

KANSAS NARRATIVE REPORT PY 17

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 continued to devote staff time and resources to the Workforce Investment Fund project involving all partners. KBOR staff have participated in an intensive Customer Centered Design project to redesign the delivery of OJT services to customers throughout the state. This project has highlighted areas for revision and development that will positively impact the delivery of all services throughout the state.

During the course of the year, KBOR held a joint Career Pathways development project pilot that included staff from local Adult Education programs, Career Technical Education programs at area Community and Technical colleges, and local workforce development boards. The purpose of this project was to develop comprehensive career pathways targeted towards students at all levels and delivered in tandem with each respective institution and agency. The project took advantage of expertise from each area and was successful in establishing in-demand pathways based on local labor market needs.

KBOR has plans to work with our partners to take the best practices developed during the pilot and scale the project statewide, involving all twenty adult education centers, their host institutions, and local board staff from each of Kansas's five local areas.

In October, Kansas held the first annual joint WIOA conference designed to bring all of the core title programs together with CTE programs from the state's public community and technical colleges. Content was designed to foster collaboration amongst all stakeholders and work towards optimal service delivery across the state, and provided a wide variety of professional development for all WIOA partners.

- *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 (3% 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, to participate in national conferences and trainings, as well as online offerings through LINCS and World Ed.

In PY17, the Kansas Board of Regents funded a project to begin the development of a hybrid-online CCRS training. Development of the pilot has taken place throughout the year, with a pilot planned for PY18, beginning in January, 2019.

- *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 monthly TA webinars. Each year, KBOR provides a minimum of four data quality (PABLO) trainings, with additional trainings delivered at the request of local programs. This ensures that local program staff are up-to-date on all WIOA requirements and have implemented local processes to gather and input local-level data into the state data system.

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 minimum of five local programs each year to review quality of environment, instruction, and data. During PY17 KBOR conducted on-site monitoring at five of twenty local programs.

KBOR currently plans to monitor a minimum of five programs per year, ensuring that each of the twenty programs receives an on-site visit at least once every four years.

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

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 continually met or exceeded negotiated performance targets. KBOR negotiates performance targets with local adult education programs on an annual basis. Targets are based on performance, with the goal of continuous program improvement and student success.

Kansas uses a 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 11/12 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's 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 kscarenav.gov 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 IELCE programs continue to build new relationships and partnerships to allow for the delivery of IET programs to IELCE students. Though the process is far from complete, several programs have begun demonstrating successful implementation of the IET/IELCE model.

- One of our local IELCE providers has entered into a partnership with Kansas's largest healthcare provider to provide onsite adult education and training services to a non-native English-speaking population, with the object of placing them in vacant positions vital to hospital operations.
- One local provider has focused on providing IET and ELA services to individuals with education and training from their home country, with the goal of placing these individuals into careers in their new communities as soon as possible.

KBOR will continue providing Technical Assistance to all IELCE providers as we begin to see progress with implementation of model IELCE programs at each of our seven providers.

- *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*

Kansas has taken the approach that each IELCE IET program should be developed with the student's eventual employment in mind. We have therefore advised that as a part of the holistic development of new pathways for IELCE students, local programs should forge partnerships with employers from the onset of program development. Employer partnerships are often initiated by leveraging business contacts at the local workforce development board.

Additionally, KBOR continues to work towards expansion of our state's AO-K network, providing education and training in fields designated as high-demand high-wage by the Kansas Department of Labor, thus leading to employment in careers paying a family sustaining wage.

- *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.*

Throughout the IELCE IET pathway development process local programs engage with their local workforce development board to ensure that pathways not only meet the demands of the region

they are in, but also align with the needs of local employers. Developing pathways in this manner has the added benefit of providing a link to employers from the onset of the career pathway, providing pathway participants the best employment opportunities possible.

To further integrate adult education into the standard operations of the local workforce development boards, KBOR plans to provide quarterly data updates on local activities (including IELCE). These reports will provide insights into the WIOA performance for programs within each local area and allow the local board input into the processes and performance of local adult education programs.

As our local program partnerships mature (e.g. Healthcare), we will have additional data (both qualitative and quantitative) with which to make adjustments and develop a set of best practices for similar programs in our state.

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.

N/A

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

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

A list of correctional participants is maintained using the Kansas PABLO student information system with inmate ID number and earliest possible release date. Students who have passed their release date are compared to information in the Kansas Department of Corrections Offender Database which provides information on student release, supervision status, new charges, and current incarceration status.

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 the percentage of students who were released and reincarcerated on a new court commitment, on the same sentence due to a parole violation or other circumstances.

For individuals served in PY 2015, 234 have released. Of those, 24 have reoffended. This gives Kansas a recidivism rate of 10.26% for PY 2015.

For PY 2016 225 students have released. Of those, 10 have reoffended. This gives Kansas a recidivism rate of 4.44% for PY 2016.

For PY 2017 168 students have released. Of those, 13 have reoffended. This gives Kansas a recidivism rate of 7.74% for PY 2017.