

KANSAS NARRATIVE REPORT

PY 16

1. State Leadership Funds (AEFLA Section 223)

- (a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:
- Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).

Kansas has gone to great lengths to align required one-stop partner activities under WIOA. Kansas has devoted state leadership funds to staff time used to align activities with other one stop partners. This includes hosting statewide and regional webinars, in conjunction with our core partners, with all local title providers. During the year Kansas hosted three webinars with local area staff and local workforce development board chairs in order to gather their input on Title II activities, and to develop an RFP process that elicited the greatest possible alignment between adult education activities and the local workforce plans. Additionally, the Kansas Board of Regents, Kansas Department of Commerce, and Kansas Department of Children and Families are currently engaged in a project to enable enhanced electronic referrals between agencies, helping to create synergy between core programs and better provide wraparound services for participants.

The three core partner agencies, utilizing a Workforce Investment Fund grant, have developed and delivered multiple day-long cross-trainings throughout the state. These trainings bring program staff from each core partner, as well as other one-stop partners, together to learn about the services each program provides. During the course of the day participants learn the services provided by different programs, the qualifying criteria, and are able to network with their counterparts for programs in their regions. Additionally, participants work through customer service scenarios where they discuss potential clients, and determine what services are needed to best meet their needs. The cross-training has been adapted for online consumption, with partner agencies currently brainstorming how to facilitate the same interaction experienced during the face-to-face trainings.

During the Adult Education RFP process, feedback was solicited from review teams from each local workforce area. Teams consisted of board members and staff. Teams provided detailed feedback on each provider application, which was then used to 1) determine the extent to which the application aligned with the local workforce plan, and 2) determine if additional clarifying information needed to be sought from applicants. Once grants were awarded, this feedback was used to provide successful applicants feedback on where they could enhance alignment with their local plans and core partner services.

- Establishment or operation of a high quality professional development programs as described in section 223(1)(b).

State of Kansas staff have endeavored to provide high quality professional development opportunities to local adult education staff. In addition to allocating each program a formula-based amount of state leadership money (5% of program's federal award reserved for professional development), state staff also provide College and Career Readiness Standards (CCRS), Student Achievement in Reading (STAR), team teacher, and data quality trainings. Additionally, programs are encouraged, and sometimes incentivized (through our performance based funding formula), to participate in national conferences and trainings, as well as online offerings through LINCS and World Ed.

The Kansas Board of Regents (KBOR) is also currently holding a request for proposals seeking the development and hosting services necessary to convert our current face to face CCRS training to a hybrid-online model. The goals of this project are to 1) reduce travel and downtime for local programs, 2) streamline the training pipeline to account for local staff turnover, and 3) decrease face-to-face trainer freeing up resources for future professional development opportunities.

In addition to current offerings, KBOR plans on providing additional PD focused on further implementation of a sustainable career pathways system, and enhancements of IET and IELCE programs across the state.

- Provision of technical assistance to funded eligible providers as described in section 223(1)(c).

Technical assistance (TA) is provided to all programs on an ongoing basis. KBOR holds 3-4 conferences or meetings each year to disseminate new program requirements, toolkits, curriculum and ideas to local programs. TA is also provided electronically throughout the year in the form of bi-monthly TA webinars.

Enhanced, in person, TA is offered either at a program's request, or as a result of the monitoring and evaluation process. This TA will vary, based on need, but can include on-site evaluations and trainings, periodic TA calls, or one-on-one trainings in the state office.

- Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).

KBOR has a robust set of desk-monitoring procedures designed to evaluate program quality and suggest improvements. KBOR utilizes a risk-based monitoring approach that drives what TA is provided to programs, and can trigger an on-site monitoring visit.

In addition to desk monitoring, KBOR provides on-site monitoring to a number of programs each year to review quality of environment, instruction, and data at local programs. During FY17 KBOR conducted on-site monitoring at seven of twenty-three

local programs.

- (b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).

During the program year KBOR worked to provide professional development most needed by local programs. This included:

Continuing to support and develop our Accelerating Opportunity program, which provides a model for integrated education and training for upper-level students. Kansas has plans to provide training to local programs on how to provide career-infused adult education at all levels in the upcoming year.

Kansas provided curricular support by hosting trainings on CCRS standard implementation, and the Student Achievement in Reading program. During the year KBOR devoted additional state leadership funds to pay 100% of the training costs. By eliminating costs to the local programs additional programs and staff were able to participate.

During the year state staff conducted on-site visits with seven local programs. These programs were provided with targeted technical assistance meant to assist with the implementation of WIOA Title II. Additionally, all providers were given updated information and guidance at several conferences and presentations held throughout the year.

2. Performance Data Analysis

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.

Kansas has updated its performance based funding formula to align with the WIOA core indicators of performance. This formula provides programs 30% of their funding based on an institutional grant, enrollment, and area need. 45% of a program's funding is determined based on their performance on the WIOA performance indicators. The remaining 25% of program funds are awarded using the *Kansas Indicators of a Quality Adult Education program*, which contain 17 specific measures used to monitor and evaluate performance in adult education programs. These measures address factors beyond outcomes, such as providing services to lowest level learners, posttest rates, performance on negotiated goals, intensity of scheduled instruction, technology instruction, and portion of students achieving core and secondary outcomes. The formula, and the underlying measures, provide Kansas with a robust system designed to encourage providers to maintain the highest levels of quality and effectiveness possible.

