will move Kansas toward the strategic goals described throughout **Section II** of this plan.

These activities will be aligned across the Core Programs as described in B-E below.

For Title II, the Kansas Board of Regents will fund Adult Education and Literacy activities, including instruction and support services, as described below.

Adult Education and Literacy

Adult Education and Literacy (AEL) activities include instruction in reading, writing, numeracy, and problem-solving at Educational Functioning Levels appropriate to learners. AEL activities might also include instruction in digital literacy, civics, financial literacy, and health literacy.

Workplace Adult Education and Literacy

Workplace Adult Education and Literacy activities include contextualized literacy, English Language Acquisition, and workforce preparation at Educational Functioning Levels appropriate to learners, as negotiated between the Adult Education provider and the employer or employee organization partner.

Family Literacy Activities

To receive Kansas Adult Education funding for Family Literacy, local programs must provide instruction in basic academic skills as well as interactive literacy activities between parents or family members and their children, training for parents or family members about their roles as the primary teachers of their children and full partners in the education of their children, and age–appropriate education to prepare children for success. Family Literacy activities are likely to be offered in partnership with a community-based organization equipped to support the Adult Education provider in providing all required services.

English Language Acquisition Activities

English Language Acquisition activities involve instruction in reading, writing, speaking, and listening skills in the English language at Educational Functioning Levels appropriate to learners. The purposes of instruction include attainment of a high school equivalency diploma, transition to postsecondary education and training, or employment.

Integrated English Literacy and Civics Education Activities

Integrated English Literacy and Civics Education (IELCE) activities include instruction delivered at Educational Functioning Levels appropriate to learners in language skills needed to function effectively as parents, workers, and citizens in the United States. Instruction also includes the rights and responsibilities of citizenship and civic participation. IELCE services must be delivered in combination with Integrated Education and Training (IET) activities.

Workforce Preparation Activities

Workforce Preparation activities include basic academic skills, critical thinking skills, digital literacy skills, self–management skills, and job search and job retention skills at Educational Functioning Levels appropriate to learners. These activities include competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful entry into employment or increased career success.

Integrated Education and Training Activities

Integrated Education and Training (IET) activities include instruction in basic academic skills and/or English Language Acquisition skills, workforce preparation activities, and workforce training contextualized for specific occupations or occupational clusters. Instruction is offered at Educational Functioning Levels appropriate to learners. The purpose of instruction is educational and career advancement.

Overall Delivery of Adult Education Activities

All activities will meet the state requirements for managed enrollment and the Kansas Proficiency Attainment Model: pre–enrollment, orientation, assessment, instructional planning, instruction, test–taking, and transition. Adult Education providers provide supportive services within the program or in partnership with other agencies to assist learners in overcoming barriers to education and employment. Instruction for learners who enroll in pathways available in the Accelerating Opportunity: Kansas (AO–K) model include co–enrollment in postsecondary Career Technical Education (CTE) courses team–taught by basic skills and CTE instructors.

To uphold a robust workforce system that actively addresses the employment needs of individuals with disabilities and other customers facing substantial barriers to employment, Title IV, VR (Vocational Rehabilitation,) will deliver services to eligible customers in accordance with the Rehabilitation Act, implementing regulations for Title IV of WIOA, and state policies.

To assist residents of Kansas with disabilities in achieving their employment objectives, a comprehensive range of VR services is accessible. These services are tailored to the individual's distinct needs, skills, interests, abilities, and vocational goals. Specific services for each customer are outlined in an Individual Plan for Employment and may encompass:

- Vocational assessment to identify skills, abilities, interests, and job goals.
- Vocational counseling and guidance.
- Physical and mental restoration services, including artificial limbs, psychotherapy, and physical therapy.
- Training and education to acquire new vocational skills.
- Rehabilitation technology, telecommunication aids, and adaptive devices.
- Job preparation and placement services.
- Job coaching.
- On-the-job training.
- Services aiding students with disabilities in securing employment post-high school.
- Supported and customized employment for those requiring intensive on-the-job training and ongoing support.
- Referrals to other services.

VR collaborates with individuals having various physical or mental disabilities. To receive VR services, customers must meet all three federal eligibility requirements:

1. Have a physical or mental impairment or disability.
2. The disability must significantly impede employment.
3. Require VR services to prepare for, secure, retain, or regain employment.

Assessment services, vocational counseling, guidance, referral, job placement, supported employment/customized employment, and job coaching will be provided based on individual needs. If comparable services or benefits are available from other agencies or sources, those must be utilized before VR funds, ensuring progress toward employment.

Beyond the specific activities funded by each Core Partner, all partners will align services by:

- Representation on state and local boards.
- Leveraging data-sharing agreements where possible.
- Collaborative case management and co-enrollment when necessary.
- Collaborating on targeted outreach activities.
- Enhancing consumer referrals among Core Partners.
- Participating in evaluation and continuous improvement strategies.
- Strengthening communications among Core Partners.
- Collaborating on business outreach activities.

- Establishing workgroups for the State Plan strategies for the networking and collaboration, employer engagement, and accessibility that will report to the State Plan Management Team.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

Currently, many programs offered across state agencies are provided in partnerships brought about by state statute:

- The Older Kansans Employment Program provides specialized training, career assessment, job matching, and job search assistance to Kansans aged 55 and older regardless of their income and facilitates the development of job opportunities for older Kansans in private industry.
- The AO–K Proviso extends funding to adults co–enrolled in CTE and Title II–funded Adult Education.
- Workforce AID (Aligned with Industry Demand) provides targeted training to jobseekers based on the specific needs of a specific employer. Workforce AID utilizes local workforce systems to recruit trainees and funds the individual's postsecondary credential program.

In addition, Kansas has been awarded competitive federal grants which will continue to align services offered through collaboration among multiple entities, such as:

- **ReSpECTWOR*KS*** (Reentry Specialized Employment Counselling and Training), a Pathway Home 2 grant to provide workforce services to justice-involved customers for a period while incarcerated in state adult prison facilities through post-release, throughout the state; local workforce development boards in most areas of the state will continue to provide employment and training services during this planning period.
- A **PROWD** grant to provide workforce services to justice-involved customers for a period while incarcerated in the Federal Bureau of Prisons through post-release throughout the state. Commerce staff will access the services of Core and Required programs and community-based supports to deliver services leading to employment and on-going stability.
- The US Department of Justice, Office of Justice Programs, Bureau of Justice Assistance, recently granted Commerce **Second Chance Act** funds to provide comprehensive workforce services to women incarcerated in Kansas' only female prison facility. The Local Workforce Development Board will provide services to eligible participants both while incarcerated and after release, leading to employment in the participants' releasing community.
- **RETAIN** Phase 2, a Stay at Work/Return to Work program engaging medical systems, employers and employees who have suffered a possible debilitating illness or injury. Local Workforce Development Boards partner with Hospital/Medical systems in

all areas of the state to coordinate medical and employment services to keep employees at work after illness or injury. If a worker is unable to stay in his or her current job, RETIAN will provide training and other supports to prepare participants for new employment opportunities.

Kansas utilizes federal formula funds to align the following activities through leveraged resources of all WIOA Titles including training, supportive services, employment preparation expertise, and participant recruitment. While the programs and services described below are not Core programs, they are aligned with the WIOA combined state plan:

- The Trade Adjustment Assistance (TAA) programs assist workers who have lost their jobs as a result of foreign trade. Benefits from the TAA may include job training, income support, job search and relocation allowances. While the Act was not reauthorized by Congress, Kansas will maintain staff trained in TAA as long as possible to ensure TAA service delivery to any Kansan who remains eligible to receive TAA services.
- Veterans are provided priority in job placement, training activities and placement services. Case management services are provided to qualified veterans and other qualified individuals through the Jobs for Veterans State Grant. The JVSG state plan is included as part of this Combined State Plan.

Finally, Kansas utilizes federal and state funds to coordinate and align the following programs:

- The Manager of Justice-Involved Programs brokers relationships across state agencies, Local Workforce Development Boards, community-based organizations, and employer organizations to increase engagement with the offender population regarding employment. In addition to managing and supervising all justice-involved projects, this staff person identifies market relevant training opportunities for offenders to obtain industry-recognized credentials which can assist in the development of meaningful portfolios for job interviews and employment. Federal reentry program funds, WIOA Adult and Out-of-School Youth co-enrollment, and approved Second Chance Pell postsecondary education and training programs, are all coordinated to blend resources and eliminate duplication of services.
    - Governor Kelly established the Office of Registered Apprenticeship in 2022 which is led by the Department of Commerce, Workforce Services Director of Internships and Apprenticeships. The Office promotes RA as a structured system for training employees in a variety of occupations that require a wide range of skills and knowledge. It combines full–time employment, through on–the–job learning, under the supervision of experienced journey level workers, and related technical instruction. For the first time, the Kansas Office of Registered Apprenticeship and Kansas Department of Commerce was able to award state issued grants to existing programs. Over $500,000 in state funds have been invested in existing Registered Apprenticeship programs to modernize service delivery and expand availability of skilled workforce. In addition, Commerce is the recipient of federal RA grant funds and has, most notably, established the Kansas Department of Education as a statewide, multi-Employer Intermediary. This RAP is a four-year, competency-based apprenticeship where the apprentice will receive training in a classroom while pursuing a bachelor's degree within a teacher preparation program. KSDE is on track to serve 100+ teachers in rural and urban areas during this state plan period.

- The Work Opportunity Tax Credit Program (WOTC) encourages the hiring of targeted employees, so they move from economic dependency into self–sufficiency as they earn a steady income and become contributing taxpayers. Participating employers receive compensation by reducing their federal income tax liability.

- Reemployment Services and Eligibility Assessment (RESEA) assists UI claimants' efforts with finding new employment. This reemployment service results in shorter claim durations and fewer erroneous payments. Title III staff provide RESEA services across the state, both in person in AJCs and virtually. RESEA is fully integrated in **KANSAS**WORKS, assuring participants access to all workforce development programs for which they are eligible. Kansas Department of Commerce also administers the state funded My (Re)Employment Plan Program which requires anyone receiving three weeks of UI to register with kansasworks.com, upload a resume and complete an Individualized Employment Plan to maintain eligibility for Unemployment Insurance.

- Foreign Labor Certification allows employers to fill job openings with foreign labor when they are unable to fill positions with qualified US workers. **KANSAS**WORKS will continue to provide services to workers and their employers to assist with the process.

- The Federal Bonding program provides individual fidelity bonds to employers who hire job applicants who have been, or may be, denied coverage by commercial carriers. **KANSAS**WORKS advises individuals to use their bond as leverage with business and industry to obtain and secure employment and will continue to promote this benefit during this state plan period.

- The Governor's Office of Broadband Development, funded as part of the Infrastructure Investment and Jobs Act and led by the Commerce Director of Broadband Development is partnering with **KANSAS**WORKS, Board of Regents, including Adult Education, and the Kansas Department of Education, to develop the skilled workforce necessary to implement the Act and take broadband availability to the vast rural and underserved areas of Kansas during this state plan period.

- **KANSAS**WORKS will be assisting the Kansas Corporation Commission during this state plan period with implementing the Training for Residential Energy Contractors (TREC) to prepare workers to implement this part of the Inflation reduction Act. Commerce Workforce Services convened the Kansas Board of Regents Technical Education and Adult Education directors to coordinate education, training and placement of new workers needed to conduct residential energy audits and retrofit energy efficient home improvements.

Collaboration among Titles will assist in identifying opportunities for increasing Title II services to a greater number of employers in each local area. Adult Education can provide instruction in Adult Education and Literacy, English Language Acquisition, workplace literacy, workforce preparation, and Integrated Education and Training onsite at the employer's location or in another location with coordination from the employer. Adult Education providers and employers will collaborate to develop plans for increasing job skills and Adult Education and Literacy skills and to identify benchmarks of achievement among participants.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-

centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

Under this State plan, state agencies which provide WIOA Core Partner programs will coordinate activities and resources to provide comprehensive, high–quality, customer–centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B).

Vocational Rehabilitation employs a Community Engagement and Provider Manager. This manager collaborates closely with direct service providers to support individuals with disabilities within our purview in securing and maintaining employment. Within our network, approximately 100 service providers deliver a diverse range of services to the individuals we serve. These services not only cater to the needs of the individuals we serve but also serve as a bridge connecting employers with potential candidates for employment, job tryouts, and work-based learning opportunities.

Title II, under the direction of the Kansas Board of Regents, provides services to support adults in achieving foundational, secondary, postsecondary, and workforce skills.

For Titles IB and III, Commerce and Local Workforce Development Boards provide career services, as well as access to training services, access to programs and activities carried out by one–stop partners, access to the data, information, and analysis as described in section 15(a) of the Wagner–Peyser Act (29 USC. 49l–2(a)) and all job search, placement, recruitment, and other labor exchange services authorized under the Wagner–Peyser Act. Wagner–Peyser staff are co–located in American Job Centers across the State. Please refer to Section VI Wagner–Peyser Act Program for a description of how these services are coordinated and aligned to meet the needs of individuals.

Kansas American Job Centers operate using a Functional Management model wherein Title IB and III partners are co–located. AJC partners agree to participate in a team approach to meeting the needs of all customers, whether individual jobseekers or local businesses.

The coordination and alignment of WIOA Adult Dislocated Worker and Youth Services to Individuals are described in Section VI.

Trade Adjustment Assistance

Service Delivery

Trade Adjustment Assistance (TAA) programs are delivered through partnerships between Commerce, WIOA Core and Required partner programs as well as other workforce system partners to provide seamless services to customers. All staff members approving TAA benefits are merit staff, both at the state administrative and the local level.

Outreach

A customer may learn about the TAA Program through TAA informational meetings or outreach conducted by WIOA Core and Required partners. Since the expiration of Trade Adjustment Assistance Act, Commerce staff have turned to social media, workforce center staff, and Local Workforce Development Boards to provide TAA information to any affected workers. In all outreach methods or media, those who may be eligible for TAA services will be instructed to go to the nearest workforce center to make application for TAA benefits. Title III staff will

coordinate reasonable accommodations for effected workers to assist in accessing TAA information.

Workforce center staff will continue to work with customers to ensure registration in **KANSAS**WORKS.com, a combined MIS system, which is another element supporting the development of strong linkages between workforce development partners. **KANSAS**WORKS.com is capable of linking multiple state agencies and currently links WIOA Youth, Adult, Dislocate Worker, Wagner-Peyser, Trade Act, RESEA, Unemployment Insurance, the Senior Community Service Employment Program, Reentry programs, RETAIN and multiple other programs delivered within the Kansas workforce system. The system is capable of cross–programmatic service delivery and maintains case management files for multiple programs and/or agencies. Information on a common customers can be accessed without moving from one agency system to another. Because case managers from different agencies have access to the same participant data, the entire system has become seamless to deliver better services for common customers of programs using **KANSAS**WORKS.com.

Rapid Response

Service Delivery

The Department of Commerce, State Dislocated Worker Unit, is responsible for providing Rapid Response services. The state RR team consists of the Rapid Response Coordinator, the Workforce Services Director, and the Deputy Director of LMIS at KDOL. The state's responsibilities implemented during this state plan period include the following:

- Provide overall grant management to the Rapid Response program;
- Serve as the central point of communication for the AJCs;
- Develop prospective strategies for addressing dislocation events that ensure rapid access to the broad range of allowable assistance in conjunction with other appropriate federal, state, and local service agencies and officials, employer associations, technical or other business councils, and labor organizations;
- Compile information and distribute to the State Board, the USDOL, and others as needed;
- Establish and maintain the WARN online data base;
- Coordinate and provide related staff development activities;
- Establish and maintain dislocated worker and Rapid Response information on the Department of Commerce web site;
- Initiate early intervention services;
- Maintain an official file for all Rapid Response activities, including the surveys;
- Print materials and folders and deliver informational packets;
- Review and make recommendations on requests for Rapid Response services;
- Prepare National Emergency Grants;
- Continually improve customer service, ensuring high-quality, coordinated services; and

- Evaluate customer satisfaction measures and share this information with the State Board.

Commerce designates Local Area Rapid Response Coordinators to provide and oversee Rapid Response activities in their respective Local Workforce Development Areas. The local RR teams vary per area, but each includes at least the local Rapid Response Coordinator and local workforce center staff. The activities they will continue to provide include, but are not limited to:

- Immediate and on–site contact with the employer, representatives of the affected workers, and the local community;
- Assessment of the layoff plans and schedule of the employer;
- Communicate with the Commerce Administrative Office to request statewide materials and folders as well as collection and assimilation of information to be provided at employee meetings;
- Immediate notification of affected AJC Operators, WIOA Core Partners and other workforce system partners of a layoff incident; and
- Hold informational meetings with the affected workers, providing them with re–employment services, UI, WIOA Core Partner programs and community resources information.

RR will administer a customer survey to be completed for each layoff incident in which on–site contact is made. Information relating to follow–up services will be gathered, including assistance needed for training, education, or job search activities. RR staff will be responsible for connecting the affected workers to resources necessary for follow–up services and work with the employers and affected workers on additional services such as Job Fairs, resume writing/interviewing workshops, referral services, etc.

Rapid Response activities are initiated when the State or Local Rapid Response Coordinator becomes aware of an impending layoff of any size. A WARN or non–WARN notice may be initiated from the following:

- Employer – Upon receipt of the official WARN notification from the employer, the State or Local Rapid Response Coordinator will contact the employer within 48 hours of the notice to offer Rapid Response services.
- Kansas Department of Commerce – Any Commerce employee who receives notification of non–WARN information must send that information to the State Rapid Response Coordinator within 24 hours. The State or Local Rapid Response Coordinator contacts the employer within 48 hours from the time they are notified.
- AJC Partner – If a workforce system partner (who is not part of the local Rapid Response delegation) receives or learns of a layoff, they must notify the State or Local Rapid Response Coordinator. The State or Local Rapid Response Coordinator contacts the employer within 48 hours of learning of the layoff.
- Newspaper Articles or Broadcast News – The State or Local Rapid Response Coordinator contacts the employer within 48 hours of receiving information from newspaper articles or broadcast news.

- Other – Other notifications may include WIOA Core Partner information, phoned–in leads, employer contacts, and notification from the USDOL or Trade Act program certifications. The State or Local Rapid Response Coordinator contacts the employer within 48 hours of learning of the impending layoff.

Once the information is received and confirmed, the affected workers are notified through the following strategies:

Employer Contact

The State or Local Rapid Response Coordinator will make immediate contact with the employer to determine the layoff plans and to schedule informational meetings for the affected workers. The goal is to hold pre–layoff meetings at the work–site; however, the details are determined based on the employer's needs and desires. Every effort will be made to best accommodate the employer and promote attendance. Post–layoff informational meetings may also be arranged and held, if necessary.

Union Contact

When the affected workers are organized under a union, the Local Rapid Response Coordinator will notify the local or regional union office of the time, date and location of the pre–layoff informational meeting so the union may promote the meeting to its members. If meetings cannot be held at the work site, the union hall may be a suitable alternative.

The order of preference for meeting location is first, the work site; second, the union facility; and third, another location approved by labor and management.

RR will coordinate reasonable accommodations for effected workers to assist in RR service delivery.

Other

If the employer has already closed the plant, isn't responding to our contact or if there is no Union involvement, there are several different avenues we will try to notify the workers. RR will provide outreach through print ads or radio ads in the area of lay–off and will work with Kansas Department of Labor UI to send out information regarding meetings.

Once the workers are notified and meetings are set up, the workers will be offered the following services:

Rapid Response Services and American Job Center Activities

As part of all Rapid Response meetings, information is presented about services available through **KANSAS**WORKS. Staff that deliver services in the workforce center may provide information during the Rapid Response meetings or this will be covered by the Local Rapid Response Coordinator. Eligible dislocated workers are provided services at the meetings or are referred to the workforce center for further evaluation and services. These services include, but are not limited to:

- WIOA eligibility determination
- Case management
- Skills assessment
- Resume writing and interview techniques

- Labor market information
- Job matching services
- Occupational training

Veterans Priority Service

Service Delivery

Staff will continue to be strategically placed in **KANSAS**WORKS American Job Centers aimed at meeting the needs of all veterans with significant barriers to employment. WIOA partners trained in case management will assess and serve veterans at all local workforce center locations. Kansas has integrated all DVOP specialists into the AJC system through assignment to a local workforce center. Upon entry into the AJC, the client is asked if they've served in the U.S. Military or the spouse of someone who served. If the client identifies as either having served or being the spouse of someone who has served, an assessment is conducted to identify eligibility for DVOP services as per applicable VPLs. Regardless of the person's eligibility for DVOP services, they are entitled to priority of service for receipt of employment services, employment, and training over non- covered persons.

When priority of service has been identified as applicable to eligible persons, these persons are prioritized for such tasks and functions as use of AJC computers for employment related tasks, WIOA related activities with available staff, and access to Wagner-Peyser staff in the case of DVOP ineligible persons.

Local Workforce Development Boards provide priority job placement and training activities to veterans. Plans on how services are provided are located in the State Policy narrative and in local workforce board WIOA plans. These plans include how available resources (WIOA, Wagner–Peyser and others) are pooled to provide core and intensive services; processes to accomplish intake, assessment, registration and follow–up services; a description of mediated and non–mediated services; how veterans are provided priority in placement services and activities; and detailed description of how case management services are provided to veterans.

All workforce centers have an integrated, business services function responsible for connecting local employers to the local One–Stop system. In addition, Kansas has developed a coordinated intake and information system through **KANSAS**WORKS.com, the statewide job search and case management system to facilitate the provision of services to veterans.

Educational opportunities are promoted through counseling services to veterans. Commerce and Regents coordinate education and training activities to increase postsecondary capacity for job driven training programs. Additionally, LWDBs provide real–time intelligence regarding skill gaps and projected skill needs.

American Job Center staff will provide job search and placement services for veterans including counseling, testing, occupational and labor market information, and skill evaluations such as Work*Ready!,* to help veterans make educated and up–to–date decisions about their training and employment needs. Veterans will be introduced to *America's Career InfoNet, O–Net,* and other local resources that offer career exploration, education and job tools such as the following to help them make career decisions:

- Assess personal marketability
- Assess skills, skill gaps and related occupations

- Research occupations on a national, state or local level
- Research occupations, employment trends to national, state and local wage information
- Research employers for job searches
- Track labor market trends
- Learn how to network in various career fields using professional associations and Career Resource Library links
- Research training options by occupation such as certifications, schools, programs, and licenses
- Explore credentialing options; and
- Find financial aid resources

Please see attached JVSG modified plan as approved.

SCSEP

Service Delivery

Kansas State SCSEP is operated in seven counties in south central Kansas: Butler, Cowley, Harper, Harvey, Kingman, Sumner and Sedgwick. The local LWIB, Workforce Alliance of South-Central Kansas, provides SCSEP services through its workforce centers, creating an excellent opportunity for SCSEP participants to access all available **KANSAS**WORKS services.

KWSB has codified the inclusion of older workers as a priority population for all **KANSAS**WORKS services. Strategic coordination of the Core Partners will result in an investment in skill development of SCSEP participants. Services from WIOA Adult and Dislocated Worker, VR, Adult Education and Wagner– Peyser will be utilized to streamline services for SCSEP participants. WIOA as implemented in Kansas ultimately assures participants will be able to access all services for which they are eligible through all WIOA Core Partners.

SCSEP is truly an integrated program of **KANSAS**WORKS where customers are provided with the same services as any other eligible job seeker.

Kansas will utilize the State Workforce Policy regarding serving minorities and other subpopulations, such as justice-involved individuals. In addition, the SCSEP state subcontractor will continue its practice of engaging community–based organizations serving minorities to recruit eligible participants and coordinate services. Community– based agencies have assisted in recruitment of participants, furnished space for participant meetings, acted as host sites, provided job leads in the Hispanic community and worked with SCSEP staff on participant retention when unsubsidized employment has been secured, and will continue to do so in this state plan period.

Please see attached SCSEP State Plan Modification

Ticket to Work

Service Delivery

KANSASWORKS in a state workforce agency Employment Network and as such, accepts Tickets to Work as determined by eligible individual job seekers. Commerce employs two TTW staff

person to cover the state and plans to add at least one additional staff person during this state plan period.

Benefits Counseling

Service Delivery

In conjunction with TTW, Commerce employs two certified Community Work Incentive Coordinators who provide Benefits Counseling to individuals receiving Social Security Disability Benefits and who may not know how employment will affect their benefits. Commerce staff work in collaboration with the Benefits Counselors employed by the Kansas Department of Health and Environment, the state's Medicaid policy administrator which administers the federal work incentive programs for Social Security Disability and Medicaid recipients.

Manager, Justice-Involved Programs

Service Delivery

Because the offender population includes individuals who can become viable members of the workforce with the proper instruction and training, the Department of Corrections and Commerce created the Manager of Justice-Involved Programs, which serves as a bridge between the Workforce System and correctional institutions and offices across the state. Multiple entities fund this position through the State General Fund, federal workforce development funds and funds from other Reentry programs. The position will continue to supervise individuals who coordinate pre– and post–release services, case management, employment counselling and training, supportive services and community-based supports.

Work Opportunity Tax Credit (WOTC)

Service Delivery

The Work Opportunity Tax Credit (WOTC) encourages the hiring of targeted employees, so they move from economic dependency into self–sufficiency as they earn a steady income and become contributing taxpayers. Participating employers receive compensation by reducing their federal income tax liability. The largest number of workers are recipients of SNAP, followed by community residents, ex–felons, unemployed veterans and TANF recipients. Employers apply to receive WOTC credit through *WOTC LiveFile* at KansasWOTC.com.

Workforce Aid (Aligned with Industry Demand)

Service Delivery

Workforce AID is a workforce training solution that supports the economic strategic plan for Kansas, with a focus on providing skilled talent for employers and growing jobs. Using short term highly focused training programs resulting in college credit and industry–recognized credentials, Workforce AID finds, trains and delivers Kansas employers a skilled, certified workforce – through education and training directly linked to a specific job. Employers design training programs that expose participants to a wide variety of entry–level skills identified by employers in a specific industry sector, with an early and ongoing connection between employers and employees. This innovative project is led by the Kansas Department of Commerce in partnership with Regents and the State Workforce System.

Registered Apprenticeship

Service Delivery

Registered Apprenticeship is a structured system for training employees in a variety of occupations that require a wide range of skills and knowledge. It is an ideal way for employers to build and maintain a skilled workforce. It combines full–time employment, through on–the–job learning, under the supervision of experienced journey level workers, and related technical instruction. The related instruction may be provided through community or technical colleges, correspondence, online, distance learning, contract vendors or apprenticeship training centers to both educate and develop business and industries' workforce. Partnerships with WIOA partners include Adult Education and WIOA Adult and Youth programs.

Supportive services

All eligible customers of all workforce development programs will receive consideration for supportive services to help ensure the customer will successfully participate in and complete training, employment services and job placement. Commerce will continue to intentionally develop additional supportive services resources to supplement the limited funds provided by the Kansas WIOA allocation.

In order to create a system of effective networking and collaboration among WIOA partners, the SPMT will ensure the following strategies are established during this state plan period:

- Conduct a partner inventory to identify additional or updated WIOA stakeholders
- Organize regular Core partner meetings
- Facilitate updated cross-training sessions
    - Training sessions will educate partners about each partner's programs, processes, services, and goals
    - Training sessions will foster a deeper understanding of the ways each partner contributes to the overall workforce development effort

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

The State uses the strategies described below to coordinate, align and provide services to employers.

Business Outreach

The Workforce Systems Partners under WIOA seek to implement a collaborative and coordinated business outreach process to streamline employer engagement among partners; share a common procedure for approaching new businesses; and maintain current business relationships. The Partners also wish to explore options to coordinate the collection of employer data and the analysis of outcomes.

To arrive at the goal of coordinated business outreach, the Partners have implemented the following strategies.

Collaborative Communication Across Titles

Titles I and III programs, along with ReSpECTWOR*KS,* RETAIN, PROWD,and other competitive programs currently conduct direct employer engagement activities through designated business services employees.

In contrast, the vocational rehabilitation program utilizes outside competitive contractors with expertise in addressing barriers to employment of jobseekers with disabilities; disability focused work incentive programs, customized and supported employment strategies and assisting employers in identifying and providing reasonable accommodations to employees with disabilities. Additionally, Vocational Rehabilitation employs a Community Engagement and Provider Manager. This manager collaborates closely with direct service providers to support individuals with disabilities within our purview in securing and maintaining employment. Within our network, approximately 100 service providers deliver a diverse range of services to the individuals we serve. These services not only cater to the needs of the individuals we serve but also serve as a bridge connecting employers with potential candidates for employment, job tryouts, and work-based learning opportunities.

Adult Education can provide instruction in Adult Education and Literacy, English Language Acquisition, workplace literacy, workforce preparation, and Integrated Education and Training onsite at an employer's location or in another location with coordination from the employer. Adult Education providers and employers will collaborate to develop plans for increasing job skills and Adult Education and Literacy skills and to identify benchmarks of achievement among participants.

While each of the Core Programs and other partners programs have different roles and methodologies for serving employers, opening the dialogue between the partners and creating a streamlined approach to business outreach provides the opportunity for key stakeholders to discuss options for creating inclusion and targeted training programs that will enhance employers hiring capabilities, as well as providing people with multiple barriers to employment opportunities to become employed. This improved engagement would also provide additional paid job opportunities for youth while in school or immediately after, up to age 24. This can include, but is not limited to internships, apprenticeships, job shadowing and/or training courses.

Ongoing, collaborative communication among WIOA partners would expand access to employers enabling the workforce system to represent their customers equally and vigorously. Regardless of who interacts with an employer, the employer's needs will be met by including the customers from all programs as potential employees.

Collaboration and communication strategies increased leveraging of services for employers among the partners. Employers previously served by one partner will have access to a larger network of support and work–ready jobseekers. Employers will experience a more focused and collaborated effort between agencies. This collaborative effort increases employer knowledge and maximizes their usa of the various employment development programs the state has available for businesses to hire people with disabilities and those with significant barriers to employment.

Establish and Maintain Cross–Training for Employer Development Staff

To strengthen knowledge of Partner services and their customers' employment needs and strengths, and to enhance coordination, the Partners will conduct regular cross–training. Training will include enough relevant information to give trainees the tools necessary to speak

to an employer about the other Partner programs/incentives, piquing interest and facilitating the introduction of Partners into the relationship for specialized knowledge. Individuals speaking to employers about other partner programs do not have the authority to commit services or funds without prior approval of the partner.

KANSASWORKS.com

KANSASWORKS.com is the web–based, all–in–one labor exchange and case management system currently used by Titles I and III and will continue to provide case management, employer management, fiscal management and reporting during this state plan period.

This MIS enables document upload capabilities to employer accounts so document storage can be maintained within the single system further increasing the ability to share information within the workforce system. Kansasworks.com also assures functionality in the system to track the effectiveness of the coordinated contact approach among Partners. The functionality captures information on the progression of an employer with notes, services and/or contact from a single partner to having notes, services and/or contact with multiple partners. This is used to produce a report that includes data points on the number of employers with activity within a user– selected time period (i.e. 6, 9 or 12 months, etc.), a list of the partners that entered a note, service or contact on the employer accounts within the time period selected and the number of job orders that were filled during the period of engagement with a single partner vs. the number of job orders that were filled during the period of engagement with multiple partners.

Employer Engagement

Finally, over the next two years, the Core partners will develop a framework to:

- Learn how other states are approaching coordinated employer engagement
- Evaluate the workforce system to assess current collaborations and identify ways to support further collaboration
- Analyze ways to track and disseminate employers' benefit from the Core partners and partners' benefit from employer engagement

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS AND OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State's Strategies will engage the State's community colleges, adult education providers, area career and technical education schools, providers on the State's eligible training provider list, and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv). Include how the State's strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.

KANSASWORKS

Historically, Commerce Workforce Services and VR have had a strong relationship with both Adult Education and postsecondary education institutions, as they are the very entities which provide the skill development opportunities required to meet the needs of Kansas employers. In addition to the projects described earlier, Workforce AID and Excel CTE (Concurrent High School and Postsecondary Tech Education), the state has also supported AO-K (Advancing Opportunities – Kansas), a program providing jobseekers concurrent training in Adult

Education and postsecondary credentials. This program relies on functional relationships between workforce services, adult education and postsecondary education to help jobseekers simultaneously gain the skills needed for successful employment and to meet the needs of employers seeking individuals with particular skill sets. **KANSAS**WORKS has shared staff with the Kansas Board of Regents, has directly partnered with multiple postsecondary education institutions and currently funds more than one postsecondary education project to target individuals with multiple barriers to employment. These strategies have been very successful and will continue to be over the next planning period.

The Commerce Workforce Services Eligible Training Provider List contains private and other accredited postsecondary education providers. Any education and training provider approved to do business in Kansas by the Kansas Board of Regents is included on the ETPL and are included in the workforce system's strategies for meeting the needs of individual job seekers and employers. All education and training providers are engaged through outreach conducted by Local Workforce Development Boards on behalf of participants, through customer choice and through strategic planning at the local level. The Commerce Workforce Services engages with private and other education and training providers through social media, face-to-face interactions, participation on the Governor's Education Council and other state-level outreach activities. Additionally, the Assistant Secretary for Workforce /services is seated on both the Technical Education Authority and Jobs for America's Graduates – Kansas.

The KWSB and staff monitor demand occupations, as well as opportunities for Good Jobs as defined by President Biden's Good Jobs Initiative, and the qualifications one must have to successfully compete in these job markets.

State and competitive federal funds are used to identify and fund education and training programs to provide needed credentials for Kansas job seekers, including Registered Apprenticeship programs. Postsecondary partners have competed for and received funding to support tuition assistance for jobseekers including offenders and other individuals with barriers to employment. Kansas WIOA Core Partners, educational institutions and other partners will continue to aggressively seek additional resources to improve access to education, postsecondary credentials and college credit. If state institutions do not provide necessary credential programs, or do not have the capacity to meet need, the state utilizes other institutions on the ETPL to assure job seekers are trained to meet the needs of employers.

Kansas Board of Regents Adult Education

At the most general level, public higher education in Kansas is engaged in the workforce development system through the commitment of the Board of Regents. One of the Board's strategic goals is to improve the alignment of the state's higher education system with the needs of the economy. A measure of that goal is students' performance on selected third–party technical program certificates and credential assessments which provide a clear and direct connection between education and the skills that employers want.

Adult Education will be engaged with the state's community and technical colleges in multiple ways:

- Along with other eligible entities, community and technical colleges will be eligible to compete for Adult Education funds. Currently, AEFLA directly funds 17 community and technical colleges taht sponsor Adult Education programs.

- Adult Education will continue to promote postsecondary transition activities, preparing learners to enroll in postsecondary courses and partnering with institutions to provide academic support and wraparound services, as appropriate.
- Postsecondary institutions and Adult Education programs will continue to offer AO–K, an Integrated Education and Training (IET) career pathways program. WIOA requires that career pathways enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential. In Kansas, AO–K programs must include concurrent enrollment in Title II–funded instruction and postsecondary Career Technical Education (CTE), team–taught courses with basic skills and CTE instructors, support services, and postsecondary credit approved by the Kansas Board of Regents.

For out–of–school youth, Adult Education programs offer instruction in foundational and high school equivalency skills, workforce preparation activities, and assistance in transitioning to postsecondary education and training. Youth enrolled in Title II Adult Education programs may participate in the AO–K career pathways program, which offers tuition-free technical courses and GED® preparation instruction concurrently.

Board of Regents Adult Education: Federal

Federal TANF and SNAP funds support AO-K, Partners for Success, and Partners in Change programs which include postsecondary instruction or transition to postsecondary education.

The Kansas Board of Regents administers the Carl D. Perkins Career and Technical Education grant for Kansas. One of the areas in which colleges can seek Perkins program improvement funding is activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency. Colleges develop a local plan to:

- Integrate academics and career technical education
- Provide equitable access and opportunities to special populations
- Provide work-based learning experiences
- Align secondary and postsecondary programs of study
- Enhance career exploration and guidance
- Provide professional development for educators

Board of Regents Adult Education: State

- Funds granted by the State Legislature provide free college tuition for in–school high school students in postsecondary technical education courses and incentives to school districts for students earning industry–recognized credentials in high-demand occupations.
- The AO–K proviso pays tuition for technical courses for adults without a high school diploma who are enrolled in adult education.
- The Kansas Career Technical Workforce Grant is available to students enrolled in an eligible career technical education program operated by a designated Kansas educational institution that has been identified as offering a technical certificate or associate of applied science degree program in a high-cost, high-demand, or critical-industry field.

- The Kansas Board of Regents administers the Kansas Nursing Initiative which was developed to address the growing nursing shortage in the state, providing needed resources to nursing education programs to enable them to increase their capacity of nursing students. Funding can be used for scholarships for nursing educators and for faculty salaries and supplies subject to annual appropriation from the Legislature. $1.8 million is annually available to both public and privately–funded educational institutions with registered nursing programs.

Board of Regents Adult Education: Local

Several colleges have granted tuition waivers for non-technical courses to adults enrolled in AO-K.

Vocational Rehabilitation

The Vocational Rehabilitation program enables customers to pursue postsecondary education at various levels, as required to attain their vocational objectives. VR actively aids customers in accessing equivalent benefits, such as PELL Grants, to assist in financing higher education before utilizing VR funds. Formal agreements between VR and all higher education institutions in Kansas, including private non-profit colleges, outline shared responsibilities for costs associated with providing auxiliary aids and services.

F. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

Local partners from multiple systems coordinate resources to increase participant access to education. In February 2022 the KWSB updated its Training Expenditure Policy to provide guidance for leveraging resources and increasing educational access. Each strategy described above and implemented daily by **KANSAS**WORKS in each of its programs will improve access to postsecondary credentials through ensuring resources are utilized to fund postsecondary education. Further, the KWSB's emphasis on postsecondary education and training is codified in policy.

Per Policy 5-08-00, "*The State of Kansas Workforce Board has placed a high value on ensuring that WIOA dollars are used for training Kansans for high demand occupations, and as a result, the State Workforce board has set a benchmark for training expenditures and to establish a baseline for future expenditure requirements. This policy addresses available funding discrepancies identified in the calculation and establishes the 40% expenditure rate as an additional State identified performance accountability indicator.*"

Policy Statement

This state policy establishes, as an additional State identified performance accountability measure, a minimum training expenditures rate (excluding obligations) of 40% for adult and dislocated worker training.

Training Expenditures

Costs used in calculating compliance with the minimum 40% expenditure rate must be of direct benefit to the participant and, at a minimum, includes:

• Occupational skills training defined as training to perform actual tasks and technical functions required by certain occupational fields at any level. Allowable costs include, but are not limited to: tuition, fees, books, and other materials and equipment required for participation in the course.

• Basic literacy training, including but not limited to, adult basic education, GED, GED Test fees and English language proficiency.

• Supportive services directly benefiting participants in training such as childcare, transportation, etc.

• Work-based learning, such as on-the-job trainings, paid internships, work experiences, transitional jobs, and registered apprenticeships. Costs may include job coaches and special workplace accommodations when necessary.

• Incumbent Worker training, and customized training designed to meet the special requirements of an employer who commits to employ an individual, or group of individuals, upon successful completion of the training.

• Short-term courses necessary to acquire marketable skills such as computer software training, welder training, etc.

• Short-term prevocational testing, training and services including, but not limited to, development of communication, interviewing, punctuality, personal maintenance, professional conduct, and learning skills to prepare individuals for unsubsidized employment or training. Testing to assess academic or skills ability in preparation for an occupational skill program. The Kansas WORKReady! and other skill-development and certification products are training related expenditures. NOTE: Interest testing, job matching products, and other non-skills related assessments are not considered training related for the purposes of this policy.

• Needs-based payments and stipends.

The 40% expenditure rate will be reviewed quarterly by the KANSASWORKS State Board. To provide for improvement, a local area performing at or below 35% must submit a brief narrative with the quarterly report explaining why the expenditure rate was not attained. A local Area performing at or below 35% for three consecutive quarters must submit a local board approved Corrective Action Plan providing a detailed analysis of the failure to attain a minimum 40% training expenditure rate, actions approved to correct the failure, a timeline for meeting the 40% training expenditure rate along with measurable benchmarks or indicators the plan is achieving the expected outcome.

Finally, **KANSAS**WORKS only approves training programs which result in industry-recognized credentials and for which there is sufficient demand for those credentials to improve a trainee's success at gaining employment. All Registered Apprenticeship sponsors/employers are included on the ETPL and therefore included in the standard operating procedure of improving access to activities leading to recognized postsecondary credentials.

Kansas Board of Regents Adult Education

The strategies and resources identified in previous sections will improve access to recognized postsecondary credentials, including those that are industry-recognized certificates, licenses, or certifications, and that are portable and stackable.

The Kansas Board of Regents, Kansas Department of Labor, Kansas State Department of Education, and Kansas Department of Commerce share information online relevant to job-

seekers and degree-seekers, providing data regarding high-demand, high-wage careers in Kansas. Users are able to search for programs at all public institutions in the state and learn more about registered apprenticeships and micro-internships.

The Kansas Board of Regents, Kansas Department of Labor, Kansas State Department of Education, and Kansas Department of Commerce market postsecondary education through a web dashboard which will allow customers to get information on high-demand jobs and link to postsecondary institutions where training is available in Kansas.

Vocational Rehabilitation

The VR program supports customers to pursue postsecondary education at all levels if necessary to achieve their vocational goals. VR assists customers to access comparable benefits, as required by regulation, prior to the expenditure of VR dollars.

G. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

All activities identified in (A) above are completed through coordination with economic development strategies. In Kansas, the most important economic strategy is workforce development: the state must provide a growing number of well-qualified individuals to meet the economic growth that the following several years has brought to Kansas. The Kansas Department of Commerce is not only the state workforce agency, but also the state economic development agency and is therefore uniquely structured to coordinate economic development strategies with the activities provided across the Kansas workforce development system. The Business Services Division of Commerce provides both state-level intelligence regarding industries establishing operations in the state and local-level intelligence regarding growth and expansion of specific industries. Leadership and staff from each of Commerce's Divisions meet regularly to share, coordinate, and align activities. As part of this economic development system, including the local workforce development boards and local economic development organizations, WIOA core partners are at the forefront of up-to-date workforce development activities and will utilize this position to counsel Kansas workforce development system customers and support training and skill development activities to match the employment needs of Kansas industries, thus improving the probability of successful employment placement.

Economic development activities at the local level are coordinated through the work of local workforce development boards, local area executive directors, business outreach staff, and similar staff within **KANSAS**WORKS workforce centers and core and combined partner offices. Regular communications occur between these staff and economic development entities such as chambers of commerce, rural and county development agencies, economic development district representatives, city government officials, and large employers.

The cross-training, joint planning and structured collaboration activities described above will include Core and other partners in the development and delivery of economic development strategies. Meeting the talent needs of the Kansas economy is an "all hands-on deck" enterprise will all partners serving individuals who can contribute to our foreseeable economic growth.

B. STATE OPERATING SYSTEMS AND POLICIES

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section **II Strategic Elements**. This includes—

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE MANAGEMENT SYSTEMS, JOB BANKS, ETC.).

The Commerce workforce system uses the America's Job Link Alliance Management Information System to meet all of the requirements of US Department of Labor, Employment and Training Administration for data collection and reporting for WIOA and Wagner-Peyser. The AJLA system in Kansas, www.KANSASWORKS.com also provides the public with access to labor market information, connects to postsecondary training programs and performance outcomes by training program. The AJLA system provides case management tools and creates participant records and can be used for payment for services and cost allocation of services. Employers may enter job postings in KANSASWORKS.com in addition to finding qualified applicants for jobs. Data will be extracted for compilation of WIOA-required common accountability measures.

Title II uses the Adult Education Student Information System (AESIS) for student demographics, program accountability, and reporting, while the Kansas Higher Education Data System (KHEDS) supports informed decision-making through the collection, analysis, and reporting of postsecondary data. AESIS and KHEDS provide a robust system that tracks and maintains Adult Education and postsecondary education performance. KBOR, the SEA for Title II, also has the ability to independently match with unemployment insurance (UI) records through an agreement with the Kansas Department of Labor. KBOR uses both data systems to support state strategies through a data-sharing agreement with the Kansas Department of Commerce, allowing for the sharing of WIOA performance data and collaborative decision making.

WIOA Title II, Adult Education, uses the Adult Education Student Information System (AESIS) for participant reporting. WIOA Title IV, Vocational Rehabilitation, uses the Kansas Management Information Systems (KMIS) for participant reporting. Data from both AESIS and KMIS will be extracted for compilation of WIOA required reporting of performance measures. For WIOA Title II and Title IV partner programs, there is an obligation to collect all data elements necessary to support both federal and state data collection and reporting requirements. The exchange of data, including any data that may be exported to KANSASWORKS.com, will be subject to the terms and conditions of officially executed data use agreements between or among partner entities. Data use agreements will specify conditions or terms for client consent to release Personally Identifiable Information (PII).

The VR data system, the Kansas Management Information System or KMIS, will support implementation of the state's strategies for an effective, efficient and outcome–oriented workforce system. KMIS is used to collect consumer demographic information, to track consumer milestones as they progress through their individual plans for employment, and to compile data necessary for state and federal reports. KMIS is also the fiscal management tool through which consumer services are authorized and paid. Data will be extracted for compilation of WIOA–required common accountability measures. VR is presently engaged in the process of identifying a new case management system by issuing a request for proposal (RFP) and subsequently collaborating with the chosen vendor on its development.

Data–collection and reporting processes are consistent throughout each local area; data is validated as required by USDOL. Commerce has policies related to data collection and reporting processes required for each local workforce system, including Data and Information Collection and Maintenance, Record Maintenance and Retention, Eligibility Determination and Documentation, Fiscal Manual, and the State Performance Accountability System.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (FOR EXAMPLE. CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM AND ANY ADDITIONAL GUIDANCE FOR ONE-STOP PARTNER CONTRIBUTIONS.

The KWSB has established policies and procedures for local areas regarding co–enrollment, cross–program intake processes, referrals and other strategies for maintaining a WIOA workforce system. See Data Collection Policy 5-32-00: https://ksworksstateboard.org/download/56/policies/1898/5-32-00-data-collection-policy-10-1-2021.pdf

Confidential Access to Wage Records: To calculate performance measure information, local and state level officials must access Unemployment Insurance (UI) wage records. In accordance with Kansas statute, all wage information must be kept strictly confidential and be used only for the purposes intended, which is to develop information for the performance accountability system. Each organization or entity using wage record information must ensure all staff who have access to, or who compile wage record information, are aware of the Kansas statute regarding confidentiality.

The KANSASWORKS.com (MIS) Manual is the reference for standard data elements that are used for data verification, data validation and data security. These data elements are defined and provided with a standard value in the manual. KANSASWORKS and ServiceLink are the standardized data processing collection and reporting systems of Kansas for WIOA Title I and Title III programs. Each LWDB and statewide program is required to collect and submit information to the Kansas Department of Commerce (Commerce) through the KANSASWORKS and ServiceLink systems. Commerce will continue to oversee maintenance and adaptations to the MIS system to facilitate data entry, reporting, monitoring, evaluation and other such needs of the local areas for the required data. A request for database edits and ad hoc reports generated from KANSASWORKS may be submitted and processed on an area-by-area basis. For other changes, such as application changes or expansion of database collection processes, a joint development meeting with Commerce, local area and vendor staff shall be held within 30 days to define specifications. Meeting results shall include a proposed timeframe and cost estimate.

For those LWDBs electing to use management information systems other than KANSASWORKS.com, there is still an obligation to collect all data elements necessary to support both federal and state data collection and reporting requirements for submission to the state on demand for inclusion in the MIS system. Each local area will be responsible to resolve all data discrepancy issues between their system and the state MIS system. The state MIS system will be the basis for all federal and state outcome reporting, report validation and data validation. Some client status reports generated from the electronic database are to be kept in the participant's file to verify data entered in the electronic database. Commerce shall supply a standardized upload file format for all required MIS data.

Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records and affords parents and eligible students certain rights with respect to these education records. The general rule is that a parent or eligible student must provide a signed and dated written consent before an educational agency or institution discloses

Personally Identifiable Information (PII) from the student's education records, unless as an exception, such as FERPA's audit or evaluation exception, applies. Under FERPA's audit or

evaluation exception, an authorized representative of State or local educational authorities may obtain access to PII from education records to audit or evaluate a Federal- or State-supported education program. FERPA'S audit or evaluation exception permits disclosure of PII from education records for WIOA performance accountability purposes.

Vocational Rehabilitation (VR) regulations govern the protection, use, and release of personal information held by VR agencies. VR agencies, which are not considered educational agencies or institutions under FERPA, must develop policies and procedures to safeguard the confidentiality of all personal information, and to inform applicants and recipients of services, and as appropriate, their representatives, of the VR agency's need to collect personal information and its policies. There is no Federal requirement that a VR agency obtain informed written consent from the individual prior to releasing personal information for purposes directly related to the administration of the VR program, or for audit, evaluation, or research purposes when the audit, evaluation, or research are conducted only for the purposes directly connected with the administration of the VR program or for the purposes that would significantly improve the quality of life for applicants and recipients of services and only if done in accordance with a written agreement. However, if the final audit, evaluation, or research product will contain personal information, written consent is required. Federal unemployment compensation (UC) confidentiality regulations permit disclosure of confidential UC information for WIOA performance accountability purposes.

State policies that will support the implementation of the state strategies described above include 5-21-00 Partner Collaboration
https://ksworksstateboard.org/download/56/policies/1665/5-21-00-partner-collaboration.pdf

and

5-22-00 Integration and Functional Management
https://ksworksstateboard.org/download/56/policies/1686/5-22-00-final-integration-and-functional-management-11-1-17.pdf

Both of these policies make clear the expectation that Core and Required partners will implement to collaboration strategies to best serve customer in the most seamless, efficient manner while also reducing duplication of services. Kansas WIOA partners have not yet established universal intake processes or mandatory co-enrollment other than those required by statute or regulation.

Finally, the KWSB developed a comprehensive MOU and Infrastructure Funding Agreement policy with the implementation of WIOA. This policy is scheduled for updates and modification during the first year of this state plan period because it refers to dates and timelines no longer relevant. The processes and policy have consistently been in effect and will continue to describe requirements for one-stop partners, including their role in delivering the strategies described above: 5-20-00: https://ksworksstateboard.org/download/56/policies/2138/5-20-00-memorandum-of-understanding-mou-4-24-23.pdf

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

Commerce and DCF are cabinet agencies while the Governor-appointed Board of Regents has a President and CEO chosen by the Board. The Secretary of Commerce also serves as Lt.

Governor. Agency organization charts are provided below.

Kansas Department of Commerce Organizational Chart

These Department of Commerce organizational charts show the following reporting structure of the state Workforce Agency in order: Level 1: Governor; Level 2: Lt. Governor/Secretary of Commerce; 3: Assistant Secretary, Workforce Services; 4: Director of Workforce Services; Director of Workforce Advancement; Managers; 5: Field staff

Local Workforce Development Boards: The Kansas public workforce system consists of five Local Workforce Development Areas, each with its own Board of Directors and one Executive Director. While each local system is structured based on its geographical area, population size, resources and capacity; all Local Areas are structured to interact with state agencies on behalf of common customers. The Kansas Department of Commerce and the State Workforce Board provide policy, oversight and technical assistance for Adult, Dislocated Worker and Youth funding streams, and provides Wagner-Peyser staff for local American Job Centers. Each local workforce system adheres to Service Delivery Integration and Functional Management per State Board Policy 4-04-01. Local systems designate a multi-disciplinary leadership team to select functional supervisors who oversee and direct daily workforce center service delivery. Any Core, Required or other partner staff may be designated as a multi-disciplinary leadership team member, a functional supervisor or a member of service delivery teams such as Welcome Team, Training Services Team or Employer Services Team. State Plan programs, including TAA, JVSG and SCSEP are each integrated into the functional management of appropriate local systems. As found in the state board policy linked above:

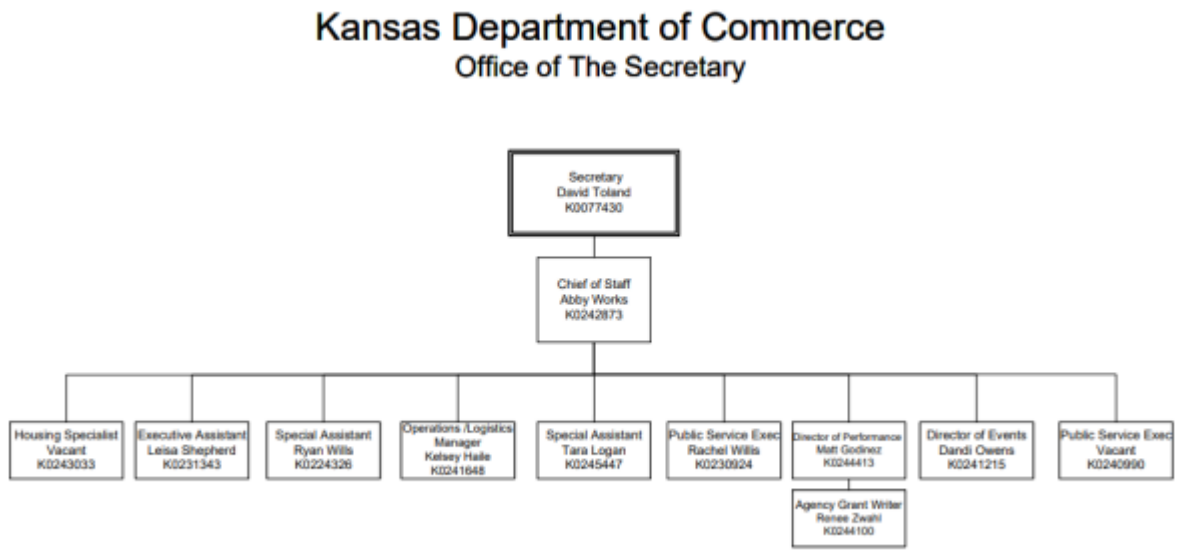
Goals of Functional Management

- To provide a truly seamless workforce system to all customers, both job seekers and employers Improve business and job seeker customers' access to quality services
- Reduce management duplication
- Empower Operators to manage the outcomes on which their performance is based
- Formalize the participation of all workforce system partners

Components of Functional Management: All customers experience workforce centers as seamless, service-driven facilities, served by dedicated staff of **KANSAS**WORKS rather than by staff of individual partner agencies. All partner staff members of each facility understand the function they serve, creating increased responsiveness to customer needs. Each Local Area has a single, identifiable person who is responsible for the day-to-day operation of the Local Area One-Stop System. This individual has the authority to direct the function(s) of each staff member. In addition to the structure described above, each Core and Required Partner and other community partners, may refer customers to each other and coordinate service delivery among multiple systems based on the needs of and benefit for individual participants.

