

KANSAS NARRATIVE REPORT PY 18

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).*

Career Pathways continue to evolve in Kansas as we incorporate basic skill concepts (e.g. time management, social skills, accountability) with local area workforce needs. One common theme throughout the state is the enhanced partnership between adult education services and workforce development services. This partnership has led to an increase in student knowledge about career opportunities through local workforce presentations, informational displays (e.g. bulletin boards, career pathways posters and displaying television adds re: local employment opportunities) and the hiring of a ‘Career Navigator’ dedicated to helping students with career pathways questions.

Kansas has also seen an expansion in employer partnerships, where adult education programs deliver adult education and training services to incumbent workers, often times at the workplace. In addition, we have seen expansion of Career Pathways opportunities at our adult education centers to include: Health Care Pathways, Welding Technology and Automotive Technology. As we continue to expand the overall value of Career Pathways, we expect to see additional growth in numbers of students participating and realizing success.

Kansas held the 2nd Annual Workforce Innovation Conference which brings together all core Title programs with CTE programs from the state’s public community and technical colleges. The conference is co-sponsored by the Kansas Board of Regents and the Kansas Department of Commerce. 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. With over 340 attendees, and increased sponsors and presenters, plans are underway for 2020.

Kansas has continued to expand partnerships off the Customer Centered Design project funded by the Workforce Investment Fund grant. It allowed Title II to work with other WIOA partners on the redesign of the delivery of OJT services. The redesign project led to conversation on the general delivery of services and co-enrollment across WIOA titles in many of our local areas.

The Core WIOA partners have placed an emphasis on the continued enhancement of cross-Title referrals and monitoring of WIOA state plan implementation. Over the past several years, progress has been made on referrals in Kansas’s local areas. The process has highlighted areas for continued improvement and development that will positively impact the delivery of all Title services throughout the state.

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

State of Kansas staff endeavor to provide high quality professional development opportunities to local adult education staff. In addition to allocating to 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, Workforce GPS and World Ed.

In PY17, the Kansas Board of Regents funded a project to begin the development of a hybrid-online CCRS training, which was piloted to select programs in 2019. Development of the pilot has taken place throughout the year and is complete with 219 faculty and staff participating in the training. Expansion of this training to additional faculty will occur in 2020. The Kansas Board of Regents staff has put in place a requirement that all new faculty will have completed the Overview and either the ELA modules (I – III) and/or Math modules (I – III) within the first six months of hire. A weekly feedback loop regarding the training has revealed that faculty are using the training to impact their classrooms by enhancing lesson plan development. The primary advantage of completing the modules on-line is the cost benefit to programs in faculty travel time and expense.

- *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 three-four conferences or meetings each year to disseminate new program requirements, toolkits, curriculum and best practices to local programs. TA is also provided electronically throughout the year in the form of monthly webinars. Each year, KBOR provides a minimum of four data quality (Adult Education Student Information System - AESIS) 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.

As a result of the monitoring and evaluation process, enhanced face to face TA is provided to the local program. This TA will vary, based on need and risk, but can include on-site evaluations and trainings, periodic TA calls, or one-on-one trainings in the state office or regional location.

- *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 the nature of TA that is provided to programs and can trigger an on-site monitoring visit, or further intensive TA.

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 PY18 KBOR staff conducted on-site monitoring at five of the twenty local programs. KBOR plans to continue its risk-based monitoring processes and ensure local compliance with all state and federal guidelines.

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

N/A

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 continues to meet or exceeded the negotiated performance targets for measurable skill gains. To establish accountability, KBOR negotiates performance targets with all 20 local adult education programs annually. Targets are based on past performance, with a focus on continuous local program improvement and student success. As the state establishes targets with OCTAE for the remaining WIOA core indicators of performance, targets will be established with each local program based on past performance and meeting state negotiated targets.

Kansas has continued to make new data reports available to local programs, so they are aware of their performance, and can make adjustments as needed throughout the year. KBOR staff also monitor performance throughout the year, and offer technical assistance, monitoring, and professional development to ensure that all programs have the tools they need to succeed. KBOR values a culture of collaboration amongst the local programs and encourages programs to share their successes and best-practices.