As Kansas continues to update its adult education data system to better track and report WIOA performance outcomes, we continue to enhance the availability of performance data and reports. This includes a suite of local-program reports that can be used to make data driven decisions at the local level, in real time. At the state level, local program performance is monitored on an on-going basis. Each program is then compared with state performance to determine under- and overperforming programs. This data is used to determine necessary technical assistance, monitoring, and/or targeted professional development. Top performing programs are asked to share their success and the factors they feel are driving it, which can help underperforming programs gain the knowledge needed to improve performance.

3. Integration with One-stop Partners

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.

As the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, the Kansas Board of Regents has delegated many of its required one-stop role to the local providers in each area. Given the geographic diversity of our state, which is mirrored in the makeup of our workforce regions, KBOR feels that negotiations between local programs and local boards will result in the best possible service for participants across the state. As such, each local program has negotiated an MOU with their local board that includes IFAs under the local funding model.

As established in our state plan, adult education is providing initial skills assessments, and determining basic skills needs, using TABE 9/10 and TABE CLAS-E. AEFLA programs are either providing the assessment on site at their locations, or at the one-stop if the partners are not co-located.

Each adult education provider is performing outreach, intake, and orientation services under their MOUs. This is a responsibility that has been applied to all partners under the Kansas combined state plan's "No Wrong Door Approach". Adult education providers do outreach in their communities to attract students, and are then required to follow an intake and orientation process prescribed by Kansas's Proficiency Attainment Model (PAM). It is during the intake and orientation process that students are informed of other services available through the one-stop system (including supportive or assistance services available through partner agencies or other community based organizations). Students are then assessed, and screened for eligibility in a partner program. When adult education centers believe a student qualifies for services through a partner program they are referred to that partner, even if they do not qualify for adult education services. When students are referred, information is passed to the partner agency to prevent duplication of effort when gathering demographic and assessment information. Adult education centers then work in tandem with their partners to provide collaborative case management, where possible.

Kansas adult education providers are required to provide IET opportunities to their students. Many of these opportunities come in the form of Kansas' Accelerating Opportunity program, which continues to receive state support. These students are co-enrolled in adult and career technical education programs for the purpose of expediting their completion of secondary and postsecondary credentials. During the PY17 program year, KBOR staff are working with local programs to broaden the availability of IET programs in the state's one-stop system.

While not a responsibility of the local programs, the Kansas Department of Commerce, the Kansas Board of Regents, the Kansas Department of Labor, and the Kansas Department of Education have worked together utilizing a Workforce Data Quality Initiative grant to provide performance and program cost information on eligible providers of education, training, and workforce services by program and type of provider to participants. The development of kscareernav.gov continues, but it currently houses education, training, cost, and employment information to participants based on geographic location (workforce area and county) and provider type.

4. Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:

- Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.

The most recent IELCE competition occurred concurrently with Kansas's section 231 competition. The competition took place between January 2017 and March 2017. Grants were awarded in May 2017, when seven IELCE providers were selected. Quarterly calls are held with providers to share best practices, etc.

- Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;

Kansas awarded IELCE grants to programs committed to providing IELCE services in combination with integrated education and training activities. During the first year of implementation, programs will work to build relationships with training programs and employers. In addition to forging new partnerships, many programs intend to leverage Kansas's existing Accelerating Opportunity framework to offer IET concurrently with IELCE services. In order to better share and establish best practices, Kansas is participating in the IELCE TA project, Building Opportunities, with our largest IELCE provider. We intend to use this opportunity to enhance our state's IELCE programs with information gained via access to a nationwide TA network.

- Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals; and

IELCE grantees are working to forge partnerships with employers in their respective areas that will help drive their IET programs, as well as assist them in placing their IELCE students in unsubsidized employment. Some headway is being made in different regions across the state, but progress has been slow as programs and employers negotiate their new roles under WIOA. To assist with this process, KBOR has offered TA and supplemental grant funding to assist with partnership development.

- Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

During the RFP process, feedback was solicited from review teams from each local workforce area. Teams consisted of board members and staff. Teams provided detailed feedback on each provider application, which was then used to 1) determine the extent to which the application aligned with the local workforce plan, and 2) determine if additional clarifying information needed to be sought from applicants. The state continues to ensure alignment by driving partnership between local programs and their respective workforce boards, providing technical assistance as needed. KBOR has also made supplemental grant funding available to providers who are in a position to advance allowable partnerships with business and industry.

5. Adult Education Standards

If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.

Kansas has adopted the Common Core State standards for K-12 education. To better align with the K-12 system, Kansas Adult Education has adopted the College and Career Readiness Standards.

6. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)

The relative rate of recidivism for Kansas is calculated per program year, with student release and reincarceration tracked for a total of three years. Kansas has chosen to define recidivism as a new court commitment, not reincarceration on the same sentence due to a parole violation or other circumstances.

For individuals served in PY 2015, 179 have released. Of those, 20 have reoffended. This gives Kansas a recidivism rate of 11.17% for PY 2015.

For PY 2016 165 students have released. Of those, none have reoffended, resulting in an initial 0% recidivism rate for the program year.