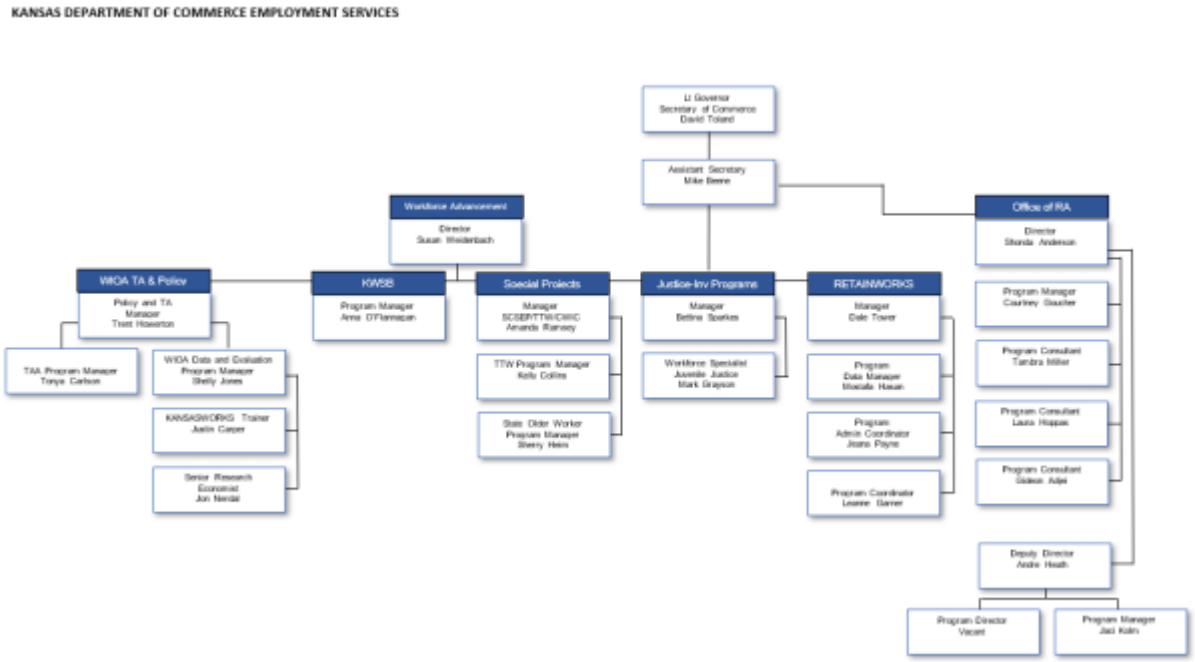
Kansas Department of Commerce Office of the Secretary Organizational Chart

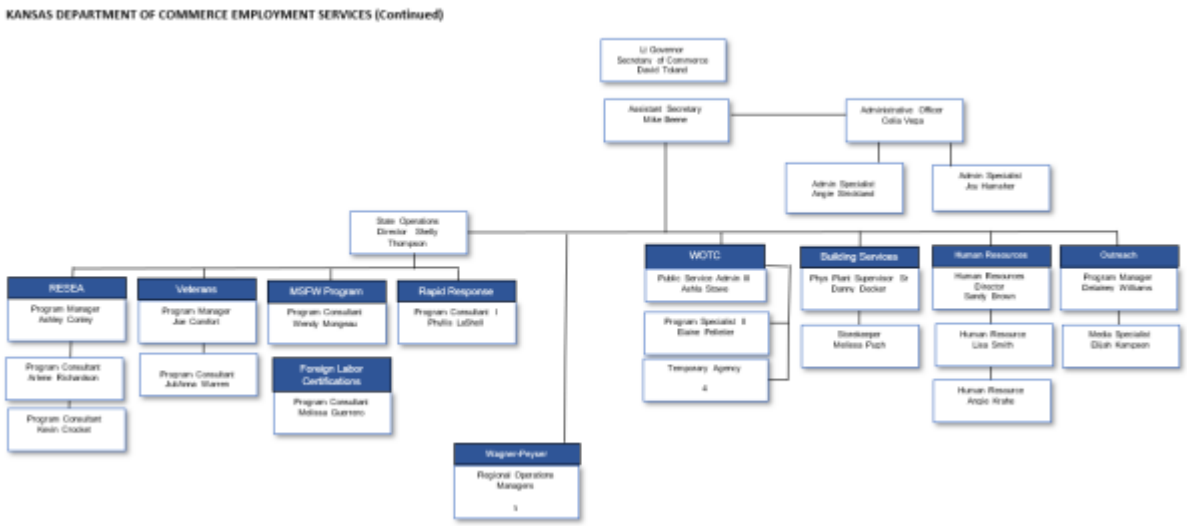
This organizational chart shows the following reporting structure in order: Level 1 Secretary (Lt. Governor), Level 2 Chief of Staff, Level 3 Specialists, Assistants, Directors, and Public Service Executives, Level 4 Agency Grant Writer.



Kansas Department of Commerce Employment Services Organizational Charts

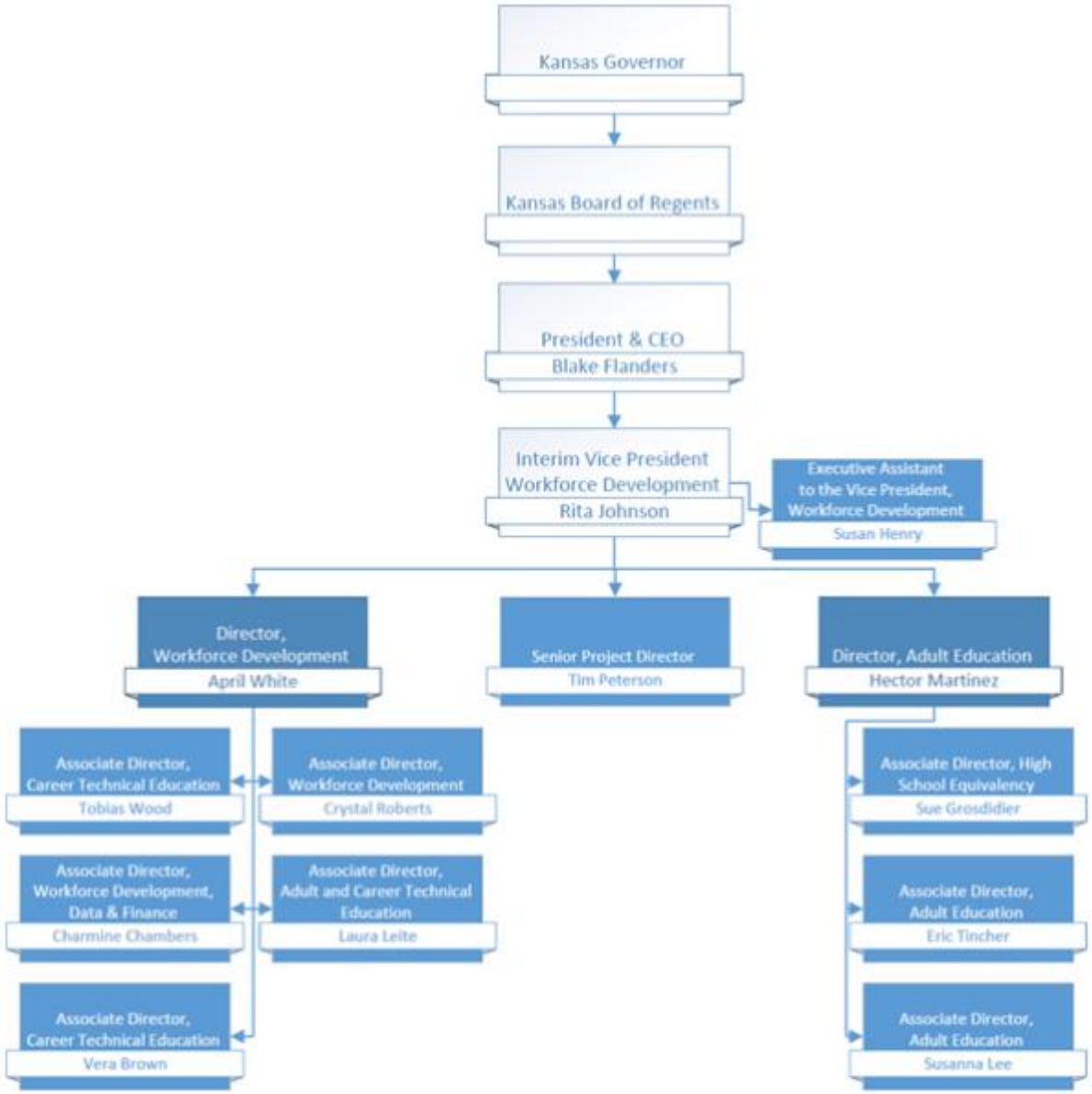
These organizational charts demonstrate the following reporting structure in order: Level 1 Secretary (Lt. Governor), Level 2 Assistant Secretary, Level 3 Directors, Level 4 Managers, Consultants, Specialists, and Assistants.





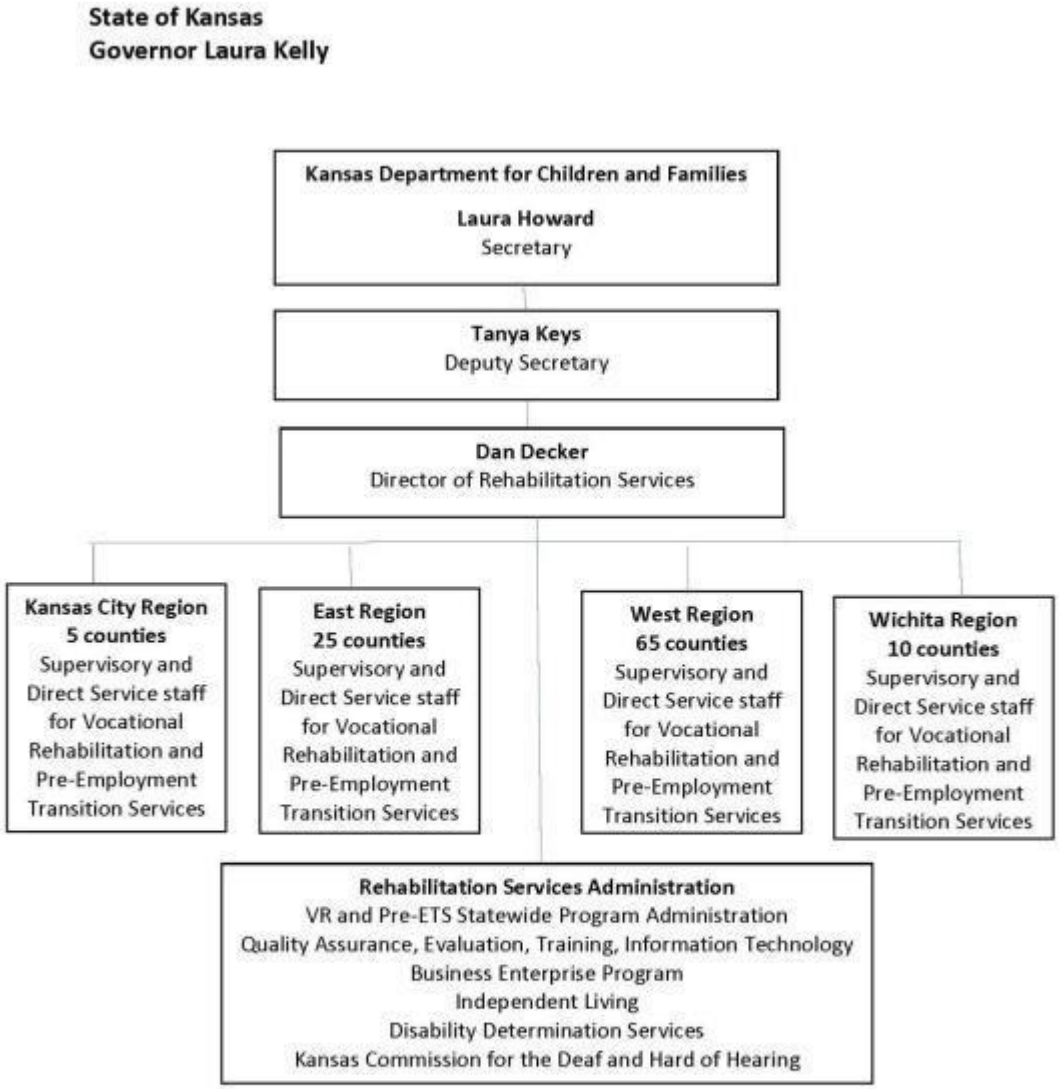
Kansas Board of Regents Organizational Chart

This organizational chart shows the following reporting structure in order: Level 1 Governor, Level 2 Kansas Board of Regents, Level 3 President and CEO, Level 4 Vice President for Workforce Development, Level 5 Directors for Adult Education and Career Technical Education, Level 6 Administrative Staff and Local Providers.



Kansas Department for Children and Families Organizational Chart

This organizational chart shows the following reporting structure in order: Level 1: Governor, Level 2: Secretary Level 3: Deputy Secretary, Level 4: Director of Rehabilitation Services, Level 5: Four Regional offices and Rehabilitation Services Administration including VR, Pre-ETS, state administration, Business Enterprise Program, Independent Living, Disability Determination Services, State Commission for the Deaf and Hard of Hearing



B. STATE BOARD

Provide a description of the State Board activities that will assist State Board members and staff in carrying out State Board functions effectively. Also, provide a membership roster for the State

Board consistent with 20 CFR 679.110-120, including members' organizational affiliations and position titles.

The **KANSAS**WORKS State Board is structured to meet the requirements of WIOA and ensures ensures Kansas' entire workforce system, covering many programs in multiple departments and agencies, meets employers' needs for skilled workers and meets workers' needs for career and economic advancement. The KWSB convenes State, regional and local workforce system partners to enhance the capacity and performance of the workforce system; align and improve the outcomes and effectiveness of public workforce investments and thereby promote economic growth. The board engages workforce system representatives including businesses, K-12 and postsecondary education, economic development, labor and other stakeholders to achieve the strategic and operational vision and goals of the State Plan as well as the purpose of the Workforce Innovation and Opportunities Act (WIOA).

The KWSB serves as a review board and change agent empowered with the responsibility of making recommendations to the Governor and to state agencies to align workforce development with the needs of economic development in the state.

The KWSB plays an important role in bringing citizen involvement and engagement to the

state's workforce development efforts and in providing strategic leadership for workforce development and local/regional leaders throughout the state. The KWSB's strength is less in its statutorily–defined decision–making authority and more as a forum for policymakers, informed citizens and stakeholders to influence public policy for the improvement of the State's workforce. The structure and operations of the KWSB and committees and the active engagement of members are the keys to success.

The primary State Board function is the emphasis on collaboration and regional planning. The Board is tasked with enhancing partnerships to ensure statewide alignment linking employers and workers/job seekers.

As the state workforce development board, the KWSB is expected to provide strategic leadership for a wide range of employment and training programs beginning with those under WIOA, completing activities which reflect each of the KWSB Goals described in Section II.

B. MEMBERSHIP ROSTER

The table provides a list of State Board Members, their affiliation with business or government and the names of their organization. Each Title has its own unique representation on the Board and have optimum policy-making authority in their respective organizations. The KWSB meets quarterly at a date and time established by the board. Committees meet as needed on a date and time mutually agreed upon by the majority.

		State Legislature, Agencies, & Organizations						
Member	Counter	Business & Industry 51%	Workforce/Org. Labor 20%	Other/Optional	Kansas Legislature (Required)	Core Partners Lead Agencies (Required)	Elected Official (Required)	Organization & Notes/Comments
Governor, Laura Kelly	1							Governor, State of Kansas (Required but not Gov Appt)
Decker, Daniel	1					1		Kansas Rehabilitation Services (DCF), Director/Title 4 Voc Rehab- Secretary's Designee (Governor Approved)
Grandon, Scott	1		1					Business Manager, Labor-Pipe Fitters Local 533
Harwood, David	1	1						Senior Vice President, Terracon Consultants ***(KWSB CHAIR)***
Harder, Stephanie	1	1						Director, Employee Communications & Engagement, Textron Aviation, Wichita Kansas
Junkins, Shaun	1		1					Workforce/Organized-International Assoc of Machinist & Aerospace Workers/IAM delegate to State AFL-CIO Counc
Koehn, Sara	1	1						HR Director, Western Plains Medical Complex
LaFrenz, Sarah	1		1					Kansas Organization of State Employees, President (SOK Employees' labor union
Martinez, Hector	1					1		Kansas Board of Regents, Director of Adult Education
Martinez, Sheila	1	1						CEO ASK Assocates
Minard, Laurie	1	1						Vice President of Human Resources, Garmin International
North, Robert	1					1		Kansas Department of Commerce, Chief Council/Titles 1 & 3- Secretary's Designee (Governor Approved)
O'Shea, Kristen (Senator)	1				1			Kansas Legislature - Senator (Required but not Appointed)
Parasker, Neelima	1	1						CEO snapIT Solutions
Perry, Carol	1	1						VP Patient Services, Stormont Vail Healthcare ***(KWSB CO-CHAIR)***
Probst, Jason (Representat	1				1			Kansas Legislature - Representative (Required but not Appointed)
Roberts, Rob	1						1	Local Area 5 Chief Elected Official, Chair
Soto, Blanca	1						1	Dodge City, Kansas Commissioner/Elected Official
Teran, Devon	1	1						Ad Astra, Kansas City, Kansas
Threadgold, Brian			1					International Representative, International Brotherhood of Electrical Workers
Vazquez, Janeth	1	1						Director of Marketing & Business Development, Southwest Medical Ctr, Liberal Kansas
Wiggins, Perry	1			1				Governors Military Council/Military Transition Employment
Vacant	1	1						
Totals	22	10	4	1	2	3	2	
Less (3 Non-Appts)	#					7		
% Required		51%	20%	0%		0%		
Number Required		9.69	4.4	0		0		
Current %		52.6%	21.1%	5.3%		36.8%		
Governor's Office recruiting Business & Industry members								

KANSASWORKS State Board Membership Composition and Category

Governor Laura Kelly- State of KS Governor, (Req. but not Gov Appt)

Decker, Daniel-KS Rehabilitation Services (DCF), Director; **Title 4 Voc Rehab** (Secretary's Designee-Governor Approved)

Grandon, Scott-Business Manager, Labor-Pipe Fitters Local 553; **Org Labor**

Harder, Stephanie-Director, Employee Communications & Engagement, Textron Aviation, Wichita, KS; **Business and Industry**

Harwood, David-Senior VP, Terracon Consultants (**KWSB Chair**); **Business and Industry**

Junkins, Shaun-International Assoc. of Machinist & Aero Workers/IAM Delegate to state AFL-CIO Council; **Org Labor**

Koehn, Sara-HR Director, Western Plains Medical Complex; **Business and Industry**

LaFrenz, Sarah-Kansas Organization of State Employees, President SOK Employees Labor Union; **Workforce/Organized Labor**

Martinez, Hector-Kansas Board of Regents, Director of Adult Education; **Title I**

Martinez, Sheila-CEO ASK Associates; **Business and Industry**

Minard, Laurie-Vice President of Human Resources, Garmin International; **Business and Industry**

North, Robert-Kansas Department of Commerce, Chief Counsel; **Titles I & III** (Secretary's Designee-Governor Approved)

O'Shea, Kristen-Kansas Legislature - **Senator (Required)**

Parasker, Neelima-CEO snapIT Solutions; **Business and Industry**

Perry, Carol-VP Patient Services, Stormont Vail Healthcare (**KWSB CO- CHAIR**); **Business and Industry**

Probst, Jason-(Rep.) Kansas Legislature - **Representative (Required)**

Roberts, Rob -Local Area 5 **Chief Elected Official**, Chair

Soto, Blanca -Dodge City, Kansas Commissioner; **Elected Official**

Teran, Devon-Ad Astra, Kansas City, Kansas; **Business and Industry**

Threadgold, Brian-International Representative, International Brotherhood of Electrical Workers; **Workforce/Organized Labor**

Vazquez, Janeth-Director of Marketing & Business Development, Southwest Medical Ctr; **Business and Industry**

Wiggins, Perry-Governor's Military Council/Military Transition Employment; **Other**

Governor's office currently recruiting Business & Industry members.

Total Board Members 22

Less (3 Non-Appts) 19

% Required

51% Business and Industry

20% Workforce/Organized Labor

0% Other

0% State Legislature, Core Partners, Elected Officials

Current %

52.6% Business and Industry

21.1% Workforce/Organized Labor

5.3% Other

36.8% State Legislature, Core Partners, Elected Officials

 # Required

10.71 Business and Industry

4.8 Workforce/Organized Labor

 # Current

10 Business and Industry

4 Workforce/Organized Labor

1 Other

2 Kansas Legislators

3 Core Partner Leads

2 Elected Officials

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE AND ONE-STOP PROGRAM PARTNER PROGRAMS.

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

During its regularly scheduled Quarterly Meeting, the KWSB is provided performance outcome reports from each of the Core Partner programs for review, questions and discussion. At least one representative from each Local Area attends the KWSB meetings and is therefore able to explain any report items needing verification or to answer any questions about their own activities or those of their local partners. Because each of the Core Programs are represented on the State Board, appropriate board members are able to further explain any report items needing verification or to answer any questions.

All one-stop system partner programs and Combined State Plan partner programs included in the state plan will be assessed based on the negotiated performance targets, as well as the accomplishment of local and regional planning goals.

Commerce staff reviews performance information based on appropriate federal legislation and guidance for WIOA Titles I and III, SCSEP, and JVSG each month and determines if any additional support, corrective action or other action is needed to improve or maintain performance and service delivery efficiency.

The Commerce Compliance Unit conducts annual compliance reviews during which it assesses Local Area and Regional plan goals. If a Local Area or Region is not meeting its stated goals, Technical Assistance staff are alerted through formal written compliance reports and a corrective action plan is developed to help Local staff meet Local/Regional Plan goals.

The State Board uses quarterly performance reports provided by the Kansas Board of Regents and Vocational Rehabilitation to assess these Core partners on a regular basis.

For the federal WIOA performance accountability measures and State measures determined by the KWSB, each Core Program has a monitoring and corrective action process at the state level that assures identified deficiencies, to the extent they occur, are addressed. This process is intended to be based primarily on Local area and Statewide data analysis but may also include other monitoring tools at the discretion of the Core Program. If annual performance targets are

not met by any Core Program, in any Local Workforce Development Area, the KWSB may request that the Core Program submit a corrective action plan. In the event of a corrective action plan being implemented, the Partner will provide regular progress reports to the KWSB and other partners.

Along with WIOA Titles I, II, III, and IV, the KWSB receives a quarterly report on all other programs included in this plan, in addition to competitive grant programs and Special Projects. Performance goals are compared with actual outcomes and customer satisfaction survey results are presented. As occurred during the previous planning period, the KWSB is planning for a continuation of evaluation of Title I, Title III, JVSG and other programs or processes determined during this state plan period.

Assessment of Core Programs Titles I and III:

The KWSB is provided reports reflecting the Accountability Measures established by Section 116 of WIOA. The KWSB and Core Program state agency staff provide both best practices and outcome improvement plans during each state board meeting. If performance of any Core Program fails to meet or exceed performance for more than one program year, a Corrective Action Plan is required.

Assessment of Core Programs Title II:

Kansas Adult Education performance is assessed each year in terms of statewide quality measures, student outcomes, and data quality. Providers individually negotiate performance targets each year based on past performance and statewide goals. The state conducts an annual risk assessment of each Adult Education provider to determine the risk of noncompliance; programs determined to be at risk might receive technical assistance or increased mentoring, might engage in a formal Program Improvement Plan, or might be required to complete other remedies as needed. Adult Education's funding formula is heavily weighted toward program performance, incentivizing student outcomes and successful program practices.

Assessment of Core Programs Title IV:

VR participates in the workforce system's reporting, assessment and continuous improvement processes for the required common accountability measures. In addition, VR reports on specific state–level indicators as identified in the Performance Indicators section. VR goals and priorities, and related metrics, is overseen by the management of Rehabilitation Services and under the direction of the Department for Children and Families. Performance information is also distributed to the State Rehabilitation Council.

B. PREVIOUS ASSESSMENT RESULTS

For each four-year state plan and state plan modification, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle), in accordance with methods described in 4(A). Describe how the State is adapting its strategies based on these assessments.

KANSASWORKS has met or exceeded all Common Performance Measures and other required performance measures for the last four years for all programs covered in this state plan.

Kansas Adult Education consistently remains in the top quartile nationally for four of the five performance measures currently used: Employment Second Quarter After Exit, Employment Fourth Quarter After Exit, Median Earnings, and Measurable Skill Gains. Since the start of the pandemic in 2020, Title II has seen the Credential Attainment Rate decline, and strategies for improving outcomes are being explored, including increased emphasis on Accelerating Opportunity: Kansas (AO-K) pathways. In the annual risk assessment, no Adult Education providers to date have been assessed as a high risk for noncompliance. Programs assessed as potential or moderate risks engage in technical assistance and other necessary remediation.

The Rehabilitation Services Administration in the US Department of Education established standard national performance indicators for VR programs. The indicators and Kansas performance for PY 2022 are:

WIOA Performance Indicators	Negotiated Level	Adjustment Factor	Adjusted Level	Actual Level	Performance Assessment Actual Level/Adjusted Level
Measurable Skill Gains Rate	-	-	-	-	-
Employment Rate – 2nd Quarter after Exit	45.8%	7.1%	52.9%	50.1%	94.8%
Median Earnings - 2nd Quarter After Exit	$2,949	$412	$3,361	$3,502	104.2%
Employment Rate - 4th Quarter After Exit	46.9%	4.8%	51.7%	43.9%	84.8%
Credential Attainment Rate	20.0%	8.4%	28.4%	20.5%	72.4%

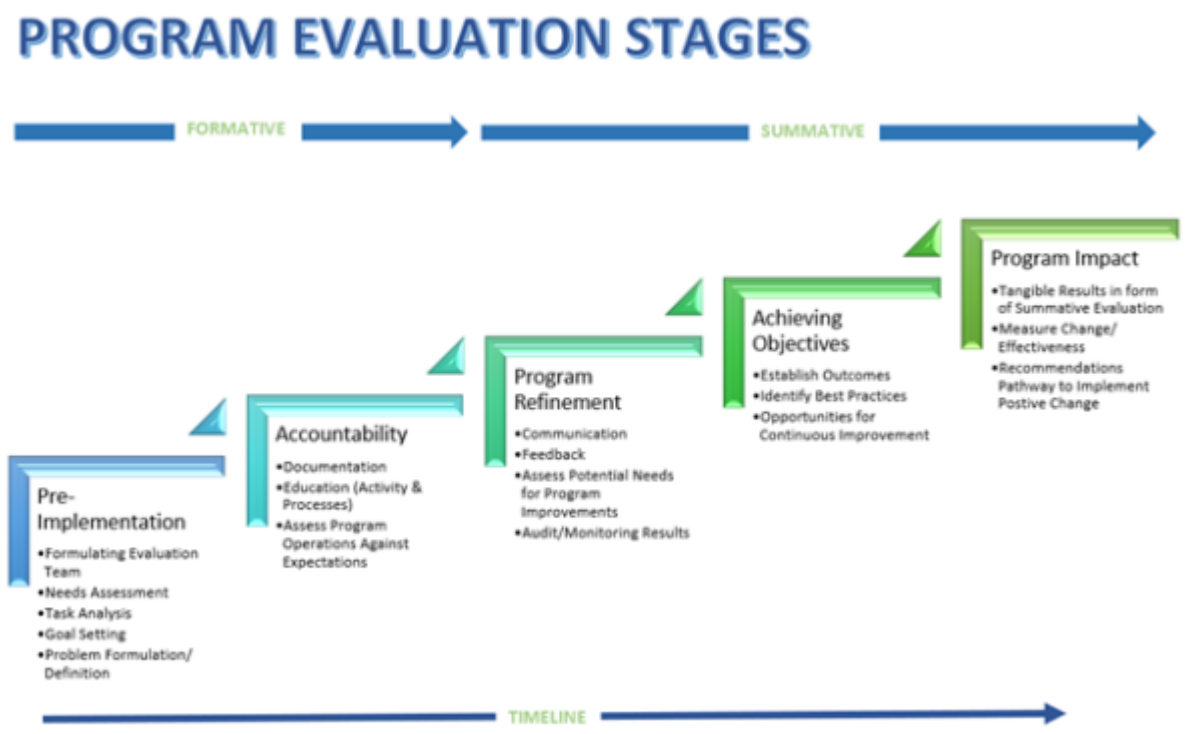
C. EVALUATION

Describe how the State will conduct evaluations and research projects of activities carried out in the State under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA (WIOA Section 116(e)).

Kansas Department of Commerce Workforce Enhancement employs a Technical Research Analyst to conduct evaluations and research projects. Through this staff person, and other consultants who may be available to partners, Kansas will continue to explore opportunities for collaborative evaluation and research functions within the scope of available resources. Such efforts will be designed and coordinated with core programs and their cognizant state agencies, and relevant boards. All human subject research will be reviewed and approved by a third-party Independent Review Board.

Commerce program evaluation processes are focused on two areas: 1) topic/activity specific evaluation and 2) program specific evaluation. Currently, processes and schedules are being developed surrounding these evaluations. This process is intended to create a consistent and meaningful evaluation regardless of focus area within a reasonable amount of time. Evaluations will further support continuous improvement and assist in identifying best practices across programs within the local areas and state. Below is a diagram showing the proposed stages of a program evaluations and the various activities within each stage. This process encompasses activities to be completed from the beginning to the completion with the final summative report being publicized. Each evaluation will vary within the time taken to complete, however the stages noted below are proposed to be applied to all evaluation efforts to ensure integrity and thoroughness with each evaluation. As Commerce completes the evaluations, a published version of the summative report can be found at the following link: https://ksworksstateboard.org/program-evaluation/

Commerce is in progress with WIOA Title I program evaluation in which a task group of experts will come together and focus on pointed questions in an effort to identify best practices and promote continuous improvement. WIOA Title, I task group members have a good understanding of the programs to include Adult, Dislocated Worker (DW) and Youth programs.



This long-term evaluation for WIOA Title I started in the spring of 2023 with the establishment of the task group. This group consists of representatives from all five local areas to include one-stop partner representation, a research analyst, program managers, and other key partners as

needed. This evaluation is currently in the Pre-Implementation stage (noted above). During this stage, the group assembled to become familiar with the process, review objectives and address questions. Progress continues within this phase in that WIOA Title I the task group experts submitted for consideration questions in which are high priority for evaluation. This exercise provided definition to the course for the program evaluation as the task group moves forward. Questions were narrowed to 2 questions per program (Adult, DW, Youth) and are posed as follows:

Adult

1. Are supportive services related to a better outcome for participants?
2. How does training impact the outcome for participants?

Dislocated Worker

1. Are supportive services related to a better outcome for participants?
2. How does training impact the outcome for participants?

Youth

1. Are supportive services related to a better outcome for participants?
2. Do participants that receive occupational skills training have a better outcome than other participants?

With questions being agreed upon, the task group will be transitioning into the Accountability stage. During this stage, the research analyst will be conducting data analysis to provide to the task group for assessment of program operations against expectations. Based on the questions posed, outcomes could result in a wide spectrum of conclusions from higher employment rate to increased wages. When the data analysis is complete, the task group will resume meeting to continue with the stages of the program evaluation efforts. While a firm completion date has not been identified, progress continues to be made with evaluation efforts.

In addition to this, Commerce was approved to participate in a Peer Learning Cohort (PLC) on Program Evaluation. This PLC will be meeting during PY2023 and forward. Commerce team members include WIOA Titles I, II, III, and IV partners. This comprehensive team will be working to create a transparent program evaluation process, which could expand beyond those receiving employment and training services to adult basic education and vocational rehabilitation services. By working together, this could reduce duplication of services to participants and become a more efficient model for identifying ways to improve Kansas' service delivery across agencies.

There are two primary categories for program evaluations included in this process:

- Program Specific Evaluations (i.e. WIOA Titles I and III, Job Service, My Reemployment (MRP), ReEmployment Services and Eligibility Assessment (RESEA), Registered Apprenticeship, etc.)
- Topic Specific Evaluations (i.e. question-driven, single-focused, and non-program specific).

Finally, Titles II and IV will review standard performance objectives and modify programs accordingly. Kansas assures that its evaluation and research functions will be coordinated with

the evaluations provided by the U.S. Secretary of Labor and the U.S. Secretary of Education under WIOA.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. FOR TITLE I PROGRAMS

Provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

As required by WIOA Sec. 128(b)(2), Commerce distributes WIOA Youth funds among local workforce areas (subject to reservation of the 15 percent limitation for statewide workforce employment and training activities) in keeping with the provisions of WIOA sec. 128 and the approved Combined WIOA State Plan based on three factors described below:

The data factors included are:

1. The relative number of unemployed individuals in Areas of Substantial Unemployment (ASUs) in each local area, compared to the total number of unemployed individuals in ASUs in all local areas in the state.
2. The relative excess number of unemployed individuals in each local area, compared to the total excess number of unemployed individuals in all local areas in the state. See the definition of “excess number” below which requires a comparison of the excess unemployed in ASUs with excess unemployed in all areas.
3. The relative number of disadvantaged youth (age 16 to 21, excluding college students not in the workforce and military), in each local area, compared to the total number of disadvantaged youth in all local areas in the state. The number of disadvantaged youth comes from special tabulations of data from the ACS prepared in accordance with the definition provided in WIOA. The Census Bureau collected this data between January 1, 2016 and December 31, 2020.

For purposes of identifying ASUs for the Youth Activities sub-state allocation formula, Kansas uses data made available by BLS (as described in Local Area Unemployment Statistics (LAUS) Technical Memorandum No. S-22-13).

The term “excess number” means, used with respect to the excess number of unemployed individuals within a local area, the higher of (i) the number that represents the number of unemployed individuals in excess of 4.5 percent of the civilian labor force in the local area; or (ii) the number that represents the number of unemployed individuals in excess of 4.5 percent of the civilian labor force in ASUs in such local area.

A weight of 33.3333% is applied to each of the three data factors described above for each Local Area allocation.

HOLD HARMLESS REVIEW

Kansas utilizes a minimum percentage (or stop loss) to ensure that no local area receives an allocation percentage that is less than 90 percent of the average allocation percentage received by the local area for the previous two years. An allocation percentage is the local area's share or percentage of funds allocated to all local areas.

Kansas obtains amounts necessary to increase allocations to local areas to comply with the minimum percentage requirement by proportionately reducing the allocations to be made to other local areas.

Kansas does not use a maximum percentage (or stop gain).

Excel spreadsheets are provided to the Local Areas with calculations.

II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

As required in WIOA Sec. 123(b)(2)(A)(i) Commerce distributes WIOA Adult Activities fund allotments among local workforce areas (subject to reservation of the 15 percent limitation for statewide employment and training activities) in accordance with the provisions in WIOA section 133 and the approved State Plan based on three data factors.

The data factors included are:

1. The relative number of unemployed individuals in Areas of Substantial Unemployment (ASUs) in each local area, compared to the total number of unemployed individuals in ASUs in all local areas in the state.

2. The relative excess number of unemployed individuals in each local area, compared to the total excess number of unemployed individuals in all local areas in the state. See the definition of "excess number" below which requires a comparison of the excess unemployed in ASUs with excess unemployed in all areas.

3. The relative number of disadvantaged adults (age 22 to 72, excluding college students not in the workforce and military) in each local area, compared to the total number of disadvantaged adults in all local areas in the state. The Census Bureau collected the data used in the special tabulations for disadvantaged adults between January 1, 2016 and December 31, 2020.

For purposes of identifying ASUs for the Adult Activities sub-state allocation formula, Kansas uses data made available by BLS (as described in LAUS Technical Memorandum No. S-22-13).

The term "excess number" means, used with respect to the excess number of unemployed individuals within a local area, the higher of (i) the number that represents the number of unemployed individuals in excess of 4.5 percent of the civilian labor force in the local area; or (ii) the number that represents the number of unemployed individuals in excess of 4.5 percent of the civilian labor force in ASUs in such local area.

A weight of 33.3333% is applied to each of the three data factors described above for each Local Area allocation.

HOLD HARMLESS REVIEW

Kansas utilizes a minimum percentage (or stop loss) to ensure that no local area receives an allocation percentage that is less than 90 percent of the average allocation percentage of the

local area for the previous two years. An allocation percentage is the local area's share or percentage of funds allocated to all local areas.

Commerce does not use a maximum percentage (or stop gain).

Excel spreadsheets are provided to the Local Areas with calculations.

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

Commerce distributes Dislocated Worker Activities funds among local workforce areas (subject to the Governor's reservation of up to 25 percent for statewide Rapid Response activities under WIOA sec. 133(a)(2) and the 15 percent limitation for statewide employment and training activities), in accordance with the provisions in WIOA section 133 and the approved State Plan.

The data factors included are:

- insured unemployment data – 19%
- unemployment concentrations – 19%
- plant closing and mass layoff data – 19%
- declining industries data – 19%
- farmer-rancher economic hardship data – 5%
- long-term unemployment data – 19%

The calculation for Percent Distribution is Local Area total divided by state total. THE FINAL ALLOCATION:

All previously described calculations become part of the allocation.

HOLD HARMLESS REVIEW

As required by WIOA sec. 133(b)(2)(B)(iii), Commerce uses a minimum percentage (or stop loss) to ensure local workforce areas receive an allocation percentage that is no less than 90 percent of the average allocation percentage of the local area for the two preceding years. In the event of a shortage of funds, Kansas obtains the amounts necessary to increase the allocations to local areas to comply with this provision by proportionately reducing the allocations to other local areas. The minimum percentage methodology Kansas uses for Dislocated Worker funds is the same minimum percentage methodology used in the sub-state Youth and Adult allocation formulas.

Excel spreadsheets are provided to the Local Areas with calculations.

B. FOR TITLE II

I. DESCRIBE THE METHODS AND FACTORS THE ELIGIBLE AGENCY WILL USE TO DISTRIBUTE TITLE II FUNDS.

Title II funds flow through the Kansas Board of Regents (KBOR) and are distributed to each subrecipient Adult Education provider in the state by annually calculating percentage of funding by formula. The current funding formula provides 30% in base funding and 70% in performance funding. Base funding consists of an institutional grant distributed equally among all 20 current providers, a 3-year rolling average of enrollment as a percentage of total state enrollment, and need in the service area based on U.S. Census Bureau data about each county served by each local program. Performance funding consists of the federal outcomes and the Kansas-defined measures of quality programming. The formula is shown below.

Funding Formula

Base 30%

- Institutional Grant 17%
- Enrollment (3 Year Average) 11%
- Need 2%

Performance 70%

- Outcomes (3 Year Average) 45%
    - Measurable Skill Gain Completions
        - 1,2,7,8 doubled
        - 3, 4, 5, 6, 9, 10, 11, 12
    - Median Earnings
    - Employed 2nd Quarter After Exit
    - Employed 4th Quarter After Exit
    - Credential Attainment
    - Involvement in Child's Education
    - Involvement in Child's Literacy
    - Citizenship Skills
    - College Readiness
    - Left Public Assistance
- Quality Points 25%

The funding formula for the next competitive grant will also combine base funding and performance funding.

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS.

The current competitive grant began July 1, 2020, and runs through June 30, 2025. Twenty Adult Education providers were awarded AEFLA funds based on applications. Prior to the end of the current grant, the state will open a Request for Proposals (RFP) for grant funding to any interested entities. Announcements of the RFP will be disseminated through multiple channels, all of which are accessible to the public, and details about the grant, along with the application materials, will be on a public-facing website.

Multiple public informational sessions will be held, both in-person and virtually, to review the application materials and answer questions. At least one session will be recorded and shared to the public website for the benefit of any entity unable to attend. Public questions outside the synchronous informational sessions can be submitted in writing to a designated email account for this specific purpose. All questions received will be answered publicly on the website at designated, published times. State staff will discuss the grant application and process only in public forums and will not entertain private discussions or questions that would result in inequitable access.

All potential providers will complete the same application materials. Review teams will be assembled to read and score each application, and no application shall have less than three (3) scorers. Readers might include state AEFLA staff, representatives from WIOA partner agencies, local workforce board representatives, Adult Education leadership from other states, and other partners, such as business and industry representatives. Procedures will be in place to ensure no conflict of interest exists for the readers of each application.

C. VOCATIONAL REHABILITATION PROGRAM

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

Kansas does not have a separate VR agency for persons who are blind or visually impaired**.**

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

Describe data-collection and reporting processes used for all programs and activities, including the State's process to collect and report data on co-enrollment, and for those present in the one-stop centers.

I. DESCRIBE THE STATE'S PLANS TO MAKE THE MANAGEMENT INFORMATION SYSTEMS FOR THE CORE PROGRAMS INTEROPERABLE TO MAXIMIZE THE EFFICIENT EXCHANGE OF COMMON DATA ELEMENTS TO SUPPORT ASSESSMENT AND EVALUATION

As per strategy found in Title 1 Subtitle A, Chapter 1, Section 101-102 of Workforce Innovation Opportunity Act (WIOA), data collection and sharing is vital to the collective partner efforts

defined relating to federal common measures reporting. Data collection and sharing will continue to be a collaborative effort between partnering agencies including, but not limited to, Kansas Department of Labor (KDOL), Department of Commerce (Commerce), Kansas Board of Regents (KBOR), and Kansas Department for Children and Families (DCF) resulting in the development of strategies for further aligning MIS systems. Partner agencies plan to promote the responsible and legal sharing of data to be used in research for program improvement while collaborating on reporting to support continuous workforce development program success. A primary goal continues to be the ability to track students from a young age (PK-12) through workforce training programs, through adult education programs, or postsecondary education, and into the workforce. Wage earnings data will be used to assess program outcomes, and career and technical educational programs will be marketed to workers receiving unemployment insurance, participating in adult education programs or seeking workforce training. Data sharing agreements will be updated as necessary to further support reduction of duplicative data collection as well as provide integrated reporting of accountability measures.

Kansas Core partners have reached our goals of establishing data sharing agreements, including routinized data file interfaces. Future goals will be determined based on the limitations of affordable data systems and each agency's responsibility to secure participant data.

To date, Commerce and Labor have agreed to use a portal with a single customer sign on for Titles I, III and UI participants. The portal is expandable and will be offered to other partners as a single point of entry to multiple systems' participants during this state plan period.

Overall, Core partners have determined the alignment and integration of data systems will benefit individuals seeking training opportunities, potential career and technical education students, and individuals with significant barriers or disabilities. Benefits include:

1. Enhanced service delivery: The data will support program performance and outcome evaluation and drive policy development and program management.
2. Improved outcomes for job seekers: Provides job seekers the ability to use a streamlined system that allows them to select programs based on performance and outcomes. This will generate time savings for the job seekers, potentially impact unemployment benefits positively, and ultimately allow job seekers a quick response on employment and training opportunities.
3. Improved outcomes for employers: Employers will have the opportunity to view and use performance data through the same dashboard and will be able to access qualified candidates.
4. Economic development: By strengthening data collection and sharing efforts across agencies, business opportunities in the state are enhanced by the indirect development of a qualified workforce.
5. System and program accessibility: Data will be disaggregated by those with significant barriers to employment, including those with disabilities to allow local and state policy makers to evaluate the services provided to those individuals.

i.KANSASWORKS.com will remain the MIS for Titles I and III during this state plan period. Core partners, along with Kansas Department of Labor, have continually worked to make each of the state agencies' data systems interoperable through data sharing agreements, electronic interfaces and common performance measures. As data systems are upgraded and new possibilities are developed for ease of interoperability, state agencies will align and integrate

our data systems as much as possible to support the reduction of duplicative data collection, as well as provide an integrated reporting of accountability measures.

II. DESCRIBE THE STATE'S PLANS TO INTEGRATE DATA SYSTEMS TO FACILITATE STREAMLINED INTAKE AND SERVICE DELIVERY TO TRACK PARTICIPATION ACROSS ALL PROGRAMS INCLUDED IN THIS PLAN

KRS has submitted an RFP for a new online case management system. This technology platform will be more compatible with other core partner systems and will create ease of data sharing through interfaces. We are currently on a mainframe system. This change will open the possibilities of shared intake processes, service delivery and enhanced collaboration between partners. The beginning stages of development of the new case management system will begin in 2024.

III. EXPLAIN HOW THE STATE BOARD WILL ASSIST THE GOVERNOR IN ALIGNING TECHNOLOGY AND DATA SYSTEMS ACROSS REQUIRED ONE-STOP PARTNER PROGRAMS (INCLUDING DESIGN AND IMPLEMENTATION OF COMMON INTAKE, DATA COLLECTION, ETC.) AND HOW SUCH ALIGNMENT WILL IMPROVE SERVICE DELIVERY TO INDIVIDUALS, INCLUDING UNEMPLOYED INDIVIDUALS

The State Board has consulted leadership staff from WIOA Core partner agencies and has developed data collection policy 5-32-00 https://ksworksstateboard.org/download/56/policies/1898/5-32-00-data-collection-policy-10-1-2021.pdf

and Data Validation Policy 5-33-00 https://ksworksstateboard.org/download/56/policies/1891/5-33-00-performance-data-element-validation-9-24-21.pdf

to assist the Governor in aligning technology requirements across Partner agencies. This alignment improves service delivery to job seekers by limiting duplication of services and by assuring customers have access to education, training, supports and labor market information services. As described in the III.b.6.A.ii., VR has an RFP to retire its mainframe system and adopt a contemporary system that will ease compatibility with Commerce MIS and Board of Regents data system. As all four Titles are represented on the State Board, they will work to support this RFP process as a significant step to help the Governor align the Core and Required Partner data systems.

IV. DESCRIBE THE STATE'S DATA SYSTEMS AND PROCEDURES TO PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2)).

For WIOA Title II and Title IV partner programs, there is an obligation to collect all data elements necessary to support both federal and state data collection and reporting requirements. The exchange of data, including any data that may be exported to KANSASWORKS.com, will be subject to the terms and conditions of officially executed Data use Agreements between or among partner entities. Data use agreements will specify conditions or terms for consumer consent to release personally identifiable information.

Commerce will supply a standardized upload file format for all required MIS data. WIOA Title II, Adult Education, uses the Portal for Adult Education Student Information System (AESIS) system for participant reporting. WIOA Title IV, Vocational Rehabilitation, uses the Kansas Management Information Systems (KMIS) for participant reporting. Data from both the AESIS

and KMIS will be extracted for compilation of WIOA required reporting of performance measures.

Per the Performance Accountability System: Section 116 of WIOA establishes performance accountability indicators and performance reporting requirements to assess the effectiveness of States and local areas in achieving positive outcomes for individuals served by the workforce development system's six core programs. These six core programs are the Adult, Dislocated Worker, and Youth programs, authorized under WIOA Title I; the Adult Education and Family Literacy Act (AEFLA) program, authorized under WIOA Title II; the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA Title III; and the Vocational Rehabilitation (VR) program authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title IV. The implementation of WIOA provided a historic opportunity to align performance-related definitions, streamline performance indicators, integrate reporting, and ensure comparable data collection and reporting across all six of these core programs, while also implementing program-specific requirements related to data collection and reporting.

Performance Groups and Common Measures Under section 116(b)(2)(A) of WIOA, describe six primary indicators of performance:

1. Employment Rate – 2nd Quarter After Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (includes education and training for Title I Youth);

2. Employment Rate – 4th Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (includes education and training for Title I Youth);

3. Median Earnings – 2nd Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program;

4. Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program;

5. Measurable Skill Gains: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:

a) Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;

b) Documented attainment of a secondary school diploma or its recognized equivalent;

c) Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards ;

d) Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or

e) Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

6.Effectiveness in Serving Employers: As required in WIOA sec. 116(b)(2)(A)(i)(VI) the KWSB has selected "Retention with the Same Employer"

Title IV – Vocational Rehabilitation

Agencies administering core programs will submit program-specific reports in line with the relevant Titles under WIOA, adhering to federal guidelines from their respective Departments. Kansas Rehabilitation Services (KRS), Kansas's State Vocational Rehabilitation Program (Title IV) utilizes a web-based case management system, KMIS, that includes all necessary data fields for required federal reporting as well as mechanisms for producing the reports. KRS also has established processes for reviewing data and correcting errors prior to the submission of federal reports. Kansas is also in the procurement process for a new case management system that will include and enhance all of these features.

Subject to the availability of Performance Year data, KRS collects and reports on the following:

WIOA Primary Indicators of Performance

- Employment Rate - 2nd Quarter After Exit
- Employment Rate – 4th Quarter After Exit
- Median Earnings – 2nd Quarter After Exit
- Credential Attainment
- Measurable Skill Gains
- Effectiveness in Serving Employers (if applicable)

Additional indicators of performance

- Number of persons achieving competitive, integrated employment
- Average hourly wage
- Number of transition youth achieving competitive, integrated employment
- Average hours worked per week
- Percent of persons employed who report their own income as their primary source of support at case closure, a significant milestone toward self–sufficiency.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

The Commerce Management Information System (MIS) is used to record and track participants enrolled in Titles I and III, other workforce programs such as TAA, JVSG and other competitive programs administered by Commerce as appropriate. The MIS is also used to provide required federal reporting. Program managers in Wagner-Peyser, TAA, JVSG, SCSEP and WIOA Title I use

the MIS to report and track individual progress and to make decisions regarding any services needed both during active participation in educational programs and employment and during the periods of performance after exit from services as required. This same system downloads wage information through an agreement with Labor to record wages at required intervals post-release. The State Workforce Board reviews this performance quarterly to monitor system efficiency and effectiveness.

Adult Education participants enrolling in postsecondary education will be tracked through the Board of Regents' data collection for universities and community and technical colleges within the state of Kansas. This data will allow the State to follow the progress of participants who are exiting from Core Programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment.

Vocational Rehabilitation is working on obtaining access to SWIS for tracking employment and will pursue the necessary data sharing agreements to track progress in postsecondary education within the capacity of its existing 30-year-old legacy system for data collection and reporting.

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

All titles have data-sharing agreements with the Kansas Department of Labor to access wage data per participant.

D. PRIVACY SAFEGUARDS

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

Data governance documents have been developed by the Core partners reflective of State Statute, Data Sharing and Data Governance agreements, agency policies, KWCB policy such as the Data Collection Policy https://ksworksstateboard.org/download/56/policies/1898/5-32-00-data-collection-policy-10-1-2021.pdf and annual cyber security training required by all staff.

Privacy safeguards are at the forefront of data governance, which defines how data assets are managed within an organization, agency or collaborative partnership. Data governance also addresses issues of risk management to assure that all appropriate federal and state statutes and regulations related to data security and confidentiality are adhered to strictly.

The partner agencies plan to promote the responsible and legal sharing of data using participant consent to match data at the individual record level. Aggregate data, **without**

Personally identifiable information, will be shared across workforce programs, providing an integrated report of performance indicators.

7. PRIORITY OF SERVICE FOR VETERANS.

A. DESCRIBE HOW THE STATE WILL IMPLEMENT THE PRIORITY OF SERVICE PROVISIONS FOR COVERED PERSONS IN ACCORDANCE WITH THE REQUIREMENTS OF THE JOBS FOR VETERANS ACT, CODIFIED AT SECTION 4215 OF 38 U.S.C., WHICH APPLIES TO ALL EMPLOYMENT AND TRAINING PROGRAMS FUNDED IN WHOLE OR IN PART BY THE DEPARTMENT OF LABOR.

B. DESCRIBE HOW THE STATE WILL MONITOR PRIORITY OF SERVICE PROVISIONS FOR VETERANS.

C. DESCRIBE THE TRIAGE AND REFERRAL PROCESS FOR ELIGIBLE VETERANS AND OTHER POPULATIONS DETERMINED ELIGIBLE TO RECEIVE SERVICES FROM THE JOBS FOR VETERANS STATE GRANTS (JVSG) PROGRAM'S DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALIST/CONSOLIDATED POSITION.

A. The Department of Commerce State policy (WIOA Guidance Letter: 18-01), states that each Local Board develops and maintains a policy to address how priority of service to veterans and other covered persons will be applied. The Local Board policy ensures all veterans and other covered persons are given priority over program eligible non-veterans for all available services. Individuals meeting both the veterans' and the mandatory priorities or spending requirements for the program obtain the highest preference. In accordance with Jobs for Veterans Act 4215 of U.S.C., **KANSAS**WORKS adheres to all US Department of Labor regulations which govern veteran priority of service.

Veterans and other covered persons are:

- *identified at the point of entry to programs & services*
- *Made aware of priority of service*
- *Made aware of full array of programs and services available to them*
- *Take precedence over non-veterans in accessing and obtaining services*

B. Monitoring Priority of Service

Priority of Service is monitored by the State Veterans Services Manager who examines Local Board policies and procedures, reviews reports produced through KANSASWORKS.com, conducts on-site monitoring, and checks all websites developed with funding from impacted programs or grants to ensure priority of service is provided to veterans. The State Veteran Service Manager and Regional Operational Managers randomly select and contact veterans who have received services at the American Job Center, to survey treatment, activities and the quality of services provided at the American Job Center. Additionally, Kiosks have been placed within the Kansas American Job Centers where veterans can voluntarily provide feedback on services provided by DVOP/LVER, Wagner-Peyser and One stop Staff.

Using the data within KANSASWORKS.com, the state utilizes quarterly cumulative reports to identify selected activities performed by all AJC staff on behalf of veterans and non-veterans. This report allows the State Veterans Services Manager to rapidly identify services provided to veterans by grant-funded staff versus other workforce center staff and any services provided to non-veterans by grant-funded staff.

C. Staff will remain strategically placed in **KANSAS**WORKS American Job Centers aimed at meeting the needs of all veterans with significant barriers to employment. WIOA partners

trained in case management will assess and serve veterans at all local workforce center locations. Kansas has integrated all DVOP specialists into the AJC's system through assignment to a Workforce Center. Upon entry into the AJC, the client is asked if they've served in the U.S. Military or the spouse of someone who served. If the client identifies as either having served or being the spouse of someone who has served, an assessment is conducted to identify eligibility for DVOP services as per applicable VPLs. Regardless of the person's eligibility for DVOP services, they are entitled to priority of service for receipt of employment services, employment, and training over non- covered persons.

When priority of service has been identified as applicable to eligible persons, these persons are prioritized for such tasks and functions as use of AJC computers for employment related tasks, WIOA related activities with available staff, and access to Wagner-Peyser staff in the case of DVOP ineligible persons.

Veterans are initially identified by a front desk/reception staff member. An assessment to identify any significant barriers to preventing employment (SBE) is conducted. Veterans with SBE's are referred to a DVOP. Those who do not have SBE's are provided services through the workforce center staff. Despite the determination of SBE status, all veterans remain entitled to, and do receive Veteran Priority of Service. In addition, Kansas has developed a coordinated intake and information system through KANSASWORKS.com, the statewide job search and case management system to facilitate the provision of services to veterans

Veterans receive priority access to computers and resources when there is a waiting line to utilize those resources. Veterans receive a special designation on interview sheets and sign in sheets for employer job fairs conducted at AJCs and get first opportunity to interview and/ or speak to employers. When program funds are limited, eligible veterans who qualify for funding assistance are granted priority over non-veterans for non-obligated funding assistance.

Veterans' resumes are searched first when new job orders are created by any workforce center

staff. Qualified vets are then contacted by that staff and informed of the new position.

Each Local Board develops and maintains a policy to ensure other federally funded service providers provide priority of services to veterans and other covered persons.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

Each workforce partner and local area must comply with both programmatic and physical accessibility requirements consistent with Title II of the Americans with Disabilities Act, WIOA Section 188 and related federal guidance, and the Kansas Act against Discrimination. Policy 5-27-00 https://ksworksstateboard.org/download/56/policies/1678/5-27-00-equal-access-for-job-seekers-with-disabilities.pdf assures compliance and equal access and usability for all Kansans, regardless of disability.

This policy applies to any recipient, as defined in 29 CFR Part 38.4; to programs and activities that are part of the one-stop delivery system and that are operated by one-stop partners listed in section 121(b) of WIOA, to the extent that the programs and activities are being conducted as part of the one-stop delivery system; as required by applicable laws and federal funding agreements entered into under Titles 1-4 of WIOA; and as provided in 29 CFR Part 38.18, to the employment practices of a recipient and/or one-stop partner, to the extent that the employment is in the administration of or in connection with programs and activities that are being conducted as part of the WIOA Title I or the one-stop delivery system.

In addition, the SPMT regards Accessibility as a priority for our partnership. In addition to meeting the legally required DEIA activities for compliance, over the next two years the SPMT will:

1.

    a. Determine an evaluation Statement of Work to define, determine, and measure programmatic accessibility.

    b. The purpose of the evaluation will be to:

        i. Improve the quality of outreach and system awareness for customers

        ii. Increase access to a continuum of services that may be ongoing if needed

        iii. Measure improvement over time

        iv. Use data to identify areas of continuous quality improvement

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials. Describe how English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible.