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 PY19 program year, KBOR staff worked 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 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 deliver IET to IELCE students. Although all programs currently deliver IET and IELCE concurrently, several programs have demonstrated successful implementation of ideal IET/IELCE models.

- 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 objective of promoting them into career pathways vital to hospital operations. The first students graduated in October, 2019, with another celebration planned for April 2020.
- 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. The implementation of the ESL Algebra course is being team-taught with an adult education instructor and a math faculty member. Twenty-seven new students have taken the course since the Fall of 2017.
- One program launched an ESL IET welding program consisting of seven male and three female students. All ten students completed the program with 100% receiving workplace welding credentials. Additionally, intensive wrap-around services were provided, ranging from transportation, personal protective equipment, and child-care, and financial literacy counseling.

KBOR will continue providing Technical Assistance to all IELCE providers as we identify best practices.

- *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 encourages the development of IELCE/IET career pathways that include employer partnerships. 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 local business contacts and through the local workforce development boards.

Additionally, KBOR is working towards expansion of our state's Accelerating Opportunity – Kansas (AO-K) network, providing education and training in fields designated as in-demand/high-wage by the Kansas Department of Labor, thus leading to employment in careers paying family sustaining wages.

- A noted 'Best Practice' is having a dedicated Program Transition Coordinator. This person(s) focuses on students' individual interests and is someone who is knowledgeable of community, educational and training resources. In addition, they assist students in overcoming barriers to achievement (child-care, transportation, counseling, etc.). This student-centered approach makes a significant difference to students, one student at a time.
- One program has created a career pathway where students completing the AO-K program in Advanced Manufacturing have guaranteed interviews with the 2nd largest employer in Kansas' largest city. This renewed interest in the AO-K program is a win-win for students as well as employers.
- Workforce personnel present information regarding services during each orientation period. Various local employers promote the program's courses with some businesses requiring ESL courses (if necessary) while the program receives financial scholarships, incentive pay, and the city provides local transportation. This program has created 12 credit hour career pathways with basic skill instruction aligned with labor market needs that lead to industry-recognized credentials. To help address IELCE 'best practices' across the country, they have utilized LINC training.
- 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 objective of promoting them into career pathways vital to hospital operations.

KBOR will continue providing Technical Assistance to all IELCE providers as we identify best practices.

- *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 their region, but also align with the needs of local employers. Developing pathways in this manner connects students to employers, providing pathway participants the best career opportunities.

To further integrate adult education into the standard operations of the local workforce development boards, KBOR provides 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 adjust and develop a set of best practices for similar programs in our state.

- One program's emphasis is for students to have better success with the National Career Readiness Certificate (NCRC). The program uses Career Ready 101 modules with English language learners (ELLs) as some students have struggled with the WorkKeys assessments.
- One local provider invited Workforce staff to participate at Orientation and then followed up by having Workforce personnel provide bi-weekly updates with students. These updates inform students of available services (e.g. resume writing, cover letters, interview skills etc.) to help aid students in obtaining a career. The challenge has been maintaining continuity with Workforce staff due to high employee turnover at the Workforce center.
- One program involved Workforce staff in the early planning stages of developing the welding program for ELL's. Eighty percent (80%) of those students were co-enrolled as WIOA Title I clients which made them eligible for training funds that paid the cost of the welding instruction, materials, and transportation assistance. All eligible students benefited from the job placement assistance and support provided during the early stages of their employment in their new career.

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.

The State has not adopted new standards this year, however, in 2013 Kansas adult education adopted the College and Career Readiness Standards which are a subset of the Common Core State Standards utilized by the Kansas Department of Education. Kansas adult education continues to provide professional development and technical assistance meant to ensure the delivery of standards-based instruction to our adult education students. This professional development includes the implementation of our hybrid online CCRS training which is required for all adult education administrators and instructional staff.

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 participants in correctional facilities is maintained using the Kansas AESIS 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.

For individuals served in PY 2016, 266 students have released. Of those, 23 have reoffended. This gives Kansas a recidivism rate of 8.65% for PY 2016.

For PY 2017, 264 students have released. Of those, 18 have reoffended. This gives Kansas a recidivism rate of 6.82% for PY 2017.

For PY 2018, 145 students have released. Of those, 2 have reoffended. This gives Kansas a recidivism rate of 1.38% for PY 2018.