The KWSB has issued guidance and procedures to ensure each AJC staff and operators meet the needs of English language learners. Electronic and personal interpretation services, and printed materials will be offered in other languages. Partnerships with community-based organizations ensure all will cooperate to provide services to those who do not use English.

The Core Partners of the Kansas Workforce Development system ensure accessibility for English Language Learners through the following policies and procedures:

- All service delivery settings must assure that foreign language translation and sign language interpreting services are made readily available for customers.

Frequently such services must be arranged by appointment. Bi-lingual staff are also available in many areas.

- Program information is published in languages other than English.
- Staff are trained to provide an individualized approach to services building on the language and cultural backgrounds of customers.
- Services are provided in integrated settings.

Furthermore, each core program has specific accessibility components as follows:

For Titles I and III, the **KANSAS**WORKS website includes translation software, making information about the workforce system readily available to ELL.

Title II services for ELL are targeted to areas of the state that have a significant population identified as speaking English "less than well" through American Community Survey responses. Instructional services are provided for all levels of ELL at many current adult education programs. Eligible providers applying for ELL funding will be required to describe services, the need for those services, and how they will reach the ELL population.

Title IV, Rehabilitation Services provides a full range of accommodations for vocational rehabilitation clients. The Kansas Commission for the Deaf and Hard of Hearing provides technical assistance and information/referral to staff and consumers statewide. Foreign language interpreting is provided as needed through use of interpreting contracts. When accommodations cannot be provided by staff directly, services may be contracted through a private individual or organization, such as a sign language interpreter or foreign language interpreters. When appropriate, family members may assist with communication if that is the customer's informed choice.

IV. COORDINATION WITH STATE PLAN PROGRAMS

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

Kansas Department of Commerce (Commerce), the state workforce and economic development agency, convened leadership from the Kansas Department of Labor (KDOL), the Kansas Board of Regents (KBOR) and the Kansas Department for Children and Families (DCF) to develop this state plan. KDOL administers Unemployment Insurance and generates and analyzes Labor Market Information; KBOR oversees the Adult Education and Family Literacy program and coordinates Kansas public postsecondary community colleges, technical colleges and governs public state universities; DCF is responsible for Rehabilitation Services, TANF, SNAP and multiple other social services. WIOA Core Partner leadership established the State Plan Management Team (SPMT) to work as directed by the State Board to develop the WIOA Combined State Plan. Each modification of the Combined State Plan and any new elements addressed in the State Plan have occurred through the SPMT.

In mid-year 2023, the SPMT developed a series of questions for public workforce system staff and partners to consider regarding how the programs represented in the state plan could improve service delivery across programs and throughout the state. An online survey was emailed to partner staff with the ability to respond anonymously. The SPMT considered the data received from over 150 responses to create our Priority Goals and strategies found within this state plan.

The proposed state plan has been posted for public comment.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that:

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE

Kansas is separated into five local workforce development areas.

Area 1 - serves 62 counties in Western Kansas: Cheyenne, Rawlins, Decatur, Norton, Phillips, Smith, Jewell, Republic, Sherman, Thomas, Sheridan, Graham, Rooks, Osborne, Mitchell, Cloud, Wallace, Logan, Gove, Trego, Ellis, Russell, Lincoln, Ottawa, Dickinson, Greeley, Wichita, Scott, Lane, Ness, Rush, Barton, Ellsworth, Saline, Morris, Hamilton, Kearny, Finney, Hodgeman, Pawnee, Stafford, Rice, McPherson, Marion, Chase, Reno, Harvey, Stanton, Grant, Haskell, Gray, Ford, Edwards, Morton, Stevens, Seward, Meade, Clark, Comanche, Kiowa, Pratt and Barber. They have workforce centers located in Garden City, Dodge City, Hays, Great Bend, Hutchinson and Salina providing Full-Time services.

Area 2 serves 17 counties in the Topeka metro area in Northeast Kansas: Washington, Marshall, Nemaha, Brown, Doniphan, Clay, Riley, Pottawatomie, Jackson, Atchison, Jefferson, Shawnee, Wabaunsee, Geary, Osage, Douglas and Franklin. They have workforce centers located in Junction City, Manhattan, Topeka, and Lawrence providing Full-Time services.

Area 3 serves 3 counties in the Kansas City metro area: Leavenworth, Wyandotte and Johnson. They have workforce centers located in Leavenworth, Kansas City and Overland Park providing Full-Time services.

Area 4 serves 6 counties in the Wichita metro area in South Central Kansas, Kingman, Sedgwick, Butler, Harper, Sumner and Cowley. They have workforce centers providing Full-Time services in Wichita and El Dorado, and Part-Time services in Wellington and Winfield.

Area 5 serves 17 counties in Southeast Kansas: Lyon, Coffey, Anderson, Miami, Linn, Greenwood, Woodson, Allen, Bourbon, Elk, Wilson, Neosho, Crawford, Chautauqua, Montgomery, Labette and Cherokee. They have workforce centers in Emporia, Paola, Independence, Chanute and Pittsburg providing Full-Time Services.

Kansas is comprised of two WIOA Regions: Local Areas 1, 4 and 5 are one Region while Local Areas 2 and 3 are the second region.

B. DESCRIBE THE PROCESS AND POLICY USED FOR DESIGNATING LOCAL AREAS, INCLUDING PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA FOR "PERFORMED SUCCESSFULLY" AND "SUSTAINED FISCAL INTEGRITY" IN ACCORDANCE WITH 106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS IN IDENTIFYING THE REGIONS

Kansas Department of Commerce issued Guidance Letter 22-02 https://ksworksstateboard.org/download/17/wioa-guidance-letters/2024/gl-22-02-lwda-designation-6-15-22.pdf which established the process for initial designation for all five local areas within the State of Kansas.

Under Sec. 106(b)(3), after the period for which a local area is initially designated, the Governor shall approve a request for subsequent designation as a local area from such local area, if such area:

1. performed successfully;
2. sustained fiscal integrity; and
3. in the case of a local area in planning region, met the requirements described in Sec. 106(c)(1).

Local areas must request subsequent designation once every four years.

Local areas are considered to have performed successfully if there were no performance measure outcomes below the Sanction Level for more than one report year.

Local areas are considered to have maintained fiscal integrity if there were no unresolved audit findings or disallowed costs in either of the two preceding program years, prior to the request.

Local areas may request subsequent designation as a WIOA Local Workforce Development Area by submitting:

1. A Letter of Request requesting subsequent designation signed (jointly) by the Chair of the Chief Elected Official(s) and Chair of the Local Workforce Development Board of the local area requesting subsequent designation, **AND**
2. The Annual Performance Reports for the two (2) Program Years preceding the subsequent designation request, **AND**
3. A copy of the Auditors Schedule of Findings and Questioned Costs from the Local Area's Single Audit for the two Program years preceding the subsequent designation request, **AND**
4. A copy, or electronic link, of the most recent Regional Plan that shows the Local Area met the Regional Planning requirements described in Sec. 106(c)(1)

All Requests for Subsequent Designation are to be sent electronically to: workforcesvcs@ks.com.

Subject: WIOA Local Area Subsequent Designation

C. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS

The Appeals process is also found in Guidance Letter GL22-02 https://ksworksstateboard.org/download/17/wioa-guidance-letters/2024/gl-22-02-lwda-designation-6-15-22.pdf

Should a unit of general local government (including a combination of such units) or grant recipient that requests but is not granted designation of an area as a local area, that area may submit an appeal to the State Board by submitting a written statement to the Chair of the Kansas Workforce Development Board at WIOAStatePlan@ks.gov. The Chair and the Executive

Committee will review the document and provide a recommendation to the Governor for designating the local which meets the requirements in Sec. 106 of WIOA.

If upon the recommendation of the State Workforce Board for such designation the Governor does not designate the local area as recommended, for any reason, a local unit of government or combination of local units of government or grant recipient located in that local area may appeal such decision to the US Department of Labor under Sec. 106 of WIOA.

The Secretary of the US Department of Labor, after receiving a request for review from the unit or grant recipient and on determining that the unit or grant recipient was not accorded procedural rights under the appeals process described in the State Plan, as specified in WIOA Sec. 102(b) (2) (D) (i) (III), or that the area meets the requirements of Sec. 106(2) or (3), may require that the area be designated as a local area under such paragraph. The US Secretary's decision shall be final.

D. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING

In the event there is disagreement between a local workforce development board and one or more of its co-located partners regarding infrastructure costs, the matter shall be first settled through the State Funding Mechanism described in Policy 5-20-00 https://ksworksstateboard.org/download/56/policies/2138/5-20-00-memorandum-of-understanding-mou-4-24-23.pdf

If the entities wish to dispute the State Funding Mechanism as determined by the Governor, they may do so per CFR Section 678.750:

- Written appeals must be received at the above address within 21 calendar days from the date of the decision in dispute.
- It shall be the responsibility of the Department of Commerce Legal Counsel to convene the Review Panel.
- The Review Panel will be comprised of one legal representative from each of the designated state agencies for the Core Partners (Commerce, KBOR, and DCF.)
- If one of the designated state agencies is the appellant, then that agency shall

recuse itself from the Panel to be replaced by an alternate counsel from another state agency. The decision of the Panel will be issued within 30 calendar days in writing and will be final.

2. STATEWIDE ACTIVITIES

A. PROVIDE STATE POLICIES OR GUIDANCE FOR THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM AND FOR USE OF STATE FUNDS FOR WORKFORCE INVESTMENT ACTIVITIES

KANSASWORKS is required to provide certain statewide activities using WIOA funds reserved for such purposes. In the event there is a surplus of funds after providing the required statewide activities, Commerce may consider additional activities as provided for in Sections 129 and 134 of WIOA. To assure consistent, objective determination for awarding funds reserved for statewide workforce development activities as provided in WIOA Sec. 128(a)(1), the following procedure will be used.

Priority Recipients: The following entities may be granted WIOA funds reserved for statewide workforce development activities and shall be considered by the following rank.

1. Local Workforce Development Boards; 2. WIOA Core Partners; 3. WIOA Required Partners; 4. Community-based 501 (c)(3) organizations serving job seekers having one or more of the barriers defined by WIOA; 5. Other community-based 501 (c)(3) organizations.

Priority Projects: The following types of projects may be granted WIOA reserve funds and shall be considered by the following rank.

1. Service delivery strategies for effectively serving individuals with barriers to employment; 2. Coordinating programs and services among one-stop partners; 3. Projects identified by WIOA Workforce Services as timely, emergent and necessary to improve performance or other outcomes of the state workforce system or local workforce system(s); 4. Innovative service delivery strategies; 5. Demonstration Projects for any WIOA-eligible sub-population; 6. Staff Development and/or Cross-System Staff Training; 7. Capacity-building strategies for Core Partners; 8. Capacity-building strategies for Required Partners; 9. Business services improvement and/or outreach; 10. Other topics determined by system needs.

Other Projects: The following projects may be considered for WIOA Set Aside funding but only if all projects meeting Priority requirements are fully funded.

1. Implementing innovative programs and strategies designed to meet the needs of all employers (including small employers) in the State, including Incumbent Worker training; 2. Career Pathway development with both industry and post-secondary partners; 3. Establishment of credit for prior knowledge, skills, competencies and experience; 4. Development of common intake procedures and related activities; 5. Research specific to certain populations, interventions or Career Services; 6. Development of Pay for Performance models; 7. Other activities as requested by Commerce

Eligible entities must provide a project proposal using the following format: SOLICITATION FOR GRANT APPLICATION (SGA)

TO: Workforce Innovation and Opportunity Act (WIOA) Local Area Workforce Development Boards, Public Not-for-Profit Organizations with 501(c)3 status; public or private schools, unified school districts, community and technical colleges; other interested parties

FROM: Director of Workforce Services Kansas Department of Commerce Workforce Services Division

SUBJECT: Program Year _____(July 1,____through June 30,_____WIOA Reserve Funds

Grant Application Instructions

Purpose. The purpose of this guidance is to provide all WIOA Reserve Funds Grant applicants with application instructions and procedures for Program Year (PY)_____.

Reference. The following references may be used for additional information: Workforce Innovation and Opportunity Act Sec. 129(b) and 134(a); WIOA Reserve Funds Grant Guidance and Procedure; this SGA. Background. The Workforce Innovation and Opportunity Act provides for a percentage of each state's allocation for use for "Statewide Workforce Investment Activities." The Kansas Department of Commerce will grant a portion of these funds as established in this SGA as cost reimbursement grants.

Grant Application Procedures. All WIOA Reserve Funds grant applicants must submit an application package as described in this SGA to be considered for funding. The Department of Commerce will not approve a grant application for funding that fails to provide any of the required information outlined in this SGA. A complete grant application package must contain the following: (a) A project narrative; (b) Programmatic Assurances; (c) A Budget Narrative; (d) A completed, signed Budget Form; and (e) A copy of the applicant's most recent Financial Audit Findings and Recommendations.

Method of Submission. Applicants must also submit electronic copies of their applications to workforcesvcs@ks.gov by the required date and time.

Eligibility Review/Responsibility Review/Grant Application Review. Commerce will conduct a pre-award eligibility review, responsibility review, and grant application review. Commerce will not designate applicants as grantees for PY _if they:

1. Fail to meet the eligibility criteria as a Local Workforce Development Board, USD, community or technical college, 501 (c) 3 or other community-based organization

2. Fail to meet the fiscal/ management responsibility criteria based on the applicant's most recent Independent Audit Findings and Recommendations and described management capacity

3. Fail to submit an application meeting the requirements of this SGA

4. The Kansas Department of Commerce will determine and describe priority activities, considerations and specific targeted populations and/or results.

Please note: any applicant which is not a Local Workforce Development Board must provide written documentation demonstrating the support of and partnership with the Local Workforce Development Board of the area(s) served by the project.

Bonus Points. In addition to the point values described in this SGA, applicants may increase total scores by providing match for the proposed project. Match must be in cash and must support salary, benefits, equipment or contractual line items. Bonus points can be earned as follows: 0. 25% through 50% match -- 3 points 1. 51 through 75% match -- 6 points 2. 76 through 100% match -- 10 points

Schedule. Applicants must comply with the following timetable: 0. Provide required application forms and narratives to the Kansas Department of Commerce no later than 4:00 PM _____.

1. Pre-Bid Telephone Conference Call is scheduled for__. Call 1-866-XXXXXXX.

2. Complete application packages must be emailed to:__.

3. Commerce will announce Grant Awards by _date___.

Inquiries. Questions may be directed to the address above or by contacting _____. Questions and answers will be posted on the Commerce website, www.kansascommerce.com.

Attachments to SGA.

Attachment A: Narrative Instructions; Attachment B: Assurances; Attachment C: Budget Attachment D: Specifications and Definitions

B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING FOR MANDATORY AND DISCRETIONARY ACTIVITIES, INCLUDING HOW THE STATE WILL CONDUCT EVALUATIONS OF TITLE I ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES.

As required by WIOA, intends to use the Governor's set aside funds to support mandatory activities such as monitoring and oversight; maintaining a fiscal management system; maintaining a management information system meeting all reporting and accountability requirements; all other required statewide activities found in the Act. To conduct required program evaluations, **KANSAS**WORKS will support the salary of a Technical Research Analyst and Trainer & Reporting Analyst who oversee all data and evaluation efforts for Title I Adult, Dislocated Worker, and Youth activities.

C. DESCRIBE HOW THE STATE WILL UTILIZE RAPID RESPONSE FUNDS TO RESPOND TO LAYOFFS AND PLANT CLOSINGS AND COORDINATE SERVICES TO QUICKLY AID COMPANIES AND THEIR AFFECTED WORKERS. STATES ALSO SHOULD DESCRIBE ANY LAYOFF AVERSION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS.

Rapid Response funds and layoff aversion strategies will continue to be provided in partnership with local workforce development boards and state workforce development staff. Rapid Response activities deploy strategies including but not limited to:

- Kansas uses Mobile Centers that have Rapid Response as its priority. The Mobile Centers are deployed for closings or layoffs to assist workers as quickly as possible.
- Kansas has two statewide Workforce Response Coordinators. They are involved with and have constant communication with local Economic Development representatives and groups, Human Resource groups and other statewide organizations to keep their fingers on the pulse of employers, particularly those who may be struggling. They participate in Job Fairs, to communicate with employers needing assistance so the companies do not close or move. These staff members also visit with job seekers who may be able to fill positions with employers struggling to fill certain positions to keep the doors open. They also work closely with our local Rapid Response representatives who may be in contact with any struggling companies to understand the services that may be put in place to help them avert layoffs.
- The State Dislocated Worker Unit partners with the Kansas Department of Labor to promote the Work Share program as a layoff aversion strategy. The Shared Work Program is designed to help both employers and employees. It is an alternative for employers faced with a reduction in workforce and allows an employer to divide the available work or hours of work among a specified group of affected employees in lieu of a layoff. Shared Work allows the employees to receive a portion of their unemployment insurance benefits while working reduced hours.

Rapid Response funds and layoff aversion strategies will continue to be provided in partnership with local workforce development boards and state workforce development staff.

D. DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.

In addition to the procedures described in Section III of this plan, the state's policy and

procedure for providing Rapid Response services in cases of natural disasters follow:

The first priority for funding applications are those required Rapid Response (RR) activities; including agreements with local boards to provide:

Immediate and onsite contact with the employer, representatives of affected workers, and the local community; which may include an assessment of: . lay-off schedule and plans of the employer and the provision of emergency assistance adapted to a particular closing, layoff or disaster

1. potential for averting the layoff in consultation with state or local economic development agencies
2. background and probable assistance needs of the affected workers
3. reemployment prospects for workers in the local community; including:
4. Job Fairs, resource fairs, and outplacements activities targeted to impacted employees of a specific
5. available resources to meet the short and long-term needs of the affected workers

The provision of information and access to unemployment compensation benefits,

1. comprehensive One-Stop system services, and
2. employment and training activities, including information on Trade Adjustment

Assistance (TAA)

The provision of guidance and/or financial assistance in establishing a labor- management committee including: provision of training and technical assistance to committee members in their role and mission

1. funding the operation cost of the committee to provide advice and assistance in carrying out rapid response activities and in the design and delivery of WIOA authorized services to affected workers. (typically no longer than six months)
2. providing a list of potential candidates to serve as a neutral committee chair

After adequate funding has been reserved for required rapid response and rapid response enhancement activities, any remaining funds are used for allowable Rapid Response Additional Assistance (RRAA) activities.

Allowable RRAA activities are limited to provision of direct services (e.g., intensive and training) to individuals affected by natural disasters, workplace closings, mass layoffs or other dislocation events.

A local area must demonstrate:

1. increased numbers of unemployed individuals attributable to a specific dislocation event or events, and
2. insufficient local funds to provide direct services to the identified dislocated workers

State Rapid Response Coordinator responsibilities include the following: o Provide overall grant management of the Rapid Response program;

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    - Serve as the central point of communication for local government officials, FEMA in cases of natural disaster and the Local Rapid Response Coordinator;
    - Provide training and technical assistance to the local areas;
    - Develop prospective strategies for addressing dislocation events that ensure rapid access to the broad range of allowable assistance in conjunction with other appropriate federal, state and local service

o agencies and officials, employer associations, technical or other business councils and labor organizations;

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    - Compile information and distribute it to the KANSASWORKS State Board, the USDOL, and others as needed;
    - Coordinate outreach efforts regarding Rapid Response;
    - Establish and maintain dislocated worker and Rapid Response information on the Department of Commerce and KANSASWORKS.com websites;
    - Monitor participation in all planned activities to ensure appropriate and meaningful activities and programs are being provided;
    - Develop and maintain communication and coordination with the local boards chief elected officials (CEOs), business retention and recruitment organizations, economic development agencies, employer associations, business councils, labor organizations, federal agents such as FEMA personnel and technical councils to ensure all employer needs are met, including those related to Rapid Response.

The State Rapid Response Coordinator may develop additional activities to provide effective Rapid Response services upon notification of a permanent closure, layoff or natural disaster resulting in a mass job dislocation. These services may include the following:

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    - Assistance to local communities, local boards, and CEOs to develop a coordinated response to dislocation events, and, as needed, obtain access to state economic development assistance.

Such coordinated response may include the development of an application for National Emergency Grants for discretionary funds;

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    - Linkages with appropriate agencies including FEMA, employer associations, local boards, business councils, and labor organizations for developing a strategy to serve impacted employees and to provide emergency assistance adapted to the particular closing, layoff or natural disaster.

Employer Contact

The State or Local Rapid Response Coordinator makes immediate contact with the employer to determine the layoff plans and to schedule informational meetings for the affected workers. The goal is to hold pre-layoff meetings at the work-site; however, the details are determined based on the employer's needs and desires. Every effort is made to best accommodate the employer and promote attendance. Post-layoff informational meetings may also be arranged and held, if necessary.

Union Contact

When the affected workers are organized under a union, the Local Rapid Response Coordinator notifies the local or regional union office of the time, date and location of the pre-layoff informational meeting so the union may promote the meeting to its members. If meetings cannot be held at the work site, the union hall may be a suitable alternative.

The order of preference for meeting location is first, the work site; second, the union facility; and third, another location approved by labor and management.

Other

If the employer has already closed the plant, isn't responding to our contact or if there is no Union involvement, there are several different avenues we will try in notifying the workers. RR will provide outreach through print ads or radio ads in the area of lay-off and collaborate with KDOL to send out information regarding meetings.

E. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) AND ENSURES THE PROVISION OF APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A) AND TAA SECTION 221(A)(2)(A) .) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC. 221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION AND HOW THE STATE WILL ENSURE THE PROVISION OF APPROPRIATE CAREER SERVICE TO WORKERS IN THE GROUPS IDENTIFIED IN THE PETITION (TAA SEC. 221(A)(2)(A)).NOTE: UNTIL THE TAA PROGRAM IS REAUTHORIZED, THE REQUIREMENTS TO PROVIDE RAPID RESPONSE AND APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A PETITION HAS BEEN FILED IS NOT APPLICABLE.

The Rapid Response Team coordinates informational meetings for individuals affected by a trade-related job loss to provide TAA benefit and service information. It is evident many workers facing layoff are not always able to understand all of the information they are provided during this stressful time. To provide on-going information and support, state TAA staff and other staff trained to provide TAA information are available in each local workforce development area.

Trade Adjustment Assistance Rapid Response Activities:

Partnerships: Trade Adjustment Assistance (TAA) programs continue to be delivered through partnerships between Commerce, WIOA Core and Required partner programs as well as other workforce system partners to provide seamless services to customers. All staff members approving TAA benefits are merit staff, both at the state administrative and the local level.

Outreach: A customer may learn about the TAA Program through Social Media, printed material, word-of-mouth or other outreach conducted by WIOA Core and Required partners. Rapid Response is a team effort staffed by representatives from key workforce development partners at both the state and local levels. The coordination of Rapid Response events not only helps businesses and dislocated workers, but also helps develop linkages between the TAA program and other workforce programs to ensure appropriate career services are provided to each TAA recipient.

TAA Coordinators will continue to work together to ensure TAA benefits and services are presented to eligible workers as they are identified. During these meetings the worker will be instructed to go to the nearest workforce center to make application for TAA benefits. RR staff will coordinate reasonable accommodations for effected workers to assist in accessing TAA information.

State Department of Labor (UI): If a customer contacts the Kansas Department of Labor (KDOL)/Unemployment Insurance Call Center to file an unemployment insurance claim, the customer will be instructed to go to the nearest workforce center to make application for TAA benefits if they have been laid off by a company having a certified TAA petition. There is a very close working relationship with KDOL/Trade Adjustment Allowances (TRA) staff, including constant communication regarding TAA customers for almost every aspect of the program.

Service Delivery and Compliance: Local TAA services are delivered at the Workforce Centers; therefore, the One-Stop delivery system serves as an important avenue for linking TAA with its WIOA Core and Required partners, as well as other partners, in the area effected.

Workforce center staff work with the customer to ensure registration in KANSASWORKS.com which is another element supporting the development of strong linkages between the TAA program and other workforce development partners. Once a customer is deemed TAA eligible, they will complete the Application for Trade Act Benefits form with a TAA-trained staff person complete an initial assessment to identify their initial employment plan and will be offered the eight required employment and case management services. It is during these interactions with trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

WIOA Adult and Dislocated Worker services are provided to improve the skills of Kansas workers and result in employment for participants. Through workforce centers and the well-established One-Stop system, local workforce investment boards and their partner agencies provide training which emphasizes the use of work-based learning, e.g. OJT, internships, customized training, etc. for eligible jobseekers and workers. It is required that training be designed for current skill/knowledge demands of the local job market and may often include traditional classroom training. Models used by include on-the-job training during which a participant is employed by an employer, learns skills on the job and earns wages while working. This popular strategy provides the participant an opportunity to make sure the job is a good fit, that the skills can be attained and that the learning process is supported by the workforce

system, including case management and supportive services. The employer's risk is mitigated by the investment made by the workforce system in reimbursing the employer a

portion of the participant's salary during the training period. This also allows the employer to

assure the participant is a good fit and is able to learn the necessary skills.

Paid internships provide much the same benefits to participants and employers, although the employer of record may be a Local Workforce Development Board, a postsecondary education institution or an outside party. Other shorter-term work-based training such as boot camps and unpaid internships are most useful to the participant to assist with deciding their career path and with learning basic workplace skills (soft skills.) High quality training for both the participant and the employer is assured through the requirements of the workforce system: each LWDB OJT or other work- based training program plan must include an individualized training plan that specifies the roles of the participant, the employer and the case manager. The plan also details any supportive services the participant needs to successfully complete training. This support and engagement of a workforce professional reassures the participant as training progresses. Employers are also held accountable through the work-based training model because the workforce professional visits the work site, advocates for the participant, monitors the participant's progress and requires the employer to document the skills achieved by the participant or any performance/soft skills issues displayed by the participant. **KANSAS**WORKS intends to provide intensive training in OJT/Work-based Learning to WIOA and partner staff during the first two years of this plan period.

2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., outreach to sponsors and prospective sponsors, identifying potential participants and connecting them to apprenticeship opportunities).

As stated in a previous section of this plan, Governor Kelly established the Office of Apprenticeship and Internships in the Department of Commerce which will continue to actively develop additional work-based learning models during this state plan period. Registered Apprenticeship is an employer-driven, "Earn while you Learn" model that combines on-the-job learning with related technical instruction that increases an apprentice's skill level and wages, designed to move an apprentice from a low or no skill entry-level position to full occupational proficiency. RA produces an immediate job. It is a flexible training system that can be customized to meet the needs of every business. Upon completion of a Registered Apprenticeship program, participants receive an industry issued, nationally recognized credential that certifies occupational proficiency. Kansas integrates Registered Apprenticeship (RA) with the Local WIOA Core partners' staffing structures, Veterans Program staff, and continues to train AJC front line and business services staff in the rules, regulations and service delivery requirements of RA.

Sponsors will work with RA program staff to design and execute registered apprenticeship programs, overseeing training development, providing hands-on learning and technical instruction for apprentices. The related technical instruction may be provided through community or technical colleges, correspondence, online, distance learning, contract vendors and/or apprenticeship training centers. RA in Kansas partners with Kansas Department of Education, building Youth Pre-Apprenticeship opportunities within the state. Youth Pre-Apprenticeship is a work-based learning opportunity that will give students both academic and workplace skills that can lead to post-secondary education opportunities and careers. Youth

Pre-Apprentices will receive paid on-the-job training along with job-related technical instruction that also supports meeting high school graduations requirements.

During this state plan period, additional expansion of RA is planned both internally and outside of Commerce. First, Commerce has recently added the Workforce Center Supervisor RA to its already successful Career Services Specialist RA in which nearly 80 Apprentices have gained valuable skills and received incremental wage increases. Finally, in March 2024, the RESEA RA will begin with 5 staff enrolled in the first cohort of the 2-year program.

Outside of Commerce, RA has been established in the State Department of Education to train paraeducators to become certified teachers. The project will continue through the period of this state plan. Multiple other RA concepts, including use and development of Intermediaries, RA Equity and state funding and taxation support can be reviewed in the RA Annual Report here: https://ksapprenticeship.org/wp-content/uploads/2024/02/2023-Apprenticeship-Report.pdf

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

The **KANSAS**WORKS State Board revised Eligible Training Provider policy on May 6, 2020; a summary and description of the current policy is provided below.

Training Provider Eligibility is established by State Policy and can be found

at http://www.KANSASWORKSstateboard.org and is described below. Kansas utilizes performance information from training providers and the Kansas Board of Regents' Kansas Training Information Program Report (K-TIP) as the basis for approving traditional postsecondary education providers. The report includes performance information by institution and academic program.

Registered Apprenticeship program providers are automatically eligible to be included on the Kansas Eligible Training Provider List (ETPL) unless they opt out. The Kansas Department of Commerce (Commerce) is the state agency responsible for carrying out the determinations, enforcement actions, and other duties related to the establishment and maintenance of the state's Eligible Training Provider List (ETPL). To maximize customer choice and assure all significant population groups are served, the eligible provider process shall be administered in a manner to assure significant numbers of competent providers offering a wide variety of training programs and occupational choices are available to customers.

Application for inclusion on the Kansas ETPL is open to providers of training services

(1) at a physical location within the State of Kansas, or

(2) by virtual learning conveyance.

Providers of training services delivered at a physical location in neighboring (border) communities that are accessible within normal and reasonable commuting distance to participants from Kansas shall be included on their respective State's ETPL and will be placed on the Kansas ETPL at the recommendation of a Kansas Local Board. Out-of-State and Private

providers of training service(s), which has a physical presence within the state of Kansas or which solicits business within the state of Kansas and offers a course or courses of instruction or study through classroom contact or by distance education, or both, for the purpose of training or preparing persons for a field of endeavor in a business, trade, technical or industrial occupation or which offers a course or courses leading to an academic degree, must obtain and maintain a Certificate of Approval from the Kansas Board of Regents (KBOR) prior to application as an eligible training provider.

Exceptions are for Registered Apprenticeship programs and short term training which meets a defined set of employable skills criteria established by a local board in consultation with local business to meet the specific needs of a defined employer or industry. The K-TIP report includes data for all approved postsecondary career technical education programs offered by technical colleges, community colleges, the Washburn University Institute of Technology, and the Wichita State University Campus of Applied Sciences and Technology.

The State ETPL is managed electronically through KANSASWORKS.com. New providers are encouraged to apply at least 60 days in advance of initial program offerings. Initial eligibility expires on the end of each full federal fiscal year (September 30) after initial eligibility has been approved.

The Kansas Training Information Program (K-TIP) Career and Technical Education report provides substantially similar performance information to the required performance information for 'all students' in applications for initial and subsequent eligibility. All approved postsecondary career technical education programs offered by technical colleges, community colleges, including the Washburn University Institute of Technology and the Wichita State

University Campus of Applied Sciences and Technology must submit, annually and no later than October 1 of each year, such information as KBOR may require for the production of the K- TIP report. Performance data from the K-TIP report, when available, shall constitute reporting of performance for 'all students' in determinations of subsequent eligibility and may be used, when available, for determinations of initial eligibility. This report is accessible to local workforce development boards (local boards) at https://submission.kansasregents.org/ibi_apps/portal/BIP_Public2/KTIP

Each local board has cost-effective access to real-time performance information for WIOA participants within KANSASWORKS.com. For subsequent eligibility providers may request WIOA participant performance information from the local board when such information is required. Local board accessible performance information for participants includes:

1. WIOA Number Participated;
2. WIOA Number Exited (includes students who completed, withdrew or transferred out of the program);
3. WIOA Number Completed;
4. WIOA Number Employed in 2nd Quarter After Exit;
5. WIOA Number Employed in 4th Quarter After Exit;
6. WIOA Number Who Attained Credentials;
7. WIOA Median Earnings in 2nd Quarter After Exit;

Programs registered by the National Apprenticeship Act (NAA) are automatically eligible to be included on the State ETPL. Registered Apprenticeship programs are notified of their eligibility and given the option to be listed on the State ETPL.

Local workforce investment boards must follow Federal and State guidelines when determining eligibility of programs.

Having successfully completed initial eligibility, continued eligibility is reviewed biannually.

Local boards may require a higher level of performance for local programs than the levels established by the State Board for continued eligibility of providers. Should local boards require additional verifiable information, the board shall specify additional content, or an alternative manner of reporting for providers: Access to cost-effective methods for collection and reporting of the information must be provided; Procedures by which providers can demonstrate the collection/reporting of additional information/processes imposes extraordinary costs on the provider must be established in local policy.

The minimum levels of program performance for "all students" is set as follows:

Employment Rate 2nd Quarter After Exit:	64%
Employment Rate 4th Quarter After Exit:	62%
Median Earning 2nd Quarter After Exit:	$5,752
Credential Attainment within 4 Quarter After Exit:	54%

There are no minimum levels of performance for Number Participated, Number Exited, Number Completed, Average Earnings 2nd Quarter After Exit, and Average Earnings 4th Quarter After Exit.

The minimum levels of program performance for "WIOA students" is set as follows:

Employment Rate 2nd Quarter After Exit: 80%

Employment Rate 4th Quarter After Exit:	78%
Median Earning 2nd Quarter After Exit:	$7,155
Credential Attainment within 4 Quarter After Exit:	68%

There are no minimum levels of performance for WIOA Number Participated, WIOA Number Exited, and WIOA Number Completed.

When evaluating program performance for continued eligibility, local boards should take into account the cohort size that is reported. Programs should not be denied based solely on the low performance of a small cohort size.

Although not an absolute prerequisite for approval, of, consideration must be given to the degree to which a provider's training programs relate to in-demand industries and occupations within the State. Kansas Department of Labor, Labor Market Information Services conducts

studies of private sector industries and their respective job growth. The short-term industries projection database is accessible at https://klic.dol.ks.gov/vosnet/analyzer/resultsNew.aspx?session=shrtproj&plang=E&pu=1&plang=E Those industries exhibiting growth are generally considered to be in-demand industries. A list of high demand occupations in Kansas is available from the Kansas Labor Information

Center: https://app.powerbigov.us/view?r=eyJrIjoiYmQ0ZDRhODItOWYxZi00NzE3LWI4YTQtYzg2MzUzYWI1OTE0IiwidCI6ImRjYWU4MTAxLWM5MmQtNDgwYy1iYzQzLWM2NzYxY2NjY2M1YSJ9

Local Boards may expand the industries and occupations in-demand based on locally available Labor Market intelligence. Industry sectors and occupations not identified by the State or Local Board should be considered on a case case-by-case basis, when appropriate, to best meet the specific needs of an individual customer or group of customers.

Eligibility for entities that carry out programs under the National Apprenticeship Act of August 16, 1937 (commonly known as Registered Apprenticeship) is exempt from initial eligibility procedures.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR FOR THE ADULT PRIORITY OF SERVICE REQUIREMENT IN WIOA SECTION 134 (C)(3)(E) THAT REQUIRES AMERICAN JOB CENTER STAFF, WHEN USING WIOA ADULT PROGRAM FUNDS TO PROVIDE INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES, TO GIVE PRIORITY OF SERVICE TO RECIPIENTS OF PUBLIC ASSISTANCE, LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT (INCLUDING ENGLISH LANGUAGE LEARNERS).

State Board policy establishes requirements for Local Areas to implement priority for those characteristics described in WIOA sec. 134 as described in Guidance Letter 16-04: https://ksworksstateboard.org/download/17/wioa-guidance-letters/2007/gl-16-04-priority-of-service.pdf and the WIOA Eligibility Determination Policy 5-05-00: https://ksworksstateboard.org/download/56/policies/1930/5-05-00-wioa-eligibility-determination.pdf

Priority for Receipt of Individualized Career Services

- Priority access to individualized career services funded with Title I adult funds must be given to recipients of public assistance, other low income individuals, and individuals who are basic skill deficient. Priority access must be given regardless of whether funding is limited in the local area.
- Please refer to State Guidance Letter 16-04, et. seq., Priority of Service under WIOA for further guidance.
- Follow-up Services are available, as appropriate, to former Adult or Dislocated Worker participants who are placed in unsubsidized employment or have otherwise exited. There is no required minimum number of services or “sequence of service” for receipt of Career Services. Career services are to be provided, as appropriate, according to individual customer need.

Priority for Receipt of Training Services:

- Priority access to training services funded with Title I adult funds must be given to recipients of public assistance, other low-income individuals, and individuals who are basic skill deficient.
- Priority must be given regardless of whether funding is limited in the local area. Please refer to State Guidance Letter 16-04, et. seq., Priority of Service under WIOA for further guidance.
- There is no required minimum number of prior Career Services or "sequence of service" for receipt of Training Services. All services are to be provided, as appropriate, according to individual customer need.

Statutory Priority for Adult Funds

Section 134(c)(3)(E) of WIOA establishes a priority requirement with respect to funds allocated to a local area for adult employment and training activities. When using WIOA Adult funds to provide individualized career services, training services, or both, must give priority to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. Section 3(36) of WIOA defines a low-income individual as one who

1. receives, or in the past 6 months has received, or is a member of a family that is receiving or in the supplemental nutrition assistance program, the program of block grants to States for temporary assistance for needy families program, or the supplemental security income program;
2. is in a family with total family income that does not exceed the higher of the poverty line or 70 percent (70%) of the lower living standard income level;
3. is a homeless individual;
4. receives or is eligible to receive a free or reduced priced lunch;
5. is a foster child on behalf of whom State or local government payments are made;
6. is an individual with a disability whose own income meets the income requirement listed in clause ii, but who is a member of a family whose income does not meet this requirement.

Under WIOA, priority must be implemented regardless of the amount of funds available to provide services in the local area. The priority is to be applied for the provision of Adult individualized career services and training services. There are no restrictions to providing basic career services which may be provided to any eligible adult. This does not mean that only individuals with barriers to employment can be served.

LWDBs must develop policies and procedures to ensure that the priority system under WIOA is implemented.

Local Policy Considerations

Local Boards must establish criteria by which the one-stop center will apply the priority of service. Such criteria may include: a. Availability of other funds for providing services b. Needs of specific groups in the local area c. Other appropriate factors

The Local Board may establish a process that also (additionally) gives priority to other eligible individuals, so long as that process remains consistent with Sec. 134 and Veteran priorities.

Priority must be provided in the following order:

- First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low- income individuals, or individuals who are basic skills deficient would receive first priority for services with WIOA Adult formula funds for individualized career services and training services.
- Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
- Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
- Fourth, priority populations established by the Governor and/or Local WDB.
- Last, to non-covered persons outside the groups given priority under WIOA.

Policies/Processes that provide service to other eligible individuals while remaining consistent with prevailing statute and regulations could include:

1. Flexibility to serve other individuals when required priority individuals have been served, are not available or are not appropriate to receive a specific service (e.g. OJT, customized training)
2. Service to other eligible individuals does not impair the capacity to fully service required priority individuals (e.g., certain individual career services)

In developing Local Policies and Procedures implementing WIOA's priority of service, Local Boards are reminded:

1. Priority of service is NOT an eligibility factor or criteria to limit which individuals will receive service

2. Although priority for Adult individualized career and training services must be given to recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and eligible veterans; this does not necessarily mean individualized career services and/or training services may only be provided to such individuals.

3. Except for eligible Veterans, there is no priority of service requirement for 'basic' career services or for services funded using WIOA Youth or WIOA Dislocated Worker funding. Veterans receive priority in all DOL funded training programs. Low-income criterion applies to eligibility when specified in the Act as an eligibility factor for certain Youth participants.

4. Except where service to a specific population is authorized by statute (e.g. Sec. 166, Native Americans) it is unlawful under WIOA sec. 188(a)(2) to use demographic information to limit which individuals will receive services.

Local Boards are strongly discouraged from setting arbitrary percentages, numbers or quotas of public assistance recipients, low-income individuals, basic skills deficient, veterans, etc. to be served.

The Commerce Regulatory Compliance Unit monitors the implementation of this and the Veterans Priority of Service policies.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

As described in Section 133 of WIOA, a local board may transfer, if such a transfer is approved by the Governor, up to and including 100 percent of the funds allocated to the local area for a fiscal year between adult employment and training activities and dislocated worker employment and training activities. Local Areas must provide a Budget Modification Form and a Narrative describing the reason for the transfer, the benefits of the transfer in terms of improving/increasing services to eligible individuals and the specific activities resulting from

the transfer. The request is reviewed and approved by Commerce, the Governor's Designee. The

transfer approval is then routed to both the Local Area and the Commerce fiscal department. The fiscal department then modifies the master budget for the Local Area and begins tracking funds using the new transfer amounts.

6. DESCRIBE THE STATE'S POLICY ON WIOA AND TAA CO-ENROLLMENT AND WHETHER AND HOW OFTEN THIS POLICY IS DISSEMINATED TO THE LOCAL WORKFORCE DEVELOPMENT BOARDS AND REQUIRED ONE-STOP PARTNERS. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.325, 20 CFR 618.824(A)(3)(I).

Guidance Letter 22-2 specifies the requirements for co-enrollment of TAA-eligible participants in WIOA Dislocated Worker program: https://ksworksstateboard.org/download/17/wioa-guidance-letters/2017/gl-20-02-taa-co-enrollment-of-trade-impacted-workers-1-28-21.pdf

The Guidance Letter provides a description of 20 CFR Part 618 and the mandatory requirement for co-enrollment in 618.325 and strongly encourages enrollment in additional AJC partner programs as appropriate. The GL further describes Rapid Response activities, Intake requirements and eligibility documentation, assessments, reemployment planning and training. Finally, the GL provides instructions for initiating and completing an Appeals Process for aggrieved parties.

Local Workforce Development Boards have access to this GL on the KWSB website and as such does not receive a copy of this or any policy or guidance letter.

7. DESCRIBE THE STATE'S FORMAL STRATEGY TO ENSURE THAT WIOA AND TAA CO-ENROLLED PARTICIPANTS RECEIVE NECESSARY FUNDED BENEFITS AND SERVICES. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.816(C)

.**KANSAS**WORKS formal strategy for ensuring participants co-enrolled in TAA and WIOA once an Adversely Affected Worker (AAW) is approved for the Trade Adjustment Assistance (TAA) Program they are assigned to a TAA Case Manager. Within ten business days of the AAW applying for the TAA Program, Employment and Case Management Services are initiated. Employment and Case Management Services begin with an Initial Assessment to determine the best service strategy to assist the AAW in obtaining reemployment. Additional Employment and Case Management Services will be reviewed at an initial meeting between the TAA Case Manager and the AAW including; comprehensive and specialized assessment of skill levels and service needs, information on how to apply for financial aid, short-term prevocational services, individual career counseling (including job search and placement counseling), provision of employment statistics information (LMI Data), information related to the availability of supportive services and the development of an individualized employment plan (IEP).

The AAW is then co-enrolled into WIOA as a Dislocated Worker, and the TAA Case Manager reviews the IEP with the WIOA Case Manager. Together, both case managers work to ensure the AAW receives the necessary benefits and services from both the TAA and WIOA programs that will lead to a positive employment outcome.

8. DESCRIBE THE STATE'S PROCESS FOR FAMILIARIZING ONE-STOP STAFF WITH THE TAA PROGRAM. 20 CFR 618.804(J), 20 CFR 618.305

KANSASWORKS will continue to familiarize one-stop staff with the TAA program

State TAA Program staff has conducted a series of trainings for each local area, so WIOA Dislocated Worker staff understand the benefits of co-enrollment. Each local area has worked with TAA staff to develop a process for co-enrollments. State TAA staff regularly attends staff meetings to share TAA program information with one-stop staff and to give updates on the TAA program.

C. YOUTH PROGRAM REQUIREMENTS.

With respect to youth workforce investment activities authorized in section 129 of WIOA, States should describe their strategies that will support the implementation of youth activities under WIOA. State's must-

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA.[11] FURTHER, INCLUDE A DESCRIPTION OF HOW THE STATE ASSISTS LOCAL AREAS IN DETERMINING WHETHER TO CONTRACT FOR SERVICES OR TO PROVIDE SOME OR ALL OF THE PROGRAM ELEMENTS DIRECTLY.

[11] Sec. 102(b)(2)(D)(i)(V)

KANSASWORKS Guidance Letter 08-02 describes requirements used by Local Boards when awarding youth activities: https://ksworksstateboard.org/download/17/wioa-guidance-letters/2006/gl-18-02-youthprogramprocurement-2-14-18.pdf

In awarding grants/contracts/awards for Youth services, Local Boards must:

- Competitively procure Youth services, except as provided for in §681.400(a) and §681(b)(4)
- §681.440(a) allows the LWDB to directly provide some or all youth services
- §681.44(b)(4) allows for sole-source procurement when there is an insufficient number of youth providers in a local area.
- Assure all fourteen (14) youth services are available in the local area
- Award contracts (or otherwise provide services as allowed) in such a manner as to have a reasonable assurance a minimum of 50% (per attached granted Waiver) of the Local Area funds will be spent for services to out-of-school youth
- Award contracts (or otherwise provide services as allowed) in such a manner as to have a reasonable assurance a minimum 20% of the Local Area funds are spent for work-based learning activities to both out-of-school and in-school youth.

- Hold service providers (contracted and/or direct) accountable for meeting the Local Area's negotiated performance measure.

In selecting providers of WIOA Youth services, Local boards must take into consideration:

- The proposed providers experience provided substantially similar services to substantially similar Youth populations
- The proposed provider's established linkages to (and significant work with) key partners; such as local education, social services, court services, housing authority, homeless shelters, etc.
- The proposed providers experience of successful performance, particularly performance that aligns with or matches WIA/WIOA performance measures.

Local Boards are strongly encouraged to formally incorporate these considerations with existing and locally developed evaluation criteria. This would most commonly be demonstrated on proposal evaluation (e.g., evaluators ranking or score card). This guidance includes minimum additional considerations in the selection and awarding contract for Youth services. This does not mean typical procurement guidance, policies, considerations, processes, etc. applicable to all procurements are not applicable to youth. Local Boards may add additional reasonable criteria in their respective local policies and procedures.

2. EXPLAIN HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN ACHIEVING EQUITABLE RESULTS FOR OUT-OF-SCHOOL AND IN-SCHOOL YOUTH. DESCRIBE PROMISING PRACTICES OR PARTNERSHIP MODELS THAT LOCAL AREAS ARE IMPLEMENTING AND THE STATE'S ROLE IN SUPPORTING AND SCALING THOSE MODELS WITHIN THE STATE FOR BOTH IN-SCHOOL AND OUT-OF-SCHOOL YOUTH.

The state Technical Assistance Manager assists the local workforce development boards in achieving equitable results for both in-school and out-of-school youth through regularly scheduled meetings with local Youth leadership. During these sessions the TA Manager shares promising practices and invites input from Board staff, provider staff and guests from other states.

3. DESCRIBE HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN IMPLEMENTING INNOVATIVE MODELS FOR DELIVERING YOUTH WORKFORCE INVESTMENT ACTIVITIES, INCLUDING EFFECTIVE WAYS LOCAL WORKFORCE BOARDS CAN MAKE AVAILABLE THE 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2); AND EXPLAIN HOW LOCAL AREAS CAN ENSURE WORK EXPERIENCE, INCLUDING QUALITY PRE-APPRENTICESHIP AND REGISTERED APPRENTICESHIP, IS PRIORITIZED AS A KEY ELEMENT WITHIN A BROADER CAREER PATHWAYS STRATEGY.

The state requires the LWDBs to detail how each of the 14 elements will be provided in the Local Area Plan. Each Local Area Plan must include MOUs or Contracts which describe what entity will provide which elements. The state workforce agency reviews each of these plans and determines if the Local Area has sufficiently planned to provide all 14 elements. If a Local Area does not provide needed plans and documentation, the state agency will require a plan modification and may require further corrective action. Once the Local Area Plan has been reviewed and approved, and sufficient evidence of planning and procurement of each of the 14 elements has been documented and approved, the Regulatory Compliance unit of the Commerce Legal Division will regularly monitor each Local Area to document its adherence to its plan and

the outcomes of those strategies for providing all required elements. Additionally, the KWSB and state staff will review performance and other data to measure the effectiveness of the 14 elements and require corrective action if the service delivery is not available and effective.

The Office of Registered Apprenticeship is actively involved in developing and promoting quality Youth pre-apprenticeship programs and is recognized as key element within broader career pathways. The Kansas Youth Apprenticeship Collaborative (KYAC) will continue to participate in the National Governors Association Center for Best Practices, Policy Academy to Advance Youth Apprenticeship. This work is new and will act as the catalyst for prioritization and future assistance for Local Workforce Development Boards and K-12 to implement quality apprenticeship programs for Youth.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

Language contained in the WIOA Eligibility Determination policy addresses criteria for ISY and OSY specified in WIOA Sec. 129:
https://ksworksstateboard.org/download/56/policies/1930/5-05-00-wioa-eligibility-determination.pdf

Youth Eligibility

In-School Youth (ISY)

An In-School Youth (ISY) must not be younger than 14 or (unless an individual with a disability attending school under state law) older than 21 years of age on the date of registration AND (except as provided in the Youth Eligibility Exception) be low-income; AND exhibit at least one of the following barriers:

1. Basic skills deficient

2. English language learner

3. Offender

4. Homeless individual, homeless child or youth, runaway, either in or aged out of the foster care system, eligible for assistance under section 477 of the Social Security Act , or in an out-of-home placement

5. Pregnant or a parenting

6. individual with a disability

7. Requires additional assistance to complete an education program or to secure and hold employment *

**Note re: "requires additional assistance": For ISY enrollment ONLY – when "requires additional assistance is the only barrier documented for an ISY eligibility, not more than five percent (5%) of the ISY assisted in the local area may be eligible based solely on this criteria.*

Out-of-School Youth (OSY)

An Out-of-School Youth (OSY) must not be younger than 16 or older than 24 years of age on the date of registration AND not attending any school (as defined under state law); AND exhibit at least one of the following characteristics:

1. A school dropout

2. A youth who is within the age of compulsory attendance, but has not attended any school* for at least the most recent complete school year calendar quarter based on the local school district's definition of school year quarters

3. A recipient of a secondary diploma or its recognized equivalent who is a low income individual AND, either:

a. Basic skills deficient i. OR

b. An English language learner

4. An individual subject to the juvenile or adult justice system

5. A homeless individual, homeless child or youth, runaway, either in or aged out of the foster care system, eligible for assistance under section 477 of the Social Security Act , or in an out-of-home placement

6. An individual who is pregnant or parenting

7. An individual with a disability

1.

    a. A low income individual who requires additional assistance to:

a. enter an education program, OR

b. complete an education program, OR

c. secure employment, OR

d. hold employment

**Note re: school. The term "school" refers to both, secondary and post-secondary schools. However, the U.S. Department of Labor does not consider providers of Adult Education under Title II of WIOA, YouthBuild programs or Job Corps programs to be "schools". Youth attending Adult Education provided under Title II of WIOA, YouhBuild, or Job Corps may be considered OSY for purposes of WIOA youth program eligibility.*

Youth Eligibility Exception

Up to five percent (5%) of youth participants served by youth programs in a local area may be individuals who do not meet the income criterion for eligible youth, provided they meet one or more of the following criteria:

1. Basic skills deficient

2. Homeless

3. Offender

4. One or more grade levels below the grade level appropriate to the individual's age

5. Pregnant or parenting

6. Has a disability (which may be a learning disability)

7. Runaway

8. School dropout

9. Other additional barriers as defined by the local board.

Local Boards are encouraged to consider additional characteristics when developing local policy.

Youth who require additional assistance to Enter or Complete and Educational Program:

DROP- OUT: Previously dropped out of an educational program, or Is attending secondary school but has previously dropped-out

ATTENDANCE: Has poor attendance patterns as defined by the local School District or education provider during the last twelve (12) calendar months, or Has poor attendance patterns in an educational program during the last 12 calendar months (defined as missing 20 or more days of middle school or high school; excused or unexcused), or has been deemed truant or exhibited a pattern of truancy during the current school year

GRADES: Has below average grades (defined as having a GPA below a 2.0 on a 4-point scale, or its equivalent), or is one or more grade levels below the grade level considered appropriate for the individual's age DISABILITY/IEP: Has a learning/physical/mental disability. Disability refers to:

(1) A physical or mental impairment that substantially limits one or more of the major life activities of such individual; or

(2) A record of such an impairment; or

(3) Being regarded as having such an impairment.

Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Supporting documentation must indicate that the customer has a disability at time of enrollment; has an open/active Individual Education Plan (IEP) with a local Unified School District due to a disability that impedes academic functioning

AT RISK: Lacks sufficient credits to graduate from secondary school with similarly situated student peers, or is currently attending an alternative school, or has attended an alternative school during the current school year

Other – As defined in the Local Plan

Secure or Hold Employment may be characterized by:

WORK HISTORY: Has never worked (no work history); or Has not worked for the same employer for longer than twelve (12) consecutive weeks in the eighteen months (18) prior to WIOA eligibility determination, or has been fired from a job in the last six (6) calendar months,

GOALS: Has no vocational/employment goal

TRAINING: Does not have any specific occupational training

DISABILITY: Has a learning/physical/mental disability. Disability refers:

(1) A physical or mental impairment that substantially limits one or more of the major life activities of such individual; or

(2) A record of such an impairment; or

(3) Being regarded as having such an impairment.

Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Supporting documentation must indicate that the customer has a disability at time of enrollment STABILITY: Has experienced the loss of a primary caregiver due to death, incarceration or extended military service within the past 24 months.

Other – as defined in the Local Plan

D. SINGLE-AREA STATE REQUIREMENTS

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)
2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)
3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION

108(B)(9).)

Kansas is not a Single-area State.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

NA

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

NA

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

NA

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

NA

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

NA

E. WAIVER REQUESTS (OPTIONAL)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;

2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;

3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;

4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:

A. SUPPORTING EMPLOYER ENGAGEMENT;

B. CONNECTING EDUCATION AND TRAINING STRATEGIES;

C. SUPPORTING WORK-BASED LEARNING;

D. IMPROVING JOB AND CAREER RESULTS, AND

E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.

5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND

6. DESCRIBES THE PROCESSES USED TO:

A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;

B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;

C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;

D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.

E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT.

7. THE MOST RECENT DATA AVAILABLE REGARDING THE RESULTS AND OUTCOMES OBSERVED THROUGH IMPLEMENTATION OF THE EXISTING WAIVER, IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER.

Kansas requests the continuation of current Youth Waiver:

Workforce Innovation and Opportunity Act Waiver Request

Original Date: August 18, 2023

State: Kansas

Agency: Department of Commerce

The statutory and/or regulatory requirements the state would like to waive

The State of Kansas is requesting a waiver from the Workforce Innovation and Opportunity Act (WIOA) Section 129(a)(4)(A) and the corresponding regulation at 20 CFR 681.410 which requires that at least 75 percent of WIOA youth funds be spent on "out-of-school youth."

Kansas would like to be able to spend up to 50% of WIOA youth funds on in-school-youth, while still spending a minimum of 50% on out-of-school youth. This flexibility will give our local area youth programs an opportunity to deepen their partnership with Jobs for America's Graduates - Kansas (JAG-K) as well as develop more work-based learning opportunities, such as paid work experiences, for youth between 14 and 18 years of age. Serving JAG-K students will be a priority for using this waiver.

Actions the state has undertaken to remove state or local barriers

Currently no State or local statutory or regulatory barriers exist that would prevent the implementation of this waiver.

A description of the state's strategic goal(s)

The vision of the **KANSAS**WORKS State Board is that the Kansas workforce system will be the national leader in meeting business talent needs, growing the economy and providing access to quality careers for every Kansas through integrated service delivery. The mission is to deliver a qualified workforce through training and matching services available to Kansas supporting businesses, growing regional economies and improving the prosperity of all.

Three goals of the **KANSAS**WORKS State Board are:

1. Advance a "One **KANSAS**WORKS" experience by:
    a. Leading efforts to enhance, coordinate and standardize state and local workforce system websites and tools with an emphasis on a consistent experience across the state.
    b. Developing and providing guidance to the state and local workforce system outlining an approach for strategic business engagements.
    c. Coordinating with state and local partners to assess and improve virtual and in-person service delivery and communication and outreach.
2. Coordinate communication and outreach effort between state and local partners by:
    a. Researching, synthesizing and disseminating current practices, promising approaches and challenges related to virtual workforce service delivery in Kansas and across the country.
    b. Leading efforts to develop workforce system partner staff and customer (job seeker and employer) skills and capacity to engage in virtual service delivery and remote work opportunities.
3. Establish coordinated workforce planning, investments, and operations, aligned to build relevant knowledge, skills and abilities to meet industry needs in order to attract and retain people in our state by:
    a. Establishing and implementing a plan to ensure consistent access to accurate, up-to-date labor market information (LMI), and analysis of LMI, that is comprehensive, simple, graphical, and designated for use by multiple audiences statewide.
    b. Expanding understanding of and access to career pathways to support upskilling opportunities using work-based learning and other types of training.

Approval of this waiver will help the State of Kansas with Goal #3 by supporting opportunities to use work-based learning to a broader youth population.

A discussion of how the waiver complements Department of Labor priorities (i.e. expansion of apprenticeship, improved employer engagement, etc.):

DOL has launched a Youth Employment Works Strategy to help ensure there is a "no wrong door" approach for young people to access good jobs and opportunities. The priorities for youth workforce development include job quality as highlighted in the Good Jobs Initiative and TEGL 07-22. Creating Quality Work Experiences for youth ages 14-24 is highlighted in the priorities

as youth begin to enter adulthood and make decisions about how to continue their education or enter the workforce. Having more In-School-Youth complete quality work experiences will help youth make those critical decisions about their education and their career.

The DOL youth priorities also say that the workforce system must play a key role in addressing the youth mental health crisis. The deeper connections Kansas will make with JAG will be pivotal in helping In-School-Youth get the mental health resources they need.

The DOL Priorities for Youth Workforce Development can be found here:

https://www.dol.gov/sites/dolgov/files/ETA/advisories/TEGL/2022/TEGL%2009-22/Attachment%20I.pdf

Quantifiable projected programmatic outcomes resulting from implementation of the waiver

Over the past three Youth Program years, there has been a decline in youth participants, a decline in youth aged 16-18 served, and a decline in work experiences. Kansas has only had one youth enrollment under 16 over the past three years:

		Program Year		
		2019	2020	2021
Youth Participants Served		637	475	458
16-18 Served		321	228	206
Under 16 Served		1	0	0
Work Experiences		364	245	227

When this waiver request was approved, Kansas expected there to be a minimum of a 10% increase to youth program enrollments over the next 2 program years. Kansas also expected there to be increased services to youth aged 16-18, and an increase to work experiences. Kansas also expected that other WIOA Youth program outcomes will remain steady or slightly improve over those same 2 years. Kansas still expects to meet these goals if the Waiver is continued.

Individuals, groups, or populations benefitting, or otherwise impacted by the waiver from the waiver;

Kansas will leverage existing and future relationships with the JAG-K chapters, and students participating in JAG-K programming will be the target population served under this wavier. The 14–18-year-olds that are in-school and in need of workforce services would benefit most from this waiver. By introducing more 14–18-year-olds to a quality work experience, this age group will be on a career pathway which will also benefit Kansas businesses, and help retain Kansas workers within the State, which is a gubernatorial priority.

JAG-K is an organization which prepares students for successful futures. JAG-K's goal is to help students facing various barriers to success, overcome those barriers, graduate from high school, and get on a successful career path.

JAG-K is an in-school, elective class that is taught by a trained JAG-K Career Specialist. This Career Specialist provides individual and group instruction to 35-45 students in the classroom. The Career Specialist teaches JAG-K students employability skills, career and leadership development skills and helps with academic remediation.

How the state plans to monitor waiver implementation, including collection of measurable waiver outcome information;

Kansas will continuously monitor youth enrollments every quarter expecting to see increases from each local area. Likewise, Kansas will also monitor youth ages 14-18 who are being served and the number of work experiences that are provided each quarter, also expecting to see increases from each local area. Kansas will also monitor the other WIOA Youth program outcomes to ensure they are remaining steady or improving slightly.

Assurance of state posting of the request for public comment (including the dates that the state made the draft request available for public comment) and notification to affected local workforce development boards.

This waiver request was posted to the Kansas Works State Board website during the dates of July 20, 2023 through August 4, 2023. Notices were went also sent out to all five local areas in Kansas. There were no public comments received during this timeframe regarding this waiver request. As part of the 2024-2027 WIOA Combined State Plan, it will be posted again from February 16, 2024 through March 1, 2024.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and

- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each

of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers

indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

All Program-Specific Requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

Kansas will continue to use state merit staff employees to deliver labor exchange services.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

The State will utilize a wide range of professional development activities for Employment Service staff, including our Registered Apprenticeship Program, to enhance staff's ability to provide high quality service to jobseekers and employers, as well as to all WIOA partners. Areas of staff development include the improvement of staff knowledge in all WIOA programs including Title IB adult, dislocated worker, and youth programs; Title II adult education and literacy programs; Title III Wagner-Peyser program; and Title IV VR programs. In addition, the State will use professional development activities to enhance general and universally applicable knowledge in areas such as customer service, identifying and assessing barriers to employment, interest and skill assessment, local and regional labor market trends, provision of labor marker information, assisting clients with disabilities, time management strategies, personnel management strategies and computer skills. Since PY20, state staff have received training specifically geared toward improving services with diversity, equity and inclusion as a priority. Staff will continue training in DEI concepts during the plan modification period.

The methods of delivering professional development activities will include web-based training, WIOA partner cross-trainings, workshops, webinars, conference attendance and delivery through Employment Service trainers.

The goal of the State's professional development activities will be to enhance staff's ability to connect clients with the full range of services available in their communities, whether they are looking to find jobs, build basic educational or occupational skills, earn a postsecondary certificate or degree, or obtain guidance on how to make career choices, or are employers seeking skilled workers.

As mentioned above, Kansas will continue its Registered Apprenticeship program for Workforce Professionals, providing 2 years of work-based training approved USDOL and the State Apprenticeship Council.

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING

PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

Employment Services (ES) in the State are delivered by the Department of Commerce (DOC), and the Unemployment Insurance (UI) program is delivered by the Department of Labor (DOL). Programs such as RESEA, TAA, and Unemployment Insurance, require that in the delivery of such services, representatives from DOC and DOL meet on a regular basis to keep abreast of issues, law changes/updates, experienced results, technology changes/updates, best practices and development of new strategies. Strategies used to support training and awareness across Core Partner programs, including Employment Services, WIOA and Unemployment Insurance (UI), combine printed information, web-based information and partner cross-trainings and informational meetings with management, front line staff and clients. Intra-partner trainings may also include workshops, webinars and online tutorials. The content of these approaches is developed by the Partner leadership with significant input from front line staff, and the information is continuously updated. The content includes, but is not limited to, descriptions of the programs each partner administers, program staff's position descriptions and duties, client eligibility requirements and issues, typical client demographic and job readiness norms, referral processes between partners, and common client intake and registration information.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

Computer and telephone access are available at AJCs for individuals to file their claims, as well as a user guide, online tutorial video, and FAQs developed by the Kansas Department of Labor. One-stop staff will continue to receive training from KDOL on filing an unemployment insurance claim, and a claimant's rights and responsibilities.

Customers requesting more detailed and personalized information will be referred to the UI Call Center for further assistance.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

Claimants most in need of reemployment assistance are identified through the Worker Profiling and Reemployment Services (WPRS) system during the initial unemployment insurance claims process. The information provided by the claimant is analyzed and scored by the WPRS, and the resulting score is a forecast of the claimants' probability of exhausting regular benefits.

Claimants with a 60% percent or greater probability of exhausting benefits will be entered into the queue to be scheduled for reemployment services.

KANSASWORKS will continue to provide the RESEA program statewide. RESEA customers participate in the following services:

- Work Registration - RESEA participants must have a KANSASWORKS.com *Plus* account which includes a complete, up- to-date and active resume. Staff will provide resume assistance to assure resumes on the states employment system are high quality, better serving job seekers and employers.
- Orientation to One-Stop services - An introduction to the AJC that includes an overview of the programs and services available, and instruction on using self-help tools

- UI Eligibility Review - Potential eligibility issues are documented and referred to UI.
- Initial Assessment - Evaluation of the customer's employment history, education, interests and skills resulting in the identification of employment goals, barriers to employment and the services needed to obtain his/her goals.
- Labor Market Information - Based on desired residential location and claimant's employment

history/interests

- Individual Employment Plan - In consultation with the claimant, a written Individual

Employment Plan (IEP) matched to the claimant's needs based on information gathered during the Initial Assessment is developed

- Follow-up: Claimants must follow up with RESEA staff every 30 days until he/she has returned to work or is no longer receiving benefits. At each follow-up the claimant provides their work search contacts for the previous four weeks.

Individuals identified as needing additional staff assistance may be scheduled for up to two subsequent RESEA appointments. Participants may also be required to participate in reemployment services such as: attending workshops, complete assessment tests such as Kansas WorkReady Certification, be referred to other service providers, including WIOA or complete a skills profiler to determine career interests, skills and work values, and explore occupations.

One-stops will implement processes and procedures to identify unemployed individuals at the beginning of a customer's visit to a one-stop. Unemployed individuals that are not participating in RESEA will be provided information detailing the services available to them at the AJC and online, and will be invited to meet with a Wagner-Peyser staff member.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

1. COORDINATION OF AND PROVISION OF LABOR EXCHANGE SERVICES FOR UI CLAIMANTS AS REQUIRED BY THE WAGNER-PEYSER ACT;

Wagner-Peyser staff will be providing UI claimants called in for RESEA with the program's required services as well as any labor exchange and basic career services the claimant may need. Wagner-Peyser staff will continue to provide the full range of services available under the Wagner-Peyser Act to UI claimants that access AJC services according to individual's needs.

Commerce has established training tools in a wide variety of topics including customer service, program eligibility, case management strategies, disability accommodation and other skills needed by workforce center and program staff to consistently deliver excellent services to jobseekers, workers and employers. Training is provided on an on-going basis to ensure all staff are trained, regardless of staff turn-over, and to provide "refresher" training for those needing to further develop their skills. The state expects all staff of WIOA Core Programs will develop their understanding of other partner programs through on-going skills training.

Through online curriculum, Commerce staff members receive training to develop skills needed to support UI claimants when they access AJC services. Supervisors require new staff to

complete the training upon hire. W-P staff members do not determine eligibility for UI, nor do they have access to the UI automated system. AJC staff members also do not provide counselling regarding UI eligibility, benefit levels or any other aspect of UI. AJC staff do, however, provide written information provided by KDOL and assist customers with accessing the online UI Claims system as a Career Service as required by WIOA. Additionally, AJC telephones and computer equipment are available to UI claimants to assist them with filing UI claims.

State Workforce Policy 4-2-04 Wagner-Peyser Reemployment Services for UI Claimants: Wagner-Peyser funding is utilized by the Department of Commerce to assure: (1) UI claimants receive a full range of labor exchange services necessary and appropriate to facilitate their earliest return to work, as determined by assessment services including WIOA Career Services;

(2) claimants requiring assistance in seeking work receive the necessary guidance and counseling to ensure they can conduct a meaningful and realistic work search; and (3) UI program staff receive information about the claimants' ability to work or their availability to accept suitable work offered them. UI claimants are selected using KDOL's Worker Profiling and Reemployment Services (WPRS) system. Claimants most likely to exhaust (score of 50% or higher) are placed in the pool for WFC staff to schedule for services. The following are mandatory services:

- Work Registration - Most claimants are automatically registered in KANSASWORKS.com when they file an Unemployment Insurance claim. However, if the claimant is not already registered, staff assistance is offered to help them register.
- Assessment Orientation - Staff provide an introduction to the workforce center to include instruction on using self-help tools.
- Initial Assessment - Staff provide an initial assessment of the claimant's skill level, aptitude, ability, supportive service needs and eligibility for federally funded programs in general, and specifically USDOL funded programs.
- Individual Employment Plan - In coordination with the claimant, and other WIOA Core Partners as appropriate, staff develop a written Individual Employment Plan (IEP) matched to the claimant's needs based on information gathered during the Assessment Interview.

Other Mandatory Services - Any activity the case manager considers essential for the claimant to become reemployed may be added to the customer's service record identified as a mandatory service. This may include activities such as the following:

- participation in workshops;
- referrals to other services providers such as WIOA Core and Required partner programs; and
- accessing web-based Career Assessment tools to determine career interests, skills and work values, explore occupations and establish educational strategies.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

UI Claimants are automatically registered for a KANSASWORKS.com job seeker account upon filing a claim. Login information is sent to claimants along with their monetary determination letter. If for some reason a claimant is found to be not registered, staff assistance is provided to the claimant.

Work search criteria that emphasizes engagement in the workforce system and provides claimants “best practice” information concerning their work search activities is in the process of implementation. One-stop staff, including Wagner-Peyser staff, will receive additional training on conducting eligibility assessments to identify potential eligibility issues, and will receive training on proper documentation of potential issues for use by UI staff. Staff report potential eligibility issues through KANSASWORKS.com and via a dedicated email address monitored by UI staff.

3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND

As described above, Commerce also delivers RESEA is similar to re-employment services; however, through an MOU with the Kansas Department of Labor, Commerce employs staff in AJCs in multiple locations. RESEA staff provide one-on-one services to claimants most likely to exhaust UI benefits through the WPRS Profiling System-- those with a score between 40-49%. Staff review jobseekers’ UI eligibility and work closely with KDOL staff to address any UI issues. Commerce staff provide Wagner-Peyser services and refer RESEA customers to any WIOA Core and Required partner programs, or other workforce system programs, for services needed to reduce barriers to employment. RESEA staff is required to follow up with claimant every 30 days until they are reemployed or are no longer receiving UI.

The goals of the RESEA are to:

- Shorten the number of weeks claimed
- Decrease the likelihood of UI overpayments
- Decrease the likelihood of claimants exhausting UI benefits
- Cost savings for the UI trust fund Rapid reemployment for UI claimants

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

Each local area will have differing resources to assist UI claimants with referrals to and application assistance for training and education programs. For example, two local areas have partnered with agencies that provide counseling and information on college admissions as well as assist individuals on completing applications. Each area will provide more specific information in their local plans. To prevent duplication of services, each local area will be assessed for their existing resources, and training will be provided to staff as needed.

Kansas instituted "Workforce 2.0," a comprehensive examination of W-P and Partner service delivery in our AJCs, and the KWSB plans to continue to build off the initial findings of the process. “Workforce 2.0,” instituted during the pandemic, created an acceleration of providing quality services virtually, including statewide Virtual Job Fairs, development of a **KANSAS**WORKS mobile app, implementation of Live Chat support, and single sign-on for both KANSASWORKS.com and UI. Fundamental to this process is the improvement of referral and access to wrap-around services and education/training. Along with partners, Commerce and the state board will continue this assessment of service delivery, including referral to education/training and application assistance for customers. New details are detailed in the KWSB's Strategic Plan as described in Section I of this Combined State Plan.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

The state is becoming more aware of who the farmworkers are in their local areas and is working to understand where and what resources are necessary. Due to the lack of outreach, the state is refocusing to understand who the Kansas MSFWs are. At this time, the state's main contact with MSFW's has been H-2A workers due to the agency conducting the housing inspections for the H-2A program.

Information provided by SER Corporation – KS, the designated National Farmworker Jobs Program (NFJP) provider in Kansas, shows many of the NFJP participants consist of long-term seasonal agricultural workers. Many of these individuals face challenges due to limited work experience and resources, hindering their ability to secure well-paying jobs within or outside the agricultural sector. Residing predominantly in rural areas, they encounter constraints in accessing both general and financial resources due to distance to resources and the lack of availability of resources in some rural communities. Due to their type of work, they have limited access to travel to job centers during the hours of operation. This is where the Outreach Worker's ability to travel to rural communities will be crucial. Information provided by SER Corporation-KS also showed housing, health services, and transportation as needs for the MSFW demographic in Kansas.

Another need from Workforce Centers is job search assistance including job search assistance for H-2A workers due to being fired from their current employer or simply needing to find a different employer. Although the state understands that we would not be able to assist due to the rules under homeland security, the state is making staff aware of the appropriate parties to connect the H-2A workers with and how to guide the employee in these circumstances. In addition, if the MSFW is leaving due to possible employment law issues, staff will inform the MSFWs of their workers' rights and the ES/EL complaint system.

One need for all Kansas families that may affect farmworkers is childcare. According to Child Care Aware of Kansas, the potential number of childcare slots needed was 84,880. (Kansas State Point-In-Time Child Care Data generated 1/17/2024) In addition, as of June 2023, there are still only a small number of programs offering non-traditional hours to care for children in Kansas. Cost for childcare is also an issue for Kansas families. The national average price for a year of childcare in America in 2022 was $10,853, which is higher than the US Department of Health and Human Service's recommendation that childcare should cost 7% of a family's annual income. (https://online.flippingbook.com/view/204292811/2/)

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS'

NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

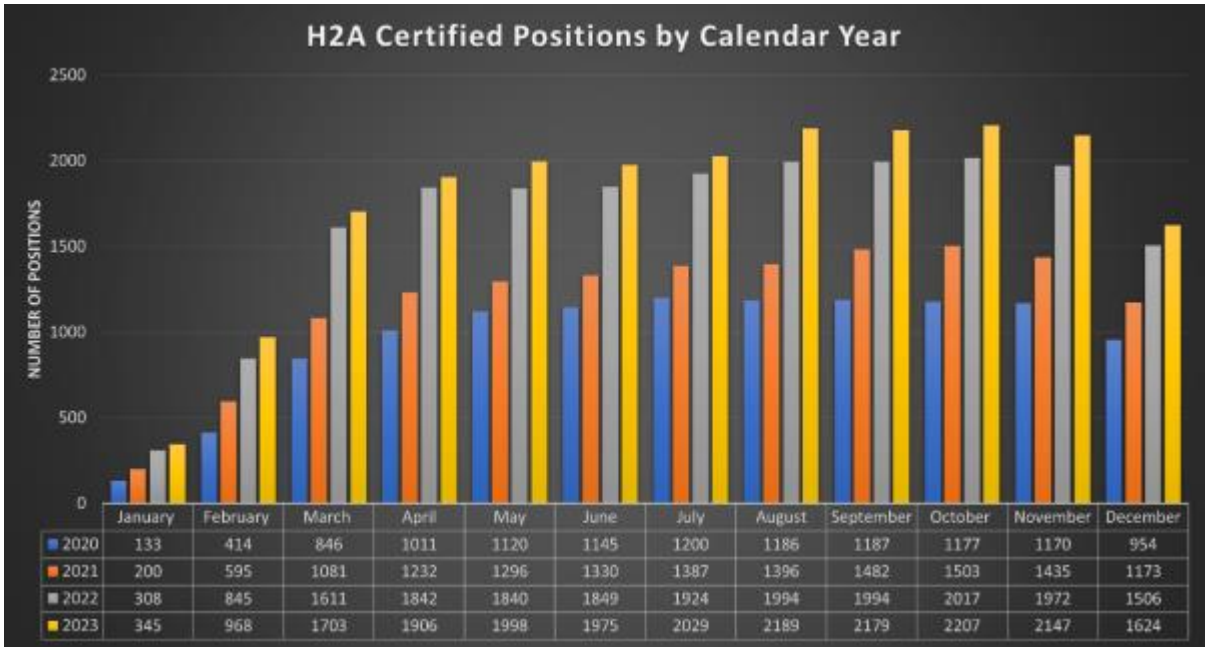
Kansas is a leader in wheat, grain, sorghum and beef production. The dairy sector is rapidly expanding in Kansas and other sectors of animal agriculture are growing as well. Farmers and ranchers across the state are responding to demand from consumers to raise healthy, wholesome food and are also continuously striving to do better, raising more food using fewer resources.

Agriculture is a critical part of Kansas' past, and it is a key economic driver in our present, but it also holds great potential for our future.

Increasingly, agricultural resources provide raw materials for a broad range of nonfood products, such as chemicals, fibers, construction materials, lubricants and fuels. Developing and commercializing bio-based and bioenergy products provide new and expanded markets for agricultural feedstocks, it reduces our nation's dependence on petroleum and other imported materials, and it helps diversify agriculture. As the world population grows and as demand for animal protein increases, Kansas farmers and ranchers will play a critical role in feeding Kansas families and families around the world. (https://agriculture.ks.gov/about-kda/kansas-agriculture)

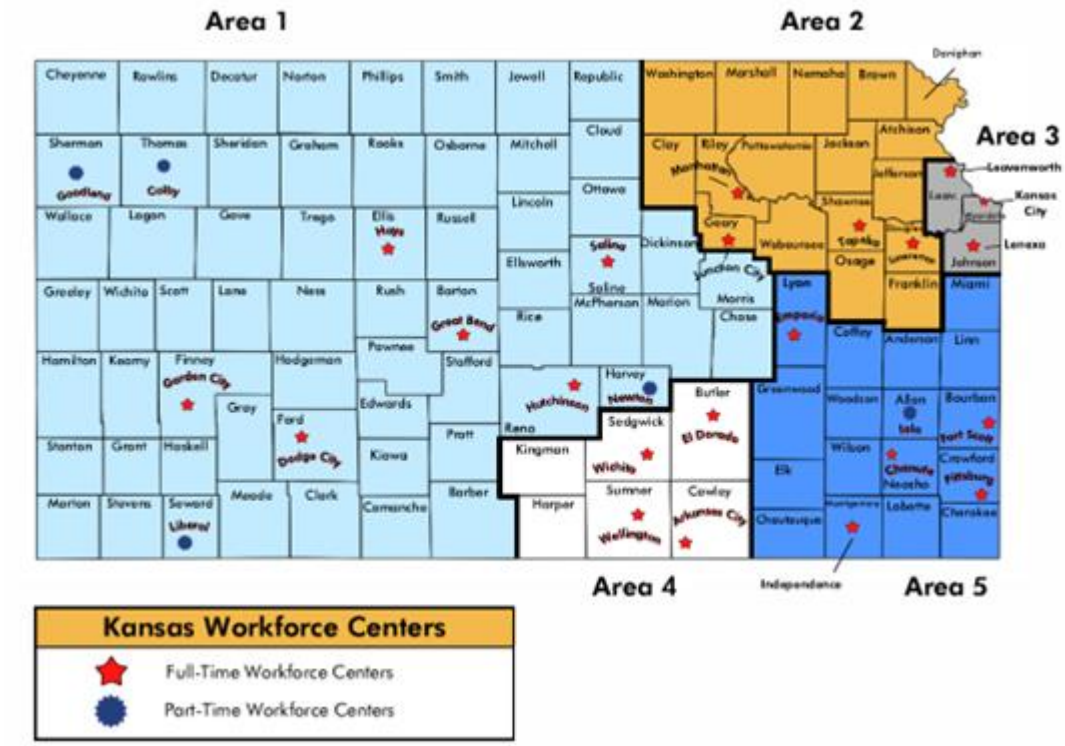
The Kansas Department of Agriculture's Economist creates annual economic contribution reports to estimate the impact of agriculture on the Kansas economy. The purpose of these reports is to provide information to stakeholders, policymakers, and the general public. In this report, the model analyzes the effects of agriculture on the State of Kansas. For the estimated current year (2023), 72 agriculture and agriculture-related sectors directly contribute $57 billion in output and 140,055 jobs to the Kansas economy. Including indirect and induced effects, agriculture and agriculture-related sectors have a total impact of $81.2 billion in output, 253,614 jobs and 14% of the total Gross Regional Product (GRP). (State of Kansas 2023 Economic Contribution Report (8/15/2023)

As per information from Spotlight.tcbmi.com, H-2A certified positions in Kansas experience significant activity from March to November. Based on this data, it can be inferred that the months of heavy agricultural activity in Kansas align with the same period.



	January	February	March	April	May	June	July	August	September	October	November	December
2020	133	414	846	1011	1120	1145	1200	1186	1187	1177	1170	954
2021	200	595	1081	1232	1296	1330	1387	1396	1482	1503	1435	1173
2022	308	845	1611	1842	1840	1849	1924	1994	1994	2017	1972	1506
2023	345	968	1703	1906	1998	1975	2029	2189	2179	2207	2147	1624

Geographic area of activity



According to the National Agricultural Statistics Service (NASS) Kansas' geographic area of cropland is primarily in local workforce development areas one and two. The area of prime activity for H-2A certifications also occurs in local areas one and two.

2. Summarize the Agricultural Employers' Needs in the State (I.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce)

A lack of a skilled agriculture workforce is a top inhibitor of growth and expansion for many Kansas agriculture entities.

One of the most frequently mentioned concerns from the ag industry is workforce availability. It's seen as a barrier to growth for Kansas agriculture. A shortage of workers, both trained and entry level, has been mentioned as a significant concern in Ag Summit discussions across many sectors, including the beef, pet food, poultry, pork, ag equipment manufacturing, ag technology, and meat processing. In addition, stakeholders in several agriculture industries sectors have frequently stressed the need for federal immigration reform with a focus on long-term visas for agricultural workers. (Mike Beam, KS Dept of Agriculture, Testimony for the Senate Committee on Agriculture and Natural Resources, 1/19/2023)

According to the 2022 Kansas Agriculture Workforce Survey Overview, of the critical positions that respondents said were difficult to fill, CDL and equipment operators were selected by over 12% of the respondents. Around 8–10% of respondents selected each of the labor categories, which included general unskilled labor, production physical labor, general farm labor and production skilled labor. Kansas agriculture remains a physically demanding industry with nearly two-thirds of respondents stating the average job, in their place of business, was moderately to intensely physically demanding.

Because of the shortage of available workers in the area, employers are turning to foreign labor to fill their vacancies. Over the past years, H-2A certifications have increased, showing employers are relying on foreign labor over domestic labor to fill their employment needs.

H-2A certifications by local area

	PY22	PY21	PY20	PY 19
Local Area I	356	537	222	167
Local Area II	28	67	31	27
Local Area III	3	11	3	
Local Area IV	8	7	2	3
Local Area V	25	38	8	7
Total	420	607	266	204

3. Identifying any economic, natural, or other factors that are affecting agriculture in the state or any projected factors that will affect agriculture in the state

A dominant factor in 2022 were the widespread drought conditions seen especially in the earlier months, which developed into severe drought conditions across the western portion of the state as the year went on. As fall began, bleak precipitation statewide turned drought conditions from severe drought into exceptional drought, which held through the end of that calendar year.

Those drought conditions led to a reduction in harvested acres especially in principal crops, despite a noticeable increase in total amount of acres planted. The historic drought hindered the performance of most of Kansas' main crops, especially evident in the yield of wheat and sorghum. However, the low supply of hay and oats due to drought caused a large increase in price for those producers.

On the livestock front, the drought conditions and market volatility increased the price of cattle in 2022, and where there is less supply to meet high demand, the production value and gross income remained significant. The dairy sector also saw a strong impact in production value with large returns in milk production, as dairy remained one of the largest growing industries in Kansas.

Other notable indicators for the year included the strong realized gross farm income seen through gradually expansion in cash receipts, per farm income, and gross income for Kansas. However, factors like high fertilizer prices, low precipitation, and large input prices from inflation have led to a drop in net farm income, coinciding with a record increase in farm production expenses.

Kansas agriculture exports continued to see growth in 2022, with a total of $5.45 billion in agricultural products. The top three commodities included meat and edible offal, cereals, and oil seeds. Mexico again was the leading agricultural export partner, importing over 39% of Kansas' top three export commodities.

(2023 Kansas Farm Facts (Winter 2023) -https://agriculture.ks.gov/docs/default-source/ag-marketing/2023-kansas-farm-facts.pdf?sfvrsn=e2069cc1_6)

Kansas's number of farms and ranches declined during 2022, according to USDA's National Agricultural Statistics Service. The number of farms and ranches in the state, at 57,700, was down 900 farms from 2021. Numbers of farms and ranches in Kansas with less than $100,000 in agricultural sales decreased 800 farms from a year earlier while operations with agricultural sales of $100,000 or more decreased 100 farms. Land in farms and ranches in Kansas totaled 45.7 million acres, unchanged from 2021. The average size of operation, at 792 acres, was up 12 acres from a year earlier.

(https://www.nass.usda.gov/Statistics_by_State/Kansas/Publications/Economic_Releases/Farm_Numbers/2023/KS-farmnum2302.pdf)

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

According to Spotlight.tcbmi.com and data collected by the SWA, there were approximately 5984 H-2A workers needed from October 2022-April 2023. During non-peak season, April 2023-September 2023, there were approximately 2433 H-2A workers needed in Kansas. These estimates of MSFWs in Kansas remain the most accurate until outreach efforts are carried out.

Kansas MSFW's through the H-2A program include individuals from South Africa, Australia, Mexico, and other countries. The majority speak English, as employers require individuals who can comprehend instructions and can communicate well. Employment is temporary in nature and therefore migrants continue to fill short-term employment needs, although employers do fill some jobs with local, seasonal farmworkers.

Information provided by SER Corporation – KS, the designated National Farmworker Jobs Program (NFJP) provider in Kansas, shows many of the NFJP participants consist of long-term seasonal agricultural workers. They are primarily white males, ages 18-24, and natural born citizens. Many of these individuals face challenges due to limited work experience and resources, hindering their ability to secure well-paying jobs within or outside the agricultural sector. Residing predominantly in rural areas, they encounter constraints in accessing both general and financial resources due to distance to resources and the lack of availability of resources in some rural communities. Due to their type of work, they have limited access to travel to job centers during the hours of operation. Information provided by SER Corporation-KS also showed housing, health services, access to education/training and transportation as needs for the MSFW demographic in Kansas.

Kansas also employs many full time, non-migrant farmworkers. We have many dairy and beef plants who have Spanish speaking farmworkers, but they are full-time year-round employees. Although, they do not fit the MSFW definition since their work is not temporary, seasonal work. The biggest barriers for this demographic of farmworker in finding employment are language barriers, transportation, and childcare. Providing resources to these barriers is being addressed through outreach staff, building better relationships with NFJP grantee, SER Corporation, and training in each local area on local resources available through One Stop partners.

MSFW education needs continue to present a challenge. Education for children in K-12, adult GED education and instruction for English Language Learners are the primary need. Translation services for parents supporting their children at parent/teacher conferences or for accessing various services and benefits is also a significant need. Also, families moving mid-year due to seasonal and temporary work still places a disadvantage on MSFW's school-aged children.

One of the key issues that detrimentally impacts the lives of MSFWs can be their lack of legal status within the U.S. The undocumented status of an overwhelming number of farm workers has made them vulnerable to injustice and abuse against them. Awareness of MSFW rights and the Complaint System is therefore greatly needed. SWA outreach staff play a critical role in helping MSFWs navigate what can be a very intimidating system. MSFWs also need printed outreach material in their own language. Although we have not built a connection with this demographic of farmworkers at this time, we believe to have employees in the state who fit this demographic and plan to build outreach to them in future.

Finally, the American legal system is tough for Americans to navigate; even more so for MSFWs. MSFWs need access to low-cost legal services to help them achieve more equity in the workplace and in American society at large.

4. OUTREACH ACTIVITIES

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

All data and information regarding outreach activities are found in sections below.

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES

A full-time Outreach staff position has been created in Local Area 1 and was filled. However due to staffing issues, new vacancies in this role have been created which have resulted in reduced services provided to MSFW's. In order to meet performance goals and provide effective and equitable services to MSFWs, SWA is committed to staffing of the Outreach Specialist position and is working on recruiting strategies to fill this vacancy. Due to the position only being located in Dodge City, recruiting pools have been small for this position. Our objective is to identify a highly qualified candidate capable of serving as a valuable resource for farmworkers. Our strategic efforts are concentrated on sourcing an individual capable of effectively assisting farmworkers as per their requirements. To broaden the pool of potential candidates, we have extended the list of offices where the Outreach Worker may be stationed and expanded the geographic scope for candidate recruitment. Despite the primary location being within Local Area 1, the candidate may now be situated in any of the four offices in Western Kansas where the majority of MSFW's are located.

Kansas will continue to improve its efforts in successful outreach activities by having an increase in contact with NFJP grantees and MSFW groups. Workforce Center Leadership will update and revise the Outreach Worker training materials and will create a training guide in 2024. Workforce Center leadership will work with NFJP grantees to include information from the NFJP program. Outreach Worker and local area MSFW subject matter experts (SME's) will coordinate with the NFJP grantee to jointly complete outreach when opportunities arise. Actions could include, but are not limited to, field visits, school events, community events, virtual events, and social media awareness.

In addition to this Outreach Worker in Local Area 1, other local areas have identified a MSFW subject matter expert (SME) to receive additional training related to MSFW's in their local areas and provide technical assistance to other staff within their local area. These additional positions will not be full time outreach workers but will work with and will support the designated Outreach Worker to assist in identifying farmworkers across the state and advocating for farmworker awareness in their ES offices and local areas.

Outreach training will continue to be provided to ensure that logs and imperative information is noted for future reference. The Outreach Worker and subject matter experts will continue to be connected to other organizations that work with farmworkers to collaborate in sharing resource information and farmworker data.

Communication with partners not physically located in the Workforce Centers will be facilitated by in-person meetings, virtual meetings, email, and referral methods.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH STAFF. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE AND EMPLOYMENT-RELATED LAW COMPLAINT SYSTEM ("COMPLAINT SYSTEM" DESCRIBED AT 20 CFR 658 SUBPART E), INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWS IN THE AREA, AND A BASIC SUMMARY OF

FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.

Once hired, the Outreach Worker will attend any outreach related trainings or events that may be provided by the Regional Monitor Advocate (RMA), National Monitor Advocate (NMA) or other appropriate parties. Other trainings the Outreach Worker will be encouraged to attend are any trainings related to Wage and Hour Division (WHD), Occupational Safety and Health Administration (OSHA), and human trafficking trainings. The State Workforce Agency (SWA) and State Monitor Advocate (SMA) ensure they inform each other of all training opportunities related to MSFWs within and outside the agency. In addition, Kansas hosts an annual Workforce Innovation Conference for WIOA programs. The Outreach Worker will be encouraged to attend to learn about partner programs and services as well as present topics related to their role. The Kansas Dept of Agriculture hosts an annual Ag Summit, and the Outreach Worker and other leadership will attend to connect with agricultural employers and others working in the agriculture community within our state.

In addition to the technical assistance provided by the SMA, Commerce will continue to train MSFW outreach staff through staff development sessions, staff meetings and one-on-one supervisory meetings. The Employment Services (ES) manager for the Outreach Worker position will be updating the Outreach Worker training manual in 2024 and this will be a valuable resource to the Outreach Worker. This training manual will be compiled with the current Wagner Peyser training offered to all Program Specialists positions in Western Kansas. This 6-week training guide covers Wagner Peyser program requirements of career services, business services, orientation to the one stop including referrals, and an overview of partner programs located within the workforce center – specifically Reemployment Services Eligibility Assessment and Jobs for Veterans State Grant. The ES outreach manager will work with the SMA as the ES outreach manager updates the MSFW Outreach new hire handbook. This handbook will cover the definition and scope of the MSFW outreach worker, roles and responsibilities, overview of relevant laws and regulations: Migrant and Seasonal Agricultural Worker Protection Act (MSPA), Fair Labor Standards Act (FLSA) and OSHAS standards, and the ES and Employment-Related Law Complaint System. SMA will be there to review updated handbook and will provide technical assistance to help the SWA create a handbook/training manual that meets outreach duty requirements.

Regional Operations Managers in each Local Workforce Development Area will include Outreach Worker and MSFW SME's in one-stop partner meetings and other activities with maximum exposure to partners to ensure MSFW outreach is represented in one-stop operations and service-delivery strategies.

C. INCREASING OUTREACH WORKER TRAINING AND AWARENESS ACROSS CORE PROGRAMS INCLUDING THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING ON IDENTIFICATION OF UI ELIGIBILITY ISSUES

Kansas continues to seek opportunities for cross-agency training. Commerce has a strong working relationship with the Kansas Department of Labor and WIOA partners, which enhances the cross-training goals of the state.

As previously stated, Workforce Center Leadership will update and revise the Outreach Worker training materials and will create an updated training guide in 2024.

The Kansas Department of Labor (KDOL) currently employs a Workforce Liaison who is conducting quarterly trainings available to all Workforce Center staff. Training topics have included: Portal Processes and 1099G's, My Reemployment plan and Reemployment Services

Eligibility Assessment: KDOL Process, The 411 on 1099G and tips to Translate KDOL site for ESL, Disclosures and Investigations-What You Need to Know, and Workforce Center and UI: Best Practices for Assisting Customers with Unemployment.

The Workforce Liaison also coordinates communication between Workforce Center staff and the Kansas Department of Labor to assist customers with issues with their claims and updates to the KDOL system.

In 2024, online spotlight trainings will be made available to all Workforce Center staff and will be hosted on **KANSAS**WORKS.com. These trainings created by the **KANSAS**WORKS Training director, with technical assistance provided by the SMA, will cover Migrant and Seasonal Farmworkers and Complaint System.

Additionally, the State has and will continue providing training to Workforce Center staff. Training will cover the following: Migrant and Seasonal Farmworkers, Complaint System, Referring Domestic Workers to Ag employer job orders including H-2A job orders and the Agricultural Recruitment System. SMA monitors each area of the State and provides feedback and ideas for additional training opportunities. The SWA will direct the local Workforce Center offices to self-monitor to comply with CFR 653.108(a) to ensure an effective and functional advocacy system is set in place.

D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

The SWA offers professional development training for MSFW outreach workers, aiming to guarantee that staff deliver exceptional services to both jobseekers and employers. This encompasses, but is not restricted to, the following aspects.

The Outreach Worker (classified as a Program Specialist II) will participate in Kansas Department of Commerce's two-year Registered Apprenticeship program where they have in depth training about various programs throughout the state workforce system. At the end of both the first and second years of the program, staff receive a pay increase. This has been a valuable tool in retention of Program Specialist II staff.

Kansas Department of Labor is also providing a quarterly training for all Workforce Center staff to give updates and train on specific topics requested by the Regional Operations Managers or State Operations Director.

The State has developed a training plan for the Outreach Worker covering the functions listed at 20 CFR 653.107 which will be updated in 2024. The outreach training consists of a training manual covering all required information, power points and the outreach staff member and SME's will receive a warm introduction to their local NFJP partner who works with farmworkers through the connections the SMA/SWA has established.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS

The state has identified the staff positions that will conduct outreach. However, due to staffing issues, new vacancies in these roles have been created. The SMA meets with the Executive Officer of the SER corporation (NFJP) on a quarterly basis. Local subject matter experts and Workforce Center leadership are also in contact with their local NFJP partner and MSFW groups. The Outreach Worker and Subject Matter Experts document these contacts in their outreach logs. Local Area 1 extends an invitation to the NFJP partner to participate in a quarterly

Connections and Conversations Meeting. This gathering brings together employment partners from Local Area 1 with the aim of enhancing knowledge about partner programs, exchanging information, and staying informed about employment trends and new resources. Additionally, the NFJP executive director serves on the One Stop Committee in multiple Local Areas in Kansas.

The Outreach Worker and subject matter experts will coordinate with the NFJP grantee to jointly complete outreach when opportunities arise. Strategies could include, but are not limited to, field visits, school events, community events, virtual events and social media awareness. Outreach workers will also pursue networking with agencies such as Migrant Ed, Kansas Farmworkers Program, Kansas Department of Ag, and Harvest America.

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

Describe the State agency's proposed strategies for:

A. PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:

I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS

II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES

Commerce, through the **KANSAS**WORKS (AJC) system, will provide Wagner-Peyser (W-P) Act funded services to migrant and seasonal farmworkers (MSFWs) and to prospective and actual employers in accordance with Kansas Workforce Development Policies, specifically:

- 4-01-01 Wager-Peyser Funded Services, which in part states, “Wagner-Peyser Labor exchange services must be provided in the One-Stop delivery system in accordance with Section 7(e) of the Wagner-Peyser Act…”
- 4-03-00 Migrant and Seasonal Farmworker (MSFW) Outreach/Monitor Advocate Program, which in part states, MSFW must be provided information to include, but not be limited to, core services, intensive services, and training opportunities. It also states, “Wherever feasible, outreach efforts must be coordinated with public and private community service and MSFW groups.” Services will include:
- Registration for labor exchange and other **KANSAS**WORKS.com services
- Explanation and use of **KANSAS**WORKS.com
- Job seeking assistance and referrals to job openings
- Testing
- Needs assessment
- Referrals to other agencies
- Information on other employment and training activities
- Labor Market information

- Tax Credit programs
- Language translation assistance
- Information about the Job Service complaint system, filing, and processing complaints per local policy, state statute and federal regulation
- Customer satisfaction surveys
- Federal Bonding program assistance

SMA provides technical assistance to the Workforce Center supervisors in training best practices in determining the unique needs of MSFWs to be able to offer appropriate resource information. After completing the intake process in each local area, Workforce Center Staff, including the Outreach Worker, will establish a direct linkage for MSFWs with Title 1 partners, including NFJP. Ongoing training initiatives will focus on educating Workforce Center staff about the MSFW demographics to effectively identify MFSWs. These training sessions will be conducted at the local level, overseen by the Regional Managers or their designees.

All services will be provided in accordance with state workforce policies addressing services to customers funded by Wagner-Peyser, Workforce Innovation & Opportunity Act, veterans, and all other applicable funding streams.

As required by 20 CFR Subpart B, 653.101, through policy guidance, monitoring, and technical assistance, Commerce will ensure all MSFWs are offered the same range of employment services, benefits, and protections, including counseling, testing and job training referral services, as is provided to non-MSFWs.

Services Provided to Agricultural Employers through the AJC Network.

The staff of each **KANSAS**WORKS Local Area includes at least one individual who is a trained pre-occupancy housing inspector. In addition to performing the housing inspections, these staff members become the contact for agricultural employers and provide services, as necessary.

Services include:

- Retention services
- Agricultural Recruitment System (Local, Intrastate, Interstate)
- Access and assistance with **KANSAS**WORKS.com
- Information and referral to other agencies
- Tax Credit Programs
- Customer Satisfaction Surveys
- Labor Market Information
- Job Fairs, recruitment

In 2023, the state updated the Employer Services flyer which provides information on available employer resources. This flyer will be distributed to the current H-2A employers to inform them of the services available to them through their local Workforce Center.

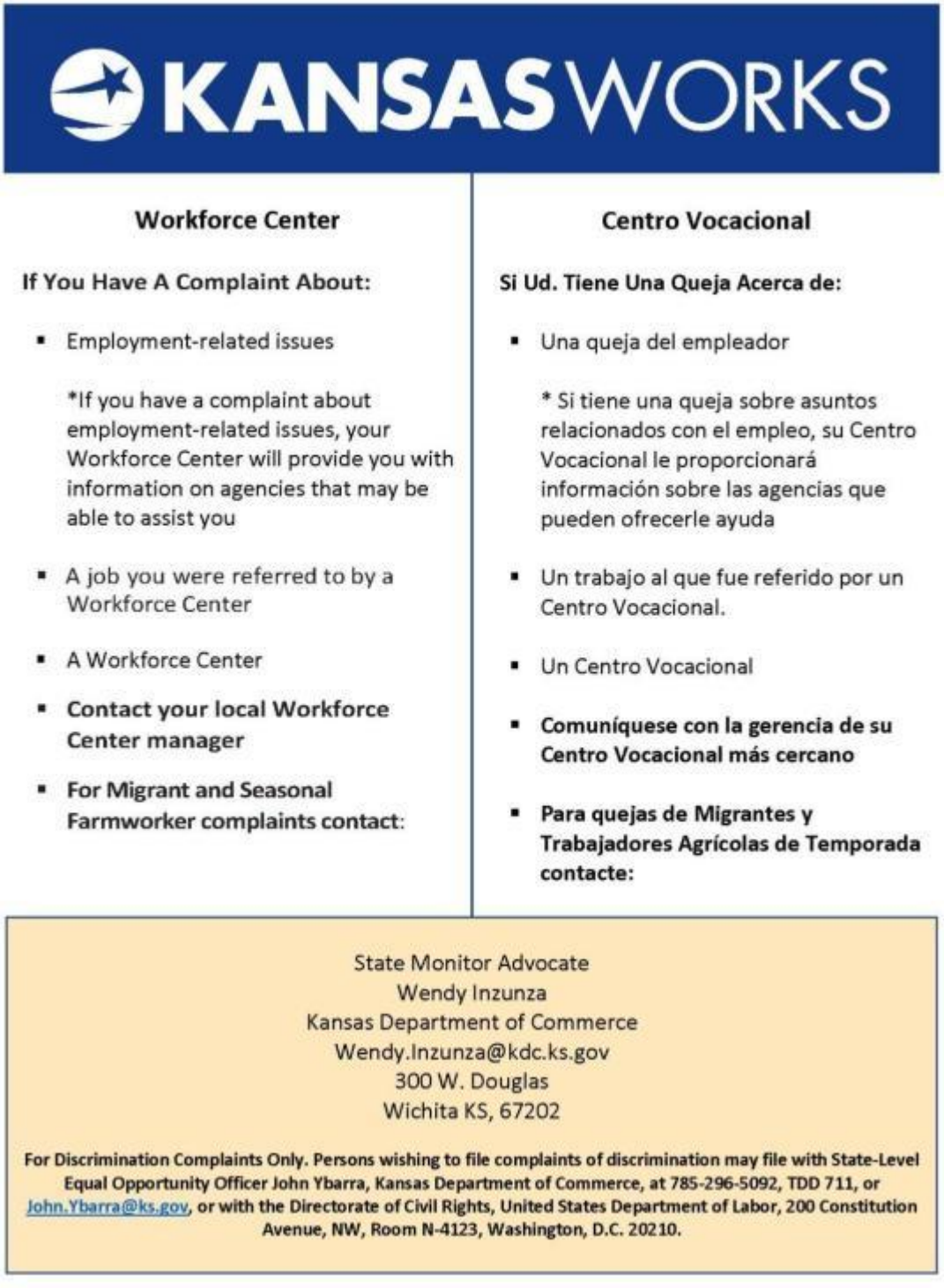
An Agricultural Employer Outreach plan has also been developed, which will be a benefit to the employers as well as helping to identify farmworkers and make sure they have the knowledge of resources available to them. Upon implementation, this outreach plan will involve having Department of Commerce personnel participate in events like agricultural expos. Furthermore, leveraging collaborations with agricultural entities such as Farm Bureau and the Kansas Department of Agriculture, we aim to disseminate information about our employer services through their newsletters and other promotional materials. This strategic plan aims to foster connections between the state and agricultural employers, as well as organizations offering services to such employers. By doing so, the state can extend AJC services to both employers and farmworkers, concurrently enhancing awareness of AJC programs and resources within the agricultural sector.

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS

The marketing of the Employment Service Complaint System is provided by the SWA.

Leadership provides employment services training to all Workforce Center staff, which includes

Outreach Worker and MSFW subject matter experts. In addition to the general Employment Service Complaint System training, the Outreach Worker and MSFW subject matter experts will continue to receive training on relevant information revolving around employment service and employment related laws complaints. This could include, but not be limited to, Human Trafficking, Wage and Hour forums and Immigrant and Employee Rights Webinars. This training will allow staff to be better versed in the complaint system and include it in any presentations they are doing with farmworkers or farmworker advocacy groups. Outreach Worker and SME's provide resources and information about the Employment Service Complaint System in person, by phone or email, based on what best serves the farmworker availability. The state has added the ES Complaint system to the Commerce website. The brochure below can be used when presenting information to farmworker groups.



C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Kansas is rebuilding the Agricultural Recruitment System. Technical assistance has been provided by the SMA and covered the benefits of the system and necessary information to assist

in the process. Staff who will be trained include: Workforce Center Leadership, One-stop Operations managers, Outreach staff, Workforce Center staff and relevant partners.

State Workforce agencies are in the process of identifying and determining how to best coordinate limited resources to improve promotion of the Agricultural Recruitment System (ARS) to employers for little or no cost. Additionally, Commerce is the state agency which provides foreign labor certification and the system for receiving VISA applications for agricultural work. This activity gives Commerce staff the unique ability to know who the H-2A employers are and to be able to rekindle the relationship of providing employer services to them and inform them of the ability to recruit across the state and in neighboring states.

The State will promote the ARS through Employer Information sessions coordinated by each local area as appropriate for the agricultural providers in their area. These sessions may be held in person or virtually.

The state will also seek to partner with other agriculture related agencies to promote the ARS and Commerce's employer services at events, through marketing materials and ag related journals, or by providing information for agencies to share with their patrons. Suggested agencies are Farm Bureau, County Extension Offices, USDA Farm Service Agency (FSA), Kansas Cooperative Council, and the Kansas Grain and Feed Association.

In addition to promotion through printed materials, the state will seek to partner with existing events to host a booth at farm trade shows, state and local fairs, and the 3i show to inform agricultural employers of the services available to them through the Workforce System.

6. OTHER REQUIREMENTS

A. COLLABORATION

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

The state has a formal MOU with the NFJP grantee SER. The SMA has an active role in helping the SWA and SER (NFJP Grantee) with their collaboration goal of improving the delivery of service to MSFWs. The SMA has joined SER staff meetings in person or via web-meeting when appropriate for data sharing and outreach updates. The SMA will offer SWA leadership participation for these meetings.

The SWAs are seeking to further develop relationships with SER by creating direct linkages of MSFW between agencies. SWA staff will also pursue meetings and cross-trainings with SER. This will provide for more targeted referrals and result in MSFWs obtaining more customized staff assisted service.

SWA outreach staff will also continue to cultivate relationships with ag employers to educate them on services available to employers and their MSFWs through the SWA.

B. REVIEW AND PUBLIC COMMENT

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural

employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

SER Corporation – KS, the designated National Farmworker Jobs Program (NFJP) provider in Kansas was consulted during the development of this plan. Comments received were considered for inclusion in the plan. A list of specific NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations will be generated and maintained for future state plan submissions.

C. DATA ASSESSMENT

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

The primary data source for the Kansas Department of Commerce's AOP is the data collected through **KANSAS**WORKS.com called the Monitor Advocate Report. This report allows the comparison of services provided to MSFW verses non-MSFW. Data is only available in this system for PY 21-22. The goal is for MSFW service levels to be equal to or greater than the service levels of non-MSFW. In the tables below, this is reflected in the Equity Indicator. If the Equity Indicator is equal to or greater than zero, this shows service levels to MSWF was equal to or better than services to non-MSFW. If the Equity Indicator is less than zero, this indicates that services to MSWF was below services to non-MSFW. Therefore, any negative numbers within the data below shows where the service level goals were not met. However, a combined look at all significant services delivered over a year is the Overall Equity Indicator. This measure shows the overall annual performance for all services combined and gives a better look at the overall equity of services.

PY 2021	Non-MSFW	MSFW	Equity Indicator
Basic Career Services	99.30	100.0%	+0.70
Staff Assisted Career Guidance	10.08%	21.43%	+10.63

PY 2021	Non-MSFW	MSFW	Equity Indicator
Staff Assisted Job Search Activities	22.81%	21.43%	-1.38
Referred to Employment	19.10%	21.43%	+2.33
Placed in Non-Ag Employment	68%	61.54%	-6.46
Overall 2021 Equity Indicator			**+.1 total**
Median Earnings of Individuals in Unsubsidized Employment	$7,464	$7,467	+$3

PY 2022	Non-MSFW	MSFW	Equity Indicator
Basic Career Services	99.11%	100%	+0.89
Staff Assisted Career Guidance	10.18%	7.14%	-3.04
Staff Assisted Job Search Activities	20.58%	28.57%	+8.0
Referred to Employment	18.05%	14.29%	-3.76
Placed in Non-Ag Employment	77.72%	41.67%	-36.05
Overall 2022 Equity Indicator			**+.10 total**
Median Earnings of Individuals in Unsubsidized Employment	$8,820.36	$9,097.52	+$277

Enhancements in staff training and personalized support for MSFWs in job searches have played a pivotal role in the improvement of these metrics. Due to the complexities introduced by COVID-19 in recent years, coupled with the transition of data tracking processes and low outreach, interpretation of the data remains a challenging task. Nonetheless, an examination of the Median Earnings measure highlights that when staff assisted MSFWs in securing employment, the obtained jobs were markedly superior compared to those secured by non-MSFWs.

During the previous planning period, Kansas faced vacancies in the outreach worker position, leading to a decrease in services offered to MSFWs. To align with performance goals and ensure the delivery of effective and equitable services to MSFWs, Kansas is committed to recruiting qualified candidates for these positions.

In the upcoming period, additional training will be provided to all AJC staff, emphasizing the importance of accurately recording services for MSFWs and delivering services in an equitable

manner. Specialized training will also be conducted to enable AJC staff to identify MSFWs efficiently. The SMA will be providing an annual MSFW training to WFC leadership that will cover MSFW's for better identifying demographics and data collection. From that training, leadership will develop their own training to provide to staff in the AJCs to continue to improve the accuracy of data collection.

Recognizing the significance of delivering equitable services to MSFWs, Kansas aims to achieve additional equity indicators in the future. Collaboration with the **KANSAS**WORKS.com data manager is planned to gain insights into how participant enrollments are categorized in relation to MSFWs, enhancing the understanding of the provided data.

The Monitor Advocate Report summarized below demonstrates the number of applicants that received services for MSFWs compared to non-MSFW:

Wagner-Peyser Participant by calendar year	Non-MSFW	MSFW	Total Participants
2021	14,603	53	14,656
2022	21,689	49	21,738
2023	24,464	47	24,511

Pursuant to 20 CFR 653.109 (h) Only significant MSFW SWAs will be required to meet minimum levels of service to MSFWs. 20 CFR 653.109 (g) SWAs must meet equity indicators that address ES controllable services and include, at a minimum, individuals referred to a job, receiving job development, and referred to supportive or career services.

Kansas is not a Significant State.

D. ASSESSMENT OF PROGRESS

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

During the last plan, Commerce moved the SMA from the Compliance Unit in the Legal Division to the Workforce Services Division under the Director of Workforce Services. The new assignment of a fulltime SMA within the Workforce Services Division has greatly improved the Monitor Advocate system, and the use and analysis of data pertaining to MSFW outcomes. This has provided for more direct oversight and delivery of the program components at the SWA level.

Monitoring reviews from the SMA have shown progress in the understanding of the MSFW population and the Complaint System. Additional training is still needed, but an increased awareness among staff in these areas is becoming apparent. SMA worked with the state Policy Manager and Workforce Services Director to complete a state policy for the Complaint System. This policy will be incorporated into future trainings for AJC staff.

During the last plan, outreach activities were limited due to no designated outreach workers at the local level. Since then, there has been a refocus within the state to assign the appropriate number of outreach workers or MSFW subject matter experts within each local area. These staff

have received training and are now able to provide support to the Outreach Worker in their respective local areas.

Since the last plan, all Workforce Center staff have been offered MSFW related training and are beginning to show an increase in knowledge in covering the MSFW demographics question in **KANSAS**WORKS.com. Additionally, Kansas revised the MSFW demographics question on **KANSAS**WORKS.com. This modification aims to provide greater clarity regarding the definition of MSFW and improve the accuracy of data capture pertaining to this demographic group. Complaint system training and MSFW related training is also offered in the Program Specialist Registered Apprenticeship program.

As outlined in 653.108 each local area is required to collect their region's MSFW data and analyze how service delivery compares to non-MSFWs and to report Complaint System results in their region. The state has established a quarterly self-monitoring procedure that has helped identify opportunities and areas of growth. Workforce Center leadership reviewed the self-monitoring document and made updates to ease in its use. WFC leadership also updated the Outreach Worker logs and monthly report templates. Training was provided to staff on the use of the updated forms.

Over the last few years, the training, guidance, and technical assistance provided from the

SMA has helped leadership and staff learn about the important role the Monitor Advocate System plays within the Wagner-Peyser program and core mission of WIOA. Kansas will continue to strive to provide the best services to MSFWs.

E. STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate has reviewed, provided input to, and approved this Agricultural Outreach Plan.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with	Yes

The State Plan must include	Include
disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes
5. The SWA has established and maintains a self-appraisal system for ES operations to determine success in reaching goals and to correct deficiencies in performance (20 CFR 658.601).	Yes

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted

levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for

measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	65.4	66.5	65.4	66.5
Employment (Fourth Quarter After Exit)	64.9	64.9	64.9	64.9
Median Earnings (Second Quarter After Exit)	5,542	5,653	5,542	5,653
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The Kansas State Department of Education staggers subject areas to review assessed standards. Current published adoption dates range from 2017 to 2023. Kansas Adult Education uses the College and Career Readiness Standards (CCRS), a subset of the Common Core State Standards (CCSS) adopted by the Kansas Department of Education for K-12 students. The CCRS for Adult Education are a subset of the CCSS, selected by a panel of representatives from the fields of Adult Education, community colleges, career and technical training, and the military, charged by the U.S. Office of Career, Technical, and Adult Education (OCTAE) to identify which of the CCSS were most essential for college and career readiness and important to adult students. The standards included in the CCRS for Adult Education were adopted from the CCSS as written, except where examples were adapted to be more appropriate for adults or where the original standards made specific references to school grades or children.

Kansas Adult Education provides professional development opportunities and technical assistance to local programs to ensure the delivery of standards-based instruction. New Adult Education instructors complete online CCRS training, including an overview of instructional theory and best practices for classroom implementation of standards. Curriculum developed for Adult Basic Education (ABE), Adult Secondary Education (ASE), English Language Acquisition (ELA), and Integrated Education and Training (IET) must demonstrate CCRS alignment.

B. LOCAL ACTIVITIES

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

The Kansas Board of Regents (KBOR), the state's eligible agency for WIOA Title II, accepts applications for multiyear grants from providers of Adult Education and Literacy activities to eligible individuals. Any combination of services may be considered, and all entities identified in 34 CFR 463.23 may apply. The current five-year grant period began July 1, 2020, and ends June 30, 2025.

All potential applicants receive the same form and instructions to apply for funding, and each applicant must address the 13 considerations specified in section 231 of WIOA. Eligible individuals are defined as individuals who are 16 years of age or older; not currently enrolled or required to be enrolled in secondary school under state law; and lack a high school diploma or equivalent, need to learn English as a non-native language, and/or need to increase basic skills. The process for disseminating grant information, reviewing and scoring applications, and ensuring direct and equitable access to all potential providers is described under Distribution of Funds.

The 13 considerations are major factors in determining grant awards and are also reviewed annually throughout the grant cycle to ensure providers continue to serve the needs of their communities. This includes responsiveness to regional needs and serving learners most in need, especially individuals with low levels of literacy, English language learners, and individuals with disabilities. Applicants must demonstrate effectiveness in serving eligible individuals and must describe alignment with the state plan's strategies and goals. All services must be of sufficient intensity and duration to assist learners in achieving educational goals, using research-based best practices. The majority of current providers offer distance education and Integrated Education and Training (IET) opportunities, and these activities will continue to be expanded. Local program staff meet minimum education qualifications, and all AEFLA-funded staff must meet annual requirements for professional development. Each local program must coordinate with WIOA and other partners, including entering into a contract or Memorandum of Understanding (MOU) with the area One-Stop that details the contributions and responsibilities of each partner. Providers offer access to supportive services and use the state data management system to enter and track student information. Programs with additional need for Integrated English Literacy and Civics Education (IELCE) services may apply for further funding as described in the IELCE Program section.

All providers will offer Adult Education and Literacy services, which include instruction in literacy, numeracy, and problem-solving at Educational Functioning Levels (EFLs) appropriate to learners. All providers will also offer Integrated Education and Training (IET) and/or Workplace Literacy, concurrently and contextually teaching basic skills, workplace preparation skills, and occupationally specific skills. These activities may be conducted in partnership with employers or postsecondary institutions.

Providers with a need in the local area will also offer English Language Acquisition (ELA) services, which include instruction in English reading, writing, speaking, and listening at EFLs appropriate to learners. Family Literacy activities may be provided if there is demonstrated need in the area and if the local program has the internal capacity or appropriate partnerships in place to offer literacy activities between adults and children, training for parents or caregivers about their roles as the primary teachers of their children and full partners in the education of their children, and age-appropriate education to prepare children for success, in addition to academic skills for parents or caregivers.

Integrated English Literacy and Civics Education (IELCE) activities concurrently and contextually provide instruction in language skills needed to function effectively as parents, workers, and citizens in the United States; instruction regarding the rights and responsibilities of citizenship and civic participation; and Integrated Education and Training (IET). Applicants with high demonstrated need in the local area may apply for IELCE funding as described in the IELCE Program section.

For all activities, outcomes are demonstrated by learner progress, milestones, and achievements, including EFL gains, secondary diplomas, Measurable Skill Gains (MSGs), postsecondary credentials, and other measurable progress, including outcomes specific to IELCE and Family Literacy participants. All local programs meet the state requirements for managed enrollment and follow the Kansas Proficiency Attainment Model: pre-enrollment, orientation, assessment, instructional planning, instruction, test-taking, and transition. Grant recipients annually report progress, successes, and challenges to the state; the state monitors local programs annually and throughout each program year to ensure grant compliance and quality of service.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate programs that provide any of the following correctional educational programs identified in section 225 of WIOA:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

During the application process described under Distribution of Funds, eligible agencies may also apply for funds to establish or operate correctional education programs identified in section 225 of WIOA. Applicants must provide documented evidence of demonstrated effectiveness and must address the 13 considerations described in section 231 of WIOA. Up to 20% of Title II flow-through funds may be used by providers for activities under section 225.

Providers will offer Adult Education and Literacy activities, along with – as needed – secondary credential preparation, English Language Acquisition (ELA), and Integrated Education and Training (IET), including career pathways. Providers may also offer special education instruction, peer tutoring, transition to re-entry or postrelease activities, or any combination of these services depending on the needs of eligible individuals and the partnership of the correctional institution.

Participants must meet the eligibility requirements for Adult Education. Eligible individuals are 16 years of age or older; not currently enrolled or required to be enrolled in secondary school under state law; and lack a high school diploma or equivalent, need to learn English as a non-native language, and/or need to increase basic skills. Priority of service will be given to individuals likely to leave the correctional institution within 5 years of participation in the program.

Considering the barriers justice-involved individuals experience in obtaining employment postrelease, career pathways are highly valued in corrections education. The Kansas Department of Corrections supplies a dedicated Career Navigator for each state facility. This position is designed to help guide learners through education and employment training pathways and to assist with transitioning after release.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate Integrated English Literacy and Civics Education (IELCE) programs under section 243 of WIOA. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to

establish or operate Integrated English Literacy and Civics Education (IELCE) programs under section 243 of WIOA. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

Following the process detailed under Distribution of Funds, applicants may apply for Integrated English Literacy and Civics Education (IECLE) funding alone or in combination with AEFLA funding. The AEFLA and IELCE grant periods of performance are the same. The current five-year competitive grant began July 1, 2020, and seven (7) providers were awarded IELCE funding in addition to AEFLA funding. Applicants need to demonstrate effectiveness in serving eligible individuals and address the 13 considerations described in section 231 of WIOA. Need in the service area is evaluated before awarding IELCE funding.

All IELCE participants receive services in English Language Acquisition (ELA), instruction on the rights and responsibilities of U.S. citizenship and civic participation, and workforce or occupational training. Eligible individuals are adults who are English language learners and are interested in a career pathway for which the provider offers Integrated Education and Training (IET) services. Professionals with degrees and credentials in their native countries are eligible for IELCE, and Kansas permits providers to use funding to assist these individuals with transcript evaluation and other educational documentation required to further the learner's progress along a chosen career pathway in the United States.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

In Kansas, all IELCE participants are also IET participants. Participants engage concurrently and contextually in Adult Education and Literacy activities, which include English language instruction and may also include preparation for a secondary credential; civics education; workforce preparation activities; and workforce training for specific occupations or occupational clusters.

Common career fields in Kansas include healthcare, transportation, and manufacturing. Multiple IELCE providers offered IET programs for Certified Nursing Assistant (CNA) and Commercial Driver's License (CDL). Courses for career exploration, introduction to career pathways, and employment readiness training are also offered throughout the state. Local programs integrate technology and hands-on tools whenever possible to increase opportunities for participants.

The state is currently participating in advanced IET training, which should assist IELCE providers in further enhancing and expanding IET services. Increasing contextualized learning will be a strong emphasis during the next four years.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

Kansas programs offer high-quality English Language Acquisition (ELA) instruction, as demonstrated by Educational Functioning Level (EFL) gains and Measurable Skill Gains (MSGs). IELCE providers integrate instruction on the rights and responsibilities of citizenship and civic

participation into their courses. Examples include hosting multicultural community events; taking field trips to places of interest in local communities; understanding community resources, such as transit maps; and practicing language needed for parent-teacher conferences.

Progress and achievements in increasing literacy and English language skills will continue to be measured with EFL gains and MSGs, with additional markers of success considered as appropriate.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

IELCE programs provide English language and civics instruction in combination with IET services. IET programs are in high-demand industries and occupations for the region or local area, with preference given to high-wage careers or careers that lead to economic self-sufficiency. One of the major IET initiatives in Kansas is Accelerating Opportunity: Kansas (AO-K), which combines Adult Education and Career Technical Education (CTE) to ensure participants exit the program with increased skills and an occupational certificate or credential for the individual's desired career.

To help students succeed, IELCE programs offer supportive, wraparound services to assist students in overcoming barriers to entry into the pathway and into the workforce. Career Navigators, Student Success Coaches, and other similar positions work individually with learners to provide personalized support and guidance. Community, industry, and educational partners, including CTE providers, are another source of support for IELCE programs and their participants, which help individuals complete training and enter unsubsidized employment.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.
In the grant application and in subsequent annual reports, providers must describe the alignment of services with local plans and detail how partnerships with the local workforce development system ensure efficient delivery of services to eligible individuals. Adult Education providers are part of each area's One-Stop contract or Memorandum of Understanding (MOU), which includes documented plans for direct linkages among partners, a description of the responsibilities and services of each partner, and a division of infrastructure costs. IELCE participants can co-enroll with partners, if eligible, to ensure individuals are receiving services to meet their specific needs. Even IELCE participants who are not co-enrolled frequently receive assistance from the area One-Stop, as partners coordinate job fairs, employment presentations, and workshops designed to increase workforce preparation. Integration with the workforce development system also assists in identifying business and industry partners for onsite training, financial support, referrals and placement, and other benefits.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

State leadership funds are used to develop Adult Education activities and enhance the Adult Education system in the state. Staff funded with state leadership funds engage with the Kansas State Plan Management Team, a group of partners that work to align services across the core titles. Increased cross-training among Core partners is a key strategy in the next two years, which will provide more access to participants to receive the assistance of other services, including employment and training services.

State leadership funds will continue to be used to support professional development activities, including evidence-based reading instruction (EBRI); andragogy and the instruction of adults; digital literacy, skills, and resilience; instructional differentiation for the specific needs of learners; and more. Technical assistance will be provided in the form of research-based best practices for programming and instruction, the use and implementation of technology for service to participants and increased system efficiency, and other assistance requested by local programs or observed by the state as a need. Professional development and technical assistance will be provided virtually and/or in-person.

State staff paid by leadership funds will monitor and evaluate Adult Education programs and activities at the state and local level. An annual risk-based assessment will provide insight regarding necessary technical assistance. Not more than 12.5% of federal funds will support state leadership activities, and not more than 5% of federal funds will be used for administrative expenses.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

In addition to supporting the required state leadership activities, Kansas will use funds to support distance education and integration with occupational upskilling. Cross-TREK, an initiative piloted in Kansas in 2022, connects an instructor in one location with participants from multiple locations. Synchronous classes are held virtually, with additional assignments completed online. This project supports programs struggling with staff shortages to continue to serve learners and also provides increased opportunities for individuals desiring distance education services.

Kansas state and local staff are currently participating in advanced Integrated Education and Training (IET) training and will use the strategies learned to increase and enhance IET services across the state. This will include connections with employers, workplace literacy, and intentional career pathways that will lead to careers and/or further postsecondary education.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II. Describe how the eligible agency will take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA. Describe how the eligible agency will use evaluations, data analysis, program monitoring, or other methods to improve the quality of adult education activities in the State.

To ensure quality programming, the Kansas Board of Regents (KBOR) conducts onsite monitoring visits for multiple local providers each program year. During program monitoring, KBOR staff visit with program directors and other staff members to discuss program activities, instruction, performance outcomes, data collection, professional development, and integration with One-Stop partners. Monitoring results, including findings, recommendations, and promising practices, are shared with local program directors and with the head of the

sponsoring institution. Documentation of corrections and responses to recommendations are required within 60 days.

In addition, KBOR conducts an annual risk assessment for all programs, measuring actions and outcomes that may place programs at increased risk of noncompliance. Programs may be assessed as negligible risk, potential risk, moderate risk, or high risk. Programs identified as potential or moderate risks receive technical assistance from the state and may be required to do additional reporting, have further monitoring, or provide more detailed financial information prior to receiving grant funds, depending on the areas of concern. To date, no local providers have been assessed as high risk, but policies state that formal corrective action would immediately be required for high-risk programs per the special conditions described in 2 CFR § 200.208, which would include additional monitoring, technical assistance, monthly receipt review, and other needed remedies. Other remedies for noncompliance, as described in 2 CFR § 200.339, would be instituted for providers failing to meet these requirements.

The state conducts multiple less formal program assessments throughout the year to guide programs, provide assistance, and identify potential issues. Data accuracy, compliance, and outcomes are reviewed at least quarterly, with in-depth data reviews for a small number of programs each month. Funding and spending for each program are evaluated quarterly. Professional development activities and spending are reviewed each month, and other program activities are monitored as needed. Local providers are given feedback and direction for continuous improvement.

Annually, the state reviews each program's performance for the primary indicators and meets with the program individually to set performance goals for the year. Each program negotiates a target based on historical performance, state averages, local area workforce information, and other factors. Performance targets must be acknowledged with the signatures of both the local program director and the head of the sponsoring institution.

Per WIOA section 223(a)(1)(B), the state provides and facilitates professional development to local providers to improve the quality of Adult Education activities. These include training in evidence-based reading instruction (EBRI), an introduction to andragogy and the instruction of adults, significant focus on the College and Career Readiness Standards (CCRS), and more. Professional development opportunities are available via online self-paced modules, synchronous virtual meetings, and in-person conferences and training sessions. The longest in-person sessions hosted by KBOR are the annual Summer Program Leaders Meeting (PLM), a two-day event held near the beginning of the program year, and the Kansas Adult Education Association (KAEA) PLM, a one-day precursor to the state KAEA Conference. Virtual and in-person meetings are an opportunity for the state to review statewide data, share information from OCTAE or NRS, discuss new models or promising practices, and address potential issues. Program leaders also have the chance to share ideas with colleagues, and state and national experts are invited to present virtually or in-person. Professional development reports are submitted each year to the state, allowing programs the opportunity to reflect on the most impactful activities from the year and to analyze the results of participating in such training.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family	Yes

The State Plan must include	Include
literacy activities, as defined in section 203(9) of WIOA;	
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

1. SF424B - Assurances – Non-Construction Programs (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
2. Grants.gov - Certification Regarding Lobbying (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

APPLICANT'S ORGANIZATION	**Enter information in this column**
Applicant's Organization	Kansas Board of Regents
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	**Enter information in this column**
First Name	Hector
Last Name	Martinez
Title	Director for Adult Education
Email	hmartinez@ksbor.org

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

• Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

• Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

• Applicants are not required to have mission statements or policies that align with equity to apply.

• Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

• Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

GEPA Section 427 Instructions to State Applicants for their Subrecipient Applicants

The State grantee provides a subrecipient applicant seeking Federal assistance instructions and guidance for how it must comply with the GEPA Section 427 requirement. The State grantee determines the form and content of the information a subrecipient applicant must include in its application regarding the steps it proposes to take to ensure equitable access to, and equitable participation in, its local-level project or activity. For example:

• The State grantee may require its subrecipient applicant to use and submit the GEPA Section 427 form that it is required to submit to the Department; or

• The State grantee may use a State-developed form that is sufficient to meet the GEPA Section 427 requirement.

• The State grantee maintains the subrecipient applicants' responses in the State office.

Please refer to GEPA 427 - Form Instructions for AEFLA Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.*

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The Kansas Board of Regents (KBOR) is committed to serving an academically, culturally, and racially diverse population. KBOR's policy of nondiscrimination guides and governs decision-making at all levels. KBOR does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, or any other status or classification protected by federal, state, or local law. To the fullest extent possible, KBOR will ensure equitable access to and participation in educational opportunities.

The Kansas state Adult Education mission statement is "Kansas Adult Education empowers learners to elevate their quality of life through education, training, and personal growth." This speaks to the commitment to meet students where they are, to help them determine their individual goals, and to support them in achieving those goals. To provide equitable access, Kansas Adult Education policies clearly state the requirements for receiving services. All individuals meeting minimal requirements are welcome in Adult Education, regardless of background or demographic profile. All programs are held to the same standards for curriculum and for service delivery, ensuring equitable participation.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.*

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Adult Education assists populations that often face multiple barriers to participation in education or the workforce. Kansas has identified the following barriers and potential barriers.

- Economic Disadvantage – Economic disadvantage can be a barrier in multiple aspects, including the need to work superseding participation in education, less control over work schedules, and "odd jobs" or occasional "gigs" occurring irregularly and interfering with scheduled services. Most Adult Education providers in Kansas also charge an enrollment fee, which may be a barrier for low-income individuals.
- Rural Status – With many rural areas in the state, Kansas finds multiple barriers to entry and participation associated with rural status. Access to an Adult Education location and lack of reliable high-speed internet are the principal challenges seen among learners.
- Transportation – Transportation is a barrier strongly but not solely connected with low-income individuals and individuals living in rural areas. As a state, Kansas has few regions with robust public-transportation systems, and some areas lack them altogether. Even in cities with bus lines, students might be challenged by the bus schedule not aligning with class schedules, buses not running in the evening, or by the cost of riding.
- Parenting or Caregiving Status – Another barrier frequently associated with low-income and rural statuses is parenting or caregiving status. However, in recent years, childcare providers have decreased in the state and the cost of childcare has risen, impacting individuals in all areas of the state, including urban areas, and affecting individuals at nearly all economic levels. Parents or caregivers of dependent children might lack adequate childcare during scheduled services or might have unexpected challenges or needs arise related to the child(ren)'s in their care.
- Gender – Gender is not a significant barrier to entry in Kansas Adult Education. Each program year, female and male participant categories each represent close to 50% of all participants, demonstrating the state is reaching male and female learners. Gender is a potential barrier for entry into certain career fields that are typically dominated by one gender.
- Gender Identity – Gender identity is a potential barrier, especially for individuals who are non-binary, gender fluid, or other. Barriers exist in data collection and reporting, with current federal reports only allowing for "female" and "male" categories. This same barrier exists when legal identification is required, such as for GED® testing, which is also a barrier for individuals who have transitioned or are transitioning and whose official identification does not match the person's identity. Possible non-inclusive facilities at local provider sites are a potential barrier, as are potential negative attitudes or actions from staff or fellow learners (whether anticipated or perceived).
- Race, Ethnicity, and Color – Adult Education serves a diverse population that reflects the demographics of the state, and thus race, ethnicity, and color are not considered significant barriers.

- National Origin and Culture – National origin and culture are potential barriers, principally due to the possible lack of knowledge regarding Adult Education opportunities, the methods of entry, and/or the cultural norms and expectations while receiving services. Standardized tests may also exhibit cultural bias, resulting in a flawed or incomplete view of a learner's abilities and knowledge.
- Language – Kansas Adult Education providers find language to be one of the most significant barriers participants face. Over half of Adult Education participants have a native language other than English and represent dozens of languages. Challenges include disseminating understandable outreach information about services offered, ensuring the understanding of program requirements and safety information, and properly assessing student knowledge and abilities.
- Disability – Disabilities can represent a significant barrier and might include learning or cognitive disabilities, physical disabilities, and/or mental health or behavioral issues. Barriers include accessing services, engaging with services over time, and obtaining and providing documentation of disabilities needed for certain accommodations, particularly for taking the GED® Test.
- Age – Historically, age has not been a significant barrier to participation in Adult Education, which serves individuals from 16 years old to those 65 and older. In recent years, a barrier has arisen for minors struggling to obtain documentation to join Adult Education programs due to chronic absence of the legal guardian or other circumstances. These 16- and 17-year-olds also encounter a barrier in obtaining state-accepted identification for GED® testing if their birth certificates or other documents are not readily accessible.
- Migrant Status – Kansas Adult Education historically has few participants identifying as migrant workers. Kansas has an estimated 400 – 500 migrant out-of-school youth, and while numbers are difficult to ascertain, it is likely a similar number of migrant adults eligible for Adult Education services are in the state but are unable to enter programs due to lack of longevity in a single location, conflicting schedules, work or family pressures, or other challenges.
- Homeless Status or Housing Insecurity – Similar to migrant status, homeless status can be a significant barrier to receiving Adult Education services if individuals are inside a service area for a short period. Participants testing for GED® are required to show a valid state identification card and may have difficulty gathering the documentation needed to obtain the ID.
- Pregnancy and Chronic Health Conditions – Pregnancy is not a barrier that impacts a large number of Adult Education participants, but individuals who are pregnant may feel the need to stop receiving services or to delay starting. Individuals with chronic health conditions may struggle with attendance policies or with completing assignments.
- Sexual Orientation – Sexual orientation is not assessed as a significant barrier. No activities or services are predicated on sexual orientation, and no reports require the collection of this information.
- Justice-Involved – Justice-involved individuals within a facility might encounter barriers to entry if needed services are unavailable at that location. Non-institutionalized individuals might experience scheduling conflicts with Adult Education services and court-mandated activities.

- Low Levels of Literacy – Low levels of literacy can be a barrier to individuals seeking Adult Education services if outreach materials are not at an appropriate reading level, limiting the ability of individuals with low literacy to enter programs.
- Religion – A learner's religious practices are a potential barrier if, for example, class schedules interfere with prayer times, attendance policies do not allow for absences on religious holidays, and/or proper sensitivity is not given to needs related to religious practices, such as periods of fasting.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.*

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

Practices are in place to mitigate many barriers Adult Education participants encounter. The state also acknowledges that more can be done to assist learners in achieving their educational goals and intends to focus on needs that have not yet been addressed.

- Economic Disadvantage – Adult Education programs offer services at a variety of times to accommodate scheduling needs. In the past two years, more local programs have begun exploring weekend class options in addition to weekday mornings, afternoons, and evenings. All programs have attendance policies, but flexibility is provided with "make-up" days or online resources and assignments so individuals unexpectedly called away from class to work can continue to make educational progress. Almost all local programs charge an enrollment fee, but all have policies to waive or reduce the fee as needed.
- Rural Status – Currently, 20 Adult Education programs offer services at over 50 locations across the state. Online or remote options for study are available for students distant from one of these locations. Kansas Adult Education has also partnered with wireless internet carriers to obtain discounted hotspots and mobile devices to lend to students.
- Transportation – In areas with bus lines, programs somewhat mitigate transportation barriers by scheduling classes to align with the bus schedule and partnering with transportation providers to offer participants free or reduced fares. With many factors

outside the control of Adult Education, transportation continues to be an area for pursuing alternate options.

- Parenting or Caregiving Status – This is another area which is largely outside the control of Adult Education. Some programs have options to provide onsite childcare or to coordinate with local providers; others have facilities that enable children to attend classes with parents. Otherwise, programs demonstrate flexibility in scheduling and in attendance policies for individuals missing class due to childcare issues.

- Gender – Gender is not a significant barrier to participation in Adult Education. To mitigate the potential barrier in Career Technical Education, Kansas higher education markets career fields to underrepresented genders to encourage diverse enrollment in careers typically dominated by one gender.

- Gender Identity – Kansas's new data management system will have the option to report "non-binary" or "other" for gender. Issues such as location facilities and legal identification requirements are outside Adult Education practitioners' control, but diversity training can help practitioners ensure a welcoming environment, greater empathy and understanding when speaking with individuals, and increased confidence in advocating for student needs.

- Race, Ethnicity, and Color – Adult Education populations meet or exceed statewide demographics for all races and ethnicities apart from White alone, which is 74.3% of the state and an average of 33.6% of Adult Education participants. Hispanic/Latino participants are the largest group in Adult Education at an average of 41.4%, compared to 13% of the state population. Black or African American represents 6.2% of the state and 11.3% of Adult Education participants. Asian participants also far exceed the statewide percentage (7.6% compared to 3.2% in the state). Both American Indian and Alaska Native and Native Hawaiian and Other Pacific Islander reflect the statewide population at 1.1% (compared to 1.2% in the state) and 0.23% (compared to 0.2% in the state), respectively. Two or More Races slightly exceeds the state total of 3.3% with 4.6% of Adult Education participants.

- National Origin and Culture – Adult Education practitioners explain the policies, structures, and expectations of the program to all incoming students, in addition to clearly defining the steps to register or enroll in outreach materials. Advisors meet one-on-one with students and can further assist with any confusion about norms, expectations, and opportunities while receiving services. While NRS-approved tests are outside Adult Education's control, practitioners recognize that standardized tests are not the full measure of an individual's ability and use other means to activate prior knowledge and recognize the skills each learner brings to the classroom.

- Language – Adult Education provides substantial outreach in both English and Spanish, the most common languages in the state. Most programs have at least one bilingual staff member. Programs have safety and privacy information translated into multiple languages and use online and other tools for additional language support. Adult Education practitioners have received training in communicating across languages to ensure understanding.

- Disability – All individuals entering Adult Education are informed of the need to self-disclose disabilities. Program staff then meet individually with learners to determine needed accommodations, which are recorded and filed. At least monthly, staff connect

with learners to track progress and make updates to accommodations if needed. Simple accommodations not requiring documentation, such as colored overlays or private testing rooms, are offered to all learners. To the fullest extent possible, program staff assist learners in accessing supportive services and obtaining documentation to receive accommodations for the GED® Test.

- Age – Most of the barriers related to age are outside Adult Education's control. Practitioners clearly explain the steps for 16- and 17-year-olds to enroll and assist minors whenever possible in obtaining necessary documentation.
- Migrant Status and Homeless Status or Housing Insecurity – To assist individuals moving among different service areas, Adult Education policy allows initial assessments to be transferred to the new program so incoming learners do not need to duplicate these assessments. Adult Education programs are accustomed to serving adults with busy schedules who might need flexibility in services and thus offer classes at a variety of times. Remote and online options for study are also available. While documentation required to obtain an identification card is outside Adult Education's control, practitioners do as much as possible at the local level to connect individuals to supportive services.
- Pregnancy and Chronic Health Conditions – While all Adult Education programs have attendance policies, flexibility is built into such policies, especially for unusual circumstances. Participants are able to make up work on other days, meet with tutors, or complete assignments remotely. Individuals needing to "stop out" for more than 90 days are assured of a welcome when they are able to return.
- Justice-Involved – Adult Education partners with the Kansas Department of Corrections (KDOC) to provide services inside nine state correctional facilities. Local programs also partner with county jails, probation services, and drug/rehab services to serve other justice-involved individuals. Programs are accustomed to providing the scheduling flexibility adults need, especially for court-mandated appointments or activities.
- Low Levels of Literacy – Half of all Adult Education participants enter programs at the lowest levels of Adult Basic Education (ABE) or English Language Acquisition (ELA), demonstrating programs are reaching these learners. The state and local programs will review outreach materials to ensure readability and accessibility for all potential participants.
- Religion – Adult Education programs are accustomed to accommodating diverse needs, including allowing students to leave the classroom to pray, offering flexibility during religious holidays, and being sensitive to external events in individual's lives.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA*

Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

GEPA 427 - Form Instructions for AEFLA Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Adult Education will continue many current practices to remain welcoming, supportive, and flexible to serve learners with barriers. For elements outside Adult Education's control, practitioners will continue to seek mitigation and solutions. Kansas has identified four barriers that can be addressed in the near future.

- Rural status – By July 1, 2025, Kansas will have documentation of at least one Adult Education provider serving a minimum of 90% of the counties in the state. Adult Education will offer in-person, remote, and online options for service delivery.
- Gender Identity – By July 1, 2025, the Adult Education data management system will have at least one option beyond "female" and "male" for individuals to select. All programs will engage in diversity training no later than December 2025.
- Language – By June 30, 2026, all Adult Education programs will have an enrollment/intake form and release form available in at least two languages.
- Low Levels of Literacy – By August 2025, the state will facilitate training for developing outreach materials that are accessible and understandable to individuals with low levels of literacy. By June 2026, the state will have reviewed outreach materials from all programs.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers

indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	49.0%		50.0%	
Employment (Fourth Quarter After Exit)	45.5%		46.0%	
Median Earnings (Second Quarter After Exit)	$5000		$5050	
Credential Attainment Rate	33.0%		33.5%	
Measurable Skill Gains	51.0%		51.5%	
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

A. STATE REHABILITATION COUNCIL.

1. ALL VR AGENCIES, EXCEPT FOR THOSE THAT HAVE AN INDEPENDENT CONSUMER-CONTROLLED COMMISSION, MUST HAVE A STATE REHABILITATION COUNCIL (COUNCIL OR SRC) THAT MEETS THE CRITERIA IN SECTION 105 OF THE REHABILITATION ACT. THE DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPLICABLE, HAS:

Select A or B:

(A) is an independent State commission

(B) has established a State Rehabilitation Council

(B) has established a State Rehabilitation Council

2. IN ACCORDANCE WITH ASSURANCE (A)(1)(B), IF SELECTED, PLEASE PROVIDE INFORMATION ON THE CURRENT COMPOSITION OF THE COUNCIL BY REPRESENTATIVE TYPE, INCLUDING THE TERM NUMBER OF THE REPRESENTATIVE, AS APPLICABLE, AND ANY VACANCIES, AS WELL AS THE BEGINNING DATES OF EACH REPRESENTATIVE'S TERM.

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)	1	1/1/2023
Parent Training and Information Center	1	1/1/2022
Client Assistance Program	1	1/1/2022
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)	1	12/1/2023
Community Rehabilitation Program Service Provider	1	1/1/2023
Business, Industry, and Labor	1	1/1/2023
Business, Industry, and Labor	1	1/1/2023
Business, Industry, and Labor	1	12/1/2023
Business, Industry, and Labor	Vacant	Vacant
Disability Advocacy Groups	4	1/1/2023 12/1/2023

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Current or Former Applicants for, or Recipients of, VR services	1	12/1/2023
Section 121 Project Directors in the State (as applicable)	pending new appointment	submitted
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)	1	1/1/2020
State Workforce Development Board	1	1/1/2023
VR Agency Director (Ex Officio)	1	3/15/2020
Members at-large	1	1/1/2023

3. IF THE SRC IS NOT MEETING THE COMPOSITION REQUIREMENTS IN SECTION 105(B) OF THE REHABILITATION ACT AND/OR IS NOT MEETING QUARTERLY AS REQUIRED IN SECTION 105(F) OF THE REHABILITATION ACT, PROVIDE THE STEPS THAT THE VR AGENCY IS TAKING TO ENSURE IT MEETS THOSE REQUIREMENTS.

KRS and SRC meet on a quarterly basis. SRC and KRS have a sub-committee dedicated to recruitment. The sub-committee convened to strategize on how to proceed with the enlistment of SRC members. The KRS staff is actively collaborating with the governor's office to review applications and appoint SRC members. We provide a quarterly report outlining the attendance of each board member, the composition of the board, and our compliance with council seat requirements.

4. IN ACCORDANCE WITH THE REQUIREMENTS IN SECTION 101(A)(21)(A)(II)(III) OF THE REHABILITATION ACT, INCLUDE A SUMMARY OF THE COUNCIL'S INPUT (INCLUDING HOW IT WAS OBTAINED) INTO THE STATE PLAN AND ANY STATE PLAN REVISIONS, INCLUDING RECOMMENDATIONS FROM THE COUNCIL'S ANNUAL REPORTS, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION AND OTHER COUNCIL REPORTS.

Regarding program administration and planning, Kansas Rehabilitation Services (KRS) is deeply committed to consulting individuals who utilize vocational rehabilitation services, service providers, family members, advocates, employers, and other stakeholders invested in disability-related matters. Consisting of representatives from these diverse groups, the State Rehabilitation Council significantly contributes to KRS by offering guidance in scheduled business meetings, State Plan work sessions, Policy Committee gatherings, Business Committee assemblies, and other relevant activities as decided by the members. The State Plan and its accompanying materials are formulated in collaboration with the Council.

Council Comment: The Council has expressed apprehension about the substantial turnover rate within the VR Counselor roles.

Council Comment: The Council is raising concerns about the level of coordination with school districts.

Council Comment: The council has expressed concerns regarding the recruitment and retention of providers.

Council Comment: The council wanted more details on quality assurance and data.

Council Statement: The council has expressed its apprehension regarding the enlistment of members for the State Rehabilitation Council.

5. PROVIDE THE VR AGENCY'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS, INCLUDING AN EXPLANATION FOR THE REJECTION OF ANY INPUT AND RECOMMENDATIONS.

List each recommendation/input followed by the VR agency response

Input provided by the Council and KRS response

Council Comment: The Council has expressed apprehension about the substantial turnover rate within the VR Counselor roles.

KRS Response: To tackle this issue, KRS and DCF have collaborated on several initiatives, such as posting positions on Indeed.com, implementing a work-from-home policy, creating internship opportunities, and establishing a DCF workgroup aimed at enhancing retention. Moving forward, KRS will persist in collaborating with the Kansas Department of Administration Personnel Services and DCF leadership to identify and implement strategies addressing recruitment, retention, hiring incentives, caseload management, and internship programs.

Council Comment: The Council is raising concerns about the level of coordination with school districts.

KRS Response: KRS has developed a partnership planning document aimed at ensuring consistent communication between Pre-ETS Transition Specialists and school staff. Each school is required to have one of these documents for Pre-ETS Transition Specialists. For any documents that we are unable to obtain, we will keep a record and work in collaboration with the Kansas School Education Department to devise strategies that facilitate discussions on Pre-ETS and VR services for students with disabilities in their respective districts.

Council Comment: The council has expressed concerns regarding the recruitment and retention of providers.

KRS Response: KRS and DCF proposed a budget enhancement to secure a 10% increase in rates. This proposal successfully passed through our legislative process. Additionally, KRS holds quarterly meetings to ensure that providers are well-informed, providing them with information about upcoming events and a platform to share their feedback.

Council Comment: The council wanted more details on quality assurance and data.

KRS Response: KRS has initiated the implementation of quarterly customer satisfaction surveys, beginning internally in October 2022. These results are shared during our quarterly data report to SRC and are incorporated into our annual SRC report. KRS is actively engaging in workgroups to enhance our case review and targeted review processes. During each quarterly SRC meeting, we solicit feedback from the council on specific data and information they desire to access, which we subsequently integrate into the subsequent data report.

Council Statement: The council has expressed its apprehension regarding the enlistment of members for the State Rehabilitation Council.

KRS Response: SRC and KRS have a sub-committee dedicated to recruitment. The sub-committee convened to strategize on how to proceed with the enlistment of SRC members. The KRS staff is actively collaborating with the governor's office to review applications and appoint SRC members. We provide a quarterly report outlining the attendance of each board member, the composition of the board, and our compliance with council seat requirements. Additionally, a recruitment sub-committee will be maintained to ensure the council's continued strength. During the first meeting of the year, we will nominate council members to serve on the recruitment sub-committee. KRS is also taking measures to send reminders for quarterly meetings and has finalized the scheduling of all dates for the upcoming year during the last quarterly meeting, which will be included in the State Rehabilitation members' calendar.

KRS did not reject any of the Council's recommendations.

B. COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA).

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

1. THE VR SERVICES NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, INCLUDING:

A. INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT;

Executive Summary of Comprehensive Statewide Needs Assessment

Kansas Rehabilitation Services (RS) contracted with the Public Consulting Group, LLC. (PCG) to conduct a Comprehensive Statewide Needs Assessment (CSNA) related to the employment needs of Kansans with disabilities. The CSNA was conducted from June through September 2021.

The CSNA is a required component of the Vocational Rehabilitation (VR) services portion of the Combined State Plan to be submitted to the U.S. Departments of Education and Labor under the Workforce Innovation and Opportunity Act (WIOA). Results of the CSNA are used to inform the priorities and strategies established in the VR services portion of the plan.

A CSNA is completed every three years to ensure plans are based on current relevant data. The needs assessment must include information on three populations: 1. Individuals with the most significant disabilities; 2. Individuals with disabilities who are minorities or who are unserved and underserved; and, 3. Individuals with disabilities who are served through other components of the statewide workforce system.

Methodology

PCG used multiple data sources to develop the analysis and recommendations within this report including:

- Secondary data sources (American Community Survey (ACS) 1- and 5-year estimates and Kansas Department of Labor website)
- Consumer, KRS staff, and community rehab partner (CRP) surveys; also known as community rehabilitation provider

- Key informant interviews and focus groups
- Case management data

Findings

PCG collected and analyzed data (as described in the methodology section) to assess the rehabilitation needs of individuals with disabilities residing in KS.

These key findings are broken out by population and described below.

1.

    a. **Individuals with the most significant disabilities, including their need for supported employment services**: Individuals with most significant disabilities become successfully employed at rates higher than their peers with less impactful disabilities. However, individuals from this population earn less than their peers.

    b. **Individuals with disabilities who are minorities and individuals with disabilities who have been unserved or underserved by KRS:** Individuals who are minorities are equitably represented in the KRS service population. While there are differences in outcomes that correlate to different minorities, these are nominal compared to the differences experienced by all KRS consumers compared to the general KS population.

    c. **Individuals with disabilities served through other components of the statewide workforce investment system (other than KRS), as identified by such individuals and personnel assisting such individuals through the components**: KRS has built partnerships and successful practices with their WIOA partners. KRS and its partners have the opportunity to build and expand upon this success.

    d. **Youth with disabilities, and students with disabilities, including their need for pre-employment transition services or other transition services**: CSNA results indicate that youth with disabilities are represented at three times the expected rate based on population estimates. Results also indicate that there is opportunity to target fields that yield higher wages and career growth opportunities.

PCG also assessed the needs of individuals with disabilities for transition services and pre-employment transition services (Pre-ETS), and the extent to which such services provided under this Act are coordinated with transition services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) in order to meet the needs of individuals with disabilities.

Finally, the CSNA must include an assessment of the need to establish, develop, or improve community rehabilitation programs within Kansas.

Recommendations and a Call to Action

PCG developed the following recommendations and associated "Call to Action" to indicate where KRS could take important steps to address the needs of its consumers, in response to the findings identified within this report. The recommendations are summarized below.

Increase Staff Capacity and reduce turnover

1. Identify root causes for low staff capacity and high turnover rates. PCG suggests that KRS explore several frequent barriers to staff capacity, including the competitiveness of staff salary, increased efficiency in administrative processes, and opportunities for increased staff leadership and autonomy.
2. Identify projected staffing needs to maintain manageable caseloads and retain staff. PCG suggests researching evidence-based practices and other VR state staffing numbers to determine counselor to participant ratio caseload sizes, along with support staff ratios to develop staff projections for maintaining appropriate caseload sizes. PCG also suggest evaluating opportunities to support counselors and other staff by modifying business processes or technological opportunities to increase efficiency.
3. Assess and adjust training content and approach to align with the needs of new counselors. This should include knowledge of KRS processes and services but also available resources to serve consumers.
4. Develop a partnership with local universities with rehabilitation programs, such as Emporia State University, to develop an internship program agreement to allow students in the rehabilitation counseling program to intern with KRS.
5. Develop specialized caseloads for populations that require specialized services specific to individuals who are deaf or hard of hearing, blind or with a visual impairment, or with a traumatic brain injury.

Increase and Improve CRP Services for targeted populations

1. Identify specific areas with limited CRP providers.
2. Conduct outreach with existing providers as well as possible new providers to expand service coverage.
3. Assess the existing rate structure to determine options to provide support for the additional time required for supported employment and extended services to serve individuals with most significant disabilities.
4. Increase training to service providers on best practices in providing supported employment and extended services to consumers.
5. Identify specific service option program limitations in rural areas and expand outreach to increase work experience and internship opportunities to these locations.

Coordinate transportation resources for consumers

1. Identify gaps in transportation capacity.
2. Document successful practices.
3. Begin targeted outreach, based on gaps, to existing transportation providers and new providers to promote expansion.
4. Identify opportunities to coordinate and collaborate on the State level.
5. Explore partnership opportunities for transportation passes, possibly purchasing in bulk or streamlining the existing process to reduce administrative paperwork and delays in transportation services.

6. Examine policy and process to identify opportunities that encourage counselors to engage in transportation discussions during Individualized Employment Plan (IPE) development with consumers, their families, and direct care support staff.

Educate stakeholders and consumers on KRS

1. Provide clarification to consumers and stakeholders on the relationship and delineation of services between KRS and the Department for Children and Family (DCF) Service Administration. This clarification may consist of updating referral and application materials, update website content, or educational presentations.
2. Educate consumers and stakeholders on differences between VR and Pre-ETS services. This could include updating materials provided to consumers and stakeholders about these programs and services, updating website content, and meetings with stakeholders to provide programmatic information.
3. Design communication materials for different target audiences to assist in understanding services and program goals.

Quality of employment outcomes

1. Set strategies to improve overall opportunities to improve employment outcome quality and wages. This should include regional and statewide supports for partnerships, training initiatives, and relationship building.
2. Explore partnership opportunities with Workforce development to identify labor market information for high wage and high need job industries.
3. Consider adding regional positions for employer engagement.
4. Develop relationships with employers with high skill and high wage positions.
5. Consider additional training for counselors to increase education and training opportunities for consumers consistent with the local labor market.

The goal of the CSNA process is to assess consumer needs to advise future policy and decision making so KRS can best serve their consumers and meet their rehabilitation needs. PCG collected and analyzed quantitative and qualitative data to assess the required areas of need to meet this goal. Our results and analyses describe successes and strengths that KRS, along with other partners, have worked to achieve. They also identified opportunities to improve access and service delivery to improve outcomes of Kansans with disabilities. Key opportunities for growth include increasing staff capacity, increasing employment provider capacity, expanding transportation resources, and educating stakeholders on program services. KRS is well-positioned to continue to growth and change to support optimal outcomes for Kansans with disabilities seeking employment, given its strengths and partnerships.

Below provides a summary of the CSNA required analysis of the aggregated results from surveys, interviews, focus groups, as well as data collected and analyzed for active VR cases as of May 27, 2021 and all cases reported in Performance Years 2017-2019. PCG collected and analyzed data (as described in the methodology section) to assess the rehabilitation needs of individuals with disabilities residing in KS.

These key findings are broken out by population and described below.

1.

Overall, individuals with the most significant disabilities make up the majority of the KRS population, are represented highest in age group 14 to 21, and have the highest successful closure rate. MSD individuals are 78.2% of the KRS population, which is 20.1% higher than RSA's 2019 national average. This suggests that the disability significance criteria calculation may be less stringent than how other states calculate and should be explored further. In addition, individuals with a most significant disability were represented highest in youth aged "14-21", compared to the age group "65 and older" which had the smallest percentage of individuals in the "Most Significant Disability" group. This suggests the majority of MSD consumers are derived from transition youth.

Regarding employment and closures, MSD consumers earned the lowest average hourly wage ($10.82) and worked, on average, the least weekly hours (27.9) compared to SD and NSD consumers. This average was slightly below the KRS average of $11.01 and 28.4 hours worked per week. However, notably, this group also represented the highest successful closure rate at 32.8%. **Although individuals with an MSD are more likely to gain and maintain employment, they are also more likely to be closed in lower paid/lower hour positions.**

When analyzing feedback received throughout the focus groups and surveys, many respondents perceived individuals with most significant disabilities, primarily individuals with an intellectual disability and/or the need for supported employment, were amongst the highest group of underserved individuals. Suggestions for improving the payment model funding to allow for additional funding for support was recommended to assist in improving services for this population. Furthermore, training to service providers working with individuals with MSD, particularly youth, was also noted. Since youth make up the largest population of individuals determined MSD, this could be beneficial in serving many consumers in this population. Further exploration overall on training and work experiences, specifically for higher paying, higher wage careers, including youth with most significant disabilities, should be considered.

B. INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

The KRS population is representative of minority and ethnic groups in comparison to Kansas state population data. Furthermore, some groups of minorities are represented in the KRS service population at rates higher than expected. These groups included individuals who are 'Black or African American' and individuals identified as 'Hispanic', both of which were represented at twice the percentage compared to the overall KS population estimates.

Regarding services, findings indicated service needs for members of minority groups had similar trends to the overall service needs of the KRS population, with the exception the additional need for language translators and outreach for services. According to KRS staff and CRP respondents, "Outreach on the availability of services" and "Language translators" are services needed to address underserved and unserved minority groups. Furthermore, similar to the overall KRS population service needs, transportation, job coaching, and training were also identified as needs to better serve underserved and unserved ethnic or racial groups according to CRP's. Furthermore, outreach of services and the availability of language translators should also be further evaluated to address potential barriers to accessing or receiving services.

Groups Underserved or Not Service well enough

When looking at groups underserved or not served well enough, similar trends on consumer needs were identified compared to the KRS population. Overall, KRS staff and CRP's both reported the following individuals as unserved or underserved:

- I**ndividuals residing in rural areas**
- **Individuals with the most significant disabilities**
- **Individuals transitioning from high school to the workforce**
- **Individuals with mental health disabilities**
- **Individuals with intellectual and developmental disabilities**

Feedback received in interviews with educators and CRPs, as well as with focus groups mirrors these results.

When looking at service needs of groups potentially underserved or unserved, again similar trends to overall KRS population was noted. A common service need identified was transportation, as well as increased outreach and increased training for specific populations. These recommendations mirrored not only overall KRS population needs, but also many of the underserved populations. Similar to needs identified for MSD and minority groups, KRS staff identified "Ways to address language barriers" and "Increased training for employment specialists or job coaches" as the best ways to improve services to underserved populations. **Exploration of expanding services that specifically address the needs of underserved or unserved populations should be considered.**

C. INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE WORKFORCE DEVELOPMENT SYSTEM; AND

Many respondents expressed getting connected to workforce centers was extremely helpful, especially for those not meeting the income criteria for KRS services. Respondents also indicated that this partnership could be extended and expanded to increase services for individuals with disabilities and expand opportunities for benefits counseling. Still some individuals believed they could continue to improve this relationship through more training on working with individuals with disabilities from KRS. There are opportunities to overcome job-related barriers such as job training, work skills, and employment experience. **Results and analysis indicate the opportunity to replicate successful practices to increase access and reduce barriers for individuals with disabilities across Kansas.**

D. YOUTH WITH DISABILITIES, INCLUDING STUDENTS WITH DISABILITIES AND THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER IDEA.

PCG assessed the needs of individuals with disabilities for transition services and pre-employment transition services (Pre-ETS), and the extent to which such services provided under this Act are coordinated under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) in order to meet the needs of individuals with disabilities. Compared to the ACS estimates, individuals between 14 to 21 are represented over three times than expected. The

large number of individuals ages 14-21 may reflect this priority, suggesting that KRS has implemented effective processes to assist in expanding outreach to youth. Service costs for the age group "14-21" had the largest average expenditure of $6,044.50 followed second by age group "22-34" at $4,355.85; suggesting not only outreach but also higher average costing services such as training activities, are being provided to assist transition youth in KRS.

Regarding overall services provided, there are opportunities for growth to and expansion of services. Half (48%) of CRP respondents felt that all Pre-ETS services were provided adequately in their community. Educators felt individuals aged 14-16 youth, were among the populations being underserved by KRS, which may be contributed to KRS capacity limitations and prioritizing transition services to latter high school years. Educators also mentioned individuals with a significant intellectual disability, individuals with significant mental health conditions, and single parent participants were also amongst the group underserved, and additional consideration, training, and services should be considered to address these populations.

The age group "14-21" earns the lowest average wage at $10.23 per hour and the works the lowest average hours per week at 26.2 hours. This may be contributed to lack of higher paying work experience and skills. Further exploration should be given on the types of specific work experience opportunities that are being provided in comparison to high demand, high income job markets.

Overall, KRS appears to have prioritized transition-aged youth and expanded outreach to these populations. However, opportunities for improvement may be explored. **Further exploration of the work experiences and job training opportunities, specifically high demand high jobs should be considered given this population also has the lowest hours and wages reported.** Additionally, notable feedback to continue this outreach to students aged 14-16, as well as provide special consideration for individuals with significant intellectual disability, significant mental health conditions, and single parent participants should be made when considering education and training activities.

To evaluate the efficacy of KRS' coordination with education to support transition services, PCG gathered information from educators, advocacy stakeholders, parents, and transition-aged youth. PCG wished to understand the impact of policy implementation, successful opportunities, and what works well.

A focus group comprised of educators reported positive perceptions of the coordination and collaboration between KRS and schools. The group discussed that they would and do recommend KRS services to students and families. A participant remarked: "If we see a need as freshman, we start talking to parents about VR, so 70-75% are on track through Pre-ETS into Voc Rehab (Vocational Rehabilitation)."

Referrals and encouragement from trusted partners, such as known educators, can play a pivotal role in the buy in and commitment to services.

The educators focus group also identified barriers to participation in KRS services. They reported that completing paperwork can be difficult and can become a barrier. During discussion, several educators recommended holding meetings where a professional explains the paperwork process to students and families where questions can be asked, and interpreters provided when needed. Another focus group participant suggested a similar meeting where education and information about the different roles of providers and KRS counselors could be explained.

Educators identified additional opportunities to improve coordination with IDEA services. During focus groups and interviews, half of educators agreed that they would like to see improved and more timely communication with KRS and half believed they had a positive, open communication with KRS. Educators felt that a break down in and delayed communication affects consumers' basic, immediate needs being met. One example provided by educators was the reported confusion on what services were provided by KRS and which were provided by a Pre-ETS provider. Educators felt that better education and even training would improve the partnership, so that everyone understood the process. They had also heard from students and families that there was a fear or misconception of KRS's relationship to Department for Children and Families. Educators also felt KRS staff turnover may impact communication. Finally, educators in focus groups and interviews reported that transportation continues to be a barrier, especially in rural areas.

In addition to recommendations for improving coordination with KRS, educators also offered several recommendations related to improving KRS service delivery. Educators recommended the following:

- Increase authorized job coaching hours
- Increase the number of supported employment providers
- Provide education and training to employers and families
- Individualize the service structure to meet needs of individuals, with more flexibility and increased compensation

Finally, educators perceived several populations as being underserved. Focus group participants perceived youth ages 14-16, individuals with a significant intellectual disability, individuals with significant mental health conditions, and students who live in single parent homes, as underserved.

Furthermore, feedback from one of the local State Universities noted that KRS has not been willing to accept interns, which is required for master's program, which has resulted in students leaving the state for VR internships and not returning to the state. Professors from the Counseling and Education Department at the University mentioned they would like to be invited to do a presentation on what they can offer, such as an internship program, and discuss mutually beneficial opportunities. KRS has established a partnership with the University's Counseling Department. KRS has developed internship guidelines and is currently going through the approval process.

Analysis

Feedback from educators regarding coordination and collaboration between KRS and schools indicates there are some successful practices that can be extended across the State to grow capacity and improve coordination. Some participants noted that they had regular communication and meetings with their respective KRS offices. These practices can be replicated for other participants who expressed the desire or need to increase meetings to discuss different roles and how services could be coordinated. Educators further noted several populations as being underserved: 14-16 aged youth, individuals with a significant intellectual disability, individuals with significant mental health conditions, and single parent individual. These populations may benefit from successful practices leveraged with other populations. For example, successful practices for youth older than 14-16 may be examined and extended for the younger transition population. Individuals with intellectual and developmental disabilities, and

individuals with mental health conditions may benefit from enhanced services already provided in KRS services. Students living in single parent homes may benefit from coordination with community resources. In other words, bolstered communication and coordination could address these perceptions or available services.

Further exploration may provide insight and background behind the educators' recommendations for improving KRS service delivery, such as increasing supported employment providers, providing education to employers and families, and individualizing the service rate structure to meet the individual needs. Many educators are trusted stakeholders for individuals with disabilities and their families. Educators may hear from individuals who have exited schools and experience employment services. Furthermore, exploration on training needs for staff on flexibility in spending limits, and exceptions a counselor can make if additional job coaching hours are necessary and required to meet job coaching needs, should be considered.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

When assessing the need for establishing, developing or improving community rehabilitation programs, KRS will be guided by whether services (individual programs as well as statewide systems) meet the following objectives:

- Involve persons with disabilities and the community in making best use of current resources according to local needs.
- Improve coordination of services.
- Demonstrate outcomes and accountability.
- Advocate for community inclusion.
- Contribute to the growth of quality transition planning services.
- Aid in the development of supported employment programs by maintaining quality standards.
- Increase outreach programs to meet the needs of individuals in underserved areas or for minorities.
- Create new service delivery strategies for unserved or underserved disability populations.
- Increase opportunities for competitive, integrated employment.

The CSNA must include an assessment of the need to establish, develop, or improve community rehabilitation programs in Kansas. Exploration should be given to establishing programs in rural areas and expanding service providers in those areas. Furthermore, consideration may be given to:

- **Increasing the number of providers, with a focus on supported employment providers and those in rural areas.**
- **Improving and expanding services to meet the diverse needs of consumers.**
- **Training and communication on implementing best practices and supporting special populations.**

By investing in the growth of CRPs, KRS invests in consumer opportunities of provider choice, successful services demonstrated to yield results, and a higher successful case closure rate.

C. GOALS, PRIORITIES, AND STRATEGIES

Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State's performance under the performance accountability measures of Section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under Section 107 of the Rehabilitation Act. VR agencies must—

1. DESCRIBE HOW THE SRC AND THE VR AGENCY JOINTLY DEVELOPED AND AGREED TO THE GOALS AND PRIORITIES AND ANY REVISIONS; AND

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

VR goals, strategies and indicators are based on:

- Results of the comprehensive statewide needs assessment, which included extensive opportunities for consumers, service providers, school personnel, stakeholders and advocacy groups to provide input.
- An analysis of the agency's performance on federal standards and indicators.
- Monitoring and agency performance reviews or audits.
- Consultation with the designated state agency and workforce development partners.
- Work sessions with the State Rehabilitation Council on development of goals and priorities.
- Work sessions with the KRS field staff.

2. IDENTIFY MEASURABLE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS AND THE BASIS FOR SELECTING THE GOALS AND PRIORITIES (E.G., CSNA, PERFORMANCE ACCOUNTABILITY MEASURES, SRC RECOMMENDATIONS, MONITORING, OTHER INFORMATION). AS REQUIRED IN SECTION 101(A)(15)(D), (18), AND (23), DESCRIBE UNDER EACH GOAL OR PRIORITY, THE STRATEGIES OR METHODS USED TO ACHIEVE THE GOAL OR PRIORITY, INCLUDING AS APPLICABLE, DESCRIPTION OF STRATEGIES OR METHODS THAT—

A. SUPPORT INNOVATION AND EXPANSION ACTIVITIES;

B. OVERCOME BARRIERS TO ACCESSING VR AND SUPPORTED EMPLOYMENT SERVICES;

C. IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES); AND

D. IMPROVE THE PERFORMANCE OF THE VR AND SUPPORTED EMPLOYMENT PROGRAMS IN ASSISTING INDIVIDUALS WITH DISABILITIES TO ACHIEVE QUALITY EMPLOYMENT OUTCOMES.

List and number each goal/priority, noting the basis, and under each goal/priority, list and number the strategies to achieve the goal/priority

1. Enhance communication with families, stakeholders, students, and agencies.
    a. Develop a comprehensive communication plan that includes consistent messaging for staff to educate individuals on our program, initiatives, and successes.
    b. Design and implement a targeted marketing campaign highlighting the benefits of the VR program for individuals with disabilities and their families.
    c. Create and maintain active social media profiles to increase the VR program's visibility and engage with the community, stakeholders, and potential beneficiaries.
2. Increasing Visibility of the VR Program.
    a. Developing marketing materials to enhance communication
    b. Collect and share success stories of VR program beneficiaries through various channels, including newsletters, social media, and community events.
    c. Create and maintain active social media profiles to increase the VR program's visibility and engage with the community, stakeholders, and potential beneficiaries.
3. Foster stronger partnerships with employers to understand their needs in hiring people with disabilities and collaborating with VR, as well as promoting the advantages of hiring individuals with disabilities to expand job opportunities for VR clients.
    a. Organize regular forums and workshops to facilitate open discussions between VR representatives and employers, fostering a better understanding of the advantages of hiring individuals with disabilities and creating tailored programs that meet the specific needs of employers.
    b. KRS will engage in collaborative efforts with local Kansas Workforce and WIOA partners to develop joint strategies targeting employer workforce needs.

b. Overcome barriers to accessing VR and supported employment services;

4. Attract and retain VR personnel.

1. Develop a comprehensive training program that includes both initial training and continuous professional development opportunities to enhance the skills and knowledge of VR personnel.

2. Implement a robust support system for VR personnel, including mentoring programs and regular feedback sessions, to boost morale and increase retention rates.

3. Evaluate our recruitment procedures, including hiring strategies, interview inquiries, and overall process.

5. Streamline Application and Eligibility Processes for Sustained Engagement.

1. Review and simplify the application and eligibility processes, making them more user-friendly and accessible to potential candidates, and provide clear guidance and assistance throughout the application process.

2. A new case management system for a streamlined process to reduce unnecessary administrative tasks for staff, providers, and participants.

c. Improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services);

6. Enhance productive engagement in planning and service delivery to deliver high-quality services to youth and adults with disabilities, aiding them in exploring, developing, and advancing in their careers.

1.

2. Establish a structured feedback mechanism to promptly address both contractual and program-related inquiries from providers, fostering a collaborative environment for effective service delivery.

3. Enhance monitoring and evaluation protocols to ensure that customers consistently receive high-quality goods and services, aligning with the VRD's commitment to facilitate successful employment outcomes for all clients.

7. Maintain ongoing assessment of consumer satisfaction through quarterly consumer satisfaction survey.

1. Conduct regular quarterly surveys to gather feedback from consumers, analyzing the data to identify areas for improvement and taking necessary actions based on the feedback received.

D. Improve the performance of the VR and Supported Employment programs in assisting individuals with disabilities to achieve quality employment outcomes.

8. Align services to support consumers in achieving the WIOA Common Performance Outcome Measures.

    a. Utilization of career assessment tools facilitates exploration and enhances alignment between clients and higher-paying, skill-based employment opportunities.

    b. Involvement of a multidisciplinary team, including employment placement personnel and benefits counselors, bolsters client engagement and the achievement of their employment objectives.

    c. Implementation of career-oriented education and training programs results in improved job prospects, higher wages, and enhanced job retention rates.

    d. VR counseling emphasizing career-oriented planning contributes to the attainment of higher-paying and higher-quality employment opportunities.

9. Enhance provider recruitment, retention, and assistance.

    a. Develop and enforce an efficient onboarding process for new providers, reducing the time from contract initiation to the delivery of direct services to customers, thus ensuring timely access to necessary resources.

    b. Establish a structured feedback mechanism to promptly address both contractual and program-related inquiries from providers, fostering a collaborative environment for effective service delivery.

    c. Enhance monitoring and evaluation protocols to ensure that customers consistently receive high-quality goods and services, aligning with the VRD's commitment to facilitate successful employment outcomes for all clients.

D. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

1. PROGRESS IN ACHIEVING THE GOALS AND PRIORITIES IDENTIFIED FOR THE VR AND SUPPORTED EMPLOYMENT PROGRAMS;

List the goals/priorities and discuss the progress or completion of each goal/priority and related strategies

Highlights and accomplishments

Kansas Rehabilitation Services (KRS) reports the following accomplishments in implementing the State Plan Goals and Priorities. These highlights are based on PY 2022 (July 1, 2022, through June 30, 2023) indicators.

- A total of 905 Kansans with disabilities achieved stable employment as a result of VR services, earning an average of $14.69 an hour. VR consumers achieved employment in high-wage, high-demand jobs, for example: $35 an hour as a Registered Nurse, multiple placements of approximately $30 an hour in the nursing field, and numerous placements of approximately $19.00 an hour as a heavy and tractor trailer truck drivers.
- The percent of individuals who reported their own earnings as the largest source of support at the time of vocational rehabilitation (VR) case closure was 76%. This represents a significant milestone toward increased self-reliance.

Performance related to federal indicators

The following information is based on KRS analysis of data for PY 2022.

- **Indicator 1.1** (number of rehabilitations) 905
- **Indicator 1.2** (rehabilitation rate) 39%
- **Indicator 1.3** (competitive employment) 100%
- **Indicator 1.4** (outcomes for persons with significant disabilities) 70%
- **Indicator 1.5** (average hourly wage). $14.69 or a ratio of .72 of the average hourly wage of all employed Kansans.

- **Indicator 1.6** (self-support) 76%.

Timeliness Standards

- Federal regulations require that eligibility for VR services be determined no later than 60 days from the data of application, unless the applicant agrees to a time extension. The statewide average in Kansas is only 28 days (as of 6-30-22).
- Federal regulations require that an Individual Plan for Employment be developed no later than 90 days from the date of eligibility, unless the client agrees to a time extension. The statewide average in Kansas from application to IPE development is only 49 days (as of 6-30-22).

Update on indicators related to State Plan goals and priorities

The following information provides a detailed update on the performance indicators related to the State Plan Goals and Priorities. Performance updates are for Program Year 2022 (July 1, 2022 through June 30, 2023), the most recent complete program fiscal year at the time of this State Plan submission. Indicators address a wide scope of performance measures identified by KRS and stakeholders during a collaborative planning process.

Goal 1: Kansans with disabilities will achieve quality employment and self-sufficiency.

Indicator 1.1: The number of persons achieving employment.

PY 2022: 905

Indicator 1.2: The percentage of individuals rehabilitated who achieve competitive employment.

PY 2022: 100%

Indicator 1.3: The average hourly earnings of all individuals who exit the program in competitive employment as a ratio to the average hourly earnings for all employed Kansans.

PY 2022: $14.69 .72 ratio

Indicator 1.4: Of the individuals who achieve competitive employment, the percent who reported their own income as the largest single source of economic support at closure.

PY 2022: 76%

Indicator 1.5: The average number of hours worked per week by persons rehabilitated.

PY 2022: 28

Indicator 1.6: The percent of persons rehabilitated in full-time competitive employment who are covered by health insurance through employment.

PY 2022: 43%

The number of successful employment outcomes achieved by consumers after participating in post-secondary education.

PY 2022: 99

Goal 2: KRS, its providers and partners will be accountable for the achievement and maintaining employment and the effective use of resources.

Indicator 2.1: Rehabilitation rate.

PY 2022: 39%

Percent for whom eligibility is determined in 60 days or less from application unless the consumer agrees to an extension.

PY 2022: 83%

Percent of accurate eligibility decisions, based on case review results.

PY 2022: 98%

Indicator 2.4: Percent for whom IPEs are developed within 90 days or less from eligibility unless the consumer agrees to an extension.

PY 2022: 84%

Indicator 2.5: Average expended per rehabilitation for the life of the case.

PY 2022: $5,863

Rehabilitation rate of persons referred to placement or supported employment providers.

PY 2022: 59%

Indicator 2.7: The average wage achieved by persons referred to placement or supported employment providers.

PY 2022: $12.50

Percent of case review results for which there is evidence that the consumer had the opportunity to exercise informed choice throughout the rehabilitation process.

PY 2022: 87%

Indicator 2.9: Percent of case review results for which there is evidence that the service provider was given clear information about the consumer's employment goals and expectations.

PY 2022: 94%

Indicator 2.10: Percent of case review results for which referral to a job placement or supported employment service provider was appropriate based on the individual needs of the consumer.

PY 2022: 98%

Indicator 2.11: Percent of case review results for which there was evidence of counseling and guidance related to maximizing employment and high-wage, career-track employment options.

PY 2022: 80%

Indicator 2.12: Percent of cases reviewed for which correct use of service codes was demonstrated.

PY 2022: 99%

Indicator 2.13: Percent of cases reviewed for which adherence to procurement policies and procedures was demonstrated.

PY 2022: 95%

Percent of Regional Program Administrators and Unit Rehabilitation Managers who meet expectations related to fiscal management through the evaluation process.

Evaluation Year ending 2022: 92%

Indicator 2.15: Percent of counselors who meet or exceed expectations for the fiscal management competency in the performance evaluation system).

Evaluation Year ending 2023: 93%

Goal 3: KRS will emphasize the employment potential of students with disabilities and improve the outreach and outcomes for transition-aged students. These indicators are based on the individual being age 24 or younger at the time of the case action referenced).

Indicator 3.1: Number of new applications from transition youth.

PY 2022: 977

Indicator 3.2: Number of new IPEs for transition youth.

PY 2022: 273

Indicator 3.3: Rehabilitation rate for transition youth.

PY 2022: 41%

Indicator 3.4: Number of employment outcomes achieved by consumers who were transition-aged at the time of application for services.

PY 2022: 278

Indicator 3.5: Of the transition students who achieve competitive employment, the percent who reported their own income as the largest single source of economic support.

PY 2022: 72%

Indicator 3.6: Average hourly wage of transition students rehabilitated.

PY 2022: $12.25

Indicator 3.7: Increase participation of youth with disabilities in the Prevention and Protection Services Independent Living program in Pre-Employment Transition Services and VR Services, and thereby improve their successful outcomes in post-secondary education, employment and independent living/self-sufficiency.

Number of foster care youth participating in VR.

PY 2022: 12

Goal 4: KRS will emphasize the meaningful involvement of people with disabilities, public/private partners, employers and other stakeholders in KRS programs, services and activities.

Indicator 4.1: The percent of individuals who have significant disabilities among those who achieve competitive employment.

PY 2022: 64%

The service rate for all individuals with disabilities from minority backgrounds as a ratio of the service rate for all non-minority individuals with disabilities.

PY 2022: .38

Number of annual statewide stakeholder meetings.

PY 2022: 2

Supported employment (SE) indicators

Title VI, Indicator 1.1: Number of persons with SE plans.

PY 2022: 1,009

Title VI, Indicator 1.2: Number of persons achieving competitive, integrated employment after receiving SE services.

PY 2022: 156

Title VI, Indicator 2.1: Geographic distribution of services (percent of counties with coverage from an SE service provider).

PY 2022: 100%

Title VI, Indicator 2.2: Percent of persons referred to a service provider who achieve employment (rehabilitation outcome) within 120 days of referral.

A data source for this indicator is pending.

Title VI, Indicator 2.3: Percent of persons referred to SE service providers who achieve successful employment outcomes.

A data source for this indicator is pending.

2. PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR, REFLECTING ACTUAL AND NEGOTIATED LEVELS OF PERFORMANCE. EXPLAIN ANY DISCREPANCIES IN THE ACTUAL AND NEGOTIATED LEVELS; AND

Indicator	PY 2022 Negotiated	PY 2022 Actual
Employment (Second Quarter After Exit)	**45.8%**	**50.1%**
Employment (Fourth Quarter After Exit)	**46.9%**	**43.9%**
Median Earnings (Second Quarter After Exit)	**$2,949**	**$3,502**
Credential Attainment Rate	**20.0%**	**20.5%**
Measurable Skills Gains	**30.0%**	**26%**

The rationale for not meeting the performance measures outlined in the state plan stems from ongoing efforts within KRS to identify in accurate data in the case management system and obtaining effective ways to gather employment data. KRS has been focusing on updates and the acquisition of a new, more efficient case management system. Allocating resources towards the

current system is deemed impractical considering the transition to the new system. Collaboration with the new vendor has resulted in the identification of an estimated 2-year timeline for the implementation of the new system.

KRS has also dedicated efforts to scrutinizing data for internal controls and training related to measurable skill gains, ensuring precise reporting and comprehensive documentation of all accomplishments. Furthermore, recognizing the importance of bolstering employment data, KRS has discussed having interface with the State Wage Interface System to refine employment indicators. This undertaking emphasizes the need for the forthcoming system to seamlessly interface with or be programmed to capture the relevant employment data, fostering enhancements in this area. We plan to have this incorporated into our new case management system.

3. THE USE OF FUNDS RESERVED FOR INNOVATION AND EXPANSION ACTIVITIES (SECTIONS 101(A)(18) AND 101(A)(23) OF THE REHABILITATION ACT) (E.G., SRC, SILC).

KRS uses the innovation and expansion authority, as specified by the Rehabilitation Act, to support the functions of the State Rehabilitation Council. Operating within existing resources, the Council does not receive any direct allocation of funds.

Consistent with the KRS goals and priorities, innovation and expansion efforts are also underway to promote improved employment outcomes for transition-aged youth and to assist community service providers to build and maintain their capacity to provide evidence-based employment services.

E. SUPPORTED EMPLOYMENT SERVICES, DISTRIBUTION OF TITLE VI FUNDS, AND ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

1. ACCEPTANCE OF TITLE VI FUNDS:

(B) VR agency does NOT elect to receive title VI funds and understands that supported employment services must still be provided

2. IF THE VR AGENCY HAS ELECTED TO RECEIVE TITLE VI FUNDS, SECTION 606(B)(3) OF THE REHABILITATION ACT REQUIRES VR AGENCIES TO INCLUDE SPECIFIC GOALS AND PRIORITIES WITH RESPECT TO THE DISTRIBUTION OF TITLE VI FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES. DESCRIBE THE USE OF TITLE VI FUNDS AND HOW THEY WILL BE USED IN MEETING THE GOALS AND PRIORITIES OF THE SUPPORTED EMPLOYMENT PROGRAM.

KRS currently does not elect to receive title VI funds and understands that supported employment services must still be provided under title I.

3. SUPPORTED EMPLOYMENT SERVICES MAY BE PROVIDED WITH TITLE 1 OR TITLE VI FUNDS FOLLOWING PLACEMENT OF INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES IN EMPLOYMENT. IN ACCORDANCE WITH SECTION 101(A)(22) AND SECTION 606(B)(3) OF THE REHABILITATION ACT, DESCRIBE THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES; AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.

Supported employment means competitive employment in an integrated setting with ongoing support services for individuals with the most significant disabilities. This service is intended for individuals:

- For whom competitive employment has not traditionally occurred or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and
- Who, because of the nature and severity of the disability, need intensive supported employment services from Kansas Rehabilitation Services (KRS) and extended services/ongoing support from non-VR sources such as community agencies in order to perform the work and maintain employment.

Supported employment also includes transitional employment for individuals with severe and persistent mental illness. Transitional employment means a series of temporary job placements in competitive work in integrated settings with ongoing support services for individuals with the most significant disabilities due to mental illness. In transitional employment, the provision of ongoing support services must include continuing sequential job placements until job permanency is achieved. Supported employment services provided by KRS are time-limited and are provided for a period not to exceed 24 months unless the consumer and counselor agree to an extension in order to achieve the objectives identified in the Individual Plan for Employment. Any appropriate service needed to support and maintain an individual in supported employment may be provided. Services typically focus on:

- Job development and placement.
- Intensive on-the-job training and other training provided by skilled job coaches.
- Regular observation and coaching of the consumer at the work site.
- Discrete post-employment services that are not available from an extended services provider and that are necessary to maintain the job placement, such as job station redesign; repair and maintenance of assistive technology; and the replacement of prosthetic and orthotic devices.
- Coaching to develop natural supports.

Supported employment services are provided through a Customized Placement service provider agreement that identifies the following key components or milestones:

1. Creation of a job development action plan

2. Placement

3. Stabilization

4. 45 days of continuous, successful employment

5. Finalization of an extended ongoing service plan

6. Successful VR case closure in accordance with all of the requirements set out in federal regulations

Direct hourly job coaching services are provided for VR consumers in conjunction with the Supported Employment and Customized Employment milestones services described above.

Short and long-term individualized job coaching is also provided through service provider agreements.

After the time-limited VR services end, the supported employment service provider maintains extended ongoing services with the consumer or has identified a plan specifying how the community-service system will provide the extended ongoing supports the consumer needs to maintain employment. These extended services are not funded with VR dollars. To reinforce and maintain stability of the job placement, ongoing services include regular contacts with:

- The consumer.
- Employers.
- Parents, guardians or other representatives of the consumer.
- Other appropriate professional, advisory and advocacy contact persons.

Individual job placements in competitive, integrated employment are the outcome of supported employment services funded by KRS. Such outcomes have higher earnings, consumer choice, community integration and more co-worker interaction. KRS supported employment outcomes do not include enclaves, work crews or other congregate work settings.

Service delivery system

In implementing supported employment services, KRS emphasizes the importance of geographic distribution of services. KRS also places a priority on working with community agencies with the capacity to provide extended/ongoing support services. Providers include community developmental disability organizations, mental health centers, independent living centers, and other public and private entities. Provider agreements:

- Describe the time-limited services that will be provided through KRS for eligible individuals with the most significant disabilities.
- Address responsibility of the providers to coordinate the community service system, which has responsibility for funding and providing the extended ongoing services necessary for the consumer to maintain employment once they exit the VR program.

The Individual Plan for Employment is used as the basis for referral to one of the providers. It also describes the criteria, specific to each consumer, for determining that job performance is stable, determining how and when progress will be evaluated, and describing how extended ongoing support services will be provided. After the consumer reaches stability on the job, the consumer, service provider and VR counselor work together to finalize the plan for extended ongoing support services. This allows the plan to be specific and customized according to the consumer's current work situation and support needs. As a result, the ongoing support section of the IPE may be amended, with the consumer's agreement, in order to reflect the most current information available.

Quality of services

VR counselors and regional management staff are charged with assuring the quality of services provided. KRS will develop updated reports on provider performance to assist consumers in selecting services, to assist KRS and its providers in monitoring performance, and to identify opportunities for continuous improvement.

The performance of these providers in helping consumers secure meaningful employment and wages consistent with their goals and priorities significantly impacts the overall KRS performance on standards and indicators. Therefore, accountability benchmarks have been established with the target of 80% of persons referred to service providers obtaining jobs within an average of 120 days, and 60% of persons referred achieving successful closures. The goal is a network of effective supported employment providers whose focus is on the vocational objectives, goals, rehabilitation needs and priorities of the consumers to be served. Enhanced support solutions in Information Technology are required to more effectively monitor and evaluate the outcomes of service providers and to generate performance evaluations. KRS is currently in the process of developing a new case management system to generate such reports. The Quality Assurance and Provider Liaison teams have introduced surveys for both providers and VR staff to foster continuous communication, collaboration, and partnerships. The data and insights collected will be presented at least once a year to providers and VR staff.

4. SECTIONS 101(A)(22) AND 606(B)(4) OF THE REHABILITATION ACT REQUIRE THE VR AGENCY TO DESCRIBE EFFORTS TO IDENTIFY AND ARRANGE, INCLUDING ENTERING INTO COOPERATIVE AGREEMENTS, WITH OTHER STATE AGENCIES AND OTHER APPROPRIATE ENTITIES IN ORDER TO PROVIDE SUPPORTED EMPLOYMENT SERVICES. THE DESCRIPTION MUST INCLUDE EXTENDED SERVICES, AS APPLICABLE, TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THE PROVISION OF EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES IN ACCORDANCE WITH 34 C.F.R. § 363.4(A) AND 34 C.F.R. § 361.5(C)(19)(V).

1. Creation of a job development action plan.

2. Placement.

3. Stabilization.

4. 45 days of continuous, successful employment.

5. Finalization of an extended ongoing service plan.

(This plan describes how the supported employment service provider will maintain extended supports once the time-limited VR services end. Or, the plan may describe how the overall community service system will provide the extended supports the consumer will need to maintain employment. These extended supports are not funded with VR dollars.)

6. Successful VR case closure in accordance with all of the requirements set out in federal regulations.

Direct hourly Job Coaching services are provided for VR consumers in conjunction with the Customized Employment milestones services described above. Short and long-term individualized job coaching is also provided through service provider agreements.

The provider agreements also:

1. Describe the time-limited services that will be provided through KRS for eligible individuals with the most significant disabilities.
2. Address responsibility of the providers to coordinate with the community service system, which has responsibility for funding and providing the extended ongoing

services necessary for the consumer to maintain employment once they exit the VR program.

The Individual Plan for Employment is used as the basis for referral to one of the providers. It also describes the criteria, specific to each consumer, for determining that job performance is stable, determining how and when progress will be evaluated, and describing how extended ongoing support services will be provided. After the consumer reaches stability on the job, the consumer, service provider and VR counselor work together to finalize the plan for extended ongoing supports. This allows the plan to be specific and customized according to the consumer's current work situation and support needs. As a result, the ongoing support section of the IPE may be amended, with the consumer's agreement, in order to reflect the most current information available.

Through the provider agreement requirements and performance benchmarks, KRS' intention is to develop a network of effective supported employment providers whose focus is on the vocational objectives, goals, rehabilitation needs and priorities of the consumers to be served. KRS regional managers meet with providers on a periodic basis to maintain a collaborative relationship in this service delivery system and to address accountability and performance improvement when necessary. KRS intends to develop a network of effective supportive employment providers whose focus is on vocational objective, goals, rehabilitation needs, and consumer priorities. In implementing supported employment services, KRS funds individual job placements. KRS emphasizes the importance of geographic distribution of services. KRS also places a priority on working with community agencies that have the capacity to:

- Develop productive relationships with employers.
- Encourage people with disabilities to learn about developing natural support networks.

F. ANNUAL ESTIMATES

Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 C.F.R. § 361.29(b), annual estimates must include the following projections:

1. ESTIMATES FOR NEXT FEDERAL FISCAL YEAR—

A. VR PROGRAM; AND

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
1	7233	6189	$25,196,525	962
2	968	767	$4,286,277	114

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
3	210	197	$1,744,382	24

B. SUPPORTED EMPLOYMENT PROGRAM.

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
N/A	N/A	N/A	N/A	N/A

G. ORDER OF SELECTION

1. PURSUANT TO SECTION 101(A)(5) OF THE REHABILITATION ACT, THIS DESCRIPTION MUST BE AMENDED WHEN THE VR AGENCY DETERMINES, BASED ON THE ANNUAL ESTIMATES DESCRIBED IN DESCRIPTION (F), THAT VR SERVICES CANNOT BE PROVIDED TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR AND ARE DETERMINED ELIGIBLE FOR SERVICES.

* VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

The VR agency is not implementing an order of selection and all eligible individuals will be served.

2. FOR VR AGENCIES THAT HAVE DEFINED PRIORITY CATEGORIES DESCRIBE—

A. THE JUSTIFICATION FOR THE ORDER

Several factors will be considered in periodically determining whether KRS has sufficient funds to serve all eligible persons who apply. These factors include:

- Availability of state general funds to match available federal VR funds
- Application, referral and caseload trends
- Adequacy of staff coverage

- Costs of purchased services, such as diagnostics, medical, restoration and training
- Estimated costs of continuing services under existing IPEs
- Emphasis on serving persons with the most significant disabilities
- Timeliness of determination of eligibility and provision of services
- Outreach efforts
- Unserved or underserved groups

Determinations will be made prior to the beginning of each fiscal year and whenever a change in circumstances warrants. Consultation with the State Rehabilitation Council is an important component of such a determination.

B. THE ORDER (PRIORITY CATEGORIES) TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES ENSURING THAT INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

KRS categories are defined as follows:

Category 1: Eligible individuals with a most significant physical or mental impairment that seriously limits two or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance or work skills) in terms of an employment outcome, and whose vocational rehabilitation can be expected to require multiple VR services over an extended period of time. In the event that VR services cannot be provided to all eligible individuals in Category 1, a waiting list based upon the date of application will be activated.

Category 2: Eligible individuals with a significant physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance or work skills) in terms of an employment outcome; whose vocational rehabilitation can be expected to require multiple VR services over an extended period of time; and who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, intellectual developmental disability , mental illness, multiple sclerosis, muscular dystrophy, musculo-skeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation. In the event that VR services cannot be provided to all eligible individuals in Category 2, a waiting list based upon the date of application will be activated.

Category 3: All other eligible individuals. In the event that VR services cannot be provided to all eligible individuals in Category 3, a waiting list based upon the date of application will be activated. For purposes of these category definitions:

- Multiple services means more than one service as listed on the IPE. Support services (maintenance, transportation, personal assistance, and services to family members) may not be counted toward multiple services. Routine counseling and guidance to facilitate participation in the VR process may not be counted toward multiple services. Core

services which are not provided by KRS but which are necessary for achievement of the employment outcome may be counted toward multiple services.

- Extended period of time means at least four months between Status 12 and closure.

An order of selection gives priority to persons with the most significant disabilities when there are insufficient resources to provide vocational rehabilitation services to all eligible individuals who apply. After eligibility has been determined, each consumer is assigned to a category group. The consumer will be assigned to the highest priority category for which he or she is qualified, and a rationale will be documented in the case file. If the consumer's circumstances change or new information is acquired, the category designation can be changed.

Depending on available resources, all categories may be served. However, if there is a need to close one or more categories for services:

- Kansas Rehabilitation Services (KRS) will set aside sufficient funds to purchase services necessary to determine eligibility. Applications for services will be accepted without restriction.

- The closure will not affect individuals who already have final Individualized Plans for Employment (IPEs). IPE services will continue.

C. THE VR AGENCY'S GOALS FOR SERVING INDIVIDUALS IN EACH PRIORITY CATEGORY, INCLUDING HOW THE AGENCY WILL ASSIST ELIGIBLE INDIVIDUALS ASSIGNED TO CLOSED PRIORITY CATEGORIES WITH INFORMATION AND REFERRAL, THE METHOD IN WHICH THE VR AGENCY WILL MANAGE WAITING LISTS, AND THE PROJECTED TIMELINES FOR OPENING PRIORITY CATEGORIES. NOTE: PRIORITY CATEGORIES ARE CONSIDERED OPEN WHEN ALL INDIVIDUALS IN THE PRIORITY CATEGORY MAY BE SERVED.

Based on the analysis of factors listed above:

- KRS previously implemented waiting lists for Categories 2 and 3 effective July 1, 1999 through March 8, 2001, impacting the number of persons receiving planned services during that time and subsequent years.

- KRS closed all categories on October 4, 2002. Periodically, individuals were taken off the Category 1 waiting list according to their date of application. Effective February 17, 2003, the waiting list for Category 1 was discontinued. Waiting periods for individuals in Categories 2 and 3 were lifted April 1, 2004.

- There was no waiting list for services during SFY 2005.

- A waiting list for all Categories was implemented effective October 16, 2005. On January 6, 2006 KRS began periodically removing individuals in Category 1 from the waiting list. As of June 30, 2006, a total of 3,244 individuals had been released from the Category 1 waiting list. In July and August 2007, an additional 758 individuals were removed from the Category 1 waiting list and it has remained open since that time. At the same time, 658 individuals were removed from the Category 2 waiting list, and a waiting list for new individuals in Category 2 was reinstated. Categories 2 and 3 were re-opened in January, 2008 and remain open.

KRS monitors caseload and expenditure trends routinely to determine whether it will be necessary to implement Order of Selection. KRS projects that all categories will continue to be open for services during FFY 2024 & FFY 2025.

3. HAS THE VR AGENCY ELECTED TO SERVE ELIGIBLE INDIVIDUALS OUTSIDE OF THE ORDER OF SELECTION WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT?

KRS will exempt eligible individuals from Order of Selection if they need specific services or equipment in order to maintain employment. The status of employment must be verified by the Counselor. Services provided must be specified on an Individual Plan for Employment. Only those services necessary to maintain employment may be provided through this exemption, not services the individual may need for other purposes.

H. WAIVER OF STATEWIDENESS.

The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with Section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 C.F.R. § 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 C.F.R. § 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate “not applicable.”

KRS is not requesting a waiver of Statewideness.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT.

In accordance with the requirements in Section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency’s comprehensive system of personnel development, which shall include a description of the procedures and activities the State VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

1. ANALYSIS OF CURRENT PERSONNEL AND PROJECTED PERSONNEL NEEDS INCLUDING—

A. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

B. THE NUMBER AND TYPE OF PERSONNEL THAT ARE EMPLOYED BY THE VR AGENCY IN THE PROVISION OF VOCATIONAL REHABILITATION SERVICES, INCLUDING RATIOS OF QUALIFIED VOCATIONAL REHABILITATION COUNSELORS TO CLIENTS;

C. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

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Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Administration	10	1	6
Field Management	23		3
VR Counselors	66	22	6
Support Staff	20	11	5
Pre-ETS Transition Specialist	26	4	8

D. RATIO OF QUALIFIED VR COUNSELORS TO CLIENTS:

The ratio of qualified VR counselors to clients is 82.

E. PROJECTED NUMBER OF INDIVIDUALS TO BE SERVED IN 5 YEARS:

The projected number of individuals to be served in 5 years 38,934.

2. DATA AND INFORMATION ON PERSONNEL PREPARATION AND DEVELOPMENT, RECRUITMENT AND RETENTION, AND STAFF DEVELOPMENT, INCLUDING THE FOLLOWING:

A. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM; THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

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Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
Emporia State University	Clinical Counseling Rehabilitation Counseling Masters	52	16

B. THE VR AGENCY'S PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL, WHICH ADDRESSES THE CURRENT AND PROJECTED NEEDS FOR QUALIFIED PERSONNEL; AND THE COORDINATION AND FACILITATION OF EFFORTS BETWEEN THE VR AGENCY AND INSTITUTIONS OF HIGHER EDUCATION AND PROFESSIONAL ASSOCIATIONS TO RECRUIT, PREPARE, AND RETAIN PERSONNEL WHO ARE QUALIFIED, INCLUDING PERSONNEL FROM MINORITY BACKGROUNDS AND PERSONNEL WHO ARE INDIVIDUALS WITH DISABILITIES.

KRS is dedicated to filling open positions with highly qualified and diverse individuals. Vacancy announcements explicitly outline the educational requirements aligned with the national CRC educational standard, which was the prerequisite before WIOA. Recruiting individuals who already meet these qualification standards has proven challenging, leading to a situation where numerous new hires must fulfill additional educational requirements. Currently, a substantial portion of our employed counselors—46% or 33 out of 71—need additional graduate-level classes to meet the CSPD standards.

To enhance recruitment efforts, Regional Program Administrators and DCF Personnel Services have adopted a comprehensive strategy. Beyond traditional advertising, they have cultivated personal contacts with universities offering master's programs in rehabilitation counseling, informed candidates about geographical regions with vacancies, and targeted specialized programs, such as those for individuals who are deaf or hard of hearing, or programs focusing on service delivery for people who are blind.

Vacancy announcements are widely distributed, reaching independent living centers and colleges recognized as traditionally minority institutions, promoting cultural diversity within the KRS workforce. Recruitment extends to professional, advocacy, and service provider associations, as well as online platforms like Indeed. The Personnel Services office actively represents KRS at various opportunities, including career fairs, and posts vacant positions through a rehabilitation counselor recruiting system on www.experience.com, reaching over 200 schools both regionally and nationally. Direct distribution of job vacancy announcements is also made to a list of 30 master's level programs and programs specializing in the rehabilitation of individuals who are blind.

Several factors influence KRS's ability to recruit and retain qualified staff:

- The starting salary for a Human Services Counselor classification is $1,609.44 bi-weekly.
- The graduate training program for rehabilitation counselors at Emporia State University anticipates a limited number of graduates compared to KRS's vacancies.
- Recruiting candidates for counselor positions who either meet the CSPD requirements or are willing to pursue additional graduate-level classes as a condition of employment has proven challenging.
- Filling qualified VR counselor positions with fluency in American Sign Language and knowledge of the deaf culture has also posed difficulties.

C. DESCRIPTION OF STAFF DEVELOPMENT POLICIES, PROCEDURES, AND ACTIVITIES THAT ENSURE ALL PERSONNEL EMPLOYED BY THE VR AGENCY RECEIVE APPROPRIATE AND ADEQUATE TRAINING AND CONTINUING EDUCATION FOR PROFESSIONALS AND PARAPROFESSIONALS:

I. PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN

COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

II. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO VR AGENCY PROFESSIONALS AND PARAPROFESSIONALS AND FOR PROVIDING TRAINING REGARDING THE AMENDMENTS TO THE REHABILITATION ACT MADE BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT.

i. particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out state programs under section 4 of the Assistive Technology act of 1998; and

KRS is committed to advancing and sustaining a professional development system for both new and experienced staff. A key focus area is the adoption of effective communication strategies to ensure consumer engagement and progress toward employment, as well as the development and implementation of impactful Individual Plans for Employment (IPEs). Other focal points encompass informed choice, understanding the purpose and intent of the VR program, linkages between eligibility, rehabilitation needs, consumer goals and priorities, and services provided, development of effective progress measures, time and caseload management techniques, financial accountability, cultural competence, accountable decision-making, expertise related to specific disability populations (specifically persons who are blind or visually impaired, persons with Autism Spectrum Disorders, persons with mental illness, and persons with head injury), leadership development, use of comparable benefits, basic benefits counseling related to employment, utilization of Kansas-specific labor market trends and demands, and effective career counseling and guidance related to employment as the pathway to self-reliance.

Assistive Technology for Kansans actively participates in new counselor training to educate and inform new staff on technology solutions and services for people with disabilities and health conditions. KRS also holds a role on the Assistive Technology for Kansas committee advisory.

KRS conducts an annual training conference on the utilization of evidence-based and promising practices. Additionally, intensive initial training sessions are organized for new Pre-Employment Transition Services staff, as well as new Counselors and Program Specialists. Monthly training sessions cover trends from case review results, targeted reviews, internal controls, and topics of interest from field staff to ensure best practices and consistency statewide.

KRS seeks technical assistance and opportunities to contract for the development of online training related to services for individuals with mental illness, autism, dual sensory impairment, blindness/visual impairment, head injury, and other specific populations as deemed necessary.

Staff are evaluated annually using the process and forms prescribed by the DSA, with each staff member's position description serving as a primary source document for the evaluation system, outlining duties and responsibilities related to the KRS mission, with an emphasis on serving individuals with the most significant disabilities. The comprehensive Performance Management System, initially established in KRS in November 2009, has been updated to highlight the core priorities of the program: competitive integrated employment outcomes, quality employment as measured by average hourly wages, timely access to services, and excellence in case/caseload management and customer service.

ii. procedures for the acquisition and dissemination of significant knowledge from research and other sources to vr agency professionals and paraprofessionals and for providing training

regarding the amendments to the Rehabilitation Act made by the Workforce Innovation and Opportunity Act.

Numerous strategies ensure that information about research, best practices, trends, and state agency policies and procedures is distributed to staff statewide. KRS maintains both public and internal websites that post information on agency policies and service provider agreements. Technology, such as statewide webcasts with live audio and video, is utilized to conduct staff meetings and trainings.

KRS has established an ongoing training network to enhance the ability of all staff to provide direct services and supports. Comprehensive training is provided for all new staff on KRS policies and procedures, disabilities, case management skills, and the case management system. Rehabilitation Managers and Program Administrators offer information, knowledge, resources, and trainings during supervision meetings, unit meetings, and regional meetings. Monthly meetings between Administration and all factions of field operations are held to provide ongoing support and communication.

3. DESCRIPTION OF VR AGENCY POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND MAINTENANCE OF PERSONNEL STANDARDS CONSISTENT WITH SECTION 101(A)(7)(B) TO ENSURE THAT VR AGENCY PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL ARE ADEQUATELY TRAINED AND PREPARED, INCLUDING—

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

A) Standards that are consistent with any national or state-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

Educational and experience requirements are intended to ensure that personnel have a 21st-century understanding of the evolving labor force and the needs of individuals with disabilities.

To address recruitment and retention issues, and ensure an adequate supply of qualified rehabilitation professionals, KRS updated its minimum and preferred requirements to allow for hiring of VRC's with lower standards with the contingency that they complete additional educational requirements.

Minimum Standard Requirements

A bachelor's degree in a field of study reasonably related to vocational rehabilitation, to indicate a level of competency and skill demonstrating basic preparation in a field of study such as vocational rehabilitation counseling, social work, psychology, disability studies, business administration, human resources, special education, supported employment, customized employment, economics, or another field that reasonably prepares individuals to work with consumers and employers; and demonstrated paid or unpaid experience, for not less than one year, consisting of—

- Direct work with individuals with disabilities in a setting such as an independent living center: or
- Direct service or advocacy activities that provide such individual with experience and skills in working with individuals with disabilities; or
- Direct experience in competitive integrated employment environments as an employer, as a small business owner or operator, or in self-employment, or other experience in human resources or recruitment, or experience in supervising employees, training, or other activities
- **There are no exceptions to the minimum requirements. They must have a 4-year degree and provide verification of this.**

Additional education requirement for minimum Standards Candidates selected under the Minimum Standards will be required to complete additional graduate level courses within five years of their employment start date, as follows: (minimum of SEVEN graduate courses):

- Priority to complete: ONE integrated OR TWO separate graduate courses with the primary focus on Theories of Counseling AND Techniques of Counseling
- Priority to complete (medical and psychosocial aspects): TWO with the individual or combined primary focus on 1) Medical Aspects of Disabilities; 2) Psychosocial Aspects of Disabilities; AND 3) Multicultural Issues
- ONE on Foundations of Rehabilitation Counseling
- ONE on Assessment
- ONE on Occupational Information OR Job Placement
- ONE on Case Management AND Rehabilitation Services

Preferred Qualifications

- Standard #1- A current Certified Rehabilitation Counselor designation; or
- Standard #2- A master's or doctorate degree in Rehabilitation Counseling; or
- Standard #3- A master's or doctorate degree in Counseling, Rehabilitation Psychology, Counseling Psychology, or Clinical Social Work plus the additional education requirements described below: or
- Standard #4- A master's or doctorate in one of the following closely related fields, majors or disciplines plus the additional education requirements described below:
-
    - Behavioral Health
    - Behavioral Science
    - Business Administration
    - Clinical Social Work
    - Counseling

- Counseling Psychology
- Disability Studies
- Education
- Human Relations
- Human Resources
- Human Services
- Special Education
- Counseling

- Law
- Management
- Marriage and Family Therapy
- Occupational Therapy
- Psychology
- Psychometrics
- Public Administration
- Rehabilitation Administration/Services
- Rehabilitation Psychology
- Social Work
- Vocational Assessment/Evaluation

Additional education requirements for Standard #3 and #4: Candidates selected under Standards 3 and 4 will be required to complete additional graduate level courses within three years of their employment start date, as follows:

- One integrated or two separate courses in the Theories of Counseling and the Techniques of Counseling; and
- One integrated or two separate courses in the Medical Aspects of Disability and the Psychosocial Aspects of Disability.

Continue the ability to hire Program Specialist positions for case management. Unlike VRC positions, these positions may not perform the non-delegable functions of eligibility determination, approval of Individual Plans for Employment, authorization for case service expenditures, and decisions to close cases.

Program Specialist: Work alongside VR Counselors to provide case management services and to research information necessary for eligibility determination, order of selection categories, Individual Plans for Employment development, expenditure of VR funds, and case closures.

Minimum qualifications:

In accordance with state classification specifications:

Five years of experience interviewing, investigating, compiling information, documenting decisions, interpreting guidelines and/or providing technical assistance relevant to the agency's programs. Post-secondary education may be substituted for experience as determined relevant by the agency.

Preferred qualifications:

A bachelor's degree in a field of study reasonably related to vocational rehabilitation, indicating a level of competency and skill demonstrating basic preparation in a field of study such as vocational rehabilitation counseling, social work, psychology, disability studies, business administration, human resources, special education, supported employment, customized employment, economics, or another field that reasonably prepares individuals to work with consumers and employers.

Demonstrated paid or unpaid experience, for not less than one year, consisting of—

- Direct work with individuals with disabilities in a setting such as an independent living center;
- Direct service or advocacy activities that provide such individual with experience and skills in working with individuals with disabilities; or
- Direct experience in competitive integrated employment environments as an employer, as a small business owner or operator, or in self-employment, or other experience in human resources or recruitment, or experience in supervising employees, training, or other activities.

For hard-to-fill positions, KRS may use Title I funds for employment incentives, including but not limited to relocation expenses or student loan payback after a qualifying period of employment. Such incentives would be offered in exchange for the candidate's commitment to work in the position for a specified period of time.

State personnel standards require the following knowledge, abilities and skills at entry into Counselor positions:

- Knowledge of the principles and techniques of counseling.
- Knowledge of the physical and psychological aspects of disability and human behavior.
- Knowledge of individual appraisal instruments and their applications.
- Knowledge of job analysis, job modification and rehabilitation engineering.
- Knowledge of agency policy and procedures.
- Ability to relate to and work effectively with persons with diverse disabilities.
- Ability to communicate effectively with a variety of people.

- Ability to review and evaluate information and to adapt trends and developments in the field to a practical program application.
- Ability to analyze medical, psychological, economic, social and academic information to formulate recommendations.
- Ability to evaluate personal and psychological characteristics, physical abilities, work background, potential capabilities and interests of the disabled individual and to interpret these in terms of their occupational significance.
- Ability to develop individual written plans for employment.
- Ability to use reference materials on disability to guide eligibility decisions and rehabilitation plan development.
- Ability to use computer technology with accommodations as needed, to complete job duties.

B) The establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

KRS will work with DCF Personnel Services to incorporate the following WIOA priorities into the personnel standards:

Ensuring that personnel have a 21st-century understanding of the evolving labor force and the needs of individuals with disabilities means that personnel have specialized training and experience that enables them to work effectively with individuals with disabilities to assist them to achieve competitive integrated employment and with employers who hire such individuals. Relevant skills include, but are not limited to—

(A) Understanding the medical and psychosocial aspects of various disabilities;

(B) Assessing an individual's skills and abilities to obtain and retain competitive integrated employment and establishing a plan to meet the individual's career goals;

(C) Counseling, case management, and advocacy to modify environmental and attitudinal barriers;

(D) Understanding the effective utilization of rehabilitation technology;

(E) Developing effective relationships with employers in the public and private sectors; and

(F) Delivering job development and job placement services that respond to today's labor market.

4. METHOD(S) THE VR AGENCY USES TO ENSURE THAT PERSONNEL ARE ABLE TO COMMUNICATE IN APPROPRIATE MODES OF COMMUNICATION WITH OR IN THE NATIVE LANGUAGE OF APPLICANTS OR ELIGIBLE INDIVIDUALS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY.

The Kansas Commission for the Deaf and Hard of Hearing provides support to staff and consumers statewide. Foreign language interpreting is provided as needed through use of DSA

foreign language interpreting contracts. The KRS Handbook of Services, application for services, and informational brochures have been translated into Spanish and Vietnamese.

When accommodations cannot be provided by staff directly, services may be contracted through a private individual or organization, such as a sign language interpreter or foreign language interpreters. When appropriate, family members may assist with communication if that is the consumer's informed choice.

5. AS APPROPRIATE, DESCRIBE THE PROCEDURES AND ACTIVITIES TO COORDINATE THE DESIGNATED STATE UNIT'S COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT WITH PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

A Memorandum of Understanding between KRS and the Kansas Department of Education addresses the intention to share staff training resources and to facilitate cross-informational training among special education and rehabilitation staff.

J. COORDINATION WITH EDUCATION OFFICIALS.

In accordance with the requirements in Section 101(a)(11)(D) of the Rehabilitation Act—

1. DESCRIBE PLANS, POLICIES, AND PROCEDURES FOR COORDINATION BETWEEN THE DESIGNATED STATE AGENCY AND EDUCATION OFFICIALS RESPONSIBLE FOR THE PUBLIC EDUCATION OF STUDENTS WITH DISABILITIES, THAT ARE DESIGNED TO FACILITATE THE TRANSITION OF THE STUDENTS WITH DISABILITIES FROM THE RECEIPT OF EDUCATIONAL SERVICES IN SCHOOL TO THE RECEIPT OF VOCATIONAL REHABILITATION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES.

Major goals of Kansas Rehabilitation Services (KRS) are to emphasize the employment potential of students with disabilities as well as improve the outreach and outcomes for students and youth with disabilities. To accomplish this goal, KRS will continue to work with local school officials to implement Pre-Employment Transition Services (Pre-ETS) and to facilitate a smooth transition from education to vocational rehabilitation (VR) services and employment. This approach provides a continuum of services directed toward additional post-secondary education or direct entry into the workforce.

Pre-ETS

KRS will reserve 15% of its federal VR funding to provide Pre-ETS to students with disabilities who are eligible or potentially eligible for VR services. Pre-ETS is designed to provide job exploration and other services, such as counseling and self-advocacy training, in the early stages of the transition process.

KRS has built its capacity to provide Pre-ETS through the 30 transition specialists to local VR offices, six Pre-ETS Managers, and a Statewide Program Administrator. KRS has also established service provider agreements with several service providers, Jobs for America’s Graduates-Kansas and the Kansas Youth Empowerment Academy pertaining to specific components of Pre-ETS. A major emphasis is paid work-based learning experiences. Such experiences allow students to gain an early attachment to employment as the avenue to self-reliance, explore career options and develop the soft skills that are necessary for long-term employment success. KRS continues to build service provider capacity to ensure statewide access for paid work-based learning experiences.

According to the Kansas State Department of Education, each year there are about 21,000 youth with disabilities ages 14 to 21 receiving special education services through an Individual

Education Plan (IEP). These numbers exclude individuals in the gifted program. Also excluded are individuals with Section 504 plans. The target population for Pre-ETS does include individuals with Section 504 plans.

Policies and procedures to facilitate the transition of students from school to receipt of VR services

Coordination/collaboration between VR and Special Education is essential to assure that students with disabilities have access to the continuum of services they need to become employed and self-reliant. Youth with disabilities may apply for services directly or be referred by the Local Education Agency (LEA). Our Pre-ETS Transition Specialist collaborates with the student to address VR program, services and procedures aiming to promote a seamless continuum of services.

Referrals are encouraged for students who are receiving special education services and students with disabilities receiving services or accommodations as required by Section 504. Referral timelines are designed to assure that the Individualized Plans for Employment (IPEs) for students who can be served under Order of Selection are coordinated with Individual Education Plans. IPEs must be written as early as possible during the transition planning process, and no later than when the student exits high school.

In addition, KRS may provide technical assistance, such as participation in IEP meetings or referral to community resources, for students prior to the referral timeline, if existing staff resources are available to make this possible.

2. DESCRIBE THE CURRENT STATUS AND SCOPE OF THE FORMAL INTERAGENCY AGREEMENT BETWEEN THE VR AGENCY AND THE STATE EDUCATIONAL AGENCY. CONSISTENT WITH THE REQUIREMENTS OF THE FORMAL INTERAGENCY AGREEMENT PURSUANT TO 34 C.F.R. § 361.22(B), PROVIDE, AT A MINIMUM, THE FOLLOWING INFORMATION ABOUT THE AGREEMENT:

A. CONSULTATION AND TECHNICAL ASSISTANCE, WHICH MAY BE PROVIDED USING ALTERNATIVE MEANS FOR MEETING PARTICIPATION (SUCH AS VIDEO CONFERENCES AND CONFERENCE CALLS), TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES AND OTHER VOCATIONAL REHABILITATION SERVICES;

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY PERSONNEL FOR STUDENTS WITH DISABILITIES THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) UNDER SECTION 614(D) OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT;

C. THE ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES;

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES. OUTREACH TO THESE STUDENTS SHOULD OCCUR AS EARLY AS POSSIBLE DURING THE TRANSITION PLANNING PROCESS AND MUST INCLUDE, AT A MINIMUM, A DESCRIPTION OF THE PURPOSE OF THE VOCATIONAL REHABILITATION PROGRAM, ELIGIBILITY

REQUIREMENTS, APPLICATION PROCEDURES, AND SCOPE OF SERVICES THAT MAY BE PROVIDED TO ELIGIBLE INDIVIDUALS;

E. COORDINATION NECESSARY TO SATISFY DOCUMENTATION REQUIREMENTS SET FORTH IN 34 C.F.R. PART 397 REGARDING STUDENTS AND YOUTH WITH DISABILITIES WHO ARE SEEKING SUBMINIMUM WAGE EMPLOYMENT; AND

F. ASSURANCE THAT, IN ACCORDANCE WITH 34 C.F.R. § 397.31, NEITHER THE SEA NOR THE LOCAL EDUCATIONAL AGENCY WILL ENTER INTO A CONTRACT OR OTHER ARRANGEMENT WITH AN ENTITY, AS DEFINED IN 34 C.F.R. § 397.5(D), FOR THE PURPOSE OF OPERATING A PROGRAM UNDER WHICH YOUTH WITH A DISABILITY IS ENGAGED IN WORK COMPENSATED AT A SUBMINIMUM WAGE.

A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

Formal interagency agreement between KRS and the Kansas State Department of Education (KSDE)

This agreement includes the following:

KSDE and KRS will conduct joint professional development, in-service training, and development of resource materials for school personnel, VR staff, other adult service providers, parents, and students. This may include orientation to programs, referral processes, policies, procedures, pertinent legislation and other areas as may be appropriate, along with the development of related informational materials.

KSDE and KRS may access and share national resources and expertise to support the delivery of technical assistance and training.

KSDE and KRS will provide TA or support for local efforts in implementing transition planning and programming to educate LEA staff, VR counselors and Pre-ETS Transition Specialists about procedures related to transition planning and services for employment and postsecondary education for students eligible or potentially eligible for Pre-ETS and/or VR services.

KSDE and KRS may participate in TA and advisory opportunities to support the goals of this agreement.

KSDE and KRS will provide training and TA to LEAs and local VR offices on coordinating the transition planning process. Topics in this area may include, but are not limited to, the following:

- Inviting KRS counselors and Pre-ETS Transition Specialists to IEP meetings.
- Providing information about Pre-ETS and VR services in the IEP development process.
    - KRS will attend meetings for the development of an IEP when invited, with appropriate consent and as resources allow. Participation by KRS staff (VR or Pre-ETS) may include in-person attendance, conference call, live video, LEA

personnel presenting written, oral or video materials highlighting VR and/or Pre-ETS information, or other mutually agreed upon options.

- KSDE will encourage LEAs to distribute the Pre-ETS and VR services brochure to students, family members, and/or guardian and their representatives at all IEP meetings as part of the routine information shared. KSDE will emphasize this best practice with all LEAs at least annually.
- KRS, in collaboration with LEAs, will provide or arrange for the provision of Pre-ETS to all students with disabilities who meet criteria for participation in Pre-ETS. The Pre-ETS Transition Specialist will make the determination that the student meets the criteria.
- KRS shall determine the eligibility for VR services of all students with disabilities who have applied for VR services as soon as possible but no later than 60 calendar days from the date of application, in accordance with KRS policy and regulations, pursuant to section 102(a)(6) of the Rehabilitation Act and section 34 C.F.R. § 361.41(b)(1) of its implementing regulations.
- KRS will develop an Individualized Plan for Employment (IPE), which takes into consideration the student-client's IEP as soon as possible but no later than 90 calendar days from the determination of eligibility, in accordance with KRS policy and regulations.

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

As outlined in the agreement, KRS will provide VR services for students in accordance with KRS policy under the following conditions:

- The student has been determined eligible for VR and can be served within the Order of Selection.
- The student (and his/her parents or representative if appropriate) and the VR counselor have agreed to an Individual Plan for Employment (IPE).
- The goods or services provided will be necessary for post-high school training or employment, or will substantially contribute to achievement of the competitive, integrated employment objective on the IPE.
- Employment or post-secondary services provided by VR must occur outside the established school sessions. The term “school sessions” refers not only to the school semester or term, but also to the school day.
- Consideration of comparable benefits are required, and application of the economic need policy may be required.
- No supplanting transition services under IDEA.

According to the agreement and consistent with regulations, the Local Education Agency/Authority (LEA) is not relieved of any responsibility to provide transition services until

the student formally exits the public school program and as long as the student remains eligible for and receives special education services.

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

KRS and KSDE agree on the following:

The responsibilities of KRS are to:

- Serve as the lead agency for carrying out federal and state policies relating to the program under the Rehabilitation Act, including, upon written request from LEA staff, and with parent, guardian, or adult student consent, distribution of general information related to services, consultation, TA, attendance at transition events and other forums to provide information about Pre-ETS and VR services, attend IEP meetings, provide Pre-ETS services, make referral for VR services, eligibility determination, IPE development, and VR services, pursuant to 34 C.F.R. §300.321(b)(3). Pre-ETS will accept referrals of students with disabilities during the transition planning process as long the student meets all criteria to participate.
- Accept and process applications for VR services from students in transition in accordance with KRS policy.
- Provide consultation with school LEA staff on transition planning to prepare eligible students to move from school to work or post-secondary education leading to employment in accordance with the student's unique needs as determined through the IEP process and provision of Pre-ETS.
- Assess, plan, develop, and provide VR services for eligible individuals with disabilities who have been referred for VR services, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that such individuals may prepare for and engage in competitive integrated employment.
- Ensure that IPEs are developed and signed for students determined eligible for VR services as early as possible during the transition planning process, but at the latest, before they exit school, or if KRS is operating under an Order of Selection, for each eligible student able to be served.
- Develop an IPE, which is consistent with and which takes into consideration the student-client's IEP, within 90 days of VR eligibility determination in accordance with KRS policy and regulations.
- Provide consultation to assist in the identification of eligible and potentially eligible students with disabilities, and assessment of their individual needs for Pre-ETS.
- Provide or arrange for the provision of services identified on the IPE, when the student has been determined eligible for VR, and the services are specific to his/her employment objective, and are not services customarily provided to the student by the LEA under the IDEA.
- Provide training and technical assistance for KRS staff to facilitate coordination of the transition planning process with LEAs for students with disabilities. Actions in this area may include but are not limited to:

    - Local KRS staff members' participation in IEP meetings, in person or through conference technology, within available resources and in accordance with KRS policy.
    - Training of LEA staff about VR services, processes and timelines.
- Provide VR services for students in accordance with KRS policy under the following conditions:
    - The student has been determined eligible for VR and can be served within the Order of Selection.
    - The student (and his/her parents or representative if appropriate) and the VR counselor have agreed to an IPE.
    - The goods or services provided will be necessary for post-high school training or employment, or will substantially contribute to achievement of the competitive, integrated employment objective on the IPE.
    - Employment or post-secondary services provided by VR must occur outside the established school sessions.
    - Consideration of comparable benefits and application of the economic need policy are required.
    - No Supplanting transition services provided under IDEA.
- Obtain written consent for the release of confidential information, pursuant to KRS VR policy and procedures, federal and state laws and regulations regarding confidentiality.
- Provide contact information for KRS VR counselors and Pre-ETS Transition Specialist.
- Identify a single point of contact who will coordinate transition activities within each school LEA.
- Share information regarding policies, procedures, guidelines, programs, and services for the purpose of improving the access to, and availability of, transition services.
- Provide brochures and materials about the VR process and services to the school LEAs for distribution to the students, parents, legal guardians, teachers, and others.
- Provide TA to inform teachers, KSDE, students, legal guardians, and parents of the mandates found in the Rehabilitation Act in Section 511 as amended (34 C.F.R. § 397), which require the youth with a disability exiting school, to be referred to VR prior to working in a subminimum wage work with a 14c certificate holder.

The responsibilities of KSDE are to:

- Encourage LEA and VR collaboration and coordination for the purpose of providing more opportunities and resources to move students from school to work, (e.g. participation on local multi-agency teams), Career and Technical Education (CTE), post-secondary education, leading to employment and other opportunities for collaboration for improved Pre-ETS and VR services outcomes.
- Identify a single point of contact within the KSDE for collaboration of transition activities with VR.

- Develop active communication and outreach efforts for parents and students to increase awareness of coordinated transition services and opportunities.
- Upon formal request following the KSDE process for data requests, share aggregated student data with KRS including statewide students with disabilities exit data, students with disabilities 14 years of age and older per building, LEA, and statewide.
- KSDE will facilitate joint training between VR and appropriate LEA personnel on new state or federal requirements, or initiatives that impact the provision of services by both entities.
- KSDE will encourage LEAs to provide the required documentation identified in the Referral for Vocational Rehabilitation Services prior to the provision of Pre-ETS, to coordinate IEP meetings with VR, to coordinate the provision of services, to obtain the required parental consent to invite a representative from an outside agency to any such meeting prior to sharing confidential information about the child, and to meet its ongoing requirement to provide all special educational services or related transition services required under IDEA in accordance with section 101(c) of the Rehabilitation Act, and 34 C.F.R. § 361.22(c) of its implementing regulations.
- Provide training and technical assistance to LEAs to identify the transition needs of each student, and document those needs on the IEP of each student with a disability age 14 and over. Provide training and technical assistance to LEAs to facilitate the sharing of the following information, contained in the student's education record, at the time of referral to KRS (with parent consent):
    - The source documentation from which eligibility for special education services was determined;
    - The most recent evaluation or re-evaluation information;
    - Age-appropriate transition assessments;
    - Current IEP; and
    - Current contact information for student and parents or guardian, if appropriate;
    - Behavior plans, other documentation ancillary to the IEP, 504 plans, medical records or any other documentation available to support eligibility for Pre-ETS and VR services.
- Provide training and technical assistance to LEAs specific to the provision of transition services related to employment and/or postsecondary education activities, which occur within established school sessions.

D. procedures for outreach to and identification of students with disabilities who need transition services.

KRS maintains staff liaisons for each public high school to ensure statewide coverage. In addition to working with special education staff, KRS staff contact vocational education departments, school nurses and guidance counselors to provide greater outreach to students with disabilities and their families.

Consistent with the goals and priorities, KRS will emphasize the employment potential of students with disabilities and improve the outreach and outcomes for transition-aged students.

In doing so, KRS will pursue opportunities to collaborate with students, families, the Kansas State Department of Education, schools, and other stakeholders.

All regions are responsible for outreach to students, parents and schools. Some examples include: scheduling specific days for Pre-ETS transition specialists and counselors to work at schools and meet with students and transition staff; operating informational booths at transition fairs or parent-teacher events; and participating in special events such as Job Olympics and Disability Mentoring Day events.

KRS will promote the use the Career Technical Education initiative for students to participate in technical education while in high school. As a result, they graduate with a qualifying certificate in-hand and are, therefore, able and prepared for direct entry into the workforce.

(E) Coordination necessary to satisfy documentation requirements set forth in 34 C.F.R. § 397 regarding students and youth with disabilities who are seeking subminimum wage employment; and

Under Section 511 of Rehabilitation Act, 14(c) businesses referred to as "employers" are prohibited from hiring any individual with disabilities who is 24 years of age or younger at subminimum wage, unless the individual has received documentation from KRS upon completion of all the following activities:

- Pre-ETS or transition services under the IDEA.
- Apply for vocational rehabilitation services, and the individual was determined ineligible for vocational rehabilitation services.
- Eligible for vocational rehabilitation services, had an approved IPE, and the individual was unable to achieve an employment outcome in competitive, integrated employment after a reasonable period of time, and his/her case was closed.
- Career counseling and information and referral services to federal and state programs to help the individual discover, experience and attain competitive integrated employment and the counseling and information was not for employment at sub-minimum wage.

These requirements should be shared by the KSDE with LEAs, parents, guardians, teachers, and students. KRS VR will maintain the documentation and provide a copy to the individual within the timelines identified as specified under 34 C.F.R. §§ 397.1 to.50. Any of the services identified above that the LEA provides must be documented by the LEA, and provided to the student and VR.

KRS, in cooperation with the KSDE, must develop or use an existing process to document the completion of this process, as well as the transmittal of documentation from LEAs to the KRS, consistent with the confidentiality requirements of the Family Education Rights and Privacy Act (20 U.S.C. 1232g(b), and 34 C.F.R. §§ 99.30, 99.31), the IDEA (20 U.S.C. § 1417(c) and 34 C.F.R. § 300.622) pursuant to section 511(d) of the Act, and 34 C.F.R. § 397.10, and 34 C.F.R. § 397.30, and the Kansas Student Data Privacy Act, K.S.A. 72-6312 through 72-6230 and amendments thereto.

Consistent with the above cited acts, KSDE will encourage each LEA to provide KRS documentation that the youth has received transition services under the IDEA. This documentation should include (34 C.F.R. § 397.30(b)(1)):

- The youth's name,

- A description of the service or activity completed,
- Name of the provider of the service or activity,
- Date service or activity completed,
- Signature of educational personnel documenting the completion of the service or activity,
- Date of above signature,
- Signature of educational personnel transmitting documentation to KRS, and
- Date and method the documentation was transmitted to KRS.

Documentation should be provided as soon as possible upon completion but, no later than, 30 calendar days after the completion of the required activities, or 60 calendar days if additional time is necessary due to extenuating circumstances (to be interpreted narrowly) (34 C.F.R. § 397.30(c)(l)(i)):

If the educational agency is documenting the youth's refusal of services the documentation should include (34 C.F.R. § 397.30(b)(2)):

- The youth's name,
- Description of the refusal and reason for the refusal,
- Signature of the youth or as applicable the youth's parent or guardian,
- Signature of the educational personnel documenting the youth's refusal,
- Dates of above signatures,
- Signature of educational personnel transmitting documentation to KRS, and
- Date and method the documentation was transmitted to KRS

This documentation should be provided from the educational agency to VR within five calendar days of the youth's refusal. (34 C.F.R. § 397.30(c)(l)(ii).

The educational agency should retain a copy of all documentation provided to KRS consistent with the requirements of 2 C.F.R. § 200.333. (34 C.F.R. § 397.30(d)).

KRS will provide documentation to the youth, including documentation of transition services provided by the local educational agency, as soon as possible upon completion, but, no later than, 45 calendar days after the completion of these activities, or 90 calendar days in extenuating circumstances (to be interpreted narrowly) (34 C.F.R. § 397.10(c)). This documentation must contain, at a minimum those details listed in 34 C.F.R. § 397.10(a)(l)).

If a youth with a disability or, as applicable, the youth's parent or guardian, refuses, through informed choice, to participate in the activities required by section 511 of the Rehabilitation Act or its implementing regulations in 34 C.F.R. §§ 397.1 to .50, documentation must be provided by KRS. This documentation must at a minimum contain those details listed in (34 CFR 397.10(a)(2)).

KRS will provide this information to the youth within 10 calendar days of the youth's refusal to participate. (34 C.F.R. § 397.10(c)(2)(ii)):

- When transmitting documentation of the final determination or activity, Kansas VR will provide a cover sheet itemizing the documents that have been provided to the youth (34 C.F.R. § 397.10(c)(3)).
- KRS must retain copies of the documentation in a manner consistent with the requirements of 2 C.F.R. § 200.333. (34 C.F.R. § 397.10(a)(3)).

(F) Assurance that, in accordance with 34 C.F.R. § 397.31, neither the SEA nor the local educational agency will enter into a contract or other arrangement with an entity, as defined in 34 C.F.R. § 397.5(d), for the purpose of operating a program under which youth with a disability is engaged in work compensated at a subminimum wage.

Neither the KSDE nor a LEA in Kansas will enter into an arrangement with an entity holding a special wage certificate under section 14(c) of the Fair Labor Standards Act for the purpose of operating a program under which a youth with a disability is engaged in work at a subminimum wage.

K. COORDINATION WITH EMPLOYERS

In accordance with the requirements in Section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

Kansas Rehabilitation Services (KRS) prioritizes fostering relationships with employers to showcase the valuable skills and capabilities that qualified workers with disabilities possess, thereby contributing to the success of businesses and industries across Kansas. KRS will enhance and sustain its ability to effectively reach out and engage with employers statewide to achieve the following objectives:

- Fulfill the workforce requirements of businesses through the pool of skilled individuals with disabilities.
- Identify competitive, integrated employment prospects for vocational rehabilitation (VR) consumers, including opportunities for youth and adults diverted from sub-minimum wage employment under Section 511 of the Workforce Innovation and Opportunity Act.
- Expand avenues for youth with disabilities to participate in paid work-based learning experiences as part of the Pre-Employment Transition Services program, fostering career exploration and the development of essential soft skills crucial for long-term employment success.
- Collaborate with partners in the workforce development system to establish streamlined processes for engaging businesses.
- Coordinate with the Economic and Employment Services unit in the Department for Children and Families, which oversees the Temporary Assistance for Needy Families and the Supplemental Nutrition Assistance Program, in their efforts related to employer development activities. KRS has established service provider agreements for job placement and on-the-job support with nearly 120 local providers, including community rehabilitation programs, local organizations, and individual service providers. Annually,

KRS and its network of providers engage with numerous employers, fostering various levels of interaction.

L. INTERAGENCY COOPERATION WITH OTHER AGENCIES

In accordance with the requirements in Section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

1. STATE PROGRAMS (DESIGNATE LEAD AGENCY(IES) AND IMPLEMENTING ENTITY(IES)) CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

KRS collaborates with the Assistive Technology for Kansans program to assess and provide personalized assistive technology services for VR consumers. Comprehensive training on cutting-edge technology is included in the in-service training for all new VR counselors and program specialists. Moreover, KRS maintains a presence on the ATK advisory committee.

2. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

In alignment with the provisions of the Rehabilitation Act and its regulations, KRS has the option to utilize the Rural Development Programs offered by the U.S. Department of Agriculture, provided that these programs are accessible to local communities.

3. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH;

KRS will collaborate with local workforce operators and Adult Education to facilitate employment services for youth not currently enrolled in school. The portion of this plan that combines these efforts incorporates comprehensive operational strategies specifically tailored to youth services. Moreover, KRS allocates funding to the Kansas Youth Empowerment Academy to enable leadership training, the development of self-advocacy skills, and the provision of mentoring services for youth facing disabilities. KRS personnel actively engage in Family Employment Awareness Trainings organized by Families Together and contribute to local-level planning and referrals for Project Search programs. Additionally, KRS staff provide support during the initiation of job placement services during the third internship phase of the Project Search program. Furthermore, KRS will explore potential means to contribute to the expansion of effective practices aimed at broadening employment opportunities and enhancing overall outcomes.

4. STATE USE CONTRACTING PROGRAMS;

KRS will collaborate with local workforce operators and Adult Education to facilitate employment services for youth not currently enrolled in school. The portion of this plan that combines these efforts incorporates comprehensive operational strategies specifically tailored to youth services. Moreover, KRS allocates funding to the Kansas Youth Empowerment Academy to enable leadership training, the development of self-advocacy skills, and the provision of mentoring services for youth facing disabilities. KRS personnel actively engage in Family Employment Awareness Trainings organized by Families Together and contribute to local-level planning and referrals for Project Search programs. Additionally, KRS staff provide support during the initiation of job placement services during the third internship phase of the Project Search program. Furthermore, KRS will explore potential means to contribute to the expansion

of effective practices aimed at broadening employment opportunities and enhancing overall outcomes.

5. STATE AGENCY RESPONSIBLE FOR ADMINISTERING THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT (42 U.S.C. 1396 ET SEQ.);

Kansas Rehabilitation Services (KRS) is set to collaborate with the Kansas Department for Aging and Disability Services (KDADS) and the Kansas Department of Health and Environment (KDHE) in establishing an interagency agreement delineating roles and responsibilities pertaining to competitive, integrated employment for individuals with disabilities in Kansas. KDADS and KDHE jointly oversee the administration of the Medicaid program, with KDADS specifically managing services for individuals with intellectual disabilities and behavioral health challenges.

The primary objective of this agreement is to foster a shared understanding of responsibilities, policies, and procedures. It will encompass data sharing initiatives aimed at comprehensively analyzing how mutual consumers engage with the array of services and support available to them. Of utmost importance, the agreement will establish a collaborative framework for services that enhance competitive, integrated employment outcomes for people with disabilities. A key focus will be on outlining procedures for referring youth with disabilities to vocational rehabilitation (VR) services, allowing them to explore options for competitive, integrated employment rather than being immediately placed in sub-minimum wage positions after leaving school, in accordance with Section 511 of the Workforce Innovation and Opportunity Act. Additionally, the agreement will address referral procedures for adults currently employed in sub-minimum wage roles, enabling VR to provide periodic guidance and career counseling related to competitive, integrated employment opportunities.

Continuous communication and collaboration remain integral to KRS's operations with other agencies concerning the competitive, integrated employment of individuals with disabilities in Kansas. Notably, this includes active participation in the Governor's Behavioral Health Planning Council and its vocational sub-committee, the Developmental Disabilities Council, the Kansas Commission on Disability Concerns, the Employment First Commission, and the Kansas Commission for the Deaf and Hard of Hearing. Additionally, KRS has established agreements with Comprehensive Schools for the Blind in Colorado (Colorado Center for the Blind) and Missouri (Alphapointe) to ensure access to the intensive level of training required by certain consumers. KRS will consistently seek further agreements as necessary to effectively meet the evolving needs of its consumers.

6. STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES;

Kansas Department for Aging and Disability Services (KDADS) oversees services for persons with developmental/intellectual disabilities. Please refer to Section L, 5 for more information on collaborative efforts leading to competitive, integrated employment outcomes.

7. STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES; AND

Kansas Department for Aging and Disability Services (KDADS) oversees services for persons with developmental/intellectual disabilities. Please refer to Section L, 5 of this section for more information on collaborative efforts leading to competitive, integrated employment outcomes.

8. OTHER FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS OUTSIDE THE WORKFORCE DEVELOPMENT SYSTEM.

Kansas Rehabilitation Services (KRS) engages in partnerships and harmonizes efforts with federal, state, and local employment and rehabilitation agencies to contribute to the vocational rehabilitation (VR) of individuals with disabilities in Kansas. These collaborations are customized at the local level, tailoring services to meet the specific needs and preferences of each individual, reflecting the personalized approach that underpins VR services.

At the state level, KRS collaborates with various units within the Kansas Department for Children and Families (DCF) and other state departments. For instance:

- KRS collaborates with DCF Economic and Employment Services to cater to individuals receiving Temporary Assistance for Needy Families (TANF) with disabilities, ensuring they receive the necessary and specialized services to secure employment before their TANF benefits expire.
- KRS partners with DCF Prevention and Protection Services independent living staff to address the employment and post-secondary education needs of youth with disabilities transitioning out of foster care.
- Cooperative partnerships between the oversight units for community developmental disability organizations and community mental health centers within the Kansas Department for Aging and Disability Services foster discussions on the significance of competitive, integrated employment, an employment-first strategy, evidence-based practices, and supported employment services. Managed Care Organizations collaborate on service coordination for HCBS participants with employment goals outlined in their care plans.
- KRS maintains an active presence on various councils and committees, including the Statewide Independent Living Council of Kansas, the Kansas Commission on Disability Concerns, the Governor's Behavioral Health Planning Council, the Kansas Council on Developmental Disabilities, and five local workforce development boards.
- A memorandum of understanding with the Prairie Band Potawatomie Nation Native American VR program has been established to ensure coordinated services that facilitate employment for consumers.
- To optimize resources and facilitate consumer access to essential services, KRS collaborates with numerous local and state programs, including Working Healthy and independent living centers.
- KRS collaborates with the Department of Corrections and individual correctional institutions to assist individuals with disabilities who are reentering society to secure employment.

9. OTHER PRIVATE NONPROFIT ORGANIZATIONS.

To ensure the diverse needs of people with disabilities are met, Kansas Rehabilitation Services (KRS) will sustain its extensive collaborations with various community service providers, offering a comprehensive range of vocational rehabilitation (VR) services. The establishment of these agreements and contracts serves multiple purposes, including aiding KRS consumers in attaining their employment objectives, bolstering community service capabilities, fostering innovative service delivery strategies, catering to specific demographic groups, and expanding the selection of service providers for consumers. Additionally, these arrangements help uphold the equitable distribution of services across different regions.

The process of forging such agreements underscores the pivotal role of regional KRS offices in identifying necessary services and overseeing the utilization and efficacy of services provided through the agreements. These contracts and agreements outline the specifics of the services to be provided, including outcome metrics, procedures for referrals, authorizations, reporting protocols, fees, billing, and financial processes.

A variety of services can be availed through these service provider agreements, such as vocational assessments, independent living assessments, community-based work assessments, job-related training, and rehabilitation services for individuals with visual impairments. Emphasizing the formulation of action plans, improved communication channels between KRS personnel and service providers, and measures to ensure successful rehabilitation outcomes, these agreements facilitate a collaborative approach.

A multitude of service providers, including community rehabilitation programs, consumer-run organizations, independent living centers, mental health centers, and assistive technology access sites, participate in these agreements, often delivering multiple services across various regions.

Furthermore, exclusive state funding supports specific initiatives, such as allocating $125,000 to the Cerebral Palsy Research Foundation (CPRF) in Wichita, which aids in providing individual assistive technology equipment and services to enhance the independent living of individuals with disabilities. Moreover, $160,050 is designated for the Kansas Youth Empowerment Academy to facilitate career and leadership training, as well as mentoring programs for youth with disabilities.

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner, that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The VR agency must select the "Edit" button to review and agree to the VR State plan Assurances.

The State Plan must include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a Unified State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

The State Plan must include
3. Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:
3.a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.
3.b. either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.
3.c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.
3.d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).
3.e. as applicable, the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.
3.f. as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.
3.g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.
3.h. the requirements for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.
3.i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.
3.j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.
3.k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.
3.l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities as set forth in section 101(a)(18)(A).
3.m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:
4.a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(E) and (20) of the Rehabilitation Act.

The State Plan must include
4.b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.
4.c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.
4.d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.
4.e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act
4.g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.
4.h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by sections 101(a)(14) and 511 of the Rehabilitation Act.
4.i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs.
4.j. With respect to students with disabilities, the State,
4.j.i. has developed and will implement,
4.j.i.A. strategies to address the needs identified in the assessments; and
4.j.i.B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and
4.j.ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15), 101(a)(25) and 113).
4.j.iii. shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
5. Program Administration for the Supported Employment Title VI Supplement to the State plan:

The State Plan must include
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.
6. Financial Administration of the Supported Employment Program (Title VI):
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(H) and (I) of the Rehabilitation Act.
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7. Provision of Supported Employment Services:
7.a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.
7.b. The designated State agency assures that the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(7)(C) and (E) of the Rehabilitation Act.

Do you attest that these assurances will be met?
Yes

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973

(REHABILITATION ACT), AS AMENDED BY TITLE IV OF WIOA[1], AND ITS STATE PLAN SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT;

[1] Public Law 113-128.

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Department for Children and Families, Kansas Rehabilitation Services

2. IN THE EVENT THE DESIGNATED STATE AGENCY IS NOT PRIMARILY CONCERNED WITH VOCATIONAL AND OTHER REHABILITATION OF INDIVIDUALS WITH DISABILITIES, THE DESIGNATED STATE AGENCY MUST INCLUDE A DESIGNATED STATE UNIT FOR THE VR PROGRAM (SECTION 101(A)(2)(B)(II) OF THE REHABILITATION ACT). AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (DESIGNATED STATE AGENCY OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT)[2]AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[3], THE REHABILITATION ACT, 34 CFR 361.13(B) AND (C), AND ALL APPLICABLE REGULATIONS[4], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE TO STATES UNDER SECTION 111(A) OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

ENTER THE NAME OF DESIGNATED STATE AGENCY

Department for Children and Families, Kansas Rehabilitation Services

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY, OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT, AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[5], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[6], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

4. THE DESIGNATED STATE UNIT OR, IF NOT APPLICABLE, THE DESIGNATED STATE AGENCY HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE VR PROGRAM IN ACCORDANCE WITH 34 CFR 361.13(B) AND (C);

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Department for Children and Families, Kansas Rehabilitation Services

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Department for Children and Families, Kansas Rehabilitation Services

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

[1] Public Law 113-128.

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

CERTIFICATION SIGNATURE

To review and complete the Certification section of the VR portion of the State plan, please select the "Edit" button.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Signatory information	Enter Signatory information in this column
Name of Signatory	Daniel Decker
Title of Signatory	Director of Rehabilitation Services
Date Signed	[Enter date here]

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to

report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	51.0%		52.0%	
Employment (Fourth Quarter After Exit)	48.0%		48.9%	
Median Earnings (Second Quarter After Exit)	$3,066		$3,166	
Credential Attainment Rate	22.0%		23.0%	
Measurable Skill Gains	32.0%		33.0%	
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - VOCATIONAL REHABILITATION

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

• Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

• Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

• Applicants are not required to have mission statements or policies that align with equity to apply.

• Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

• Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

1. **Mission Statements:**

    a. The Department for Children and Families (DCF) mission: To protect children, strengthen families and promote adult self-sufficiency.

b. Rehabilitation Services (RS) mission: Working in partnership with Kansans with disabilities to achieve their goals for employment and independence.

2. **Values and Goals:**

   a. RS values the worth, rights, and contributions of people with disabilities, demonstrating a commitment to treating individuals with respect and recognizing their unique contributions.

   b. Goals related to meaningful participation, delivering quality services, advocating for rights, and valuing competent staff highlight a comprehensive approach to ensuring equitable access and outcomes for individuals with disabilities.

3. **Staff Values and Goals:**

   a. Emphasizing the use of outcome-oriented performance standards, recruitment and support of qualified staff, open communication, and celebrating exemplary performance indicates a commitment to having a competent and responsive team.

4. **Organizational Climate:**

   a. Goals related to promoting an organizational climate of trust and consistency, using management practices that emphasize outcomes, and utilizing measures of client satisfaction demonstrate a commitment to creating a supportive and accountable environment.

5. **Resource Management:**

   a. Goals related to allocating and managing resources in a timely manner, collaborating with others to address the needs of individuals with disabilities, and increasing resources for improved services indicate a commitment to effective resource management.

6. **Public Support:**

   a. Goals related to involving persons with disabilities in policy development, actively engaging business and industry, assisting employers in meeting workforce needs, and informing and educating the public demonstrate a commitment to fostering public support and inclusivity.

7. **Non-Discrimination Policy:**

   a. The explicit statement that all services shall be provided without regard to sex, race, age, creed, color, national origin, or type of disability reinforces the commitment to non-discrimination and equal access to services.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Barriers Related to Individuals with Disabilities:

Despite the commitment to non-discrimination, there may still be challenges in ensuring equal access for individuals with disabilities. This could include our application process and having better access to online presence.

Resource Allocation Challenges:

While the organization aims to allocate and manage resources effectively, there could be constraints that impede the timely provision of necessary resources.

Communication and Awareness Gaps:

Even with a commitment to open communication and public support, there might be gaps in awareness and understanding of the available services and resources. This lack of awareness could affect the equitable participation of students, educators, or other beneficiaries, especially if they are not fully informed about the support services offered.

Organizational Climate and Cultural Barriers:

Despite efforts to create a supportive organizational climate, there could be challenges related to the organizational culture that may inadvertently create barriers for certain individuals or groups. Addressing issues of bias, fostering cultural competence, and ensuring a truly inclusive environment may be necessary.

Access to Information and Services:

Achieving meaningful participation relies on individuals being well-informed about the available services and being able to access them easily. Barriers related to the dissemination of information or difficulty navigating service systems may hinder equitable access for students, educators, or beneficiaries.

Collaboration Challenges:

While collaboration with public and private sectors is a goal, actual collaboration may face challenges. Differing priorities, communication breakdowns, or resistance to collaboration from external partners could impede the organization's ability to address the needs of individuals with disabilities effectively.

Educational and Workforce Engagement:

Despite goals to involve persons with disabilities in policy development and engage business and industry, there may be challenges in ensuring active participation. This could be due to a lack of understanding among employers about the benefits of hiring individuals with disabilities or insufficient support for workforce integration.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

1. **Comprehensive Statewide Needs Assessment:**
    a. Conducting a comprehensive statewide needs assessment is a proactive step towards understanding the specific challenges and requirements of diverse individuals, including students, educators, and other beneficiaries. This assessment can identify areas where resources and services may be lacking, helping you tailor your programs to meet the unique needs of different groups.
2. **Monitoring Customer Service Satisfaction Surveys:**
    a. Continuously monitoring customer service satisfaction surveys is an effective way to gauge the effectiveness of your services from the perspective of the beneficiaries. This feedback mechanism can provide insights into areas that need improvement and help identify any disparities in satisfaction among different groups. Addressing issues raised in these surveys can contribute to a more equitable experience for all.
3. **Increasing Program Visibility to the Public:**
    a. Making your program more visible to the public is crucial for raising awareness about the available services and resources. By doing so, you create opportunities for individuals, including those with disabilities, to access the support they need. This outreach effort can help bridge communication gaps and ensure that information about your program reaches a wider audience.
4. **Streamlining Application Processes:**
    a. Simplifying and streamlining application processes is a practical step to enhance accessibility. Complex or cumbersome application procedures can act as barriers, particularly for individuals with disabilities who may face additional challenges in navigating bureaucratic systems. By making the application process more user-friendly, you reduce barriers and encourage broader participation.

These measures collectively address various aspects of potential barriers, from understanding the needs of the target population to improving the ease of access to services and enhancing overall program visibility. Additionally, the combination of a needs assessment, customer

satisfaction monitoring, outreach efforts, and process streamlining aligns with the values and goals outlined in the mission and objectives of the Rehabilitation Services.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Comprehensive Statewide Needs Assessment:

Conduct the needs assessment to have completed by the modification of the State Plan of the project or activity initiation.

Target Milestone: Complete the assessment and compile a report with key findings within six months.

Action Steps:

- Form a task force or working group responsible for the assessment.
- Develop and administer surveys, interviews, or focus groups to gather data.
- Analyze data and identify key barriers and areas for improvement.
- Draft a comprehensive report outlining assessment results and recommendations.

Monitoring Customer Service Satisfaction Surveys:

Begin regular administration of customer service satisfaction surveys at the start of the project.

Target Milestone: Implement a feedback loop, reviewing and responding to survey results every quarter.

Action Steps:

- Establish a system for ongoing survey administration.
- Develop a protocol for reviewing survey results.
- Identify and prioritize action items based on feedback.
- Implement changes and improvements based on survey findings.

Increasing Program Visibility to the Public:

Initiate a targeted public awareness campaign during the State Plan 2024-2027 of the project.

Target Milestone: Achieve a measurable increase in program visibility within the first year.

Action Steps:

- Develop marketing materials and outreach strategies.
- Collaborate with media outlets, community organizations, and relevant stakeholders.
- Monitor and evaluate the effectiveness of the awareness campaign.
- Adjust strategies based on feedback and results.

Streamlining Application Processes:

Begin the process of streamlining application procedures during our case management modernization of the project.

Target Milestone: Implement a more user-friendly application process within nine months.

Action Steps:

- Conduct a thorough review of the current application process.
- Identify bottlenecks and areas for simplification.
- Redesign and test the streamlined application process.
- Communicate changes to stakeholders and provide support for implementation.

Ongoing Evaluation and Adjustments:

Implement a continuous improvement cycle, with regular evaluations and adjustments throughout the project.

Target Milestone: Conduct a comprehensive project review and adjustment every six months this will begin after our needs assessment has been completed.

Action Steps:

- Establish a dedicated team or committee for ongoing evaluation.
- Review progress towards targeted milestones.
- Adjust strategies based on feedback, assessments, and changing needs.
- Update timelines and milestones as necessary.

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - SUPPORTED EMPLOYMENT

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

OMB Control Number 1894-0005 Expiration 02/28/2026

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

GEPA Section 427 Form Instructions for State Applicants

State applicants must respond to the following four questions:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

• Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

• Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.

• Applicants are not required to have mission statements or policies that align with equity to apply.

• Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.

• Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The first of four questions is:

Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

1. **Mission Statements:**
    a. The Department for Children and Families (DCF) mission: To protect children, strengthen families and promote adult self-sufficiency.
    b. Rehabilitation Services (RS) mission: Working in partnership with Kansans with disabilities to achieve their goals for employment and independence.
2. **Values and Goals:**
    a. RS values the worth, rights, and contributions of people with disabilities, demonstrating a commitment to treating individuals with respect and recognizing their unique contributions.
    b. Goals related to meaningful participation, delivering quality services, advocating for rights, and valuing competent staff highlight a comprehensive approach to ensuring equitable access and outcomes for individuals with disabilities.
3. **Staff Values and Goals:**
    a. Emphasizing the use of outcome-oriented performance standards, recruitment and support of qualified staff, open communication, and celebrating exemplary performance indicates a commitment to having a competent and responsive team.
4. **Organizational Climate:**
    a. Goals related to promoting an organizational climate of trust and consistency, using management practices that emphasize outcomes, and utilizing measures of client satisfaction demonstrate a commitment to creating a supportive and accountable environment.
5. **Resource Management:**
    a. Goals related to allocating and managing resources in a timely manner, collaborating with others to address the needs of individuals with disabilities, and increasing resources for improved services indicate a commitment to effective resource management.
6. **Public Support:**
    a. Goals related to involving persons with disabilities in policy development, actively engaging business and industry, assisting employers in meeting workforce needs, and informing and educating the public demonstrate a commitment to fostering public support and inclusivity.
7. **Non-Discrimination Policy:**
    a. The explicit statement that all services shall be provided without regard to sex, race, age, creed, color, national origin, or type of disability reinforces the commitment to non-discrimination and equal access to services

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The second of four questions is:

Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Barriers Related to Individuals with Disabilities:

Despite the commitment to non-discrimination, there may still be challenges in ensuring equal access for individuals with disabilities. This could include our application process and having better access to online presence.

Resource Allocation Challenges:

While the organization aims to allocate and manage resources effectively, there could be constraints that impede the timely provision of necessary resources.

Communication and Awareness Gaps:

Even with a commitment to open communication and public support, there might be gaps in awareness and understanding of the available services and resources. This lack of awareness could affect the equitable participation of students, educators, or other beneficiaries, especially if they are not fully informed about the support services offered.

Organizational Climate and Cultural Barriers:

Despite efforts to create a supportive organizational climate, there could be challenges related to the organizational culture that may inadvertently create barriers for certain individuals or groups. Addressing issues of bias, fostering cultural competence, and ensuring a truly inclusive environment may be necessary.

Access to Information and Services:

Achieving meaningful participation relies on individuals being well-informed about the available services and being able to access them easily. Barriers related to the dissemination of information or difficulty navigating service systems may hinder equitable access for students, educators, or beneficiaries.

Collaboration Challenges:

While collaboration with public and private sectors is a goal, actual collaboration may face challenges. Differing priorities, communication breakdowns, or resistance to collaboration from external partners could impede the organization's ability to address the needs of individuals with disabilities effectively.

Educational and Workforce Engagement:

Despite goals to involve persons with disabilities in policy development and engage business and industry, there may be challenges in ensuring active participation. This could be due to a lack of understanding among employers about the benefits of hiring individuals with disabilities or insufficient support for workforce integration.

Emphasizing our commitment to sustained partnerships and ongoing collaboration, Kansas Rehabilitation Services is dedicated to continuously enhancing the landscape of supported employment in the State of Kansas. We actively engage with a diverse network of stakeholders, including the Kansas Department of Aging and Disability Services, direct service providers, Community Mental Health Centers, managed care organizations, Governor's Behavioral Health Services Planning Council, State Rehabilitation Council, and the Employment TEAM of the National Employment Team. Through these enduring alliances, we strive to further develop and improve supported employment initiatives, ensuring a robust and dynamic framework that fosters meaningful employment outcomes for individuals with disabilities across the state.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The third of four questions is:

Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

1. **Comprehensive Statewide Needs Assessment:**
    a. Conducting a comprehensive statewide needs assessment is a proactive step towards understanding the specific challenges and requirements of diverse individuals, including students, educators, and other beneficiaries. This assessment can identify areas where resources and services may be lacking, helping you tailor your programs to meet the unique needs of different groups.
2. **Monitoring Customer Service Satisfaction Surveys:**
    a. Continuously monitoring customer service satisfaction surveys is an effective way to gauge the effectiveness of your services from the perspective of the beneficiaries. This feedback mechanism can provide insights into areas that need improvement and help identify any disparities in satisfaction among different groups. Addressing issues raised in these surveys can contribute to a more equitable experience for all.
3. **Increasing Program Visibility to the Public:**

a. Making your program more visible to the public is crucial for raising awareness about the available services and resources. By doing so, you create opportunities for individuals, including those with disabilities, to access the support they need. This outreach effort can help bridge communication gaps and ensure that information about your program reaches a wider audience.

4. **Streamlining Application Processes:**

a. Simplifying and streamlining application processes is a practical step to enhance accessibility. Complex or cumbersome application procedures can act as barriers, particularly for individuals with disabilities who may face additional challenges in navigating bureaucratic systems. By making the application process more user-friendly, you reduce barriers and encourage broader participation.

These measures collectively address various aspects of potential barriers, from understanding the needs of the target population to improving the ease of access to services and enhancing overall program visibility. Additionally, the combination of a needs assessment, customer satisfaction monitoring, outreach efforts, and process streamlining aligns with the values and goals outlined in the mission and objectives of the Rehabilitation Services.

Emphasizing our commitment to sustained partnerships and ongoing collaboration, Kansas Rehabilitation Services is dedicated to continuously enhancing the landscape of supported employment in the State of Kansas. We actively engage with a diverse network of stakeholders, including the Kansas Department of Aging and Disability Services, direct service providers, Community Mental Health Centers, managed care organizations, Governor's Behavioral Health Services Planning Council, State Rehabilitation Council, and the Employment TEAM of the National Employment Team. Through these enduring alliances, we strive to further develop and improve supported employment initiatives, ensuring a robust and dynamic framework that fosters meaningful employment outcomes for individuals with disabilities across the state.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

Section 427 of the General Education Provisions Act (GEPA) *(20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.*

GEPA 427 - Form Instructions for Application Package

State applicants must respond to four questions.

The final of four questions is:

What is your timeline, including targeted milestones, for addressing these identified barriers?

Comprehensive Statewide Needs Assessment:

Conduct the needs assessment to have completed by the modification of the State Plan of the project or activity initiation.

Target Milestone: Complete the assessment and compile a report with key findings within six months.

Action Steps:

- Form a task force or working group responsible for the assessment.
- Develop and administer surveys, interviews, or focus groups to gather data.
- Analyze data and identify key barriers and areas for improvement.
- Draft a comprehensive report outlining assessment results and recommendations.

Monitoring Customer Service Satisfaction Surveys:

Begin regular administration of customer service satisfaction surveys at the start of the project.

Target Milestone: Implement a feedback loop, reviewing and responding to survey results every quarter.

Action Steps:

- Establish a system for ongoing survey administration.
- Develop a protocol for reviewing survey results.
- Identify and prioritize action items based on feedback.
- Implement changes and improvements based on survey findings.

Increasing Program Visibility to the Public:

Initiate a targeted public awareness campaign during the State Plan 2024-2027 of the project.

Target Milestone: Achieve a measurable increase in program visibility within the first year.

Action Steps:

- Develop marketing materials and outreach strategies.
- Collaborate with media outlets, community organizations, and relevant stakeholders.
- Monitor and evaluate the effectiveness of the awareness campaign.
- Adjust strategies based on feedback and results.

Streamlining Application Processes:

Begin the process of streamlining application procedures during our case management modernization of the project.

Target Milestone: Implement a more user-friendly application process within nine months.

Action Steps:

- Conduct a thorough review of the current application process.
- Identify bottlenecks and areas for simplification.
- Redesign and test the streamlined application process.
- Communicate changes to stakeholders and provide support for implementation.

Ongoing Evaluation and Adjustments:

Implement a continuous improvement cycle, with regular evaluations and adjustments throughout the project.

Target Milestone: Conduct a comprehensive project review and adjustment every six months this will begin after our needs assessment has been completed.

Action Steps:

- Establish a dedicated team or committee for ongoing evaluation.
- Review progress towards targeted milestones.
- Adjust strategies based on feedback, assessments, and changing needs.
- Update timelines and milestones as necessary.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program— and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. 24 If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

[24] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

TRADE ADJUSTMENT ASSISTANCE (TAA)

There are no program-specific state planning requirements for TAA. If the state includes TAA in a Combined State Plan, the state must incorporate TAA in its responses to the common planning elements in sections II, III, IV, and V of the WIOA State Plan requirements instrument.

Has the state incorporated TAA into the sections indicated above?

Yes

JOBS FOR VETERANS' STATE GRANTS

(OMB Control Number: 1293-0017)

Components of the Jobs for Veterans State Grants State Plan

Jobs for Veterans State Grants (JVSG) recipients must provide a four-year state plan as a condition for the receipt of annual funding in accordance with 38 U.S.C. § 4102A(c). This plan must include responses to each of the components below.

A. DESCRIBE HOW THE STATE INTENDS TO PROVIDE EMPLOYMENT, TRAINING, AND JOB PLACEMENT SERVICES TO VETERANS AND ELIGIBLE PERSONS UNDER THE JVSG PROGRAM (I.E., VIRTUALLY AND IN-PERSON).

The primary objective of the JVSG program is to develop and support activities to increase employment

and job training opportunities for Veterans and eligible persons. Disabled Veterans Outreach Program (DVOP) Specialist staff will provide individualized career services to eligible veterans, transitioning service members (TSM), and spouses with identified significant barriers to employment in accordance with VPL 03-14 (with Changes 1 and 2), 07-14, and 03-19.

TSMs that have been identified as needing individualized career services in accordance with VPL-07-14 will be provided employment services by DVOPs embedded with Transition Assistance Program (TAP) Centers located on the four military installations in Kansas. **KANSAS**WORKS staff and the State JVSG Manager will continue to work with all four military installations to provide a seamless transition for all TSMs through in-person or virtual service delivery for this population that meets the criteria of VPL-07-14.

Additionally, eligible Native American Veterans who may be living on a reservation and/or on tribal lands, as well as any other eligible Native American Veterans that accesses the American Job Centers (AJCs) and are determined to have an SBE will be provided DVOP services.

Local Veterans Employment Representative (LVER) staff will conduct outreach to employers to assist Veterans in gaining desired employment. Additionally, LVERs will conduct seminars for employers and, in conjunction with employers, conduct job search workshops and establish Veteran job search groups. LVERs will promote training between employers and Veteran clients, referring both to Kansas Local Workforce Development Board (LWDB) WIOA partners in the areas of On-the-Job Training, Apprenticeship, and other federal and state programs based on their present and future employment needs. Additionally, LVERs will also facilitate employment placement services to Veterans while coordinating services with the AJC business service representatives.

Outreach Activities

The primary purpose of DVOP staff outreach activities is to locate and connect with Veterans with significant barriers to employment, transitioning service members, and military spouses eligible for provision of individualized career services by DVOPs to aid them in overcoming their barriers to long- term, meaningful employment. When conducting outreach, DVOPs will assess eligibility of the aforementioned through on-site triage via eligibility criteria on the Veterans Initial Intake Form (VIIF) and arrange for service provision at the Veteran's discretion. Additionally, DVOP activities during outreach also includes increasing visibility and awareness of employment service programs and training opportunities available to all customers at statewide AJCs as a means of advocating for the One-Stop Operation model.

Outreach efforts will be conducted in areas consistent with VPL 07-10 with significant Veteran populations, to include VA medical and Vet centers, VA VR&E offices, local prisons and correctional facilities, homeless shelters, civic and service organizations, community Stand Downs, military installations, WIOA partners, and state vocational rehabilitation agencies. Other locations identified as applicable outreach locations also include National Guard and Reserve

units, food pantries and soup kitchens, and other locations likely to have populations of disenfranchised Veterans.

Strategies for coordinating with partner agencies are in place to optimize employment outcomes for eligible Veteran populations. These strategies include working with multiple task forces and community groups to engage with them for the purpose of opening all avenues of assistance to Veterans. Specific coordination of activities includes maintaining contact with Veterans, community-based organizations, and government agencies to advise them of available services for Veterans and encourage them to promote our services to the Veterans they may encounter during their normal business activities.

Other strategies include a collaboration of services and resources to provide education, services, and career opportunities for Veterans and recently separated service members. Furthermore, creation of sub-offices located at partner agency facilities could assist with the goal of creating connections to Veteran populations who would otherwise not have direct access to employment services.

The above strategies and connections are facilitated with Veteran services organizations, to include the following: Governors Military Council, Military Relations Committees (MRC), American Legion, American Veterans (AMVETS), Employer Support of the Guard and Reserves (ESGR); Disabled American Veterans DAV), Kansas Commission on Veteran's Affairs (KCVA), Kansas National Guard and Reserve Commands, KANVET the One Stop-Shop for Veteran Services, U.S. Department of Defense, U.S. Department of Veterans Affairs, Veterans of Foreign Wars (VFW), Vietnam Veterans of America, Kansas Board of Regents, and other appropriate Veteran services organizations and task forces.

B. LIST THE POPULATIONS TO BE SERVED BY DISABLED VETERANS' OUTREACH PROGRAM (DVOP) AND CONSOLIDATED POSITION STAFF, INCLUDING THE ELIGIBILITY CRITERIA FOR REFERRAL FOR DVOP SERVICES.

The primary objective of the JVSG program is to develop and support activities to increase employment

and job training opportunities for eligible Veterans, transitioning service members, and other eligible

persons. DVOP Specialist staff will provide individualized career services to eligible populations.

Eligible populations for DVOP services include eligible Veterans as defined in 38 U.S.C. 4101(4) and 4211(4) or eligible spouse as defined in 38 U.S.C. 4101(5) who is determined to have a Significant Barrier to Employment (per VPL 03-14 (with changes 1 and 2, 07-14, and 03-19), or most current guidance):

- A special disabled or disabled veteran, as those terms are defined in 38 U.S.C § 4211(1) and (3); Special disabled and disabled veterans are those:
    - who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans' Affairs
    - were discharged or released from active duty because of a service-connected disability

- Homeless, as defined in Section 103(a) and (b) of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302(a) and (b))
- A recently separated service member, as defined in 38 U.S.C § 4211(6),who at any point in the previous 12 months has been unemployed for 27 or more weeks in the previous 12 months
- An offender, as defined by WIA Section 3 (38), who is currently incarcerated or who has been released from incarceration;(27)
- Lacking a high school diploma or equivalent certificate
- Low-income (as defined by WIOA Section 3 (36))
- Veterans aged 18 – 24
- Veterans of the Vietnam Era
- TSMs who are 18-24 years old--consistent with TEGL 20-13 and VPL 04-14
- TSMs who have been identified as in need of individualized career services because they were assessed as not meeting Career Readiness Standards, as documented on a TSM's DD-2958
- Active-duty service members being involuntarily separated through a service reduction-in-force
- Members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities (MTF) or warrior transition units (WTU)
- Spouses or other family caregivers of such wounded, ill, or injured members

DVOP staff are also located intermittently at the Department of Veterans Affairs (VA) hospitals/CBOC (Community-based Out-patient Clinics) in Wichita, Leavenworth, and Manhattan, the Veteran Outreach Centers in Junction City, Manhattan, and Wichita, non-profit community based organizations that provide services to Veterans, military installations processing the separation of active military personnel, correctional facilities including work release/prerelease facilities, organizations working with Homeless Veterans, and will travel to any rural outreach location to serve Veterans by appointment. Specifically, DVOP staff are located at all Military Transition Facilities and Warrior Transition Units located within the state of Kansas in accordance with VPL 03-14.

Additionally, Native American Veterans who may be living on a reservation and/or on tribal lands, as well as any other Native American Veterans that access the AJC and are determined to be eligible veterans and have an SBE, will be provided services from the Native American Indian DVOP in accordance with VPL 05-15.

C. DESCRIBE THE ROLES AND RESPONSIBILITIES ASSIGNED TO DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALISTS, LOCAL VETERANS' EMPLOYMENT

REPRESENTATIVE (LVER) STAFF, AND CONSOLIDATED DVOP/LVER POSITIONS BY THE STATE. THESE MUST BE CONSISTENT WITH 38 U.S.C. 4103A AND 4104.

DVOP

DVOP specialists are primarily assigned to facilitate individualized career services and facilitate placements to meet the employment needs of Veterans, prioritizing service to special disabled Veterans, other disabled Veterans, and Veterans with significant barriers to employment (SBEs), and other categories of Veterans in accordance with priorities of VPL's 03-14, (to include Change #1 and Change #2), 07-14, and 03-19, and newly assigned VPL's that relate to DVOP reporting and performance. Other additional services DVOP specialists provide to Veterans with SBEs include a combination of the following: career guidance, comprehensive assessment, Veteran individual Employment Plans, job development contacts, referrals to employment; referral to training and supportive services and conducting outreach activities to locate Veterans and other eligible persons. The DVOP specialist provides individualized career services to eligible Veterans and eligible persons who have been identified as having significant barriers to employment (SBE) in accordance with DOL-VETS most current guidance and who require such services to obtain and retain employment leading to self- sufficiency. The DVOP specialists have placed maximum emphasis on assisting eligible Veterans who are economically and/or educationally disadvantaged.

The DVOP facilitates the provision of direct services to eligible Veterans, TSMs, and spouses requiring individualized career services by providing career guidance and counseling assessments to identify training/ employment needs, Veteran individual Employment Plans (VIEP), job development and job-search assistance, and outreach activities to locate Veterans who could benefit from DVOP services.

All Kansas DVOP specialists have/will receive extensive training on how to facilitate individualized career services for disabled Veterans with barriers to employment through the National Veterans Training Institute (NVTI) within 18 months of their hire date. Additionally, all new hire DVOP Specialists receive onboarding training from the State Veteran Employment Services Manager, which includes the history of the JVSG program, individualized career services, JVSG staff roles and responsibilities, Veterans program letters, significant barriers to employment, and administrative tasks associated with their roles. Other training includes that which is conducted at the annual JVSG staff training conference. This training includes staff development and skills improvement, integrated service models and their unique roles, effective intensive service delivery models, and other program related information sharing, strategic planning, performance measuring, and systems training. Lastly, local AJC training is conducted by local managers and One-Stop partners which highlight location specific practices and partner operations.

DVOP Targeted Services

The state of Kansas will monitor this activity via monthly and quarterly reports that will indicate when, to whom, and what outreach, services, and meetings were conducted through the state's Labor Exchange systems. In accordance with VPL 01-24 Attachment 4 (Negotiated Targets for Services to Veterans), the JVSG Program Manager utilizes the Workforce Integrated Performance System (WIPS) to capture data ensuring compliance with regulatory guidance for

performance indicators for "rolling" Q2 and Q4 beyond PY24. To be deemed successful in these activities, the DVOP will be required to occupy 85% of the 40 FTE working hours per week to complete the above tasks. The remaining 15% will be dedicated to individual DVOP activities (i.e. training, traveling, reports, notes and personal capacity building related to the DVOP's activities). Surveys and other assessment tools, to include follow-up calls will be conducted to determine the level of quality in the above activity.

LVER Primary Duties

The primary roles of LVER staff at Kansas AJCs are to conduct outreach to employers in the area and to facilitate Veterans in gaining employment. Additionally, LVERs promote, plan, and participate in job fairs and seminars for employers. Furthermore, LVERs promote Veterans as job ready candidates who have highly marketable skills and experience. Kansas LVERs advocates for Veterans by promoting employment and training opportunities, coordinating with other business outreach representatives in the AJC to facilitate and promote employment, workshops, job searches, establishing job groups in conjunction with employers and leveraging other employment opportunities for Veterans. Kansas LVERs establishes, maintain, and facilitate regular contact with federal contractors, unions, apprenticeship programs and businesses or business organizations. Additionally, LVERs provide educational employer-based training to AJC staff, regarding local employment trends, differences between Veterans Preference and Priority of Service, OFFCP partnership and compliance, state and federal initiatives such as WOTC, Federal Bonding, and Registered Apprenticeship, and other outreach services in accordance with VPL 07-10 and newly assigned VPLs that relate to LVER reporting and performance. LVERs provide monthly activity reports to the State Manager and consult with supervisory and AJC business service representatives on local hiring trends, available positions, and requirements of these positions. Furthermore, LVERs are encouraged to utilize referrals and other resources, such as the Department of Commerce/KANVET/ Hire a Veteran Pledge and Hire Vets Medallion Programs as a resource to locate Veteran friendly businesses and employers, who are seeking to hire Veterans.

All Kansas LVER staff have/will have received extensive training on how to engage employers through the NVTI within 18 months of their hire. Additionally, all newly hired LVERs receive onboarding training from the JVSG Program Manager which includes the history of the JVSG Program, Employment Services, the Jobs for Veterans Act and JVSG staff roles and responsibilities. This training also includes local operations as they relate to all active and current VPLs and chapters 41 and 42 of Title 38. Other training includes the annual JVSG staff training conference where topics such as staff development and skills improvement, integrated service models and their unique roles, effective intensive service delivery models, strategic planning, performance measuring, and systems training are discussed. Lastly, local AJC training is provided by local managers and the OneStop partners, which highlights location specific practices and our partners' operations.

LVER staff establish, maintain, and facilitate regular contact with employers, to include federal contractors, and promote the advantages of hiring Veterans while seeking other employment and training opportunities for Veterans. As part of their responsibilities, LVER staff advocate on behalf of all Veterans to employers and labor unions to employ and provide on-the-job training and registered apprenticeship programs for Veterans, advise employers of Veteran's issues, and plans and participates in job fairs to promote Veterans to employers. The overall outcome expected for employer contacts is to increase employment rates, promotion of, and retention of Veterans. Additionally, a schedule is created by the LVER, approved by the JVSG Program

Manager and local supervisors for employer outreach. These measures are in place to ensure the LVER is making connections with employers while searching for employment opportunities for Veterans. With the intent to provide quality services, these measures also provide a basis for which the JVSG Program Manager and local supervisor can follow-up with the business to ensure their needs are met. LVERs are encouraged to use modern technology, such as social media, to locate employers who utilize these systems as their primary means to locate qualified candidates.

Upon identifying employment opportunities, LVERs are encouraged to connect with these businesses and promote hiring job-ready Veterans. This method has been successful and parallels the goals of many Kansas businesses, many of whom have changed their job posting and recruiting methods to target Veterans. However, LVERs are aware of the importance of and are encouraged to primarily perform employer contacts in-person as situations permit.

D. DEMONSTRATE THE MANNER IN WHICH DVOP, LVER AND CONSOLIDATED DVOP/LVER STAFF ARE INTEGRATED INTO THE STATE'S EMPLOYMENT SERVICE DELIVERY SYSTEMS OR AMERICAN JOB CENTER (AJC). THIS DEMONSTRATION SHOULD SHOW ACTIVE ENGAGEMENT BETWEEN JVSG AND OTHER AJC STAFF, SUCH AS THROUGH PARTICIPATION IN STAFF MEETINGS AND CROSS-TRAINING OPPORTUNITIES.

Kansas has integrated all DVOP specialists into the AJC One-Stop system by assigning one or more DVOP specialists to each Workforce Center allocated these positions. Additionally, the AJC partners are included in the intake process for JVSG DVOP services. Upon entering the AJC, Veterans are met by intake staff (Wagner-Peyser) who ask several questions to help identify Veterans and their needs. Upon identifying the individual's purpose for visiting the AJC, Wagner-Peyser and/or One-Stop partners staff conduct intake assessments to identify and document Veteran referrals in **KANSAS**WORKS.com, the AJC's operating system. Those populations who do not meet eligibility for DVOP services, however, can receive employment services provided by Wagner-Peyser or partner staff.

When necessary, LVER staff are often consulted by AJC staff regarding military documentation identifying the Veterans' character of discharge such as indicated on their DD-214 in addition to other employment and service-related questions. JVSG and DVOP/LVER integration into the One-Stop extends beyond co-location. Veterans seeking services at rural AJCs that do not have DVOP or LVER staff located within that AJC still receive priority of service. Additionally, staff members at these AJCs provide referrals to eligible Veterans to meet with JVSG staff through coordination of availability of JVSG staff at the closest AJC to the rural location. After staff identifies a Veteran, AJC staff conducts an initial needs assessment which registers the Veteran into **KANSAS**WORKS.COM, identifies the Veteran's needs and determines if additional assessments are necessary. Upon completing the registration and identifying the initial needs, a VIIF is completed which asks questions to help identify SBEs and additional barriers that may entitle eligible Veterans to individualized career services from a DVOP.

However, in the absence of DVOP staff, Wagner-Peyser staff can assist eligible Veterans with individualized career services initially until DVOP staff become available. While the DVOP is making contact and scheduling the meeting, a list of core services will be provided by Wagner-Peyser or partner staff to help address the Veteran's initial needs. DVOP specialists and/or WIOA partner representatives are assigned on a full-time basis to the Fort Riley Military Transition Facility (MTF) and Wounded Warrior Transition Unit (WTU), McConnell Air Force Base Airman and Family Readiness Center (AFRC), and Fort Leavenworth.

The State of Kansas, through its integrated service delivery system, has some functional supervisors of DVOP specialists who are employed through the One-Stop Operator, leading to closer integration. Veteran staff performance is monitored by Commerce and performance evaluations are completed by supervisory staff.

The Manner In Which DVOP Specialists and LVER Staff Are Integrated Into the State's Employment Service Delivery System Or One-Stop Delivery Partner Network

JVSG funded services are not only a mandatory partner under WIOA, but Kansas considers these services to be a key feature of the local One-Stop system. Local Area WIOA Plans and local Memorandum(s) of Understanding (MOU) govern the partnership between the One-Stop system, partner agencies, and JVSG funded services. Each MOU describes how Veterans will be provided priority in job placement and training activities, how case management services will be provided to eligible Veterans and eligible spouses with an identified SBE, and other authorized populations, and details linkages with Department of Veterans Affairs, Kansas Commission on Veteran Affairs and other Veteran service organizations. Kansas has integrated DVOP specialists into the One-Stop system by assigning one or more to each Workforce Center allocated these positions. DVOP specialists work with local One-Stop partners to provide services to Veterans with the primary focus on providing individualized career services to disabled Veterans, eligible Veterans, and eligible spouses with significant barriers to employment. All AJCs have an integrated business services function responsible for connecting employers to the local One Stop system, to include job-ready candidates. This team also has as a major function ensuring that all **KANSAS**WORKS services continuously improve and are responsive to the needs of residents, employers, partner agencies and organizations, and the local economy.

DVOP specialists and LVER staff act as individual hubs within this service team to distribute information about the JVSG program to One-Stop partners, Veteran service organizations, and community partners.

These individual hubs focus on the individualized career service processes (DVOP) and employer/employment services (LVER) while providing services specific to their individual roles and responsibilities, all with the intent to integrate within these groups and open all avenues of assistance to Veterans and to assist the AJC, VSOs, and community groups with the provisional services to Veterans.

The LVER and DVOP are actively involved in Local Workforce Board staff meetings and provide best practices as they relate to their roles and expertise. The LVER and DVOP are often sought by staff for their knowledge and resources of other local Veteran Service Organizations, Veteran-specific needs, and local agencies in the best position to meet these needs.

Integration into One-Stop System

The blueprint for integration and coordination of services to Veterans is provided through State Policy and narrative explanations contained in LWDB WIOA Plans. Ongoing oversight of services to Veterans is conducted to assure these plans are carried out. To be approved, these plans must describe the following:

1. How available resources (WIOA, Wagner-Peyser, and others) are pooled within the One Stop system to provide core and individualized career services for Veterans.

2. The process used to accomplish intake, assessment, registration, and follow-up services for Veterans.

3. A description of mediated and non-mediated services available to Veterans and other eligible persons.

4. How Veterans are provided priority in placement services and activities, funded by DOL in whole or in part.

5. A detailed description of how case management services are provided to Veterans.

E. DESCRIBE THE STATE'S PERFORMANCE INCENTIVE AWARD PROGRAM TO ENCOURAGE INDIVIDUALS AND/OR EMPLOYMENT SERVICE OFFICES TO IMPROVE AND/OR ACHIEVE EXCELLENCE IN THE PROVISION OF SERVICES TO VETERANS, INCLUDING:

1. THE NOMINATION AND SELECTION PROCESS FOR ALL PERFORMANCE INCENTIVE AWARDS TO INDIVIDUALS AND/OR OFFICES;

Selection criteria examples for the incentive funds reward include outstanding case management processes, enhancement of job training and customized training, development of programs that benefit the hiring of Veterans and/or build relationships between local and regional employers and Veteran population, and promotion of DOL-VETS program such as Hire Veterans Medallion Program and other similar programs. For Wagner-Peyser and One-Stop staff, selection criteria include exceptional job performance, outreach and community relations while advocating for Veteran employment, successful placement of and exceptional customer service identified by Veteran clients. Additionally, the JVSG Program Manager will provide additional guidance to all AJC staff on selection criteria in accordance with VPL 01-24 Attachment 5.

2. THE APPROXIMATE NUMBER AND VALUE OF CASH AWARDS USING THE ONE PERCENT INCENTIVE AWARD ALLOCATION;

Incentive Award funding as part of the total grant amount for FY24/25 is estimated at $15,000. These funds will be utilized solely in accordance with the State Plan. Incentive funds received from DOL-VETS, by the Kansas Department of Commerce, will be distributed to top performing AJCs that service Veterans. That AJC's Regional Operations Manager (ROM), in collaboration with the Department of Commerce's Assistant Secretary, Director of Workforce Services, and JVSG Program Manager will identify offices during the FY, based on the aforementioned criteria and overall performance during the program year, who have made the most significant and impactful contributions to serving Kansas Veterans. Those selected AJCs will be rewarded accordingly and be recognized for their commitment to improving the lives of Kansas Veterans through their dedicated and professional service delivery. Incentive funds will be awarded to five AJCs, which is an estimated amount of $2,000 to $3,000 depending on the annual 1% award amount. Incentive Award funding will be awarded by the selection committee indicated above. All AJC offices will be provided with information on the nomination process and selection of AJCs being awarded.

As indicated, the state recognizes that all remaining incentive funds must be obligated by September 30th (end of FY) and liquidated by December 31st (end of FY). All funds not expended by the end of the FY will be recaptured by the US Treasury Department.

3. THE GENERAL NATURE AND APPROXIMATE VALUE OF NON-CASH PERFORMANCE INCENTIVE AWARDS TO BE CHARGED TO THE BASE ALLOCATION; AND

Selection criteria examples for the incentive funds reward include outstanding case management processes, enhancement of job training and customized training, development of programs that benefit the hiring of Veterans and/or build relationships between local and regional employers and Veteran population, and promotion of DOL-VETS program such as Hire Veterans Medallion Program and other similar programs. For Wagner-Peyser and One-Stop staff, selection criteria include exceptional job performance, outreach and community relations while advocating for Veteran employment, successful placement of and exceptional customer service identified by Veteran clients. Additionally, the JVSG Program Manager will provide additional guidance to all AJC staff on selection criteria in accordance with VPL 01-24 Attachment 5.

4. ANY CHALLENGES THE STATE MAY ANTICIPATE TO CARRYING OUT A PERFORMANCE INCENTIVE AWARD PROGRAM AS MANDATED BY 38 U.S.C. § 4102A(C). THIS SHOULD INCLUDE ANY STATE LAWS OR POLICIES THAT PROHIBIT SUCH AWARDS, IF APPLICABLE. DESCRIBE THE STATE'S EFFORTS IN OVERCOMING THOSE CHALLENGES.

No challenges to be noted at this time.

F. LIST THE PERFORMANCE TARGETS FOR DIRECT SERVICES TO VETERANS PROVIDED BY JVSG STAFF, AS MEASURED BY PARTICIPANTS':

- employment rate in the second quarter after exit from the program;
- employment rate in the fourth quarter after exit; and
- median earnings in the second quarter after exit.

The Jobs for Veterans' State Grants are mandatory, formula-based staffing grants to (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis. Performance accountability measures under WIOA statue (38 U.S.C. 4102A) section 11(b) will be utilized by DOL-VETS as oversight for performance indicators of direct services provided by JVSG and Wagner-Peyser Staff.

Primary Indicators of Performance:

• Employment Rate – 2nd Quarter After Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

• Employment Rate – 4th Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

• Median Earnings – 2nd Quarter After Exit: The median earnings of participants who are In unsubsidized employment during the second quarter after exit from the program.

PY Performance Targets for Jobs for Veterans State Grant Funded Services

DVOP Specialists:

DVOP Employment Rate (Q2) **48%**

DVOP Employment Rate (Q4) **51%**

DVOP Median Earnings **$6,940**

These targets will be collected and reported quarterly through Workforce Integrated Performance System (WIPS) and quarterly performance reports in accordance with VPL 01-24, Attachment 4 using four "rolling quarters" on a Program Year basis.

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(OMB Control No. 1205-0040)

A. ECONOMIC PROJECTIONS AND IMPACT

1. DISCUSS LONG-TERM PROJECTIONS FOR JOBS IN INDUSTRIES AND OCCUPATIONS IN THE STATE THAT MAY PROVIDE EMPLOYMENT OPPORTUNITIES FOR OLDER WORKERS. (20 CFR 641.302(D)) (MAY ALTERNATIVELY BE DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN.)

Forecasted economic conditions for Kansas through 2030 project 100,058 new jobs, with an annual gain of 0.7% with 171,795 expected job openings annually. Job growth is expected to occur statewide with the greatest growth in Local Areas III and IV. Bureau of Labor (BLS) projects that by 2032 24% of the labor force will be age 55 or older. Transportation and material moving, Food preparation and service, Healthcare practitioners and technical, Business, and financial, and Healthcare support are expected to be fast-growing sectors over the next six years.

Economic recovery in Kansas continued in 2022 with the majority of economic indicators reaching or exceeding pre-pandemic levels. Kansas' labor force grew to 1,504,932 in 2022, while the labor force participation rate held steady at 66.4%. Future labor force growth continues to be a concern for Kansas, as the average annual population growth rate for the past 10 years is just 0.2%; the over-the-year change from 2021 was a slight decline of less than a tenth of a percent. The population of prime-age workers, 25–54-year-olds, saw a small increase of 831 individuals, or 0.1%, in 2022. The issue of most concern is the population under 25, which has continued to decline, decreasing by 5,573 people, or 0.6%, over the year. The Kansas population was estimated at 2,937,150 in 2022. This represents a gain of 23,836 people from 2019. Older citizens (55 years of age and older) account for about 29% of the population in Kansas. In 2022 Kansas' unemployment rate dropped to 2.7%; this was a decrease of 0.6 percentage points over the year and 0.6 percentage points below the pre-pandemic rate of 3.3% recorded in 2019. The 2022 rate is the lowest annual unemployment rate since records began in 1976.

Real wages declined over the year while nominal personal income grew in Kansas. Real average weekly wages, which have been adjusted for inflation, decreased from $1,109 in 2021 to $1,081 in 2022. This represents a decline of 2.5% in real average weekly wages for Kansas. Nominal per capita personal income, which has not been adjusted for inflation, grew by 2.2% in Kansas. Real gross domestic product grew by 1.6% during 2022. Kansas recorded larger gains than the Plains

Region but smaller gains than the U.S., which experienced growth of 0.8% and 2.1% respectively. Kansas export sales continued to increase in 2022, growing by 11.6%. Processed foods remained the top exporting industry, accounting for 22.9% of Kansas exports, and recording over $3.2 billion in sales. Civilian aircraft, engines, and parts continue to be the top export product category, accounting for 16.8% of export sales and totaling over $2.3 billion. Mexico and Canada continue to be Kansas' top trading partners, collectively totaling nearly $5.8 billion and accounting for 41.3% of Kansas export sales. In 2022 Kansas export sales reached a new high of nearly $14.0 billion. This represents an 11.6% increase in export sales over the year, or $1.5 billion. Job growth was experienced in 10 of the 11 industry supersectors in Kansas during 2022, as shown in Table 4. The supersector that added the most jobs over the year was professional and business services with a gain of 10,400 jobs, or 6.1%; approximately half of these gains were recorded in professional, scientific, and technical services, which increased by 5,100 jobs, or 7.0%. Leisure and hospitality recorded job gains of 8,200, or 6.8%, in 2022. The majority of this growth can be attributed to the accommodation and food services sector, which saw an increase of 6,600 jobs, or 6.3%. Manufacturing saw an increase of 8,200 jobs, or 5.1%, in 2022. These gains were primarily due to an increase of 6,400 jobs in durable goods manufacturing, an increase of 7.0%. Information saw the highest percent increase at 7.7%, gaining 1,300 jobs over the year. The only supersector to experience job loss in 2022 was financial activities, which saw a small decline of 500 jobs.

2. DISCUSS HOW THE LONG-TERM JOB PROJECTIONS DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN RELATE TO THE TYPES OF UNSUBSIDIZED JOBS FOR WHICH SCSEP PARTICIPANTS WILL BE TRAINED AND THE TYPES OF SKILL TRAINING TO BE PROVIDED. (20 CFR 641.302(D))

As discussed, previously, there are several in-demand short- and long-term employment pathways for SCSEP participants in the job categories of most interest. The types of skills among the eligible population vary. Asking participant to self-identify skills, knowledge, and experience is key to an appropriate SCSEP employment placement. Skills such as caring for adults, caring for children, cashier, cooking, organization, clerical, bookkeeping, food service, maintenance, carpentry, keyboarding, sales, customer service and auto mechanics just an example of some commonly identified transferable skills among eligible individuals.

3. DISCUSS CURRENT AND PROJECTED EMPLOYMENT OPPORTUNITIES IN THE STATE (SUCH AS BY PROVIDING INFORMATION AVAILABLE UNDER §15 OF THE WAGNER-PEYSER ACT (29 U.S.C. 491-2) BY OCCUPATION), AND THE TYPES OF SKILLS POSSESSED BY ELIGIBLE INDIVIDUALS. (20 CFR 641.325(C))

Based on PY 2021 data from the state SCSEP grantee community service assignments where job skills are trained predominantly fall into two categories: office administrative (80%) and community social (11%). Skills learned in these assignments were primarily transferrable skills used by all occupations with a focus on workplace readiness, customer service, and basic computer. In addition, most assignments (70%) are in a job interest category other than the resulting placement category.

Placement data from PY 2020 to PY 2021 reveals the state grantee's top five unsubsidized employment categories were office administrative (23%), maintenance (15%), with retail sales (11.5%), transportation (11.5%), food industry (11.5%) equally represented. These categories

align well with the demand occupations for the next two to ten years, but the employment opportunities diminish when compared with Kansas' long-term employment outlook.

Based on the goals of SCSEP—to foster individual economic self-sufficiency and promote useful opportunities in community service activities—and given demographics, desires, and barriers faced by the eligible population one must carefully determine what best meets the individuals' needs. Sometimes a part-time position to supplement retirement/social security income is all that is desired/needed to foster individual economic self-sufficiency. Often 65 years and up want something low-key to supplement retirement benefits and most are happy with even minimum wage. Fifty-five to 64-year-old individuals typically have no income, desire a job to support them until retirement, and generally want a higher wage ($12+) with medical insurance. Data from PY23, shows 55% of participants are 55- 64, with 45% aged 65 and over.

The top five SCSEP job interest categories are:

- Office and Administrative Support Occupations (33.0%)
- Building and Grounds Cleaning and Maintenance Occupations (14.8%)
- Sales and Related Occupations (14.8 %)
- Community and Social Service Occupations (13.9%)
- Food Preparation and Serving Related Occupations (11.3%)

SCSEP offers participants on-site training during their community service placements for skill

The state SCSEP grantee's unsubsidized employment reported for PY23 are Office Clerks (57%), Food (14%), Manufacturing (14%), and Social Services (14%).

Except for personal care aides and home health aides, industries with long-term growth opportunities require more technical skill sets. To balance the demands of tomorrow with the realities of today, state, and national SCSEP grantees will need to develop short-term and moderate-term training opportunities for SCSEP participants that build skills aligning with future occupational demand and keeping pace with technological advances.

When developing training plans for participants the following factors are important to consider with both the worksite and participants:

- Explore requirements for short-term or moderate-term on-the-job training (OJT) requirements
- Review hiring requirements, to ensure that education and experience requirements are attainable;
- Use transferable skill sets that demonstrate the ability to learn new skills as an important part of the knowledge base;
- Denote skills that contribute to multiple occupations occurring across several industries
- Assess the appropriateness of working conditions, including virtual arrangements; and
- Discuss how job demands will be met, for example, some jobs may stress flexibility and task collaboration over specialized skills.

As discussed, previously, there are several in-demand short- and long-term employment pathways for SCSEP participants in the job categories of most interest. The types of skills

among the eligible population vary. Asking participants to self-identify skills, knowledge, and experience is key to an appropriate SCSEP employment placement. Skills such as caring for adults, caring for children, cashier, cooking, organization, clerical, bookkeeping, food service, maintenance, carpentry, keyboarding, sales, customer service, and auto mechanics are examples of some commonly identified transferable skills among eligible individuals.

B. SERVICE DELIVERY AND COORDINATION

1. A DESCRIPTION OF ACTIONS TO COORDINATE SCSEP WITH OTHER PROGRAMS. THIS MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF THE STRATEGIC PLAN, BUT REGARDLESS OF PLACEMENT IN DOCUMENT, MUST INCLUDE:

A. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH WIOA TITLE I PROGRAMS, INCLUDING PLANS FOR USING THE WIOA ONE-STOP DELIVERY SYSTEM AND ITS PARTNERS TO SERVE INDIVIDUALS AGED 55 AND OLDER. (20 CFR 641.302(G), 641.325(E))

The **KANSAS**WORKS State Board codified the inclusion of workers aged 55 and older as a priority population for all **KANSAS**WORKS services. With both a *national* SCSEP grantee and *state* SCSEP grantee operating in Kansas coordination of activities goes beyond the coordination with WIOA title I programs and partners, but also between the *national* and *state* grantees. In local workforce development area four, the *national grantee has* had the option to co-locate at the Wichita Workforce Center which they did before COVID. Statewide both the *national* and *state* SCSEP grantees ensure individuals with whom they work are enrolled in **KANSAS**WORKS to have full benefit of not only the WIOA Title I program, but also Wagner-Peyser, Veterans, American Indian, and other partner programs like Dress for Success, Children and Family Services, Vocational Rehabilitation, United Way, and Older Kansans Employment Program.

Coordinated activities between SCSEP providers and KANSASWORKS will include state and local-level strategies to strengthen partnerships and collaboration in each of the below categories:

Ensure the memoranda of understanding (MOU) between a local workforce development board and SCSEP operator specifies roles and responsibilities for:

- Confirming participants have attempted and been unable to successfully secure unsubsidized employment through KANSASWORKS;
- Performing joint outreach to employers about SCSEP services;
- Sharing information about workforce center and SCSEP services available to seniors;
- Instituting collaborative case management services for co-enrolled participants;
- Communicating and coordinating services among SCSEP providers in a shared county like Sedgwick to:
    - coordinate unduplicated outreach efforts to maximize potential reach to the public, and
    - share referrals to avoid placing participants on a waiting list (based on meeting 100% occupancy of a county's total authorized positions).
    - Co-enrolling SCSEP participants into WIOA and other workforce programs, as appropriate,

    - Providing information about services available to and from both SCSEP operators and local workforce centers
    - Developing community service assignments for SCSEP participants at local workforce centers,
    - Co-locating SCSEP staff in workforce centers when funding and space is available,
- Other joint efforts as appropriate;
- List participant and staff openings in KANSASWORKS.com;
- Assist job-ready participants with updating registration in KANSASWORKS.com;
- Promote **KANSA**SWORKS job fairs, job clubs, and workshops including them
- when feasible as part of a SCSEP participant's individual employment plan (IEP);
- Provide updates to Kansas Workforce Offices about SCSEP activities and successes in the local workforce development areas (workforce areas);
- Share information between SCSEP providers and workforce centers about current future labor market trends for seniors and the required skill sets necessary for identified industries and occupations; and
- Other joint efforts, as appropriate.

B. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH THE ACTIVITIES BEING CARRIED OUT IN THE STATE UNDER THE OTHER TITLES OF THE OLDER AMERICANS ACT (OAA). (20 CFR 641.302(H))

The purpose of the Kansas Older Worker Task Force is to advocate for older workers and ensure the provision and coordination of workforce services for older workers. Membership includes programs operating under the other titles of OAA. For more information, see the *OWTF Charter* below. Information and resources relevant to senior health, support services, and older job seekers will be shared at OWTF meetings. Regular in–person meetings and ongoing access to the state agencies serving seniors will be among the activities carried out by the state to coordinate multiple programs for older workers.

SCSEP staff will attend area job fairs and senior events, meet the public, provide verbal and written information, and promote SCSEP services as well as encourage participants towards possible employment opportunities. SCSEP staff will coordinate with local agencies and community centers to schedule outreach presentations focused on the recruitment of potential new participants and new host agencies.

SCSEP staff will have monthly contact with various community agencies to determine the local availability of possible host agency sites as well as opportunities for participant recruitment. SCSEP staff will share SCSEP program information and gather other agency program information so services may be better coordinated in the community. SCSEP staff will coordinate efforts with business development staff to maximize opportunities to find employers willing to hire seniors in SCSEP once training is complete.

State and national grantees, including their sub-recipients, will employ the following strategies to promote an ongoing dialogue and coordination with other providers that serve seniors:

- Explore opportunities for improving the quality of training and access to training for community-based direct service workers caring for individuals with disabilities;
- Attend the Area Agencies on Aging (AAAs) quarterly training meeting when feasible; and
- Contact regional specialists to schedule interpreters and other communication access services if assistance is needed for training and employment services with the deaf and hard of hearing.

Sedgwick County is the one Kansas county where both the state and national grantees operate. To best serve Kansans, the ongoing dialogue and communication occurring between grantees and their subrecipients should permit each to know whether the other provider has an available SCSEP position before an individual is placed on an SCSEP waiting list.

C. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER PRIVATE AND PUBLIC ENTITIES AND PROGRAMS THAT PROVIDE SERVICES TO OLDER AMERICANS, SUCH AS COMMUNITY AND FAITH- BASED ORGANIZATIONS, TRANSPORTATION PROGRAMS, AND PROGRAMS FOR THOSE WITH SPECIAL NEEDS OR DISABILITIES. (20 CFR 641.302(I))

SCSEP customers will receive the same services through **KANSAS**WORKS as any other eligible job seeker including coordination with local service providers to assess needs and developing solutions that resolve barriers faced by participants. **KANSAS**WORKS will share information on the employment of individuals with disabilities and accessible technology with SCSEP grantees and sub-recipients. SCSEP grantees will work with local workforce development boards to encourage community colleges to create short-term education and training programs relevant to older individuals that conform to their learning style and pace. Training will align with the local targeted industries and high-priority occupations and incorporate appropriate computer skills. Important to this endeavor will be adult basic education (ABE), high school equivalency, continuing education, and other targeted training courses at community colleges. If available, course discounts for individuals 55 and above will be utilized.

To provide participants the opportunity to be seen at least annually by a doctor to monitor their health, participants are offered a voluntary referral for a free annual physical. The state SCSEP grantee offers referrals to the Kansas University Medical Center in Wichita, KS, and the national SCSEP grantee lets participants select a medical provider and receive reimbursement up to $200. SCSEP grantees will continue to evaluate the physical exam process ensuring optimal benefit for both the participant and the program operations.

Both the national and state SCSEP grantees have a two-way referral system in place to receive referrals from local agencies or refer participants to local agencies for various services. Referrals include such services as Dress for Success for clothing, Children and Family Services for cash/food/utility assistance or vocational rehabilitation, Older Kansans Employment Program for job readiness skills, the Salvation Army for food/shelter/clothing/support, and other public and private providers. SCSEP conducts outreach events in various community agencies with the intent of informing the public of the services available through the SCSEP and the local workforce center. Each SCSEP staff member will conduct at least one monthly outreach event in the community.

SCSEP grantees and sub-recipients will participate in meetings, as appropriate, with senior service providers and other public and private groups advocating for the employment of older workers. SCSEP staff have arranged office staffing in the Senior Services of Wichita building for 3 days a week to allow ease in referrals of eligible participants for SCSEP.

Funding from the Kansas Legislature has allowed the Department of Commerce to grant funds to our SCSEP provider, Workforce Alliance of South Central Kansas, and the Senior Services of Wichita to provide computer skills training to eligible individuals aged 55 and older. In addition, they will communicate and coordinate with members of the local disability community on activities, resources, and services for seniors with disabilities in the workforce area. One of the most significant and successful efforts to coordinate workforce services for experienced workers is through the Older Worker Task Force, whose purpose is to advocate for Older Workers and ensure the provision and coordination of workforce services for older workers. The Charter of the OWTF establishes its duties, roles, and membership requirements and is as follows:

Kansas Older Worker Task Force - *Charter*

Sponsor: The Kansas Department of Commerce, Workforce Services Division

Purpose/Objective: To advocate for Older Workers and ensure the provision and coordination of Workforce Services for Older Workers.

Membership: The Kansas Older Worker Task Force shall be comprised of the following required members

- One staff person from each program funded by OKEP and SCSEP
- Up to two representatives from appropriate state agencies
- One staff person from each Area Agency on Aging or its State Association
- Up to two members of the Kansas Silver Haired Legislature
- Up to two representatives of AARP
- One member of the State Legislature
- Up to four at-large members (employer, advocate, older job seeker preferred)

Terms of Membership: Required members are chosen by their respective agencies and serve for a term determined by their respective agencies. Members-at-large serve two-year terms and may be re-elected for one additional term.

Election of Chair, Vice Chair and Members-At-Large: At the last meeting of the Task Force in even-numbered years, the Chair will appoint a three-member nominating team from within its membership to nominate members for Chair, Vice Chair, and members-at-large. Members will consider each candidate and choose each by a simple majority. The Chair, Vice Chair, and members at-large shall be elected to a two-year term at the first regularly scheduled meeting of each odd-numbered year.

For the Chair and Vice Chair, votes will be cast by voice if there is a single candidate and by secret ballot if there is more than one candidate.

The chief duty of the Chair is to convene the Task Force at least two times per year and additionally as needed. The chief duty of the Vice Chair is to assume the responsibility of the Chair if the Chair is unable to fulfill his or her duty.

Amendments to the Charter: Amendments may be made to this Charter at the first regularly scheduled Task Force meeting each year. Any member may propose amendments to the full

membership for a vote. A three-quarter majority must vote in the affirmative to amend the Charter.

Scope of Task Force Responsibilities:

- Recommend how Older Workers should be served through the workforce development process
- Identify and recommend Older Worker target participants
- Provide expertise on the use of funds for Older Workers
- Provide expertise on service provider qualifications for Older Worker services
- Assist in designing award and sanctions process
- Provide expertise on the rules, regulations, standards, and guidelines governing State funds for Older Worker services
- Assist in developing and modifying the Strategic and State Plans for Older Workers
- Provide recommendations to Commerce Staff regarding Older Worker programs
- Foster creative partnerships with private, public, and government entities
- Recommend appropriate, additional funding sources for Older Worker programs

Measures of Success:

- Each meeting of the Task Force will have a quorum
- Informed action by the Kansas Department of Commerce
- Meet specific targets/goals set by Strategic and State Plans
- Satisfaction of Older Workers and State/Federal Oversight Personnel
- Encourage a vibrant economic environment for Older Workers

Outside the scope of the Task Force Responsibilities:

- Making final decisions on behalf of the Kansas Department of Commerce
- Day-to-day management of programs
- Creation of policies, plans, and budgets for Older Worker programs
- Functioning as Kansas Department of Commerce Staff
- Determining the focus or work of Kansas Department of Commerce Staff

Deliverables:

- Elect Task Force Chair, Vice Chair and members-at-large
- Review, recommend updates, and implement the Strategic and State Plans for Older Workers
- Report on the current status of Older Worker programs and recommend future action –
- annual report to legislators

- Recommend service delivery system improvements
- Recommend prioritization of State funding
- Provide Executive Summaries as requested to guide Commerce Staff
- Generate a list of Older Worker service providers and services needed
- Recommend priorities of Request for Proposals for OKEP funding

Maintenance of Records: Commerce staff shall maintain minutes, agendas, and membership roster.

The Older Worker Task Force has actively provided advocacy, advice, and support for all Kansas Older Worker programs.

D. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER LABOR MARKET AND JOB TRAINING INITIATIVES. (20 CFR 641.302(J))

The state grantee selected a local WIOA workforce system as its subrecipient for SCSEP. The national grantee is housed in the same local WIOA workforce system in one part of the state and regularly communicates with workforce system partners statewide. This provides a high level of coordination between SCSEP and other labor market and job training initiatives. In addition, the state grantee is the Kansas Department of Commerce which is the WIOA state workforce agency and houses numerous job training initiatives, most of which are administered through local workforce centers. Commerce also administers the Older Kansans Employment Program (OKEP) traditionally operated by area agencies on aging, independent living centers, and local workforce development boards. Labor market and training initiatives are available to and coordinated among all these partners and programs as appropriate for the individual customer.

E. ACTIONS TO ENSURE THAT SCSEP IS AN ACTIVE PARTNER IN THE ONE-STOP DELIVERY SYSTEM AND THE STEPS THE STATE WILL TAKE TO ENCOURAGE AND IMPROVE COORDINATION WITH THE ONE-STOP DELIVERY SYSTEM. (20 CFR 641.335)

The local workforce centers provide an opportunity for both state and national SCSEP providers to integrate services funded by WIOA and SCSEP to best serve older workers. SCSEP's immersion in the workforce centers will assist both center staff and SCSEP staff in tailoring programs to address the needs of older workers. MOUs between local workforce development boards and SCSEP providers ensure SCSEP is an active partner of the local workforce system.

Involvement in the local workforce system also promotes strong coordination among private and public entities and programs that provide services to older Americans, such as community and faith–based organizations, transportation programs, and programs for those with special needs or disabilities.

SCSEP providers will seek an MOU with the local workforce development boards to delineate how SCSEP services will be provided through the system. A separate MOU should be prepared for both the state and national SCSEP grantees. Local flexibility and negotiation among partners are encouraged over the use of boilerplate MOUs. The MOU should define the services available, how the partners will provide those services, how operating costs will be allocated, the determination of in-kind contributions, and what special benefits SCSEP can provide to WIOA, such as access to job-ready individuals unable to be served by SCSEP. The allowance for Test of

Adult Basic Education (TABE), including administration of, results and costs, for SCSEP participants is an area to consider including in the MOU.

The MOU should discuss how SCSEP eligible individuals will be referred to the SCSEP staff. Streamlining services to benefit participants is one of the major points of WIOA. The MOU should contain a provision for mutual acceptance of assessments and IEPs for SCSEP participants. This ensures less paperwork/processes for the participant, as well as making sure that partner agencies coordinate participant services to address their goals. The MOU should also contain a specification that SCSEP participants receive Wagner-Peyser intensive services prior to participation in SCSEP and be deemed eligible for training services under WIOA Adult.

All MOUs are required to be approved by a SCSEP grantee-level authorized signatory for both state and national grantees.

The state SCSEP grantee additionally assures SCSEP as an active partner in workforce centers by requiring respondents to leverage **KANSAS**WORKS services, including WIOA Title I, to supplement SCSEP services as a part of the sub-grant Terms and Conditions.

F. EFFORTS TO WORK WITH LOCAL ECONOMIC DEVELOPMENT OFFICES IN RURAL LOCATIONS.

About half of SCSEP positions are located in urban areas and the other half in rural locations. SCSEP can partner with the local workforce centers for access to members of the workforce center business services team who are consistently in contact with local economic development agencies to recruit participants and placements in both urban and rural areas. SCSEP grantees can also gain access to labor market information necessary for developing appropriate occupational goals as well as long-term program planning.

In addition, the Kansas Department of Commerce is the state's economic development agency as well as the state workforce agency providing the local workforce system and state SCSEP grantee with direct connections to local economic development agencies. Commerce leadership encourages cross–division cooperation, planning, and sharing of employment intelligence information. The economic development agency employs business services staff who coordinate services with local economic development offices.

Workforce centers are encouraged to have their business services team meet with and help coordinate SCSEP participant placements in unsubsidized employment. This should be done by providing daily job posting notifications and hot job lists to SCSEP case managers from both state and national grantees. State and national SCSEP grantees may also locate these lists through the internet on local workforce center websites or **KANSAS**WORKS.com.

2. THE STATE'S LONG-TERM STRATEGY FOR ENGAGING EMPLOYERS TO DEVELOP AND PROMOTE OPPORTUNITIES FOR THE PLACEMENT OF SCSEP PARTICIPANTS IN UNSUBSIDIZED EMPLOYMENT. (20 CFR 641.302(E)) (MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF STRATEGIC PLAN.)

KANSASWORKS long–long-term strategy for engaging employers and other employment programs is found in the KWSB strategic plan, located in Section I of the Kansas Workforce Innovation and Opportunity Act Combined Sate Plan. As with all **KANSAS**WORKS programs, SCSEP customers will be represented in the state's strategies. Since the last submitted plan, the Governor has seated a WIOA–compliant State Board as soon as possible, enhancing the workforce system's access to employers who have actual job openings and can provide real–

time intelligence about the future availability of employment opportunities. Specific activities will include 1) Referrals to the business services team, 2) Interest and skills assessments, 3) Job Fairs attendance requirement, 4) Resumes Uploaded in **KANSAS**WORKS.com and updated as skills increase, and 5) Outreach conducted by the Business Services Team to employers. Both state and national SCSEP grantees commit to assisting both job seekers and employers by helping to vet the aptitude and fit of individuals for job duties. As part of this process, grantees identify the qualities employers seek, such as:

- Commitment to quality work;
- Strong customer service orientation;
- Getting along with other employees;
- Dependability in times of crisis;
- Ability to pass a drug test; and
- Consistent, reliable performance.

Once an employer's needs are determined, staff promote the skills and competencies of SCSEP participants as viable workers who will add value to the business. To assist employers in rethinking their hiring strategies employers are presented information on the value of hiring 50+ workers. The data demonstrates older workers have higher levels of engagement, commitment, stability, productivity, experience, and problem-solving skills. Older workers are also a critical component of a multigenerational workforce often becoming mentors to younger generations.

SCSEP grantees will also pursue partnerships with employers that:

- Develop job openings requiring the same or similar skill requirements possessed by older participants;
- Have successfully employed participants;
- Are listed on AARP's National Employer Team, which is committed to hiring seniors;
- Seek older participants, based on the local wisdom of workforce development boards, business organizations, and others in the community; or identified in online labor market information as major employers in local industries with the greatest employment potential for participants;
- Publicize the success stories of former participants and their employers, thereby attracting other employers to consider hiring older job seekers;
- Attend chamber of commerce board meetings and other economic development meetings to expand employer networks; and learn about job opportunities from employers; and
- Contact employers to determine the skills and qualities needed to be successful in these jobs.

3. THE STATE'S LONG-TERM STRATEGY FOR SERVING MINORITY OLDER INDIVIDUALS UNDER SCSEP. (20 CFR 641.302 (C))

The long-term strategies both state and national SCSEP grantees will employ are to:

- Monitor and share statewide and grantee-specific minority enrollment data and factors/barriers impacting minority recruitment;
- Analyze enrollment targets and geographic areas where performance is strong and where improvement is needed;
- Identify factors contributing to minority enrollment strengths and factors impeding minority enrollments;
- Share best practices for minority recruitment and provide technical assistance to SCSEP staff and partners in the local workforce development system;
- Coordinate activities such as workshops, meetings, job fairs, etc., with organizations representing minority populations to increase referrals and recruitment, host agency assignments, and/or unsubsidized employment opportunities; and
- Target outreach to specific underserved minority groups based on county and/or metropolitan data to serve participants in proportion to population minority breakdown.

These strategies have proven effective. The "PY21 SCSEP Minority Report" conveyed 56.5%of the national grantee's SCSEP participants identified as minority while only 38.4% of the population in the national grantee's service area identified as minority. For the state grantee 41.5% of participants identified as minority with 26.8% of the service area population identifying as minority.

4. A LIST OF COMMUNITY SERVICES THAT ARE NEEDED AND THE PLACES WHERE THESE SERVICES ARE MOST NEEDED. SPECIFICALLY, THE PLAN MUST ADDRESS THE NEEDS AND LOCATION OF THOSE INDIVIDUALS MOST IN NEED OF COMMUNITY SERVICES AND THE GROUPS WORKING TO MEET THEIR NEEDS. (20 CFR 641.330)

It has been found that there are many organizations working in the communities within the urban areas of Kansas. Those organizations work well and can respond to a lot of the needs of the community. The rural areas have fewer services and limited access to resources. Participants in those areas have little or no community support. Participants in rural areas also have challenges finding host agencies for placement. Participants often use neighbors or family members as primary support. If participants have transportation available, community resources in neighboring areas are shared. United Way has a community guide of resources that covers the region and is used by staff and participants. The services are accessible through the Internet and by phone. Internet access can be limited or nonexistent in many of the rural counties, so resources are printed and provided to participants in those areas. Developing and maintaining partnerships with service providers outside the workforce system is essential for identifying the most needed community services.

Identified community services most often needed by SCSEP participants include the following:

- Educational/skills training activities;
- Employment assistance;
- Health care in homes and hospitals;
- Housing rehabilitation and weatherization;

- Nutrition programs;
- Outreach and referral;
- Project administration;
- Public works;
- Recreational activities in parks and senior centers;
- Social services;
- Transportation; and
- Other services determined essential for the employability of participants

Those most in need of community services reside in rural areas that lack many services due to population demographics and general lack of funds. In rural communities with Internet access **KANSAS**WORKS Virtual Services can provide a wide range of employment services using high–definition video and/or electronic information and referral.

5. THE STATE'S LONG-TERM STRATEGY TO IMPROVE SCSEP SERVICES, INCLUDING PLANNED LONG-TERM CHANGES TO THE DESIGN OF THE PROGRAM WITHIN THE STATE, AND PLANNED CHANGES IN THE USE OF SCSEP GRANTEES AND PROGRAM OPERATORS TO BETTER ACHIEVE THE GOALS OF THE PROGRAM. THIS MAY INCLUDE RECOMMENDATIONS TO THE DEPARTMENT AS APPROPRIATE. (20 CFR 641.302(K))

The long-term strategy to improve SCSEP services in Kansas is to serve eligible participants through increased coordination between the national and state grantees, increase outreach efforts, and enhance training opportunities that both improve or build skill levels suitable for available jobs, preferably in the participant's community. The goal is to ensure that the job matching is appropriate for both the employer and the older worker so that the relationship will be retained and benefit the employer, the older worker, and the state's economy. Partnerships for integrating services are crucial to these strategies. Plans are to expand the breadth of partnerships with nonprofit agencies grow meaningful community service opportunities for SCSEP participants and aid nonprofits in fulfilling their volunteer needs.

The SCSEP service provider's success is measured by its attainment of negotiated goals for serving the older worker population, increases in services within the network of nonprofits and public agencies within communities, and the cultivation of skilled workers for employers. State and national grantees review performance results and deliver technical assistance to SCSEP staff as determined necessary.

There are currently no plans to change program sub-grantees for the state service provider. To increase cooperation between state and national grantees both grantees have agreed to meet quarterly to:

- Problem-solve and evaluate alternative solutions to issues;
- Share best practices and performance progress;
- Plan and coordinate collaborative activities; and

- Explore areas for collaboration likely to improve or enhance SCSEP services in the state, such as:
- Actively partnering with local workforce boards and workforce center staff— both workforce professionals and business services;
- Expanding relationships with chambers of commerce and local economic development organizations;
- Emphasizing creative partnerships with groups that advocate and provide services to veterans and individuals with disabilities; and
- Increasing joint outreach efforts to community organizations and other senior service providers;

Each SCSEP grantee will also increase outreach and recruitment to increase the number of enrolled participants. This focus will include reaching out and creating partnerships with agencies and organizations older adults already trust as well as organizations and entities that reach younger friends, family, or co-workers of older adults. Here is a non-comprehensive list of outreach and recruitment activities:

- State agencies serving older adults (Kansas Department of Commerce, Kansas Department for Aging and Disability Resources, Kansas Department of Children and Family Services, Kansas Department of Labor)
- Senior service providers like area agencies on aging, disability resource center programs like Senior Health Insurance Counseling for Kansas (SHICK), adult day care facilities, or community-based adult service centers. Even if they are not employment-related, they often see seniors needing assistance and would be a good resource for referrals.
- Recruit where older adults gather, like:
    - Aging and Disability Resource Centers (ADRC) a/k/a Area Agencies on Aging
    - Congregate meal sites
    - Restaurants with bulletin boards (Cracker Barrel, Perkins, McDonalds, coffee shops)
    - Grocery stores
    - Senior living facilities often have a gathering room
    - Social service agencies
    - Local farmers' markets
    - Senior health fairs
    - Public libraries
    - Churches, houses of worship
    - Cooling/warming centers
    - Mobile home parks
    - Laundromats

- Attend fairs, festivals, and community events (https://www.fairsandfestivals.net/states/KS).
- Post open SCSEP slots on KANSASWORKS.com just as an employer would a job vacancy.
- Create and execute outreach throughout the community via multiple avenues, such as:
    - Word of mouth – ask current participants to talk to people they know. Spread the word beyond older adults. Inform teachers and counselors who are often in the know when a parent or grandparent is having difficulty finding employment. Think outside the box and in a broad spectrum.
    - Create flyers to spread the word. Consider recruiting a bright, University marketing or business administration intern to spearhead the campaign.
    - Utilize college, high school, and youth services organizations to assist with posting flyers.
- Increase the use of social media platforms to share messaging.
- Hold a recruitment event like you do job fairs.
- Agencies or organizations that don't immediately strike you as a possibility ARE a possibility. Individuals working in those organizations often run across (or know) low-income adults, 55 or older in need of additional skills to obtain employment. Below are some potential opportunities for additional outreach.
    - Faith-based groups, organizations,
    - Civic organizations (Lion's Club, Rotary Club, Masons, Kiwanis, etc)
    - Community action agencies
    - Corporation for National and Community Service (CNCS), Senior Corps programs
    - Grocery stores or local farmers' markets
    - Home health agencies and visiting nurse programs
    - Hospital and health clinics
    - Humane Society or pet rescue organizations
    - Labor unions
    - Libraries
    - Managed care organizations
    - Public housing authority
    - Public transportation authorities
    - Radio/local TV "Community Spotlight" programs
    - Senior recreation centers
    - American Red Cross, Salvation Army, Goodwill, etc.

- Volunteer groups (foster grandparents, telephone reassurance programs, etc.)

Focus participant training on employment skills acquisition as guided by individual employment plans, assessment results, and labor market needs. Training will include short–term training classes, education, and WORKReady! Certification. SCSEP staff will also ensure participants receive the job notification list generated by the local workforce center, so participants are informed about area job openings. Training will now focus on computer-based skills to meet demands in today's job market.

Perform all required follow–up contacts with participants who exited for unsubsidized employment to address employment and life issues to provide support assuring they maintain employment.

Assure all requested data elements in USDOL's grant performance measurement system are entered accurately and timely.

Create a host agency skill development training plan that aligns with each employment plan and a method for tracking accomplishments, review with participant and agency every quarter. Reinforce the SCSEP program's goal of unsubsidized employment with each

participant regularly by acknowledging job-related skills development and emphasizing ongoing job search activities.

6. THE STATE'S STRATEGY FOR CONTINUOUS IMPROVEMENT IN THE LEVEL OF PERFORMANCE FOR SCSEP PARTICIPANTS' ENTRY INTO UNSUBSIDIZED EMPLOYMENT, AND TO ACHIEVE, AT A MINIMUM, THE LEVELS SPECIFIED IN OAA SECTION 513(A)(2)(E)(II). (20 CFR 641.302(F))

The state and national grantee's strategy for continuous improvement in the level of performance for SCSEP participants' entry into unsubsidized employment focuses on fostering a multitalented workforce, continual reminders for participants and host agencies that SCSEP is a temporary training program and encouraging participants they can accomplish what they set their mind to accomplish. Participants will also be encouraged to take advantage of online advice to older job seekers, such as AARP.org, Monster.com, Quintscareer.com, and AARP.org/LearnAt50Plus.

The technical and occupational skills of many SCSEP participants often lag behind today's employment requirements. Qualities offered by the older worker, such as work ethic and reliability, are valued by employers, but the need for technical skills is a concern. Training and retraining of SCSEP participants are designed to help their employability. Offering computer skills training to SCSEP participants is now available and encouraged.

SCSEP service providers seek to gather input from the business community, community leaders, host agency supervisors, the participants themselves, and local government officials about the job skill needs within their organizations and community. This effort includes networking at the chamber of commerce events and other business organizations' functions. The information gathered enables the development of meaningful training opportunities for older workers and suitable matches for unsubsidized work.

Recommendations include the following:

- Place SCSEP "graduates" in industries and occupations with high growth or
- substantial employment need;

- Research labor market information and consult with local workforce development boards and their partners, economic development agencies, chambers of commerce, and local business partners to identify targeted industries and high-growth occupations appropriate for seniors, local employers that are hiring, and skills and qualities needed to be successful in these jobs;
- Strengthen initial assessments of participant skills, knowledge, interests, aptitudes, and qualities, and define career objectives that are relevant to the participant's interests and abilities and local business needs;
- Assess the participant's barriers and skills gaps to create individual employment plans with timelines for training and support service needs;
- Coordinate with programs that offer work experience options, on-the-job training, or registered apprenticeship;
- Ensure host agency assignments provide skills training that is relevant for participant career objectives and employer needs;
- Develop effective relationships with participants and monitor their training progress so grantees can gauge when participants are ready to look for employment and update the IEP;
- Promote a motivated attitude through counseling and monitoring participants;
- Coordinate with **KANSAS**WORKS workforce centers to provide effective job search preparation and support;
- Require participants to register with **KANSAS**WORKS.com;
- Follow up frequently with participants in on-the-job experience arrangements to ensure that participants have the skills, confidence, and qualities to be successful in the job;
- Intervene early, as needed, to resolve any obstacles to successful employment; and
- Respect a participant's right of refusal of a job when they feel unprepared or unsuited for the job.

C. LOCATION AND POPULATION SERVED, INCLUDING EQUITABLE DISTRIBUTION

1. A DESCRIPTION OF THE LOCALITIES AND POPULATIONS FOR WHICH PROJECTS OF THE TYPE AUTHORIZED BY TITLE V ARE MOST NEEDED. (20 CFR 641.325 (D))

SCSEP in Kansas is operated in 88 of its 105 counties. The state grantee program is authorized to operate in south-central Kansas in the counties of Butler, Cowley, Harper, Harvey, Kingman, Sedgwick, and Sumner. The local workforce development board, Workforce Alliance of South Central Kansas, operates SCSEP services through the Wichita Workforce Center creating an excellent opportunity for SCSEP participants to access all available **KANSAS**WORKS services. The national grantee, SER Jobs for Progress National, Inc., operates in the remainder of the state. There are 18 counties where SCSEP is not authorized to operate—Anderson, Barber, Chase, Chautauqua, Cheyenne, Clark, Comanche, Decatur, Doniphan, Edwards, Elk, Ellsworth, Greeley, Hodgeman, Sheridan, Stranton, Wallace, and Wichita. Sedgwick is the one county where both the state and national grantees operate SCSEP with 73 authorized positions. Both programs are in the Wichita Workforce Center.

The state SCSEP program operates in a mostly urban area, the city of Wichita, the second-most populated city in Kansas. There are twenty-six SCSEP positions located in rural areas surrounding Wichita where access to services is limited and lack of transportation makes it difficult for older workers to access services in Wichita. Whether within the city or in a surrounding rural area, SCSEP participants are indicative of the abject poverty experienced by a significant percentage of the overall population.

2. LIST THE CITIES AND COUNTIES WHERE THE PROJECT WILL BE CONDUCTED. INCLUDE THE NUMBER OF SCSEP AUTHORIZED POSITIONS AND INDICATE WHERE THE POSITIONS CHANGED FROM THE PRIOR YEAR.

The state grantee has 84 authorized positions and the national grantee has 318.. The State has 7 counties with the following distribution: Sedgwick (58), Butler (8), Cowley (7), Sumner (5), Harvey (4) and Harper and Kingman each of 1 position. The National Grantee has 318 positions. Johnson (44), Wyandotte (32), Shawnee (27), Sedgwick (15), Douglas and Reno (11), Leavenworth and Saline (9), Montgomery Counties (7), Crawford (6) have combined positions totaling 171.

Kansas County	State Grantee Modified Positions
Butler	8
Cowley	7
Harper	1
Harvey	4
Kingman	1
Sedgwick	58
Sumner	5
Total Positions	84

Gove and Logan County were added to the service area for the national grantee with one position each. The remaining 147 positions are distributed among 72 counties ranging from 5 positions (3), 4 positions (12) 3 positions (6), 2 positions (15) to 1 position (36). The below table provides the number of positions per county:

Kansas County	National Grantee Modified Positions
Allen County	3
Anderson County	2
Atchison County	3

Kansas County	National Grantee Modified Positions
Barton County	5
Bourbon County	4
Brown County	2
Cherokee County	5
Cheyenne County	2
Clay County	1
Cloud County	2
Coffey County	2
Crawford County	6
Decatur County	1
Dickinson County	4
Doniphan County	2
Douglas County	11
Edwards County	1
Elk County	1
Ellis County	4
Ellsworth County	1
Finney County	5
Ford County	4
Franklin County	4
Geary County	3
Gove County	1
Graham County	1
Grant County	1
Greenwood County	2
Haskell County	1
Jackson County	2
Jefferson County	2
Jewell County	1

Kansas County	National Grantee Modified Positions
Johnson County	44
Kearny County	1
Labette County	4
Leavenworth County	9
Lincoln County	1
Linn County	4
Logan County	1
Lyon County	4
Marion County	2
Marshall County	2
McPherson County	4
Meade County	1
Miami County	4
Mitchell County	1
Montgomery County	7
Morris County	1
Morton County	1
Nemaha County	2
Neosho County	4
Ness County	1
Norton County	1
Osage County	3
Osborne County	1
Ottawa County	1
Pawnee County	1
Phillips County	1
Pottawatomie County	3
Pratt County	1
Rawlins County	1

Kansas County	National Grantee Modified Positions
Reno County	11
Republic County	1
Rice County	2
Riley County	4
Rooks County	1
Rush County	1
Russell County	2
Saline County	9
Sedgwick County	15
Seward County	3
Shawnee County	27
Sherman County	1
Smith County	1
Stafford County	1
Stevens County	1
Thomas County	1
Wabaunsee County	1
Washington County	1
Wilson County	2
Woodson County	1
Wyandotte County	32
Stevens County	3
Thomas County	2
Wabaunsee County	3
Washington County	5
Wilson County	4
Woodson County	2
Wyandotte County	5
Total	318

Kansas County	National Grantee Modified Positions

3. DESCRIBE CURRENT SLOT IMBALANCES AND PROPOSED STEPS TO CORRECT INEQUITIES TO ACHIEVE EQUITABLE DISTRIBUTION.

No slot imbalances have been identified.

4. THE STATE'S LONG-TERM STRATEGY FOR ACHIEVING AN EQUITABLE DISTRIBUTION OF SCSEP POSITIONS WITHIN THE STATE THAT:

A. MOVES POSITIONS FROM OVER-SERVED TO UNDERSERVED LOCATIONS WITHIN THE STATE IN COMPLIANCE WITH 20 CFR 641.365.

The equitable distribution report prepared by the State grantees at the beginning of each fiscal year provides a statewide ''snapshot'' of the distribution of authorized positions for each state and national grantee. The report shows the optimum number of participant positions in each designated area based on Census data and other relevant data.

Kansas' long-term strategy for maintaining equitable distribution of SCSEP positions within the state is to review Census data provided by USDOL, obtain current economic status in areas that are under/over-served to determine if conditions warrant a redistribution of authorized slots, and request redistribution if warranted. The state and national grantee will work collaboratively to discuss possible authorized position swaps resulting in consolidated positions in counties where they both operate and, if deemed appropriate, a formal request will be made to USDOL

B. EQUITABLY SERVES RURAL AND URBAN AREAS.

The aging of our population is one of the most significant trends affecting the workforce today and in the future. residents aged 55 and older, or 28.7 percent of the state's population. In 2020, the US Census reported Kansas had 855,051 residents aged 55 and older, or 29.3%. The 2018 - 2022 American Community Survey data estimates there are 861,407 aged residents 55 and older reflecting a small increase in this population of 0.7%.

The 2018 - 2022 American Community Survey data estimates that 152,202 individuals lived below the poverty level and 53,918, or 35.4 percent, were 55 years and older. Most individuals who have the greatest economic need are minorities and those who demonstrate the greatest social risk live in urban areas in Kansas. However, 10.1 percent of Kansans are limited English proficient, according again to the 2010 US Census, and are more equally distributed among rural and urban areas, with less than 60 percent living in urban areas. This type of statistical information provides the basis on which Kansas determines services are equitably divided between urban and rural areas.

C. SERVES INDIVIDUALS AFFORDED PRIORITY FOR SERVICE UNDER 20 CFR 641.520. (20 CFR 641.302(A), 641.365, 641.520)

SCSEP staff use the most up–to–date data, both from internal and external sources, the USDOL grants performance management system and other information to ensure eligible individuals

receive priority of service designation and the service delivery order the designation provides, including formerly incarcerated as a new priority of service population.

5. THE RATIO OF ELIGIBLE INDIVIDUALS IN EACH SERVICE AREA TO THE TOTAL ELIGIBLE POPULATION IN THE STATE. (20 CFR 641.325(A))

The percent of Kansas's population 55 and older is 29.3% with 28.8% of this population living below the poverty line also within this age group.

County	% of Population 55+	% of the Kansas Population 55+ in Poverty
Butler	29.6	3.3
Cowley	20.1	15.0
Harper	35.1	12.2
Harvey	28.5	8.6
Kingman	39.3	10.4
Sumner	22.1	10.8
Sedgwick	27.8	39.7

6. THE RELATIVE DISTRIBUTION OF ELIGIBLE INDIVIDUALS WHO:

A. RESIDE IN URBAN AND RURAL AREAS WITHIN THE STATE

In 2020 the Census Bureau reported the top 10 counties in Kansas with the highest population were Johnson (609,863), Sedgwick (523,824), Shawnee (178,909), Wyandotte (169,245), Douglas (118,785), Leavenworth (81,881), Riley (71,959), Butler (67,380), Reno (61,898), and Saline (54,303).

According to 2020 data from the Kansas Department of Health and Environment, 57.4% of the state's population resides in urban areas, 15.5% in semi-urban, 15.8% in densely settled rural, 7.7% in rural, and 3.6% in frontier. These classifications are based on a population density of:

- Frontier: less than 6 people per square mile (ppsm)
- Rural: between 6 and 19.9 ppsm
- Densely Settled Rural: between 20 and 39.9 ppsm
- Semi-Urban: between 40 and 149.9 ppsm
- Urban: 150 or more ppsm

B. HAVE THE GREATEST ECONOMIC NEED

The 2018 - 2022 American Community Survey data estimates that 152,202 individuals lived below the poverty level and 53,918, or 35.4 percent, were 55 years and older. The Kansas population was estimated at 2,852,901 in 2022. Meaning that nearly 2% of the population in Kansas may be eligible for SCSEP.

Many individuals who have the greatest economic need are minorities and those who demonstrate the greatest social risk live in urban areas in Kansas. However in a 2018 report from the USDOL National SCSEP Office, three rural counties in Kansas meet the persistent unemployment threshold—Coffey, Linn, and Neosho.

C. ARE MINORITIES

The "PY21 SCSEP Minority Report" conveyed 56.5% of the national grantee's SCSEP participants identified as minority while only 38.4% of the population in the national grantee's service area identified as minority. For the state grantee 41.5% of participants identified as minority with 26.8% of the service area population identifying as minority.

D. ARE LIMITED ENGLISH PROFICIENT

In a report from Kansas State University in December 2019, 11.5% of Kansans speak a language other than English, with 65% of those speaking Spanish. About 81,500 Kansans report that they do not speak English well or at all.

E. HAVE THE GREATEST SOCIAL NEED. (20 CFR 641.325(B))

Needs caused by non–economic factors such as physical and mental disabilities, language barriers, and cultural, social, or geographic isolation, including isolation brought about by racial or ethnic status are examples of "greatest social needs."

The following list includes those within the potential SCSEP–eligible population who are in these and other categories that could reasonably be said to correlate with the potential for greater social need:

- 41.8% have a disability (based on the 65 or older in the 2022 population)
- 7.2% have less education than a high school diploma or the equivalent (based on 65 and older population)
- 29.5% of one-person households are 65 and older
- 2.43% have limited English proficiency (based on 45 and older population)
- 46.3% live in rural areas
- 18,442 grandparents serve as caregivers and 8,706 provide sole support to grandchildren (based on the total population)
- 1.6% are at risk of being homeless (based on the Survey of Homeless Services)
- 21.1% are Veterans (ACS 2022, ages 55 and over)

F. FORMERLY INCARCERATED INDIVIDUALS, AS DEFINED IN TEGL 17-20

Kansas has an incarceration rate of 286 per 100,000 people. There are approximately 8900 justice- involved adults incarcerated in Kansas at any given time. Most recent data show nearly 14.6% are aged 55 and over.

7. A DESCRIPTION OF THE STEPS TAKEN TO AVOID DISRUPTIONS TO THE GREATEST EXTENT POSSIBLE, WHEN POSITIONS ARE REDISTRIBUTED, AS PROVIDED IN 20 CFR 641.365; WHEN NEW CENSUS OR OTHER RELIABLE DATA BECOME AVAILABLE; OR WHEN THERE IS OVER-ENROLLMENT FOR ANY OTHER REASON. (20 CFR 641.325(I), 641.302(B))

The state's plan for assuring distribution of SCSEP participant slots is modified as population shifts or other factors, create greater need in other geographic areas and is developed by the state and national grantee SCSEP staff leads who are responsible for notifying SCSEP staff of any new census data indicating such a shift. In cases of such a shift or when there is over-enrollment for any other reason, the grantees will implement the most recent Equitable Distribution for SCSEP as prescribed and will resolve the issue of over-enrollment through attrition of participants, with particular focus on unsubsidized placement of program participants.

Small shifts identified through Census data will be accommodated through attrition in the counties where a small number of slots are lost or by adding additional participants who are on waiting lists in counties where a minimal number of slots were added. When there is over-enrollment, grantees will transfer positions and encourage employment to make positions available for eligible individuals in the areas where there has been an increase in the eligible population.

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year

adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a

holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered

by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

WAGNER-PEYSER ACT - WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	65.4	66.5	65.4	66.5
Employment (Fourth Quarter After Exit)	64.9	64.9	64.9	64.9
Median Earnings (Second Quarter After Exit)	5,542	5,653	5,542	5,653
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM - ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available

to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	49.0%		50.0%	
Employment (Fourth Quarter After Exit)	45.5%		46.0%	
Median Earnings (Second Quarter After Exit)	$5000		$5050	
Credential Attainment Rate	33.0%		33.5%	
Measurable Skill Gains	51.0%		51.5%	
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

VOCATIONAL REHABILITATION PROGRAM (COMBINED OR GENERAL) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	51.0%		52.0%	
Employment (Fourth Quarter After Exit)	48.0%		48.9%	
Median Earnings (Second Quarter After Exit)	$3,066		$3,166	
Credential Attainment Rate	22.0%		23.0%	
Measurable Skill Gains	32.0%		33.0%	
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

VOCATIONAL REHABILITATION PROGRAM (BLIND) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

Effectiveness in Serving Employers

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.

ADDITIONAL INDICATORS OF PERFORMANCE

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

OTHER APPENDICES